

**SPORT SCIENCE & MANAGEMENT**  
**SS1023 PSYCHOSOCIAL ASPECTS OF SPORT AND EXERCISE**

<b>Academic Year</b>	2024-25	<b>Semester</b>	1
<b>Course Coordinator</b>			
<b>Course Code</b>	SS1023		
<b>Course Title</b>	Psychosocial Aspects of Sport and Exercise		
<b>Pre-requisites</b>	-		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	39		

**Course Aims**

This course is designed as a foundation course in exercise and sport psychology for students of sport science. This course introduces you to the social and psychological aspects of sport and exercise. Topics covered include personality, motivation, stress and coping, aggression, moral development, team building and cohesion, competition, and leadership. Emphasis will be on the role of sport psychology in influencing participants' cognition, emotion, and behaviour in physical activity and sport settings. This course will provide a strong foundation in exercise and sport psychology that can be applied to promote positive experiences and development through sport and exercise.

**Intended Learning Outcomes (ILO)**

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

1. determine the personal and situational factors influencing participation and behaviour in sport, exercise, and physical activity.
2. describe the sport and exercise environment and nature of groups.
3. predict the psychological and social outcomes of participation in sport and physical activity.
4. articulate the roles that sport professionals and coaches play in facilitating the psychological growth and development of athletes and participants.

**Course Content**

The following topics will be covered:

1. Personality and Sport
2. Motivation
3. Creating a Positive Motivational Climate
4. Feedback and Reinforcement
5. Arousal, Stress and Anxiety

6. Character Development
7. Group/Team Dynamics
8. Cohesion
9. Competition and Co-operation
10. Leadership
11. Communication

### NTU Competencies & Graduate Attributes

NTU Competencies	
Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Developing People	Intermediate
2. Influence	Intermediate
3. Collaboration	Intermediate
4. Critical Thinking	Intermediate
5. Communication	Intermediate

### Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Online Assignment	1, 2, 3	30%	Team	Appendix 1
2. Class Test	1, 2, 3, 4	40%	Individual	
3. Individual Assignment	1, 2, 3, 4	30%	Individual	Appendix 2
Total		100%		

### Formative Feedback

You will be provided with regular feedback on your learning throughout the course by the instructors. You will also receive feedback from your peers on various sharing platforms. You will receive verbal feedback on the overall test performance for the class tests.

### Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	You will be introduced in lectures to the fundamental topics and issues related to sport and exercise psychology. Lectures will provide you with opportunities for critically thinking about the topics.

Tutorial/Practical Sessions	Tutorial and practical sessions will provide opportunities for detailed discussion and a better understanding of the topics introduced in the lectures. Practical activities will also be conducted in tutorial sessions to promote deep learning of the topics.
Online Assignment	You will engage in online discussion with your classmates under the instructor's guidance. This will permit sharing of ideas amongst students and learning in a group setting.
Seminar Report	You will be actively engaged in the seminars and reflect on your learning from the seminar sessions.
Lecture	You will be introduced in lectures to the fundamental topics and issues related to sport and exercise psychology. Lectures will provide you with opportunities for critically thinking about the topics.

### **Reading and References**

#### NIE Research and Publications

Nil

#### Other Readings and References

1. Weinberg R. S., & Gould, D. (2019). *Foundations of sport and exercise psychology (7th ed.)*. Champaign, IL: Human Kinetics.

### **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, 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 laboratory activities. Some of these activities involve exercise. You are expected to wear appropriate attire for participation, obey laboratory 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 recognise 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 [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

### Course Instructors

Instructor	Office Location	Phone	Email
TBA			

### Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
1	Personality and Sport	1, 3, 4	Chapter 3
2	Motivation: Achievement Motivation	1, 3, 4	Chapter 4 Online Assignment (self-paced)
3	Motivation: Intrinsic and Extrinsic Motivation	1, 3, 4	Chapter 4, 7 Online Assignment (self-paced)
4	Feedback and Reinforcement	1, 3, 4	Chapter 7
5	Arousal, Stress, and Anxiety	1, 3, 4	Chapter 5
6	Character Development	1, 3, 4	Chapter 25

7	Group/Team Dynamics	1, 2, 3	Chapter 9
Recess Week			
8	Cohesion	1, 2, 3	Chapter 9
9	Mid Term Test	1, 2, 3, 4	
10	Competition and Co-operation	1, 2, 3, 4	Chapter 6
11	Leadership	1, 2, 3, 4	Chapter 10
12	Communication	1, 2, 3, 4	Chapter 11
13	Aggression	1, 2, 3, 4	Chapter 24

**Appendix 1: Assessment Criteria for Online Group Assignment (30% of Final Grade, marked out of 50)**

Criterion	A+, A, A-	B+, B	B-, C+, C	D+, D	F
<b>Knowledge synthesis and articulation (Max 10)</b>	<p><b>Consistently translated</b> the literature into well-articulated tasks and thinking processes.</p> <p>Presented knowledge that was <b>complete</b>.</p>	<p><b>Adequately translated</b> the literature into tasks.</p> <p>A need to address <b>some minor gaps</b> in knowledge.</p>	<p><b>Somewhat translated</b> the literature into tasks.</p> <p>A need to address <b>some major gaps</b> in knowledge.</p>	<p><b>Weakly translated</b> the literature into tasks.</p> <p>A need to address <b>many major gaps</b> in knowledge.</p>	<p><b>Has not translated</b> the literature into tasks.</p> <p>A need to address a <b>significant number of gaps</b> in knowledge.</p>
<b>Relevance, clarity &amp; accuracy (Max 10)</b>	<p>Excellent connections to relevant literature</p> <p>The discussion was <b>very</b> organised, thoroughly researched, and ideas were well-developed with evidence.</p>	<p>Scope and thrust of the discussion were <b>clearly</b> represented.</p> <p>The discussion was organised, and ideas were relevant and substantiated with evidence.</p>	<p>Scope and thrust of the discussion were somewhat represented.</p> <p>The discussion was somewhat adequately organised, and ideas are somewhat relevant and substantiated with some evidence.</p>	<p>Scope and thrust of the discussion were somewhat represented vaguely.</p> <p>The discussion was not adequately organised, ideas were not relevant and substantiated with some evidence.</p>	<p>Scope and thrust of the topic were <b>poorly</b> represented.</p> <p>The discussion was <b>poorly</b> organised and did not adhere to academic standards.</p>
<b>Breadth &amp; depth (Max 10)</b>	<p>The breadth and depth of the discussion was <b>very appropriate</b> and <b>very well-defined</b>, including the critical/core content.</p>	<p>The breadth and depth of the discussion was <b>appropriately</b> and <b>fairly well</b> defined, including the critical/core content.</p>	<p>The breadth and depth of the discussion was <b>satisfactory</b> and <b>somewhat</b> defined, including the critical/core content.</p>	<p>The breadth and depth of the discussion was <b>weak</b> and <b>not well</b> defined, including the critical/core content.</p>	<p>The breadth and depth of the discussion was <b>unrealistic/vague</b>.</p> <p>The critical / core content was <b>ignored/missing</b>.</p>
<b>Format &amp; presentation references</b>	<p>All the source of information/data is very</p>	<p>Information is <b>correctly referenced</b>, but the</p>	<p>Information is somewhat referenced, but the</p>	<p>Information is weakly referenced, and the</p>	<p>References were absent, skimpy, or</p>

<b>(Max 10)</b> <b>(Materials reflected)</b>	<b>reliable and correctly referenced.</b>	source of some information/data <b>can be improved.</b>	source of some information/data seems <b>unreliable or incomplete.</b>	source of many information/data seems <b>unreliable or incomplete.</b>	<b>poorly presented.</b>
<b>Communication and teamwork</b> <b>(Max 10)</b>	Communication is very clear and easy to understand. <b>All members</b> of the team make active contributions.	Communication is clear and easy to understand most of the time. <b>Most members</b> of the team make good contributions.	Communication is unclear at times. <b>Varied contributions of different team members.</b>	Communication is unclear most of the time. <b>Varied contributions of very few team members.</b>	Communication is unclear and there and difficult to understand. Most contributions are provided by <b>a single team member.</b>

**Appendix 2: Assessment Criteria for Individual Assignment (30% of Final Grade, marked out of 100)**

<b>Criterion</b>	<b>A+, A, A-</b>	<b>B+, B</b>	<b>B-, C+, C</b>	<b>D+, D</b>	<b>F</b>
<b>Presentatio n and definition of the concepts (Max 30)</b>	Explanation of the theory is <b>very clear</b> and <b>coherent</b> .	Explanation of the theory is <b>mostly clear</b> , and the flow is <b>generally coherent</b> .	Explanation of the theory is <b>somewhat clear</b> , and the flow is <b>somewhat coherent</b> .	There are <b>weaknesses</b> or <b>absences</b> in the theoretical constructs provided, and the flow of presentation is <b>unclear at times</b> .	Much of the information provided does not help to define the concept, and the <b>flow is difficult to understand</b> .
<b>Application of theoretical knowledge to practical contexts (Max 50)</b>	<b>Very Clear</b> demonstration of how theory can be <b>applied</b> to practice.	<b>More than adequate</b> evidence to show how theory can be <b>applied</b> to practice.	<b>Adequate</b> evidence to show how theory can be <b>applied</b> to practice.	<b>Inadequate evidence</b> to show how theory can be <b>applied</b> to practice.	<b>Little</b> evidence to show how theory can be <b>applied</b> to practice.
<b>The source of information/ data is reliable and correctly referenced based on the APA style. (Max 20)</b>	All sources of information/d ata are <b>very reliable</b> and <b>correctly referenced</b> .	Information is <b>correctly referenced</b> , and the source of some <b>information/ data seems reliable</b> .	Information is <b>somewhat referenced</b> , but the source of some <b>information/ data seems unreliable</b> .	Information is <b>inadequately referenced</b> , but the source of some <b>information/ data seems very unreliable</b> .	The source of most information/ data <b>seems unreliable</b> and is <b>referenced incorrectly/ insufficiently</b> .