

1. OVERVIEW

Subject area	Basketball III
Degree	Bachelor's Degree in Exercise and Sport Sciences
School/Faculty	Faculty of Exercise and Sport Sciences and Physiotherapy
Year	3rd
ECTS	6 ECTS
Type	Optional
Language/s	Spanish, English
Delivery mode	On campus
Semester	S7, S8
Academic year	2024/2025
Coordinating professor	Rafael Manuel Navarro Barragán
Teacher	Rafael Manuel Navarro Barragán

2. INTRODUCTION

This syllabus represents the final step in the training to become a future basketball coach, under the area of curricular training and the syllabus for the Bachelor's Degree in Exercise and Sport Sciences.

The general objective of the subject area is to provide future coaches (students) with the knowledge, processes and attitudes needed to manage a basketball team, aiming to achieve the best possible performance from their team.

Given the nature of the subject area (elective) and when it is studied (4th year), the proposed teaching/learning method is based on active and continuous student participation. As such, it revolves around student participation, with the teacher guiding students through the learning process.

In line with this approach, the assessment process for the subject area is based on a system of continuous assessment throughout the year, where students need to pass a series of certain activities (projects, presentations, etc.) or practical activities (scouting, team management, etc.) to pass the subject area. Lastly, and in a similar vein, we feel that students should complete a "Work Placement" related to elite performance: basketball.

3. SKILLS AND LEARNING OUTCOMES

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

- 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 (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical issues.
- CB4: Students can communicate 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.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT05: Ability to put knowledge into practice, using the skills acquired through the study of mock situations based faithfully on real life issues in the relevant profession.
- CT16: Decision-making: Ability to choose between different options or methods to effectively solve varied situations or problems.
- 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):

- CE02: Ability to transmit attitudes and values in professional practice in all areas of physical activity and sport, helping to create a better society.
- CE03: Ability to plan, programme, apply, monitor and assess training and competition processes at different levels and in different age groups.
- CE08: 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.
- CE09: Ability to select and know how to use the right material and sports equipment for each type of activity, identifying the technical characteristics of different sports spaces.
- CE10: Ability to participate in the effective leadership and/or management of both private and public organisations that provide any type of physical activity service (recreation, health, sport, education, etc.); identifying, defining and systematising the necessary processes to meet the organisation's objectives.
- CE11: Ability to use your own judgement to act in society, using theoretical, academic and professional discourse in relation to exercise and sport sciences.

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

- RA1: Design of a sport training process related to basketball, considering the individual characteristics and contexts of the people involved and following the specific principles of the sport of basketball, as well as all necessary educational, technical and curricular principles.
- RA2: To design and prepare sessions aimed at basketball and the process of refining performance in basketball.
- RA3: To develop a performance-refinement project in basketball training.

- RA4: Planning, programming, application, control and assessment of basketball processes at different levels.
- RA5: Responsible conduct and attitudes for basketball players.
- RA6: Understanding of concepts related to the principles of the game, technical/tactical team resources, rules and regulations, planning, programming, means of training, control of competitions and the physiological, biomechanical, psychological and social aspects of the sport of basketball.

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

Skills	Learning outcomes
CB2, CB3, CB4, CB5, CT5, CT16, CE2, CE3, CE8	RA1: Design of a sport training process related to basketball, considering the individual characteristics and contexts of the people involved and following the specific principles of the sport of basketball, as well as all necessary educational, technical and curricular principles.
	RA2: To design and prepare sessions aimed at basketball and the process of refining performance in basketball.
CB3, CB4, CB5, CT16, CE2, CE3, CE8, CE9	RA3: To develop a performance-refinement project in basketball training.
	RA4: Planning, programming, application, control and assessment of basketball processes at different levels.
CB4, CB5, CT5, CT16, CT17, CE2, CE3, CE8, CE9, CE10, CE11	RA5: Responsible conduct and attitudes for basketball players.
	RA6: Understanding of concepts related to the principles of the game, technical/tactical team resources, rules and regulations, planning, programming, means of training, control of competitions and the physiological, biomechanical, psychological and social aspects of the sport of basketball.

4. CONTENTS

- Topic 1: Physical training in basketball.
- Topic 2: Analysis of competitive activity.
- Topic 3: Endurance training in basketball.
- Topic 4: Integrated training in basketball.
- Topic 5: Strength training in basketball.
- Topic 6: Speed and flexibility training in basketball.
- Topic 7: Physical training applied to lower categories
- Topic 8: Functional recovery in basketball.
- Topic 9: The talent spotting process in basketball.
- Topic 10: Player development.
- Topic 11: Counterattack. The transition between offence and defence.
- Topic 12: Combination defence. Attacking combination defences.
- Topic 13: Match-up zone defence. Attacking match-up zone defences.

- Topic 14: Alternative defences. Attacking alternative defences.
- Topic 15: Strategies based on time and result.
- Topic 16: SLOB and BLOB plays.
- Topic 17: General organisation of a basketball club. Organisation of a team.
- Topic 18: Team management and game management.
- Topic 19: Scouting out a rival team.
- Topic 20: Training for basketball coaches.

The syllabus is organised into the following units:

Unit I: Sciences applied to basketball.

Topic 1. Physical training in basketball.

- 1.1. Objectives for physical training in basketball.
- 1.2. Principles of physical training.

Topic 2: Analysis of competitive activity.

- 2.1. Determining factors in research projects: quantitative analysis.
- 2.2. Physical/technical characteristics of basketball.
- 2.3. Conclusions for training programmes.

Topic 3: Endurance training in basketball.

- 3.1. Concept of endurance applied to team sports. Objectives.
- 3.2. Types of endurance in basketball.
- 3.3. Training methods.
- 3.4. Planning and periodization of endurance training.
- 3.5. Assessing endurance in basketball.

Topic 4: Integrated training in basketball.

- 4.1. Concept. Integrated physical fitness training.
- 4.2. Advantages and disadvantages.
- 4.3. Preparation of training activities and training sessions.
- 4.4. Training methods.

Topic 5: Strength training in basketball.

- 5.1. Concept of strength in team sports. Types of strength.
- 5.2. Characteristics of the manifestations of strength in basketball.
- 5.3. Strength training methods.
- 5.4. Strength exercises applied to basketball.
- 5.5. Planning and periodization of strength training in basketball.
- 5.6. Strength training sessions.
- 5.7. Integrated strength training in basketball.

Topic 6: Speed and flexibility training in basketball.

- 6.1. Considerations about the concept of speed in team sports.
- 6.2. Team speed and player speed.
- 6.3. Conditional development of speed in basketball.
- 6.4. Designing activities to develop speed. Methods.

- 6.5. Planning and periodization of speed training in basketball.
- 6.6. Working, absolute and residual range of motion.
- 6.7. Flexibility training methods applied to basketball.

Topic 7: Physical training applied to lower categories.

- 7.1. Changes in physical ability depending on age.
- 7.2. Distribution of means and methods of training depending on age.

Topic 8: Planning and periodization of a basketball season.

- 8.1. Introduction:
 - 8.1.1. General planning models.
 - 8.1.2. Competition performance as a basic point of reference.
 - 8.1.3. Factors that affect competition performance.
- 8.2. Characteristics of planning in team sports. Application to basketball.
 - 8.2.1. Variables that affect planning.
 - 8.2.2. Planning objectives: performance-related, team and individual.
- 8.3. Programming in team sports.
 - 8.3.1. Means of training in team sports.
 - 8.3.2. General principles of programming.
- 8.4. Programming of content. Evolution of technical/tactical content.
- 8.5. The pre-season in basketball.
 - 8.5.1. Objectives and general considerations
 - 8.5.2. Adaptation microcycle.
 - 8.5.3. Main mesocycle.
 - 8.5.4. Transformation mesocycle.
- 8.6. The basketball season.
 - 8.6.1. General considerations.
 - 8.6.2. Case studies in basketball: 1 game a week, multiple games, etc.
- 8.7. The transition in basketball.
- 8.8. Control of training and competition.

Topic 9: Functional recovery in basketball.

- 9.1. Concept. Components. Objectives.
- 9.2. Basketball injuries: epidemiology and pathology.
- 9.3. Principles to consider in functional recovery.
- 9.4. Muscular recovery: Strength, speed and mobility training.
- 9.5. Organic recovery: endurance training.

Unit II: Talent spotting and player development.

Topic 10. The talent spotting process in basketball.

- 10.1. Talent, expertise, spotting talent and developing talent.
- 10.2. The expert athlete: conditions and characteristics.
- 10.3. Determining factors in the talent spotting process. Conclusions.
- 10.4. Talent spotting in team sports. Theoretical model.
- 10.5. The talent spotting process in basketball.
- 10.6. The development pathway for basketball players. Methodological applications.

Topic 11: Player development.

- 11.1. Definition of a development programme. Long-term planning.
- 11.2. Development stages and correspondence with basketball categories.
- 11.3. General characteristics of each development category.
- 11.4. Suitable content and activities for each development category.
- 11.5. Analysis of different development plans.

Unit III: Complex tactics/techniques.

Topic 12: Counterattack. The transition between offence and defence.

- 12.1. Organisation of counterattacks. Universal counterattack. Classic counterattack.
- 12.2. Transition offence.
- 12.3. Transition defence.

Topic 13: Combination defence. Attacking combination defences.

- 13.1. Combination defence: Concept. Features. Advantages and disadvantages.
- 13.2. Combination defence: triangle and two.
- 13.3. Combination defence: box and one
- 13.4. Combination defence: diamond and one
- 13.5. Attacking combination defences.
- 13.6. Analysis of offence systems.

Topic 14: Match-up zone defence. Attacking match-up zone defences.

- 14.1. Match-up zone defence. Concept. Features. Advantages and disadvantages.
- 14.2. Principles and norms governing the design of this type of defence.
- 14.3. Case study.
- 14.4. Principles or concepts to consider when designing offence systems against match-up zone defence.

Topic 15: Alternative defences. Attacking alternative defences.

- 15.1. Alternative defences. Concept. Features.
- 15.2. Training methods in this type of defence.
- 15.3. Principles or concepts to consider for attacking alternative defences.

Topic 16: Strategies based on time and result.

- 16.1. Offence and defence strategies in the final seconds of possession.
- 16.2. Offence and defence strategies in the final seconds of the game.
- 16.3. Other situations: key player with 4 personal fouls, fakes, bonus, etc.

Topic 17: SLOB and BLOB plays.

- 17.1. SLOB plays. Case study.
- 17.2. BLOB plays. Case study.

Unit IV: Team and game management.

Topic 18. General organisation of a basketball club. Organisation of a team.

- 18.1. General organisation of a basketball club.
- 18.2. Organisation of a team.
 - 18.2.1. The technical body of the team. Functions.

18.2.2. Managerial and leadership positions at a basketball club. The sport director. The technical director.
 18.2.3. The medical body of the team. Functions: Medical, physiotherapy.

Topic 19. Team management and game management.

19.1. Team management.

19.2. Game management. Functions before, during and after a game. Case study.

Topic 20: Scouting out a rival team.

20.1. Definition. Types of observation.

20.2. Types of information to obtain: General, individual/team, offence/defence.

20.3. Means of obtaining the information: the media, internet, videos, etc.

20.4. Means of recording the data: Quantitative, qualitative.

20.5. Analysis of rival team reports. Reports for players.

Unit V: Coaches: training and professional field.

Topic 21. Training for basketball coaches.

21.1. Definition and training process: Procedural, conceptual and attitudinal aspects.

21.2. Training of coaches in Spain: current legislation, requirements, qualifications.

21.3. Issues related to the current training of coaches. Official curriculum vs hidden curriculum. Guided practice. Reflexive supervision programmes.

21.4. Training as a continuous progress.

21.5. Coaching models: Features.

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lectures.
- Case studies.
- Collaborative learning.
- Problem-based 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
Lectures (on campus)	16h
Asynchronous lectures (on campus)	8h
Debates and discussions (on campus)	8h

Oral presentations (on campus)	5h
Group work (seminars, forum participation, etc. (on campus)	20h
Tutorials (on campus)	8h
Case studies/workshop activities (on campus)	28h
Independent working (on campus)	38h
Case studies (on campus)	19h
TOTAL	150h

7. ASSESSMENT

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

On campus:

Assessment system	Weighting
On-campus knowledge tests	20% (20%–25%)
Learning portfolio	10% (10%–20%)
Assessment of reports and written work	60% (35%–70%)
Rubrics	10% (10%–15%)

On the Virtual Campus, when you open the subject area, you'll find details of your assessment activities, including the submission dates and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the subject area under the **continuous assessment** system in the ordinary exam period, students must attend over 80% of the total number of classes in the semester. They must also achieve a final grade equal to or higher than 5.0, based on the sum of the grades achieved in the assessable tasks, **providing that they get a minimum of 5.0 out of 10.0 in each of the assessable tasks for the subject area.**

ALL PROJECTS MUST BE PRESENTED AND DEFENDED IN PERSON OR ONLINE BEFORE THE TEACHER ON THE DATES SET ON THE SUBJECT AREA PORTAL.

7.2. Extraordinary exam period (resits)

To pass the subject area in the extraordinary exam period (resits), you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

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.

ALL PROJECTS MUST BE PRESENTED AND DEFENDED IN PERSON OR ONLINE BEFORE THE TEACHER ON THE DATES SET ON THE SUBJECT AREA PORTAL.

8. TIMELINE

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

Assessable tasks	Date
Topic 1: Physical training in basketball.	Week 1
Practical activity Topic 1	
Topic 2: Analysis of competitive activity.	Week 2
Practical activity Topic 2	
Topic 3: Endurance training in basketball.	Weeks 2-3
Practical activity Topic 3	
Topic 4: Integrated training in basketball.	Week 4
Practical activity Topic 4	
Topic 5: Strength training in basketball.	Weeks 4-5
Practical activity Topic 5	
Topic 6: Speed and flexibility training in basketball.	Weeks 5-6
Practical activity Topic 6	
Presentation of physical training projects	Assessment Week 7
Topic 7: Physical training applied to lower categories.	
Topic 8: Planning and periodization of a basketball season.	Week 8
Practical activity Topic 8	
Topic 9: Functional recovery in basketball. Topic 10: The talent spotting process in basketball.	Week 9
Practical activity Topics 9 and 10	
Topic 11: Player development.	

	Week 10
Practical activity Topic 11	
Topic 12: Counterattack. The transition between offence and defence. Topic 13: Combination defence. Attacking combination defences.	Week 11
Practical activity Topics 12 and 13	
Topic 14: Match-up zone defence. Attacking match-up zone defences. Topic 15: Alternative defences. Attacking alternative defences.	Weeks 12-13
Practical activity 14 and 15	
Topic 16: Strategies based on time and result. Topic 17: SLOB and BLOB plays.	Week 14
Topic 18: General organisation of a basketball club. Organisation of a team.	
Topic 19: Team management and game management.	Assessment Week 15
Topic 20: Scouting out a rival team. Topic 21: Training for basketball coaches.	
Practical activity 20	Week 16

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

9. BIBLIOGRAPHY

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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. 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 survey area of your virtual campus or by email.

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

Many thanks for taking part.