



ESSC12003 *Exercise and Sport Psychology*

Term 1 - 2021

Profile information current as at 28/04/2024 03:59 am

All details in this unit profile for ESSC12003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will provide you with an understanding of behavioural theories that form the foundation of exercise and sport psychology. You will also learn about the role of exercise, physical activity, and sport in mental health and wellbeing. Upon completion of this unit you will be able to describe factors that influence exercise adherence, goal setting, and participation in physical activity. Further, you will develop introductory counselling and communication skills which will enable you to deliver effective behaviour modification strategies to individuals or groups in exercise or sport settings.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: ESSC11001 Physical Activity, Fitness, and Health

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Cairns
- Mackay
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 20%

2. **Written Assessment**

Weighting: 20%

3. **Portfolio**

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback and self-reflection

Feedback

Keep the lecture layout and presentation the same. The assessments are spread nicely throughout the unit and the lectures are presented in an engaging manner.

Recommendation

It is recommended that the unit coordinator keep the format of the lectures intact.

Feedback from Student feedback

Feedback

The assessment questions are clearly linked to lecture content, keeping this format aids student learning.

Recommendation

It is recommended that the unit coordinator keep a clear link between lecture content and assessment requirements.

Feedback from Student feedback

Feedback

The practical portions of the assessment were great as they allow for hands on experience which makes theory more relevant.

Recommendation

It is recommended that the unit coordinator aim to keep practical assessments as part of the unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply behavioural theories that relate to exercise and sport psychology
2. Describe and implement effective goal setting to increase exercise adherence
3. Demonstrate counselling and communication skills expected of an exercise and sport science professional.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Written Assessment - 20%	•		•
2 - Written Assessment - 20%	•	•	
3 - Portfolio - 60%		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	•
5 - Team Work			
6 - Information Technology Competence		•	•
7 - Cross Cultural Competence			
8 - Ethical practice			
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 20%	•	•	•	•						
2 - Written Assessment - 20%	•	•	•	•						
3 - Portfolio - 60%	•	•	•	•		•				

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microsoft Word
- Adobe Acrobat Reader (or similar) software for viewing PDF documents
- Skype Application
- Zoom Application

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Vincent Dalbo Unit Coordinator

v.dalbo@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Excerpt Urban's Way – Page 52	
	One hundred years young: Frank Booth's vision for a healthier America	
1. Unit Introduction		
2. Understanding Who You Are	Introduction - Influence of personality traits on behaviours	
	After completing the Myers-Briggs Personality Inventory read about your results	

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Trost et al. (2003). Correlates of adults' participation in physical activity: review and update. *Medicine and Science in Sports and Exercise*.

Bartlett et al. (2011). High-intensity interval running is perceived to be more enjoyable than moderate-intensity continuous exercise: Implications for exercise adherence. *Journal of Sports Sciences*.

Ekkekakis and Lind (2006). Exercise does not feel the same when you are overweight: the impact of self-selected and imposed intensity on affect and exertion. *International Journal of Obesity*.

1. Factors That Influence Exercise Participation

Exercise Your Way To Good Mental Health

2. Motivation

PAR-Q & You Form

NBC Under Pressure to Cancel 'The Biggest Loser'

After 'The Biggest Loser,' Their Bodies Fought to Regain Weight

A new show features 'Biggest Loser' winners who regained weight - and reveals a deeper truth about weight loss

What we know about Jordan McNair's death and Maryland football's role in it

Ex-Oregon player reportedly suing former coach Willie Taggart, NCAA for \$11.5 million

BREQ-3

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
1. Influencing Behavior	Dalbo et al. (2017). Lack of reality: Positive self-perceptions of health in the presence of disease	
2. Health Belief Model, Theory Of Planned Behaviour, And Self-Determination Theory	Skinner - Operant Conditioning Bandura - Social Cognitive Theory Razon and Sachs (2018). Applied Exercise Psychology: The Challenging Journey From Motivation To Adherence. Chapter 5.	
	<i>Bonus reading - you are not required to read this book</i> Influences by Robert Cialdini	

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

- | | |
|---|--|
| 1. Ecological Perspective | The Transtheoretical Model of Behaviour Change |
| 2. Transtheoretical Model Of Behaviour Change | Stages of Change Questionnaire - Physical Activity |

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
	'I think about his smile, his laugh': Roger Clemens reflects on Mel Stottlemyre	
	Readiness to Change	
1-2. Effective Counselling	Decisional Balance	Written Assessment 1 Due: Week 5 Friday (9 Apr 2021) 5:00 pm AEST
	The Spirit of Motivational Interviewing	
	Motivational Interviewing Open Questions, Affirmation, Reflective Listening, and Summary Reflections (OARS)	

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
No Lectures		

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
1. Goal Setting	SMART goals information sheet	Portfolio Part 1: Introductory Counselling Video Due: Week 6 Friday (23 Apr 2021) 5:00 pm AEST
2. Arousal Regulation	The Sport Anxiety Scale	

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
	Exercise Adherence Rating Scale (EARS)	
1. Addressing Adherence And Compliance Issues In Exercise Prescription	Campbell et al. (2001). Why don't patients do their exercise? Understanding non-compliance with physiotherapy in patients with osteoarthritis of the knee. Journal of Epidemiology and Community Health.	
2. Identifying Clients In Need Of Additional Strategies For Behaviour Modification	Exercise is an all-natural treatment to fight depression	
	The mental health benefits of exercise	

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
	10 tips to get kids to exercise	
1. Exercise Throughout The Lifespan - Group Exercise	11 ways to encourage your child to be physically active	Portfolio Part 2: Written Counselling Sessions Due: Week 8 Friday (7 May 2021) 5:00 pm AEST
	Senior exercise and fitness tips	

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
No Lectures		

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
No Lectures		Written Assessment 2 Due: Week 10 Monday (17 May 2021) 5:00 pm AEST
Week 11 - 24 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
No Lectures		
Week 12 - 31 May 2021		
Module/Topic	Chapter	Events and Submissions/Topic
No Lectures		Portfolio Part 3: Live Counselling Session Due: Week 12 Friday (4 June 2021) 5:00 pm AEST Sign up times are available on Moodle
Review/Exam Week - 07 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 14 Jun 2021		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment 1

Assessment Type

Written Assessment

Task Description

You will be asked a series of psychology questions that address ESSA requirements covered in unit readings and lecture content through Weeks 1 to 4, inclusive. The assessment questions are designed to evaluate your ability to apply behavioural theories and demonstrate counselling and communication skills to help people become and/or remain engaged in exercise. The assignment will consist of questions requiring written answers. When applicable a word count for each question will be provided in the assessment instructions. Further information about the assessment will be available on Moodle.

Assessment Due Date

Week 5 Friday (9 Apr 2021) 5:00 pm AEST

Return Date to Students

Week 7 Friday (30 Apr 2021)

Weighting

20%

Assessment Criteria

Total marks for each question will be specified in the assessment instructions available on Moodle. Marks will be awarded on your ability to apply behavioural theories, demonstrate counselling and communications skills, and, when applicable, adherence to the word count.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

You are required to submit your assessment as a Word document (.doc or .docx) via the unit Moodle site. If you submit a file that is corrupt or unable to be viewed by the unit coordinator your assessment will be considered late until an acceptable file is submitted via the unit Moodle site. In the absence of an approved extension any submissions received after the due date/time will incur penalties in accordance with university policy. All submissions are to be completed

individually.

Learning Outcomes Assessed

- Apply behavioural theories that relate to exercise and sport psychology
- Demonstrate counselling and communication skills expected of an exercise and sport science professional.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

2 Written Assessment 2

Assessment Type

Written Assessment

Task Description

You will be asked a series of psychology questions that address ESSA requirements covered in unit readings and lecture content through Weeks 1 to 8, inclusive. The assessment questions are designed to evaluate your ability to implement an effective goal setting strategy and apply psychological principles to help people become and/or remain engaged in exercise. The assignment will consist of questions requiring written answers. When applicable a word count for each question will be provided in the assessment instructions. Further information about the assessment will be available on Moodle.

Assessment Due Date

Week 10 Monday (17 May 2021) 5:00 pm AEST

Return Date to Students

Week 12 Monday (31 May 2021)

Weighting

20%

Assessment Criteria

Total marks for each question will be specified in the assessment instructions available on Moodle. Marks will be awarded on your ability to implement an effective goal setting strategy and your ability to apply psychological principles to help people become and/or remain engaged with exercise. When applicable, you will also be assessed on your ability to adhere to the word count.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

You are required to submit your assessment as a Word document (.doc or .docx) via the unit Moodle site. If you submit a file that is corrupt or unable to be viewed by the unit coordinator your assessment will be considered late until an acceptable file is submitted via the unit Moodle site. In the absence of an approved extension any submissions received after the due date/time will incur penalties in accordance with university policy. All submissions are to be completed individually.

Learning Outcomes Assessed

- Apply behavioural theories that relate to exercise and sport psychology
- Describe and implement effective goal setting to increase exercise adherence

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

3 Portfolio

Assessment Type

Portfolio

Task Description

You will be introduced to introductory counselling techniques which you will be expected to be able to apply in real-world settings. The portfolio is your opportunity to apply the knowledge you have learned in this unit in regard to counselling potential clients. The portfolio will consist of three parts: an introductory counselling video, a written counselling session, and a live counselling session.

Portfolio Part 1: Introductory Counselling Video

For this part of the portfolio, you will create a mock scenario in which you will act as the practitioner to provide counselling advice to a client who wishes to become more active. The client can be a friend, family member, or classmate. In the counselling session, you must demonstrate the ability to apply the principles of motivational interviewing. You will create a video recording of the counselling session which should range between 5-8 minutes. Following the counselling session, you will watch your session and using the self-reflection questions provided in your assessment, you will reflect on which aspects of the counselling session went well and which aspects of the counselling session could have been performed better. Further information about the assessment will be available on Moodle.

You must submit two (2) files for this part of the Portfolio assessment:

- 1) Video file (.wmv, .mp4, or .mov) of your counselling session. In the past a few students have had issues with their file size being too large to submit via Moodle. If this occurs you can use apps to reduce your file size or you can upload your video file to YouTube and submit the YouTube link via Moodle. If the unit coordinator cannot view your video file (if submitted as a video file via Moodle or a YouTube link via Moodle), your assessment will be considered late until you submit a video file/link that can be viewed by the unit coordinator.
- 2) Word file (.doc or .docx) containing your self-reflection.

Due date: Week 6 Friday (23 April 2021) 5:00 PM AEST

Return date: Week 8 Friday (7 May 2021)

Portfolio Part 2: Written Counselling Sessions

For this part of the portfolio, you will be presented with a case study based on a fictional client, who you will counsel over of a number of weeks. You will be expected to apply psychological principles learned during the term to help the client effectively engage in exercise during the time you are actively serving as their practitioner and to leave them with sound advice on how to best stay engaged with exercise after no longer seeing you as a client. Client information, as well as information about each counselling session (including word count limits), will be available on Moodle. You must submit a Word file (.doc or .docx) with written summaries of each counselling session.

Due date: Week 8 Friday (7 May 2021) 5:00 PM AEST

Return date: Week 10 Friday (21 May 2021)

Portfolio Part 3: Live Counselling Session

You will be provided with a brief background of a fictional client who is seeking your advice on how to become more actively engaged in exercise. To complete this part of the portfolio, you will meet with the client (who will be played by a member of the unit teaching staff) via a Skype video conference to provide counselling advice. The counselling session will last approximately 10-15 minutes in which you will be expected to apply the principles of motivational interviewing and be able to apply psychological principles to help the client engage in exercise. Further information about the assessment will be available on Moodle.

A 'Choice' option will be available on Moodle where you can select a time for the counselling session. The counselling sessions are to occur between Monday, Week 9 until Friday, Week 12. The available sessions times will be allocated on a 'first in first served' basis. Should you require an alternate time between Monday, Week 9 until Friday, Week 12, contact the unit coordinator prior to Week 9 to discuss options. Requests for alternate times must be accompanied by supporting documentation as to why alternate arrangements are needed.

Due date: A range of times will be available to complete this part of the assessment between Monday of Week 9 and Friday of Week 12. Please use the 'Choice' option in Moodle to select your time slot. All live counselling sessions are to be completed by 5:00 PM (AEST) Friday (4 June) Week 12. No counselling sessions will be available after 5:00 PM (AEST) Friday (4 June) Week 12 unless an approved extension is granted. Should you not complete this component of the portfolio within the specified time frame, you will receive a grade of zero (0) for this component of the portfolio.

Return date: Week 12 Friday (4 June 2021)

There will be no late submissions for this part of the portfolio.

Assessment Due Date

Portfolio Part 1: Introductory Counselling Video due 5:00 PM (AEST) Friday Week 6; Portfolio Part 2: Written Counselling

Sessions due 5:00 PM (AEST) Friday Week 8; Portfolio Part 3: Live Counselling Session due 5:00 PM (AEST) Friday Week 12.

Return Date to Students

Each component of the portfolio will be returned with feedback within 2 weeks of the due date.

Weighting

60%

Assessment Criteria

Portfolio Part 1: Introductory Counselling Video (30% of portfolio grade)

The introductory counselling video is composed of two parts: a counselling session and a written component. Your counselling video will be assessed on your ability to apply the principles of motivational interviewing. Your written component will be assessed on your ability to answer the questions provided.

Portfolio Part 2: Written Counselling Sessions (30% of portfolio grade)

The written counselling sessions will be assessed on your ability to provide logical and psychologically sound advice to the fictional client depending on the needs of the client based on the program you designed with the client and the issues the client is facing.

Portfolio Part 3: Live Counselling Session (40% of portfolio grade)

The live counselling session will be assessed on your ability to apply the principles of motivational interviewing and your ability to provide logical and psychologically sound advice to help the client engage in exercise.

A detailed marking rubric will be available on Moodle for each part of the portfolio.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

If you submit a file that is corrupt or unable to be viewed by the unit coordinator your assessment will be considered late until an acceptable file is submitted via the unit Moodle site. In the absence of an approved extension any submissions received after the due date/time will incur penalties in accordance with university policy. All submissions are to be completed individually.

Learning Outcomes Assessed

- Describe and implement effective goal setting to increase exercise adherence
- Demonstrate counselling and communication skills expected of an exercise and sport science professional.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem