

## **IDROTTPSYKOLOGISK FÖRDJUPNING: TALANGUTVECKLING OCH MOTIVATION**

ADVANCED SPORT PSYCHOLOGY: TALENT DEVELOPMENT AND  
MOTIVATION

7.5 högskolepoäng - 7.5 credits

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**Kurskod:** MAIFTM

**Nivå:** Avancerad nivå

**Huvudområde:**

**Fördjupningsgrad:** A1N

**Utbildningsområde:** Idrottsliga området

**Ämne:** Idrott

**Fastställt av:** Grundutbildningsnämnden 2018-11-27

**Version:** 1

**Gäller från:** Höstterminen 2019

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### **Specific entry requirements**

A minimum of 15 credits in sports psychology or equivalent.

### **Intended learning outcomes**

**The student shall be able to:**

- conduct reasoning (both academic and everyday) concerning the concepts of talent and motivation with theoretically supported arguments and a critical approach,
- compare and critically reflect on sport psychology related theories related to talent development and motivation in sport,
- prepare and lead a seminar concerning one of the courses themes,
- design, prepare, describe and critically evaluate a text with a focus on practical application of theoretical knowledge regarding talent development and motivation.

### **Course content**

The course comprises studies in two thematic areas:

#### **1) Talent development:**

- The concept of talent from a sport psychology perspective
- Talent development models and environments
- Deliberate practice and deliberate play

#### **2) Motivation:**

- Achievement goal theories
- Self-determination theory
- Perfectionism

- Passion theory
- Self-regulation
- Drop-out and adherence

### **Progression**

The course comprises second-cycle studies, which requires more in-depth knowledge in comparison to first-cycle studies. This entails a greater degree of complexity and abstraction in theory application, higher demands on the capacity for communication, critical thinking, integration of knowledge, independence, as well as the ability to cooperate with regard to implementation of project work.

The subject-oriented progression consists of the following:

- 1) that the student creates and leads a seminar for the study group
- 2) that the students in groups create and present an account of a project through which they demonstrate practical application of theoretical principles.

### **Examination**

The following examination formats apply in the course:

- oral examination
- written examination

Through the examinations, the students shall demonstrate both independence and cooperation, the ability to integrate theoretical and practical knowledge and skill in communicating complex concepts.

### **Course requirements**

The seminar sessions are compulsory, but can be replaced with written assignments in the event of specific exceptions. Active participation in seminars is a requirement. Seminar teaching and submission of a final assignment shall take place during the on-going course.

### **Mode of examination**

The course examinations are as follows.

*Idrottspsykologisk fördjupning: Talangutveckling och motivation, 7.5 hp*

*Sport psychology in-depth study: Talent development and motivation, 7.5 credits*

When students are examined, the obligations and rights are set accordingly with GIS's policies and regulations.

### **Grades**

One of the expressions pass with credit (VG), pass (G) or failed (U) shall be used as grades. Students will be given specified criteria for examination formats and grade levels no later than at the course start, through the course memorandum. Grades shall be reported into Ladok no later than three weeks after the completed component.

Examinations are performed during the course on separate occasions according to the instructions in the course memorandum that the student receives in connection with the course start. Besides the ordinary exam sessions, the possibility for exam re-takes will be offered to the student after the end of the course. The re-take sessions are also arranged the next time the course is offered.

### **Student influence and course evaluation**

Student influence is insured through student representation in The Education Board.

In accordance with Chapter 1 Section 14 of the Higher Education Ordinance (1993:100), a written course evaluation is arranged after course completion. Feedback of the results to the students is provided after completion of the course evaluation.

Course evaluations shall focus on the students learning and the educational process in the course, where intended learning outcomes, learning activities and examination outcomes form the basis of an educational reflection regarding course quality.

### **Type of instruction**

The course is campus-based with teaching sessions and student seminars placed at GIH. The teaching takes the form of lectures and seminars. Discussions based on the participants various professions, knowledge, experiences and areas of interest are an important part of the course.

The students shall also themselves lead seminars, which means that some attendance is compulsory.

In addition, the students shall create in groups a final product for examination (see above).

### **Other information**

Precedence is given to students admitted to GIHs Masters programme.

### **Literature and list of references**

#### **Gäller hela kursen**

Obligatorisk:

Baker, J., Cobley, S., Schorer, J. & Wattie N. (red.). (2017). *Routledge handbook of talent identification and development in sport*. London: Routledge. (978-1-138-95177-8) (Approx. 200 pages).

Horn, T. & Smith, A. (red.). (2018). *Advances in Sport and Exercise Psychology*. NA: Human Kinetics Publishers. (9781492528920)

Obligatorisk litteratur och övriga läromedel:

Baker, J., Cobley, S., Schorer, J. (2011). *Talent Identification and Development in Sport: International Perspectives*. Abingdon, England: Routledge.

Csikszentmihalyi, M., & Rathunde, K., & Whalen, S. (1994). *Talented Teenagers: The Roots of Success & Failure*. New York, NY: Cambridge University Press.

Hagger, M. S., & Chatzisarantis, N. L. D. (2007). *Intrinsic Motivation and Self-Determination in Exercise and Sport*. Champaign, IL: Human Kinetics

Jowett, S., & Lavallee, D. (2007). *Social Psychology in Sport*. Champaign, IL: Human Kinetics.

Murphy, S. M. (2012). *The Oxford Handbook of Sport and Performance Psychology*. New York, NY: Oxford University Press, 753 s. (Selected sections; around 100 pgs.).

Roberts, G., & Treasure, D. (2012). *Advances in Motivation in Sport and Exercise*. (3rd Ed.). Champaign, IL: Human Kinetics, 387 s. (Selected sections; around 200 pgs.).

Valbar litteratur och övriga läromedel:

Others:

Journal articles (approx. 300 pages) will be added. Approximately half of these will be recommended by lecturers during the course of the module while the other half is freely chosen by the student as part of the examination tasks.