

Course Title	APPLIED SPORT COUNSELING				
Course Code	SSCOU410-1				
Course Type	PHYSICAL EDUCATION AND SPORT SCIENCE ELECTIVE				
Level	BSc (Level 1)				
Year / Semester	4th / Spring				
Teacher's Name	Dr. Angelos Rodafinos & Dr. Despina Kouali				
ECTS	6	Lectures / week	3	Laboratories / week	
Course Purpose	<p>The aim of the course is to provide students with a comprehensive understanding of the psychological principles and techniques applicable to athletic performance and well-being. Through this course, students learn to apply psychological strategies to improve performance, enhance mental skills, and support the psychological needs of athletes. They acquire knowledge on topics such as goal setting, motivation, stress management, concentration, visualization, and communication in the context of sports. In addition, students develop skills in conducting assessments, designing interventions, and providing psychological support to athletes, coaches, and sports teams.</p>				
Learning Outcomes	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Understand the unique psychological and emotional challenges faced by athletes and individuals involved in sports, including performance stress, injury rehabilitation, burnout, and career transitions. 2. They apply theoretical frameworks and counseling principles from psychology, counseling, and sports psychology to address the mental health and wellbeing of athletes, coaches, and support staff. 3. Develop effective communication and interpersonal skills to build relationships, trust, and therapeutic alliance with athletes and clients, fostering an environment conducive to open dialogue and self-disclosure. 4. Identify signs and symptoms of common mental health disorders and psychological issues prevalent in sports settings, such as depression, anxiety disorders, eating disorders, and substance abuse, and provide appropriate intervention strategies and referrals. 5. They use assessment tools and techniques, such as psychometric tests, interviews, and observations, to assess athletes' psychological strengths and vulnerabilities and inform personalized counseling interventions. 6. Apply evidence-based counseling interventions and scientific techniques, motivational interviews, and performance enhancement techniques to address specific psychological challenges and enhance athletes' cognitive skills and resilience. 7. Collaborate with multidisciplinary teams, including coaches, sports coaches, sports medicine professionals and mental health 				

	<p>specialists, to provide comprehensive care and support for athletes' holistic wellbeing.</p> <ol style="list-style-type: none"> 8. They cultivate practices of self-awareness and self-care as a sports counselor, recognizing the potential impact of surrogate trauma, fatigue, compassion, and professional boundaries on mental health and its effectiveness as a counselor. 9. Support the destigmatization of mental health issues in sport, promote a culture of transparency and support, and raise awareness of the importance of mental health promotion and early intervention strategies in sports organizations and communities. 10. Engage in reflective practices and ongoing professional development activities, such as supervision, continuing education, and membership in professional organizations, to improve counseling skills, keep abreast of best practices, and contribute to the progress of the sports counseling field. 		
Prerequisites	No	Corequisites	No
Course Content	<ol style="list-style-type: none"> 1. The role of counseling and psychological interventions in training and competition. 2. How we identify and apply motivation and goal-setting techniques in competitive sports. How we create the right climate of motivation and orientations for achieving attribution of causes in the psychological preparation of an athlete. 3. Self-dialogue and positive thinking as processes of psychoregulation. 4. Effective techniques for diagnosing and managing stress and anxiety. How relaxation and activation techniques are applied in championship sports. 5. Structure of psychological intervention programs with biofeedback devices. Design mental training programs in individual and team sports. 6. Structure of exercises and programs of attention control and concentration in training and competition. 7. Self-confidence development programs in special situations of the race. 8. Programs to improve the athlete's self-efficacy. 9. Psychological coaching programs. 10. Example of a group counseling session. 11. The role of psychological preparation during the career transition. 12. Review and critical evaluation of the agendas. 		
Teaching Methodology	<p>Theory</p> <p>The teaching of the course includes lectures to provide the theoretical background. Detailed notes with PowerPoint and material rich in images and videos are used in teaching. Methods such as case studies, clinical scenarios, discussion, and questions/answers are used in the teaching methodology depending on the course's nature. In addition, workshops and site visits with hands-on experiences are provided to deliver the practical background of course content. Relevant material published in international scientific journals is also used to follow the latest developments related to the subject of the course.</p>		
Bibliography	<p>Handbook: Μπάουμαν, Σ., & Τσορμπατζούδης, Χ. (2017). Ψυχολογία στον αθλητισμό. Θεσσαλονίκη. Copy City.</p>		

	<ol style="list-style-type: none"> 1 Jowett, S., & Lavallee, D. (2012). Κοινωνική Ψυχολογία των Σπορ. Αθήνα: ΙΩΝ. 2. Cox, R. (2004). Αθλητική Ψυχολογία: Έννοιες και εφαρμογές. Αθήνα: Παριζιάνος. 3. Loupos, D., Barkoukis, V., Tsorbatzoudis, H., & Grouios, G. (2008). Psychological and physiological changes of anxiety prior a swimming competition. The Open Sports Medicine Journal, 2, 41-46. 4. Zahariadis, P., Tsorbatzoudis, H., & Alexandris, K. (2006). Self-determination in sport commitment. Perceptual and Motor Skills, 102, 405-420. 5. Tsorbatzoudis, H., Kaissidis-Rodafinos, A., Partemian, S., & Grouios, G. (2005). Sources of responses to stress among Greek team handball referees: Qualitative data. Journal of Human Movement Studies, 49, 297-314. 6. Tsorbatzoudis, H., Kaissidis-Rodafinos, A., Partemian, S., & Grouios, G. (2005). Sources of stress among Greek team handball referees: construction and validation of the Handball Officials' Sources of Stress Survey (HOSSS). Perceptual and Motor Skills, 100, 821-830. 7. Tsorbatzoudis, H., Daroglou, G., Zahariadis, P., & Grouios G. (2003). Examination of coaches' self-efficacy: Preliminary analysis of the Coaching Efficacy Scale. Perceptual and Motor Skills, 97, 1297-1306.
Assessment	<p>Continuous evaluation (50%):</p> <p>The assessment shall include a combination of the following:</p> <ul style="list-style-type: none"> • Individual work (15%): The way in which students can apply theoretical knowledge in real situations is evaluated. Students are presented with scenarios that require analysis, critical thinking and application of theoretical contents and are evaluated based on their ability to identify and evaluate relevant information, propose solutions, and justify their choices. The paper contains a case study topic where specifically refers to the cohesion and communication of a team from the point of view of the coach. • Group work (25%): The project provides an opportunity for students to apply their theoretical knowledge in a practical way. The work is designed in a way that requires critical thinking, research, analysis, and synthesis of information and is aligned with the learning outcomes. Students are assessed on the quality of their work, the depth of understanding they demonstrate, and their ability to explain their ideas effectively. The task involves interviewing a coach to identify elements of the approach to training, comment on the answers received, and then suggest ways or tips to improve training. <p>Final exam (60%): Comprehensive final exam to assess students' overall theoretical knowledge. These assessments cover a wider range of topics and learning outcomes from across the curriculum, to assess students' understanding and integration of knowledge in various areas.</p>
Language	Greek / English



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