
Module: The Practice of Sport and Exercise
Psychology

Assessment: Case-Study in Applied Sport and Exercise
Psychology

Assessment Details

Your assignment represents 100% of the overall module mark and requires you to write up in full, one case study assessing learning outcomes 1, 2 and 3 of the module (see your module handbook in the Course Documents area of Bb).

The word limit on this assignment is 2500 words.

Please note the award regulation on word limits. Each student is penalised by a grade point if they are +10% of the word limit.

Assessment Deadline

This should be submitted to via the Assignment 1: Submission area facility of Blackboard. **YOUR DEADLINE FOR THIS ASSESSMENT IS FRIDAY 25TH NOVEMBER 2022 (BEFORE 4PM).**

Assignment Details

For this assignment you are to write up in full ***one of the case studies presented below*** (Do not devise your own case study for this assignment). **Please structure the case study using the sub-headings below:**

- **Background information** – Present the characteristics of the client. These have already been outlined to you and therefore while they should be included for clarity.
- **Problem description** - You should describe and discuss the problem/issue presented. Refer to theory and empirical research to outline why the issue(s) presented is of importance to sport performance and/or participation.
- **Intervention Justification** – Describe and provide a rationale for your chosen intervention. You must refer to theory and empirical evidence to justify your choice of intervention.
- **Delivery of Intervention** – Outline how the intervention would be delivered. Indicate the number of sessions required and where these would take place (it could be in more than location). Pay attention to the issues that are particularly important in delivering the intervention you have planned. For example, is adherence an issue for this type of intervention – if so how are you going to address this? What about the acquisition of the skills you propose? How will you transfer the skills you propose to competition?.
- **Evaluation** - Detail an expected outcome from the programme and how this is to be assessed. This evaluation must include assessment tools (what would you use to collect pre and post intervention data) and how you will go about analysing the data (e.g., qualitative or quantitative analysis).
- **References** – To be included in APA style.
- **Appendix** – Include material you consider relevant (e.g., questionnaires).

Submission Guidelines

Your assignment, including the altered front page template (as page 1), should be submitted ahead of the deadline by using the Assignment 1: Submission area facility of Blackboard. The saved title of your document should be in the format of Name/Module Code/Assignment 1.doc/ For example, KarlaDrewSPOR70918 Assignment 1.doc.

Assignment Hint: While this is an applied assignment you should discuss the issue, provide a rationale for the choice of intervention and how it is to be delivered with reference to theoretical and empirical literature where available.

Referencing Style

You should adhere to the APA referencing format throughout as outlined to you on Blackboard.

Finally, below is the 'Sport & Exercise' policy on assignment word limits

Please note that students should produce work within the word limit. The penalties listed below will be applied if the word limit is exceeded:

1 – 10%	in excess	- no penalty applicable as within tolerance
11 – 20%	in excess	- a 10% reduction in the % mark (i.e. 50% becomes 40%)
21 – 30%	in excess	- a 20% reduction in the % mark
31+%	in excess	- a 30% reduction in the % mark

Grading Criteria for this Assessment

Outlined below are the assessment criteria for Fail, Pass, Merit and Distinction for this assignment.

Criteria	Fail (below 50%)	Pass (50-60%)	Merit (60-70%)	Distinction (70% +)
<p>Critically describe and discuss the issue presented with reference to current theory and research.</p> <p>35%</p>	There is no/limited reference to current literature in discussing how the issue presented is of importance to either/or sport performance and participation.	A few examples of literature are offered but limited in scope. Some critical appraisal present	A useful range of material is presented and critical appraisal of that literature is evident	An extensive range of material is presented demonstrating good search processes and this material is critically commented on and applied to the issue in question.
<p>Demonstrate critical appraisal of the key literature to present a clear rationale for intervention chosen.</p> <p>35%</p>	Rationale for the intervention is unclear or poorly supported by evidence.	Rationale for the intervention is made and supported adequately with appropriate evidence / literature	Rationale for the intervention is clearly articulated with a good range of supportive evidence.	Rationale for the intervention is clearly articulated. A good range of evidence has been considered and critically evaluated to support final choice.

<p>Demonstrate a clear and critical understanding of the issues involved in delivering and assessing intervention effects.</p> <p>30%</p>	<p>An understanding of the issues involved are absent and/or unclear.</p>	<p>An understanding of the issues involved are presented and supported by evidence / literature.</p>	<p>There is a clear understanding of the issues involved that are supported and justified by evidence / the literature.</p>	<p>A clear critical awareness of the issues involved in delivering and assessing the intervention is displayed with reference to current thinking in applied sport psychology.</p>
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The Case Studies

Please select one out of the five case to do your assignment on...

Case 1. Parker is an 18-year-old amateur boxer with high expectations about his training and competition performances. His coach reports that he is a talented fighter who performs well in training. However, his coach reports that he seems to lack confidence when he is drawn to fight opponents of a similar stature who he perceives as 'better than him' and often performs poorly. You observe Parker in training and competition. When Parker faces opponents, who are perceived to be of lesser stature the coach is visibly relaxed and provides a number of positive reinforcements to Parker. Although, the coach does try to reinforce Parker positively when he is faced with opponents who are perceived to be of a similar or better stature the coach appears visibly concerned. You also notice that Parker's pre-competition routine is somewhat haphazard and he appears to spend a lot of time seeking positive reinforcement from the coach. He has the National championships coming up in 6 weeks and both Parker and his coach are desperate to succeed. When conversing with Parker about his approach to boxing he reveals that both his imagery and self-talk are extremely negative.

Case 2. Jordan is a 40-year-old sedentary individual who has a very low perception of himself and his body. He does not like sport and does not currently take part in any organised exercise activity. His major physical activity is going for a long walk with the dog on some weekends. He has expressed a desire to be more physically active and take part in exercise (not organised sport) but does not see himself as an “exerciser”. His wife has recently bought him a 12-month membership to the local gym as a present for his recent 40th birthday. Jordan has approached you as he wants to make sure he does not “waste” the membership. He has no history of exercise behaviour and does not think he will be able to attend the gym for three times a week, which is what he would consider as the minimum level of activity to make use of the membership.

Case 3. After a summer of attending the gym and running regularly, Zahra has stopped adhering to her exercise regime. In the summer she enjoys getting out in the morning and doing 5-10k. By doing so, Parker managed to get to her goal weight and managed to achieve personal bests for her 10k times. In fact, in the summer Parker entered three 10k races for charity and improved each time. But now she can't seem to find the drive to exercise and as the mornings get colder and darker she is finding herself making excuses not to run. Also, because she has hit her goals, she feels that she has achieved what she wanted to a no longer needs to keep training. She wants to maintain her progress but is not sure how. She is worried that she will lose the progress she has worked so hard to gain.

Case 4. Lucy is an international netball player and plays Goal Attack. She reports that she performs consistently well in club matches and national squad training sessions. However, her performances in all international matches to date have been below par. Lucy is worried that if she continues to perform like this her place in the team is in jeopardy. She mentions that she performs poorly because 'the pressure gets to her. From interviewing Lucy and observing her in training and competitive scenarios you make a number of observations. She clearly experiences a debilitating level of anxiety prior to and during competition. This manifests itself in both cognitive (fear of failure, images of missing) and somatic (butterflies in the stomach, muscular tension) symptoms. Lucy's psychological state is clearly impacting her performance and her scoring ratio is lower than what would be expected. She reports that she does not think she is good enough to be an international player. Her next international tournament is coming up in 8 weeks and Lucy believes that this could be her last opportunity at international level.

Case 5. You have been contacted by Helena, a golf professional, who reports that during the latter stages of a round she often loses concentration. She also reports that during key moments in a tournament she experiences a range of distracting thoughts and is unable to “get my head clear on what I have to do”. From interviewing and observing Helena you note that she has a variable pre-shot routine that consist mostly of physical behaviours (e.g., three or four practice swings, the club head is ‘waggled’ three or four time prior to very shot). Moreover, you also note that she has high expectations of herself and demands success when practicing and competing. Her attentional focus during the latter stages of a round is poor and she often makes errors that do not occur earlier in the round. Similar errors occur during pressure situations, when you also observe that her pre-shot routine becomes much more erratic. Helena has undertaken work with a sport psychologist in the past but struggled to connect with the suggestions they made.