



**SPORT SCIENCE & MANAGEMENT
SS3311 ADVANCED TOPICS IN EXERCISE AND SPORT PSYCHOLOGY**

Academic Year	2019-20	Semester	1
Course Coordinator			
Course Code	SS3311		
Course Title	Advanced Topics in Exercise and Sport Psychology		
Pre-requisites	SS1106		
No of AUs	3		
Contact Hours	Total hours: 39 Lecture: 26 Tutorial: 13		

Course Aims

This is an advanced course on exercise and sport psychology. Satisfactory completion of SS1106 (Psychosocial Aspects of Sport and Exercise) is the pre-requisite for SS3311. The course is designed to provide you with an understanding of how psychological variables influence participation in physical activity. The focus is on the key motivational perspectives of exercise and sport. Advance topics such as children in sport, burnout, and psychology of injury will also be covered. This course will provide you with a solid foundation in exercise and sport psychology that can be applied to promoting behavioural changes in sport and exercise settings.

Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Explain how psychological factors influence involvement and performance in exercise, sport, and physical activity.
2. Describe how participation in exercise, sport, and physical activity influences the psychological make-up of those individuals involved.
3. Apply skills and knowledge about sports and exercise psychology to promote healthy behaviour and well-being.
4. Interpret and use empirical research evidence to propose intervention strategies

Course Content

The following topics will be covered:

1. Descriptive Approaches to Understanding Motivation
2. Theoretical Approaches to Understanding Motivation
3. Measurement in Sport and Exercise Psychology
4. Research Methods in Sport and Exercise Psychology

5. Self-Determination Theory in Sport and Exercise
6. Achievement Goal Theories in Sport and Exercise
7. Exercise Psychology (I) – Models of Health Behaviour
8. Exercise Psychology (II) – Exercise and Psychological Well-Being
9. Exercise Psychology (III) – Intervention Strategies
10. Injury in Sport and Exercise
11. Burnout in Sport and Exercise

Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weight-ing	Team/ Individual	Assessment Rubrics
1. Class Tests	1-4	A1	30%	Individual	NA
2. Assignment	1, 3, 4	A1, B1, B2, C1, E1	30%	Individual	Appendix 1
3. Project	2-4	A2, A3, C2	30% (Team: 10%, Individual: 20%)	Team and Individual	Appendix 2
4. Positive Learning Contribution	1-3	C1, C2, D1, E2	10%	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: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	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: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
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
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry

D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	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

Approach	How does this approach support students in achieving the learning outcomes?
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 you with opportunities for critically thinking about the topics.
Tutorial	Tutorials 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.
Project work	You will engage in project work during class time, under guidance from the instructor. This will permit sharing of ideas amongst you and your peers and instant feedback on project work.
Student presentations	You will present your individual or group project work to the whole class. This supports peer-learning as well as developing presentation and discussion skills.

Reading and References

Recommended Texts:

1. Biddle, S. J. H., & Mutrie, N. (2015). *Psychology of physical activity: Determinants, well-being and interventions* (3rd ed.). London: Routledge.
2. Horn, T. S. (2008). *Advances in sport psychology* (3rd ed.). Champaign, IL.: Human Kinetics.
3. Roberts, G. C., & Treasure, D. C. (Eds.). (2012). *Advances in motivation in sport and exercise* (3rd ed.). Champaign, IL: Human Kinetics.
4. Weinberg R. S., & Gould, D. (2015). *Foundations of sport and exercise psychology* (6th ed.). Champaign, IL: Human Kinetics.

Course Policies and Student Responsibilities

1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes – lecture and laboratory - punctually and submit the scheduled assignment by the due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for sessions 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.

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	Descriptive Approaches to Understanding Motivation	LO1	Chapter XX, Pages XX-XX
2	Theoretical Approaches to Understanding Motivation	LO1	Chapter XX, Pages XX-XX
3	Research Methods and Measurement in Sport and Exercise Psychology	LO1,2,4	Chapter XX, Pages XX-XX
4	Self-Determination Theory in Sport and Exercise	LO1,3	Chapter XX, Pages XX-XX
5	Achievement Goal Theories in Sport and Exercise	LO1,3	Chapter XX, Pages XX-XX
6	Motivational climate; TARGET approach to promote a mastery climate	LO1,3	Chapter XX, Pages XX-XX

7	Applying motivational theories to practice	LO1,2,3	Chapter XX, Pages XX-XX
8	Exercise Psychology (I) – Models of Health Behaviour	LO1,2,4	Chapter XX, Pages XX-XX
9	Exercise Psychology (II) – Intervention Strategies	LO1,3,4	Chapter XX, Pages XX-XX
10	Exercise Psychology (III) – Exercise and Psychological Well-Being	LO1,2	Chapter XX, Pages XX-XX
11	Injury and Burnout in Sport and Exercise	LO1,2,3	Chapter XX, Pages XX-XX
12	Children in Sport	LO1,3	Chapter XX, Pages XX-XX
13	Group presentation on the Project	LO1-4	

Appendix 1: Assessment Criteria for Continuous Assignment

Criterion	8 marks	7-3 marks	2-0 marks
<i>Specification of the situations and approaches</i>	All situations and approaches are specified clearly	Most of situations and approaches are somewhat clear	Situations and approaches are not clearly stated
Criterion	8 marks	7-3 marks	2-0 marks
<i>Connection between the proposed approach and literature</i>	Excellent connections to relevant literature	Some connections to relevant literature	Little or no connections to relevant literature
Criterion	8 marks	7-3 marks	2-0 marks
<i>The quality of the proposed approaches</i>	Proposed approaches are well planned and can be implemented in full	Proposed approaches are reasonably planned and could be implemented with further improvement	Proposed approaches are unclear and hard to implement
Criterion	6 marks	5-2 marks	1-0 marks
<i>The source of information/data is reliable and correctly referenced based on the APA style</i>	All the source of information/data is reliable and correctly referenced	Information is correctly referenced, but the source of some information/data seems unreliable	The source of most information/data seems unreliable and is referenced incorrectly/insufficiently

Total possible marks = 30.

Appendix 2: Assessment Criteria for Project

Criterion 1	6-4 marks	3-2 marks	1-0 marks
<i>Definition of key words</i>	All definitions are clear	Most of key words are somewhat clear	Definitions of most words are unclear
Criterion 2	6-4 marks	3-2 marks	1-0 marks
<i>Relevant local information (in Singapore) is provided</i>	Excellent connections to relevant local information	Some connections to relevant local information	Little or no connections to relevant local information
Criterion 3	6-4 marks	3-2 marks	1-0 marks
<i>Suggestions/recommendations are made to improve the current situation</i>	Suggestions/recommendations are well planned and can be implemented in full	Suggestions/recommendations are reasonably planned and could be implemented with further improvement	Suggestions/recommendations are unclear and hard to implement
Criterion 4	6-4 marks	3-2 marks	1-0 marks
<i>The source of information/data is reliable and correctly referenced based on the APA style</i>	All the source of information/data is reliable and correctly referenced	Information is correctly referenced, but the source of some information/data seems unreliable	The source of most information/data seems unreliable and is referenced incorrectly/insufficiently
Criterion 5	6-4 marks	3-2 marks	1-0 marks
<i>Usefulness of the presentation to know the current situation about the assigned topic</i>	The presentation is definitely useful	The presentation is somewhat useful overall	The presentation is little useful

Note. Criteria 1-4 are for the individual report and the team presentation, and Criterion 5 is for the team presentation.

You are expected to contribute to your team's presentation. As such, your score for the presentation may vary based on instructor's observation and peer evaluation(s) of your contribution to the team presentation.

Total possible marks = 30.

Appendix 3: Assessment Criteria for Positive Learning Contribution

Criterion	10-9 marks	8-6 marks	5-3 marks	2-1 marks	0 mark
<i>Participation and contribution to positive learning</i>	Always actively participate in discussions in lectures and tutorial sessions and contribute to positive learning very much.	Generally participate in discussions in lectures and tutorial sessions and contribute to positive learning well.	Occasionally participate in discussions in lectures and tutorial sessions and contribute to positive learning sometimes.	Little participate in discussions in lectures and tutorial sessions and contribute to positive learning very few times.	Never participate in discussions in lectures and tutorial sessions and contribute to positive learning.

Total possible marks = 10.