Description: Sport and Exercise Psychology Practice

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY</td>
<td>8120</td>
<td>10526</td>
<td>1, 2002</td>
<td>ONC</td>
<td>1.00</td>
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**Academic Group:** FOSCI  
**Academic Org:** FOS005  
**HECS Band:** 1  
**ASCED Code:** 090701

**STAFFING**
Examiner: Steven Christensen  
Moderator: Peter Terry

**PRE-REQUISITES**
Pre-requisite: PSY 8110

**RATIONALE**
Sport psychology consultancy involves the delivery of a wide range of services to clients (individuals, groups, and organisations) who live in a culturally diverse society. In this course the processes involved in the practice of sport psychology in a culturally diverse society will be examined.

**SYNOPSIS**
This course examines the range of psychological services a sport psychologist may be asked to perform, and how professionally prepared and culturally aware they are to meet these demands. Emphasis will be placed on examining target populations other than `mainstream elite athletes'. Students will be required to examine their personal biases, assumptions and professional boundaries in providing psychological services to clients (individuals, groups, and organisations) across different cultural dimensions, including ethnicity, gender, sexuality, age, mental and physical ability, religion, sporting role, and marital/family structure.

**OBJECTIVES**
On successful completion of this course students will be able to:

- recognise and defend their professional competencies in delivering psychological services to sporting clients (individuals, groups, and organisations) with cultural, ethnic, gender, sexual, age, mental and physical abilities, sporting roles, religion,
and marital/family structure practices or characteristics that are different from their own;

- recognise and defend their personal boundaries in delivering psychological services to sporting clients (individuals, groups, and organisations) with cultural, ethnic, gender, sexual, age, mental and physical abilities, sporting roles, religious, and marital/family practices and characteristics that are different from their own;

- describe and defend the important cross-cultural considerations influencing the planning, organisation, delivery, administration and evaluation of an applied sport psychology program to a `new target population' of clients (individuals, groups, and organisations) with practices and characteristics that are different from their own;

- design a marketing plan for delivering sport psychology services to a new target population of clients (individuals, groups, and organisations) with practices and characteristics that are different from their own.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>1. Marketing Sport Psychology Services</td>
<td>20.00</td>
</tr>
<tr>
<td>2. Ethical &amp; Effective Media &amp; Publicity of Psychological Techniques</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Sport and Exercise Psychology Practices Ability-Disability (Physical and Mental) Age and Retirement Gender Adolescent Female Athletes Male/female consultants and female/male athletes Female Athletes with young families Veteran Athletes Professional Athletes (eg Boxers, Jockeys, Golfers) Ethnicity and Culture Referees and Officials Sexuality (Homosexual &amp; Lesbian) Sport Parents and Adolescent Athletes</td>
<td>60.00</td>
</tr>
<tr>
<td>4. Common Problems in the Practice of Sport Psychology</td>
<td>10.00</td>
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**TEXT and MATERIALS required to be PURCHASED or ACCESSED:**

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.


**REFERENCE MATERIALS**

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.


Counselling Psychology Quarterly, 1992, Vol. 2(2) Special Issue: Transcultural psychology.


The Counselling Psychologist, 1993, January Volume 21(1) Feminist counselling and ther.

The Counselling Psychologist, 1991, April Volume 19(2) Counselling lesbian women and g.

The Counselling Psychologist, 1989, April Volume 17(2) Psychological nigrescence.


The Sports Psychologist, 1990, December Vol 4,


Anshel M. 1990, Perceptions of black intercollegiate football players: Implications for the sport psychology consultant, The Sports Psychologist, 4, 235-248,


DeFrancesco, C. & Cronin, J.J. 1988, Marketing the sport psychologist. The Sports Psychologist, 2, 28-38,


Fu, F.H., & Ng, M.L. (eds.), 1995 Sport Psychology Perspectives and Practices towards the 21st Century, Hong Kong Baptist University, Hong Kong.


Griffin, P. & Genasci, J. 1990, Addressing homophobia in physical education: Responsibilities for the Sport, men and the gender order: Critical Feminist Perspectives, Champaign, ILL: Human,


Lago, C., & Thompson, J. 1996 Race, Culture and Counselling, Buckingham: Open University Press.


Murphy, S.M. 1995 Sport Psychology Interventions, IL:Human Kinetics, Champaign.


Rotella, R.J. 1990, Providing sport psychology consulting services to professional athletes *The Sport Psychologist*, 4, 409-418.


SPECIAL ISSUES OF JOURNALS: 'Counselling Psychology Quarterly' (Available: 1992, Vol. 5(3) Special Issue: Transcultural psychology: Perspectives on theory, research and practice.)


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>3</td>
</tr>
<tr>
<td>Private Study</td>
<td>117</td>
</tr>
<tr>
<td>Seminars</td>
<td>26</td>
</tr>
<tr>
<td>Tutorial</td>
<td>26</td>
</tr>
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</table>

**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>CULTURAL JOURNAL</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>04 Mar 2002</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
</tr>
<tr>
<td>3 HOUR OPEN EXAMINATION</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>END S1</td>
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<td></td>
<td></td>
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<td>(see note 2)</td>
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</tbody>
</table>

**NOTES:**

1. Further details about the due dates are detailed in the assessment section of the Course Specifications.

2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

**OTHER REQUIREMENTS**

1. It is the student's responsibility to attend classes to ensure that they have the best chance to meet the objectives of the course and to be informed of course-related activities and administration.

2. The due date for assessments is the date by which a student must despatch an assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner. In accordance with the University's Policy on Assignments (Regulation 5.6.1), the Examiner of a course may grant an extension of the due date of an assignment in extenuating circumstances. This policy may be found in the USQ Handbook, the Distance Education Study Guide and the Faculty of Sciences' Orientation Handbook for new on-campus students. All students are advised to study and follow the guidelines associated with this policy.

3. Candidates should be aware that the University has policies and regulations (Regulation 5.6.2.2) about the use of unfair means and electronic devices in an examination and they should refer to them to determine whether or not actions they intend to take are acceptable to the University.

4. Open Examination: Candidates may have access to any material during the examination except the following: electronic communication devices, bulky
material, devices requiring mains power and anything likely to disturb other students.

5 Students must retain a copy of any assignment submitted. This must be produced within 48 hours if required by the Examiner.

6 Assignments submitted after the Due Date will be penalised 10% for each day late unless the student can convince the examiner that such a penalty is not warranted.

7 To obtain a passing grade in this course, students must perform above 50% in all assessment activities.