

## 1. OVERVIEW

<b>Subject area</b>	Sport Psychology
<b>Degree</b>	Bachelor's Degree in Exercise and Sport Sciences
<b>School/Faculty</b>	Exercise and Sport Sciences and Physiotherapy
<b>Year</b>	Second
<b>ECTS</b>	6 ECTS
<b>Type</b>	Compulsory
<b>Language/s</b>	Spanish/English
<b>Delivery mode</b>	On campus
<b>Semester</b>	S3-S4
<b>Academic year</b>	2024/2025
<b>Coordinating professor</b>	Rubén Moreno

## 2. INTRODUCTION

The subject area "Sport Psychology" is taught in the second year of the Bachelor's Degree in Exercise Sciences.

With the aim of properly contextualising this fledging discipline, we will explore the history of sport psychology from its earliest pioneers to its subsequent development from the '70s onwards. Likewise, we will study the main areas in which sport psychology is applied and differentiate between the theory and practice of this discipline. We will then look at the main psychological variables that affect sports performance, including motivation, self-confidence, arousal, stress and focus. As commented above, this journey through the subject area will move from the theory to the practice of the discipline so that students can build a global perspective and sufficient resources in order to work effectively as sports professionals.

## 3. SKILLS AND LEARNING OUTCOMES

### Basic skills (CB, by the acronym in Spanish):

- CB1: Students have demonstrated knowledge and understanding of a study area originating from general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.

- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the necessary learning skills to undertake further study with a high degree of autonomy.

**Transversal skills (CT, by the acronym in Spanish):**

- CT1: Independent Learning: Ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what has been learnt.
- CT8: Information management: Ability to seek, choose, analyse and integrate information from diverse sources.
- CT9: Interpersonal relationship skills: Ability to maintain positive relationships with other people through assertive verbal and non-verbal communication. This means being able to express or communicate what you want, think or feel without discomforting, offending or harming the feelings of other people.
- CT17: Teamwork: Ability to integrate and collaborate actively with other people, departments and/or organisations to reach common goals.

**Specific skills (CE, by the acronym in Spanish):**

- CE2: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE4: Ability to analyse and apply physiological, biomechanical, psychological and social principles in different areas of physical activity, sport and recreation.
- CE5: Ability to identify inappropriate practices that pose a risk to health in order to prevent and correct them in different groups of people.
- CE8: Ability to design, plan, organise, implement and evaluate regular and/or one-off sport and recreation programmes, considering all factors that might affect these programmes in different professional, social and economic contexts.

**Learning outcomes (RA, by the acronym in Spanish):**

- RA1: To understand the psychological variables related to sports performance.
- RA2: To design, plan, organise, implement and assess training and competition processes.
- RA3: To provide coaches with knowledge about how athletes function on a psychological level and the importance of self-knowledge and self-control in order to have a positive impact on athletes.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB4, CT8, CE2, CE4	<b>RA1.</b> To understand the psychological variables related to sports performance.
CB2, CB3, CT1, CE5, CE8	<b>RA2.</b> To design, plan, organise, implement and assess training and competition processes
CB4, CB5, CT9, CT17, CE5, CE8	<b>RA3.</b> To provide coaches with knowledge about how athletes function on a psychological level and the importance of self-knowledge and self-control in order to have a positive impact on athletes

## 4. CONTENTS

- Scope of psychology in sport.
- Psychological variables involved in how coaches and athletes operate:
  - Motivation.
  - Confidence.
  - Arousal level.
  - Stress.
  - Focus and concentration.
- Psychological assessment in sport

## 5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Case studies
- Problem-based learning
- Simulation environments
- Collaborative learning

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

### On campus:

Learning activity	Number of hours
Oral presentations	10
Debates and discussions	15
Design of strategies, procedures and intervention plans	15

Case studies	35
Independent working	25
Formative assessment (feedback on assessment)	10
Tutorials	8
Lectures	20
Asynchronous lectures	12
<b>TOTAL</b>	<b>150</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

### On campus:

Assessment system	Weighting
Knowledge test	40% (40–50%)
Learning portfolio	40% (40–50%)
Oral presentations	20% (20–20%)

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

### 7.1. Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

### 7.2. Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you will need a grade of at least 5.0 in the final test for it to be included in the weighting with the other activities.

Activities not passed in the ordinary exam period, or those not submitted, must be submitted after receiving the relevant corrections and feedback from the lecturer.

## 8. TIMELINE

This section presents the timeline and submission dates for the assessable tasks in this subject area.

Assessable tasks	Date
Activity 1. Problem-based learning: setting objectives for the proposed case	Weeks 6-7
Activity 2. Case study (real case); midterm test	Weeks 9-10
Activity 3. Breathing and relaxation techniques (achieving an optimal level of arousal)	Weeks 12-13
Activity 4. Implementing pre-competition routines.	Weeks 16-17
Activity 7. Final test	Weeks 18-19

The timeline may be subject to change for logistical reasons related to the activities. Students will be informed of any changes in due time and course.

## 9. BIBLIOGRAPHY

The reference material for the subject area is as follows:

- Weinberg, R. y Gould, D., *Fundamentos de Psicología del deporte y el Ejercicio Físico*, Panamericana, 2010.

A continuación, se indica bibliografía recomendada:

- Buceta, J.M., *Estrategias psicológicas para entrenadores de deportistas jóvenes*. Ed. Dykinson, Madrid, 2004.
- Elliot, J. A., Dweck, C. S., & Yeager, D. S. (2018). *Handbook of Competence and Motivation: Theory and Application*. New York: Guilford Press.
- Knight, C. J., Harwood, C. G., & Gould, D. (2018). *Sport Psychology for Young Athletes*. London: Routledge
- Roberts, G. *Motivación en el deporte y el ejercicio físico*, Bilbao, Desclée de Brouwer, 1995.
- Schinke, R. J., McGannon, K. R., & Smith, B. (2016). *Routledge International Handbook of Sport Psychology*. London: Routledge.
- Vallerand, R. J. (2015). *The Psychology of Passion*. New York, NY: Oxford University Press

## 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.

## **11. STUDENT SATISFACTION SURVEYS**

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.