



UCAM
UNIVERSIDAD
CATÓLICA DE MURCIA

Teaching Guide 2018/2019

Psychology and Behavioral Analysis in Sports

Degree in the Science of Physical Activity and Sport

On-site Teaching Method

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Psychology and Behavioral Analysis in Sport

Module: **Basic Sciences**

Subject: **Basic Sciences**

Type: **Basic Training**

No. of credits: **6 ECTS**

Time period: **First course – 2ns semester**

Subject Teacher: **Dr. Luis Manuel Martínez Aranda**

Email: Immartinez2@ucam.edu

Office hours for pupils: **Tuesdays (9:30am to 11:30pm)**

Coordinating Teacher of module, subject or course: **Dr. Luis Manuel Martínez Aranda**

Brief Description

This subject is directly related to some of the general and specific objectives of the Degree, such as "to apply the knowledge acquired to one's work in a professional manner and possess the skills necessary for the development and defense of arguments and problem solving within the field of the science of physical activity and sport", and "to possess the learning skills needed to undertake further studies with a high degree of autonomy".

More specifically, this relates to the objective of "knowing and understanding the behavioral and social factors that condition the practice of physical activity and sport".

The subject of Psychology and the behavioral analysis of sport contributes to reaching these objectives, laying the general conceptual foundations that provides students with a base of sufficient psychological knowledge that may be applied in their future research, teaching, and professional development.

This course focuses on the analysis of human behavior in certain types of situations; specifically in the context of sport and physical exercise. Fundamentally, it deals with personal motivations; How to control one's thinking, emotions and feelings, and how a person's conduct can be more effective.

Requisitos Previos

There are no prerequisites

Objetives

- ✓ Learn about the principal psychological theories related to physical activity and sport.
- ✓ Integrate a basic knowledge of Psychology into the field of human motor behavior.
- ✓ Learn the techniques and procedures for the research of Physical Activity and Sport Psychology.
- ✓ Effectively use the bibliographic sources for Sport Psychology

Skills and Learning Outcomes

Transferable Skills

- (CT1) Capacity for analysis and synthesis.
- (CT3) Oral and written communication in native language.
- (CT6) Capacity for information management.
- (CT7) Problem solving.

Specific Skills

- (CES4) Be able to apply the psychological and psychosocial aspects of human movement to physical activity and sport.
- (CES6) Apply psychological, behavioral, educational and social principles to the different fields of physical activity and sport.

Learning Outcomes

- (RA) To understanding, reason, and synthesize content from various fields of knowledge.
- (RA) Express oneself correctly orally and in writing in a native language.
- (RA) Organize and know how to use information from different contexts.
- (RA) Acquire skills necessary for conflict resolution.
- (RA) Distinguish and relate the implications that the psychological and social aspects of human movement have on physical activity and sport.
- (RA) Design motor-physical activities that take into account the psychological and social aspects of human movement.
- (RA) Design activities that apply psychological, behavioral, educational, and social principles to the different fields of physical activity and sport.
- (RA) Distinguish and relate to activities in which psychological, behavioral, social and pedagogical principles are applied in different fields of physical activity and sport.
- (RA) Adequately use spelling and grammar rules in oral and written language.
- (RA) Acquire an ethical commitment to the construction of a democratic and plural society.
- (RA) Collaborate with other professionals, recognizing the different contributions made by other fields of knowledge to professional exercise.
- (RA) Take actions to encourage the interest in and motivation for research.

Methodology

Methodology	Hours	On-site Working Hours	Off-site Working Hours
Theoretical-practical presentation	42	60 hours (40%)	
Discussion groups, seminars	12		
Tutorials	3		
Assessment	3		
Autonomous work of the student	60		90 hours (60%)
Study preparation and presentation, analysis of scientific articles and Bibliographic research	30		
Methodology	Hours	On-site Working Hours	Off-site Working Hours

Syllabus

Programme of Theoretical Teaching

UNIT. 1. INTRODUCTION TO SPORT PSYCHOLOGY

- Topic 1. Concepts and Research Methods in Sport Psychology
 - 1. 1. Concepts and Research Methods in Sport Psychology
 - 1.1.1. Fundamental research in Sports Psychology
 - 1.1.2. Proposals for future lines of research in Sport Psychology
 - 1.2. Scientific Method
 - 1.2.1. Formulation of the scientific problem
 - 1.2.2. Bibliographic review
 - 1.2.3. Setting Objectives
 - 1.2.4. Setting hypotheses

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- 1.2.5. Identification of variables
 - 1.2.6. Examples of variables
 - 1.3. Research procedure
 - 1.3.1. Selecting a Sample
 - 1.3. 2. Designing Research
 - 1.3.3. Measuring instruments
 - 1.3.4. Analysis and representation of data
 - 1.3.5. Arguments and Conclusions
 - 1.3.6. Bibliographic references
 - 1.4. Practical activities
- Topic 2. Historical development of Sports Psychology
- 2.1. Historical development of Sports Psychology
 - 2.2. Limitations in the development of the concept of Sports Psychology
 - 2.2.1. Theoretical aspects
 - 2.2.2. Methodological aspects
 - 2.3. Periods of Sports Psychology
 - 2.3.1. 1879-1919: EXPERIMENTAL PSYCHOLOGY
 - 2.3.2. 1920-1939: Immediate background
 - 2.3.3. 1940-1964: Research on Motor Learning
 - 2.3.4. 1965-1979: Official Recognition
 - 2.3.5. Development of Sport Psychology from the 80's
 - 2.4. History of Sport Psychology in Spain
 - 2.4.1. First stage: 1960-1964
 - 2.4.2. Second stage: 1965-1972
 - 2.4.3. Third Stage: 1973-1980
 - 2.4.4. Fourth Stage: 1981-1990
 - 2.4.5. From 1991 until now
 - 2.4.6. Sport Psychology in the Autonomous Community of the Region of Murcia.
 - 2.5. Practical activities

UNIT. 2. BASIC PSYCHOLOGICAL PROCESSES ASSOCIATED WITH PHYSICAL ACTIVITY AND SPORT.

- Topic 3. Functional analysis of behavior in sports and physical exercise
- 3.1. Behavioral Theory
 - 3.2. Positive and negative approaches to influence behavior
 - 3.2.1. Types of reinforcement
 - 3.2.2. Resistance programmes
 - 3.2.2.1. Motivational programmes
 - 3.2.2.2. Interval programmes
 - 3.2.3. Avoidance or escape programmes
 - 3.2.4. Definition of punishment
 - 3.2.5. Types of punishment
 - 3.2.6. Disadvantages of punishment
 - 3.3 Principles for the effective use of positive reinforcement
 - 3.4. Records of behavior
 - 3.5. Emotional effects of reinforcement and punishment

3.6. Practical activities

-Topic 4. Sport and personality

4.1. Definition of personality

4.1.1. Approaches to personality

4.1.2. Structure of personality

4.1.3. Personality Assessment

4.2. The profile of the high-performance sports

4.2.1. Mental strategies used by successful athletes

4.2.2. Sport specificity and personality

4.2.3. Personality and sports performance: Two current perspectives. 39 - 49 15

4.2.4. Studies on individual differences and sports performance

4.3. Moods and athletic performance

4.3.1. The Iceberg profile

4.4. Practical Activities

-Topic 5. Motivation and sports practice

5.1. Definition of motivation

5.2. Theories of motivation

5.2.1. Intrinsic Motivation / Extrinsic Motivation

5.2.2. Theory on the motive for achievement

5.2.3. Attribution Theory

5.2.3.1. General model of the attribution process

5.2.3.2. Weiner Model of attribution (1979)

5.2.3.3. Attributional theory of motivation and emotion (Weiner, 1985)

5.2.3.4. Weiner model on emotions and expectations

5.2.3.5. Global specificity: A fourth dimension

5.2.3.6. Model of learned helplessness and attributions

5.2.4. The goal perspective theory

5.3. Practical ACTIVITIES

-Topic 6. Activation, stress and anxiety

6.1. Concept of activation

6.1.1. Types of activation: physiological activation, behavioral activation, cognitive activation, positive and negative activation.

6.1.2. Physiology of activation

6.2. Concept of anxiety

6.2.1. Types of anxiety

6.2.2. Types of anxious state

6.2.3. Indices for measuring activation and anxiety

6.3. Concept of stress

6.3.1. Stress process

6.3.2. Sources of anxiety and stress

6.4. Theories of relationship anxiety and performance

6.4.1. The momentum theory

6.4.2. Theory of the inverted U

6.4.3. Areas of optimum performance

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- 6.4.4. Multidimensional anxiety theory
- 6.4.5. Catastrophe model
- 6.4.6. Theory of investment
- 6.5. Relationship between activation and athletic performance: explanatory bases
 - 6.5.1. Interactive model of anxiety
 - 6.5.2. Considerations for professional practice
- 6.6. Practical ACTIVITIES

-Topic 7. Group dynamics: the psychology of sports teams

- 7.1. Introduction to the dynamics of sports teams
 - 7.1.1. Specific characteristics of sports teams
- 7.2. External and internal dynamic
- 7.3. Processes involved in group performance
- 7.4. Sporting cohesion
 - 7.4.1. Model of sporting cohesion
 - 7.4.2. Relationship cohesion and sporting performance: results research
- 7.5. The sports cooperation
 - 7.5.1. Typology of cooperation
 - 7.5.2. The sporting cooperation model
- 7.6. Leadership in sport
 - 7.6.1. Models of leadership applied to sport
 - 7.6.2. Investigative Approaches on leadership
 - 7.6.3. Model based on observable behavior in specific situations of Smith, Smoll and Curtis (1979)
- 7.7. Practical ACTIVITIES

UNIT. 3. BASIC STRATEGIES AND TECHNIQUES IN PSYCHOLOGICAL TRAINING

-Topic 8. Activation control

- 8.1. Basics of activation control
- 8.2. Techniques for activation control: relaxation techniques and énergisant techniques
- 8.3. Practical ACTIVITIES

-Topic 9. Visualization

- 9.1. Definition of visualization
- 9.2. Theories of visualization
 - 9.2.1. Theories of level 1
 - 9.2.2. Theories of level 2
 - 9.2.3. Theories of level 3
- 9.3. Objectives of visualization
- 9.4. Mediating variables in visualization
- 9.5. Types of visualization
- 9.6. Visualization and sports performance
- 9.7. Practical ACTIVITIES

-Topic 10. Control of attentional processes

- 10.1. Definition of concentration

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- 10.2. Theory of attentional styles
- 10.3. Training concentration: internal strategies and environmental strategies
- 10.4. Considerations on concentration and sports performance
- 10.5. Practical ACTIVITIES

-Topic 11. Development of self-confidence

- 11.1. Definition of self-confidence
- 11.2. Models of self-confidence
 - 11.2.1. Bandura Theory of self-efficacy (1977)
 - 11.2.2. Multidimensional model of Trust in the sport of Vealey (1986)
- 11.3. Expectations and performance: the self-fulfilling prophecy and the four steps of Horn
- 11.4. Optimization of self-confidence
- 11.5. Practical ACTIVITIES

-TOPIC 12. Setting objectives

- 12.1. Introduction to the technique of setting Objectives
- 12.2. Types of objectives
 - 12.2.1. According to the temporary nature
 - 12.2.2. According to their nature
 - 12.2.3. According to the sport
- 12.3. Setting objectives in non-competitive Physical Activity
- 12.4. Practical ACTIVITIES

UNIT. 4. SPORT PSYCHOLOGY IN THE FIELD OF HEALTH

-Topic 13. Physical activity, sport and health: risks and psychological benefits

- 13.1. Physical activity and health: benefits and psychological risks
- 13.2. Quality of life, physical exercise and health
- 13.3. Psychological approaches to physical exercise
 - 13.3.1. The perspective of the Psychology of Health
 - 13.3.2. The perspective of the psychology of physical activity and sport
- 13.4. Factors involved in the practice of physical exercise
 - 13.4.1. Psychological strategies for adherence
- 13.5. Practical ACTIVITIES

UNIT. 5. PSYCHOLOGICAL RISKS ASSOCIATED WITH PHYSICAL ACTIVITY AND SPORT

-Topic 14. Addictive and pathological behaviors

- 14.1. Main addictive and pathological behaviors in sport
- 14.2. Eating disorders
 - 14.2.1. Main disorders
 - 14.2.2. Prevalence of eating disorders in sport
 - 14.2.3. Predisposing Factors
 - 14.2.4. Mediating Factors
- 14.3. Substance Abuse
 - 14.3.1. Main substances
 - 14.3.2. Prevalence of substance abuse use in sport

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- 14.3.3. Reasons for substance consumption
- 14.4. Addiction to exercise
 - Positive and negative addiction
- 14.4. Practical ACTIVITIES

-Topic 15. Over training and burnout

- 15.1. Definition of over training, exhaustion and burnout
- 15.2. Causes of over training and burnout
- 15.3. Models of burnout
 - 15.3.1. Model of cognitive and emotional stress
 - 15.3.2. Model of the negative response to the training
 - 15.3.3. Model of one-dimensional development of identity and external control
 - 15.3.4. Theory of entrapment

Practical Teaching Programme

Relationship to other topics

- **Relationship of the subject to other subjects of the same module/topic**
- The subject of psychology and behavioral analysis of sport is directly related to subjects belonging to the social sciences module (Learning, Development and Motor Control; Foundations of Teaching Sports; Socio-cultural fundamentals of Sport).
- **Relationship to other subjects or topics on the curriculum**
- The subject of psychology and behavioral analysis of sport, in a complementary way is related to the other subjects of the degree, since knowledge of the acquired procedures are likely to be applied to any area of knowledge of the different materials and modules of the Degree.

Evaluation System

February/June Semester:

- Written tests, assessing the content of the topics developed through theoretical and practical presentation (60%).
- - Assessment of the work and the dynamics of work developed in seminars and workshops, and the presentations and projects performed (40%).
- To pass the subject, the student should obtain at least 50 percent in each of the assessments.

It will be necessary to score 5 points in each test given to use the average.

Requirements:

The student will pass the subject when the weighted average is equal to or greater than 5 points in all the parts that make up the evaluation system that imply 20% of the final grade.

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If the student has less than a 5 in any of the parts whose weighting is equal to or greater than 20%, the subject will be failed and must recover that part (s) in the next call within the same academic year. Past part (s) in official calls (February / June) will be saved for the successive convocations held in the same academic year.

In case the subject is not passed in the September Call, the approved parts will not be taken into account for successive academic courses.

The grading system (RD 1.125 / 2003, of September 5) will be as follows:

0-4,9 Fail (F or “suspenso”)

5,0-6,9 Pass (C or “aprobado”)

7.0-8.9 Outstanding (B or “notable”)

9,0-10 Excellent (A or “sobresaliente”)

The mention "with honors" may be granted to students who have obtained a mark equal to or greater than 9.0. Their number may not exceed 5% of the Students enrolled in a subject in the corresponding academic year, except that the number of students enrolled is less than 20, in which case it can be grant a single distinction.

Bibliography and Reference Sources

Basic Bibliography

- Olmedilla, A., Abenza, L., Boladeras, a. and Ortin, F.J. (2012). *Manual on psychology of physical activity and sport*. Murcia: Diego Marin.
- Olmedilla, A., Abenza, L., Boladeras, a. and Ortin, F.J. (2012). *Notebook of practices from the Manual on the psychology of physical activity and sport*. Murcia: Diego Marin.
- Garcés de los Fayos, E. J., Olmedilla, a. and Jara, P. (2006). *Psychology and sport*. Murcia: Diego Marin.
- Cox, R. H. (2009). *Psychology of sport*. Madrid: Editorial Médica Panamericana.
- Weinberg, R. S. & Gould, D. (2010). *Fundamentals of psychology of sport and physical exercise (4th Edition)*. Madrid: Editorial Médica Panamericana.

Additional Bibliography

- Buceta, J. M. (2004). *Psychological strategies for monitors and trainers of sports schools*. Madrid: Dykinson.
- De la Vega, R., Valley, S., Maldonado, a. and Moreno, to. (2008). *Thought and action in sport*. Seville: Wanceulen.
- Martin, G. L. (2008). *Psychology of sport*. Practical guide to behavioural analysis. Madrid: Pearson Education.

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- Olmedilla, to. (2005). *Psychological factors and injuries in footballers: a correlational study*. Murcia: Quaderna.

Related Websites

- The journal of sport Psychology: <http://www.rpd-online.com>
- Books on sport Psychology: <http://revistas.um.es/cpd>
- Iberoamerican Journal of sport and exercise Psychology: <http://www.webs.ulpgc.es/riped/>
- Psychological action: <http://espacio.uned.es:8080/fedora/get/bibliuned:revistaAccionPsicologica/demo:Collection/view>
- Channels of Psychology: <http://www.um.es/analesps/index.html>
- International Journal of Clinical Health Psychology: <http://www.aepc.es/ijchp/>
- Psicothema: <http://www.psycothema.com>
- Motor Magazine: <http://www.cienciadeporte.com/revista.html>
- Culture, science and sport: <http://www.ucam.edu/ccd/>
- E-Balonmano: Rev Cie Dep <http://www.e-balonmano.com/ojs/index.php/revista/index>
- Journal of Human Sport and Exercise: <http://www.jhse.ua.es/index.php/jhse/jhse/presentation>
- Journal of Sport and Health Research: <http://www.journalshr.com>
- Movement magazine: <http://www.seer.ufrgs.br/index.php/Movimento>
- Perceptual and Motor Skills: <http://www.ammonsscscientific.com/AmSci/>
- Challenges: <http://www.retos.org>

Study Advice

- Active and critical participation during class facilitates assimilation of the subject content.
- Elaboration of individual notes encourages preparation for exams, avoiding misunderstanding of materials provided by the teacher.
- The recommended bibliography in each subject will help to stay up to date in each subject.
- Attending tutorials, practicals, workshops and seminars allows the student to successfully carry out assignments, dealing with both the general guidelines and the formal conditions for compulsory completion.
- Follow the subject calendar to avoid missing submission dates for assignments, exams, etc.
- Following the virtual campus, email and/or notice board on a daily basis will allow the student to stay informed of possible notices during the course of the semester.

Teaching Material

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- For the correct development of the subject, the student should have the necessary passwords to access the Computer classrooms, the Library and the University's virtual campus. During these practices in the computer classrooms, all students will have access to a computer and the internet.
- During the theoretical-practical classes in the classroom, a computer and projector will be used for presenting theoretical content. The teams will be provided with Microsoft Office Powerpoint software or similar to help the teacher to use the guideline presentations with the students in order to follow the class and make their own notes.
- To carry out workshops, seminars and tutorials, the material provided by the teacher will be enough (activity spreadsheets are fundamental) and Microsoft Office Word and Microsoft Office Powerpoint software or similar.
- Other bibliography materials will be pointed out and/or provided by the teacher during the development of different topics. In particular, scientific articles and reports will be shared through the Virtual Campus.

Tutorials

Brief description

Academic tutorial

In the academic tutorial, the Decree no. 359/2009, of 30th October will be implemented so that an educational response is established and regulated in relation to the diversity of the student body in the Autonomous Community of the Murcia Region. As has been explained in the Methodology section of this guide, the general aim of tutorials is to guide the students in the elaboration and presentation of their work. The aim is for all students to learn about the stylistic regulations for the formal presentation of written work, to understand the importance of these regulations for the transfer of knowledge, respecting professional deontology and the implementation of this in their academic work. In particular, it aims to achieve the following objectives:

- To learn the most commonly used stylistic rules in Physical Activity and Sports Science.
- To assimilate the basic formal rules for presentation of work (according to APA regulations).
- To understand the importance of the requirements of uniformity to encourage the exchange of knowledge.

Methodology in the tutorials will combine theoretical explanations with performance of practical activities. The practical activities will be worked on in small groups. As a training activity, the elaboration of bibliographic references and quotes will be suggested: to find citation and referencing errors and to correct them, to identify references or create a list of bibliographic references from a series of documented sources, among others.

Evaluation will be carried out through the assessment of formal presentation of work and activity on the subject, which should be carried out according to the stylistic rule explained in the tutorials (Regulations of the American Psychological Association - APA regulations).

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Personal tutorial

The University also has a Specialised Body of Tutors who give personal tutorials to the students registered on the Degree. The personal tutor accompanies the students during the whole university phase. Please consult the following link:

<http://www.ucam.edu/servicios/tutorias/preguntas-frecuentes/que-es-tutoria>