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<b>Module Code:</b>	SIR506
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<b>Module Title:</b>	Sport Psychology 2
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASP	<b>JACS3 code:</b>	C813
		<b>HECoS code:</b>	100499

<b>Faculty</b>	FSLs	<b>Module Leader:</b>	Tom King
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Scheduled learning and teaching hours	30 hrs
Placement tutor support	0hrs
Supervised learning eg practical classes, workshops	30 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>30 hrs</b>
Placement / work based learning	<b>0</b>
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BSc (Hons) Football Coaching and the Performance Specialist (SPT522)	✓	<input type="checkbox"/>
BSc (Hons) Applied Sport and Exercise Sciences (SPT522)	✓	<input type="checkbox"/>
BSc (Hons) Sports Injury Rehabilitation	✓	<input type="checkbox"/>

<b>Pre-requisites</b>
None

<b>Office use only</b>		
Initial approval:	06/08/2018	Version no: 1
With effect from:	28/09/2020	
Date and details of revision:	Aligned with new sports re-val Sep 20	Version no: 2

**Module Aims**

Aims of the module are to develop students understanding of the use of evidence and research base to applied practice. Students will further adapt their knowledge of theories within Sport and Exercise Psychology, and begin to examine various methods to affect performance in the applied world.

**Module Learning Outcomes - at the end of this module, students will be able to**

1	Appraise current applied research in sport & exercise psychology
2	Design and develop practical activities to demonstrate how performance psychology can key stakeholders
3	Examine how psychological theory can be applied to improve sports performance and exercise behaviour
4	Evaluate an intervention within performance psychology using personal reflection

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<b>CORE ATTRIBUTES</b>	
Engaged	I
Creative	I, A
Enterprising	I
Ethical	I, A
<b>KEY ATTITUDES</b>	
Commitment	I, A
Curiosity	I, A
Resilient	I, A
Confidence	I, A
Adaptability	I
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	A
Organisation	I, A
Leadership and team working	I, A
Critical thinking	I, A
Emotional intelligence	I, A

<b>Employability Skills</b> <b>The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content</b> <b>A = included in module assessment</b> <b>N/A = not applicable</b>
Communication	I, A

### Derogations

All programmes:  
Both assessments must be passed at 40% for progression.

### Assessment:

Indicative Assessment Tasks:

**Assessment 1:** Students will be individually required to create, lead and present a project explaining their method of intervention (scenario based) within a case study. Presentations will be 20 minutes in duration, with a 10-minute slot post presentation for questions.

**Assessment 2:** Students will be required to use their experience from the previous assessment to collate a personal reflection on their perceived success of the case study (1000 words).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Individual Presentation	80%
2	4	Reflective Essay	20%

### Learning and Teaching Strategies:

The module will be delivered through a series of lectures, workshops and seminars. Typically, the delivery will be 1-hour lecture and 1-hour workshop/seminar, where practical activities may be undertaken with reference to contemporary theory. All students will be expected to participate in workshops and group work. Various methods of formative and summative assessment will take place within the module to facilitate learning.

### Syllabus outline:

- 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

**Indicative Bibliography:**

Weinberg, R. and Gould, D. (2017). *Foundations of sport and exercise psychology*. 5th ed. Champaign, IL: Human Kinetics.

Hanrahan, S. (2013). *Routledge handbook of applied sport psychology*. Routledge.

**Other indicative reading**

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

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

Keegan, R. (2016). *Being a sport psychologist*. London: Palgrave Macmillan Education.

Murphy, S. (2012). *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.

*Contemporary journals in Sport, Performance and Exercise Psychology*