

Healthier leisure activities with sport psychology HÄLSOSAMMARE FRITIDSAKTIVITETER MED IDROTTSPSYKOLOGI 7,5 credits - 7,5 högskolepoäng

Course code: FHMFIIP

Level: Bachelor's level

Main Field of Study: Public Health

Progressive specialization: G1N

Disciplinary Domain: Sports

Subject group: Physical Welfare

Established by: Utbildnings- och forskningsnämndens kursplaneutskott 2025-11-14

Version: 3

Valid from: Autumn semester 2026

Entry requirements

General entry requirements for bachelor's studies.

Intended learning outcomes

After completing the course, the student should be able to:

Knowledge and understanding

- Explain sport psychology theories and research related to healthy and unhealthy environments in leisure activities such as sport, exercise and dance,

Skills and abilities

- Design and present practical suggestions for how a specific leisure context can be made healthier from a psychological point of view,

Evaluation ability and approach

- Critically reflect on how theoretical concepts regarding healthy leisure activity environments can be used in practice.

Course content

The course will provide a foundational understanding of what healthy leisure time environments can be within activities such as sport, exercise and dance, from several theoretical sport psychology perspectives. As a foundation, we will introduce and contrast need supportive vs. controlling leadership from a Self-Determination Theory (SDT) perspective. Thereafter, we will examine recent research and theories regarding maltreatment (abuse) and psychological safety; early vs. late specialisation, and diversification; perfectionistic climates; and what it takes for leisure activities to promote mental health. Particular focus will be on translating research findings into practical suggestions.

Examination

(2601) 5 hp, Skriftlig examination, Tregradig skala
(2601) 5 credits, *Written examination, Three-grade scale*

(2602) 2.5 hp, Muntlig examination, Tregradig skala
(2602) 2.5 credits, *Oral Examination, Three-grade scale*

For each examination, one regular test opportunity and one regular re-test opportunity are arranged. The latter (opportunity 2) is offered no earlier than two weeks and no later than six weeks after the student has been notified of the grading decision from the first examination opportunity. In addition to the regular examinations, additional re-examinations are given (opportunity 3 or more) for both theoretical and practical examinations. At least three examination opportunities must be offered within one year for each examination within a course. A student who does not fully meet the goals of an examination may, at the discretion of the examiner, be given an opportunity to supplement to achieve a pass grade. It is only possible to supplement up to a pass grade, not to distinction. Normally, the student is assigned the supplementary assignment in connection with the grade being announced after the regular (first) examination occasion. The supplementary material/test must be submitted within two weeks after the student is notified of the test result, but before the next re-examination. If the student does not fulfil this criterion within the set time, the grade of Fail remains and the student is recommended to take the re-test opportunity.

If the student has a decision from GIH regarding special educational support due to disability or other reasons, the examiner has the right to give an adapted test or let the student complete the test in an alternative way.

Students' obligations and rights around examinations are in line with GIH:s policies and regulations.

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Grades

In this course, one of the grades Pass with distinction (VG), Pass (G) and Fail (U) is given. To obtain a Pass grade for the course as a whole, a pass is required on all examinations. To obtain



the grade Pass with distinction for the course as a whole, Pass with distinction is required for the written examination.

At the start of the course, at the latest, the students will receive precise information about grading criteria for each level.

Student influence and course evaluation

In accordance with 1 chapter section 14 of the Higher Education Ordinance (1993: 100) a written course evaluation is arranged after completing the course. Feedback from the results to the students is done after completing the course evaluation.

Course evaluations should focus on the students' learning and the pedagogical process in the course, where learning outcomes, learning activities and the outcome of the examination form the basis for a pedagogical reflection as well as the quality of the course.

Type of instruction

Teaching will be in the form of lectures, discussions, reflection tasks and seminars.

Teaching will be in English.