

Sport Psychology

Code: 102557
ECTS Credits: 6

2024/2025

Degree	Type	Year
2502443 Psychology	OT	4

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

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 Specialization in Psychological Intervention on Welfare and Quality of Life and in Analysis and Intervention in Educational 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 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

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse scientific texts written in English.
- Analyse the demands and needs of people, groups and organisations in different contexts.
- 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.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Recognise the determinants and risk factors for health and also the interaction between people and their physical and social environment.

Learning Outcomes

1. Analyse a situation and identify its points for improvement.
2. Analyse scientific texts written in English.
3. Analyse the consequences of sport on the health and wellbeing of those who practice it.
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. Critically analyse the principles, values and procedures that govern the exercise of the profession.
9. Define and decide the most appropriate methods and tools to assess the psychological needs of children and young people related to the sport initiation.
10. Describe the consequences of sports initiation on health and wellbeing in children, adolescents and young people.
11. Distinguish and decide the most appropriate methods and tools to assess the psychological needs of athletes in sports situations.
12. Distinguish between the main characteristics of the theoretical focuses in the study of sports psychology and physical activity.
13. 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.
14. Identify situations in which a change or improvement is needed.
15. Identify the different methods of treatment and intervention in the field of psychology applied to sports performance.
16. Identify the main theoretical models used in the study of psychological aspects related to sports performance.
17. Identify the relevant aspects of interaction between sports players and their physical and social environment.
18. Propose new experience-based methods or alternative solutions.

19. Specify the various methods of treatment and intervention in the field of psychology applied to sport initiation.
20. 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: Group dynamics, Team Culture, Leadership and Communication

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
D1. Lectures of the 5 parts of the content	24	0.96	7, 9, 10, 12, 16, 19
D2. Lessons to work on the Scientific Evidence-Based Professional Project (seminars, small groups)	12	0.48	2, 4, 5, 6, 11, 13

Type: Supervised

S2. Supervision of the Scientific Evidence-Based Professional Project	8	0.32	2, 4, 5, 6, 13
S2. Tutoring sessions before the written test	8	0.32	7, 9, 10, 12, 16, 19
Type: Autonomous			
A1. Study written tests	26	1.04	6, 7, 12, 15, 16, 19
A2. Development of the Scientific Evidence-Based Professional Project	70	2.8	2, 4, 5, 6, 9, 11, 13, 15, 19, 20

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.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1: PPBEC Scientific congress and project presentation	10	0	0	2, 4, 5, 6, 9, 12, 15
EV2: Written test Sport Psychologist's Role and Youth sport	30	1	0.04	7, 10, 12, 16, 19
EV3: PPBEC Report	15	0	0	1, 5, 8, 9, 11, 13, 14, 18, 19
EV4: PPBEC Presentation	15	0	0	5, 6, 15
EV5: Written test: psychological processes, intervention techniques and athletic career	30	1	0.04	2, 3, 6, 15, 17, 20

Evidence

Code	Name	Load	Format	Authorship	Via	Week
			(oral, written or both)	(individual, collective or both)	(in-class, virtual or both)	
EV1	Scientific Congress and Project Presentation	10	Both	Collective	Both	11
EV2	Written test Sport Psychologist's Role and Youth sport	30	Written	Individual	In-class	first assessment period
EV3	PPBEC Report	15	Written	Collective	Virtual	14
EV4	PPBEC Presentation	15	Oral	Collective	In-class	14
EV5	Written test: psychological processes, intervention techniques and athletic career	30	Written	Individual	In-class	second assessment period

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 (a) they have obtained a mark of 5 or more as a result of the sum of the evidences, (b) they had a mark of 4 out of 10 in one of the two written tests (EV2 or EV5) and (c) a mean mark between the tests over 3.5. 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) will not be up to reassessment. The student will only be able to obtain a 5 in the final reassessment mark, regardless of the mark obtained in the reassessed evidences.

The single evaluation will take place on the same day and place as the EV5. All the contents of the course will be evaluated with the same evaluation weight as in the continuous evaluation. Both written tests will be carried out (60%) with the same evaluation weight as the continuous EV2 and EV5 (30% + 30%) with multiple choice questions and a professional project report oriented to respond to a specific demand of a sports organization will be delivered (40%). The approximate duration of the test will be 3 hours. The same resit process as the continuous assessment will be applied.

No unique final synthesis test for students who enrol for the second time or more is anticipated.

The guidelines for evaluation can be found in the following link:

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Bibliography

Castillo, Isabel & Álvarez, Octavio (2023). *Psicología Social de la Actividad Física, el Deporte y el Ejercicio*. Madrid; McGraw Hill.

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

Hanrahan, Stephanie. J., & Andersen, Mark. B. (2010). *Routledge Handbook of Applied Sport Psychology: A Comprehensive Guide for Students and Practitioners*

León Zarceño, E.M., Garcés de los Fayos, E.J. (2024). *Fundamentos de Psicología del Deporte*. Editorial Médica Panamericana.

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

Software

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed
(SEM) Seminars	113	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan/Spanish	first semester	morning-mixed