

Module Guide

Skill Development 1

SSS-4-103

Faculty of Engineering, Science
and the Built Environment

2012-2013

Become what you want to be

1.0 MODULE DETAILS

| | |
|----------------------------------|---|
| Module Title: | Skill Development 1 |
| Module Level: | Level 4 |
| Module Reference Number: | SSS-4-103 |
| Credit Value: | 2 (30 CAT Points) |
| Student Study Hours: | 300 |
| Contact Hours: | 94 (12 Coaching awards; 10 hours Ambassador work; 72 lecture/practical/workshop) |
| Private Study Hours: | 206 |
| Course(s): | B.Sc. (Hons) Sport and Exercise Science |
| Year and Semester | Semester 1 and 2, Year 1 |
| Module Coordinator: | Dr. Mark Allen ☎ 020-7815-7547 ✉ mark.allen@lsbu.ac.uk |
| Teaching Team & Contact Details: | Dr. Rita de Oliveira ✉ r.oliveira@lsbu.ac.uk ☎ 020 7815 7959 Dr. John Seeley ✉ seeleyj@lsbu.ac.uk ☎ 020 7815 7038 |
| Summary of Assessment Method: | 50% Exam, 25% Presentation, 25% coursework The pass mark for the module is 40% (with at least 30% in each assessment) |

This guide is designed to help you structure your learning by providing an indicative structure and content for the module. It is a guide and not a definitive statement of what you will be taught. We will try to follow this published schedule as far as possible, but there may be some variation as the unit develops and as we try to match the pace and content of our teaching to student needs.

2.0 SHORT DESCRIPTION

This module will introduce students to the psychological aspects of sport performance and exercise participation, and provide students with the opportunity to gain practical experience in sport, sport coaching and exercise settings.

The module will be presented as a series of lectures, tutorials and practical sessions.

2.1 Indicative content:

During the first semester students will develop an understanding of the broad discipline of sport and exercise psychology, including performance, health, biological and applied areas of the discipline. During the second semester, students will develop an understanding of performance and participation requirements, training methodologies and technical proficiency. An interdisciplinary perspective will give the student an understanding of the integrated approach necessary for effective development of the activity involved.

Coaching Awards will be run in week 6 – **THESE ARE COMPULSORY SESSIONS**. Further to the completion of the award, students are encouraged to undertake 10 hours coaching in schools/colleges as part of London South Bank University' Ambassador Scheme (80% of coaching hours is required to progress).

Please note that on such courses students are deemed to be representing London South Bank University, and are therefore expected to behave in an appropriate manner. In the unlikely event that any individual's behaviour is deemed contrary to this role, they will be dealt with in accordance with the disciplinary procedures of the University.

SATISFACTORY ATTENDANCE AT ALL SESSIONS IS REQUIRED.
UNSATISFACTORY ATTENDANCE IS A VIOLATION OF THE SCHOOL POLICY AND WILL BE DEALT WITH BY THE EXAMINATION BOARD.

3.0 AIMS OF THE MODULE

- Present an overview of the nature and scope of psychology as a basis for understanding sport and exercise behaviour.
- Introduce the methodologies and experimentation used in psychological investigation.
- To enhance understanding of sport, sport coaching and exercise activities.
- To introduce students to the interdisciplinary study of sports science from a practically based perspective.

4.0 LEARNING OUTCOMES

On completion of this module, the student will be able to:

1. Describe the nature and scope of psychology and sports psychology, their methods of enquiry and experimentation
2. Develop an understanding of the psychological antecedents and consequences of exercise participation and optimal sport performance
3. Identify stages of neural development and their relevance to sport
4. Explore the intervention strategies used in sport and exercise psychology
5. Demonstrate and coach, specified sport / exercise activity.
6. Describe the knowledge, skills and abilities necessary for successful performance in particular sport / exercise activities.
7. Describe the application of scientific principles to a sport or exercise activity.

5.0 Key and Cognitive Skills

With the evaluation of practical activities, this module will encourage the development of analytical skills within the student. This will be closely linked with study skills, for reviewing a disparate body of literature to glean information relevant to the improvement of human performance.

Written communication skills will be developed through the presentation of the coursework, with a focus on academic writing and presentation. The submission of word-processed coursework will also allow students to develop their information technology and word processing skills. Students will also be afforded the experience of developing and improving presentation skills both in a practical sense through coaching and an academic sense through the delivery of an assessed presentation.

6.0 Introduction to Studying the Module

6.1 Overview of the Main Content

This module will introduce the study of psychology and of sports psychology, especially theoretical approaches and methods of enquiry. A variety of methods have been developed for rigorous investigation of psychological issues and phenomena and you will be introduced to these methods over the course of semester 1. The remainder of the unit will examine the principles of training and performance from an interdisciplinary perspective.

Sports psychology is about research but it is also about the application of psychological methods in the assistance and development of sports performance and exercise participation. Work for this module will provide you with many examples of sport and exercise psychology in action. The second part of the unit deals primarily with training principles and links the psychological research in semester 1 to other areas of sport and exercise science (interdisciplinary sport science).

6.2 Overview of Types of Classes

This module will be presented in part via weekly, three hour interactive lectures. Laboratory-based/seminar activities will support the lectures and are arranged to illustrate the working of psychological principles. You must attend **all** sessions in order to pass the module. You must be punctual. You will not be allowed to join the class after it has started. If you arrive late, you should not attempt to enter the room and must wait until a break in teaching.

6.3 Importance of Student Self-Managed Learning Time

To be successful in this unit you must think about:

Your situation

You will only be able to make limited progress with work for this module if you have ongoing problems that are distracting you. There are a number of people who are available to provide advice and support. It seems a good idea to seek help from your Personal Tutor, your Course Director or others in the University, if you have particular problems.

Everyone studying the module can move forward in their skills and understanding; you need to translate that idea into some objectives for you personally.

Being prepared

Being prepared can be useful (understatement). Some of this is simple and practical, like bringing handouts, books, notebooks, pens and calculators to the module sessions. Some parts of being prepared require more preparation from you. It is a very good idea, for example, to have **read around the subject before coming to a session**. There are suggestions on reading for the lecture sessions.

Making your own notes

You will be given handouts for a lot of the sessions. These are the tutors' views of the subject and not yours. Research into the learning process indicates that you must construct a view of the materials for yourself. So **make careful write-ups** of your notes from lectures and workshops after these sessions. Cut up the handouts you are given and paste the diagrams and text **into your own notes**. Make your own diagrams and summaries of the lecture materials. Make a list of topics that you don't understand. Seek help with these topics through reading and by asking staff about them, likely in the following tutorial.

A mindful approach to learning

Take a mindful approach to your learning.

- Relate your learning to what you know already and apply it to the outside world.
- When you read, write notes.
- When you read, make your own personal summaries of the text.
- Make drawings and diagrams of the materials you are working with.
- Make an effort to answer some questions from textbooks.
- Discuss topics and difficulties with friends on the course.

6.4 Employability

Psychology is about behaviour – behaviour of the individual and behaviour of the group. The particular focus of study here is psychology related to sport and exercise. However, the lessons to be learnt about attention and motivation, for example, can be applied directly to your own activities in a part-time job or future employment. Correspondingly, issues in social psychology related to interactions between individuals one-to-one or interactions and cohesion of teams can be understood in the context of the workplace as well as being applied to sporting situations.

7.0 The Programme of Teaching, Learning and Assessment

7.1 Semester 1 timetable

| WEEK | TIME | ROOM | LECTURER(S) | TOPIC |
|------|-----------------|--------|--------------------------------|--|
| 1 | 10.00-13.00 | LR-119 | Rita de Oliveira & Mark Allen | Introduction to the module and ice breakers Library and core resources |
| 2 | 10.00-13.00 | LR-119 | Rita de Oliveira | What is science after all? Reading and writing an essay |
| 3 | 10.00-13.00 | LR-119 | Rita de Oliveira | Learning and development part 1 (coursework 1: instructions for topic and format) |
| 4 | 10.00-13.00 | LR-119 | Rita de Oliveira | Learning and development part 2 |
| 5 | 10.00-13.00 | LR-119 | Rita de Oliveira | Decision making: bounded rationality (coursework 1: draft submission on Wednesday) |
| 6 | (coaching week) | | | |
| 7 | 10.00-13.00 | LR-119 | Rita de Oliveira | Motor control: error and variability (coursework 1: tutorial feedback additional to schedule) |
| 8 | 10.00-13.00 | LR-119 | Rita de Oliveira | Motor control: music and sport (coursework 2: instruction for presentations) |
| 9 | 10.00-13.00 | LR-119 | Rita de Oliveira | Ecological approach to perception and action (coursework 1: deadline on Wednesday) |
| 10 | 10.00-13.00 | LR-119 | John Seeley & Rita de Oliveira | Coursework 2: Student presentations |
| 11 | 10.00-13.00 | LR-119 | John Seeley & Rita de Oliveira | Coursework 2: Student presentations |
| 12 | 10.00-13.00 | LR-119 | John Seeley & Rita de Oliveira | Coursework 2: Student presentations |

*There is no formal lecture in Week 16 (week beginning 7th January)

**This is a guide and subject to change. Check blackboard regularly for updates.

7.2 Semester 2 timetable

| WEEK | TIME | ROOM | LECTURER | TOPIC | |
|---------|-----------------------|------|-------------|---|--|
| 19 (1) | 10.00-13.00 | TBA | Mark Allen | Psychology in Sport Performance Exercise Psychology | Introduction to sport and exercise psychology |
| 20 (2) | 10.00-13.00 | TBA | Mark Allen | | Personality and motivation in sport |
| 21 (3) | 10.00-13.00 | TBA | Mark Allen | | Confidence and anxiety |
| 22 (4) | 10.00-13.00 | TBA | Mark Allen | | Exercise, depression and cognitive functioning |
| 23 (5) | 10.00-13.00 | TBA | Mark Allen | | Models of exercise behaviour |
| 24 (6) | (independent reading) | | | | |
| 25 (7) | 10.00-13.00 | TBA | Mark Allen | Applied psychology | Group dynamics |
| 26 (8) | 10.00-13.00 | TBA | Mark Allen | | Sport psychology interventions |
| 30 (9) | 10.00-13.00 | TBA | John Seeley | Biological Psychology | Psychology and movement |
| 31 (10) | 10.00-13.00 | TBA | John Seeley | | The nervous system |
| 32 (11) | 10.00-13.00 | TBA | John Seeley | | Development of the nervous system |
| 33 (12) | 10.00-13.00 | TBA | Mark Allen | | Exam revision |

*There is no formal lecture in Week 34 (week beginning 18th March)

**This is a guide and subject to change. Check blackboard regularly for updates.

8.0 Learning Resources

8.1 Core Materials

| | | | |
|--------------------------------|--|---------------------------|------|
| Weinberg and Gould | <i>Foundations of Sport and Exercise Psychology (5th edition)</i> | Human Kinetics Europe Ltd | 2012 |
| Rosenzweig, Leiman, and Watson | <i>Biological Psychology</i> | Sinauer Associates Inc | 2004 |
| Cox | <i>Sport Psychology. Concepts and Applications (6th edition)</i> | McGraw-Hill Education | 2007 |
| Dick | <i>Sports Training principles (3rd ed.)</i> | London: A & C Black | 1997 |

8.2 Additional Materials

| | | | |
|------------------------------|--|--------------------------------|------|
| Horn | <i>Advances in Sport Psychology (3rd edition)</i> | Human Kinetics Europe Ltd | 2008 |
| Feltz, Short and Sullivan | <i>Self-efficacy in Sport</i> | Human Kinetics Europe Ltd | 2008 |
| Gill and Williams | <i>Psychological Dynamics of Sport and Exercise (3rd edition)</i> | Human Kinetics Europe Ltd | 2008 |
| Liukkonen et al. | <i>Psychology for Physical Educators (2nd edition)</i> | Human Kinetics Europe Ltd | 2007 |
| Jowett and Lavalley | <i>Social Psychology in Sport</i> | Human Kinetics Europe Ltd | 2007 |
| Tennenbaum and Ecklund | <i>Handbook of Sport Psychology (3rd edition)</i> | Wiley | 2007 |
| Biddle and Mutrie | <i>Psychology of Physical Activity (2nd edition)</i> | Taylor and Francis | 2008 |
| Carron, Hausenblas, and Eys | <i>Group Dynamics in Sport (3rd edition)</i> | Fitness Information Technology | 2005 |
| Schmidt and Wrisberg | <i>Motor Learning and Performance (4th edition)</i> | Human Kinetics Europe Ltd | 2008 |
| Hagger and Chatzisarantis | <i>Intrinsic motivation and self-determination in exercise and sport</i> | Human Kinetics Europe Ltd | 2007 |
| Thomas and Nelson | <i>Research Methods in Physical Activity (5th edition)</i> | Human Kinetics Europe Ltd | 2005 |
| Lavalley, Williams and Jones | <i>Key Studies in Sport and Exercise Psychology</i> | McGraw-Hill Education | 2008 |
| Williams | <i>Applied Sport Psychology (6th edition)</i> | McGraw-Hill Education | 2006 |

Due to the nature of the unit, further indicative sources relating to the individual activities to be undertaken will be provided to students prior to commencing the practical sessions / workshops.

8.3 Supporting Materials

You will be required to consult primary scientific articles as part of this module and you should be aware of the library stock of journals covering sport and exercise psychology. In addition, most of these titles can be accessed on line via the LSBU online library

Recommended sport and exercise science journals to support this module are:

Journal of Sport and Exercise Psychology*
Research Quarterly for Exercise and Sport*
Journal of Applied Sport Psychology*
International Journal of Sport and Exercise Psychology*
Journal of Sports Sciences*
Psychology of Sport and Exercise*
The Sport Psychologist*
International Review of Sport and Exercise Psychology*
Journal of Clinical Sport Psychology*
European Journal of Sport Science*
Qualitative Research in Sport and Exercise*

* Online access via the LSBU online library.

9.0 Assessment of the Module

The module will be assessed by 25% coursework, 25% presentation, and 50% exam.

Assessment 1 (coursework) will involve a 1,200 word application of psychological theory and research to sport performance. The detailed specification for this assignment will be provided during Week 3. This assessment will meet **Learning Outcomes 1 to 4** of this module.

Assessment 2 (presentation) 25% of the module grade will be awarded for a 7-minute presentation relating to the content of semester 1. The presentation should reflect upon the contribution of sport and exercise science on the coaching process (i.e. aims, drills etc). **This is assessed in weeks 10-12 of semester 1.** This assessment will meet **Learning Outcomes 5 to 7** of this module.

Assessment 3 (exam) will involve you completing a 1.5 hour unseen examination that is based on the contents of semester 2 lecture and seminar sessions. **The exam will take place at the end of semester 2 during Week 35/37.** The exam will consist of multiple choice questions (25 marks), and 5 critical thinking questions (5 marks each). This assessment will meet **Learning Outcomes 1 to 4** of this module.

If coaching awards are not attended a weighting factor will be used in calculating the grade for this work (up to 10% reduction in marks).

You will be expected to use appropriate writing techniques and to have your work draw on the relevant literature. This literature should be referenced consistently according to the *Journal of Sports Sciences* format. Detailed information is contained in the *Course Guide*. Additional information can also be found in the *SBU Study Skills Guide*.

Failure to acknowledge the work of others (whether authors or fellow students) will be regarded as **plagiarism**, as will direct, unacknowledged copying of text from published sources. Cases of plagiarism will be penalised in accordance with the policy of the School of Applied Science.

Late work will also be penalised in accordance with School Policy, which is included in your *Course Guide*.

9.1 Deadlines

Assessment 1: written essay

Due place: submit to **Dr. Rita de Oliveira** through blackboard using the *turnitin* feature which will give you a plagiarism score; only scores below 10% will be accepted as a final submission.

Due dates and times:

Compulsory draft submission: 12.00pm, Wednesday, Week 5 of semester 1

Compulsory final submission: 12.00pm, Wednesday, Week 9 of semester 1.

Assessment 2: oral presentation

Due place: submit draft of the power point presentation to **Dr. Rita de Oliveira** by email. Students are responsible for making sure the email has been successfully sent.

Due dates and times:

Compulsory draft submission: 12.00pm, Tuesday, Week 10 of semester 1.

Oral presentation: Lecture time and place, Weeks 10 to 12 of semester 1.

Failure to submit to the correct module leader can lead to delays in receiving grades.

You should obtain a receipt for your assignments. **Remember that it is essential for you to keep a second copy of all of your coursework.** If coursework were for any reason to go missing, you will be asked to submit your second copy. You can only receive marks for work directly available to academic staff and the External Examiner.

9.2 Extensions

An extension must be sought **at least** 24 hours before the assignment deadline.

An extension:

- is not a right;
- is granted in exceptional circumstances;
- is only granted when evidence is available;
- will not be granted because of computer problems.

“Unless you have obtained the agreement of your unit co-ordinator to the late submission of your coursework, coursework submitted:

- ***up to two weeks after the deadline will receive a maximum mark of the pass mark (40% ...);***
- ***more than two weeks after the deadline date will not be marked.***

Request for late submission

If you want an extension of the deadline date, you must:

- ***get a copy of the form for late submission from your School Office;***
- ***fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;***
- ***ask your unit co-ordinator to fill in Part B – the decision whether to agree the request rests with the unit co-ordinator;***
- ***attach the form to the front of your coursework when you submit it.”***

(South Bank University Registrar’s Standing Memorandum RSM/98/3)

9.3 Coursework Specification

PRESENTATION OF The coursework

A. Your work should be *word-processed* and submitted in the following format:

- *writing, printing or drawing on one side of the paper only,*
- *double-spaced text,*
- *all pages numbered,*
- *all pages marked with your name and student number,*
- *any diagrams and graphs included in the body of the text, with legend*
- *a word count at the end of the text.*

B. *All coursework material should communicate clearly to the reader and be presented to a professional standard.*

- *Writing should be arranged in paragraphs with a clear tab marking each new paragraph.*
- *You should use grammatically correct sentence structures.*
- *Writing should be “fluent”, i.e. it should be easy to read “out loud” with no missing words, words in the wrong order or awkward constructions. (This means that careful checking is needed.)*
- *Spelling and punctuation should have been checked.*

These are standards for presentation for all coursework. If you do not pay attention to these features of your work, you will lose marks. 10% of marks are allocated to grammar and technical aspects of the writing.

Tips for success:

- * **Plan your work schedules in advance** (use this module guide to help)
- * **Attend all sessions**
- * **Be punctual** (as a matter of courtesy). Any student more than 5 minutes late will not be allowed into the lecture room until the first break.
- * **Use time efficiently**
- * **Make effective notes** (Use key words, flow charts, diagrams and personal shorthand)
- * **Review material** (Re-read lecture notes following each session; this will aid learning)
- * **Carry out directed reading. Remember that you must make an effort!**

LECTURES ARE THERE FOR OVERVIEW AND GUIDELINES. LEARNING MUST COME FROM YOUR OWN READING AND STUDY ACTIVITIES.

- * **Private Study.** You are expected to contribute to your learning by participating in the designated private study time associated with this unit. You will not pass the unit by simply attending sessions.
- * **Ask for help** (don't be afraid to ask!!)

ACADEMIC MISCONDUCT

Students are referred to the University's Student Handbook Section 10.12 Academic misconduct, which summarises Chapter 13 of the academic regulations. The full version of the regulations is available from the registry (situated in the Technopark building).

Sections taken from 10.12 Academic misconduct section of student handbook:

Academic misconduct is defined as 'any attempt to gain unfair advantage in assessment, or to help another student gain unfair advantage, by deception or fraudulent means.'

Some examples of academic misconduct include:

Assisting another student to gain unfair advantage - for example by allowing another student to copy your work, or use an electronic copy of your work.

Syndication: The submission of pieces of work, which are substantially similar, by two or more students. This may apply within the same institution or in a number of institutions, either at the same time or at different times.

Plagiarism: To 'take and use another person's thoughts, writings, inventions as one's own.' Representing another person's work as your own, without acknowledging the source. Examples of this are provided in your student handbook (10.12, d).

Collusion: Representing as your own piece of work which two or more students have undertaken together, without permission to do so.

Bribery: Offering payment or other inducement to another person in order to gain improper advantage in assessment or to falsify the result of assessment.

Commission: Commissioning another person to undertake all or part of an assignment presented as your own work, or knowingly undertaking work for another student to present as his or her own work.

Award of marks

Most units offered within the programme contain more than one type of assessment. Each type of assessment is called an element of assessment. You are required to achieve a minimum threshold mark of 30% in each element of assessment as well as an overall aggregate, based on the weighting of the elements, of a minimum of 40%. Ensure that you prepare well for assessment; it is not good practice to merely achieve the minimum mark. A good performance in other units may enable the Examination Board to decide in your favour on the basis of overall performance if you have performed less well in other areas.

As a general guide, marks are awarded for the following levels of achievement:

- | | |
|------------------|---|
| >70% | Comprehensive and competent answer. Well communicated. Evidence of additional reading and original thinking. Good analysis of the problem and logical solutions. Factually correct. |
| 60 - 70 % | Overall competent and logical insight into the problem. Largely factually correct. Coverage not extensive but original thinking. |
| 40 - 60% | Generally competent. Some factual errors. Overall understanding but lack of convincing answer |

below 40% A lack of understanding of the problem. Superficial answer. Factual errors. Poor communication skills.

Criteria used in assessing essay assignments and essay-type examination questions

Guidance only.

A more specific guide to the assessment of essay assignments and essay-type examination questions is given below. These criteria are intended to provide a benchmark against which marks allocated to an essay-type question can be compared, in order to see if they give a reasonable assessment of the quality of an answer.

1st Class (70-100%)

An excellent answer displaying complete understanding of the question. It presents all, or virtually all, the relevant 'given' information. Furthermore it will normally, where relevant, contain significant '**non-given**' (not presented within the taught unit programme) information displaying evidence of wider reading and an ability to synthesise information from diverse sources. The answer will be logically organised and well presented, it should be substantially error-free. It may well, if appropriate, show originality of thought or approach and will display insight.

2(i) - Upper 2nd Class (60-69%)

A very good answer showing a sound understanding of the question. It will contain all, or nearly all, the relevant 'given' information. It should normally display evidence of wider reading or contain 'non-given' information. It will have a low error level and will not contain any serious errors. The answer should be logically presented. Better answers in this category may display originality or 'synthetic' ability.

2(ii) - Lower 2nd Class (50-59%)

A sound satisfactory answer, containing most of the 'given' information but will probably display little or no evidence of wider reading or originality. It will normally have a low error level. Some answers in this category may display some attributes of a 2(i) answer but with a higher level of error, however, and less logical presentation.

3rd Class (40-49%)

Although displaying some understanding of the question the answer will be incomplete and show a poor appreciation of the subject. It will contain relevant 'given' information but may have a high level of errors or irrelevancies. Important points will not be addressed. Presentation may be poor.

FAIL (<40%)

An inadequate answer lacking substance and understanding, it may not represent a serious attempt. Where the question has been understood the answer will be very limited and probably contain many errors. Where the student has answered the wrong question, marks may still be given if relevant information is presented.