

1. BASIC INFORMATION

Course	Golf II
Degree program	Bachelor's Degree in Physical Activity and Sport Science
School	Medicine, Health and Sports
Year	3rd
ECTS	6 ECTS
Credit type	Obligatory
Language(s)	Spanish and English
Delivery mode	Face to face
Semester	S5
Academic year	2026/2027
Coordinating professor	Ricardo Macías Plá

2. PRESENTATION

This subject aims to continue the knowledge of the students taught in the subject Golf I. It expands both the depth of knowledge already acquired and new knowledge that provides the student with a broader vision of the sport. In this way, it seeks to allow the student to enter a new level of depth of knowledge of golf, the different shots to be made and the correct technique. Likewise, the subject goes further in new content related to golf such as teaching, training, researching and sports management.

3. LEARNING OUTCOMES

Knowledge

KN03. Describes geared towards prevention, adaptation and improvement of physical and sporting performance and health through physical condition and exercise.

- Describes the golf swing technique, including the different phases and strokes.
- Demonstrates the golf swing technique, including the different phases and strokes.
- Identifies the equipment used in golf, its fundamental features and evolution.
- Understands the different parameters related to ball flight in golf.
- Identifies the features and types of golf courses, as well as design and construction aspects.

Skills

SK02. Designates exercise-related tasks, progress indicators and strategies to promote health and sports performance based on individual variables and environmental conditions.

- Identifies concepts related to principles of golf and its rules.

Competences

CP02. Formulate and apply a methodological process based on observation, reflection, analysis, assessment, performance, technical/scientific evaluation and/or dissemination in various contexts, in all areas of professional practice related to physical activity and sport.

CP03. Communicate and interact appropriately and effectively in various contexts related to physical activity and sport, while consciously, naturally and continuously drawing on teaching skills.

CP07. Design and implement—in a straightforward, natural, conscious and continuous manner—appropriate, effective, systematic and varied physical exercise and fitness programmes, based on scientific evidence, for the purpose of enabling individuals to adapt, improve or refresh certain skills related to human movement and its optimisation; ultimately to resolve unstructured problems of an increasingly complex and unpredictable nature, with a focus on particular groups within the population.

CP37. Strategic communication. Transmit messages (ideas, concepts, feelings, arguments), both orally and written, strategically aligning the interests of the different stakeholders involved in the communication in the academic and professional environment.

CP39. Influential leadership. Influence others to guide and direct them towards specific objectives and goals, taking into consideration their points of view, especially in professional situations derived from volatile, uncertain, complex and ambiguous environments in today's world.

CP41. Critical analysis. Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

4. CONTENT

- TOPIC 1. The game and rules of golf
- TOPIC 2. The principles and phases of the golf swing
- TOPIC 3. Putting, chipping, pitching and bunker shots
- TOPIC 4. Golfing equipment: features and evolution
- TOPIC 5. The science of golf: the swing, ball flight laws and parameters
- TOPIC 6. The golf course

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master class
- Case method
- Cooperative learning
- Workshop/laboratory-based learning
- Simulation environments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master class	12
Practical application clases	18
Independent work	56
Debates and discussions	8
Tutoring	12
Face to face assessment test	2
Preparation of reports and writings	14
Case analysis	8
Workshop and/or laboratory activities	20
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Face to face assessment tests	40-50%
Oral presentations	5-10%
Case/problem	5-15%
Performance evaluation (rubric)	20-40%
Reports and writings	5-10%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1. Portfolio. Putting grip technique.	Week 1
Activity 2. Portfolio. Analysis of the position in the putting stroke.	Week 2
Activity 3. Portfolio. Illustration of the principles of the swing.	Weeks 3 to 5
Activity 4. Portfolio. Identify the specific warm-up suitable for golf.	Week 6
Activity 5. Peer identification of both the golf swing and golf putting with their key aspects.	Weeks 7 to 8
Activity 6. Application of a competition modality to an event.	Weeks 9 to 10
Activity 7. Portfolio. Identify and select relevant scientific documents in English based on golf and the technical aspect.	Week 11

Activity 8. Simulation environments. Analysis and evaluation of one's own golf swing.	Weeks 12 and 13
Activity 9. Knowledge and skills tests	Semana 14

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The recommended Bibliography is:

- Cox T. Bring Me the Head of Sergio Garcia!: Yellow Jersey; 2008.
- Craig CM, Delay D, Grealy MA, Lee DN. Guiding the swing in golf putting. *Nature*. 2000;405(6784):295.
- Dávila MG. Biomecánica deportiva: bases para el análisis: Síntesis; 1999.
- Delay D, Nougier V, Orliaguet J-P, Coello Y. Movement control in golf putting. *Human Movement Science*. 1997;16(5):597-619.
- Draovitch P, Simpson R. Complete conditioning for golf: *Human Kinetics*; 2007.
- Drury P. Hole, course, or tournament style golf game. *Google Patents*; 2003.
- Hellström J. Competitive elite golf. *Sports Medicine*. 2009;39(9):723-41.
- Jacobs J. Todo mi legado golfístico. Tutor, editor 2006.
- James N, Rees GD. Approach shot accuracy as a performance indicator for US PGA Tour golf professionals. *International Journal of Sports Science & Coaching*. 2008;3(1_suppl):145-60.
- Keir DG. The Complete Guide to Physical Conditioning for Golfers: *Sports Insight Australia*; 1996.
- Leadbetter D, Huggan J. David Leadbetter's Faults & Fixes: How to Correct the 80 Most Common Problems in Golf: *Harper & Row*; 1996.
- Lennard D. *Golf Secrets of the Pros: F+W Media*; 2010.
- Martino R, Wade D. The PGA Manual of Golf: The Professional's Way to Learn and Play Better Golf: *Warner Books*; 2002.
- McLean J. Los Ocho Pasos del Swing: Tutor; 2007.
- McLean J. The 3 Scoring Clubs: How to Raise the Level of Your Driving, Pitching and Putting: *Diversion Books*; 2011.
- Nicklaus J, Bowden K. Jack Nicklaus' Lesson Tee: Let the World's Greatest Golfer Teach You How to Play Your Best Golf: *Simon and Schuster*; 1998.
- Novosel J, Garrity J. TOUR TEMPO. El gran secreto del golf finalmente revelado (Libro+ CD): *Editorial Paidotribo*; 2007.
- Pelz D, Frank JA. Dave Pelz's short game bible: Master the finesse swing and lower your score: *Doubleday*; 1999.
- Penick H. Harvey Penick's little red book: Lessons and teachings from a lifetime in golf: *Simon and Schuster*; 1992.
- PGA R&A. Golf Rules. Current edition.
- Pradas-García M, García-Tascón M. ¿Cuál Es El Papel del Greenkeeper en un Campo de Golf? *PODIUM Sport, Leisure and Tourism Review*. 2017;6(3):72-82.
- Rotella B, Cullen B. Golf is a game of confidence: *Simon and Schuster*; 1996.
- Smith MF. The role of physiology in the development of golf performance. *Sports Medicine*. 2010;40(8):635-55.
- Wiren G. The PGA manual of golf: *Macmillan*; 1991.
- Woods T. How I play golf: *Grand Central Pub*; 2001.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.