

Degree	Type	Year
Psychology of Sport and Physical Activity	OB	1

## Contact

Name: Saül Alcaraz García

Email: Desconegut

## Teachers

Joel Guillen Cots

Eduardo Amblar Burgos

(External) Aida Castellà

(External) Aurelio Olmedilla

(External) Carles Ventura

(External) Gerard Soriano

(External) Ivan Bonilla

(External) Joan Palmi

(External) Jordi Renom

(External) Mar Rovira

(External) Noemi Bonet

## Teaching groups languages

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

## Prerequisites

The Master's own

## Objectives and Contextualisation

The objective of this module is to provide students with an understanding of the basic characteristics of different s

First, a sports classification will be established, followed by an assessment of the most common psychological as

## 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.
- 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.
- Work in teams in a coordinated and collaborative way, and show skills in working in interdisciplinary teams.

## Learning Outcomes

1. Choose the most suitable techniques for performing interventions in different sports and different populations.
2. Choose the most suitable variables and instruments for evaluating the effectiveness of the intervention in different sports.
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. Interpret the results obtained in the evaluation process in order to improve future interventions.
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. Summarise and critically synthesise psychological intervention models applicable to different sports.
9. Summarise and critically synthesise the characteristics of different sports.
10. Synthesise the role of the different factors affecting abandonment in different sports.
11. Synthesise the role of the different factors affecting initiation to different sports.
12. Synthesise the role of the different factors affecting performance in different sports.
13. Work in teams in a coordinated and collaborative way, and show skills in working in interdisciplinary teams.

## Content

\* Optimal psychological states and intervention models in sports performance psychology.

\* Case resolution models

\* Sports classification.

- \* Psychological moments and characteristics of sports.
- \* Psychological assessment systems in specific sports.
- \* Psychological interventions in specific sports:

Hockey - Basketball - Football - Tennis - Golf - Sailing - Motorsports - Athletics - eSports - Taekwondo - Swimming - Artistic Sports - Mountain Sports - Triathlon

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master classes	48	1.92	5, 3, 4, 8, 9, 1, 2, 12, 11, 10, 13
Type: Supervised			
Tutorials	48	1.92	7, 5, 6, 3, 4, 1, 2, 12, 11, 10
Type: Autonomous			
Autonomous activities	123	4.92	7, 5, 6, 3, 4, 8, 9, 1, 2, 12, 11, 10, 13

- Directed activities consist of lectures, preferably in person, classroom exercises, and oral presentations.
- Supervised activities consist of tutorial sessions that students may request.
- Autonomous activities consist of reading scientific articles and reports of interest, writing papers and reports, and personal 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

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1: Attendance and evaluation of classroom practices	20%	2	0.08	7, 5, 6, 8, 1, 2, 12, 11, 10, 13
Ev2: Delivery of work / reports	40%	2	0.08	7, 5, 3, 8, 9, 1, 2, 12, 11, 10
Ev3: Written exam	40%	2	0.08	3, 4, 8, 9, 1, 2, 12, 11, 10

- Students will deliver class exercises related to the topics covered in the module and those will be commented in the sessions (Ev1). Some of these tasks will be carried out individually and others in small groups.
- Throughout the semester, students will prepare a report with the key content learned in each session and their critical reflections on the content and methodologies seen in class (Ev2). This work can be done

individually or in pairs, and will be presented through the Virtual Campus no later than during the week of May 25 to 29, 2026. The report will be evaluated using a rubric, which students will know in advance, and, once their work has been corrected, they will be able to know the scores obtained in each criterion.

- The students will take an individual written exam in the classroom, based on their personal study of the content taught in lectures and files provided by the teachers (Ev3). This exam will be based on cas resolution and will take place the week of May 25 to 29, 2026. This will be evaluated using a rubric, which students will know in advance. Once the tests have been corrected, students will be able to see the scores obtained in each criterion at the time of revision.

To pass the course, students must obtain a mark of 5/10 on each of the three assessment blocks. If an student fails one or more of these blocks, he/she will need to retake them to be in the position to pass the course.

Summary of the feedback given to each activity:

Type of feedback	EV and TYPE	WEEK
Written		
Digital tool	EV2 and EV3	W18 and W19
In class	EV1	Throuout the semester
Tutorial session	EV2 and EV3	W18 and W19

Single evaluation:

This subject does not provide for the single evaluation system.

Note on the use of artificial intelligence:

In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

## Bibliography

Key bibliography:

Beauchamp, M. R., & Eys, M. A. (2014). *Group Dynamics in Exercise and Sport Psychology*. Routledge.

Castillo, S., L., Wooding, C. B., Barba, D. A., Chroni, A. (2022). *Building Consulting Skills for Sport and Performance Psychology: An International Case Study Collection*. Routledge.

Bertollo, M., Filho, E., & Terry, P. C. (2021). *Advancements in Mental Skills Training (ISSP Key Issues in Sport and Exercise Psychology)*. Routledge.

Hemmings, B., & Holder, T. (2009). *Applied Sport Psychology: A Cased-Based Approach: A Case-Based Approach*. Wiley.

Keegan, R. (2015). *Being a Sport Psychologist*. Bloomsbury Academic

Latinjak, A. T., & Hatzigeorgiadis, A. (2021). The Knowledge Map of Sport and Exercise Psychology: An Integrative Perspective. *Frontiers in Psychology*, 12, 661824. <https://doi.org/10.3389/fpsyg.2021.661824>

Tod, D., & Eubank, M. (2020). *Applied Sport, Exercise, and Performance Psychology: Current Approaches to Helping Clients*. Routledge.

Turner, M., & Baker, J. (2014). Tipping The Balance: The Mental Skills Handbook For Athletes. Bennion Kearny Limited.

Wagstaff, C. R.D. (2016). The Organizational Psychology of Sport: Key Issues and Practical Applications. Routledge.

#### Additional bibliography:

Anderson, A.C., Knowles, Z. & Gilbourne, D. (2004). Reflective practice for Sport psychologist: concepts, models, practical implications, and thoughts on dissemination. The Sport Psychologist 18, 188-203.

Dixon, J. G., Baker, J. B., Thelwell, R. C., & Mitchell, I. (2020). The Psychology of Soccer. Routledge.

Dosil, J. (2006) (Ed.). The sport psychologist's handbook. John Wiley & Sons: Chichester.

Mujika, I., Halson, S., Burke, M.L., Balagué, G., & Farrow, D. (2018). An Integrated, Multifactorial Approach to Periodization for Optimal Performance in Individual and Team Sports. International Journal of Sports Physiology and Performance, 13, 538-561

Palmi, J. (2022), El estado óptimo de Rendimiento y autorregulación del deportista. En P. Jodrá, J. Hernández, F. Arbinaga. Actas del XVII Congreso Nacional de fisiología de psicología de la Actividad física y del deporte. (p.25-28). Santander: FEPA.

Palmi, J., Alcubierre, N., Gil Moreno de Mora, G., Reig, F., & Planas-Anzano, A. (2021). 4BR: Educational Training Programme for the Prevention of Sports Injuries in Young Athletes. Int. J. Environ. Res. Public Health, 18, 5487.

Rotella, B. & Cullen, B. (1999). El golf es el juego de la confianza. Madrid: Tutor.

Weinberg, R.S. & Gould, D. (2018), Foundations of Sport and Exercise Psychology. 7 th Ed. (Cap.11-16). Cloth Pass/Ky: Human kinetics.

Williams, J.M. & Krane, V. (2020). (Eds.) Applied Sport Psychology. (8 Ed.). McGraw Hill. Nueva York.

## Software

Not applicable

## 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
(TE) Theory (master)	1	Catalan/Spanish	second semester	afternoon