Universidad Católica de Valencia San Vicente Mártir

Information about the subject

Degree: Bachelor of Science Degree in Psychology

Faculty: Faculty of Psychology

Code: 292030 **Name:** -Psychology of Physical Activity and Sport

Credits: 6,00 **ECTS Year:** The course is not offered this academic year **Semester:** 1

Module: OPTIONAL

Subject Matter: Community psychology and social intervention **Type:** Elective

Field of knowledge: Ciencias de la salud

Department: Basic, Social, and Neuropsychology

Type of learning: Classroom-based learning / Online

Languages in which it is taught:

Lecturer/-s:

Module organization

OPTIONAL

Subject Matter	ECTS	Subject	ECTS	Year/semester
Health psychology	84,00	-Clinical Neuropsychology	6,00	0, 4/1
		-Disorders of Eating Behavior	6,00	4/1
		-Health Psychology	6,00	3, 4/1
		-Legal Psychology	6,00	0, 4/1
		-Main Models of Intervention in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		Mediation and familiar orientation	6,00	3/1
		-New Directions in Psychotherapy	6,00	This elective is not offered in the academic year 24/25
		-Prevention and Treatment of Addictive Behavior	6,00	0, 2, 3/1
		-Psychogerontology	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Chronic Disease and of Rehabilitation	6,00	This elective is not offered in the academic year 24/25
		-Psychology, Grieving and Palliative Care	6,00	4/1

Health psychology		-Psychopharmacology	6,00	4/1
		Sleeping disorders	6,00	4/1
		-Therapy Techniques and Behavior Modification	6,00	This elective is not offered in the academic year 24/25
Transversal psychology	42,00	Anthropology of the Person and Health	6,00	This elective is not offered in the academic year 24/25
		Basic Social and Emotional Skills for Professional Practice of Psychology	6,00	This elective is not offered in the academic year 24/25
		History and Philosophy of the Family	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Religion	6,00	This elective is not offered in the academic year 24/25
		Psychology, and Information and Communication Technologies	6,00	This elective is not offered in the academic year 24/25
		-Qualitative Research Methodology	6,00	This elective is not offered in the academic year 24/25
		Scientific English II	6,00	This elective is not offered in the academic year 24/25

Educational psychology	48,00	-Affective Linkages in the Life Cycle	6,00	This elective is not offered in the academic year 24/25
		Development of Cognitive Skills	6,00	This elective is not offered in the academic year 24/25
		Education for Interculturality	6,00	This elective is not offered in the academic year 24/25
		Educational Intervention for Students with Special Educational Needs	6,00	This elective is not offered in the academic year 24/25
		-Occupational Guidance	6,00	This elective is not offered in the academic year 24/25
		Preventive Intervention and Early Stimulation	6,00	2/1
		-School Psychology	6,00	2, 3/1
		Strategies and Tools for Effective Learning	6,00	This elective is not offered in the academic year 24/25
Psychology of work and human resources	42,00	-Cooperative Work in Interdisciplinary Teams	6,00	This elective is not offered in the academic year 24/25
		-Intervention Techniques in Human Resources	6,00	This elective is not offered in the academic year 24/25

Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 24/25

Psychology of work and human resources		Interview and Psychological Counselling	6,00	This elective is not offered in the academic year 24/25
		Management of the Work Climate in Organisations	6,00	3/1
		Mediation and Intervention in Family Businesses	6,00	This elective is not offered in the academic year 24/25
		-Negotiation and Conflict Resolution	6,00	0, 4/1
		-Psychology of Communication	6,00	2/1
Community psychology and social intervention	54,00	Family and Aid to Dependency	6,00	2/1
		Intervention and Organisation of Socio-cultural Events	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Conflict and Violence	6,00	2/1
		-Psychology of Criminality	6,00	3/1
		-Psychology of Physical Activity and Sport	6,00	This elective is not offered in the academic year 24/25
		-Psychology of Social Intervention	6,00	This elective is not offered in the academic year 24/25
		-Psychology of the Media	6,00	This elective is not offered in the academic year 24/25

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Community psychology and social intervention		Psychosocial Intervention in Disasters and Emergencies	6,00	3/1
		-Social Support Theory and Strategies	6,00	This elective is not offered in the academic year 24/25
Speech therapy psychology	30,00	Acquisition and Development of Language	6,00	This elective is not offered in the academic year 24/25
		Assessment of Language, Speech and Voice	6,00	0/1
		-Language and Hearing Disorders	6,00	0/1
		Linguistic Analysis of Language Disorders	6,00	This elective is not offered in the academic year 24/25
		-Speech and Voice Disorders	6,00	This elective is not offered in the academic year 24/25

Prerequisites

El alumno deberá cursar un mínimo de 30 ECTS de Optatividad, entre las asignaturas activadas en el curso académico.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

R1   Knowing the concepts, theories and main models of Psychology in the community and social intervention context.

R2   Being able to design intervention plans that are adequate to the different contexts of the community environment.

R3   Knowing and acquiring the necessary skills for the correct management of the therapeutic relationship

Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG1	The ability to work in interdisciplinary teams.				x
CG2	The ability to develop and constantly update one's competencies, skills and knowledge according to the profession's standards.			x	
CG3	Showing interest in the quality of one's performance and being able to develop systems to ensure one's service quality.			x	
CG4	Being able to evaluate one's personal performance and knowing one's competencies and limitations.				x

SPECIFIC		Weighting			
		1	2	3	4
CE1	Analyzing needs and requests of addressee functions in different contexts.		x		
CE2	Establishing psychological action goals in different contexts, proposing and negotiating the goals with addressees.			x	
CE7	Analyzing and assessing interaction processes, group dynamics and group and inter-group structures.			x	
CE21	Planning programmes and intervention assessment.		x		
CE26	Writing oral and written reports.	x			
CE27	Knowing and adapting to the psychology code of ethics.				x
CE34	To know different evaluation methods, psychological diagnoses and treatments in different applied domains of Psychology.			x	

| CE37 | To know the different specialities of application of Psychology and to have the knowledge necessary to promote quality of life in individuals, groups, communities and organisations in different contexts. | | | | x |

TRANSVERSAL		**Weighting**			
		1	**2**	**3**	**4**
CT1	Capacity to analyze and synthesize.				x
CT2	Capacity to organize and plan.			x	
CT7	Problem solving.		x		
CT8	Decision making.		x		
CT9	Capacity to work in team.			x	
CT10	Capacity to work in interdisciplinary teams.		x		
CT12	Interpersonal skills.				x
CT15	Ethics.		x		
CT36	Being able to collect information using different kinds of sources.		x		

Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Oral and/or written tests employed in initial, training and/or summative student assessment.
R2, R3	10,00%	Presentation of practical activities.
R2, R3	20,00%	Attendance and active participation: lessons, group assignments and tutoring sessions. It will be monitored and registered by the teacher.
R2, R3	10,00%	Group assignments.

Observations

OTROS ASPECTOS RELEVANTES SOBRE LA EVALUACIÓN:
Para aprobar la asignatura el alumno debe superar por separado los diferentes sistemas de evaluacón (asistencia y participación activa, actividades prácticas y examen). El examen consistirá en una prueba escrita u oral. La prueba escrita puede consistir en la respuesta de un cuestionario tipo test o de preguntas de desarrollo o ambos.
CRITERIOS PARA LA CONCESIÓN DE MATRÍCULA DE HONOR:
Mejores resultados a partir de 9,5 en la nota final, y evidenciar niveles de excelencia en actividades prácticas, así como en laasistencia y participación activa en clase. De acuerdo con la normativa general, sólo se puede daruna matrícula de honor por cada 20 alumnos no por fracción de 20, con la excepción del caso degrupos de menos de 20 alumnos en total, en los que se puede dar una matrícula.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	75,00%	Final evaluation consisting of essay questions and hypothetical scenarios.
R2, R3	5,00%	Submitted tasks
R2, R3	20,00%	Attendance and participation in synchronic communication activities.

Observations

OTROS ASPECTOS RELEVANTES SOBRE LA EVALUACIÓN:
Para aprobar la asignatura el alumno debe superar por separado los diferentes sistemas de evaluacón (asistencia y participación activa, actividades prácticas y examen). El examen consistirá en una prueba escrita u oral. La prueba escrita puede consistir en la respuesta de un cuestionario tipo test o de preguntas de desarrollo o ambos.
CRITERIOS PARA LA CONCESIÓN DE MATRÍCULA DE HONOR:
Mejores resultados a partir de 9,5 en la nota final, y evidenciar niveles de excelencia en actividades prácticas, así como en laasistencia y participación activa en clase. De acuerdo con la normativa general, sólo se puede daruna matrícula de honor por cada 20 alumnos no por fracción de 20, con la excepción del caso degrupos de menos de 20 alumnos en total, en los que se puede dar una matrícula.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.
Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1   Teacher presentation of contents, competency analysis, explanation and demonstration of capacities, abilities and knowledge in the classroom (presential modality).

M2   Teacher-supervised groupwork sessions: case studies, diagnostic tests, problems, fieldwork, IT room, visits, data searches, libraries, web, Internet, etc. Building knowledge significantly through interaction and student activities (presential modality).

M3   Supervised monographic sessions with shared participation.

M4   Application of interdisciplinary knowledge.

M6   Personalized attention in small groups. Training and/or orientation period by a teacher aimed at revising and discussing the materials and topics presented in the lessons, seminars, lectures, assignments, etc.

M7   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M8   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and/or tutoring sessions in small groups. Tasks done on the platform or other virtual spaces.

M9   Students' independent study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be presented or handed in during theory lessons, practical lessons and /or small-group tutoring sessions. Tasks on the platform or other virtual spaces.

M11   Teacher presentation of contents, competencies analysis, explanation and demonstration of capacities, abilities and knowledge on the virtual classroom.

M12   Group work sessions via chat moderated by the teacher. Case studies –both real and fictional– aimed at building knowledge through interaction and students' activities. Critical analysis of values and social commitment.

M13   Monographic sessions throughout the course, focused on current aspects and applications of the subject.

M14   Set of oral and/or written tests employed in initial, training or summative assessment of the student.

M15   Student's individual study: individual preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or turned in in electronic format.

M16   Individualized attention for the monitoring and orientation in the learning process, performed by a tutor in order to revise and discuss the materials and topics, seminars, readings and assignments, etc.

M17   Group preparation of readings, essays, problem resolution, seminars, assignments, reports, etc. to be discussed or handed in.

M18   Participation and contributions to discussion forums related to the subject and moderated by the module's teacher.

M19   Problem resolution, comments, reports to be handed in according to the deadlines throughout the course.

IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge. M1	R1, R2, R3	25,00	1,00
PRACTICAL CLASSES Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity. M2	R2, R3	25,00	1,00
OFFICE ASSISTANCE Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M6	R1, R2, R3	7,50	0,30
ASSESSMENT Set of oral and/or written tests used in initial, formative or additive assessment of the student. M7	R1, R2, R3	2,50	0,10
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M8	R2, R3	50,00	2,00
INDEPENDENT WORK Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform. M9	R1, R2, R3	40,00	1,60
TOTAL		**90,00**	**3,60**

ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Virtual session (distance learning) M11	R1, R2, R3	25,00	1,00
Virtual practical session (distance learning) M12	R2, R3	12,50	0,50
Seminar and virtual videoconference (distance learning) M13	R1, R2, R3	6,00	0,24
In-person or virtual assessment (distance learning) M11	R1, R2, R3	2,50	0,10
Individual tutoring sessions (distance learning) M16	R1, R2, R3	7,50	0,30
Discussion forums (distance learning) M18	R1, R2, R3	1,50	0,06
Continuous assessment activities (distance learning) M14, M17	R1, R2, R3	5,00	0,20
TOTAL		**60,00**	**2,40**

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work activities (distance learning) M15	R1, R2, R3	50,00	2,00
Teamwork (distance learning) M17	R1, R2, R3	40,00	1,60
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Introduction to sport psychology	History of sport psychology. Role of the sports psychologist
Motivational processes in sport and exercise	Attribution. Self-confidence. Motivational theories. Determinants in sports practice. Goal setting.
Group processes in sport	Formation of sports grups. Cohesion in sport. Leadership in sport.
Performance-related psychological skills	Attention and concentration. Arousal control, anxiety and stress.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Introduction to sport psychology	6,00	12,00
Motivational processes in sport and exercise	8,00	16,00
Group processes in sport	8,00	16,00
Performance-related psychological skills	8,00	16,00

References

Cox, R. H. (2008). Psicología del deporte: conceptos y sus aplicaciónes. Madrid: Editorial Médica Panamericana.

Cruz, J. (2001). Psicología del deporte: personalidad, evaluación y tratamiento psicológico. Madríd: Síntesis

Dosil, J. (2004). Psicología de la actividad física y del deporte. Madrid: McGraw-Hill.

Olmedilla, A., Garcés, E. J. Nieto, G. (2005). Manual de psicología del deporte. Murcia: Diego Martín.

Weinberg, R. S., Gould, D. (2010). Fundamentos de psicología del deporte y del ejercicio físico. Madrid: Editorial Médica Panamericana.

Supplementary bibliography

Bakker, F. C. (1993). Psicología del deporte. Conceptos y aplicaciones. Madrid: Morata.

Cruz, J. y Riera, J. (1991). Psicología del deporte. Aplicaciones y perspectivas. Madrid: Martínez Roca.

Koch, K. (1981). Hacia una ciencia del deporte. Argentina: Kapelusz.

Martin, D. (2006). Tenis: consejos psicológicos para vencer. Armenia (Colombia): Kinesi.

Murray, J. F. (2002). Tenis inteligente: cómo jugar y ganar el partido mental. Barcelona: Paidotribo.

Ribeiro Da Silva, A. y Celia, M. (1975). Psicología del deporte y preparación del deportista. Argentina. Kapelusz.