

COURSE OF STUDY *Motor and Sport Science*

ACADEMIC YEAR 2023-2024

SUBJECT: Clinical Sport Psychology

General information	
Year of the course	3 rd year
Academic calendar (starting and ending date)	2 nd semester
Credits (CFU/ETCS):	1 CFU
SSD	Clinical Psychology (M-PSI/08)
Language	Italian
Mode of attendance	In presence (not mandatory)

Professor/Lecturer	
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Telephone	
Department and address	CUS Bari / Bari General Hospital, IV floor Neuropsychology Unit
Virtual Room	eqan0ag
Office hours	Thursday 10-12AM (email required for confirmation)

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
50	20		30
CFU/ETCS			
1			

Learning Objectives	The course aims to train students on the main topics being studied and updated continuously in clinical sport psychology, delving into theories, definitions and constructs related to well-being and assessment-intervention methodologies detailed in the teaching content.
Course prerequisites	Basic knowledge of motor and sport science; basic knowledge of clinical psychology

Teaching strategies	The course organization includes lectures and interactive lectures, using slides, literature references, examples, clinical cases, in-depth seminars as supporting materials.
Expected learning outcomes in terms of	Theoretical knowledge and operational skills to critically address the study and analysis of the epistemological, methodological, and procedural foundations of clinical psychology as applied to sports contexts.
Knowledge and understanding on:	Throughout the course, various psychological theories and techniques will be addressed that allow for critical and integrated analysis of aspects of the individual and team sports context involving stress management, motivation, concentration, resilience, and coping. Understanding both the constructs of positive psychology and the areas of functioning of clinical psychology will enable the assessment of the impact of psychological and psychosocial variables on the training, performance, and well-being of athletes and teams, and will therefore be the subject of teaching and the assessment of learning in male and female students.
Applying knowledge and understanding on:	The course aims to promote skills in assessing the individual and contexts from an integrated biopsychosocial perspective to identify athletes' needs and resources; skills to design and implement integrated interventions to improve sports performance from a wellness perspective; and multidisciplinary collaboration (athletes; coaches; sports professionals; health and technical staff).



Soft skills	The course will be aimed at the maturation of skills geared toward developing autonomy in learning and conducting individual and group insights into psychological constructs (empathy; active listening; interpersonal skills), applicable to different professional contexts. Communication, comprehension and production skills will be promoted, including assessing the appropriateness and correctness of scientific language. Additional soft-skills being assessed will be the skills of: critical reflection on the topics addressed; problem-solving skills; mastery in describing basic constructs and performing critical-comparative analysis of strategies applicable to different social and sporting contexts. These skills will be honed and at the same time assessed through guided class discussions. The critical skills being assessed will, therefore, be aimed at promoting biopsychosocial well-being and applied to individual and group contexts.
Syllabus	
Content knowledge	Basic theories of psychological principles relevant to the sports context; mind-body processes and psychosomatics; integrated interventions for biopsychosocial well-being; techniques and tools for assessing psychological factors influencing sports performance and athlete well-being (questionnaires; interviews; checklists; observations); leadership and personality; stress and anxiety management; coping and resilience development; basics of learning psychology and motivation.
Texts and readings	1) Amendolagine, V. (2018). <i>Elementi di Psicologia Clinica dello Sport</i> . Rome: Libellula Edizioni. 2) Mandolesi, L. (2017). <i>Manuale di Psicologia Generale dello Sport</i> . Bologna: Il Mulino.
Notes, additional materials	Additional material is reported in “didactic methods” and mainly consists of slides to support lessons
Repository	Teams code: eqan0ag. The link is active for both didactic material, potential online activities and appointments (where specified)

Assessment	
Assessment methods	The final assessment will take place with an oral test on the official dates of the minutes, with possible in-progress exercises.
Assessment criteria	The student should show possession of the following skills: 1. Knowledge and understanding skills: mastery of the theoretical and practical foundations of clinical sport psychology. 2. Applied knowledge and understanding: appropriate skills to promote assessment and intervention in sports contexts. 3. Autonomy of judgment: ability to interpret data in psychosocial contexts. 4. Communication skills: ability in mastering the scientific language of psychological sciences and techniques.
Final exam and grading criteria	The student must demonstrate knowledge of the topics under study and understanding of the issues related to them, as well as having reached a level of knowledge sufficient to independently develop interpretive arguments 1) Failure to pass the test: insufficient knowledge of course content, insufficient evaluative and argumentative skills, lack of basic knowledge. 2) 18 to 21: sufficient or barely more than sufficient preparation; minimal knowledge of the institutes and issues addressed in the course; presence of gaps not particularly relevant; 3) 22 to 24: average preparation characterized by not particularly in-depth knowledge and gaps that can be filled in the continuation of the course overall considered; 4) from 25 to 27: overall good preparation although not particularly thorough; technical language and expressive ability adequate; 5) 28 to 30: excellent or excellent preparation; technical language and expressive ability punctual and precise; 6) 30 cum laude: preparation, technical language, expressive and argumentative ability of the highest level
Further information	