

Module Code:	FAW508 / SIR506
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Module Title:	Psychology: Enhancing Performance
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Level:	5	Credit Value:	20
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Cost Centre(s):	GASP	JACS3 code: Hecos code	C813 100499
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School:	Social & Life Sciences	Module Leader:	Tom King
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Scheduled learning and teaching hours	35 hrs
Guided independent study	165 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BSc (Hons) Football Coaching and the Performance Specialist	✓	
BSc (Hons) Sports Coaching and Performance Development	✓	
BSc (Hons) Sport, Health and Performance Science		✓
BSc (Hons) Sports Injury Rehabilitation (students to be registered on SIR506)	✓	

Pre-requisites
None

Office use only

Initial approval: 14/02/2019

Version no: 1

With effect from: 23/09/2019

Date and details of revision: 14.2.19 addition of SIR programme

Version no: 1

Module Aims

This module aims to:

- Enhance students' understanding of the approaches, concepts / theories within sport and exercise psychology
- 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

At the end of this module, students will be able to		Key Skills	
1	Appraise contemporary applied research in sport & exercise psychology.	KS3	KS6
		KS9	
2	Design and develop practical activities to demonstrate how performance psychology can impact players, coaches and other key stakeholders.	KS1	KS2
		KS3	KS5
		KS8	KS10
3	Examine how psychological theory can be applied to improve sports performance and exercise behaviour.	KS1	KS2
		KS3	KS4
4	Evaluate an intervention within performance psychology using personal reflection	KS1	KS3
		KS9	

Transferable 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

SIR506 - Sports Injury Rehabilitation students must pass both elements of assessment with 40% or above

Assessment:

Indicative Assessment Tasks:

Assessment 1: **Group Project**

In small groups the students will be required to create, lead and present a project explaining their method for an intervention (scenario based) within a case study.

Assessment 2: **Essay**

Students will be required to use their experience from the previous assessment to collate a personal reflection on the success of their intervention.

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:

- Planning in Sport and Performance Psychology (organizational psychology, planning for performance)
- Individual Psychological Processes in Performance (models and frameworks for intervention, psychological skills training, self-perceptions, concentration and attention, anxiety and arousal, emotional control and stress, resilience and coping motivation)
- Social Psychological Processes in Performance (Building relationships, rapport, contextual intelligence, communication, emotional intelligence, interpersonal relationships, leadership, decision making)

Indicative Bibliography:**Essential reading**

Weinberg, R. and Gould, D. (2015). *Foundations of sport and exercise psychology*. 6th ed. Champaign, IL: Human Kinetics.

Other indicative reading

Buckworth, J. and Dishman, R.K. (2013), [Exercise Psychology](#). 2nd ed. Champaign, IL. Human Kinetics.

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

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

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

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. (eds.) (2013), [New developments in goal setting and task performance](#). New York: Routledge.

Locke, E. A. Shaw, K. N. Saari, L. M. and Latham, G. P. (1981), 'Goal setting and task performance'. *Psychological Bulletin*, Vol.90, pp.125-152.

MacMahon, C., Mascarenhas, D. R. D., Plessner, H., Pizzera, A., Oudejans, R., and Raab, M. (2014), [Sports Officials Officiating: Science and Practice](#). Oxon, Routledge.

Murphy, S. (2010). *The Oxford handbook of sport and performance psychology*. New York, NY: Oxford University Press

Shaw, D.F. Gorely, T. and Corban, R.M. (2005), *Instant Notes: Sports and Exercise Psychology*, Oxon: Garland Science/BIOS.

Singer, R.N., Hausenblas, H.A. and Janelle, C.M. (Eds) (2001), *Handbook of Sport Psychology (2nd Edition)*. New York: Wiley & Sons