

SPORT SCIENCE & MANAGEMENT
SS2326 ADVANCED TOPICS IN EXERCISE AND SPORT PSYCHOLOGY

Academic Year	2025-26	Semester	1
Course Coordinator			
Course Code	SS2326		
Course Title	Advanced Topics in Exercise and Sport Psychology		
Pre-requisites	SS1027 Psychosocial Aspects of Sport and Exercise		
No of AUs	3		
Contact Hours	39		

Course Aims

This is an advanced course on exercise and sport psychology designed to provide an understanding of how psychological variables influence participation in physical activity. The focus is on the key motivational perspectives of exercise and sport. Advanced topics such as children in sport, burnout, and the psychology of injury will also be covered. This course will provide a solid foundation in exercise and sport psychology that can be applied to promoting behavioural changes in sport and exercise settings.

Intended Learning Outcomes (ILO)

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

1. explain how psychological factors influence involvement and performance in exercise, sport, and physical activity settings.
2. describe how participation in exercise, sport, and physical activity influences the psychological make-up of those individuals involved.
3. apply skills and knowledge about sports and exercise psychology to promote healthy behaviour and well-being.
4. have the basic knowledge and competencies for understanding research in exercise and sport psychology.

Course Content

The following topics will be covered:

1. Descriptive Approaches to Understanding Motivation
2. Theoretical Approaches to Understanding Motivation
3. Measurement in Sport and Exercise Psychology
4. Research Methods in Sport and Exercise Psychology
5. Self-Determination Theory in Sport and Exercise

6. Achievement Goal Theories in Sport and Exercise
7. Exercise Psychology (I) – Models of Health Behaviour
8. Exercise Psychology (II) – Exercise and Psychological Well-Being
9. Exercise Psychology (III) – Intervention Strategies
10. Injury in Sport and Exercise
11. Burnout in Sport and Exercise
12. Children in Sport

NTU Competencies & Graduate Attributes

NTU Competencies	
Character	√
Competence	√
Cognitive agility	√

NTU Graduate Attributes	
Graduate Attributes	Level (i.e., basic, intermediate, advanced)
1. Care for society	Advanced
2. Communication	Advanced
3. Developing People	Advanced
4. Influence	Advanced
5. Project Management	Advanced

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. Assignment 1	1, 2, 4	30%	Individual	Appendix 1
2. Written Test	1, 2, 3, 4	40%	Individual	20 MCQ (2 marks each), and up to 5 short answer questions.
3. End-of-Course Assignment and Group Presentation	1, 2, 3, 4	30% (Team: 10%, Individual: 20%)	Team and Individual	Appendix 2 and 3
Total		100%		

Formative Feedback

During every lesson, you will share your thoughts on the topics discussed. The instructor will provide immediate feedback to you. In addition, written feedback will be provided on the individual and group assignments completed. This feedback would include the strengths as well as areas for improvement. For the class test, verbal feedback will be provided based on the overall class performance. You can also seek feedback on your submitted responses.

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	Tutorials 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.
Project work	You will engage in project work during class time, under guidance from the instructor. This will permit sharing of ideas amongst you and your peers and instant feedback on project work.
Student presentations	You will present your individual or group project work to the whole class. This supports peer-learning as well as developing presentation and discussion skills.

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. Biddle, S. J. H., Mutrie, N., Gorely, T., & Faulkner, G. (2021). *Psychology of physical activity: Determinants, well-being and interventions* (4th ed.). London: Routledge.
2. 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	Descriptive Approaches to Understanding Motivation	1, 2	Text 1: Chapter 7
2	Theoretical Approaches to Understanding Motivation	1, 2	Text 1: Chapter 8
3	Measurement in Sport and Exercise Psychology	3, 4	Text 2: Chapter 2

4	Research Methods in Sport and Exercise Psychology	3, 4	Text 2: Chapter 2
5	Self-Determination Theory in Sport and Exercise	1, 2, 3	Text 2: Chapter 7
6	Achievement Goal Theories in Sport and Exercise	1, 2, 3	Text 2: Chapter 4
7	Exercise Psychology (I) – Models of Health Behaviour	1, 2, 3	Text 1: Chapters 8-9
Recess Week			
8	Exercise Psychology (III) – Exercise and Psychological Well-Being	1, 2, 3, 4	Text 1: Chapter 2 Text 2: Chapter 18
9	Test	1, 2, 3, 4	
10	Exercise Psychology (II) – Intervention Strategies	1, 2, 3, 4	Text 1: Chapters 11-13
11	Injury in Sport and Exercise	1, 2, 3	Text 2: Chapter 20
12	Burnout in Sport and Exercise	1, 2, 3	Text 2: Chapter 22
13	Children in Sport	1, 2, 3	Text 2: Chapter 23

Appendix 1: Assessment Criteria for Assignment 1 (30% Final Grade – Marked out of 100)

Dimensions	A+, A, A-	B+, B	B-, C+, C,	D+, D	F
Knowledge Synthesis and Articulation (Max 30)	Consistently translated the literature into well-articulated tasks and thinking processes. Presented knowledge that was complete .	Good translation of the literature into tasks. Adequately address minor gaps in knowledge.	Somewhat translated the literature into tasks. A need to address some gaps in knowledge.	Sporadically translated the literature into tasks. A need to address obvious gaps in knowledge.	Has not translated the literature into tasks. A need to address a significant number of gaps in knowledge.
Relevance, Clarity & Accuracy (Max 30)	Scope and thrust of the project was very clearly represented. The project content was very well-organised and thoroughly researched, and ideas were well-developed with evidence.	Scope and thrust of the project was well represented. The project content was well-organised , and ideas were relevant and substantiated with evidence.	Scope and thrust of the project was somewhat adequately represented. The project content was somewhat organised , ideas are relevant and substantiated with some evidence.	Scope and thrust of the project was inadequately represented. The project content was inadequately organised , and ideas were not developed, evidence may be misinterpreted or distrusted.	Scope and thrust of the project was poorly represented. The project content was poorly organised and did not adhere to academic standards.
Breadth & Depth (Max 20)	The breadth and depth of the project content was very appropriate and very well-defined , including the critical / core content.	The breadth and depth of the project content was appropriate and well-defined , including the critical / core content.	The breadth and depth of the project content was somewhat adequate and defined, including the critical / core content.	The breadth and depth of project content was somewhat too narrow/shallow and not so clearly defined. The critical/ core content was implied / unclear .	The breadth and depth of the project content was unrealistic/vague . The critical / core content was ignored / missing .
Format & Presentation	References are comprehensive and	References were fairly comprehensive	References were somewhat comprehensive	References were incomplete or	References were absent, skimpy, or

<p>- References - Appendices (Materials Reflected) (Max 10)</p>	<p>consistently well presented, fully adhering to APA conventions. Appendices were comprehensive and reflected useful resources and materials meaningfully.</p>	<p>nsive and well presented . Conventions are adhered to. Appendices reflect good, relevant resources and materials.</p>	<p>ve and presented. Conventions are adequately adhered to. Appendices reflect somewhat relevant resources and materials.</p>	<p>inconsistently presented, with lapses in convention. Appendices were slim, giving a vague idea of resources and materials used.</p>	<p>poorly presented. Appendices were not included or reflected little useful information.</p>
<p>Q & A (Max 10)</p>	<p>Responses to posts or answers questions precisely, convincingly and with confidence</p>	<p>Responses to posts or answers questions with a good level of convincingly</p>	<p>Responses to posts or answers to questions with some level of convincingly</p>	<p>Responses to posts or answers questions with unconvincing answers.</p>	<p>Not able to respond to questions posts</p>

Appendix 2: Assessment Criteria for End of Course Assignment (20% (Individual) of Final Grade, marked out of 80)

<i>Dimensions</i>	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Knowledge Synthesis and Articulation (Max 20)	Consistentl y translated the literature into well-articulated tasks and thinking processes. Presented knowledge that was complete .	Good translation of the literature into tasks. A need to address minor gaps in knowledge.	Somewhat translated the literature into tasks. A need to address some gaps in knowledge.	Sporadically translated the literature into tasks. A need to address obvious gaps in knowledge.	Has not translated the literature into tasks. A need to address a significant number of gaps in knowledge.
Relevance, Clarity & Accuracy (Max 20)	Scope and thrust of the project were very clearly represented. The project content was very organised and thoroughly researched, and ideas were well-developed with evidence.	Scope and thrust of the project were well represented. The project content was well-organised and was relevant and substantiated with evidence.	Scope and thrust of the project were somewhat adequate. The project content was somewhat organised , ideas are relevant and substantiated with some evidence.	Scope and thrust of the project were inadequately represented . The project content was inadequately organised , but ideas were not developed, and evidence may be misinterpreted or distrust.	Scope and thrust of the project were poorly represented. The project content was poorly organised and did not adhere to academic standards.
Breadth & Depth (Max 20)	The breadth and depth of the project content was very appropriate and very well-defined , including the critical / core content.	The breadth and depth of the project content was appropriate and fairly well-defined , including the critical / core content.	The breadth and depth of the project content was adequate and somewhat defined, including the critical / core content.	The breadth and depth of project content was somewhat too narrow/shallow and not so clearly defined. The critical/core content was implied / unclear .	The breadth and depth of the project content was unrealistic/vague . The critical / core content was ignored / missing .

<p>Quality of Work / Attention to Detail</p> <p>(Max 10)</p>	<p>Work submitted was complete and, well-substantiated, and consistently of a high quality.</p>	<p>Work submitted was fairly well-substantiated. Some minor gaps in the work where further effort and/or more complete thinking was needed.</p>	<p>Work submitted was somewhat adequately substantiated. Some minor gaps in the work where further effort and/or more complete thinking was needed.</p>	<p>Work submitted was incomplete and/or unsubstantiated. Some major gaps in the work where further effort and/or more complete thinking was needed.</p>	<p>Significant number of major gaps were observed. Work submitted is of poor quality.</p>
<p>Format & Presentation</p> <ul style="list-style-type: none"> - References - Appendices <p>(Max 10)</p>	<p>References are comprehensive and consistently well presented, fully adhering to APA conventions. Appendices were comprehensive and reflected useful resources and materials meaningfully.</p>	<p>References were fairly comprehensive and well presented. Conventions are adhered to. Appendices reflect relevant resources and materials.</p>	<p>References were somewhat adequate and presented. Conventions are somewhat adhered to. Appendices reflect somewhat relevant resources and materials.</p>	<p>References were incomplete or inconsistently presented, with lapses in convention. Appendices were slim, giving a vague idea of resources and materials used.</p>	<p>References were absent, skimpy, or poorly presented. Appendices were not included or reflected little useful information.</p>

Appendix 3: Assessment Criteria for Group Presentation (10% of Final Grade, marked out of 20)

	A+, A, A-	B+, B,	B-, C+, C	D+, D	F
Quality of presentation (Max 10)	Information provided clearly answers the question set out. Presentation is clear, and the flow is coherent and logical. Pace is appropriate.	Information mostly answers the question set. Presentation is mostly clear, and the flow generally coherent and logical.	There are weaknesses or absences in the information provided, and the flow of the presentation is unclear at times.	Much of the information provided does not answer the question, and the flow is difficult to understand.	Little relevant information and unclear flow.
Demonstration of material (Max 10)	Able to clearly demonstrate and thoroughly explain the information required. Able to answer questions in a poised and articulate manner with a high level of confidence.	Good demonstration and explanation of the information required. Able to answer most of the questions clearly and with confidence.	Clear but basic demonstration and explanation of the information required. Able to answer some of the questions clearly but lacks confidence at times.	Poor demonstration and weak explanation of the information required. Has difficulty answering questions and lacks confidence.	Unable to demonstrate or explain the information required. Unable to answer questions.