

**Applying Assessment Instruments and Intervention
Techniques in Sport and Exercise Psychology**

Code: 43891
ECTS Credits: 9

Degree	Type	Year	Semester
4316214 Psychology of Sport and Physical Activity	OB	1	2

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)

Teachers

Jaume Cruz Feliu
Yago Ramis Laloux
Gerard Soriano Gillue
Jesús Portillo Morilas

External teachers

Antoni Caparrós
Beatriz Galilea
Carles Ventura
Catarina Sousa
Eduardo Amblar
Joan Barangé
Joan Palmi
Joan Vives
Josep Marí

Prerequisites

There are no specific prerequisites for the module.

Objectives and Contextualisation

This model may seem that students are able to:

- Know and apply the assessment tools for psychological intervention applied to the areas of sports initiation, performance and healthy physical activity.
- Know the main techniques of psychological intervention, guidance in the context of sports production.
- Choose the psychological technique that can best fit all three in each particular case.
- Apply the corresponding technique / psychological issues according to the criteria of effectiveness.

Competences

- Analyze critically the most current theories, models and methods in psychological research.
- 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.
- 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.
- Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
- 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. Choose and apply the appropriate techniques, procedures and protocols for detecting and evaluating the different problem areas in the field of sport and exercise.
2. Continue the learning process, to a large extent autonomously.
3. Identify the most suitable evaluation instruments and systems for responding to the needs and requirements of the different sport agents (practitioners, trainers, clubs, etc.).
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 the evidence-based techniques, procedures and protocols for evaluating and intervening in the main problem areas in the field of sport and exercise.
6. Know the main research methods and identify their suitability in relation to the demands of sport.
7. Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
8. Summarise the main mechanisms involved in the psychological processes that intervene in the different sports agents, based on current theories and models.
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

Assessment instruments:

Anamnesis and the interview.

Questionnaires.

Observation and recording.

Psychological intervention techniques:

Goal setting

Activation management.

Focus management

The management of mental images.

Emotional management and beliefs

Self-talk

Applications:

Interdisciplinary work in sports psychology

Arbitration and sports judgment

Case studies

Methodology

For the development of the module, 3 types of training activities are planned:

48 hours of face-to-face teaching activity in the classroom. Most of these hours correspond to lectures with the highest participation by the teacher.

48 hours supervised with group work training activity, tutorials.

129 hours corresponding to autonomous work by the student: search for information, study, preparation of tests and work.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	47	1.88	6, 5, 3, 4, 1
Type: Supervised			
Supervised	47	1.88	3, 4, 1, 8, 9
Type: Autonomous			
Autonomous	129	5.16	7, 4, 1, 8, 9

Assessment

Written test: exam on the contents developed during the module.

Written work: individual development on a case, making use of the contents developed in the module.

Oral presentation: summary presentation of the written work.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Delivery of work / Reports	60%	0	0	7, 5, 4, 2, 1, 9
Oral presentation of works	10%	1	0.04	5, 3, 4, 2, 1, 8, 9
Written tests	30%	1	0.04	7, 6, 5, 3, 4, 1

Bibliography

- Dosil, J. (2002). *El psicólogo del deporte. Asesoramiento e intervención*. Madrid: Editorial Síntesis.
- Font, J. (2018). *Psicología aplicada al MotorSport*. Madrid: Editorial EOS.
- Martin, G.L. (2008). *Psicología del deporte. Guía práctica del análisis conductual*. Madrid: Pearson.
- Mora, J.A. & Díaz, J. (2008). *Control del pensamiento y sus estrategias en el Deporte*. Madrid: Editorial EOS.
- Moran, A. & Toner, J. (2018). *Psicología del Deporte*. Ciudad de México: Editorial Manual Moderno.
- Weinberg, R.S. & Gould, D. (2010). *Fundamentos de psicología del Deporte y del Ejercicio Físico*. Madrid: Editorial Médica Panamericana.