

**Physiological, Psychological, Pedagogical and
Social Principles of Physical Exercise and Sport**

Code: 43884
ECTS Credits: 9

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

Principal working language: spanish (spa)

External teachers

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Prerequisites

It is recommended to be familiar with the virtual learning platform in order to follow and interact with the contents of the module. The command of the English language is advised.

Objectives and Contextualisation

The objective of this module is that the student deepens in the study of the different physiological, psychological, pedagogical and sociological aspects and training theory linked to physical activity and sport:

- Physiological bases of physical activity and sports.
- Psychological bases of physical activity and sports.
- Pedagogical basis of physical activity and sport.
- Social bases of physical activity and sports.

Competences

- Analyze critically the most current theories, models and methods in psychological research.
- Analyze the psychological factors that impact sports initiation, performance and abandonment.
- Continue the learning process, to a large extent autonomously.
- 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.

- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.
- Work in teams in a coordinated and collaborative way, and show skills in working in interdisciplinary teams.

Learning Outcomes

1. Analyse the effects of sport activity on the lifelong health and well-being of sports practitioners.
2. Analyse the effects of sports initiation on the health and well-being of children, adolescents and young adults.
3. Continue the learning process, to a large extent autonomously.
4. Identify the main characteristics of theoretical approaches in the study of sport and exercise psychology.
5. Identify the main theoretical models used to study exercise and its links to health.
6. Identify the main theoretical models used to study psychological aspects of sports performance.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Integrate the different models of intervention in sport psychology with regard to physiological, pedagogical and sociological factors.
9. Optimize performance and prioritize the welfare of sportspersons with an ethical commitment.
10. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
11. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.
12. Work in teams in a coordinated and collaborative way, and show skills in working in interdisciplinary teams.

Content

- Physiological basis of physical activity and sport
- Psychological bases of physical activity and sport
- Pedagogical basis of physical activity and sport
- Social basis of physical activity and sports

Methodology

The methodology used is based on addressing the learning process from an open, participatory and constructive environment. Different teaching strategies will be used, directed to the whole class, in small groups and in a personalized way. We want to encourage reflection and the construction of critical knowledge. The way to develop the sessions is *mitjaçant*:

- Master classes
- Oral presentation of works
- Tutorials
- Reading articles / reports of interest
- Preparation of works and reports

Activities

| Title | Hours | ECTS | Learning Outcomes |
|----------------|-------|------|-------------------|
| Type: Directed | | | |
| Master class | 33 | 1.32 | 5, 6, 4, 10, 11 |

| | | | |
|--|----|------|----------------|
| Presentación oral de treballs | 11 | 0.44 | 7, 3, 12 |
| Type: Supervised | | | |
| Tutorials | 44 | 1.76 | 2, 1, 9 |
| Type: Autonomous | | | |
| Preparation of works | 54 | 2.16 | 2, 1, 8, 7, 11 |
| Reading articles / reports of interest | 49 | 1.96 | 2, 1, 8, 10 |

Assessment

The continuous evaluation implies the regular attendance, participation and the development of the formative activities proposed in each one of the sessions. The use and mastery of skills and knowledge will be assessed through the activities of:

- Synthetic written tests
- Written works / reports
- Oral presentation of works

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|------------------------------|-----------|-------|------|-------------------|
| Critical commentary articles | 4 | 5 | 0.2 | 4, 8, 9, 3, 11 |
| Design a report | 15 | 8 | 0.32 | 6, 3, 10 |
| Elaboration of work | 13 | 8 | 0.32 | 1, 5, 4, 12 |
| Learning folder | 8 | 5 | 0.2 | 1, 9, 7 |
| Oral defense | 10 | 2 | 0.08 | 8, 7, 11 |
| Oral presentation | 10 | 2 | 0.08 | 2, 7, 12 |
| Test type test | 15 | 2 | 0.08 | 2, 5, 4, 11 |
| Written test | 25 | 2 | 0.08 | 6, 8, 10 |

Bibliography

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De la Vega, R., Del Valle, S., Maldonado, A., & Moreno, A. (2008). *Pensamiento y acción en el deporte*. Wanceulen: Sevilla.

Garcés, E.J., Olmedilla, A., & Jara, P. (2006). *Psicología y Deporte*. Murcia: Diego Marín.

Olmedilla, A., Abenza, L., Boladeras, A., & Ortín, F. (2011). *Manual de Psicología de la Actividad Física y del Deporte*. Murcia: Diego Marín.

Riera, J. (2005). *Habilidades en el deporte*. Barcelona: INDE.

Solé, J. (2008). *Teoría del entrenamiento deportivo*. Barcelona: Sicropat Sport.

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Weinberg, R.S., & Gould, D. (2010). Fundamentos de Psicología del deporte y del Ejercicio Físico. Madrid: Editorial Panamericana.