SR3024
Sports Psychology
Course Handbook
2021-22
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Cover image:
Confocal micrograph of fluorescently labelled HeLa cells.
Nuclei are labelled in blue, tubulin in green and actin fibres in red.

Courtesy of:
Kevin Mackenzie
Microscopy and Histology Core Facility
Institute of Medical Sciences
University of Aberdeen
http://www.abdn.ac.uk/ims/microscopy-histology
Course Summary

This course aims to develop an understanding of the psychology of sport and exercise. As a relatively new discipline within psychology, current theories, research and practices will be presented as the framework within which this subject area continues to develop.

Course Co-ordinator: Dr Jenny Gregory (j.gregory@abdn.ac.uk); Telephone: 01224 437549 (though expecting to be working from home this semester so contact via email or Microsoft Teams is best);

Course Aims & Learning Outcomes

1. Students will understand how a sports psychologist interacts with their clients and applies their learning.
2. Students will be able to discuss the major theories and practices in Sports Psychology.
3. Students will be able to identify, understand and summarize relevant literature from the field and incorporate this into structured scientific writing, such as essays or abstracts.
4. Students will be able to analyze data and apply their understanding of sport psychology to its interpretation.

Course Teaching Staff

Course Co-ordinator(s):
Dr Jenny Gregory (JG) j.gregory@abdn.ac.uk

Other Staff:
Dr Derek Ball (DB) derek.ball@abdn.ac.uk
Dr Mirjam Brady-Van den Bos (MB) mirjam.brady@abdn.ac.uk
Dr Clare Cooper (CC) clare.cooper@abdn.ac.uk
Professor Alison Jenkinson (AMJ) a.jenkinson@abdn.ac.uk
Mrs Katie Sinnott (KS) katie.sinnott@btinternet.com
Mr Dan Sutton (DS) daniel.sutton@abdn.ac.uk

Assessments & Examinations

Students are expected to attend all lectures, laboratory classes and other elements of the course, and to complete all class exercises by the stated deadlines. It is imperative that any reasonable excuses for the late handing in of work are made to the course organisers before the deadline date. Otherwise the work will not be marked and the class certificate, which is
required to sit the examination, may be withheld. The minimum performance acceptable for
the granting of a class certificate is evidence of engagement with at least 75% of the lecture
classes, and presentation of all set course work.

There is no exam for this course. All grades will be determined by continuous assessment.
Resit assessment will be based on a resit examination constituting 70% of the resit grade; the
remaining 30% will come from previous continuous assessment. Your overall performance
will be expressed as a grade awarded on the Common Grading Scale (CGS).

**Continuous assessment - 100%**

1) 2 Multiple choice / short answer tests (35% each, 70% total)
2) Writing and literature search (15%)
3) Abstract writing, data analysis and engagement (15%)

**Class Representatives**

We value students’ opinions in regard to enhancing the quality of teaching and its delivery;
therefore in conjunction with the Students’ Association we support the Class
Representative system.
In the School of Medicine, Medical Sciences and Nutrition we operate a system of course
representatives, who are elected from within each course. Any student registered within a
course that wishes to represent a given group of students can stand for election as a class
representative. You will be informed when the elections for class representative will take
place.

**What will it involve?**
It will involve speaking to your fellow students about the course you represent. This can
include any comments that they may have. You will attend a Staff-Student Liaison Committee
and you should represent the views and concerns of the students within this meeting. As a
representative you will also be able to contribute to the agenda. You will then feedback to
the students after this meeting with any actions that are being taken.

**Training**
Training for class representatives will be run by the Students Association. Training will take
place within each half-session. For more information about the Class representative system
visit [www.ausa.org.uk](http://www.ausa.org.uk) or email the VP Education & Employability [vped@abdn.ac.uk](mailto:vped@abdn.ac.uk). Class
representatives are also eligible to undertake the STAR (Students Taking Active Roles) Award
with further information about this co-curricular award being available at: [www.abdn.ac.uk/careers](http://www.abdn.ac.uk/careers).
Problems with Coursework

If students have difficulties with any part of the course that they cannot cope with alone they should notify the course coordinator immediately. If the problem relates to the subject matter general advice would be to contact the member of staff who is teaching that part of the course. Students with registered disabilities should contact Mrs Jenna Reynolds (medsci@abdn.ac.uk) in the School Office (based in the IMS, Foresterhill), or Mrs Sheila Jones (s.jones@abdn.ac.uk) in the Old Aberdeen office associated with the teaching laboratories, to ensure that the appropriate facilities have been made available. Otherwise, you are strongly encouraged to contact any of the following as you see appropriate:

- Course student representatives
- Course co-ordinator
- Convenor of the Medical Sciences Staff/Student Liaison Committee (Dr Isabel Crane)
- Personal Tutor
- Medical Sciences Disabilities Co-ordinator (Dr Derryck Shewan)

All staff are based at Foresterhill and we strongly encourage the use of email or telephone the Medical Sciences Office. You may have a wasted journey travelling to Foresterhill only to find staff unavailable.

If a course has been completed and students are no longer on campus (i.e. work from second semester during the summer vacation), coursework will be kept until the end of Fresher’s Week, during the new academic year. After that point, unclaimed student work will be securely destroyed.

Course Reading List

SR3024 Reading List

Some literature and questionnaire tools will be provided on MyAberdeen. Additional reading is listed below.

Books:


* more recent editions of this book may also be available

Journals:
Useful Websites

Association for the Advancement of Applied Sport Psychology  www.aaasponline.org/index2.html
British Association of Sport and Exercise Sciences –  www.bases.org.uk
British Psychological Society Division of Sport and Exercise -  http://www.bps.org.uk/spex/
Sports Coach UK -  www.sportscoachuk.org
Scottish Institute of Sport –  www.sis.org.uk

Additional Resources

Internet research databases e.g. PubMed (http://www.ncbi.nlm.nih.gov) or Scopus (www.scopus.com)

Experiences of life e.g. own sport and exercise experiences.

Online Engagement

A discussion board has been set up in MyAberdeen to facilitate engagement outside the classroom. To encourage you to use this forum 2% of your final marks will come from posting to this board. 1% will be awarded for introducing yourself on the “Introductions” forum and a further 1% will be awarded for posting or replying to a post on a relevant topic in the “course discussions” forum. Please note offensive or irrelevant posts will be removed and will not be awarded marks.
Lecture Synopsis

Sport Psychology:

Topics for each lecturer are listed below:

Mirjam Brady-van den Bos (MB)
- **Lecture 1**
  Stress and arousal
- **Lecture 2**
  Sport psychology and injury

Clare Cooper (CC)
- **Lectures 1 and 2**
  Which behaviours are important to health and wellbeing and why are they so hard to change?

Katie Sinnott (KS)
- **Lectures 1 and 2**
  Introduction to Sport Psychology
  Applying psychology to sport: Approaches to Psychological Skills Training
- **Lectures 3 and 4**
  Applying theory to practice – Confidence and sport
- **Lectures 5 and 6**
  Applying theory to practice – Imagery and sport
- **Lectures 7 and 8**
  Applying theory to practice – Stress and coping in sport
- **Lectures 9 and 10**
  Applying theory to practice – Motivation and commitment in sport

Alison Jenkinson and Jenny Gregory will present topics focussed on literature and writing skills. Dan Sutton will present a Q and A session on sports psychology from a coaches perspective.

**Practical/Tutorial Work**

Understanding how to find, consolidate and critically appraising relevant literature and write about it are key skills that will be assessed during workshops. You will also try out key methods for assessing and changing your own behaviour in the workshops and assessing experimental data. You will perform some tasks linked to different goals in order to examine what makes a good goal.
University Policies

Students are asked to make themselves familiar with the information on key education policies, available here. These policies are relevant to all students and will be useful to you throughout your studies. They contain important information and address issues such as what to do if you are absent, how to raise an appeal or a complaint and how the University will calculate your degree outcome.

These University wide education policies should be read in conjunction with this programme and/or course handbook, in which School specific policies are detailed. Further information can be found on the University’s Infohub webpage or by visiting the Infohub.

The information included in the institutional area includes the following:

- Absence
- Appeals & Complaints
- Assessment
- Avoiding Plagiarism
- Communication
- Graduate Attributes
- MyAberdeen
- Student Learning Service (SLS)
- Student Monitoring/Class Certificates
- Student Discipline
- The Co-curriculum
Academic Language & Skills support

For students whose first language is not English, the Language Centre offers support with Academic Writing and Communication Skills.

Academic Writing

- Responding to a writing task: Focusing on the question
- Organising your writing: within & between paragraphs
- Using sources to support your writing (including writing in your own words, and citing & referencing conventions)
- Using academic language
- Critical Thinking
- Proofreading & Editing

Academic Communication Skills

- Developing skills for effective communication in an academic context
- Promoting critical thinking and evaluation
- Giving opportunities to develop confidence in communicating in English
- Developing interactive competence: contributing and responding to seminar discussions
- Useful vocabulary and expressions for taking part in discussions

More information and how to book a place can be found here
# Medical Sciences Common Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Category</th>
<th>Honours Class</th>
<th>Description</th>
</tr>
</thead>
</table>
| A1    | 22          | Excellent    | First         | • Outstanding ability and critical thought  
|       |             |              |               | • Evidence of extensive reading  
|       |             |              |               | • Superior understanding  
|       |             |              |               | • The best performance that can be expected from a student at this level |
| A2    | 21          |              |               |             |
| A3    | 20          |              |               |             |
| A4    | 19          |              |               |             |
| A5    | 18          |              |               |             |
| B1    | 17          | Very Good    | Upper Second  | • Able to argue logically and organise answers well  
|       |             |              |               | • Shows a thorough grasp of concepts  
|       |             |              |               | • Good use of examples to illustrate points and justify arguments  
|       |             |              |               | • Evidence of reading and wide appreciation of subject |
| B2    | 16          |              | Upper Second  |             |
| B3    | 15          |              | Lower Second  |             |
| C1    | 14          | Good         | Lower Second  | • Repetition of lecture notes without evidence of further appreciation of subject  
|       |             |              |               | • Lacking illustrative examples and originality  
|       |             |              |               | • Basic level of understanding |
| C2    | 13          |              |               |             |
| C3    | 12          |              |               |             |
| D1    | 11          | Pass         | Third         | • Limited ability to argue logically and organise answers  
|       |             |              |               | • Failure to develop or illustrate points  
|       |             |              |               | • The minimum level of performance required for a student to be awarded a pass |
| D2    | 10          |              |               |             |
| D3    | 9           |              |               |             |
| E1    | 8           | Fail         | Fail          | • Weak presentation  
|       |             |              |               | • Tendency to irrelevance  
|       |             |              |               | • Some attempt at an answer but seriously lacking in content and/or ability to organise thoughts |
| E2    | 7           |              |               |             |
| E3    | 6           |              |               |             |
| F1    | 5           | Clear Fail   | Not used for Honours | • Contains major errors or misconceptions  
|       |             |              |               | • Poor presentation |
| F2    | 4           |              |               |             |
| F3    | 3           |              |               |             |
| G1    | 2           | Clear Fail/ Abysmal | - | • Token or no submission |
| G2    | 1           |              |               |             |
| G3    | 0           |              |               |             |
### Course Timetable SR3024: 2021-2022

- **Dates** shown indicate release dates for recorded course content on MyAberdeen, to be released on the morning of each day.
- **Times** are UK Time and show the timings of live sessions (either via MyAberdeen or on campus).

#### Timetable Key:
- **Green** = Recorded classes in MyAberdeen
- **Blue** = Live classes delivered in person or as a live session in MyAberdeen
- **Yellow** = Assessments
- **Grey** = No scheduled classes on these days

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Subject</th>
<th>Session</th>
<th>Staff</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 9</strong></td>
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<tr>
<td>Mon 27 Sep</td>
<td></td>
<td>MyAb</td>
<td>Course Introduction</td>
<td>Lecture</td>
<td>JG</td>
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<tr>
<td>Fri 1 Oct</td>
<td></td>
<td>MyAb</td>
<td>KS Lecture 1</td>
<td>Lecture</td>
<td>KS</td>
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<tr>
<td></td>
<td>10:00-11:00</td>
<td>MyAb</td>
<td>Private / group study</td>
<td>Collaborate</td>
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<td><strong>Week 10</strong></td>
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<tr>
<td>Mon 4 Oct</td>
<td></td>
<td>MyAb</td>
<td>KS Lecture 2</td>
<td>Lecture</td>
<td>KS</td>
</tr>
<tr>
<td>Mon 4 Oct</td>
<td>10:00-11:00</td>
<td>NK7</td>
<td>Writing workshop 1b</td>
<td>Workshop</td>
<td>JG</td>
</tr>
<tr>
<td>Fri 8 Oct</td>
<td>10:00-12:00</td>
<td>MyAb</td>
<td>Intro to Sports Psychology (KS1 &amp; 2 review)</td>
<td>Teams</td>
<td>KS / JG</td>
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<tr>
<td><strong>Week 11</strong></td>
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<tr>
<td>Mon 11 Oct</td>
<td></td>
<td>MyAb</td>
<td>MB Lecture 1 (Stress and Arousal)</td>
<td>Lecture</td>
<td>MB</td>
</tr>
<tr>
<td>Mon 11 Oct</td>
<td></td>
<td>GroupA 10:00-11:00 GrpB 11:00-12:00</td>
<td>Cruickshank Gardens</td>
<td>Goal setting practical 1</td>
<td>Practical</td>
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<tr>
<td>Fri 15 Oct</td>
<td>10:00-12:00</td>
<td>MyAb</td>
<td>MD Lecture 2 (Sports injury)</td>
<td>Lecture</td>
<td>MB</td>
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<td><strong>Week 12</strong></td>
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<tr>
<td>Mon 18 Oct</td>
<td></td>
<td>MyAb</td>
<td>KS Lectures 3 &amp; 4 (Confidence and sport)</td>
<td>Lectures</td>
<td>KS</td>
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<tr>
<td>Mon 18 Oct</td>
<td></td>
<td>GroupA 10:00-11:00 GrpB 11:00-12:00</td>
<td>Cruickshank Gardens</td>
<td>Goal setting practical 2</td>
<td>Practical</td>
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<tr>
<td>Fri 22 Oct</td>
<td>10:00-12:00</td>
<td>MyAb</td>
<td>KS 3 &amp; 4 review</td>
<td>Teams</td>
<td>KS / JG</td>
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<tr>
<td><strong>Week 13</strong></td>
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<tr>
<td>Mon 25 Oct</td>
<td>11:00-13:00</td>
<td>ZB19</td>
<td>Writing workshop 1 (CGS / writing for exams / coursework)</td>
<td>Collaborate</td>
<td>AMJ</td>
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<tr>
<td>Mon 25 Oct</td>
<td></td>
<td>MyAb</td>
<td>Diary task lectures 1 and 2</td>
<td>Lectures</td>
<td>CC</td>
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<tr>
<td>Mon 25 Oct</td>
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<td>Self</td>
<td>Diary task</td>
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<td>Fri 29 Oct</td>
<td>10:00-12:00</td>
<td>NK7</td>
<td>Diary task tutorial</td>
<td>Tutorial</td>
<td>CC</td>
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<td>Week 14</td>
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<tr>
<td>Mon 1 Nov</td>
<td>MyAb</td>
<td>KS Lectures 5 and 6</td>
<td>Lectures KS</td>
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<tr>
<td>Fri 5 Nov</td>
<td>ZB18</td>
<td>KS 5 &amp; 6 review</td>
<td>Tutorial KS / DB</td>
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| Week 15 |
|---------|----------------------------------|-----------------|
| Mon 8 Nov | MyAb | KS Lectures 7 and 8 | Lectures |
| Fri 12 Nov | MyAb | KS Lectures 7 and 8 review | Collaborate KS / JG |

| Week 16 |
|---------|----------------------------------|-----------------|
| Mon 15 Nov | Group A 10:00-11:00 Grp B 11:00-12:00 Cruickshank Gardens | Goal setting practical 4 | Practical JG |
| Fri 12 Nov | MyAb | KS Lectures 7 and 8 review | Collaborate KS / JG |

| Week 17 |
|---------|----------------------------------|-----------------|
| Mon 22 Nov | ZB19 | Writing workshop | Tutorial / Workshop AMJ |
| Fri 26 Nov | NK7 | Practical review | Tutorial JG |

| Week 18 |
|---------|----------------------------------|-----------------|
| Mon 29 Nov | MyAb | KS Lectures 9 and 10 | Lectures |
| Fri 3 Dec | ZB18 | A coaches view Q & A | Tutorial DS |
| Fri 3 Dec | MyAb | KS Lectures 9 and 10 review | Teams KS / JG |

| Week 19 |
|---------|----------------------------------|-----------------|
| Mon 6 Dec | 13:00-14:00 | Course review | Collaborate JG |
| Thu 9 Dec | | Assessment 3 (abstract & data) submission | Assessment |

**Staff**

Dr Derek Ball (DB)
Dr Mirjam Brady-Van de Bos (MB)
Dr Jenny Gregory (JG) - coordinator
Prof Alison Jenkinson (AMJ)
Dr Katie Sinnott (KS)
Mr Dan Sutton (DS)