

<i>Course</i>	Masters of Sport Sciences			<i>Academic year</i>	2021-2022		
<i>Subject</i>	Psychological Counselling and Training			ECTS	5		
<i>Type of course</i>	Compulsory						
<i>Year</i>	1 st	<i>Semester</i>	1 st	<i>Student Workload:</i>			
<i>Professor(s)</i>	Teresa Fonseca			<i>Total</i>	135	<i>Contact</i>	30
<i>Area Coordinator</i>	Teresa Fonseca						

Planned SD

1. LEARNING OBJECTIVES

This course is intended that the student is able to:

- (i) Students must domain the scientific knowledge inherent to the methodologies and specific psychological techniques used in improvement of different psychological capacities and consequent optimization of sport performance and health and psychological well-being.
- (ii) Empowering critical analysis and interest in research.
- (iii) Apply theoretical knowledge in solving work and practical exercises in the context of sport.
- (iv) Learn to work in groups on research, treatment and exposure information collected in scientific articles in the field of sport psychology.
- (v) Make the collection, presentation, and discussion of scientific work on the subject studied.

2. PROGRAMME

- a) Nature of Sport Psychology
- b) Dynamics of groups
 - Characteristics of groups
 - The cohesion
 - The culture of the group
- c) Psychological Training
 - Counselling
 - Mental visualization training
 - Setting goals
 - Control of Attention and Concentration
 - Activation Techniques and Self-control
- d) Psychology of Exercise and Health
 - Introduction to the study of the psychology of exercise and physical activity (PEPA)
 - Psychological Effects of Exercise
 - Adherence to Exercise
 - Intervention models in promoting physical activity.
- e) Emotional intelligence

- Emotions and sport practice
- The Emotional processes and the tools for its regulation

3. COHERENCE BETWEEN PROGRAMME AND OBJECTIVES

- (i) Students must domain the scientific knowledge inherent to the methodologies and specific psychological techniques used in improvement of different psychological capacities and consequent optimization of sport performance and health and psychological well-being, reflects the content:
 - a) Nature of Sport Psychology
 - b) Dynamics of groups
 - c) Psychological Training
 - d) Psychology of Exercise and Health
 - e) Emotional intelligence
- (ii) Empowering critical analysis and interest in research, reflects the content:
 - b) Dynamics of groups
 - c) Psychological Training
 - d) Psychology of Exercise and Health
 - e) Emotional intelligence
- (iii) Apply theoretical knowledge in solving work and practical exercises in the context of sport, reflects the content:
 - c) Psychological Training
 - d) Psychology of Exercise and Health
 - e) Emotional intelligence
- (iv) Learn to work in groups on research, treatment and exposure information collected in scientific articles in the field of sport psychology, reflects the content:
 - b) Dynamics of groups
 - c) Psychological Training
 - d) Psychology of Exercise and Health
 - e) Emotional intelligence
- (vi) Make the collection, presentation, and discussion of scientific work on the subject studied, reflects the content:
 - c) Psychological Training
 - d) Psychology of Exercise and Health
 - e) Emotional intelligence

4. MAIN BIBLIOGRAPHY

- Alves, J., Brito, A. (2011). Manual de Psicologia do Desporto para Treinadores. Lisboa: Visão e Contextos. ISBN: 9789729998973.
- Antonio, J. e Cervello, E. (2010). Motivación en la actividad física y el deporte. Sevilla: Editorial Wanceulen. ISBN: 978-84-9823-804-4.
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- Bodri, B. (2018). Sport Visualization for the Elite Athlete: Build Mental Imagery Skills to Enhance Athletic Performance. Reno-Nevada: Top Shape Publishing LLC. ISBN-13: 978-0999833001.
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- Dosil, J. (2008). Psicología de la actividad física y del deporte. 2ª Ed. Madrid: Editorial McGraw-Hill. ISBN: 9788448161033 8448161033.
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- Navas, J. y Fernández-Berrocal, P. (2007). Manual de inteligencia emocional. Madrid: Ediciones Pirámide. ISBN: 978-84-368-2124-6.
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5. TEACHING METHODOLOGIES (INCLUDING EVALUATION)

The classes are based on the dialogical presentation of the contents, through theoretical sessions, and theoretical-practical sessions.

In the first case include (1) lecture sessions, bibliographic research, oral presentations, mandatory participation in seminars, conferences or training activities within the UC or related content, whenever deemed as crucial for the student formation. In the second case are planned; (2) experimental sessions, worksheets, reports, questionnaires, laboratory tests, discussion of problem situations and case studies. The students learn the techniques of behavior modification experiencing them under the guidance of the teacher, by performing some exercises which bring the concepts to convey and its nuances according to the situations, for then ask students if their interpretation based on the experiences finished, discuss their applicability to the field.

Assessment is continuous and comprises: (i) Worksheets and active participation in class (Mandatory precondition for carrying out this type of assessment); (ii) Preparation of Individual Work/Group (50%); (iii) Presentation and defense of the Individual Work/Group (50%). The assessment exam consists of a written test (100%).

I-Continuous assessment:

Attendance: The student is required the presence, at least, of two thirds of the number of contact hours (lectures and practical lessons).

Continuous assessment of theoretical and practical perspective to the following parameters:

<i>Evaluation elements</i>		<i>Weighing</i>
<i>Theoretical-practical assessment</i>	<i>Worksheets and active participation in class (FTPAA)</i>	Mandatory precondition for carrying out this type of assessment
	<i>Individual work/Group (IW/G)</i>	50%
	<i>Oral presentation and defence of the individual Work/Group (OPDIW/G)</i>	50%

Final Classification

will be found from the average of the assessment parameters, in accordance with the following formula: $NF = 50\% (IW/G) + 50\% (OPDI/GW)$

Observations:

The classes will be taught in Portuguese language.

6. COHERENCE BETWEEN TEACHING METHODOLOGIES AND OBJECTIVES

Contents (a), (b), (c), (d) and (e), refer to the following teaching methodology:

(1) lecture sessions, bibliographic research, oral presentations, mandatory participation in seminars, conferences or training activities within the UC or related content, whenever deemed as crucial for the student formation. In the second case are planned.

Contents (b), (c) and (e), refer to the following teaching methodology:

(2) experimental sessions, worksheets, reports, questionnaires, laboratory tests, discussion of problem situations and case studies. The students learn the techniques of behavior modification experiencing them under the guidance of the teacher, by performing some exercises which bring the concepts to convey and its nuances according to the situations, for then ask students if their interpretation based on the experiences finished, discuss their applicability to the field.

The assessment methods enable all objectives to be met.

7. ATTENDANCE

According with the School of Education, Communication and Sports rules.

8. CONTACTS AND OFFICE HOURS

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