

1. BASIC INFORMATION

Course	Psychological intervention in high performance sports.
Degree program	Degree in Physical Activity and Sport Sciences
School	Physical Activity and Sport Sciences
Year	Fourth
ECTS	6
Credit type	Optional subject
Language(s)	Spanish and English
Delivery mode	On-site
Semester	S7
Academic year	2027-2028
Coordinating professor	Rubèn Moreno Castellanos

2. PRESENTATION

The objective of this subject is to provide the student with an overview of the contribution of sport psychology to high-performance sport. It is important to observe the psychological factor in top-level sport as a differentiating element and to consider its knowledge to facilitate the global or holistic understanding of elite athletes. Similarly, the intricate interrelationships between sport psychology and the other key factors, including technical, tactical, strategic, and physical aspects, must be recognized. This will facilitate a comprehensive understanding of the subject, enabling students to gain the maximum cross-disciplinary benefit from other related subjects in the curriculum. The course aims to equip future graduates in Physical Activity and Sport Sciences with a range of essential skills and competencies for professional practice.

3. LEARNING OUTCOMES

Knowledge

KN04. Identifies strategies and initiatives to promote healthy habits through physical activity and sport and /or auxiliary actions that help to maintain and improve physical conditions.

- Identifies the framework for implementation and limitations of this emerging discipline for the role of the Physical Activity and Sport Sciences graduate.
- Correctly describes strategic plans for boosting and maintaining the motivation of the individuals and groups.
- Correctly describes strategic plans for boosting and maintaining the processes that impact confidence among individuals and groups.
- Correctly identifies the different responses linked to cases of stress, adjusting arousal levels to ensure optimal performance.

- Describes the basis for implementing focus and concentration strategies in elite sport, optimizing maximum performance
- Correctly and effectively identifies interpersonal relationships in training groups, facilitating greater group cohesion and optimal performance.

Skills

SK03. 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.

Competences

COMP9. Reorient, retrain and/or re-educate people, groups, or teams with injuries and diseases (diagnoses and/or prescribed by a physician), whether or not they perform at a competitive level, by way of physical activity, sport, and exercises tailored to their characteristics and need.

COMP10. Draw on the expertise needed to plan, implement, control, and evaluate fitness and sports training processes.

COMP37. Strategies 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.

COMP40. Teamwork. Cooperate with others in shared academic or professional objectives, participating actively, and empathically and exercising active listening and respect for all members.

COMP41. 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 current context and position of psychology in sport.

Topic 2. Motivation.

Topic 3. Confidence.

Topic 4. Stress and arousal levels.

Topic 5. Focus and concentration.

Topic 6. Group cohesiveness.

5. TEACHING-LEARNING METHODOLOGIES

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

1. Masterclass
2. Simulation-based learning
3. Problem-based learning

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
Masterclasses	12
Laboratory	18
Self-learning	56
Debates and colloquiums	8
Tutoring session	12
Learning assessment (on-site)	4
Designs of strategies, and intervention plans.	28
Presentation of essay	4
Essay	8
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
Learning assessment (on-site)	40%-50%
Presentation of essay	5%-10%
Essays and papers.	5%-10%
Assessment of Designs of strategies, and intervention plans.	30%-50%

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. LBP. Goal setting based on a case.	Week 3-4
Activity 2. Case study method; intermediate evaluation.	Week 5-6
Activity 3. First written test.	Week 7
Activity 4. Breathing and relaxation techniques (obtaining the Optimal Arousal Level).	Week 9-10
Activity 5. Activation, stress, and anxiety, differentiating and relating these concepts through self-dialogue and its validation.	Week 13
Activity 6. Flow and Clutch, the innovative concepts of contemporary Psychology.	Week 15
Activity 7. Second written test.	Week 17

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 main reference work for this subject is:

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

The recommended Bibliography is:

- 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
- 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
- CSIKSZENTMIHALYI, M. (2008). *FLUIR, UNA PSICOLOGÍA DE LA FELICIDAD*. KAIROS.

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.