Information about the subject

Degree: Bachelor of Sciences of Physical Activity and Sport

Faculty: Faculty of Physical Activity and Sport Sciences

Code: 281105 **Name:** Sport Psychology

Credits: 6,00 **ECTS Year:** 1 **Semester:** 2

Module: 1) Basic Training Module

Subject Matter: Behavioral and social foundations of human motor skills. **Type:** Basic Formation

Field of knowledge: Health Sciences

Department: Basic Sciences and Cross-disciplinary Subjects

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

1) Basic Training Module

Subject Matter	ECTS	Subject	ECTS	Year/semester
Biological and Mechanical Foundations of Human Motor Skills	36,00	Biochemistry and Human Physiology	9,00	1/2
		Biomechanics of Physical Activity	6,00	2/1
		Human Anatomy	9,00	1/2
		Kinesiology	6,00	2/1
		Physiology of Exercise	6,00	2/1
Behavioral and social foundations of human motor skills.	24,00	History and Sociology of Physical Activity and Sport	6,00	1/2
		Sport Psychology	6,00	1/2
		Statitics and Data Processing	6,00	2/2
		Technology Applied to Physical Activity and Sport	6,00	1/1

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 Identify determinants of self-confidence and motivation in the context of physical education, exercise, and sports, as well as their impact on adherence to physical activity and/or sports and overall athletic performance.

R2 Recognize motivational variables that enhance adherence to physical exercise and sports practice, as well as optimal psychosocial development for practitioners.

R3 Identify strategies for creating group dynamics that promote cohesion, conflict resolution, and the transmission of educational and performance-related values in the context of physical education, exercise, and sports.

R4 Understand attentional processes involved in learning and practicing exercise and sports, and apply them to provide effective instructions and utilize teaching and training methodologies.

R5 Recognize cognitive and behavioral mechanisms related to anxiety responses, acquire resources to manage such responses, and create favorable learning and performance environments.

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	60,00%	Written and/or practical tests.
R1, R2, R3, R4, R5	40,00%	Exercises and Practices in the Classroom.

Observations

·Students may keep the assessment instruments passed during the 3 years following the first enrolment.

·In the written and/or practical tests, there will be 2 mid-term exams that are taken alternatively or eliminating. In each of the mid-term exams there are 20 true/false multiple-choice questions.

·It is necessary to obtain 40% in all the instruments to pass the course. If this criterion is not met, the student will be graded with a maximum of 4.5 in that exam session.

·This subject can be applied for a single assessment by means of a request to the Secretary's Office, providing the appropriate evidence and justification for the request. This is essential for the application to be assessed by the subject's teaching staff.

The detailed explanation (procedure of the tasks) as well as the evaluation instruments (cards or rubrics) of each section will be published on the platform of each group at the student's disposal.

Use of Artificial Intelligence Tools in the CAFD Degree Program

Use of Artificial Intelligence tools in the CAFD degree program In the Bachelor's Degree in Physical Activity and Sports Sciences (CAFD), the use of Artificial Intelligence (AI) tools is permitted in a complementary and responsible manner, as long as it contributes to active learning, the development of critical thinking, and the improvement of students' professional skills. Under no circumstances should AI replace personal effort, direct practice, or independent reflection, which are fundamental pillars of this degree program.

Permitted Uses of AI:
·Obtaining alternative explanations of theoretical or methodological concepts.
·Generating outlines, concept maps, or summaries to support study.
·Simulating interviews, questionnaires, or training sessions as part of methodological or research practices.
·Receiving feedback on report writing, provided that the original content is the student's own.
·Supporting the search for bibliography or scientific references, always contrasting with reliable and real academic sources, and respecting the CAFD regulations for the presentation of university work.

Prohibited Uses of AI:
·Writing complete sections of academic papers, classroom exercises and practices, internship reports, journals, or portfolios, as well as the Final Degree Project.
·Formulating hypotheses, objectives, or conclusions for academic work.
·Replacing qualitative or quantitative data analysis with automated tools without human validation.
·Creating videos, presentations, or avatars with AI as a substitute for the student's oral or practical presentation.
·Obtaining automatic answers to tests, rubrics, or assessable activities through the use of AI.

Citation and Attribution Guidelines:
·Any use of AI tools must be explicitly acknowledged in the submitted document (e.g., in a footnote or appendix).
·The name of the tool, the purpose of use (e.g., grammatical review, organization of ideas, interview simulation), and where it was used in the work must be indicated.
·Responsible use of AI will be evaluated within the framework of originality, academic honesty, and digital competence.

Additional recommendations:
Students are encouraged to combine the use of AI with traditional methods (manual problem solving, practical session design, direct observation, etc.) to ensure the comprehensive development of their skills.

If there are any doubts about the permitted use of AI in a specific activity, students should consult the faculty responsible for the course.

Learning activities

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

M1 Attendance at practices.

M2 Resolution of problems and cases.

M3 Discussion in small groups.

M4 Practical laboratories.

M5 Presentation of content by the teacher.

M6 Practical lesson.

M7 Group dynamics and activities.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASS: Presentation of contents by the teacher. Competency analysis. Demonstration of capabilities, skills and knowledge in the classroom. M3, M5, M7	R1, R2, R3, R4, R5	40,00	1,60
PRACTICAL CLASS / SEMINAR: Group dynamics and activities. Resolution of problems and cases. Practical laboratories. Data search, computer classroom, library, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M6, M7	R1, R2, R3, R4, R5	14,00	0,56
EVALUATION: Set of oral and/or written tests used in the evaluation of the student, including the oral presentation of the final degree project. M2, M7	R1, R2, R3, R4, R5	4,00	0,16
TUTORING: Supervision of learning, evolution. Discussion in small groups. Resolution of problems and cases. Presentation of results before the teacher. Presentation of diagrams and indexes of the proposed works. M3	R1, R2, R3, R4, R5	2,00	0,08
TOTAL		**60,00**	**2,40**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Problem solving. Preparation of exercises, memoirs, to present or deliver in classes and/or in tutoring. M2, M7	R1, R2, R3, R4, R5	45,00	1,80
SELF-EMPLOYED WORK: Study, Individual preparation of exercises, assignments, reports, to present or deliver in classes and/or in tutoring. Activities in platform or other virtual spaces. M2	R1, R2, R3, R4, R5	45,00	1,80
TOTAL		**90,00**	**3,60**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Introduction to sport psychology	Introduction to sport psychology
2. Causal attribution in the context of sport and physical activity	Causal attribution in the context of sport and physical activity
3. Self-confidence-self-efficacy in the context of physical activity and sport	Self-confidence-self-efficacy in the context of physical activity and sport
4. Motivation in the context of sport and physical activity	Motivation in the context of sport and physical activity
5. The sports group: Group performance and cohesion	The sports group: Group performance and cohesion
6. Leadership in the context of sport and physical activity	Leadership in the context of sport and physical activity
7. Attention-concentration in the context of physical and sporting activity	Attention-concentration in the context of physical and sporting activity
8. Activation, anxiety and stress in the context of sport and physical activity	Activation, anxiety and stress in the context of sport and physical activity

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Introduction to sport psychology	2,00	4,00
2. Causal attribution in the context of sport and physical activity	4,00	8,00
3. Self-confidence-self-efficacy in the context of physical activity and sport	4,00	8,00
4. Motivation in the context of sport and physical activity	5,00	10,00
5. The sports group: Group performance and cohesion	4,00	8,00
6. Leadership in the context of sport and physical activity	3,00	6,00
7. Attention-concentration in the context of physical and sporting activity	3,00	6,00
8. Activation, anxiety and stress in the context of sport and physical activity	5,00	10,00

References

BASIC REFERENCES:
·Weinberg, R.S., & Gould, D. (2010). Fundamentos de psicología del deporte y el ejercicio físico. Madrid: Editorial Médica Panamericana
·Cox, R.H. (2007). Psicología del deporte. Conceptos y sus aplicaciones. Madrid: Editorial Médica Panamericana.

COMPLEMENTARY REFERENCES:
·Hernandez Mendo, A. (2005). Psicología del Deporte (Vol I). Sevilla: Wanceulen.
·Hernandez Mendo, A. (2005). Psicología del Deporte (Vol III). Sevilla: Wanceulen.
·Olmedilla, A., Garcés de los Fayos, E.J., & Nieto, G. (2002). Manual de Psicología del Deporte. Murcia: Diego Martín.
·Dosil, J. (2004). Psicología de la Actividad Física y del Deporte. Madrid: McGraw-Hill.
·Márquez, S. (2004). Ansiedad, estrés y deporte. Madrid: EOS