

PSYCHOLOGY IN HIGH-PERFORMANCE SPORTS (four-month course)

Course description: START DATE, 10/06/2020, DURATION 4 months, LEVEL Advanced, AVERAGE DEDICATION 6/8 weekly hours, DELIVERY MODE Online-based, DELIVERED IN English

In recent decades, different sports disciplines have undergone great advances at the educational level in relation to various aspects of sports performance, such as technique, tactics, strategy, nutrition, and physical education. However, despite being present in the discourse within sports communities, psychological training does not yet possess a formal place within the coaching staffs at professional clubs, associations, federations, national teams or training schools.

In an era where elite-level athletes display near-identical performance levels, who ends up gaining the advantage? Teams or individual athletes that possess optimal levels of mental strength.

In this Certificate, we propose working with athletes from a cognitive-behavioral perspective, the overarching psychological theory on which we will rely. We work with Sports Psychology authors that utilise elements of Cognitive Behavioral Psychology in order to modify athlete behaviour by revising the way they think and regulate their emotions.



Expert advisors: Joaquín Valdés

Psychologist and Athletic Coach at FC Barcelona (2014-2017).

Professors:

Lic. César Bernhardt Adviser on High Performance in Teams and Individuals.

Lic. Claudio Vasalo Adviser on High Performance in Teams and Individuals.

CERTIFICATE



<p style="text-align: center;">MENTAL STRENGTH IN ATHLETES (Month1. Jun2020)</p>	<p style="text-align: center;">PSYCHOLOGICAL KEYS IN TRAINING COMPETITION FOR HIGH-PERFORMANCE SPORTS (Month2. Jul2020)</p>
<p>Module1. MENTAL STRENGTH IN INDIVIDUAL ATHLETES Unit 1. Attitudinal Development and Self-confidence Unit 2. Concentration Training</p> <p>Module2. MENTAL STRENGTH IN TEAM SPORTS Unit1. The Evolutionary Development from Group to Team Unit2. Threats to the Sports Team</p> <p>Module3. EMOTIONAL REGULATION AND THE SPORTS COACH Unit1. Emotional Regulation during Daily Training Unit2. Emotional Regulation during Sports Competition</p> <p>Module4. INTEGRATIVE READING</p>	<p>Module1. THE PERMANENT PHASES OF ATHLETIC TRAINING AND THEIR MENTAL KEYS Unit 1. Planning and Adherence. Characteristics and Particularities Unit 2. Sports Assessments. Characteristics and Particularities</p> <p>Module2. THE ALTERNATIVE PHASES OF ATHLETIC TRAINING Unit 1. The Learning of Abilities and Repetitive Practice. Mental Keys Unit 2. Exposure to Competitive Conditions and Specific Preparation for Competition. Mental Keys</p> <p>Module3. PSYCHOLOGICAL KEYS FOR SPORTS COMPETITION Unit 1. Pre-Competition and Sports Competition. Mental Keys Unit 2. Post-Competition in Sports and its Mental Keys</p> <p>Module4. INTEGRATIVE READING</p>
<p style="text-align: center;">ELITE ATHLETIC PERFORMANCE IN 3.0 ENVIRONMENTS (Month3. Aug2020)</p>	<p style="text-align: center;">HIGH-PERFORMANCE LEADERSHIP (Month4. Sep2020)</p>
<p>Module1. MANAGING DIVERSITY AND ELITE ATHLETIC PERFORMANCE Unit 1. Psycho-Social Traits of Generational Diversity in the Athletic Community Unit 2. C</p> <p>Module2. 21ST CENTURY EDUCATIONAL PARADIGMS INTEGRATED WITH INFORMATION AND COMMUNICATION TECHNOLOGIES IN SUPPORT OF ELITE ATHLETIC PERFORMANCE Unit1. The 21st Century Educational Paradigm and High Athletic Performance Unit2. Social Networks and High Athletic Performance</p> <p>Module3. TECHNOLOGICAL EQUIPMENT FOR TRAINING AND SPECIFIC PREPARATION FOR COMPETITION Unit1. Training Phases Integrated with Technological Devices for High Athletic Performance Unit2. Online Software for Managing Athletic Performance</p> <p>Module4. INTEGRATIVE READING</p>	<p>Module1. THE ROLE OF HIGH-PERFORMANCE LEADER Unit 1. The Principal Actions of the Leader Unit 2. Skills of the High-Performance Leader</p> <p>Module2. DIMENSIONS OF HIGH-PERFORMANCE LEADERSHIP Unit 1. Productivity Unit 2. Group Climate and Individual Development</p> <p>Module3. THE COMMUNICATIONAL TOOLS OF THE HIGH-PERFORMANCE LEADER Unit 1. The Personal Interview Unit 2. Group Meetings</p> <p>Module4. INTEGRATIVE READING</p>

MENTAL STRENGTH IN ATHLETES (Month1. June 2020)



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This is to certify that
Lucian Stan
successfully participated in the course **MENTAL STRENGTH IN ATHLETES** (online)
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June 2020

Javier Sobrino
Strategic Planning and
Innovation Director



MENTAL STRENGTH IN ATHLETES (Month1. June 2020)

Module1. MENTAL STRENGTH IN INDIVIDUAL ATHLETES	Module2. MENTAL STRENGTH IN TEAM SPORTS
<p>Unit 1. Attitudinal Development and Self-confidence</p> <ul style="list-style-type: none">1.1.1. Challenging Attitude and its Cognitive-Emotional Components1.1.2. Blocked/ Explosive Attitude and its Cognitive-Emotional Components1.1.3. Avoidant and Apathetic Attitude and its Cognitive-Emotional Components1.1.4. Quitting Attitude and its Cognitive-Emotional Components <p>Unit 2. Concentration Training</p> <ul style="list-style-type: none">1.2.1. Attentional Scope and Direction1.2.2. Attentional Focuses and Competitive State1.2.3. Internal and External Distractions1.2.4. Attention Training and Mental Strength	<p>Unit 1. The Evolutionary Development from Group to Team</p> <ul style="list-style-type: none">2.1.1. The Forming Phase. Characteristics and Particularities.2.1.2. The Storming Phase. Characteristics and Particularities.2.1.3. The Norming Phase. Characteristics and Particularities.2.1.4. The Performing Phase. Characteristics and Particularities. <p>Unit 2. Threats to the Sports Team</p> <ul style="list-style-type: none">2.2.1. Social Loafing2.2.2. Anonymity2.2.3. General Principles of Reward2.2.4. Results-focused Culture
Module3. EMOTIONAL REGULATION AND THE SPORTS COACH	Module4. INTEGRATIVE READING
<p>Unit 1. Emotional Regulation during Daily Training</p> <ul style="list-style-type: none">3.1.1. The Coach's Emotional Influence3.1.2. The Coach's Emotional Demand3.1.3. The Coach's Emotional Resources3.1.4. The Coach's Emotional Preparation <p>Unit 2. Emotional Regulation during Sports Competition</p> <ul style="list-style-type: none">3.2.1. The Emotional Demands of Competitions and Teams3.2.2. Healthy and Unhealthy Emotional States for the Sports Coach3.2.3. Managing States of Euphoria and Anger in the Sports Coach3.2.4. Managing States of Depression in the Sports Coach	<p>Integrative Reading</p>

PSYCHOLOGICAL KEYS IN TRAINING COMPETITION FOR HIGH-PERFORMANCE SPORTS (Month2. July 2020)



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July 2020

Javier Sobrino
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PSYCHOLOGICAL KEYS IN TRAINING COMPETITION FOR HIGH-PERFORMANCE SPORTS (Month2. July 2020)

Module1. THE PERMANENT PHASES OF ATHLETIC TRAINING AND THEIR MENTAL KEYS

Unit 1. Planning and Adherence. Characteristics and Particularities

- 1.1.1 Types of Sports Planning
- 1.1.2 Quantitative and Qualitative Attendance in Athletic Training
- 1.1.3 Behavioral Definition for Adherence Indicators. Observation and Record Keeping
- 1.1.4 Mental Keys for Promoting Adherence to Athletic Training

Unit 2. Sports Assessments. Characteristics and Particularities

- 1.2.1 Quantitative and Qualitative Assessments of Athletic Performance
- 1.2.2 Self-Assessment and External Assessment. Comparative Measurements
- 1.2.3 Behavioral Assessment of Athletes
- 1.2.4 Frequency of Sports Assessments

Module2. THE ALTERNATIVE PHASES OF ATHLETIC TRAINING

Unit 1. The Learning of Abilities and Repetitive Practice. Mental Keys

- 2.1.1 Behavioral Definition of Abilities to Incorporate, Refine and Eliminate
- 2.1.2 Mental Keys for Ensuring an Effective Learning Process
- 2.1.3 Behavioral Definition of Abilities to Consolidate
- 2.1.4 Mental Keys for Ensuring Effective Repetitive Practice

Unit 2. Exposure to Competitive Conditions and Specific Preparation for Competition. Mental Keys

- 2.2.1 Behavioral Definition of Abilities to Put into Habitual Practice
- 2.2.2 Mental Suggestions for Optimizing the Exposure to Competition
- 2.2.3 Competition-Specific Preparation
- 2.2.4 Psychological Benefits of Competition-Specific Preparation

Module3. PSYCHOLOGICAL KEYS FOR SPORTS COMPETITION

Unit 1. Pre-Competition and Sports Competition. Mental Keys

- 3.1.1 Pre-Competition Emotional Regulation
- 3.1.2 Reviewing the Competitive Knots. Focus on the Competitive Plan
- 3.1.3 Attentional Management during Sports Competition
- 3.1.4 Intrapersonal and Interpersonal Communication during Competition

Unit 2. Post-Competition in Sports and its Mental Keys

- 3.2.1 Managing Dysfunctional Emotional States
- 3.2.2 The Attentional Readaptation Period
- 3.2.3 The Emotional Recovery Routine
- 3.2.4 The Value of the Personal Time vs. Work Time Balance

Module4. INTEGRATIVE READING

Integrative Reading

ELITE ATHLETIC PERFORMANCE IN 3.0 ENVIRONMENTS (Month3. August 2020)



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August 2020

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ELITE ATHLETIC PERFORMANCE IN 3.0 ENVIRONMENTS (Month3. August 2020)

<p>Module1. MANAGING DIVERSITY AND ELITE ATHLETIC PERFORMANCE</p>	<p>Module 2. 21ST CENTURY EDUCATIONAL PARADIGMS INTEGRATED WITH INFORMATION AND COMMUNICATION TECHNOLOGIES IN SUPPORT OF ELITE ATHLETIC PERFORMANCE</p>
<p>Unit 1.1 Psycho-Social Traits of Generational Diversity in the Athletic Community</p> <ul style="list-style-type: none"> 1.1.1 Baby Boomers (born between 1944 – 1960) 1.1.2 Generation X (born between 1961 – 1980) 1.1.3 Generation Y (born between 1981 – 2000) 1.1.4 Generation Z (born between 2001 and the present) <p>Unit 1.2 Generational Diversity in Training Processes and Competition</p> <ul style="list-style-type: none"> 1.2.1 Interpersonal Communication Map in Generational Diversity, Adapted to Training Processes and Sports Competition 1.2.2 Map for Managing Conflicts in Generational Diversity, Adapted to Training Processes and Sports Competition 1.2.3 Descriptive Feedback on Performance in Generational Diversity, Adapted to Training Processes and Sports Competition 1.2.4 Reinforcement Policies in Generational Diversity, Adapted to Training Processes and Sports Competition 	<p>Unit 2.1 The 21st Century Educational Paradigm and High Athletic Performance</p> <ul style="list-style-type: none"> 2.1.1 Planning the Teaching Process – Athletic Learning for 3.0 Athletes 2.1.2 Adherence to Athletic Behavior Training via Competency-based Management Models (Adapted from the Field of Business Management) 2.1.3 Transferring Athletic Behavior to its Competitive Situation via Specific Behavioral Indicators 2.1.4 Assessing the Athletic Teaching-Learning Process for 3.0 Athletes <p>Unit 2.2 Social Networks and High Athletic Performance</p> <ul style="list-style-type: none"> 2.2.1 Social Networks with Audio-Visual Impact as Modelers for the Acquisition and Consolidation of Athletic Skills 2.2.2 Social Networks with Audio-Visual Impact as Channels of Feedback for the Execution of Athletic Behavior in Competitive Situations 2.2.3 Social Networks with Communicational Impact as Facilitators of Coaches' and Athletes' Active Involvement in the Resolution of Specific Sports Situations 2.2.4 Social Networks and the Increase of the Audience Effect Implications for Athletes – Coaching Staffs – Directors – the Global Community
<p>Module3. TECHNOLOGICAL EQUIPMENT FOR TRAINING AND SPECIFIC PREPARATION FOR COMPETITION</p>	<p>Module4. INTEGRATIVE READING</p>
<p>Unit 3.1 Training Phases Integrated with Technological Devices for High Athletic Performance</p> <ul style="list-style-type: none"> 3.1.1 Video Game Consoles – Mobile Apps and Attentional Focus Training – Modeling and Shaping of Abilities. 3.1.2 Headphones - Underwater Headphones and Repetitive Practice in the Presence of Distractions. 3.1.3 Simulators as a Rehearsal for Competitive Conditions. 3.1.4 GoPro Cameras and Pre-Competition-Specific Preparation. <p>Unit 3.2 Online Software for Managing Athletic Performance</p> <ul style="list-style-type: none"> 3.2.1 Online Handicap Software: Detecting the Needs, Interests, and Preferences of Athletes, Coaches, and Sports Communities in General, via Real-Time Online Surveys. 3.2.2 Online Performance Software: Athletes' and Coaches' Level of Skill Mastery, via Real-Time Online Performance Assessments (in 90°, 180°, and 360° formats) 3.2.3 Online "Gol" Software: Athletic Skill Training based on Cognitive Indicators and Automatic Behavior Feedback, via Individual Dashboards Customized for Diverse Athletic Disciplines and Competitive Levels. 3.2.4 Integrated Scouting Image Editing Software – Real-Time Statistics – Simultaneous "Streaming" Transmissions and Their Implications on Pre-Competition, Competition, and Post-Competition Phases. 	<p>Integrative Reading</p>

HIGH PERFORMANCE LEADERSHIP (Month4, Sept 2020)



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September 2020

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HIGH-PERFORMANCE LEADERSHIP (Month4. Sep2020)

Module1. THE ROLE OF HIGH-PERFORMANCE LEADER	Module2. DIMENSIONS OF HIGH-PERFORMANCE LEADERSHIP
<p>Unit 1: The Principal Actions of the Leader</p> <ul style="list-style-type: none">1.1.1 Situational Foresight1.1.2 Behavioral Guidance1.1.3 Managing the Leader's and the Team Members' Ideas1.1.4 Managing the Leader's and Team Members' Emotions <p>Unit 2: Skills of the High-Performance Leader</p> <ul style="list-style-type: none">1.2.1 Interpersonal Skills1.2.2 Intrapersonal Skills1.2.3 Observations and Record Keeping1.2.4 The High-Performance Leader's Visibility and Operational Distance	<p>Unit 1: Productivity</p> <ul style="list-style-type: none">2.1.1 The Philosophy of High Performance2.1.2 Defining, Assigning and Taking on Roles2.1.3 Principles for Establishing Objectives2.1.4 Performance, Results and Reinforcements <p>Unit 2: Group Climate and Individual Development</p> <ul style="list-style-type: none">2.2.1 Internal Norms for Coexistence2.2.2 Task Cohesion and Social Cohesion2.2.3 Team Communication Training2.2.4 The Career Plan and Personal Vision of Each Team Member
Module3. THE COMMUNICATIONAL TOOLS OF THE HIGH-PERFORMANCE LEADER	Module4. INTEGRATIVE READING
<p>Unit 1: The Personal Interview</p> <ul style="list-style-type: none">3.1.1 Situational Framework for the Personal Interview3.1.2 Phases of the Personal Interview3.1.3 Types of Personal Interview3.1.4 Suggestions for Implementing Personal Interviews <p>Unit 2: Group Meetings</p> <ul style="list-style-type: none">3.2.1 Situational Framework for Group Meetings3.2.2 Phases of Group Meetings3.2.3 Types of Group Meetings3.2.4 Suggestions for Implementing Group Meetings	<p>Integrative Reading</p>