

1. BASIC DATA

Subject	Sport Climbing II
Titration	Bachelor's Degree in Physical Activity and Sport Sciences
School/ Faculty	Physical Activity and Sports Sciences and Physiotherapy
Course	Third
ECTS	6 ECTS
Character	Compulsory
Language/s	Spanish
Modality	Face
Semester	S5
Academic year	2026-2027
Coordinating Teacher	Alberto Ochoa de Ocáriz

2. PRESENTATION

Climbing is presented as a sporting activity framed among the "risk sports". In the last two decades he has developed a high degree of specialization that has been supported by the Spanish Olympic medal at the Tokyo 2022 Olympics. This has led to a high increase in the number of practitioners at amateur and professional level. Hence, the industry multiplies around competitions, with the appearance of numerous climbing walls, new equipment brands and climbing associations. The wide growth of this adventure sport is observed not only as an activity or leisure sport, but as a model of active tourism or due to the popularity of indoor climbing as training and as a sport within urban sports.

For this reason, this subject will create the foundations to be able to practice this activity safely within the canons of respect for the natural environment. For which experiential learning will be developed on the climbing equipment, the practice of this sport and training in specific training within this sport, knowing the main injuries and their prevention.

The planning and organization of training and injury prevention acquires special relevance thanks to the scientific contribution in the field. To this end, students will be able to organise the training of specific training through games, principles, systems and organisational aspects of the dynamics of climbing and climbing development.

3. LEARNING OUTCOMES

Knowledge

CON03. It describes activities for the prevention, adaptation and improvement of physical-sports performance and health through physical condition and physical exercise.

- Describes the specific materials of sport climbing and speed climbing

- It teaches the technique and the rest of the components of the speed climbing discipline

Skills

HAB02. Design tasks, progressions, and physical exercise strategies aimed at health and sports performance based on individual variables and environmental conditions.

- Plan a program for the development of the basic and advanced gestural technique in climbing
- Apply tactics, strategy and psychological capacity in sport climbing and bouldering
- Teaches tactics, strategy and psychological skills in sport climbing and bouldering
- Practice sport climbing safely

Competences

CP02. Design and apply the methodological process made up of observation, reflection, analysis, diagnosis, execution, technical-scientific evaluation and/or dissemination in different contexts and in all sectors of professional intervention in physical activity and sport.

CP03 Communicate and interact appropriately and efficiently, in physical activity and sports, in diverse intervention contexts, demonstrating teaching skills in a conscious, natural and continuous way.

CP07. To design and apply fluidly, naturally, consciously and continuously physical exercise and adequate, efficient, systematic, varied physical exercise and physical condition, based on scientific evidence, for the development of the processes of adaptation and improvement or readaptation of certain capacities of each person in relation to human movement and its optimisation; in order to be able to solve unstructured, increasingly complex and unpredictable problems and with emphasis on populations of special character

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

CP39. Influential leadership: Influencing others to guide and direct them towards specific objectives and goals, taking into consideration their points of view, especially in professional situations arising from volatile, uncertain, complex and ambiguous environments (VUCA) 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. CONTENTS

Topic 1. Equipment and facilities in sport climbing and speed climbing

- Safety elements in indoor climbing (carabiners, belays, harnesses, double check)

Topic 2. Introduction to sport climbing: belay and progress

- Semi-automatic belay devices for sport climbing
- Second Climb, First Climb, Mount, and Dismount

Topic 3. Perfecting the gestural technique in sport climbing and bouldering

- Biomechanical analysis of climber technique
- Advanced climbing techniques (heels, rods, knee empotres, leg flags)
- Detection and prevention of poorly executed technical patterns in the scaler

Topic 4. Development of tactics, strategy and psychological capacity in sport climbing and bouldering

- Visualization and decision-making in sport climbing and bouldering
- Fear management, previous anxiety, frustration tolerance
- Feedback on execution, analysis and breathing techniques

Topic 5. Introduction to speed climbing: technique

Topic 6. Rock climbing

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied:

- Masterclass
- Case Method
- Cooperative learning
- Learning based on workshop/laboratory teachings
- Simulation environments

6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below:

Face-to-face modality:

Training activity	Number of hours
Lectures	12
Practical Application Classes	18
Freelance work	56
Debates and colloquia	8
Tutorials	12
Knowledge Tests	2
Preparation of reports and writings	14
Case Analysis	8
Activities in workshops and/or laboratories	20
TOTAL	150

7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Face-to-face modality:

Evaluation system	Weight
Face-to-face assessment tests	45% (40-50%)
Oral presentations	10% (5-10%)
Problem case	15% (5-15%)
Performance evaluation (rubric)	20% (20-40%)
Reports and Briefs	10% (5-10%)

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can average with the rest of the activities.

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

- Obtain a grade equal to or greater than 5.0 in the written theoretical test.
- Attend 100% of the practical classes where assessable activities are carried out
- Attend all activities marked as mandatory

7.2. Extraordinary call

To pass the subject in the extraordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.

- Obtain a grade equal to or greater than 5.0 in the written theoretical test.

8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
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Biomechanical analysis gestural technique subject training	October
Dossier Visualization and Emotional Management Techniques in Different Climbing Modalities	December
Test of belaying, dynamizing and progressing in sport climbing	September
Equipment and design of climbing problems	October-November
Guide and management of a group in climbing in the natural environment	November-December

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The reference work for the follow-up of the subject is:

- Consuegra, S. (2019). *Climbing training based on scientific evidence*. Ed. Desnivel
- Gibson-Smith, E., Giles, D., Fryer, S., & Ranchordas, M. (2022). Sport climbing. In *Sport and Exercise Physiology Testing Guidelines: Volume I-Sport Testing* (pp. 297-305). Routledge.
- Mobraaten, M. & Christophersen, S. (2020). *The bible of climbing*. Ed. Desnivel
- Sanchez, X., Torregrossa, M., Woodman, T., Jones, G., & Llewellyn, D. J. (2019). Identification of parameters that predict sport climbing performance. *Frontiers in psychology*, 10, 1294.
- Saul, D., Steinmetz, G., Lehmann, W., & Schilling, A. F. (2019). Determinants for success in climbing: A systematic review. *Journal of Exercise Science & Fitness*, 17(3), 91-100.
- Staszkievicz, R., Rokowski, R., Michailov, M. L., Ręgwelski, T., & Szyguła, Z. (2018). Biomechanical profile of the muscles of the upper limbs in sport climbers. *Polish Journal of Sport and Tourism*, 25(1), 10-15.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility on the different campuses of the university and equal opportunities.

This Unit offers students:

1. Accompaniment and follow-up through the realization of personalized counseling and plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.

3. We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree

Students who need educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.