

**Counseling and Psychological Training Techniques
for Athletes**

Code: 43889
ECTS Credits: 6

Degree	Type	Year	Semester
4316214 Psychology of Sport and Physical Activity	OB	1	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Teachers

Susana Pallarés Parejo

External teachers

Anna Vilanova

Prerequisites

This course is scheduled for the first semester of the first year and there is no established prerequisites for it.

Objectives and Contextualisation

The general objectives of this course are:

- To describe and analyse the athletic career from a holistic and developmental perspective
- To work on the career transitions and dual career (combination of sport and studies or work)
- To work on the athletes' environment role in their development (coaches, families, environments)
- To describe and analyse the latest trends in sport psychology (e.g., women's athletic career, LGTBI)

Competences

- Analyze the psychological factors that impact sports initiation, performance and abandonment.
- Apply psychological interventions to school-age children, with trainers and parents, in the field of sports performance and exercise in relation to health.
- Continue the learning process, to a large extent autonomously.
- Evaluate the effectiveness of psychological interventions in sports initiation, maintenance and performance.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Know the main models of intervention in sports initiation and in the psychology of sport.

- Optimize performance and prioritize the welfare of sportspersons with an ethical commitment.
- Show skills in interpersonal relations with sports agents (trainers, judges, managers, sportspersons and fans) and the families of school-age sportspersons.
- Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Learning Outcomes

1. Continue the learning process, to a large extent autonomously.
2. Detect the effectiveness of applying the different techniques (e.g. Career assistance programs, visualisation).
3. Detect the influencing factors and the techniques needed to mitigate or favour them as required.
4. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
5. Know and apply particular techniques for sports practitioners (e.g. visualisation, or self-talk).
6. Optimize performance and prioritize the welfare of sportspersons with an ethical commitment.
7. Show skills in interpersonal relations with sports agents (trainers, judges, managers, sportspersons and fans) and the families of school-age sportspersons.
8. Synthesise intervention models, and the advantages and disadvantages of applying each one.
9. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Content

- Athletes and Athletic career from a holistic approach
 - Junior to senior transition (TJS)
 - Athletic retirement
 - Non-normative career transitions
- Athletes' counseling models
- Dual career, cultural approach, gender and sport

Methodology

Directed

- Master classes
- Oral presentations of exercises

Supervised

- Meetings with the tutor

Autonomous

- Reading articles/reports of interest
- Elaborating assignments and reports
- Individual study

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master Classes	32	1.28	5, 7, 3, 2, 6, 4, 1, 8, 9

Type: Supervised

Meetings with the tutor	22	0.88	5, 7, 3, 2, 6, 4, 1, 8, 9
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Type: Autonomous

Reading and exercises	76	3.04	5, 7, 3, 2, 6, 4, 1, 8, 9
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Assessment

Evidence 1

The teachers will provide materials in master classes about athletic careers, transitions and dual careers. Students will be asked to do a reflective and culturally informed assignment regarding the models and their applicability in different contexts

Evidence 2

The student will interview an athlete about one of the contents developed throughout the course (e.g., dual career, gender, transitions). The student will transcribe the interview and elaborate a report about it.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Reflection based on the material provided by the teachers	40%	8	0.32	4, 1, 8, 9
EV2. Interview to an athlete and report	60%	12	0.48	5, 7, 3, 2, 6

Bibliography

Pallarés, S., Azócar, F., Torregrosa, M., Selva, C., & Ramis, Y. (2011). Modelos de trayectoria deportiva en waterpolo y su implicación en la transición hacia una carrera profesional alternativa. *Cultura, Ciencia Y Deporte*, 6, 93-103. <http://doi.org/10.12800/ccd.v6i17.36>

Pallarès, S., Torregrossa, M., & Pérez-Rivases, A. (2017). No es por casualidad. Seis historias de mujeres en el deporte. Barcelona: Amentia Editorial.

Stambulova, N., & Wylleman, P. (2014). Athletes career development and transitions. In A. G. Papaioanu & D. Hackfort (Eds.), *Companion to sport and exercise psychology: Global perspectives and fundamental concepts* (pp. 603-620). London: Routledge.

Torregrosa, M., Chamorro, J. L., & Ramis, Y. (2016). Transición de júnior a sénior y promoción de carreras duales en el deporte: una revisión interpretativa. *Revista de Psicología Aplicada Al Deporte Y Al Ejercicio Físico*, 1, 1-11.

Torregrosa, M., & González, M. D. (2013). Athletes' careers in Spain: Professionalization and developmental consequences. *Athletes' Careers Across Cultures*. <http://doi.org/10.4324/9780203545683>

Torregrosa, M., Ramis, Y., Pallarés, S., Azócar, F., & Selva, C. (2015). Olympic athletes back to retirement: A qualitative longitudinal study. *Psychology of Sport and Exercise*, 21, 50-56. <http://doi.org/10.1016/j.psychsport.2015.03.003>

Vilanova, A., & Puig, N. (2013). Compaginar la carrera deportiva con la carrera académica para la futura inserción laboral: ¿una cuestión de estrategia? *Revista de Psicología Del Deporte*, 22(1), 61-68.

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<http://doi.org/10.1177/1012690214536168>