

Initiation to a Sport: Counselling for Families and Coaches

Code: 43887
ECTS Credits: 9

2025/2026

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

There are no prerequisites in this module.

Objectives and Contextualisation

The objective of this module is to help the student understand the role of the different agents involved in youth sport (e.g., families, coaches, peers) from the analysis and comprehension of the psychological processes involved in this stage of the athletic career.

In this module, the basic psychological processes of motivation for sport are explained. Specifically, main theories, such as achievement goal theory (AGT) and self-determination theory (SDT) are explained to be able to advise the different social agents (families, coaches, organizers of sport competition...) on the optimization of children's sport practice and prevent their discontinuation. Moreover, the student is trained to understand the emotional factors involved in youth sports, enabling to help coping, in a preventive way, with the factors that produce anxiety and stress while prioritizing the positive emotional aspects of sports practice (e.g., fun). This module is considered fundamental for an educational and preventive approach to sport psychology versus a therapeutic approach that would focus on solving athletes' problems once they have occurred.

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.
- Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
- Continue the learning process, to a large extent autonomously.
- 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. Analyse the effects of sports activity on young people's health and well-being.
2. Choose the intervention techniques that are best suited to the performance of psychological interventions during sports initiation.
3. Communicate and justify conclusions clearly and unambiguously to both specialised and non-specialised audiences.
4. Continue the learning process, to a large extent autonomously.
5. Evaluate the effects of psychological interventions in young people.
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. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
9. Summarise and critically synthesise interventions performed with agents of change in sports initiation.
10. Synthesise the role of the different psychological processes in the continuation or abandonment of sport on the part of young people.
11. Work in teams in a coordinated and collaborative way, and show skills in working in interdisciplinary teams.

Content

The main contents addressed in this module are the following:

- Presentation
 - Areas of application and intervention in sport psychology
 - Positive youth development in sport
- Social agents in youth sport
 - Influence of social agents in youth sport: Families, Coaches and Managers
 - Evaluation systems and counseling programs for coaches
 - Taking the perspective of families in youth sport
- Psychological processes of youth sport
 - Motivational aspects of the sport initiation: Main models and theories
 - Emotional processes, anxiety and coping strategies in young athletes
 - Perfectionism and irrational beliefs
- Applied issues

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed			
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Master classes and oral presentations. Written test.	42	1.68	1, 5, 7, 8, 3, 9, 10, 11
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Type: Supervised			
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Follow-up sessions with the academic tutor	48	1.92	5, 2, 11
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Type: Autonomous			
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Reading of articles and reports of interest. Preparation of assignments and reports.	129	5.16	1, 7, 6, 4, 10, 11
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The methodology of this module will be based on the coordinated development of a series of activities (directed, supervised and autonomous) that will guide the student towards the achievement of the learning outcomes.

Directed activities:

The lecturing sessions of the module will be based on master classes directed by the module's lecturers and on the presentation of papers and abstracts of reports prepared by the students.

Supervised activities

Monitoring of student's work during office hours.

Autonomous activities

Study. Confrontation of the information provided in the master classes with the chapters of the handbooks of sport psychology and with recommended articles. Preparation of schemes and summaries.

Preparation of the report: Written preparation of the report as well as the supporting material (power-point) that will be used to orally present the report in the last sessions of the module.

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
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Assignments and reports	20%	0	0	1, 7, 6, 4, 2
Oral presentation of reports	40%	4	0.16	5, 8, 3, 10, 11
Written tests	40%	2	0.08	1, 6, 8, 9, 10

The assessment of this module will be conducted using 3 learning evidences.

EV1: This is a report based on material explained in class or on applied assignments derived from the master classes. EV1 corresponds to the 20% of the final grade.

EV2: Oral presentation of a report prepared individually or in pairs. EV2 corresponds to the 40% of the final grade.

EV3: Written test of synthesis that corresponds to the 40% of the final grade.

SINGLE EVALUATION: This evaluation format will take place on the same day and place as the EV3 of the module. All the contents of the module will be evaluated with the same evaluation weight as in the continuous evaluation: (a) Evaluation of an intervention report based on a real case demand derived from the contents explained in class (40%); Summary of one of the compulsory readings of the subject defined at the beginning of the course; (c) written test of the contents explained (40%). The approximate duration will be 4 hours.

Type of feedback	EV and type	WEEK
Classroom	EV2: oral presentations	W6
Tutoring	EV3: written test EV1: written report	W18/19/20

For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks such as bibliographic or information searches, proof-reading tasks, or translation. Students must clearly identify which sections were generated with this technology, specify the tools used, and include a critical reflection on how they influenced the process and final outcome of the activity. Lack of transparency in the use of AI in the different tasks will be considered a breach of academic honesty and may result in a partial or total penalty in the activity grade, or greater penalties in serious cases.

Bibliography

Books

Almeida, A. S., Arbinaga, F., y Betancor León, M. Á. (2022). *Arbitraje y juicio deportivo. Un análisis desde la pedagogía y la psicología*. Octaedro.

Hill, A. (2023). *The psychology of perfectionism in sport, dance and exercise*. London: Routledge.

Castillo, I. y Álvarez, O. (2023). *Psicología social de la actividad física, el deporte y el ejercicio*. Madrid: McGraw Hill.

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

García-Calvo, T., Leo-Marcos, F. M., y Cervelló, E. (2021). *Dirección de Equipos Deportivos*. Valencia: Tirant Editorial.

Holt, L. & Knight, C. (2014) *Parenting in youth sport: From research to practice*. London: Routledge

Knight, C. J., Harwood, C. G. and Gould, D. (2018). *Sport Psychology for Young Athletes*. New York, NY: Routledge.

León, E. y Garcés de los Fayos, E. (2024). Fundamentos de Psicología del Deporte. Editorial Médica Panamericana.

Weinberg, R.S. i Gould, D. (2010). *Fundamentos de Psicología de la Actividad Física y el Deporte*. 4^a Edición. Madrid: Panamericana.

Chapters and papers

Côté, J., Allan, V., Turnnidge, J., & Erickson, K. (2020). Early Sport Specialization and Sampling. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of Sport Psychology*: Vol. I (pp. 578-594). <https://doi.org/10.1002/9781119568124.ch27>

Gordillo, A. (1992) Orientaciones psicológicas en la iniciación deportiva. *Revista de Psicología del Deporte*, 1, 27-36.

Gordillo, A. (2000) Intervençao com os pais en padres. En Becker B. (Ed.). *Psicología aplicada a Criança no Esporte*. (pp. 119-132). FEEVALE: Brasil.

Holt, N. L., Deal, C. J., & Pankow, K. (2020). Positive Youth Development Through Sport. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of Sport Psychology*: Vol. I (pp. 429-446). Wiley.

Software

Specific software not required.

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