

**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)

Other comments on languages

Most of the working materials are in English. The student is free to choose each of the 3 languages (English, Catalan or Spanish) and their linguistic rights will be preserved

Teachers

Susana Pallares Parejo

Eduardo Amblar Burgos

External teachers

Anna Vilanova

Susana Regüela Saez

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

- Predictable and level specific transitions (e.g., junior to senior, retirement, secondary to university)
- Predictable and holistic transitions (e.g., sporting migration, motherhood)
- Unpredictable and level specific transitions (e.g., olympic cycle disruption)
- Unpredictable and holistic transitions (e.g., covid lockdowns, war)

Athletes' and entourage (coaches, families, etc.) 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

Teaching and assessment methodologies can be modified as a consequence of COVID19 pandemy.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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
Type: Autonomous			
Reading and exercises	76	3.04	5, 7, 3, 2, 6, 4, 1, 8, 9

Assessment

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Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1. Interview to an athlete and report	30%	10	0.4	5, 7, 3, 2, 6
EV2. Reflection based on the material provided by the teachers (Violence & LGTBIQ in sport)	25%	4	0.16	4, 1, 8, 9
EV3. Reflection based on the material provided by the teachers (Women & Sport)	25%	4	0.16	6, 4, 1, 9
EV4. Practical Cases: Sporting Career and Transitions	20%	2	0.08	4, 9

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>

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Torregrossa, M., Chamorro, J. L., Prato, L., & Ramis, Y. (2021). Grupos, Entornos y Carrera Deportiva. In T. García-Calvo, F. M. Leo, & E. Cervelló (Eds.), *Dirección de Equipos Deportivos* (pp. 355-374).

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.
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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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Software

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