

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

Contact

Name: Eva Parrado Romero

Email: eva.parrado@uab.cat

Teachers

Lluís Capdevila Ortís

Ramon Cladellas Pros

Eduardo Amblar Burgos

(External) Aida Castellà

(External) Albert Casorrán

(External) Alexander Latinjak

(External) Ana Merayo

(External) Eduardo Morelló

(External) Ivan Bonilla Gorrindo

(External) Jaume Sabaté

(External) Jesús David Guerrero

(External) Lina Abellanas

(External) Noemí Bonet

(External) Oriol Mercadé

(External) Paco Díaz Arévalo

(External) Pol Soto

(External) Vicenç Raluy Dorca

(External) Xavier Gasol

Teaching groups languages

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

Prerequisites

There are no prior prerequisites.

Objectives and Contextualisation

The general objective is that the student acquires professional experience from supervised practices by sports psychology professionals, through participation in preparatory activities for professional practice as a psychologist of sport and physical activity; the application of previous theoretical knowledge acquired in the master's degree to the context of applied practice; the use of knowledge of methodology and intervention for collaboration in research projects of the center, if appropriate.

Specifically, professional external practices have as objectives:

- a) To expand, diversify and intensify the contact with the applied professional practice that already began during the studies of degree.
- b) To develop the skills and abilities necessary for the exercise of the profession, including current legislation.
- c) To know the work dynamics and the characteristics of the social and community context to which they will give service.
- d) To know and learn to respond to deontological problems typical of professional practice.
- e) To learn about the development of the professional career and continuing education.
- f) To know the competences and limits in the practical exercise of the profession, that allow them to recognize the cases and situations that are of their competence and to know how to derive to other professionals the cases and situations that surpass his professional qualification.

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.
- 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.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Work in teams in a coordinated and collaborative way, and show skills in working in interdisciplinary teams.

Learning Outcomes

1. Adapt to the dynamics of disciplinary, interdisciplinary and multidisciplinary work in sports teams, centres and organisations.
2. Analyse the models in detail and critically assess them in order to determine which one is best suited to the intervention needs.
3. Apply assessment and intervention systems based on the theoretical premises of the main intervention models in the field of sport and exercise psychology.
4. Assess the particular needs of the different sport agents.

5. Choose and apply procedures, techniques and instruments to assess behaviour, cognitive processes and psychosocial factors in sports initiation, performance and abandonment.
6. Choose and apply the most suitable intervention procedures, techniques and instruments in the context of sport and exercise.
7. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
8. Optimize performance and prioritize the welfare of sportspersons with an ethical commitment.
9. Propose effective psychological intervention programmes.
10. Show skills in interpersonal relations with sports agents (trainers, judges, managers, sportspersons and fans) and the families of school-age sportspersons.
11. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
12. Understand the basic terminology used in the specific sports context of the current job.
13. Work in teams in a coordinated and collaborative way, and show skills in working in interdisciplinary teams.

Content

The general objective of the module is that the student acquires professional experience from supervised practices by professionals in the psychology of sport and physical activity. In this sense, the student goes to an external centre of recognized prestige in the field of sports psychology, with which he has previously signed a collaboration agreement. In this centre the student: a) learns the basic skills of professional practice by collaborating directly with a professional of recognized experience in the field; b) joins the centre and his/her professional team, assisting in the whole process of applied intervention related to some of the real cases that are being carried out.

Specifically, the contents that will be worked on in the practices that will be carried out are the following:

- The participation in preparatory activities for professional practice as a psychologist of sport and physical activity.
- The application of previous theoretical knowledge acquired in the master's degree to the context of applied practice.
- To use the knowledge of methodology and intervention for collaboration in research and intervention projects of the centre, if appropriate.
- The attendance to seminars of the professional teams of the centre.
- The drafting of diagnostic and intervention reports.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical case presentation sessions	15	0.6	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Seminars	15	0.6	1, 2, 3, 4, 7, 11, 12, 13
Type: Supervised			
Face-to-face practice in sports environment	120	4.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Tutorials	80	3.2	1, 2, 3, 4, 7, 11, 12, 13
Type: Autonomous			

Preparation of the training report	40	1.6	2, 3, 4, 7, 9, 11, 12
Reading of articles and reports of interest	30	1.2	2, 7, 11, 12

Directed Activities:

- Practical case presentation sessions
- Seminars

Supervised Activities:

- Face-to-face practice in sports environment
- Tutorials

Autonomous Activities:

- Elaboration of the training report
- Reading of articles and reports of interest

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and/or participation in seminars and scheduled activities	5	0	0	1, 4, 7, 9, 10, 11, 12, 13
Training report	25	0	0	2, 3, 4, 5, 7, 9, 11
Tutor report	70	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

The academic tutors and the tutors of the centre will be responsible for evaluating the development, attendance and compliance with the schedule of practices of the students according to the following procedures:

- a) Memory, portfolio or other alternative format of written work (25%). This document will include the description of the centre, the characteristics and development of the practices with the tasks, experiences and learning carried out. Also, the capacity for reflection and criticism about one's work and the experience of practices in general, with references and pertinent annexes. It is a document that must reflect the learning competences foreseen for this training activity.
- b) Report of the tutor of practices of the centre (70%).
- c) Other complementary evaluation procedures (presentations, posters, group discussions, etc.) (5%).

To pass the module of the external practices students must comply with the sessions and schedules of established practices, deliver the memory of practices within the established period and achieve the learning results established in the module.

Bibliography

The references specified by each center of practices.

Software

No specific software needed

Language list

Information on the teaching languages can be checked on the CONTENTS section of the guide.