

Syllabus: Contextualizing the elite athlete environment



SYLLABUS

- ≡ Objectives
- ≡ Skills
- ≡ Criteria for participation and approval

MODULES

- ≡ Module 1. Athletic environment
- ≡ Module 2. The family environment
- ≡ Module 3. The impacts of communication on the sports environment
- ≡ Module 4. Competition and training

Objectives

Setting goals allows you to have a concrete idea of what you intend to achieve by partaking in the learning and teaching process that is taking this course. But the case for setting goals is even stronger yet: it allows for the establishment of what needs to be done in order to fulfill the very purpose for which the goals were set.

To achieve these goals, you should complete this course as designed, going through the different stages of the course.

If you complete the course as instructed, you will be equipped to achieve the following objectives:

Overall objective

Obtain a holistic vision of the world of sports, and become familiar with the ways in which relationships occur between coach, family, athlete and peer group. Become proficient in managing communication between actors in the world of sport, as well as the tools for ensuring correct functioning

Specific objectives

- 1 Get to know the working dynamics of the coaching staff, their intervention styles, and ways of managing training proposals in light of suggestions from the team of sports psychologists
- 2 Understand the way in which family and peer groups function, considering these to be pillars of support for the athletic career
- 3 Offer tools that promote understanding of the communicational dynamics between different actors within the sports environment, discovering strategies that make the most of these tools

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Discover the influence that training and competition variables have on the athlete's performance upon entry into the level of high performance

CONTINUE

Skills

We hope you will develop the following skills throughout the course:

General skills

- 1** **Teamwork and collaboration:** the ability to work together with colleagues in order to achieve shared goals and develop high performance-level group synergy.
- 2** **Capacity for analysis and reflection:** the ability to methodically examine the varying aspects of a situation or set of facts and make an assessment.
- 3** **Creative and innovative solutions based on knowledge:** the ability to provide innovative alternative solutions to existing problems based on formal learning.

Specific skill

- Get to know the functional dynamics of the sports environment, in terms of the relationships that are created among the various participants. Become proficient with the communicational tools of the sports environment, discover the roles performed by different participants within the environment, the characteristics of training sessions and competition, with the goal of discovering the context in which the athlete develops

CONTINUE

Criteria for participation and approval

Participation criteria

During the month of course, the student is expected to:

- Browse the multimedia contents of each of the modules that make up the course.
- Solve the evaluations assigned in each module.
- Carry out the proposed activities, whether group or individual.
- Take the final exam.

Approval criteria

For the approval of the course, the student is required to complete the (4) proposed activities in the course and pass the final exam. The student must obtain a final score of 70% or more. This grade will be the average between the activities and the final exam.

CONTINUE

Module 1. Athletic environment

Unit 1.1 Characteristics of coaches: competencies and skills

Unit 1.2 Introduction

CONTINUE

Module 2. The family environment

Unit 2.1 The family environment

Unit 2.2 Peer group and social support

CONTINUE

Module 3. The impacts of communication on the sports environment

Unit 3.1 Fundamentals of communication

Unit 3.2 Tools for improving communication

CONTINUE

Module 4. Competition and training

Unit 4.1 Characteristic of training and competition

Unit 4.2 High performance and professionalization

CONTINUE