

Degree	Type	Year
Psychology of Sport and Physical Activity	OB	1

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

None.

Objectives and Contextualisation

This subject provides students with a grounding in the three main methods of assessment used in psychology of sport and physical activity, that is qualitative, quantitative and synthesis methods. Doing practical activities, students will acquire the knowledge necessary to design empirical or theoretical research in the field of health and sport psychology and to use the scientific method in applied professional settings. Students will develop skills related to data management, analysis and interpretation and to search, select, critically read and synthesize relevant information for scientific research and professional activity.

Competences

- Analyse the data and interpret the results of research in sport and exercise psychology.
- Analyze critically the most current theories, models and methods in psychological research.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Design and plan a research project on applied sport and exercise psychology.
- 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.
- Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- 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. Apply the criteria and procedures used to identify the main characteristics of theoretical approaches in sport and exercise psychology studies.
2. Choose the quality criteria for assessing a qualitative research project, as opposed to those used in assessing a quantitative research project.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
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 criteria that an assessment result should meet to be given credence by different audiences.
6. Prepare a slide to show descriptive research results graphically and interpret them.
7. Search for information in scientific literature using appropriate channels and integrate such information to propose and contextualize a research topic.
8. Sketch out the stages, instruments and procedures in the assessment of a particular intervention in sport psychology, using at least two different assessment techniques.
9. Sketch out the stages, instruments and procedures in the assessment of a particular intervention in sport psychology, using at least two different assessment techniques in the discussion of new cases.
10. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
11. Use scientific terminology to argue the results of research in the context of scientific production, to understand and interact effectively with other professionals.

Content

This subject is structured into the following sections:

Unit 1. Methods: Planning designs for intervention.

1. How to make an intervention for change. 2. How to manage variability. 3. Control of confounding factors.

Unit 2. Methods: Outcome measures.

1. How to measure outcomes. 2. Quality of outcome measures.

Unit 3. Methods: Data analysis.

1. Graphical representation. 2. Visual analysis. 3. Statistical analysis.

Unit 4. Systematic reviews and scoping reviews

1. Literature review. 2. Tools for scientific documentation. 3. Systematic review process.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
lectures	30	1.2	1, 7, 5, 8, 9, 6, 10, 3, 4, 2, 11
Type: Supervised			
tutorials	32	1.28	1, 7, 5, 8, 9, 6, 10, 3, 4, 2, 11
Type: Autonomous			
autonomous activities	82	3.28	1, 7, 5, 8, 9, 6, 10, 3, 4, 2, 11

Attendance-based/directed

Lectures

Supervised

Tutorials

Autonomous

Reading of papers and reports

Development of reports and presentations

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
Delivery of written reports	60%	3.6	0.14	7, 8, 9, 10, 3, 4, 11
Oral presentations	20%	1.2	0.05	1, 7, 5, 6, 10, 3, 2, 11
Test	20%	1.2	0.05	7, 10, 3, 11

The assessment activities will be scheduled throughout the course. Over the sessions, students deliver written reports and oral presentations about the topics covered. Some of the assessment activities will be attendance-based whereas other will be autonomous activities. At the end of the course they must take a test on systematic reviews.

The use of artificial intelligence resources is allowed for the development of assessment evidence.

Feedback on all written assignments and oral presentations is provided during class sessions. The test may be discussed during the interim grade review session at the end of the course.

This subject/ module does not provide for a single assessment system.

Bibliography

American Psychological Association (n.d.). Journal Article Reporting Standards (JARS).
<https://apastyle.apa.org/jars>

Fisterra atención primaria en la red (n.d.) *Metodología de la investigación [Research metohds]*. Elsevier.
<http://www.fisterra.com/formacion/metodologia-investigacion/>

León, Orfelio G. y Montero, Isabel (2003). *Métodos de investigación en Psicología y Educación [Research methods in Psycholgy and Education]*. McGraw Hill.

Losilla, J.M. y Vives, J. (2023). *Análisis de datos con jamovi*. <https://ddd.uab.cat/record/273258>

Losilla, J.M. y Vives, J. (2024). *Revisiones sistemáticas en Ciencias de la Salud*.
<https://ddd.uab.cat/record/266965>

Montero, Isabel y León, Orfelio G. (2002). Clasificación y descripción de las metodologías de investigación en Psicología. *International Journal of Clinical and Health Psychology*, 2(3), 503-508.
<http://www.aepc.es/ijchp/articulos.php?coid=Espa%EF%BF%BDol&id=53>

Software

The free access software Zotero (<https://www.zotero.org/>) will be used to carry out the bibliographic management.

The free access software jamovi (<https://www.jamovi.org/>) will be used to perform statistical analyses.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TEm) Theory (master)	1	Spanish	first semester	afternoon