SPORT SCIENCE & MANAGEMENT
SS3327 SPORT PSYCHOLOGY IN THEORY PRACTICE AND RESEARCH

Academic Year	2025-26	**Semester**	2
Course Coordinator			
Course Code	SS3327		
Course Title	Sport Psychology in Theory Practice and Research		
Pre-requisites	SS1023 Psychosocial Aspects of Sport and Exercise		
No of AUs	3		
Contact Hours	39		

Course Aims

This applied sport psychology course targets students considering psychological skills training (PST) as a useful tool for enhancing sport performance. You will be equipped with the knowledge and strategies to deliver PST to athletes. Specifically, you will be introduced to the role of the applied sport psychologist; the development, implementation and evaluation of PST; and the theories underpinning each psychological skill. This course will be both theoretical and practical based.

Intended Learning Outcomes (ILO)

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

1. explain the key concepts in applied sport psychology.
2. identify the knowledge base for psychological skills training (PST)
3. develop the competence to teach basic psychological skills to athletes.
4. develop a PST programme.
5. apply the mechanisms in implementing and evaluating a PST programme.

Course Content

The following topics will be covered:

1. Introduction to applied sport psychology
2. Professional and ethical issues in sport psychology
3. Working models for a sport psychologist
4. Planning, implementing and evaluating a PST programme
5. Needs assessment and performance profiling
6. Goal setting for peak performance
7. Anxiety and stress: Coping strategies
8. Concentration and attention

An Institute of

9. Self-confidence and self-efficacy
10. Imagery in Sport
11. Future directions in applied sport psychology

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. Collaboration	Advanced
3. Communication	Advanced
4. Developing People	Advanced
5. Ethical Reasoning	Intermediate

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Weighting	Team/ Individual	Assessment Rubrics
1. E-Learning Assignment	1, 2	30%	Individual	Appendix 1
2. Written Test	1, 2, 3	40%	Individual	
3. End-of-Course Assignment	4, 5	30%	Team	Appendix 2
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?
Learner-centred	The contents of the course are delivered such that they are meaningful to you. More specifically, the main discussion will be based on student-athletes and how PST programmes can be implemented for this target group.

Collaborative Learning	You are provided opportunities to discuss and present your findings in small groups throughout the lectures and tutorial sessions. There is also a group project to further reinforce collaborative learning in the class setting.
	The online discussion forum provides another platform for you to share your views on a psychological topic while learning the views of your classmates and developing their critical thinking skills to respond to your classmates' posts. As the class interacts online, you can also develop your social skills for academic discussion.
Inquiry-based Learning	The delivery of the course is mainly interactive for both lectures and tutorials. Hands-on activities and small group discussions are used to engage the learners. You are encouraged to construct your knowledge and, at the same time, draw applications to your future roles and responsibilities.
	For example, the PST project requires you to work independently to decide on the psychological issue/s, conduct literature reviews and design a customised PST programme relevant to the sport context. In this approach, the main roles of the instructor are to facilitate your learning and to provide guidance when you encounter any challenges.
Guided	When learning about psychological skills, the instructor would usually conduct a demonstration before proceeding to the learner's practice. During those sessions, the instructor would provide individual guidance to ensure that the proper techniques are taught.

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.

2. Williams, J. M. & Krane, V. (2021). *Applied sport psychology: Personal growth to peak performance* (8th ed.). New York: McGraw-Hill.

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	Introduction to Applied Sport Psychology	1	Text 1: Chapter 1 Text 2: Chapter 1
2	Professional & Ethical Issues in Sport Psychology	1, 2, 3	Text 1: Chapter 2
3	Working Models for Sport Psychologists	1, 2, 3, 4	Text 2, Chapter 17
4	Planning, implementing & evaluating a PST Programme	1, 2, 3, 4	Text 2, Chapter 17
5	Needs Assessment & Performance Profiling	1, 2, 3	Butler, R. J., & Hardy, L. (1992). The performance profile: theory and application. *The Sport Psychologist, 6*, 253-264. Dale, G. A., & Wrinsberg, C. A. (1996). The use of a performance profiling technique in a team setting: Getting the athletes and coach on the "same page". *The Sport Psychologist, 10*, 261-277.
6	Goal Setting for Peak Performance	1, 2, 3	Text 1: Chapter 16. Text 2, Chapter 11
7	Anxiety & Stress: Coping Strategies	1, 2, 3	Text 1: Chapter 13 Text 2, Chapter 12
Recess Week			
8	Concentration and attention	1, 2, 3	Text 1: Chapter 17 Text 2, Chapter 15
9	Test	1, 2, 3, 4	
10	Self-Confidence and self-efficacy	1, 2, 3	Text 1: Chapter 15 Text 2, Chapter 14
11	Imagery in Sport	1, 2, 3	Text 1: Chapter 14 Text 2, Chapter 13
12	Presentation Week		
13	Future Directions in Applied Sport Psychology	3, 4, 5	Text 1: Chapter 2

Appendix 1: Assessment Criteria for E-learning Assignment (30% of 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** 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 was relevant and substantiated with evidence.	Scope and thrust of the project was **somewhat adequately** represented. The project content was **somewhat organised, and 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 distrust.	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 appropriate 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** - **Appendices**	References are comprehensive and	References were **fairly comprehensive and**	References were **somewhat comprehen**	References were **incomplete or**	References were **absent, skimpy, or**

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

Appendix 2: Assessment Criteria for End-of-Course Assignment (30% of Final Grade marked out of 100)

Dimensions	*A+, A, A-*	*B+, B*	*B-, C+, C,*	*D+, D*	*F*
Knowledge Synthesis and Articulation **(Max 20)**	**Consistently 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 was **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 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** adequate. The project content was somewhat **organised, and ideas** are relevant and substantiated with some evidence.	Scope and thrust of the project was **inadequately represented.** The project content was **inadequately organised,** but ideas were not developed, and 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 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.**
Pride in Work / Attention to Detail	Work submitted was **complete**	Work submitted was **fairly well-**	Work submitted was somewhat	Work submitted was **incomplete** and/or	**Significant number** of major gaps

(Max 20)	and, well-substantiated, and consistently of a high quality.	substantiated. **Some minor gaps** in the work where further effort and/or more complete thinking were needed.	adequately **substantiated**. **Some minor gaps** in the work where further effort and/or more complete thinking were needed.	**unsubstantiated**. **Some major gaps** in the work where further effort and/or more complete thinking were needed.	were observed. Work submitted is of **poor quality.**
Format & Presentation - **References** - **Appendices** - **ICT** **(Max 10)**	References are comprehensive and consistently well presented, fully adhering to APA conventions. Appendices were **comprehensive and reflected useful** resources and materials meaningfully.	References were **fairly comprehensive and well presented.** Conventions are adhered to. Appendices reflect **relevant resources** and materials.	References were **somewhat adequate and presented.** Conventions are somewhat adhered to. Appendices reflect **somewhat relevant** resources and materials.	References were **incomplete or inconsistently** presented, with lapses in convention. Appendices were slim, giving a **vague idea of the resources** and materials used.	References were **absent, skimpy, or poorly presented**. Appendices were not included or reflected little useful information.
Communication and teamwork **(Max 10)**	Communication is very clear and easy to understand. **All members** of the team make active contributions.	Communication is clear and easy to understand most of the time. **Most members** of the team make good contributions.	Communication is unclear at times. **Varied contributions of different team members.**	Communication is unclear most of the time. **Varied contributions of very few team members**	Communication is unclear and there and difficult to understand. Most contributions are provided by **a single team member**.