

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

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

Vulnerabilities, gender, LGTBIQ+ and sports career

Activities and Methodology

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	84	3.36	5, 7, 3, 2, 6, 4, 1, 8, 9

Directed

- Master classes
- Oral presentations of exercises

Supervised

- Meetings with the tutor

Autonomous

- Reading articles/reports of interest
- Elaborating assignments and reports
- Individual study

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. Reflection based on the material provided by the teachers (Violence & LGTBIQ in sport)	25%	4	0.16	4, 1, 8, 9
EV2. Reflection based on the material provided by the teachers (Women & Sport)	25%	4	0.16	6, 4, 1, 9
EV3. Practical Cases: Sporting Career and Transitions	20%	2	0.08	4, 9
EV4. Open Question Written Test	30%	2	0.08	5, 7, 3, 2, 6

Evidence Code	denomination	Percent	Format	Authorship	Via	Week
Ev1.		25	written	Individual	Virtual	8

Violences and LGTBIQ in sport											
EV2.	Women in sport	25	written	Individual	Virtual	11					
EV3.	Cases	20	written	Individual	Both	12					
EV4.	Open question exam	30	written	Individual	Presential	12					
Kind of feedback		Evidence			Week						
Written		EV1. Violences and LGTBIQ in sport			10						
		EV4. Open question exam			19						
Digital tool											
Classroom											
tutorial		EV2. Women in sport			12						
		EV3. Cases			19						

The student who presents 40% or less of the evaluation weight of the evidence will be considered non-evaluable.

The single evaluation will be done at the end of the semester. It will consist of a 4-hour face-to-face test in which the 4 evaluation evidences will be evaluated in the following format: a) Written reflection (2), b) Oral presentations of practical cases, and c) Written test with open questions.

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The lack of transparency in the use of AI will be considered a lack of academic honesty and may lead to a penalty in the grade of the activity, or greater sanctions in serious cases.

Bibliography

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Software

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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