

Liverpool John Moores University

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Title: FRAMEWORKS, APPROACHES AND SKILLS IN SPORT PSYCHOLOGY
Status: Definitive
Code: **7036SPOSCI** (119838)
Version Start Date: 01-08-2013
Owning School/Faculty: Sports Sciences
Teaching School/Faculty: Sports Sciences

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Academic Level: FHEQ7 **Credit Value:** 40.00 **Total Delivered Hours:** 50.00
Total Learning Hours: 400 **Private Study:** 350

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	40.000
Workshop	10.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Critique		50.0	
Report	Report		50.0	

Aims

The module aims to critically review the theoretical frameworks, approaches and skills relevant to Sport Psychology practice. Initial focus is centred on consultant philosophy and its broad impact on performance enhancement and athlete development, and enables students to critically evaluate the different theoretical perspectives relating to Counselling approaches in Sport Psychology. The module also seeks to extend the students' appreciation of other therapeutic perspectives, including cognitive behavioural, psychoanalytical and existential approaches to practice. Students will also learn about the counselling and interpersonal skills that are relevant to sport psychology work. The theory-to-application underpinning mental training is explored, and specific psychological skills and strategies that assist the development of 'behaviour change' in both sport (Mental Toughness, confidence, anxiety control) and exercise (adherence) populations are reviewed. Finally, the social processes involved in working with groups and organizations are explored, with specific focus on the impact of group identity, organisational culture, in-career transitions and social relationships on athlete development. The module content also enables individual differences to be embedded and considered within the delivery.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically evaluate the philosophies and theoretical frameworks underpinning Sport Psychology practice.
- 2 Discuss the underpinning theory and application of counselling and mental training approaches salient to Sport Psychology and Exercise based intervention.
- 3 Discuss the underpinning theory and application of psycho-social processes that informs athlete development in individual, group and organisational settings.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Philosophy and Frameworks	1	
Consultancy report	2	3

Outline Syllabus

*Professional practice philosophy in Applied Sport Psychology.
Alternative frameworks and approaches for Sport Psychology.
Theoretical perspectives of Counselling in sport.
Theoretical perspectives of Mental Training in sport.
Psychological / counselling skills and strategies in sport.
Behaviour change counselling and intervention to enhance exercise adherence.
The development of athlete and group identity within an elite professional climate.
Social relationships and interactions in sports teams and organisations.*

Organisational culture, climate and context and impact on athlete development.

Learning Activities

Students are expected to attend lectures and workshops, which provide key material for the attainment of the learning outcomes. Sessions will engage students in interactive debate around contemporary theory governing applied practice and its associated philosophies, approaches and skills. In addition, prescribed reading is required to develop students' critical understanding of Applied Sport Psychology issues and this wider knowledge should be reflected in the written assessments.

References

Notes

Contemporary issues of consultancy philosophy / approach are explored and a critical understanding of contemporary counselling approaches, psychological skills training techniques, behaviour change strategies and psycho-social processes are reviewed. Overt emphasis is placed on developing student understanding of the theoretical content that informs the application of the material to individual, group and organisational settings.