



**SPORT SCIENCE & MANAGEMENT**  
**SS1106 PSYCHOSOCIAL ASPECTS OF SPORT AND EXERCISE**

<b>Academic Year</b>	2020/21	<b>Semester</b>	2
<b>Course Coordinator</b>			
<b>Course Code</b>	SS1106 / SS5605		
<b>Course Title</b>	Psychosocial Aspects of Sport and Exercise		
<b>Pre-requisites</b>	None required		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	Total hours: 39 Lecture: 26 Tutorial: 13		

**Course Aims**

This course is designed as a foundation course in exercise and sport psychology for students of sport science. The aim of this course is to introduce you to the social and psychological aspects of sport and exercise. Topics covered include personality, motivation, stress and coping, aggression, moral development, team building and cohesion, competition, and leadership. Emphasis will be on the role of sport psychology in influencing participants' cognition, emotion, and behaviour in physical activity and sport settings. This course will provide you with a strong foundation in exercise and sport psychology that can be applied to promote positive experiences and development through sport and exercise.

**Intended Learning Outcomes (ILO)**

By the end of the course, you should be able to:

1. Determine the personal and situational factors that influence participation and behaviour in sport, exercise, and physical activity;
2. Describe the sport and exercise environment and nature of groups;
3. Predict the psychological and social outcomes of participation in sport and physical activity;
4. Articulate the roles that sport professionals and coaches play in facilitating the psychological growth and development of athletes and participants.

**Course Content**

The following topics will be covered:

1. Personality and Sport
2. Motivation
3. Creating a Positive Motivational Climate
4. Feedback and Reinforcement
5. Arousal, Stress and Anxiety
6. Character Development
7. Group/Team Dynamics
8. Cohesion
9. Competition and Co-operation

- 10. Leadership
- 11. Communication
- 12. Aggression

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1. Class Test	1-4	A1	30%	Individual	NA
2. Online Assignments	1, 3, 4	A1, A2, A3, B1, B2, C1, C2, C3, D1 E1	20%	Group	Appendix 1
3. Essays	2-4	A1, A2, A3, B1, B2, B3, C1, C3, E1	30%	Individual	Appendix 2
4. Seminar Report	1-3	A1, A2, A3, B1, B2, B3, C1, D1, E2	20%	Individual	Appendix 3
Total			100%		

Graduates of the SSM programme should show:

Competence	
A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services
Creativity	
B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analysis}	critically analyse data from a multitude of sources
B3: {Interdisciplinary}	connect the subfields of sport science and sport management to tackle problems
B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	

C1: {Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
C3: {Articulate}	ability to be clear and concise in all forms of communication
<b>Civic-Mindedness</b>	
D1: {Professional}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusion}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
<b>Character</b>	
E1: {Ethics}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportspersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

### **Formative feedback**

You will be provided with regular feedback on your learning throughout the course by the instructors. You will also receive feedback from your peers in various sharing platforms. For the class tests, you will be provided with verbal feedback on the overall test performance.

### **Learning and Teaching approach**

<b>Approach</b>	<b>How does this approach support students in achieving the learning outcomes?</b>
Lecture	You will be introduced in lectures to the fundamental topics and issues related to sport and exercise psychology. Lectures will be used to provide students with opportunities for critically thinking about the topics.
Tutorial/Practical Sessions	Tutorial and practical sessions will provide opportunities for detailed discussion and better understanding of the topics introduced in the lectures. Practical activities will also be conducted in tutorial sessions to promote deep learning of the topics.
Online Assignment	You will engage in online discussion with your classmate, under the guidance from the instructor. This will permit sharing of ideas amongst students and learning in a group setting.
Seminar Report	You will be actively engaged in the seminars and reflect on your

learning from the seminar sessions.

## Reading and References

### Recommended Texts:

1. Weinberg R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology* (7th ed.). Champaign, IL: Human Kinetics.

### Recommended References:

2. Papaioannou, A. G., & Hackfort, D. (Eds.). (2014). *Routledge companion to sport and exercise psychology: Global perspectives and fundamental concepts*. New York: Routledge.
3. Tenenbaum, G., & Eklund, R. C. (Eds.). (2007). *Handbook of sport psychology* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

## Course Policies and Student Responsibilities

### (1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes—lecture and tutorial/practical—punctually and submit all scheduled assignments and take tests by due dates. You are not allowed to swap tutorial groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

### (2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### (3) Absence Due to Medical or Other Reasons

If you are sick and not able to complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

### (4) Attire and safety

You are expected to participate in practical laboratory activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey laboratory safety rules, and take appropriate care of and return all equipment after use.

## Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU

Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Collaboration is encouraged for your work in the class and laboratories because peer-to-peer learning helps you understand the subject better and working in a team trains you to better communicate with others. Working together and exchanging ideas and experiences will help improve the quality of your assessed presentation. It is important to credit others for their contribution to your work which promotes ethical practices and academic integrity.

### Course Instructors

Instructor	Office Location	Phone	Email

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction to Sport and Exercise Psychology Personality and Sport	LO1	Chapter 3, Pages 29-48
2	Motivation: Achievement Motivation	LO1, LO2	Chapter 4, Pages 53-72
3	Motivation: Intrinsic and Extrinsic Motivation	LO1, LO2	Chapter 7, Pages 132-143
4	Feedback and Reinforcement	LO 3, LO4	Chapter 7, Pages 121-149
5	Arousal, Stress, and Anxiety	LO1, LO3, LO4	Chapter 5, Pages 77-95
6	Character Development	LO1, LO3, LO4	Chapter 25, Pages 585-605
7	Group/Team Dynamics	LO2, LO4	Chapter 9, Pages 175-208
8	Cohesion	LO2, LO4	Chapter 9, Pages 175-208
9	Class Test	LO1, LO2, LO3, LO4	-----
10	Competition and Co-operation	LO1, LO2	Chapter 6, Pages 103-114

11	Leadership	LO2, LO4	Chapter 10, Pages 211-231
12	Communication	LO4	Chapter 11, Pages 233-256
13	Aggression	LO2, LO3	Chapter 24, Pages 256-582

**Appendix 1: Assessment Criteria for Online Assignments (20%)**

Criterion	5 – 4 marks	3 – 2 marks	1 - 0 mark
<b>Knowledge synthesis and articulation</b>	<p><b>Consistently translated</b> the literature into well-articulated tasks and thinking processes.</p> <p>Presented knowledge that was <b>complete</b>.</p>	<p><b>Somewhat translated</b> the literature into tasks.</p> <p>A need to address <b>some minor gaps</b> in knowledge.</p>	<p><b>Has not translated</b> the literature into tasks.</p> <p>A need to address a <b>significant number of gaps</b> in knowledge.</p>
<b>Relevance, clarity &amp; accuracy</b>	<p>Excellent connections to relevant literature</p> <p>The discussion was <b>very</b> organised, thoroughly researched, and ideas are well-developed with evidence.</p>	<p>Scope and thrust of the discussion was <b>very clearly</b> represented.</p> <p>The discussion was <b>well</b>-organised, ideas are relevant and substantiated with evidence.</p>	<p>Scope and thrust of the topic was <b>poorly</b> represented.</p> <p>The discussion was <b>poorly</b> organised and does not adhere to academic standard.</p>
<b>Breadth &amp; depth</b>	<p>The breadth and depth of the discussion was <b>very appropriate</b> and <b>very well</b> defined, including the critical / core content</p>	<p>The breadth and depth of the discussion was <b>appropriate</b> and <b>fairly well</b> defined, including the critical / core content.</p>	<p>The breadth and depth of the discussion was <b>unrealistic/ vague</b>.</p> <p>The critical / core content was <b>ignored / missing</b>.</p>
<b>Format &amp; Presentation</b> <b>References</b>  <b>(Materials reflected)</b>	<p>All the source of information/data is very <b>reliable</b> and <b>correctly referenced</b>.</p>	<p>Information is correctly referenced, but the source of some information/data seems <b>unreliable</b>.</p>	<p>References were absent, skimpy, or <b>poorly presented</b>.</p>

Total possible marks = 20

**Appendix 2: Assessment Criteria for Essay (30%)**

Criterion	10 - 9 marks	8 - 6 marks	3 - 5 marks	2 - 0 marks
<b>Presentation and definition of the concepts</b>	Explanation of the theory is <b>very clear</b> and <b>coherent</b> .	Explanation of the theory is <b>mostly clear</b> and the flow is <b>generally coherent</b> .	There are weaknesses or <b>absences</b> in the theoretical constructs provided and the flow of presentation is <b>unclear at times</b> .	Much of the information provided does not help to define the concept and the <b>flow is difficult to understand</b> .
Criterion	15-12marks	11-8 marks	7-4 marks	3-0 marks
<b>Application of theoretical knowledge to practical contexts</b>	<b>Clear</b> demonstration of how theory can be <b>applied</b> to practice.	<b>More than adequate</b> evidence to show how theory can be <b>applied</b> to practice.	<b>Adequate evidence</b> to show how theory can be <b>applied</b> to practice.	<b>Little</b> evidence to show how theory can be <b>applied</b> to practice.
Criterion	5 marks	4-3 marks	2-1 marks	0 marks
<b>The source of information/ data is reliable and correctly referenced based on the APA style</b>	All the source of information/data is <b>very reliable</b> and <b>correctly referenced</b> .	Information is <b>correctly referenced</b> , but the source of some <b>information/data seems reliable</b> .	Information is <b>adequately referenced</b> , but the source of some <b>information/data seems unreliable</b> .	The source of most information/data <b>seems unreliable</b> and is <b>referenced incorrectly/insufficiently</b> .

Total possible marks = 30





**Appendix 3: Assessment Criteria for Seminar Report (20%)**

Criterion	5 - 4 Marks	3 - 2 Marks	1 Marks	0 Mark
<b>Knowledge Synthesis and Articulation</b>	<p><b>Consistently reflected</b> on the literature into well-articulated practical sporting examples and thinking processes (using own words of explanation).</p> <p>Presented knowledge that was <b>complete</b>. <b>All key points</b> covered and well explained.</p>	<p><b>Somewhat reflected</b> on the literature with some practical sporting examples and thinking processes words of explanation).</p> <p>A need to address <b>some minor gaps</b> in knowledge and understanding of some key points.</p> <p>Not able to explain a few of the key points.</p>	<p><b>Sporadically reflected</b> on the literature with a few practical sporting examples and thinking processes (using own words of explanation).</p> <p>A need to address <b>obvious gaps</b> in knowledge and understanding of many key points.</p> <p>Not able to explain some key points.</p>	<p><b>Has not reflected</b> on the literature with no practical sporting examples and thinking processes. Does not use own words of explanation.</p> <p>A need to address a <b>significant number of gaps</b> in knowledge and understanding of all key points.</p> <p>Not able to explain any key points.</p>
<b>Relevance, Clarity &amp; Accuracy</b>	<p>Scope and thrust of the report were <b>very clearly</b> represented.</p> <p>The report content was <b>very</b> organised, thoroughly researched according to the literature.</p> <p>Key ideas are well-developed, <b>very relevant</b> to the topic, and substantiated with <b>quality</b> evidence.</p>	<p>Scope and thrust of the report were <b>well</b> represented but not clear on a few points.</p> <p>The report content was <b>well-organised</b>, ideas are <b>quite relevant</b> to the topic and substantiated with <b>some</b> evidence.</p>	<p>Scope and thrust of the report were <b>adequately</b> represented but not clear on several points.</p> <p>The report content was <b>adequately</b> organised but ideas <b>not relevant</b> to the topic and evidence and may be <b>misinterpreted or distrust</b>.</p>	<p>Scope and thrust of the report were <b>poorly</b> represented and <b>very unclear</b>.</p> <p>Key ideas are <b>not relevant</b> to the topic and <b>not supported</b> with any evidence.</p> <p>The report content was <b>poorly</b> organised and does not adhere to academic standard.</p>
<b>Breadth &amp; Depth</b>	<p>The breadth and depth of the report was <b>very appropriate</b> and <b>very well</b> defined, including the critical / core content.</p>	<p>The breadth and depth of the report was <b>appropriate and fairly well</b> defined, including the critical / core content.</p>	<p>The breadth and depth of report was <b>somewhat too narrow/ shallow</b>, not so clearly defined.</p> <p>The critical/ core content was <b>implied / unclear</b>.</p>	<p>The breadth and depth of the report was <b>unrealistic/ vague</b>.</p> <p>The critical / core content was <b>ignored / missing</b>.</p>
<b>Pride in Work / Attention to Detail</b>	<p>Work submitted was <b>complete</b> with an introduction and a conclusion <b>and</b></p>	<p>Work submitted was <b>fairly well-substantiated</b> and supported</p>	<p>Work submitted was <b>incomplete</b> and/or <b>unsubstantiated</b></p>	<p><b>Significant number</b> of major gaps observed in</p>

	<p><b>well-substantiated</b> and supported with explanations, examples, and relevant references to the literature consistently.</p>	<p>with some explanations, examples, and relevant references to the literature.</p> <p><b>Some minor gaps</b> in the report where further effort and/or more complete reflection was needed.</p>	<p>and supported with a few explanations, examples, and references to the literature.</p> <p><b>Some major gaps</b> in the report where further effort and/or more complete reflection was needed.</p>	<p>the understanding of the literature.</p> <p><b>Not supported</b> with any explanations, examples, and references to the literature.</p> <p>Work submitted is of <b>poor</b> quality.</p>
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Total possible marks = 20