

**Sport Psychology**

Code: 102557  
ECTS Credits: 6

| Degree             | Type | Year | Semester |
|--------------------|------|------|----------|
| 2502443 Psychology | OT   | 4    | 1        |

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

**Teachers**

Yago Ramis Laloux  
Saül Alcaraz Garcia  
Anna Jordana Casas  
Marta Borrueco Carmona  
Miquel Torregrossa Álvarez

**Prerequisites**

The course Sport Psychology (102557) constitutes, together with the course "Physical Activity and Health" (102558), the subjects of the "Sports Psychology and Physical Activity" area.

The course Sport Psychology is framed in the Mentions in Health Psychology and Psychosocial Intervention Psychology. Coursing this subject allows the student to obtain one or both mentions, depending on the chosen subjects' itinerary.

This course does not require previous knowledge of other subjects. It is convenient that students that want to specialize in the sports psychology field also course the subject 102558 - Physical Activity and Health, besides developing the Degree Project (TFG) based on one of the areas' demands.

Lectures and the Scientific Evidence-Based Professional Project (PPBE) will be given in Catalan. Students can use one of the three official languages of the UAB (Catalan, Spanish, and English) in class and in their assignments.

**Objectives and Contextualisation**

The main aims of this subject are:

- To know the role and tasks of professionals in sport psychology and the theoretical frameworks guiding their role.
- To analyze the initiation and development of young athletes and their environment (i.e., coaches and families)

- To describe the basic psychological processes involved in athletic performance and the main interventions techniques to enhance athletes' performance
- To analyze the athletic career from a holistic perspective, career transitions and dual career.
- To develop a Scientific Evidence-Based Professional Project (PPBEC) and apply it in the sports psychology field.

## Competences

- Analyse scientific texts written in English.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- Apply knowledge, skills and acquired values critically, reflexively and creatively.
- Distinguish and relate the different focuses and theoretical traditions that have contributed to the historical development of psychology as well as its influence on the production of knowledge and professional practice.
- Evaluate, contrast and take decision on the choice of adequate methods and instruments for each situation and evaluation context.
- Identify and recognise the different methods of treatment and intervention in the different applied areas of psychology.
- Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.

## Learning Outcomes

1. Analyse scientific texts written in English.
2. Analyse the consequences of sport on the health and wellbeing of those who practice it.
3. Apply knowledge, skills and acquired values critically, reflexively and creatively.
4. Contrast the demands and psychological needs of children, adolescents and young people related to the sports initiation.
5. Contrast the demands and psychological needs of coaches, referees, officials and spectators at sporting sports contexts.
6. Contrast the different methods of treatment and intervention in the field of applied psychology training, arbitration, the management and spectacle of sporting events.
7. Contrast the main theoretical models used in the study of the psychological aspects of sport initiation.
8. Define and decide the most appropriate methods and tools to assess the psychological needs of children and young people related to the sport initiation.
9. Describe the consequences of sports initiation on health and wellbeing in children, adolescents and young people.
10. Distinguish and decide the most appropriate methods and tools to assess the psychological needs of athletes in sports situations.
11. Distinguish between the main characteristics of the theoretical focuses in the study of sports psychology and physical activity.
12. Identify and decide on the most appropriate methods and tools to assess the psychological needs of coaches, referees, officials and spectators at sporting sports contexts.
13. Identify the different methods of treatment and intervention in the field of psychology applied to sports performance.
14. Identify the main theoretical models used in the study of psychological aspects related to sports performance.
15. Identify the relevant aspects of interaction between sports players and their physical and social environment.
16. Recognise personal limitations and limitations of the discipline in the different areas of professional practice.
17. Specify the various methods of treatment and intervention in the field of psychology applied to sport initiation.
18. Analyse the demands and psychological needs of athletes in sports situations.

## Content

Part 1. Role and tasks of professionals in sport psychology and the theoretical frameworks guiding their role.

- 1.1 Role and tasks of the sport psychology professionals.
- 1.2 Theoretical frameworks and theoretical perspectives in sport psychology
- 1.3 History of sport psychology

Part 2. Youth sport, athletes' development and their environment

- 2.1 Youth sport: development and aims
- 2.2 Youth sport psychology
- 2.3. Sports' socialization agents: coaching in youth sports
- 2.4. Sports' socialization agents: parents in sport

Part 3. Basic psychological processes involved in athletic performance and main interventions techniques to enhance athletes' performance.

- 3.1 Psychological skills training programs and needs-assessment
- 3.2 Intervention techniques to enhance athletes' performance (goal setting, imagery, arousal regulation, self-talk, micro and macro routines)
- 3.3 Group processes

Part 4. Athletic career from a holistic approach, career transitions and dual career

- 4.1 Athletic career models
- 4.2 Normative career transitions (i.e., junior to senior transition and athletic retirement)
- 4.3 Non-normative career transitions (i.e., sport immigration, club transfers)
- 4.4 Dual career

Part 5. Latest trends in sport psychology

- 5.1 Officials and other agents in the sports' environment
- 5.2 Women's sport particularities, gender issues and sport
- 5.3 sport psychology versus *coaching* and other approaches

## Methodology

Directed activities

- 12 sessions with the full group to work on and evaluate the content of the subject
- 6 sessions in small seminar sub-groups distributed among the semester to develop a Scientific Evidence-Based Professional Project (PPBE) based on demands from sport institutions.

Supervised activities

- Every directed activity involves a certain amount of hours of supervised activities from the teachers through the virtual forum of the course (Moodle) and the teachers' specific tutoring hours.

## Autonomous activities

- It is necessary to carry out autonomous activities to follow through the core of the subject and the PPBE, to be able to reach the learning outcomes.

## Activities

| Title  | Hours | ECTS | Learning Outcomes                        |
|--|-------|------|--|
| Type: Directed   |       |      |  |
| D1. Lectures of the 5 parts of the content   | 24    | 0.96 | 7, 17, 8, 9, 11, 14                      |
| D2. Lessons to work on the Scientific Evidence-Based Professional Project (seminars, small groups) | 12    | 0.48 | 1, 3, 6, 5, 4, 10, 12, 16                |
| Type: Supervised   |       |      |  |
| S2. Supervision of the Scientific Evidence-Based Professional Project                              | 8     | 0.32 | 1, 3, 6, 5, 4, 12, 16                    |
| S2. Tutoring sessions before the written test  | 8     | 0.32 | 7, 17, 8, 9, 11, 14                      |
| Type: Autonomous   |       |      |  |
| A1. Study written tests  | 26    | 1.04 | 6, 7, 17, 11, 13, 14                     |
| A2. Development of the Scientific Evidence-Based Professional Project                              | 70    | 2.8  | 18, 1, 3, 6, 5, 4, 17, 8, 10, 13, 12, 16 |

## Assessment

| Evidence Code | Name   | Load | Format<br>(oral, written or both) | Authorship<br>(individual, collective or both) | Via<br>(in-class, virtual or both) | Week |
|---------------|--|------|-----------------------------------|--|------------------------------------|------|
| EV1           | Speed-dating with the client   | 10   | Both                              | Collective                                     | Both                               | 6    |
| EV2           | Prova escrita Rol del psicòleg i iniciació esportiva                           | 25   | Written                           | Individual                                     | In-class                           | 10   |
| EV3           | PPBEC Informe  | 15   | Written                           | Collective                                     | Virtual                            | 13   |
| EV4           | PPBEC Presentació  | 15   | Oral                              | Collective                                     | In-class                           | 13   |
| EV5           | Prova escrita processos psicològics, tècniques d'internció i carrera esportiva | 25   | Written                           | Individual                                     | In-class                           | 17   |

Students will be evaluable if they have submitted evidences of learning that constitute the 40% or more of the subject's final mark.

Students will pass the course (continuous evaluation) if they have obtained a mark of 5 or more as a result of the sum of the evidences. Moreover, it is necessary to obtain a mark of 4 out of 10 in one of the two written tests (EV2 or EV5). In the case of not meeting these requirements, the maximum grade that will be included in the grade roster will be a maximum of 4.5 points and the student will be able to opt for reassessment.

The student with a mark above 3.5 but below 5 in the continuous evaluation and have submitted evaluation evidences that constitute 60% or more of the final mark will be able to opt for reassessment. Reassessment will be offered for the written tests (EV2 and/or EV5). The Scientific Evidence-Based Professional Project (EV1, EV3 and EV4) and the class assignments (EV6) will not be up to reassessment. The student will only be able to obtain a 5 in the final reassessment mark, regardless the mark obtained in the reassessed evidences.

The guidelines for evaluation can be found in the following link:  
<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

### Assessment Activities

| Title   | Weighting | Hours | ECTS | Learning Outcomes   |
|---|-----------|-------|------|---------------------|
| EV1: PPBEC Speed dating with the client   | 10        | 0     | 0    | 5, 4, 8             |
| EV2: Written test Sport Psychologist's Role and Youth sport                             | 25        | 1     | 0.04 | 3, 7, 17, 9, 11, 14 |
| EV3: PPBEC Report   | 15        | 0     | 0    | 17, 8, 10, 12, 16   |
| EV4: PPBEC Presentation   | 15        | 0     | 0    | 3, 6, 13, 16        |
| EV5: Written test: psychological processes, intervention techniques and athletic career | 25        | 1     | 0.04 | 2, 18, 1, 6, 15, 13 |
| EV6: Class assignments in full group sessions   | 10        | 0     | 0    | 7, 5, 4             |

### Bibliography

Cruz, Jaume. (Ed.), (2001). *Psicología del Deporte*. Madrid : Síntesis.

Papaioannou, Athanasios & Hackfort, Dieter (2014). *Routledge Companion to Sport and Exercise Psychology: Global perspectives and fundamental concepts (1a Ed.)*. Nova York, NY: Routledge.

Schinke, Robert & Hackfort, Dieter (2016). *Psychology in Professional Sports and the Performing Arts: Key Issues in Sport and Exercise Psychology (1a Ed.)*. Nova York, NY: Routledge.

Smith, Brett & Sparkes, Andrew (2017). *Routledge Handbook of Qualitative Research in Sport and Exercise*. London: Routledge.

Weinberg, Robert & Gould, Daniel (2019). *Foundations of sport and exercise Psychology*. 7th Edition. Champaign, Il.: Human Kinetics.