

1. BASIC INFORMATION

Course	Module 7: Seminars of Scientific and Professional Interest
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. HELIOS PAREJA/GERMAN DÍAZ UREÑA

2. PRESENTATION

“Seminars of Scientific and Professional Interest” is a complementary module that covers state-of-the-art aspects of sports training and nutrition through seminars featuring prominent figures in these fields, mainly from elite clubs with successful experiences in the world of sports. The seminars may change according to the latest trends and the specific profile of the students.

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.
- *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.

- CE3: Understanding and knowing how to access scientific documentation related to the areas of human performance and sports nutrition.
- CE9: Diagnosing level of physical fitness, motor skills and nutritional health in order to be able to design training programs and provide nutritional advice applicable to different sporting specialties and performance levels.
- CE11. Acquiring knowledge independently (self-learning).

Learning outcomes:

- RA1. Being able to interpret and use the different techniques, methods and devices applied in the field of sports training and nutrition.
- RA2. Understanding the contribution that new knowledge can make to sports training and nutrition.
- RA3. Being able to use new technologies to improve capabilities and work outcomes, as well as to generate ideas to improve outcomes in the field of sports training and nutrition.
- RA4. Understanding the specific responses of sportswomen exposed to different physical workloads.
- RA5. Knowledge of legal rulings related to doping, and the use of nutritional supplements in sports.

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, CT6, CT7, CT9 CE1, CE2, CE3, CE9, CE11	RA1
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT6, CT7, CT9 CE1, CE2, CE3, CE9, CE11	RA2
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT6, CT7, CT9 CE1, CE2, CE3, CE9, CE11	RA3
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT6, CT7, CT9 CE1, CE2, CE3, CE9, CE11	RA4
CB1, CB2, CB3, CB4, CB5 CT1, CT2, CT3, CT6, CT7, CT9 CE1, CE2, CE3, CE9, CE11	RA5

4. COURSE CONTENT

For guidance only. It will depend on student profile and demand.

1. Supervision of training and nutrition for sportswomen.
2. Use of telemetry control systems to analyze muscular response to different physical training loads.
3. Monitoring of neurophysiological response to different workloads and recovery programs using Omegawave technology.
4. Latest advances in doping control techniques in sports.

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
Trends in strength training	5 hours on campus 10 hours of self-directed learning
Trends in sports nutrition and supplementation	5 hours on campus 10 hours of self-directed learning
Sports research seminar	5 hours on campus 5 hours of self-directed learning
Technology and performance	5 hours on campus 5 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. Trends in strength training	25%
Activity 2. Trends in sports nutrition and supplementation	25%
Activity 3. Sports research seminar	25%
Activity 4. Technology and performance	25%

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. Trends in strength training	May
Activity 2. Trends in sports nutrition and supplementation	May
Activity 3. Sports research seminar	April
Activity 4. Technology and performance	June

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

Literature search is part of the student's self-directed learning. The professor may offer the student guidance in this search.

The bibliography will be specific to each seminar.

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.