

HESC3511

Health, Exercise and Sport Psychology

**Course Outline
Term 1, 2022**

**School of Health Sciences
Faculty of Medicine & Health**

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenors	Dr Kemi Wright	kemi.wright@unsw.edu.au	By appointment Mon-Fri, 8-4	As per email
	Dr Matthew Jones	matthew.jones@unsw.edu.au	By appointment Mon-Fri, 8-4 Wallace Wurth 202	Ph: 9348 0032
Tutors	Mr Bryan Neo	bryan.neo@unsw.edu.au	As per email	As per email
	Ms Ashneeta Prasad	ashneeta.prasad@unsw.edu.au	As per email	As per email
	Mr Boris Bojanovic	b.bojanovic@unsw.edu.au	As per email	As per email

2. Course information

Units of credit: 6 UoC

Pre-requisite(s): PSYC1001

Teaching times and locations: <http://timetable.unsw.edu.au/2022/HESC3511.html>

2.1 Course summary

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.

2.2 Course aims

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.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Describe human behaviour in terms of personality, motivation and learning and relate these influences to 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 physical activity programs.

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1	Describe human behaviour in terms of personality, motivation and learning and relate these influences to the behavioural aspects of health, exercise and sport.	Develop a thorough understanding of the relationship between physical activity and health	Lectures, tutorials, online quizzes and final theory exam
CLO 2	Explain the role of exercise, physical activity and sport on mental health and wellbeing as well as understand group dynamics in sport.	Develop a thorough understanding of the relationship between physical activity and health	Lectures, online quizzes and final theory exam
CLO 3	Demonstrate appropriate counselling and communication skills to develop realistic goal setting, exercise adoption and adherence to safe participation in physical activity.	Develop a broad range of communication skills and an ability to work as a member and a leader of a team	Lectures and tutorials

CLO 4	Formulate strategies for behavioural modification for acute and chronic health conditions to increase adherence to physical activity programs.	Develop advanced problem-solving skills and a capacity for critical thinking	Lectures, tutorials, online quizzes and final theory exam
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3. Strategies and approaches to learning

3.1 Learning and teaching activities

HESC3511 consists of weekly lectures and tutorials. 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 foundational 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.

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.

Timetable can be viewed in here <http://timetable.unsw.edu.au/2022/HESC3511.html>

3.2 Expectations of students

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 total 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. Students are expected to attend all scheduled activities for their full duration (1-2 hours of lectures per week, 2 hours of tutorials per week, and up to 1 hour of additional learning activities per week).

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.

4. Course schedule and structure

Week [Date/Session]	Topic [Module]	Activity [Learning opportunity]	Related CLO
Week 1	Scientist practitioner Foundational skills	Lecture: Scientist practitioner Tutorial: Opening a session, listening and building rapport	1, 2
Week 2	Models of health behaviour Foundational skills	Lecture: Introduction to health psychology; Behaviour change 1 Tutorial: Paraphrasing and reflection	1, 2, 3
Week 3	Models of health behaviour Foundational skills	Lecture: Behaviour change 2/3 Tutorial; Questioning, challenging and caring confrontation	1, 2, 3
Week 4	Sports psychology Foundational skills	Lecture: Introduction to sports psychology; Overtraining and burnout Tutorial: Empathy, using simile and metaphor, endings	1, 2, 3
Week 5	Sports psychology Facilitating behaviour change	Lecture: Team building and leadership; Communication skills Tutorial: Barriers to change, stages of change, motivational interviewing	1, 2, 3, 4
Week 7	Sports psychology Facilitating behaviour change	Lecture: Injury and sports medicine psychology; Imagery, self-confidence and concentration Using counselling to overcome barriers to change	1, 2, 3, 4
Week 8	Health psychology Communication skills	Lecture: Chronic disease and exercise; Body image and exercise VIVA exam	1, 2, 3
Week 9	Health psychology Communication skills	Lecture: Acute and chronic musculoskeletal disease VIVA exam	1, 2, 3

Week 10	Health psychology	Lecture: Mental health and exercise; Special populations and exercise	1, 2, 3, 4
	Client management	Tutorial: Making appropriate referrals, dealing with resistance, engaging with special populations	

Exam Period: 29 April – 12 May

Supplementary Exam Period: 23 May – 27 May

5. Assessment

5.1 Assessment tasks

Assessment task	Length	Weight	Mark	Due date and time
Online quizzes:				
• Online quiz 1	15min	10%	10	See Moodle
• Online quiz 2	15min	10%	10	See Moodle
VIVA	20min	40%	40	Week 8 or 9
Final exam	2h	40%	80	Exam period

Further information

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

5.2 Assessment criteria and standards

Assessment tasks 1 and 2: Online quizzes

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 3: Communication skills VIVA

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 9 or 10.

Students will be assessed on the following skills:

- Open a first session
- Orient client to the session
- Listen attentively
- Use reflection and paraphrasing
- Summarising
- Questioning
- Work and develop goals collaboratively
- Provide advice and feedback appropriately
- Normalise the client's experiences
- Demonstrate empathy
- Challenge appropriately
- Overall. Impression (professionalism, warmth etc)

For each skill, students will be given a mark of NA (not applicable if skill was not demonstrated); F (well below expectations); P- (below expectations); P (meets expectations); P+ (exceeds expectations)

Assessment 4: Final exam

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.

5.3 Submission of assessment tasks

Late Submission

Late submissions will be penalized at 5% per day capped at five days (120 hours). Students will not be permitted to submit their assessments after this date.

Special Consideration

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Considerations.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

If your circumstances stop you from applying before your exam or assessment due date, you must **apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

More information can be found on the [Special Consideration website](#).

5.4. Feedback on assessment

For the online quizzes, students will receive their mark once the quiz has closed. If students wish to know what questions they lost marks for, they must contact the course convenors. For the communication skills VIVA, students will receive their overall grade as well as written feedback within 10 business days of all students completing the assessment.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

***Academic integrity** is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.*

Further information about academic integrity and **plagiarism** can be located at:

- The Current Students site <https://student.unsw.edu.au/plagiarism>, and
- The ELISE training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

7. Readings and resources

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.

8. Administrative matters

Student enquiries should be submitted via student portal <https://portal.insight.unsw.edu.au/web-forms/>

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- *Student Wellbeing and Health* <https://www.student.unsw.edu.au/wellbeing>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/services/students>
- *UNSW Student Life Hub*: <https://student.unsw.edu.au/hub#main-content>
- *Student Support and Development*: <https://student.unsw.edu.au/support>
- *IT, eLearning and Apps*: <https://student.unsw.edu.au/elearning>
- *Student Support and Success Advisors*: <https://student.unsw.edu.au/advisors>
- *Equitable Learning Services (Formerly Disability Support Unit)*: <https://student.unsw.edu.au/els>
- *Transitioning to Online Learning* <https://www.covid19studyonline.unsw.edu.au/>
- *Guide to Online Study* <https://student.unsw.edu.au/online-study>