
Faculty of Medicine
School of Medical Sciences

# HESC3511

# Health, Exercise and Sport Psychology

COURSE OUTLINE

Term 1, 2020

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Please read this manual/outline in conjunction with the following pages on the School of Medical Sciences website:

- Advice for Students
- Learning Resources

(or see "STUDENTS" tab at medicalsciences.med.unsw.edu.au )

# HESC3511 Course Information

Health, Exercise and Sport Psychology (HESC3511) is a third year Health and Exercise Science course worth six Units of Credit (6 UOC). The course is required as part of study for the degree of Bachelor of Exercise Physiology. The work of the Exercise Physiologist is underpinned by psychological theories of human behaviour. Understanding these principles and learning how to apply them to work with clients leads to improved practice. Health, Exercise and Sport Psychology builds on the content covered in stages 1 and 2 of the Exercise Physiology Program. It provides advanced understanding of contemporary psychological theories so that students are equipped with the knowledge and skills required to work optimally with individuals in health, exercise and sports across the lifespan.

## OBJECTIVES OF THE COURSE

The primary objective of the course is to provide students with the knowledge and skills to deliver best-practice behavioural strategies to positively impact clients across the lifespan. This will be achieved by advanced exploration into psychological theories and models that influence behaviour in exercise, health and sporting domains, as well as the development of communication and counselling skills.

**Course Prerequisites**: PSYC1001

## COURSE CO-ORDINATOR and LECTURERS

**Course Coordinator:**
**A/Prof James McAuley** james.mcauley@unsw.edu.au
Rm 217, Wallace Wurth Building East

**Course Co-coordinator**
**Dr Matthew Jones** matthew.jones@unsw.edu.au
Rm 202, Wallace Wurth Building East

Students wishing to see the course coordinators should make an appointment by email as our offices are not readily accessible.

**Lecturers in this course:**

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| Ms Natalie Reily | n.reily@unsw.edu.au |
| Dr Edel Langan | langanedel@hotmail.com |
| Dr Oscar Lederman | oscar.lederman@health.nsw.gov.au |
| A/Prof Steve Kamper | steven.kamper@sydney.edu.au |

**Tutors in this course:**

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|---|---|
| Dr Sophie Li | s.h.li@unsw.edu.au |
| Ms Kirsten Abbott | kirsten.abbott@unsw.edu.au |
| Ms Natalie Windsor | natwindsor7@gmail.com |

## COURSE STRUCTURE and TEACHING STRATEGIES

Learning activities occur on the following days and times:

- Lectures: Weeks 1-8, 10-11: Monday 10-12pm
- Tutorials Weeks 1-8, 10: Monday 1-3pm and 3-5pm; Tuesday 9-11am and 11-1pm;

Students are expected to attend all scheduled activities for their full duration (2 hours of lectures per week, 2 hours of tutorials per week, and up to 1 hour of online activities per week). Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150 hours of study and learning activities. The formal learning activities are approximately 50 hours throughout the term and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

Lectures will provide you with a thorough understanding of the theories that underpin psychological models of health, exercise and sport/performance. Tutorials will assist in developing your foundation skills of communication and counselling. The theory and skills learnt in the lectures and tutorials are critical for your development as Exercise Physiologists as they will provide you with the knowledge and skills to communicate effectively and to deliver best-practice behavioural strategies to positively impact clients.

## APPROACH TO LEARNING AND TEACHING

The learning and teaching philosophy underpinning this course is centred on student learning and aims to create an environment which interests and challenges students. The teaching is designed to be engaging and relevant in order to prepare students for future careers.

Although the primary source of information for this course is the lecture material, effective learning can be enhanced through self-directed use of other resources such as textbooks and Web based sources. It is up to you to ensure you perform well in each part of the course; preparing for classes; completing assignments; studying for exams and seeking assistance to clarify your understanding.

## TEXTBOOKS AND OTHER RESOURCES

**Textbooks**

1. Brannon, L., Updegraff, J.A., & Feist, J. *Health Psychology: An Introduction to Behaviour and Health (9th ed)*. 2018. Cengage Learning, Boston, MA, USA.
2. Lox, C.L., Martin Ginis, K.A. & Petruzzello, S.J. *The Psychology of Exercise. Integrating Theory and Practice (4th ed)*. 2014. Routledge, London, UK.
3. Weinberg, R.S. & Gould, D. *Foundations of sports and exercise psychology (4th ed)*. 2007. Human Kinetics, Champaign, IL, USA.

See also medicalsciences.med.unsw.edu.au/students/undergraduate/learning-resources

## STUDENT LEARNING OUTCOMES

HESC3511 will develop some of the attributes that the Faculty of Medicine has identified as important for an Exercise Physiology graduate to attain. These include:

- Develop a thorough understanding of the relationship between physical activity and health
- Develop advanced problem-solving skills and a capacity for critical thinking
- Develop an ability to engage in independent and reflective learning for the betterment of professional clinical practice
- Develop a broad range of communication skills and an ability to work as a member and a leader of a team, with respect for diversity and a high standard of ethical practice

**On completion of this course students should be able to:**

1. Describe human behaviour in terms of personality, motivation and learning and relate these influences the behavioural aspects of health, exercise and sport.
2. Explain the role of exercise, physical activity and sport on mental health and wellbeing as well as understand group dynamics in sport.
3. Demonstrate appropriate counselling and communication skills to develop realistic goal setting, exercise adoption and adherence to safe participation in physical activity.
4. Formulate strategies for behavioural modification for acute and chronic health conditions to increase adherence to exercise and physical activity programs.

## ASSESSMENT PROCEDURES

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| • Online quiz | Check Moodle | **20%** |
| • VIVA: Communication skills | Weeks 7/8 (during tutorial) | **40%** |
| • Final examination | Exam period | **40%** |

**Assessment Task 1 – Online quiz (20%)**
The online quizzes will test students' knowledge on psychological theories of human behaviour, motivation and psychological assessment (Quiz 1) and knowledge of sports psychology (Quiz 2). The format is multiple choice. Announcements about the availability of the quizzes will be made on Moodle throughout the term.

**Assessment Task 2 – VIVA: Communication skills (Week 7/8) (40%)**
Students are required to act as an Exercise Physiologist and, during a mock consult with a 'client', demonstrate appropriate communication and counselling skills relevant to their presentation. The VIVA will take place during your tutorial in Week 7 or 8.

**Assessment Task 3 – Final examination (Exam period) (40%)**
This written exam will assess students' knowledge of psychological theories of physical activity, exercise and sports. The exam will be comprised of multiple choice questions only. All content from lectures and tutorials will be assessable.

**NB:** The final exam period for Term 1, 2020 is Sat 2 May to Friday 15 May. The supplementary exam period for Term 1, 2020 is Mon 25 May to Fri 29 May.

## COURSE EVALUATION AND DEVELOPMENT

For course evaluation, feedback will be gathered at the completion of the course, using among other means, UNSW's Course and Teaching Evaluation and Improvement Process and myExperience. Student feedback is taken seriously, and continual improvements will be made to the course based, in part, on such feedback.

## GENERAL INFORMATION

### Attendance Requirements

For details on the Policy on Class Attendance and Absence see Advice for Students and the Policy on Class Attendance and Absence.
Guidelines on extra-curricular activities affecting attendance can be found on the School of Medical sciences Website. Advice for Students – Special Consideration

Attendance at tutorial classes is compulsory and must be recorded in the class roll at the start of each class. Arrival more than 15 minutes after the start of the class will be recorded as non-attendance. It is your responsibility to ensure that the tutor records your attendance and no discussions will be entered into after the completion of the class. Satisfactory completion of the work set for each class is essential. It should be noted that non-attendance for other than documented medical or other serious reasons, or unsatisfactory performance, for more than 1 tutorial class during the session may result in ineligibility to pass the course. Students who miss tutorial classes due to illness or for other reasons must submit a copy of medical certificates or other documentation to the course coordinator.

### Special Consideration

Please see UNSW-Special Consideration and Student Advice-Special Consideration

If you unavoidably miss the final exam in HESC3511, you must lodge an application with UNSW Student Central for special consideration. If your request for consideration is granted an alternative assessment will be organised in the form of a supplementary exam.
See: Student-Advice-Reviews and Appeals

### Student Support Services

See: Student Advice-Student support services.

### Academic Integrity and Plagiarism

The UNSW Student Code outlines the standard of conduct expected of students with respect to their academic integrity and plagiarism.
More details of what constitutes plagiarism can be found here

**COURSE SCHEDULE**

| Week | Date starting | Lecture 1<br>Monday 10-11am<br>Central Lecture Block 5 | Lecture 2<br>Monday 11-12pm<br>Central Lecture Block 5 | Tutorial<br>Various times – see enrolment<br>Mathews 302 or 306 |
|---|---|---|---|---|
| 1 | 17/02 | The scientist practitioner (SK) | The scientist practitioner (SK) | Foundation skills: opening a session, listening and rapport building |
| 2 | 24/02 | Introduction to psychology and health psychology (NR) | Models of health behaviour and behaviour change 1 (NR) | Foundation skills: paraphrasing and reflection |
| 3 | 02/03 | Models of health behaviour and behaviour change 2 (NR) | Models of health behaviour and behaviour change 3 (NR) | Foundation skills: questioning, challenging and caring confrontation |
| 4 | 9/03 | Sports psychology 1: Performance enhancement and mental skill development (EL) | Sports psychology 2: Overtraining and burnout (EL) | Foundation skills: empathy, using simile and metaphor, endings |
| 5 | 16/03 | Sports psychology 3: Team building and leadership (EL) | Sports psychology 4: Communication skills and conflict resolution | Barriers to change; stages of change; motivational interviewing |
| 6 | 23/03 | Sports psychology 5: Career transitions and coping with grief | Sports psychology 6: Balancing sports and study, employment and/or family life | Using counselling to overcome barriers to change |
| 7 | 30/03 | Chronic disease and exercise (NR) | Body image and exercise (NR) | VIVA: Communication skills |
| 8 | 06/04 | Acute MSK disease management (JM) | Chronic MSK disease management (JM) | VIVA: Communication skills |
| 9 | 13/04 | NO CLASSES THIS WEEK | | |
| 10 | 20/04 | Special populations and exercise (NR) | Mental health and exercise (OL) | Making appropriate referrals, dealing with resistance, and engaging with special populations |

EL: Dr. Edel Langan; JM: A/Prof James McAuley; NR: Ms Natalie Riley; OL: Dr Oscar Lederman; SK: A/Prof Steve Kamper