SPORT SCIENCE & MANAGEMENT  
SS3312 SPORT PSYCHOLOGY IN THEORY, PRACTICE AND RESEARCH

<table>
<thead>
<tr>
<th>Pre-requisites</th>
<th>SS1106 Psychosocial Aspects of Sport &amp; Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of AUs</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>Total hours: 39</td>
</tr>
<tr>
<td></td>
<td>Lecture: 26</td>
</tr>
<tr>
<td></td>
<td>Laboratory: 13</td>
</tr>
</tbody>
</table>

**Course Aims**

This course is designed to provide you with fundamental knowledge to psychological theories and techniques that could be used to enhance the performance and personal growth of sport participants from youth sport to elite levels. The focus of this course is on theory, research and practices in sport and exercise psychology. You will be introduced to the role of applied sport psychologist, the development and evaluation of basic mental skill training, and theories underpinning each mental skill.

**Intended Learning Outcomes (ILO)**

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

1. Explain the key concepts in applied sport psychology
2. Identify the knowledge base for psychological skills training (PST)
3. Develop the competence to teach basic psychological skills to athletes
4. Develop a PST programme
5. Apply the mechanisms in implementing and evaluating a PST programme.

**Course Content**

The following topics will be covered:

1. Introduction to applied sport psychology
2. Professional and ethical issues in sport psychology
3. Working models for sport psychologist
4. Planning, implementing and evaluating a PST programme
5. Needs assessment and performance profiling
6. Goal setting for peak performance
7. Anxiety and stress: Coping strategies
8. Concentration and attention
9. Self-confidence and self-efficacy
10. Imagery
11. Future directions in applied sport psychology
12. Psychological skills training

**Assessment (includes both continuous and summative assessment)**
## Component | Course ILO Tested | Related Programme LO or Graduate Attributes | Weighting | Team/Individual | Assessment rubrics
--- | --- | --- | --- | --- | ---
1. E Learning Assignment | 1, 5 | A1, A2, B1, B2, C1, D1, E1 | 15% | Individual | Refer Appendix 1
2. Group Project | 1, 2, 3, 4, 5 | A1, A3, B1, B2, C1, C2 | 15% | Group | Refer Appendix 2
3. Class Test | 1, 2, 5 | A1 | 30% | Individual | NA – MCQ & Short-answer qns
4. PST Project | 1, 2, 3, 4, 5 | A1, A2, B1, B2, B3, C1, E1 | 30% | Individual | Refer Appendix 3
5. Class Presentation | 1, 2, 5 | A1, A3, C1, D1 | 10% | Individual | Refer Appendix 4

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**
<table>
<thead>
<tr>
<th>B1: {Critical Thinking}</th>
<th>critically assess the applicability of sport science and sport management tools toward problems and in the workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2: {Analytical Thinking}</td>
<td>critically analyse data from a multitude of sources</td>
</tr>
<tr>
<td>B3: {Interdisciplinary Thinking}</td>
<td>connect the subfields of sport science and sport management to tackle problems</td>
</tr>
<tr>
<td>B4: {Innovation}</td>
<td>be able to develop new applications or improve existing techniques</td>
</tr>
<tr>
<td>B5: {Entrepreneurship}</td>
<td>develop new ideas and plans for sport science, businesses and events</td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>C1: {Effective Communication}</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2: {Teamwork}</td>
<td>work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form</td>
</tr>
</tbody>
</table>

**Civic-Mindedness**

<table>
<thead>
<tr>
<th>D1: {Professionalism}</th>
<th>act in a manner that respects the profession and meets the expectations of the sport science and sport management industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2: {Inclusiveness}</td>
<td>promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes</td>
</tr>
</tbody>
</table>

**Character**

<table>
<thead>
<tr>
<th>E1: {Ethical behaviour}</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2: {Sportspersonship}</td>
<td>demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity</td>
</tr>
</tbody>
</table>

**Formative feedback**
During every lesson, you will be sharing your thoughts on the topics discussed. The instructor will provide immediate feedback to those thoughts shared. In addition, written feedback will be provided on the individual and group assignments completed. These feedback would include the strengths, as well as areas for improvement. For the class test, verbal feedback will be provided based on the overall test performance. You can also seek feedback on their submitted responses.

**Learning and Teaching approach**

<table>
<thead>
<tr>
<th>Approach</th>
<th>How does this approach support you in achieving the learning outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Lectures will provide information for key learning concepts and theories and support understanding of key concepts</td>
</tr>
<tr>
<td>Practical sessions</td>
<td>Practical sessions will:</td>
</tr>
<tr>
<td></td>
<td>- Give hands-on experiential learning to support key theories and information provided in class</td>
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<td></td>
<td>- Provide tasks for you to utilise what they recently learned to solve specific problems.</td>
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<tr>
<td></td>
<td>- Give space and time for small group activities and discussions to allow you to assimilate the content and for sharing learning</td>
</tr>
<tr>
<td></td>
<td>- Allow opportunity for verbal feedback from instructor to you on techniques and material.</td>
</tr>
<tr>
<td>Online learning</td>
<td>Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in lectures and laboratories.</td>
</tr>
</tbody>
</table>

**Reading and References**


**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 all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory 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 activities. Some of these activities involve exercise. All of you are expected to wear appropriate attire for participation, obey 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

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
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</tbody>
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Planned Weekly Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course LO</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Activity E learning discussion forum</td>
</tr>
<tr>
<td></td>
<td>Planning, implementing &amp; evaluating a PST Programme</td>
<td>1, 2, 4, 5</td>
<td></td>
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<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>Needs Assessment &amp; Performance Profiling</td>
<td>2, 4</td>
<td></td>
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<td>----------------------------------------</td>
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</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Goal Setting for Peak Performance</th>
<th>2, 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Hall, H. K., &amp; Kerr, A. W.</td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>Reference</th>
</tr>
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<tbody>
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</tr>
<tr>
<td>11</td>
<td>Written test</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td></td>
<td>Topics tested are based on those listed under course content 1 to 10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Class Presentation</td>
<td>1, 2, 4, 5</td>
</tr>
<tr>
<td></td>
<td>Developing a PST Programme</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1: Assessment Criteria for E-learning Discussion Forum (15%)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>4 marks</th>
<th>3 marks</th>
<th>2 marks</th>
<th>0 - 1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge synthesis and articulation</strong></td>
<td>-</td>
<td>• Consistently translated the literature into well-articulated tasks and thinking processes.</td>
<td>• Somewhat translated the literature into tasks. A need to address some minor gaps in knowledge.</td>
<td>• Has not translated the literature into tasks. A need to address a significant number of gaps in knowledge.</td>
</tr>
<tr>
<td><strong>Relevance, clarity &amp; accuracy</strong></td>
<td>-</td>
<td>• Scope and thrust of the discussion was very clearly represented.</td>
<td>• Scope and thrust of the topic was well represented.</td>
<td>• Scope and thrust of the topic was poorly represented.</td>
</tr>
<tr>
<td><strong>Breadth &amp; depth</strong></td>
<td>-</td>
<td>The breadth and depth of the discussion was very appropriate and very well defined, including the critical / core content</td>
<td>The breadth and depth of the discussion was appropriate and fairly well defined, including the critical / core content.</td>
<td>• The breadth and depth of the discussion was unrealistic / vague.</td>
</tr>
<tr>
<td><strong>Format &amp; Presentation</strong></td>
<td>-</td>
<td></td>
<td></td>
<td>• The critical / core content was ignored / missing.</td>
</tr>
<tr>
<td>• References</td>
<td></td>
<td></td>
<td></td>
<td>• References were absent, skimpy, or poorly presented.</td>
</tr>
<tr>
<td>• Appendices (Materials reflected)</td>
<td></td>
<td></td>
<td></td>
<td>• Appendices were not included or reflect little useful information.</td>
</tr>
<tr>
<td><strong>Q &amp; A</strong></td>
<td></td>
<td></td>
<td></td>
<td>Not able to response to posts</td>
</tr>
<tr>
<td>Responses to posts or answers</td>
<td></td>
<td>Responses to posts or answers questions with</td>
<td>Responses to posts or answers questions with</td>
<td></td>
</tr>
<tr>
<td>questions precisely, convincingly and with confidence</td>
<td>some level convincingly</td>
<td>unconvincing answers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 2: Assessment Criteria for Group Project – Written Report (15%)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>4 - 5 marks</th>
<th>3 marks</th>
<th>2 marks</th>
<th>0 - 1 mark</th>
</tr>
</thead>
</table>
| **Knowledge synthesis and articulation** | • Consistently translated the literature into well-articulated tasks and thinking processes.  
• Presented knowledge that was complete. | • Somewhat translated the literature into tasks.  
• A need to address some minor gaps in knowledge. | • Sporadically translated the literature into tasks.  
• A need to address obvious gaps in knowledge. | • Has not translated the literature into tasks.  
• A need to address a significant number of gaps in knowledge. |
| **Relevance, clarity & accuracy** | - | • Scope and thrust of the project was very clearly represented.  
• The project content was very organised, thoroughly researched, and ideas are well-developed with evidence. | • Scope and thrust of the project was well represented.  
• The project content was well-organised, ideas are relevant and substantiated with evidence. | • Scope and thrust of the project was poorly represented.  
• The project content was poorly organised and does not adhere to academic standard. |
| **Breadth & depth** | - | The breadth and depth of the project content was very appropriate and very well defined, including the critical / core content | The breadth and depth of the project content was appropriate and fairly well defined, including the critical / core content. | • The breadth and depth of the project content was unrealistic/vague.  
• The critical / core content was ignored / missing. |
| **Pride in work / Attention to detail** | - | - | Work submitted was complete and well-substantiated and consistently of a high quality | • Significant number of major gaps observed.  
• Work submitted is of poor quality. |
| **Format & Presentation** | - | - | • References are comprehensive and consistently well presented. | • References were absent, skimpy, or |
| • References | | | | |
• Appendices (Materials reflected) with full adherence to APA conventions. Appendices were comprehensive and reflected useful resources and materials meaningfully.

• Appendices were not included or reflect little useful information. Poorly presented.

Note: The individual scores in the group project may vary according to feedback or observations, expectations of individual’s contribution to the team’s final product and one another’s learning.
## Appendix 3: Assessment Criteria for PST Project – Written Report (30%)

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>5 - 6 marks</th>
<th>3 - 4 marks</th>
<th>2 marks</th>
<th>1 mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge synthesis and articulation</td>
<td>• Consistently translated the literature into well-articulated tasks and thinking processes.</td>
<td>• Somewhat translated the literature into tasks.</td>
<td>• Sporadically translated the literature into tasks.</td>
<td>• Has not translated the literature into tasks.</td>
</tr>
<tr>
<td></td>
<td>• Presented knowledge that was complete.</td>
<td>• A need to address some minor gaps in knowledge.</td>
<td>• A need to address obvious gaps in knowledge.</td>
<td>• A need to address a significant number of gaps in knowledge.</td>
</tr>
<tr>
<td>Relevance, clarity &amp; accuracy</td>
<td>• Scope and thrust of the project was very clearly represented.</td>
<td>• Scope and thrust of the project was well represented.</td>
<td>• Scope and thrust of the project was adequately represented.</td>
<td>• Scope and thrust of the project was poorly represented.</td>
</tr>
<tr>
<td></td>
<td>• The project content was very organised, thoroughly researched, and ideas are well-developed with evidence.</td>
<td>• The project content was well-organised, ideas are relevant and substantiated with evidence.</td>
<td>• The project content was adequately organised but ideas not developed, evidence may be misinterpreted or distrust.</td>
<td>• The project content was poorly organised and does not adhere to academic standard.</td>
</tr>
<tr>
<td>Breadth &amp; depth</td>
<td>• The breadth and depth of the project content was very appropriate and very well defined, including the critical / core content.</td>
<td>• The breadth and depth of the project content was appropriate and fairly well defined, including the critical / core content.</td>
<td>• The breadth and depth of project content was somewhat too narrow/shallow, not so clearly defined.</td>
<td>• The breadth and depth of the project content was unrealistic/vague.</td>
</tr>
<tr>
<td></td>
<td>• Critical/ core content was implied / unclear.</td>
<td></td>
<td>• The critical/ core content was implied / unclear.</td>
<td>• The critical / core content was ignored / missing.</td>
</tr>
<tr>
<td>Pride in work / Attention to detail</td>
<td>• Work submitted was complete and well-substantiated and consistently of a high quality.</td>
<td>• Work submitted was fairly well-substantiated.</td>
<td>• Work submitted was incomplete and/or unsubstantiated.</td>
<td>• Significant number of major gaps observed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some minor gaps in the work where further effort and/or more complete thinking was needed.</td>
<td>• Some major gaps in the work where further effort and/or more complete</td>
<td>• Work submitted is of poor quality.</td>
</tr>
<tr>
<td>Format &amp; Presentation</td>
<td>thinking was needed.</td>
<td></td>
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<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>References were comprehensive and well presented, with full adherence to APA conventions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendices (Materials reflected)</td>
<td>References were fairly comprehensive and well presented. Conventions are adhered to. Appendices reflect relevant resources and materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td>References were incomplete or inconsistently presented, with lapses in convention. Appendices were slim, giving a vague idea of resources and materials used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendices</td>
<td>References were absent, skimpy, or poorly presented. Appendices were not included or reflect little useful information.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

References were comprehensively and consistently well presented, with full adherence to APA conventions. Appendices were comprehensive and reflected useful resources and materials meaningfully.
### Appendix 4: Rubrics for Class Presentation (10%)

<table>
<thead>
<tr>
<th>Quality of Presentation (5 marks)</th>
<th>0 - 1 M</th>
<th>2 M</th>
<th>3 M</th>
<th>4 – 5 M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haphazard; evidence of rushed work and poor coordination between group members; obvious lacked of rehearsals; lacked control in timing of slides transitions; ended too early or beyond time allocated.</td>
<td>Inconsistent; somewhat uncoordinated effort between group members; evidence of lack of team rehearsals; poor timing of slides’ transitions; sometimes unsure of following slides.</td>
<td>Somewhat consistent and coherent effort amongst team members; some evidence of team rehearsal.</td>
<td>Strong evidence of rehearsals and coordination between group members (good teamwork); Choice of words appropriate most/all of the times; Articulate, seamless and flow of presentation was smooth; timing of the slides; timing well controlled.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Presentation Slides (2 marks)</th>
<th>0 - 1 M</th>
<th>2 M</th>
<th>3 M</th>
<th>4 – 5 M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor use of slides layout; marred with spelling or grammatical errors; poor sentence structure; evidence of rushed effort.</td>
<td>Obvious effort in creating a user and audience friendly slides; use of other media like photos and videos (appropriate and relevant) to support the presentation of ideas and content.</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q &amp; A (3 marks)</th>
<th>0 - 1 M</th>
<th>2 M</th>
<th>3 M</th>
<th>4 – 5 M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not able to answer questions posed.</td>
<td>Answers questions with some level convincingly</td>
<td>Answers questions precisely, convincingly and with confidence</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>