

Psychosocial Aspects of Movement Activities (D012558)

Course size (nominal values; actual values may depend on programme)

Credits 3.0 Study time 90 h Contact hrs 22.5 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 1)	Dutch	lecture	15.0 h
		lecture: response	2.5 h
		lecture	
		lecture: plenary	2.5 h
		exercises	
		guided self-study	2.5 h

Lecturers in academic year 2018-2019

Crombez, Geert	PP05	lecturer-in-charge
Goubert, Liesbet	PP05	co-lecturer

Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Physical Education and Movement Sciences	3	A
Exchange Programme Physical Education and Movement Sciences	3	A

Teaching languages

Dutch

Keywords

Psychology, sociology, social psychology, physical activity, sport

Position of the course

This course aims at giving an overview of psychosocial aspects of physical activity, sedentary behaviour, and sport. The first part of the course relates to the question why individuals are physically active or inactive, and how we can motivate individuals toward more physical activity and sport. In the second part, psychosocial aspects of sport are discussed (e.g., group processes, leadership).

This subject contributes to the fields of competences of the course Bachelor of Physical Education and Movement Sciences: B1.1, B1.3, B1.7, B1.11, B2.1, B2.8

Contents

1. Health promotion by means of physical activity

- A biopsychosocial perspective upon disease, illness and illness behaviour is introduced. Starting from this perspective, the importance of physical activity in the promotion of physical, psychological and social well-being and in the prevention of health problems is discussed.
- Epidemiological data concerning physical activity and sedentarity are discussed, and methodologically evaluated.
- The most important theories explaining why individuals are physically active or inactive are discussed and illustrated using practical examples and recent scientific studies. Distal (socio-economic status, ethnicity, gender) and proximal determinants of behaviour are discussed.
- A protocol for intervention development to motivate individuals to be more physically active and exhibit less sedentary behaviour is discussed and illustrated.

2. Psychosocial aspects of sport

- Different psychosocial determinants and processes within sports are introduced.
- The concept of leadership in the context of sport is introduced, e.g., what is leadership, what are different theories regarding effective leadership.
- Various group processes in sport are explained and illustrated: the development of a team, group cohesion, "social loafing".

Initial competences

Having successfully attended the course Psychology, first year bachelor physical education and movement sciences.

Final competences

- 1
 - To be able to describe what is understood by a biomedical versus biopsychosocial perspective upon illness and health
- 2
 - To be able to explain the favourable effects of physical activity on the physical and psychological well-being
- 3
 - To be able to describe the different steps of the intervention mapping model, a heuristic model that states how interventions can be developed to increase physical activity
- 4
 - To be able to give examples of applications of the different steps within the intervention mapping model to physical activity
- 5
 - To be able to describe the impact of psychosocial factors such as gender, socio-economic status and ethnicity upon physical activity and sports
- 6
 - To be able to describe the core proximal determinants of physical activity
- 7
 - Having insight into the core proximal determinants of physical activity
- 8
 - To be able to describe the core models of behaviour and behaviour change
- 9
 - To be able to apply models of determinants of behaviour and behaviour change to simple examples and illustrations in the context of physical activity
- 10
 - Having insight in how a team develops, and in important group processes within the context of sport (e.g., group cohesion)
- 11
 - Having insight in effective leadership in the context of sport

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Guided self-study, lecture, lecture: plenary exercises, lecture: response lecture

Extra information on the teaching methods

A series of lectures which requires active participation of students. There are some plenary exercises. In preparation of lectures and plenary exercises students will be required to perform in advance assigned tasks and to make a brief report.

Learning materials and price

Estimated cost: 30.0 EUR

For the first part of the course, a Dutch text is available. For the second part of the course a reading list with (mainly) English specialist literature is available.

Slides are electronically available through MINERVA.

Own notes.

References

- Beunen, G., De Bourdeaudhuij, I., Vanden Auweele, Y, & Borms, J. (2001). Fysieke activiteit, fitheid & gezondheid. Vlaams Tijdschrift voor Sportgeneeskunde en Sportwetenschappen, 113 p.
- Hagger, M., & Chatzisarantis, N. (2008). The Social Psychology of Exercise and Sport. NY: Open University Press.
- Kok, G., Schaalma, H., Ruiter, R.A.C., & Van Empelen, P. (2004). Intervention Mapping: A protocol for applying health psychology theory to prevention programmes. Journal of Health Psychology, 9, 85-98.
- Biddle, S.J.H., & Murie, N. (2008). Psychology of Physical Activity: Determinants, well-being and interventions, 2nd Edition. London: Routledge, 428 p.
- Weinberg, R.S., & Gould, D. (2011). Foundations of sport and exercise psychology (5th. edition). Champaign, IL: Human Kinetics.
- Hagger, M.S., & Chatzisarantis, N.L.D. (Eds.)(2007). Intrinsic motivation and self-determination in exercise and sport. Champaign, IL: Human Kinetics.

Course content-related study coaching

Support using Minerva

By appointment

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions, written examination with multiple choice questions, participation, report

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions, written examination with multiple choice questions, participation, report

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

The written exam consists of two open (application/insight) questions and 20 multiple choice questions.

NPE consists of the performance and the evaluation of the task assignments of which a report is written. The task assignments also provide input for the lessons.

Calculation of the examination mark

Each open question is quoted on 4,5/20 (both open questions together on 9/20), and the multiple choice part is quoted on 9/20.

Standard setting will be used in the multiple choice examination.

NPE evaluation (performance of tasks) is quoted on 2/20.

Addendum

This course is open for incoming mobility students (Erasmus)