



PSYC12050 *Applied Health and Sports* *Psychology* Term 2 - 2022

Profile information current as at 23/04/2024 08:44 pm

All details in this unit profile for PSYC12050 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

Health and Sports Psychology are applied and growing fields within the discipline of psychology. They share a common goal of assisting individuals, groups, and high performing teams to optimise their health, functioning and performance. In this unit you will be introduced to the theory and research behind the skills and interventions that are commonly implemented with clients in applied health (e.g. the promotion of health behaviours, applied behaviour change, stress and coping) and sports settings (e.g. motivation and goal setting, recovery and burnout, sports injury rehabilitation). Consistent with the scientist-practitioner approach, You will apply behaviour change principles to the development and evaluation of an intervention for a personal health behaviour or habit. You will use your oral communication skills to present the results of this evaluation, and your written communication skills to discuss an important topic within health and sports psychology to a wider non-academic audience.

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

24 credit points

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 2 - 2022

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

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: 30%

2. **Presentation**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

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](#).

Unit Learning Outcomes

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

1. Explain the application of key psychological principles to health and sports psychology.
2. Critically analyse the influence that psychological factors have on the behaviour, performance, and level of participation of both individuals and groups in health, sport and exercise environments.
3. Apply scientific understanding of evidence-based research in the fields of health and sports psychology.

This unit will help achieve several of the graduate competencies required by the Australian Psychological Accreditation Council (APAC). Namely:

- Competency 1.1: Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach covering the specific topics of (i) the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology; (ii) individual differences in capacity, behaviour and personality; (iii) psychological health and well-being; and (vii) motivation and emotion.
- Competency 1.2: Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
- Competency 1.3: Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
- Competency 1.6: Demonstrate self-directed pursuit of scholarly inquiry in psychology.

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 - 30%	•		•
2 - Presentation - 30%	•	•	
3 - Written Assessment - 40%		•	•

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			

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)

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

Michele Lastella Unit Coordinator
m.lastella@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Health and Sports Psychology Goal Setting	Refer to Moodle website for required reading material	

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Health Behaviours and Behaviour Change	Refer to Moodle website for required reading material	

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Applied Behaviour Analysis	Refer to Moodle website for required reading material	

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Sleep for Health / Sleep in Athletes	Refer to Moodle website for required reading material	Behavioural Change Research Proposal Due: Week 4 Monday (1 Aug 2022) 9:00 am AEST

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Technology and Health	Refer to Moodle website for required reading material	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 22 Aug 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Motivation and Mental Skills for Peak Performance	Refer to Moodle website for required reading material	
Week 7 - 29 Aug 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Stress, Coping, and Burnout	Refer to Moodle website for required reading material	
Week 8 - 05 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Addictive and Unhealthy Behaviours	Refer to Moodle website for required reading material	
Week 9 - 12 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Pain	Refer to Moodle website for required reading material	Oral Presentation Due: Week 9 Monday (12 Sept 2022) 9:00 am AEST
Week 10 - 19 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Resilience and Gratitude	Refer to Moodle website for required reading material	
Week 11 - 26 Sep 2022		
Module/Topic	Chapter	Events and Submissions/Topic
World of Health Care	Refer to Moodle website for required reading material	
Week 12 - 03 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Sexuality, Sexual Health, and Relationships	Refer to Moodle website for required reading material	The Conversation Piece Due: Week 12 Friday (7 Oct 2022) 5:00 pm AEST
Review/Exam Week - 10 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 17 Oct 2022		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Behavioural Change Research Proposal

Assessment Type

Written Assessment

Task Description

This assignment is designed to give students a taste of what it is like to be a researcher, clinical health, or sport psychologist. It will provide students with an opportunity to learn more about a problematic health behaviour or to learn more about improving a performance aspect of their choice. This will allow students to gain experience in planning, applying, and evaluating an intervention for their chosen health or sport behaviour. The task is to develop and write a research proposal.

Steps for a Successful Behaviour Change Assignment:

1. Select a behaviour (health or sport related) you would like to change and identify a SMART goal.

This can be anything from an unhealthy problem behaviour you would like to decrease or eliminate (e.g.

reducing time on your electronic device, smoking, drinking too much alcohol, eating fatty snacks), or a healthy behaviour or sports behaviour that you would like to improve or increase (e.g. exercising, lift more on squats, eating certain foods, sleep behaviour etc...).

2. Conduct research on how the behaviour you have chosen can be changed.

This should include a background literature search on the role of the behaviour as either a risk factor or promoting factor for what you wish to improve. You should identify and summarise empirical studies from academic journals describing attempts to change the behaviour. Keep in mind that the best evidence for the efficacy of interventions comes from randomised controlled trials (RCT's) (which are also referred to as clinical trials). For some topics, there will be no or few RCT's, in which case you can also refer to studies that report the results of single case research designs ($n = 1$). You should also look for systematic review articles as they generally summarise the evidence supporting interventions for your chosen health behaviour. You can read the following papers for an overview of possible interventions and to assist with ideas regarding creating protocols, but you should do additional research once you have selected a specific intervention:

Peters, G., de Bruin, M., & Crutzen, R. (2015). Everything should be as simple as possible, but no simpler: towards a protocol for accumulating evidence regarding the active content of health behaviour change interventions, *Health Psychology Review*, 9:1, 1-14, DOI: 10.1080/17437199.2013.848409.

Michie, S., Abraham, C., Whittington, C., McAteer, J., & Gupta, S. (2009). Effective techniques in healthy eating and physical activity interventions: A meta-regression. *Health Psychology*, 28(6), 690-701.

3. Design a behavioural diary that you can record in daily to self-monitor and check your progress.

Items to track may include how often you engage in the behaviour, to what extent (amount, degree, frequency), and other details such as with whom you are with when you engage in the behaviour, where you engage in it and whatever other details you deem helpful for behaviour change. You must select some way of quantifying the health behaviour (e.g., frequency of cigarettes smoked each day). Some health behaviours lend themselves well to being measured in multiple ways – this is acceptable, but you should decide on one primary outcome measure.

As a guideline, the length of the research proposal should be no more than 1000 words, excluding references and tables. Text should be word-processed, with an appropriate layout and use of headings/sub-headings. Diagrams should be used to illustrate specific aspects, this may include your SMART goals as a diagram, methodology used to record data, examples, images etc. The list of references should be in APA format and included at the end of your word document. Please save and upload your file in word format. Note: more information is provided on the moodle site.

Assessment Due Date

Week 4 Monday (1 Aug 2022) 9:00 am AEST

Return Date to Students

Week 6 Monday (22 Aug 2022)

Weighting

30%

Assessment Criteria

Below is a summary of the marking criteria (further details provided on moodle):

Develop a SMART goal based on your behaviour (25 marks)

Clear breakdown of your SMART goal which is organised and integrated in a logical manner and builds a clear goal.

Background and literature review - selection and description of behaviour (20 marks)

All literature presented is empirical research that is relevant to the behaviour. Key aspects of research described accurately and coherently. Key terms are defined where appropriate.

Methodology and evidence on how to change this behaviour (25)

Clarity and precision in description of design, measures (incl. behavioural diary, application) and procedures as to how you will attempt to change this behaviour.

Quality of written communication skills, presentation style, and word count (25 marks)

Purposeful, well integrated, and succinct academic writing which clearly conveys key points. Writing is either free from errors or has very minor errors in vocabulary, grammar, punctuation, word choice, spelling, and/or organisation that do not affect comprehension and readability. Word count is within limits.

APA Referencing style (5 marks)

Referencing (in text and reference list) and presentation conforms to current edition of APA style.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the application of key psychological principles to health and sports psychology.
- Apply scientific understanding of evidence-based research in the fields of health and sports psychology.

2 Oral Presentation

Assessment Type

Presentation

Task Description

The purpose of this assignment is to give students an opportunity to deliver an oral presentation (5-7 mins) based on their own individual research. The oral presentation will allow students to report what behavioural change they made and the findings from their research (if you have any concerns don't be afraid to ask). As a guideline, the presentation must be in a video file (e.g. mp4, or mp4 link on word doc) along with a power point file. While there are no word limits, there is a duration limit of 7 mins. Please find below the following criteria. Note: further details are available on the moodle site and will be provided during term.

Oral Presentation

The oral presentation should be relatively easy to put together once you have completed your own research. This gives you an opportunity to consolidate what you have learnt about the behaviour and report the findings from your behavioural change. See below for some guidance

1. Title Page
2. What behaviour you identified
3. An overview of the behaviour – what it is, why it is important
4. How you attempted to change this behaviour
 - Include a copy of your behaviour change diary/data at the end of your ppt. as appendices slides
5. What were the findings and results?
 - Include data, comparisons, and graphs
6. Practical Implications
7. Conclusions

As a guideline, the presentation must be in a video file (e.g. mp4, or mp4 link on word doc) along with a power point file. While there are no word limits, there is a duration limit of 7 mins. Please find below the following criteria. Note: further details are available on the moodle site and will be provided during term.

Assessment Due Date

Week 9 Monday (12 Sept 2022) 9:00 am AEST

Return Date to Students

Week 11 Monday (26 Sept 2022)

Weighting

30%

Assessment Criteria

Below is a summary of the marking criteria (further details provided on moodle):

Organization (20 marks)

The type of presentation is appropriate for the topic and audience.

Information is presented in a logical sequence.

Level of preparation is clear and well set-out.

Content (40 marks)

Introduction is attention-getting, lays out the behaviour and problem well, and establishes a framework for the rest of

the presentation.

Technical terms are well-defined in language appropriate for the target audience.

Presentation contains accurate information.

Clear methods relevant to the behaviour change.

Appropriate amount of material is prepared, and points made

Relevant examples reflect well their relative importance.

Results Presented clearly with Practical Implications.

Presentation (30 marks)

Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).

Speaker uses a clear, audible voice.

Delivery is poised, controlled, and smooth.

Good language skills and pronunciation are used.

Visual aids are well prepared, informative, effective, and not distracting.

Length of presentation is within the assigned time limits.

Appendices (10 marks)

Record of data: this may take many forms including diary, application based, photo evidence or other formats.

Accuracy of recording and clarity across data.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the application of key psychological principles to health and sports psychology.
- Critically analyse the influence that psychological factors have on the behaviour, performance, and level of participation of both individuals and groups in health, sport and exercise environments.

3 The Conversation Piece

Assessment Type

Written Assessment

Task Description

The conversation offers informed commentary and debate on the issues affecting our work. It offers a plain English guide to the latest developments and discoveries from the university and research sector. Your task is to write an informed commentary of a contemporary issue related to health or sports psychology. Examples of recent articles can be found here - <https://theconversation.com/au>

As a guideline, the length of the research proposal should be no more than 1500 words, excluding references and tables.

Text should be word-processed, with an appropriate layout and use of headings/sub-headings. The list of references

should be in APA format and included at the end of your word document. Please save and upload your file in word

format. Note: more information is provided on the moodle site.

Assessment Due Date

Week 12 Friday (7 Oct 2022) 5:00 pm AEST

Return Date to Students

Exam Week Friday (21 Oct 2022)

Weighting

40%

Assessment Criteria

Below is a summary of the marking criteria (further details provided on moodle):

Title (5 marks)

Creative, catchy title that represents the topic addressed

Concise and accurately summarises the topic addressed

Body (25 marks)

On topic, concise and develops argument

Position of written piece clearly identified

Research led arguments

Identifies gap or relevant to contemporary sports psychological issues

Evidence of critical evaluation and discussion of material

Not too many direct quotes (i.e., maximum of two, brief, quotes)

References (5 marks)

Correct APA format in-text and reference list

In-text and reference list match exactly

Style/Presentation (5 marks)

Grammar, spelling and sentence structure

Overall readability, flow of writing

Appropriate use of sub-headings

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Critically analyse the influence that psychological factors have on the behaviour, performance, and level of participation of both individuals and groups in health, sport and exercise environments.
- Apply scientific understanding of evidence-based research in the fields of health and sports psychology.

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