HP300

PSYCHOLOGY AND SOCIOLOGY OF SPORT

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th><strong>Unit code</strong></th>
<th>HP300</th>
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<tbody>
<tr>
<td><strong>Unit name</strong></td>
<td>Psychology and Sociology of Sport</td>
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| **Associated higher education awards** | Bachelor of Education (Primary)  
Bachelor of Education (Secondary)  
Bachelor of Arts/Bachelor of Education (Secondary) |
| **Duration** | One semester |
| **Level** | Advanced |
| **Core/elective** | Elective |
| **Weighting** | Unit credit points: 10  
Course credit points:  
- Bachelor of Education (Primary) 320  
- Bachelor of Education (Secondary) 320  
- Bachelor of Arts/Bachelor of Education (Secondary) 320 |
| **Delivery mode** | Face-to-face on-site |
| **Student workload** | **Face-to-face on site**  
- Contact hours 30 hours  
- Reading, study and assignment preparation 120 hours  
- **TOTAL** 150 hours |
| **Prerequisites/co-requisites/restrictions** | **Prerequisite:**  
20 credit points of 200-level HPE units |
| **Rationale** | The intricate relationship between the mind, body and spirit influences the well-being and potential for active engagement of individuals and teams in sporting pursuits. Health and Physical Education teachers, coaches and trainers therefore need an understanding of sociological and psychological variables that influence people’s healthy engagement with sport and physical activity both in teams and as individuals.  
Students will engage with psychological and sociological factors that influence human movement and participation in sport and consider how Christian worldview perspectives impact their views of and engagement with sport and movement. They will apply psychological and sociological theories of sport to assist in the development of teaching practices that encourage effective and holistic participation in sporting and movement activities. |
| **Prescribed text(s)** | Selected readings will be available via the Moodle™ site for this unit. |
| **Recommended readings** | **Books**  


Williams, J. M. (2014). *Applied sport psychology : Personal growth to peak performance* 

**Specialist resource requirements**

Nil

**Content**

1. Psychology and sociology in sport: an introduction to theory and practice
2. Foundations and theories of psychology and sociology in sport and coaching
3. Motivation and performance in sport and movement
4. Teamwork, leadership and the social dimension of sport
5. Gender issues and sports
6. Indigenous sport in Australia
7. Myths and paradoxes of sport and movement
8. Competition, aggression and violence in sport
9. Sport and the spiritual: considering a Christian worldview perspective

**Learning outcomes**

On completion of this unit, students will have provided evidence that they have:

1. understood and interrogated how foundational knowledge and theories of psychology and sociology influences engagement in sports and movement;
2. analysed and evaluated critically, issues that impact sports and movement using psychological and sociological theories and knowledge of sport;
3. analysed critically issues raised by commitment to Christian faith and engagement in sports and movement;
4. critically reflected upon issues raised by the psychology and sociology of sport and movement from a Christian perspective;
5. applied psychological and sociological theories to the development of pedagogies and practices for sport and movement; and
6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
<table>
<thead>
<tr>
<th>Assessment tasks</th>
<th>Task 1: Essay</th>
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<tbody>
<tr>
<td>Word length/Duration:</td>
<td>2000 words</td>
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<td>Learning Outcomes:</td>
<td>1-4, 6</td>
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<tr>
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<td>Week 7</td>
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<td>Task 2: Exam</td>
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<td>1-6</td>
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<tr>
<td>Assessed:</td>
<td>Examination Week</td>
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