

1. BASIC INFORMATION

Course	Module 5: Psychology and Sociology of Sports and Competition
Degree program	Master's Degree in Sports Training and Nutrition
School	Real Madrid Graduate School/School of Sports Sciences
Year	First
ECTS	2 ECTS
Credit type	Mandatory
Language(s)	English
Delivery Mode	Campus-Based
Semester	Annual
Academic Year	2020/2021
Coordinating professor	Dr. GERMAN DIAZ UREÑA/ALBERTO LORENZO CALVO

2. PRESENTATION

“Psychology and Sociology of Sports and Competition” is a complementary module and at the same time fundamental due to the importance of psychology and sociology in sports performance. This module covers psychological variables related to sports training and performance, aspects related to competition, the importance of family in the development of sporting talent, and the key psychosocial factors affecting elite sportspeople.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- *CB1. Students should possess and understand knowledge that provides a basis or opportunity to be innovative in the development and/or application of ideas, often in a research context.*
- *CB2. Students should be able to apply their acquired knowledge and problem-solving ability in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.*

- *CB3. Students should be able to integrate knowledge and tackle the complexity of formulating judgements based on information that, being incomplete or limited, includes reflections on social and ethical responsibilities related to the application of their knowledge and judgements.*
- *CB4. Students should be able to communicate their conclusions –and the ultimate reasons that support them– to specialized and non-specialized audiences in a clear and unambiguous way.*
- *CB5. Students should possess learning skills that allow them to continue studying in a largely self-directed or autonomous way.*

Cross-curricular competencies:

- *CT1. Self-learning skills: being able to choose the most effective strategies and tools at the most appropriate time to learn and autonomously put our learning into practice.*
- *CT2. Self-confidence: being able to assess our own results, performance and capabilities with the inner conviction that we are capable of meeting the demands of a given task or challenge.*
- *CT3. Capacity to adapt to new situations: being able to assess and understand different situations, adapting our own approach insofar as is necessary or appropriate.*
- *CT4. Analysis and synthesis skills: being able to break down complex situations into their constituent parts, as well as to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.*
- *CT6: Interpersonal skills: being able to interact positively with other people by verbal and non-verbal means through assertive communication, this being the ability to express or transmit what one wants, thinks or feels without inconveniencing, insulting or upsetting the other person.*
- *CT7. Responsibility: being able to fulfill the commitments a person makes to themselves and to others when performing a task and trying to achieve a set of goals as part of the learning process. The ability of any individual to acknowledge and accept the consequences of their own actions.*
- *CT9: Teamwork: being able to participate and cooperate actively with other people, areas and/or organizations in order to achieve common goals.*

Specific competencies:

- CE1. Having in-depth knowledge of how the human organism adapts to different physical loads in individuals of different ages and performance levels, or that belong to special population groups.
- CE2. Analyzing and applying physiological, biomechanical, psychological and social principles to different sporting fields and nutrition, identifying unsuitable practices that represent a health risk, in order to avoid them and correct them in the different types of population.
- CE11. Acquiring knowledge independently (self-learning).

Learning outcomes:

- RA1. Understanding of fundamental concepts related to the psychological aspects involved in sports performance.
- RA2. Understanding of personal aspects related to the functioning of experts who influence sportspeople.
- RA3. Verification, based on practical cases and research outcomes, of the relation between different psychological variables.
- RA4. Understanding of psychological aspects involved in technical, tactical and physical aspects.
- RA5. Carrying out case studies with the aim of preventing possible difficulties that can arise while playing sports.
- RA6. Carrying out case studies with the aim of differentiating psychological aspects involved in training and in competition.

The table below shows the relationship between the competencies developed in the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT9 CE1, CE2, CE11	RA1
CB1, CB2, CB3, CB4, CB5 CT3, CT4, CT6, CT7, CT9 CE1, CE2	RA2
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT6, CT7, CT9 CE1, CE11	RA3

CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT4, CT6 CE1, CE2, CE11	RA4
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT4, CT6, CT7, CT9 CE1, CE2, CE11	RA5
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT4, CT6, CT7 CE1, CE2, CE11	RA6

4. COURSE CONTENT

1. Areas of application of psychology
2. Psychological variables involved
3. Importance of assessment in the context of sports and tools to use
4. Aspects related to training
5. Aspects related to competition
6. Psychological functioning of experts

5. LEARNING METHODOLOGIES

The types of teaching methodologies are listed below:

- Master Class
- Case Method
- Cooperative learning
- PBL

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours
Psychosocial factors associated with talent development	15 hours on campus 20 hours of self-directed learning
Factors associated with developing trainer expertise	5 hours on campus 10 hours of self-directed learning
TOTAL	50 h

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Activity 1. Group work on the psychosocial factors associated with developing sports talent	100%
Activity 2. Practical session in class on the characteristics of expert trainers	PASS or FAIL

When you access the course on the *Campus Virtual*, you'll find a description of the activities you have to complete, as well as the deadlines and assessment procedures for each one. The activities can be changed due to master's needs.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10. The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This section indicates the schedule with delivery dates of evaluable activities of the subject:

Assessable activity	Date
Activity 1. Group work on the psychosocial factors associated with developing sports talent	May
Activity 2.	May

Practical session in class on the
characteristics of expert trainers

This schedule may undergo modifications for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

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10. DIVERSITY ATTENTION UNIT

Students with specific educational support needs:

Adaptations or curricular adjustments for students with specific educational support needs, in order to guarantee equal opportunities, will be guided by the Diversity Attention Unit (UAD).

The issuance of a report of curricular adaptations / adjustments by said Unit will be essential, so students with specific educational support needs should contact through: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.