

MINDFiT

Comprehensive Report on the Implementation of the Mindfit Program

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INTRODUCTION

In modern sport, it is increasingly recognized that peak performance does not depend solely on physical fitness, technical skills, and tactical knowledge, but also on athletes' mental health and psychological resilience. Competitive pressure, external expectations, fear of failure, team dynamics, and the challenge of balancing sporting and private obligations represent significant sources of stress that can negatively affect athletes' well-being and long-term sporting careers. It is precisely from this need that the MindFit program was developed – a structured mental well-being program in sport aimed at strengthening athletes' psychological resources and creating a healthier sporting environment.

The MindFit program offers a systematic and practical approach to developing mental skills through a series of thematically connected workshops. The program covers areas such as mindful breathing and self-regulation, setting personal boundaries, effective communication and conflict resolution, building positive team relationships, managing stress and emotions, strengthening self-confidence and resilience, as well as developing healthy lifestyle habits that support mental health. Special emphasis is placed on the practical applicability of the content in everyday sports practice, with clear guidelines and concrete exercises that can be implemented during training sessions or as part of additional educational activities.

The program is designed to actively engage athletes, encourage reflection, open communication, and the development of emotional literacy. Coaches play a key role in facilitating the workshops, creating a safe and supportive environment, and modeling desirable behaviors and attitudes. MindFit does not require specialized psychological training for coaches; instead, it provides them with structured tools, clear instructions, and adaptable methods that can be applied across different sports and age groups.

One of the core values of the MindFit program is the destigmatization of mental health in sport. The program emphasizes that emotions, stress, and mental challenges are a natural part of the sporting experience and that seeking support is a sign of responsibility and strength, not weakness. Through the development of self-awareness, social and emotional skills, and a meaningful relationship with sport, MindFit contributes to the long-term well-being of athletes, reduces the risk of burnout and emotional exhaustion, and supports the creation of sustainable sporting careers.

Ultimately, the MindFit program represents an integrated model of mental training that connects individual athlete development with the quality of team relationships and overall sports culture. Its goal is not only to improve athletic performance, but also to create an environment in which athletes can grow as whole individuals—mentally strong, emotionally balanced, and prepared to face challenges both in sport and in life beyond it.

1. Conditions for the implementation of the Mindfit program

The MindFit program has been implemented in sports clubs, associations, and communities that work with young athletes. In Croatia, the program was implemented in four sports organizations, namely: the Universal Sports School Ivan Pavao II, Kindergarten Blagovijest, Kindergarten Dobri, and the Sports and Recreation Association Breza. Spanish partners implemented the program in: Club deportivo Maristas, ÁGOpedagogía, Sierra Nevada FC and Club deportivo Regina Mundi.

Prior to the implementation of the program, coaches and sports program leaders underwent training to prepare them for delivery. The coordinator and partners provided individual training for coaches, using a paradigm of understanding and a holistic approach to education.

Workshops were held in the spaces where athletes and participants normally have their training sessions - in sports halls, club classrooms, and, for the youngest age group, kindergarten facilities. This ensured a familiar environment and the seamless integration of the MindFit program into the regular training process, without the need for additional transportation or change of location.

In line with WP3 of the Grant Agreement (Project 101181079), which set a target of implementing the program in 6 sports clubs and NGOs with 90 young athletes, the program was ultimately delivered across 8 partner organizations (4 in Croatia and 4 in Spain) with 98 young athletes participating, exceeding the original GAP targets.

In Croatia, the implementation cycles ran as follows: Universal Sports School Ivan Pavao II from 5 May to 22 August 2025; Sports and Recreation Association Breza from 2 June to 19 September 2025; and Kindergarten Blagovijest and Kindergarten Dobri (delivered jointly) from 8 September to 26 December 2025.

In Spain, the implementation cycles ran as follows: ÁGOpedagogía from 5 May to 22 August 2025; Sierra Nevada FC from 1 September to 19 December 2025; and Club Deportivo Maristas and Club Deportivo Regina Mundi (delivered jointly) from 22 September 2025 to 9 January 2026.

2. Structure and implementation of the workshops

In agreement with the coaches, the programs were implemented as an introductory part of sports training sessions. The first workshops were conducted under the guidance of members

Graph 1. Visual representation of the stages of the MindFit program implementation

health and well-being (W6), goal-setting visualization techniques (W7), goal-setting visualization techniques II (W8), strategies for coping with unwanted emotions (W9), and visualization techniques (W10).

The final phase focused on emotional states and their balance and alignment with the demands of sport, including building self-confidence (W11), coping with failure and building resilience (W12), stress management techniques (W13), recognizing and overcoming mental traps (CBT) (W14), the application of logotherapy exercises in everyday life (W15), and visualization techniques (W16).

Period of implementation

The MindFit program was implemented during the period from May 2025 to January 2026, corresponding to the implementation phase of the project — Work Package 3 (Program implementation). In each partner organization, all 16 workshops were delivered, distributed across approximately 16–20 weeks within this 9-month implementation window. Workshops were generally few times per week, as the introductory part of the regular training session, with individual clubs adapting the schedule to fit their competitive calendar.

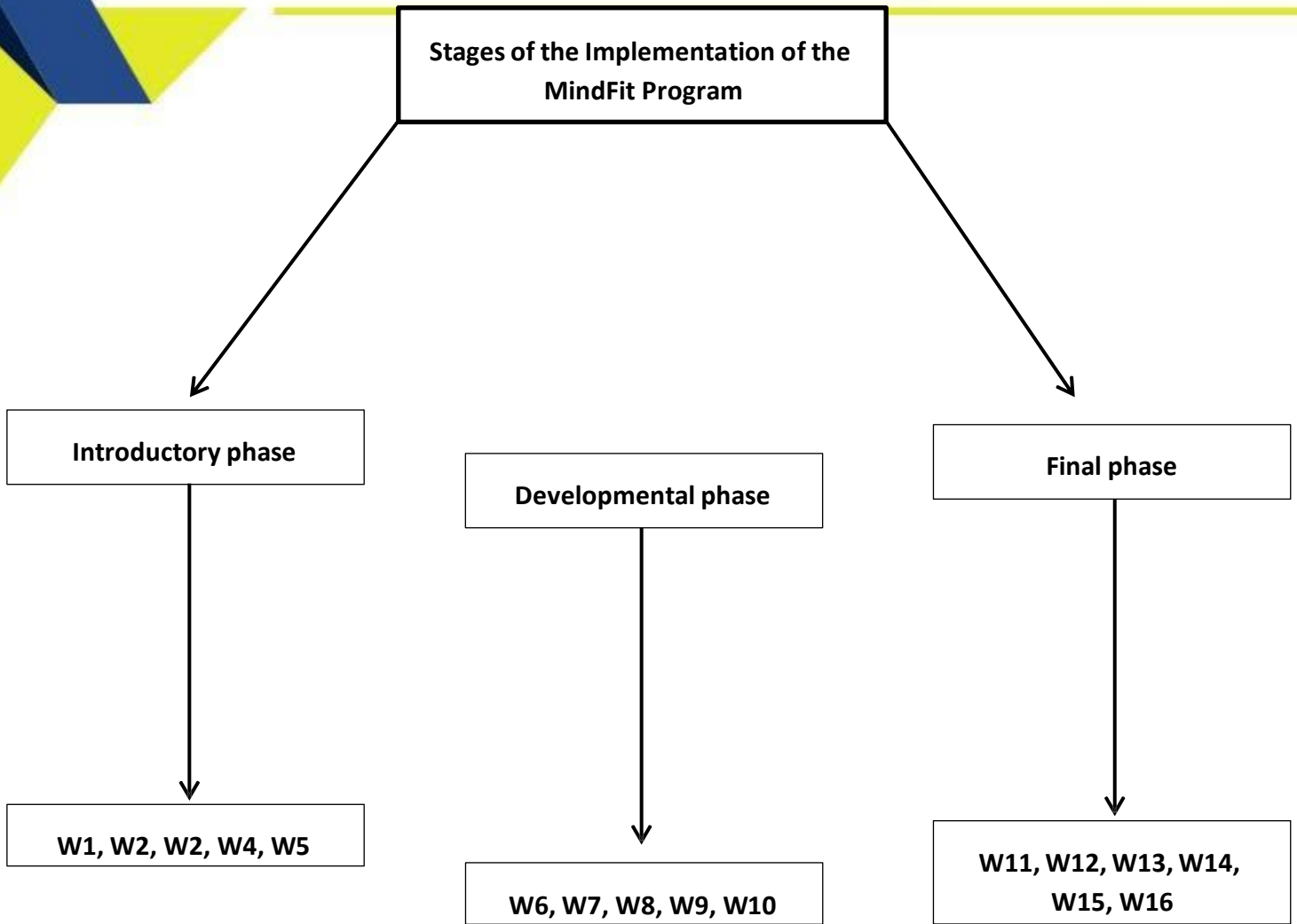
Standard workshop structure

Sessions were adjusted within a 20–30 minute window depending on the age group, with the youngest participants receiving shorter, simpler versions. All sessions followed a uniform structure to ensure consistency of delivery across organizations and countries:

- Introduction and contextualization of the topic (3–5 min)
- Presentation of the main content and concept (5–10 min)
- Practical exercise or experiential component (10–15 min)
- Reflection and group discussion (3–5 min)
- Evaluation through the Traffic Light Evaluation System (1–2 min)

Workshop facilitators

Workshops were delivered by coaches and sports program leaders from the partner organizations. Before the start of the program, all facilitators completed the 3-day Training of Trainers, delivered by the coordinator (IDI) and experts from the partner organizations. The training covered an overview of all 16 workshops, methodological guidelines, simulations of selected exercises, and preparation for working with different age groups. The first two workshops in each organization were co-delivered with members of the project team in order to model the approach, after which facilitators continued the program independently, with ongoing feedback and support from the project team.



3. Evaluation and analysis of athletes' needs

In order to assess the relevance of the workshops for the athletes, a “Traffic Light Evaluation System” was developed. After each workshop, athletes evaluated it using a smiley face (sad, neutral, or happy) displayed in the training area. They placed a Post-it note on the smiley that best represented their opinion, imitating a three-point Likert scale. The sad smiley had a numerical value of 0 and indicated that the workshop was not relevant for the athlete; the neutral smiley had a value of 1 and indicated that the workshop was partially relevant; and the happy smiley had a value of 2, indicating that the implemented workshop was fully relevant for the athlete. Table 1 presents the average relevance scores of the workshops as evaluated by the athletes.

Workshop label	Mean
W1	1,42
W2	1,55
W3	1,61

W4	1,48
W5	1,66
W6	1,53
W7	1,59
W8	1,71
W9	1,46
W10	1,62
W11	1,57
W12	1,68
W13	1,50
W14	1,64
W15	1,58
W16	1,73

In the table presented, it can be seen that the highest relevance was achieved by the workshop in the final part of the MindFit program, namely the last workshop on visualization techniques (W16), while the lowest relevance was recorded for the first workshop focused on breathing (W1). This can be interpreted as a slight resistance at the beginning of the program. When comparing the introductory, developmental, and final phases of the workshops, a steady increase in perceived relevance can be observed. In other words, as time progressed, the workshops became more relevant to the participants.

The average relevance by group was as follows:

- introductory – 1.54
- developmental – 1.58
- final – 1.59

All of the above indicates that the workshops were generally relevant for the participants and that their relevance increased over time. As the program progressed, the workshops were perceived as more interesting and useful, which serves as feedback indicating that the introductory part of the program should be further improved in order to be more relevant for future implementation and future participants.

METHOD

1. Participants

The sample consisted of 98 young athletes from various sports disciplines from Croatia and Spain. The study included athletes who were actively participating in training sessions in their clubs at the time of the research. Prior to the start of the study, the purpose and content of the workshops, as well as the manner of participation, were explained in detail to the participants.

Participation was voluntary, and all young participants took part with the informed consent of their parents or legal guardians, in accordance with ethical principles for conducting research involving minors. Anonymity was guaranteed to all participants, and it was emphasized that they could withdraw from the study at any time without any consequences.

2. Protocol

After the young athletes had been informed about the aim and course of the research and had agreed to participate with the consent of their parents or guardians, the initial assessment was conducted. Before the start of the workshops, all participants were given an anonymous questionnaire designed to assess their baseline status in the areas of emotional regulation, communication skills, and coping with stress.

The questionnaire consisted of 10 statements, and responses were evaluated using a Likert scale ranging from 1 to 5, where 1 indicated complete disagreement and 5 indicated complete agreement with the given statement (Table 1). Completion of the questionnaire was voluntary and anonymous, ensuring the honesty of the participants' responses.

Table 1. Structure of the questionnaire

questionnaire	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

In general, I feel able to manage stress related to training or competitions.

	1	2	3	4	5
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I can identify signals in my body when I feel nervous or under pressure (breathing, tension, etc.)

	1	2	3	4	5
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I use breathing or calming techniques when I need them.

	1	2	3	4	5
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I find it easy to express my boundaries (saying “no” or asking for space) in a respectful way.

	1	2	3	4	5
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I feel that my team is a safe environment to speak respectfully and without being laughed at.

	1	2	3	4	5
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When there is a conflict, I know how to communicate without attacking or blaming others.

	1	2	3	4	5
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I know how to express what I feel using “I-statements” (e.g., “I feel...”) without accusing anyone.

	1	2	3	4	5
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I believe my nutrition and hydration affect my mood and concentration.	1	2	3	4	5
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I feel confident about setting clear goals and staying motivated.	1	2	3	4	5
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If I feel mentally unwell for several weeks, I know who to ask for help (coach, family, professional, etc.).	1	2	3	4	5
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After completing the initial questionnaire, participants proceeded to take part in the workshops that constituted the intervention program. Upon completion of the final workshop, a post-assessment was conducted using the same questionnaire as in the initial measurement. This made it possible to compare results before and after the intervention.

In order to monitor changes at the individual level, responses from the same participants in the pre- and post-measurements were matched, allowing for the analysis of within-subject changes and the assessment of the effects of the implemented program.

3. Statistical Analysis

Statistical data analysis was conducted using IBM SPSS Statistics software. Prior to analysis, the data were reviewed to ensure completeness and accuracy of entry. All analyses were performed at a significance level of $p < .05$.

In the first step, descriptive statistics were calculated, including basic measures of central tendency and dispersion: mean (M), standard deviation (SD), and minimum and maximum values for all variables included in the questionnaire, separately for pre- and post-intervention measurements. To examine differences between results obtained before and after the implementation of the workshops, a paired-samples t-test was used, as the measurements were repeated on the same participants. This method allowed for the assessment of the statistical significance of changes resulting from the intervention.

To evaluate the practical significance of the observed differences, effect size was also calculated using Cohen's d . The values of Cohen's d were interpreted according to commonly accepted criteria, where values of approximately 0.20 indicate a small effect, around 0.50 a medium effect, and 0.80 or higher a large effect (Cohen, 1988; Lakens, 2012).

RESULTS

The results of the descriptive analysis (Table 2) indicate that, prior to the intervention, participants showed a relatively low level of development of psychological and communication skills. The mean values of individual items ranged from $M = 1.85$ to $M = 2.19$, with minimum values of 1 and maximum values ranging between 4 and 5, depending on the item. This range suggests the presence of participants with very low self-assessments, as well as a smaller number of those who rated their competencies relatively highly.

The lowest mean values were recorded for items related to the sense of safety within the team and the ability to express oneself freely without fear of negative reactions ($M = 1.85$), as well as for the assessment of stress management related to training and competition ($M = 1.99$). These findings indicate that a significant number of participants experienced difficulties in the areas of emotional safety and stress regulation prior to the intervention.

On the other hand, slightly higher but still moderate mean values were observed for items related to recognizing physical signs of stress ($M = 2.07$), using breathing and relaxation techniques ($M = 2.12$), expressing emotions through “I-messages” ($M = 2.10$), and awareness of the importance of nutrition and hydration ($M = 2.19$). These results suggest that participants possessed a basic level of knowledge and awareness of these skills, but did not yet apply them consistently.

Table 2. Descriptive Analysis – Pre-Training Questionnaire.

PRE-TRAINING	Minimum	Maximum	Mean	±	Std. Deviation
In general, I feel able to manage stress related to training or competitions.	1	4	1.99	±	.739
I can identify signals in my body when I feel nervous or under pressure (breathing, tension, etc.)	1	5	2.07	±	.750

I use breathing or calming techniques when I need them.	1	4	2.12	±	.777
I find it easy to express my boundaries (saying “no” or asking for space) in a respectful way.	1	5	2.00	±	.812
I feel that my team is a safe environment to speak respectfully and without being laughed at.	1	4	1.85	±	.778
When there is a conflict, I know how to communicate without attacking or blaming others.	1	4	2.11	±	.836
I know how to express what I feel using “I-statements” (e.g., “I feel...”) without accusing anyone.	1	5	2.10	±	.867
I believe my nutrition and hydration affect my mood and concentration.	1	4	2.19	±	.795
I feel confident about setting clear goals and staying motivated.	1	5	2.07	±	.840

If I feel mentally unwell for several weeks, I know who to ask for help (coach, family, professional, etc.).	1	5	2.09	±	.874
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The results of the descriptive analysis (Table 3) after the implementation of the workshops indicate a significant improvement across all examined areas compared to the initial measurement. The mean values of the items ranged from $M = 4.25$ to $M = 4.48$, indicating a high level of perceived competence among participants after completing the program.

Minimum values in the post-test measurement ranged from 2 to 3, while maximum values for all items reached 5, suggesting that almost all participants assessed their skills as highly developed, with no extremely low ratings observed as in the pre-test measurement.

The highest mean values were recorded for items related to awareness of the impact of nutrition and hydration on mood and concentration ($M = 4.48$), a sense of safety within the team and the ability to express oneself freely ($M = 4.43$), and the ability to communicate in conflict situations without blaming others ($M = 4.41$). These results indicate that participants developed higher levels of emotional awareness, social skills, and psychological safety after the training.

High mean values were also observed for items related to recognizing physical signs of stress ($M = 4.42$), using breathing and relaxation techniques ($M = 4.25$), expressing emotions through “I-messages” ($M = 4.34$), and setting goals and maintaining motivation ($M = 4.35$). These findings point to significant progress in the areas of self-regulation and communication competencies.

Table 3. Descriptive Analysis – Post-Training Questionnaire

POST-TRAINING	Minimum	Maximum	Mean	±	Std. Deviation
In general, I feel able to manage stress related to training or competitions.	2	5	4.25	±	.709

I can identify signals in my body when I feel nervous or under pressure (breathing, tension, etc.)	2	5	4.42	±	.716
I use breathing or calming techniques when I need them.	2	5	4.25	±	.693
I find it easy to express my boundaries (saying “no” or asking for space) in a respectful way.	3	5	4.38	±	.727
I feel that my team is a safe environment to speak respectfully and without being laughed at.	3	5	4.43	±	.580
When there is a conflict, I know how to communicate without attacking or blaming others.	3	5	4.41	±	.649
I know how to express what I feel using “I-statements” (e.g., “I feel...”) without accusing anyone.	2	5	4.34	±	.703
I believe my nutrition and hydration affect my mood and concentration.	2	5	4.48	±	.673
I feel confident about setting clear goals and staying motivated.	2	5	4.35	±	.751

<p>If I feel mentally unwell for several weeks, I know who to ask for help (coach, family, professional, etc.).</p>	<p>2</p>	<p>5</p>	<p>4.32</p>	<p>±</p>	<p>.801</p>
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The graphical presentation (Graph 2) clearly illustrates the changes in average scores before and after the implementation of the workshops among participants from Croatia and Spain. In the initial measurement (PRE), participants from Croatia and Spain achieved almost identical mean values (Croatia: $M \approx 2.07$; Spain: $M \approx 2.08$), indicating a comparable baseline level of psychological and communication skills in both groups. Such uniformity of initial results allows for a reliable comparison of training effects between the two countries.

After the completion of the training (POST), a significant increase in scores was recorded in both groups. Participants from Croatia achieved a slightly higher mean value ($M \approx 4.41$) compared to participants from Spain ($M \approx 4.25$), although the difference between the countries remains relatively small. This pattern suggests that the training had a strong and consistent effect regardless of the country of participation.

Graph 2. Comparison between countries

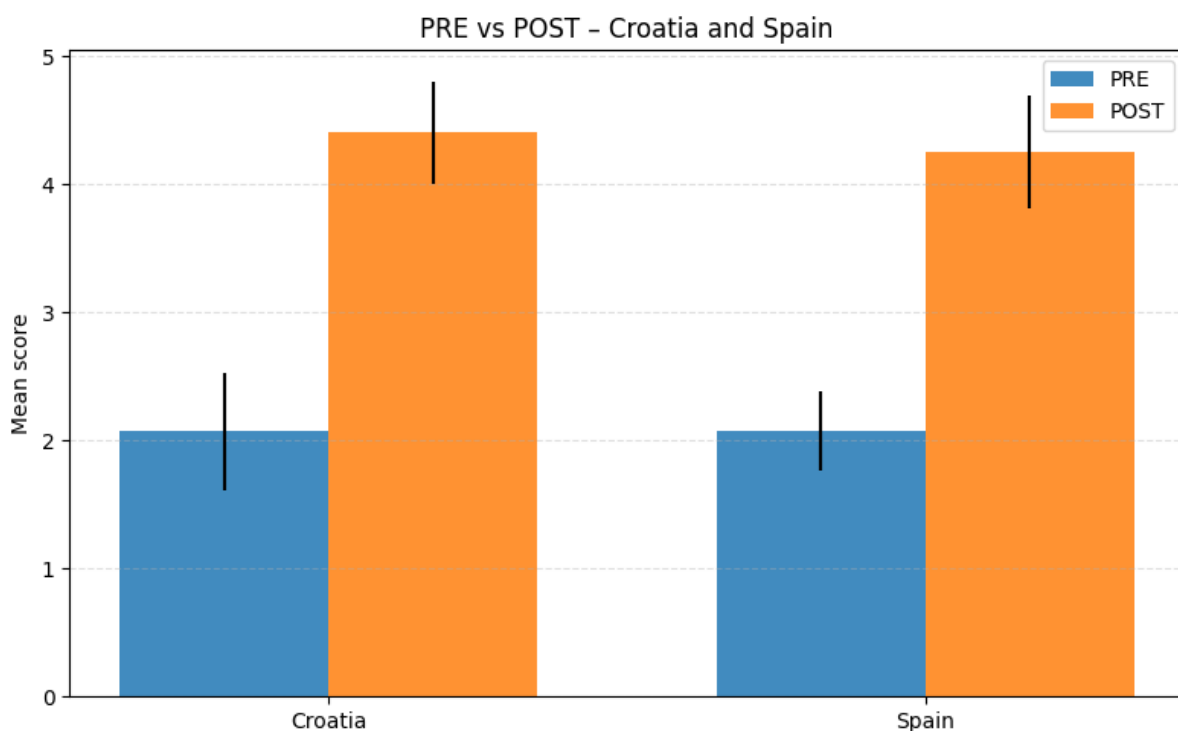


Table 4 presents the results of the comparison between pre- and post-intervention measurements. A paired-samples t-test was used to analyze differences, as the same participants were measured at two time points (before and after the workshops).

The results show that the mean value before the intervention was $M = 2.07$ ($SD = 0.42$), while after the intervention a significantly higher mean of $M = 4.36$ ($SD = 0.42$) was recorded. The obtained t-value was $t(90) = -36.20$, with a significance level of $p < .001$, indicating a statistically significant difference between the measurements.

The negative sign of the t-value results from the calculation method (PRE – POST) and does not affect the interpretation of the results, but only indicates the direction of change. The findings clearly show that participants achieved significantly higher scores after the intervention.

These results indicate a strong effect of the implemented intervention, reflected in a substantial increase in mean scores with the same level of variability. This confirms the effectiveness of the program in improving the assessed skills.

Table 4. Differences in Results Before and After the Intervention

	Mean	SD	t	df	p
PRE	2.07	0.42	-36.20	90	< .001
POST	4.36	0.42			

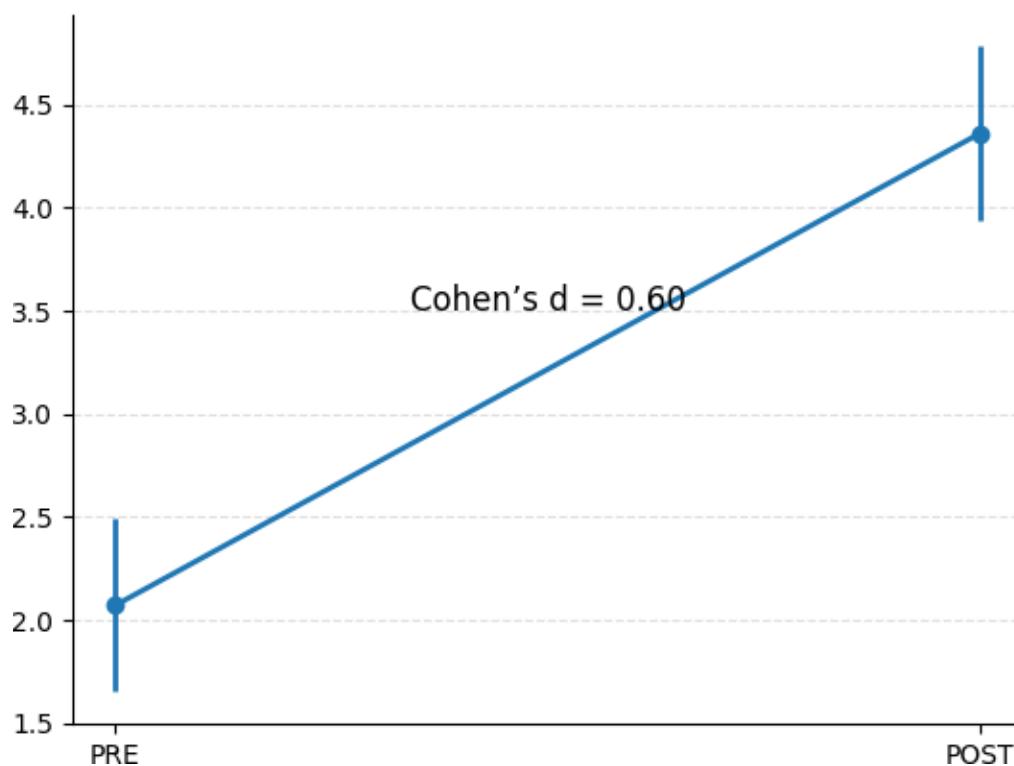
The graphical presentation (Graph 3) shows the change in mean scores between the initial (PRE) and final (POST) measurements following the intervention. A pronounced increase in the mean value is evident, from $M = 2.07$ in the pre-test to $M = 4.36$ in the post-test, indicating a substantial improvement in the assessed competencies after the implementation of the program.

The effect size expressed by Cohen's d is $d = 0.60$, which according to conventional criteria represents a medium effect size. This indicates that the difference between the pre- and post-measurements is not only statistically significant but also practically meaningful. After the intervention, participants achieved results that were 0.60 standard deviations higher than before the intervention.

The visual representation further confirms the stability of the results, as standard deviations are relatively small compared to the difference between the mean values. This suggests a

consistent effect of the intervention across participants, without pronounced individual deviations.

Graph 3. Effect size



DISCUSSION

The results of this analysis clearly indicate that, prior to participation in the MindFit program, the participants demonstrated a low level of development of psychological and communication skills. This was reflected in poorer stress management, a lower sense of emotional safety, and limited ability to express emotions and needs. Such findings are consistent with numerous previous studies showing that young athletes, despite high physical fitness, often lack sufficiently developed psychological skills needed to cope with the demands of the sports environment.

Research shows that athletes in adolescence frequently experience elevated levels of stress, pressure stemming from external expectations, and insecurity related to their abilities and social status within the team (Rice et al., 2016). These patterns are also evident in the pre-intervention results, where the lowest scores were recorded in the domains of emotional safety, stress management, and communication in conflict situations. Similar findings are reported by Gustafsson, DeFreese, and Madigan (2017), who emphasize that chronic stress and a lack of psychological support represent key risk factors for the development of emotional exhaustion and burnout among young athletes.

Following the implementation of the MindFit program, a marked improvement was observed across all measured variables, indicating its high effectiveness. Particularly important is the fact that improvements occurred in areas previously identified as the most sensitive—emotional regulation, stress recognition, communication, and psychological safety. These results support contemporary theoretical approaches that emphasize the importance of systematic development of mental skills in sport, rather than focusing exclusively on physical preparation (Gucciardi et al., 2015).

The obtained effect size (Cohen's $d = 0.60$) indicates a medium and practically meaningful effect of the intervention. According to Cohen (1988), such a value reflects a real and noticeable change in participants' functioning, which in this case is further supported by graphical representations and consistent improvements across all measured domains. In line with this, Lakens (2013) emphasizes that effect sizes of this magnitude indicate interventions that have meaningful practical value, not merely statistical significance.

It is important to note that the baseline values of participants were very similar to those reported in international research on youth athletes' mental health. For example, Rice et al. (2016) report that many young athletes lack developed coping strategies and rarely seek help, increasing the risk of anxiety, decreased motivation, and dropout from sport. In this context, the results of the present study further confirm the need for structured programs such as MindFit that directly target these risk factors.

A particular strength of the MindFit program lies in its practical orientation and gradual structure, which enables athletes to develop self-awareness, emotional literacy, and communication skills through a continuous process. The increasing perceived relevance of the workshops throughout the program indicates that participants progressively recognized the value of the content, which aligns with the assumption that psychological skills develop gradually and through experience.

Based on the obtained results, it can be concluded that the MindFit program represents an effective and scientifically grounded intervention model aimed at improving the mental health of young athletes. The program does not merely reduce negative states but actively promotes the development of protective factors such as emotional regulation, a sense of safety, self-confidence, and effective communication—key components of modern, holistic approaches to athlete development.

RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE MINDFIT PROGRAM

Based on the obtained results, the conducted analyses, and the interpretation of findings, it can be concluded that the MindFit program represents an effective, meaningful, and practically applicable model for working with young athletes. The results clearly demonstrate that the program led to significant improvements in emotional regulation, communication skills, stress management, and the sense of psychological safety—key prerequisites for healthy sports functioning and long-term athlete development.

Given that participants initially demonstrated a relatively low level of development in these skills, and that statistically and practically significant progress was achieved after the program's implementation, the systematic application of the MindFit program in work with young athletes is strongly recommended. Its particular value lies in the prevention of psychological difficulties, reduction of stress levels, and strengthening of emotional resilience—areas that are often neglected in traditional sports programs primarily focused on physical preparation.

Based on the evaluation results, it is recommended that the MindFit program be implemented as an integral part of the regular training process rather than as a one-time or occasional activity. The program's gradual structure, divided into introductory, developmental, and final phases, proved to be appropriate as it enables the progressive acquisition of skills, their practical application, and reflection on personal development. It is especially important to note that participants increasingly perceived the workshops as relevant over time, indicating the need to further strengthen the introductory phase in order to enhance initial motivation and engagement among athletes.

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Annex 1 — MindFit session calendar

This annex lists all 128 MindFit workshop sessions delivered across the 8 partner organizations (8 organizations x 16 workshops). For each session, the calendar shows the planned date (weekly Monday cadence: W1 on the cycle's start date, W16 on start + 15 weeks), country, organization, workshop number and title, phase (Introductory / Developmental / Final), and the facilitator who delivered it. Club Deportivo Maristas and Club Deportivo Regina Mundi were delivered jointly by the same facilitator.

Note: Each row reflects a planned weekly session date. The actual day of week may differ by a day or two in practice; the cycle start and end dates per organization are stated in Section 1 of this report.

#	Date	Day	Country	Organization	Workshop	Workshop title	Phase	Facilitator
1	05/05/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W1	Focusing on breathing	Introductory	Ivona Jurić
2	12/05/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W2	Setting boundaries	Introductory	Ivona Jurić
3	19/05/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W3	Team relationships	Introductory	Ivona Jurić
4	26/05/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W4	Conflict resolution	Introductory	Ivona Jurić
5	02/06/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W5	Assertive communication	Introductory	Ivona Jurić
6	09/06/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W6	"Nutrition" for mental health and well-being	Developmental	Ivona Jurić
7	16/06/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W7	Goal-setting visualization techniques (I)	Developmental	Ivona Jurić
8	23/06/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W8	Goal-setting visualization techniques (II)	Developmental	Ivona Jurić
9	30/06/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W9	Strategies for coping with unwanted emotions	Developmental	Ivona Jurić
10	07/07/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W10	Visualization techniques	Developmental	Ivona Jurić
11	14/07/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W11	Building self-confidence	Final	Ivona Jurić
12	21/07/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W12	Coping with failure and building resilience	Final	Ivona Jurić
13	28/07/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W13	Stress management techniques	Final	Ivona Jurić
14	04/08/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W14	Recognizing and overcoming mental traps (CBT)	Final	Ivona Jurić
15	11/08/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W15	Application of logotherapy exercises in everyday life	Final	Ivona Jurić
16	18/08/2025	Monday	Croatia	Universal Sports School Ivan Pavao II	W16	Visualization techniques (closing)	Final	Ivona Jurić
17	02/06/2025	Monday	Croatia	Sports and Recreation Association Breza	W1	Focusing on breathing	Introductory	Petra Rajković-Vuletić
18	09/06/2025	Monday	Croatia	Sports and Recreation Association Breza	W2	Setting boundaries	Introductory	Petra Rajković-Vuletić

#	Date	Day	Country	Organization	Worksh op	Workshop title	Phase	Facilitator
19	16/06/2025	Monday	Croatia	Sports and Recreation Association Breza	W3	Team relationships	Introductory	Petra Rajković-Vuletić
20	23/06/2025	Monday	Croatia	Sports and Recreation Association Breza	W4	Conflict resolution	Introductory	Petra Rajković-Vuletić
21	30/06/2025	Monday	Croatia	Sports and Recreation Association Breza	W5	Assertive communication	Introductory	Petra Rajković-Vuletić
22	07/07/2025	Monday	Croatia	Sports and Recreation Association Breza	W6	"Nutrition" for mental health and well-being	Developmental	Petra Rajković-Vuletić
23	14/07/2025	Monday	Croatia	Sports and Recreation Association Breza	W7	Goal-setting visualization techniques (I)	Developmental	Petra Rajković-Vuletić
24	21/07/2025	Monday	Croatia	Sports and Recreation Association Breza	W8	Goal-setting visualization techniques (II)	Developmental	Petra Rajković-Vuletić
25	28/07/2025	Monday	Croatia	Sports and Recreation Association Breza	W9	Strategies for coping with unwanted emotions	Developmental	Petra Rajković-Vuletić
26	04/08/2025	Monday	Croatia	Sports and Recreation Association Breza	W10	Visualization techniques	Developmental	Petra Rajković-Vuletić
27	11/08/2025	Monday	Croatia	Sports and Recreation Association Breza	W11	Building self-confidence	Final	Petra Rajković-Vuletić
28	18/08/2025	Monday	Croatia	Sports and Recreation Association Breza	W12	Coping with failure and building resilience	Final	Petra Rajković-Vuletić
29	25/08/2025	Monday	Croatia	Sports and Recreation Association Breza	W13	Stress management techniques	Final	Petra Rajković-Vuletić
30	01/09/2025	Monday	Croatia	Sports and Recreation Association Breza	W14	Recognizing and overcoming mental traps (CBT)	Final	Petra Rajković-Vuletić
31	08/09/2025	Monday	Croatia	Sports and Recreation Association Breza	W15	Application of logotherapy exercises in everyday life	Final	Petra Rajković-Vuletić
32	15/09/2025	Monday	Croatia	Sports and Recreation Association Breza	W16	Visualization techniques (closing)	Final	Petra Rajković-Vuletić
33	08/09/2025	Monday	Croatia	Kindergarten Blagovijest	W1	Focusing on breathing	Introductory	Tomislav Pranjić
34	15/09/2025	Monday	Croatia	Kindergarten Blagovijest	W2	Setting boundaries	Introductory	Tomislav Pranjić
35	22/09/2025	Monday	Croatia	Kindergarten Blagovijest	W3	Team relationships	Introductory	Tomislav Pranjić
36	29/09/2025	Monday	Croatia	Kindergarten Blagovijest	W4	Conflict resolution	Introductory	Tomislav Pranjić
37	06/10/2025	Monday	Croatia	Kindergarten Blagovijest	W5	Assertive communication	Introductory	Tomislav Pranjić
38	13/10/2025	Monday	Croatia	Kindergarten Blagovijest	W6	"Nutrition" for mental health and well-being	Developmental	Tomislav Pranjić

#	Date	Day	Country	Organization	Worksh op	Workshop title	Phase	Facilitator
39	20/10/2025	Monday	Croatia	Kindergarten Blagovijest	W7	Goal-setting visualization techniques (I)	Developmental	Tomislav Pranjić
40	27/10/2025	Monday	Croatia	Kindergarten Blagovijest	W8	Goal-setting visualization techniques (II)	Developmental	Tomislav Pranjić
41	03/11/2025	Monday	Croatia	Kindergarten Blagovijest	W9	Strategies for coping with unwanted emotions	Developmental	Tomislav Pranjić
42	10/11/2025	Monday	Croatia	Kindergarten Blagovijest	W10	Visualization techniques	Developmental	Tomislav Pranjić
43	17/11/2025	Monday	Croatia	Kindergarten Blagovijest	W11	Building self-confidence	Final	Tomislav Pranjić
44	24/11/2025	Monday	Croatia	Kindergarten Blagovijest	W12	Coping with failure and building resilience	Final	Tomislav Pranjić
45	01/12/2025	Monday	Croatia	Kindergarten Blagovijest	W13	Stress management techniques	Final	Tomislav Pranjić
46	08/12/2025	Monday	Croatia	Kindergarten Blagovijest	W14	Recognizing and overcoming mental traps (CBT)	Final	Tomislav Pranjić
47	15/12/2025	Monday	Croatia	Kindergarten Blagovijest	W15	Application of logotherapy exercises in everyday life	Final	Tomislav Pranjić
48	22/12/2025	Monday	Croatia	Kindergarten Blagovijest	W16	Visualization techniques (closing)	Final	Tomislav Pranjić
49	08/09/2025	Monday	Croatia	Kindergarten Dobri	W1	Focusing on breathing	Introductory	Eugen Debak
50	15/09/2025	Monday	Croatia	Kindergarten Dobri	W2	Setting boundaries	Introductory	Eugen Debak
51	22/09/2025	Monday	Croatia	Kindergarten Dobri	W3	Team relationships	Introductory	Eugen Debak
52	29/09/2025	Monday	Croatia	Kindergarten Dobri	W4	Conflict resolution	Introductory	Eugen Debak
53	06/10/2025	Monday	Croatia	Kindergarten Dobri	W5	Assertive communication	Introductory	Eugen Debak
54	13/10/2025	Monday	Croatia	Kindergarten Dobri	W6	"Nutrition" for mental health and well-being	Developmental	Eugen Debak
55	20/10/2025	Monday	Croatia	Kindergarten Dobri	W7	Goal-setting visualization techniques (I)	Developmental	Eugen Debak
56	27/10/2025	Monday	Croatia	Kindergarten Dobri	W8	Goal-setting visualization techniques (II)	Developmental	Eugen Debak
57	03/11/2025	Monday	Croatia	Kindergarten Dobri	W9	Strategies for coping with unwanted emotions	Developmental	Eugen Debak
58	10/11/2025	Monday	Croatia	Kindergarten Dobri	W10	Visualization techniques	Developmental	Eugen Debak
59	17/11/2025	Monday	Croatia	Kindergarten Dobri	W11	Building self-confidence	Final	Eugen Debak
60	24/11/2025	Monday	Croatia	Kindergarten Dobri	W12	Coping with failure and building resilience	Final	Eugen Debak
61	01/12/2025	Monday	Croatia	Kindergarten Dobri	W13	Stress management techniques	Final	Eugen Debak
62	08/12/2025	Monday	Croatia	Kindergarten Dobri	W14	Recognizing and overcoming mental traps (CBT)	Final	Eugen Debak
63	15/12/2025	Monday	Croatia	Kindergarten Dobri	W15	Application of logotherapy exercises in everyday life	Final	Eugen Debak

#	Date	Day	Country	Organization	Worksh op	Workshop title	Phase	Facilitator
64	22/12/2025	Monday	Croatia	Kindergarten Dobri	W16	Visualization techniques (closing)	Final	Eugen Debak
65	05/05/2025	Monday	Spain	ÁGOpedagogía	W1	Focusing on breathing	Introductory	Salva Gomez
66	12/05/2025	Monday	Spain	ÁGOpedagogía	W2	Setting boundaries	Introductory	Salva Gomez
67	19/05/2025	Monday	Spain	ÁGOpedagogía	W3	Team relationships	Introductory	Salva Gomez
68	26/05/2025	Monday	Spain	ÁGOpedagogía	W4	Conflict resolution	Introductory	Salva Gomez
69	02/06/2025	Monday	Spain	ÁGOpedagogía	W5	Assertive communication	Introductory	Salva Gomez
70	09/06/2025	Monday	Spain	ÁGOpedagogía	W6	"Nutrition" for mental health and well-being	Developmental	Salva Gomez
71	16/06/2025	Monday	Spain	ÁGOpedagogía	W7	Goal-setting visualization techniques (I)	Developmental	Salva Gomez
72	23/06/2025	Monday	Spain	ÁGOpedagogía	W8	Goal-setting visualization techniques (II)	Developmental	Salva Gomez
73	30/06/2025	Monday	Spain	ÁGOpedagogía	W9	Strategies for coping with unwanted emotions	Developmental	Salva Gomez
74	07/07/2025	Monday	Spain	ÁGOpedagogía	W10	Visualization techniques	Developmental	Salva Gomez
75	14/07/2025	Monday	Spain	ÁGOpedagogía	W11	Building self-confidence	Final	Salva Gomez
76	21/07/2025	Monday	Spain	ÁGOpedagogía	W12	Coping with failure and building resilience	Final	Salva Gomez
77	28/07/2025	Monday	Spain	ÁGOpedagogía	W13	Stress management techniques	Final	Salva Gomez
78	04/08/2025	Monday	Spain	ÁGOpedagogía	W14	Recognizing and overcoming mental traps (CBT)	Final	Salva Gomez
79	11/08/2025	Monday	Spain	ÁGOpedagogía	W15	Application of logotherapy exercises in everyday life	Final	Salva Gomez
80	18/08/2025	Monday	Spain	ÁGOpedagogía	W16	Visualization techniques (closing)	Final	Salva Gomez
81	01/09/2025	Monday	Spain	Sierra Nevada FC	W1	Focusing on breathing	Introductory	Antonio Lerena
82	08/09/2025	Monday	Spain	Sierra Nevada FC	W2	Setting boundaries	Introductory	Antonio Lerena
83	15/09/2025	Monday	Spain	Sierra Nevada FC	W3	Team relationships	Introductory	Antonio Lerena
84	22/09/2025	Monday	Spain	Sierra Nevada FC	W4	Conflict resolution	Introductory	Antonio Lerena
85	29/09/2025	Monday	Spain	Sierra Nevada FC	W5	Assertive communication	Introductory	Antonio Lerena
86	06/10/2025	Monday	Spain	Sierra Nevada FC	W6	"Nutrition" for mental health and well-being	Developmental	Antonio Lerena
87	13/10/2025	Monday	Spain	Sierra Nevada FC	W7	Goal-setting visualization techniques (I)	Developmental	Antonio Lerena
88	20/10/2025	Monday	Spain	Sierra Nevada FC	W8	Goal-setting visualization techniques (II)	Developmental	Antonio Lerena
89	27/10/2025	Monday	Spain	Sierra Nevada FC	W9	Strategies for coping with unwanted emotions	Developmental	Antonio Lerena

#	Date	Day	Country	Organization	Worksh op	Workshop title	Phase	Facilitator
90	03/11/2025	Monday	Spain	Sierra Nevada FC	W10	Visualization techniques	Developmental	Antonio Lerena
91	10/11/2025	Monday	Spain	Sierra Nevada FC	W11	Building self-confidence	Final	Antonio Lerena
92	17/11/2025	Monday	Spain	Sierra Nevada FC	W12	Coping with failure and building resilience	Final	Antonio Lerena
93	24/11/2025	Monday	Spain	Sierra Nevada FC	W13	Stress management techniques	Final	Antonio Lerena
94	01/12/2025	Monday	Spain	Sierra Nevada FC	W14	Recognizing and overcoming mental traps (CBT)	Final	Antonio Lerena
95	08/12/2025	Monday	Spain	Sierra Nevada FC	W15	Application of logotherapy exercises in everyday life	Final	Antonio Lerena
96	15/12/2025	Monday	Spain	Sierra Nevada FC	W16	Visualization techniques (closing)	Final	Antonio Lerena
97	22/09/2025	Monday	Spain	Club Deportivo Maristas	W1	Focusing on breathing	Introductory	Laura Albea
98	29/09/2025	Monday	Spain	Club Deportivo Maristas	W2	Setting boundaries	Introductory	Laura Albea
99	06/10/2025	Monday	Spain	Club Deportivo Maristas	W3	Team relationships	Introductory	Laura Albea
100	13/10/2025	Monday	Spain	Club Deportivo Maristas	W4	Conflict resolution	Introductory	Laura Albea
101	20/10/2025	Monday	Spain	Club Deportivo Maristas	W5	Assertive communication	Introductory	Laura Albea
102	27/10/2025	Monday	Spain	Club Deportivo Maristas	W6	"Nutrition" for mental health and well-being	Developmental	Laura Albea
103	03/11/2025	Monday	Spain	Club Deportivo Maristas	W7	Goal-setting visualization techniques (I)	Developmental	Laura Albea
104	10/11/2025	Monday	Spain	Club Deportivo Maristas	W8	Goal-setting visualization techniques (II)	Developmental	Laura Albea
105	17/11/2025	Monday	Spain	Club Deportivo Maristas	W9	Strategies for coping with unwanted emotions	Developmental	Laura Albea
106	24/11/2025	Monday	Spain	Club Deportivo Maristas	W10	Visualization techniques	Developmental	Laura Albea
107	01/12/2025	Monday	Spain	Club Deportivo Maristas	W11	Building self-confidence	Final	Laura Albea
108	08/12/2025	Monday	Spain	Club Deportivo Maristas	W12	Coping with failure and building resilience	Final	Laura Albea
109	15/12/2025	Monday	Spain	Club Deportivo Maristas	W13	Stress management techniques	Final	Laura Albea
110	22/12/2025	Monday	Spain	Club Deportivo Maristas	W14	Recognizing and overcoming mental traps (CBT)	Final	Laura Albea
111	29/12/2025	Monday	Spain	Club Deportivo Maristas	W15	Application of logotherapy exercises in everyday life	Final	Laura Albea
112	05/01/2026	Monday	Spain	Club Deportivo Maristas	W16	Visualization techniques (closing)	Final	Laura Albea
113	22/09/2025	Monday	Spain	Club Deportivo Regina Mundi	W1	Focusing on breathing	Introductory	Laura Albea
114	29/09/2025	Monday	Spain	Club Deportivo Regina Mundi	W2	Setting boundaries	Introductory	Laura Albea

#	Date	Day	Country	Organization	Worksh op	Workshop title	Phase	Facilitator
115	06/10/2025	Monday	Spain	Club Deportivo Regina Mundi	W3	Team relationships	Introductory	Laura Albea
116	13/10/2025	Monday	Spain	Club Deportivo Regina Mundi	W4	Conflict resolution	Introductory	Laura Albea
117	20/10/2025	Monday	Spain	Club Deportivo Regina Mundi	W5	Assertive communication	Introductory	Laura Albea
118	27/10/2025	Monday	Spain	Club Deportivo Regina Mundi	W6	"Nutrition" for mental health and well-being	Developmental	Laura Albea
119	03/11/2025	Monday	Spain	Club Deportivo Regina Mundi	W7	Goal-setting visualization techniques (I)	Developmental	Laura Albea
120	10/11/2025	Monday	Spain	Club Deportivo Regina Mundi	W8	Goal-setting visualization techniques (II)	Developmental	Laura Albea
121	17/11/2025	Monday	Spain	Club Deportivo Regina Mundi	W9	Strategies for coping with unwanted emotions	Developmental	Laura Albea
122	24/11/2025	Monday	Spain	Club Deportivo Regina Mundi	W10	Visualization techniques	Developmental	Laura Albea
123	01/12/2025	Monday	Spain	Club Deportivo Regina Mundi	W11	Building self-confidence	Final	Laura Albea
124	08/12/2025	Monday	Spain	Club Deportivo Regina Mundi	W12	Coping with failure and building resilience	Final	Laura Albea
125	15/12/2025	Monday	Spain	Club Deportivo Regina Mundi	W13	Stress management techniques	Final	Laura Albea
126	22/12/2025	Monday	Spain	Club Deportivo Regina Mundi	W14	Recognizing and overcoming mental traps (CBT)	Final	Laura Albea
127	29/12/2025	Monday	Spain	Club Deportivo Regina Mundi	W15	Application of logotherapy exercises in everyday life	Final	Laura Albea
128	05/01/2026	Monday	Spain	Club Deportivo Regina Mundi	W16	Visualization techniques (closing)	Final	Laura Albea

MINDFiT

Cjelovito izvješće
implementacije Mindfit
programa

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UVOD

U modernom sportu sve se više prepoznaje da vrhunska izvedba ne ovisi isključivo o tjelesnoj spremnosti, tehničkim vještinama i taktičkom znanju, već i o mentalnom zdravlju sportaša te njihovoj psihološkoj otpornosti. Natjecateljski pritisak, vanjska očekivanja, strah od neuspjeha, timska dinamika i izazovi usklađivanja sportskih i privatnih obveza predstavljaju značajne izvore stresa koji mogu negativno utjecati na dobrobit sportaša i njihove dugoročne sportske karijere. Upravo iz te potrebe razvijen je program MindFit – strukturirani program mentalne dobrobiti u sportu usmjeren na jačanje psiholoških resursa sportaša i stvaranje zdravijeg sportskog okruženja.

Program MindFit nudi sustavan i praktičan pristup razvoju mentalnih vještina kroz niz tematski povezanih radionica. Program obuhvaća područja poput svjesnog disanja i samoregulacije, postavljanja osobnih granica, učinkovite komunikacije i rješavanja konflikata, izgradnje pozitivnih timskih odnosa, upravljanja stresom i emocijama, jačanja samopouzdanja i otpornosti, kao i razvoja zdravih životnih navika koje podupiru mentalno zdravlje. Poseban naglasak stavlja se na praktičnu primjenjivost sadržaja u svakodnevnoj sportskoj praksi, uz jasne smjernice i konkretne vježbe koje se mogu provoditi tijekom treninga ili kao dio dodatnih edukativnih aktivnosti.

Program je osmišljen tako da aktivno uključuje sportaše, potiče refleksiju, otvorenu komunikaciju i razvoj emocionalne pismenosti. Treneri imaju ključnu ulogu u provedbi radionica, stvaranju sigurnog i podržavajućeg okruženja te u modeliranju poželjnih ponašanja i stavova. MindFit ne zahtijeva specijaliziranu psihološku edukaciju trenera; umjesto toga, pruža im strukturirane alate, jasne upute i prilagodljive metode koje se mogu primjenjivati u različitim sportovima i dobnim skupinama.

Jedna od temeljnih vrijednosti programa MindFit jest destigmatizacija mentalnog zdravlja u sportu. Program naglašava da su emocije, stres i mentalni izazovi prirodan dio sportskog iskustva te da je traženje podrške znak odgovornosti i snage, a ne slabosti. Razvojem samosvijesti, socijalnih i emocionalnih vještina te kvalitetnog odnosa prema sportu, MindFit doprinosi dugoročnoj dobrobiti sportaša, smanjuje rizik od sagorijevanja i emocionalne iscrpljenosti te podržava stvaranje održivih sportskih karijera.

U konačnici, program MindFit predstavlja integrirani model mentalnog treninga koji povezuje individualni razvoj sportaša s kvalitetom timskih odnosa i cjelokupnom sportskom kulturom. Njegov cilj nije samo unaprijediti sportsku izvedbu, već i stvoriti okruženje u kojem sportaši mogu rasti kao cjelovite osobe – mentalno snažne, emocionalno uravnotežene i spremne suočiti se s izazovima kako u sportu, tako i u životu izvan njega.

1. Uvjeti za provedbu programa MindFit

Program MindFit proveden je u sportskim klubovima, udrugama i zajednicama koje rade s mladim sportašima. U Hrvatskoj je program proveden u četiri sportske organizacije, i to: Univerzalna sportska škola Ivan Pavao II, Dječji vrtić Blagovijest, Dječji vrtić Dobri te Sportsko-rekreacijska udruga Breza. Španjolski partneri proveli su program u sljedećim organizacijama: Club Deportivo Maristas, ÁGOpedagogía, Sierra Nevada FC i Club Deportivo Regina Mundi.

Prije provedbe programa treneri i voditelji sportskih programa prošli su edukaciju kako bi se pripremili za njegovu provedbu. Koordinator i partnerske organizacije osigurali su individualnu edukaciju trenera, koristeći paradigmu razumijevanja i holistički pristup obrazovanju.

Radionice su se provodile u prostorima u kojima sportaši i polaznici inače imaju svoje treninge — u sportskim dvoranama, klupskim učionicama te, za najmlađu dobnu skupinu, u prostorima vrtića. Time je osigurana familijarnost okruženja i nesmetana integracija MindFit programa u redoviti trenažni proces, bez potrebe za dodatnim prijevozom ili promjenom lokacije.

U skladu s WP3 Sporazuma o dodjeli bespovratnih sredstava (Projekt 101181079), koji je predviđao implementaciju programa u 6 sportskih klubova i NGO-a s 90 mladih sportaša, program je u konačnici proveden u 8 partnerskih organizacija (4 u Hrvatskoj i 4 u Španjolskoj) sa 98 mladih sportaša, čime su izvorni ciljevi GAP-a premašeni.

U Hrvatskoj su ciklusi provedbe tekli kako slijedi: Univerzalna sportska škola Ivan Pavao II od 5. svibnja do 22. kolovoza 2025.; Sportsko-rekreacijska udruga Breza od 2. lipnja do 19. rujna 2025.; te Dječji vrtić Blagovijest i Dječji vrtić Dobri (zajednički provedeno) od 8. rujna do 26. prosinca 2025.

U Španjolskoj su ciklusi provedbe tekli kako slijedi: ÁGOpedagogía od 5. svibnja do 22. kolovoza 2025.; Sierra Nevada FC od 1. rujna do 19. prosinca 2025.; te Club Deportivo Maristas i Club Deportivo Regina Mundi (zajednički provedeno) od 22. rujna 2025. do 9. siječnja 2026.

2. Struktura i provedba radionica

U dogovoru s trenerima, programi su se provodili kao uvodni dio sportskih treninga. Prve radionice provodili su članovi projektnog tima, nakon čega su preostale radionice realizirane pod vodstvom trenera. Nakon svake radionice članovi projektnog tima dobivali su povratne informacije od trenera

Završna faza bila je usmjerena na emocionalna stanja te njihovu ravnotežu i usklađivanje sa zahtjevima sporta, uključujući izgradnju samopouzdanja (R11), suočavanje s neuspjehom i jačanje otpornosti (R12), tehnike upravljanja stresom (R13), prepoznavanje i prevladavanje mentalnih zamki (KBT) (R14), primjenu logoterapijskih vježbi u svakodnevnom životu (R15) te tehnike vizualizacije (R16).

Razdoblje provedbe

Program MindFit provodio se u razdoblju od svibnja 2025. do siječnja 2026. godine, što odgovara fazi implementacije projekta — Radni paket 3 (Provedba programa). U svakoj partnerskoj organizaciji provedeno je svih 16 radionica, raspoređenih kroz približno 16–20 tjedana unutar tog 9-mjesečnog implementacijskog prozora. Radionice su se u pravilu odvijale nekoliko puta tjedno, kao uvodni dio redovitog treninga, pri čemu su pojedinačni klubovi prilagođavali raspored natjecateljskom kalendaru.

Tipska struktura radionice

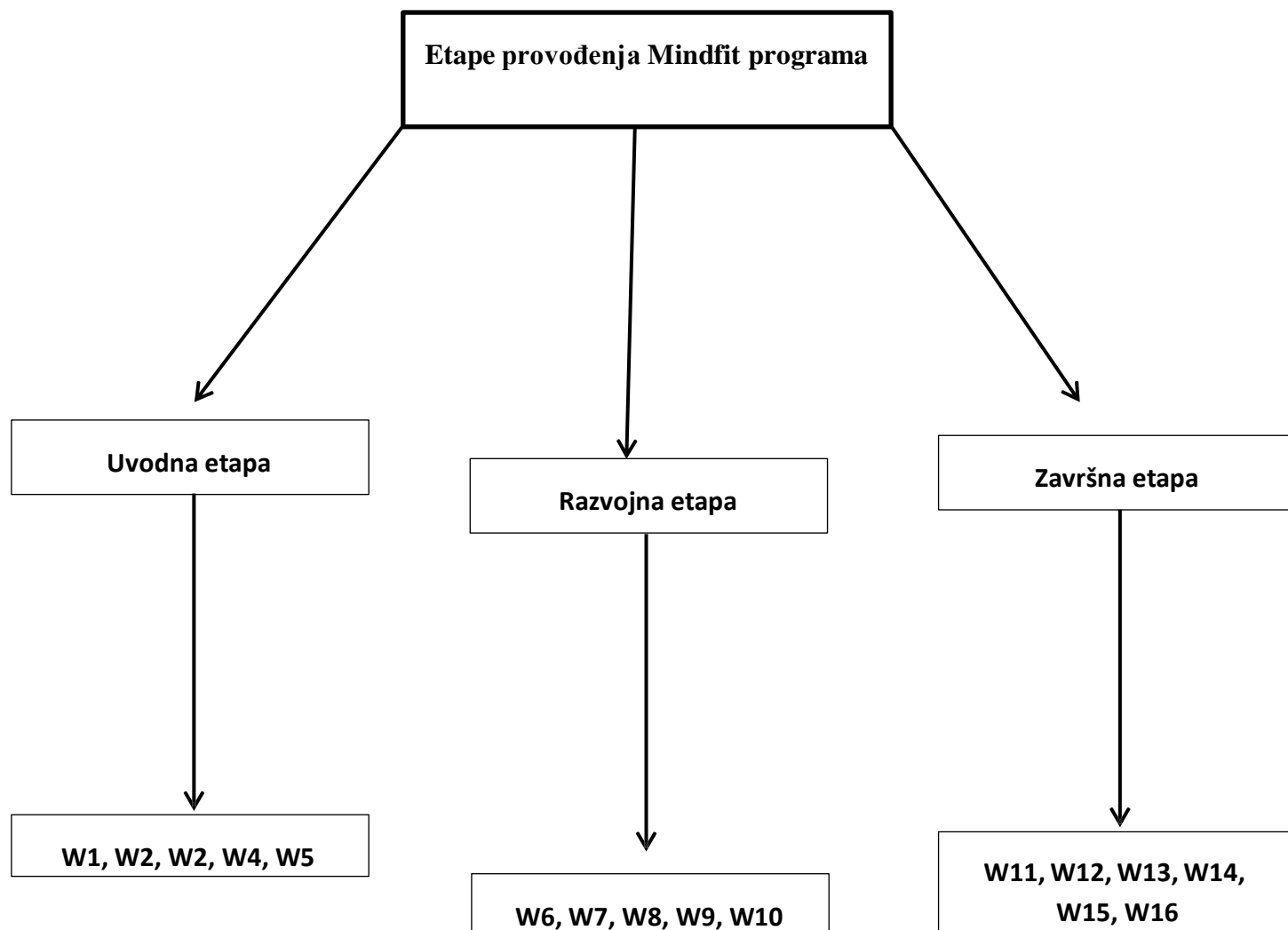
Sesije su prilagođavane u rasponu od 20 do 30 minuta ovisno o dobnoj skupini, pri čemu su najmlađi sudionici primali kraće i jednostavnije inačice. Sve sesije pratile su ujednačenu strukturu kako bi se osigurala dosljednost provedbe između organizacija i zemalja:

- Uvod i kontekstualizacija teme (3–5 min)
- Izlaganje glavnog sadržaja i koncepta (5–10 min)
- Praktična vježba ili iskustveni dio (10–15 min)
- Refleksija i grupna rasprava (3–5 min)
- Evaluacija putem Sustava procjene semaforom (1–2 min)

Voditelji radionica

Radionice su provodili treneri i voditelji sportskih programa iz partnerskih organizacija. Prije početka programa svi voditelji prošli su 3-dnevni Training of Trainers, koji su proveli koordinator (IDI) i stručnjaci partnerskih organizacija. Edukacija je obuhvatila pregled svih 16 radionica, metodološke smjernice, simulacije pojedinih vježbi i pripremu za rad s različitim dobnim skupinama. Prve dvije radionice u svakoj organizaciji provedene su zajedno s članovima projektnog tima radi modeliranja pristupa, nakon čega su voditelji samostalno nastavili provedbu uz kontinuiranu povratnu informaciju i podršku projektnog tima.

Graf 1. Vizualni prikaz etapa provođenja Mindfit programa



3. Evaluacija i analiza potrebe sportaša

Kako bi se procijenila relevantnost radionica za sportaše, razvijen je „Sustav procjene semaforom“. Nakon svake radionice sportaši su je vrednovali pomoću smajlića (tužnog, neutralnog ili sretnog) prikazanih u prostoru za trening. Na smajličić koji je najbolje odražavao njihovo mišljenje zalijepili bi Post-it papirić, čime se oponašala trostupanjska Likertova skala. Tužni smajličić imao je numeričku vrijednost 0 i označavao je da radionica za sportaša nije bila relevantna; neutralni smajličić imao je vrijednost 1 i označavao je djelomičnu relevantnost; dok je sretni smajličić imao vrijednost 2 i označavao da je provedena radionica bila u potpunosti relevantna za sportaša.

U Tablici 1. Prikazane su prosječne vrijednosti relevantnosti radionica za sportaše.

Oznaka radionice	Mean – prosječna vrijednost
W1	1,42
W2	1,55
W3	1,61
W4	1,48
W5	1,66
W6	1,53
W7	1,59
W8	1,71
W9	1,46
W10	1,62
W11	1,57
W12	1,68
W13	1,50
W14	1,64
W15	1,58
W16	1,73

Iz prikazane tablice vidljivo je da je najveća razina relevantnosti postignuta u završnom dijelu programa MindFit, točnije na posljednjoj radionici o tehnikama vizualizacije (R16), dok je najniža relevantnost zabilježena kod prve radionice usmjerene na disanje (R1). To se može protumačiti kao blagi otpor na samom početku programa. Usporedbom uvodne, razvojne i završne faze radionica uočava se postupni porast percipirane relevantnosti. Drugim riječima, kako je program odmicao, radionice su sudionicima postajale sve relevantnije.

Prosjek relevantnosti po grupama je:

- uvodna– 1.54
- razvojna – 1.58
- završna– 1.59

Sve navedeno ukazuje kako su radionice većinom bile relevantne za sudionike i to u razvojnom smjeru. Odmakom vremena, sudionicima su se činile zanimljivije i korisnije što je povratna informacija kako je potrebno poboljšati uvodni dio radionica kako bi za buduće provođenje programa i za buduće sudionike bio relevantniji.

METODE RADA

1. Ispitanici

Uzorak je činilo 98 mladih sportaša iz različitih sportskih disciplina iz Hrvatske i Španjolske. U istraživanje su bili uključeni sportaši koji su u vrijeme provođenja istraživanja aktivno sudjelovali u treninzima svojih klubova. Prije početka istraživanja sudionicima su detaljno objašnjeni svrha i sadržaj radionica, kao i način sudjelovanja.

Sudjelovanje je bilo dobrovoljno, a svi maloljetni sudionici sudjelovali su uz informirani pristanak svojih roditelja ili zakonskih skrbnika, u skladu s etičkim načelima provođenja istraživanja s maloljetnicima. Svim sudionicima zajamčena je anonimnost te je naglašeno da u bilo kojem trenutku mogu odustati od sudjelovanja bez ikakvih posljedica.

2. Protokol

Nakon što su mladi sportaši upoznati s ciljem i tijekom istraživanja te su, uz suglasnost roditelja ili skrbnika, pristali sudjelovati, provedeno je početno ispitivanje. Prije početka radionica svi su sudionici ispunili anonimni upitnik osmišljen za procjenu njihovog početnog stanja u područjima emocionalne regulacije, komunikacijskih vještina i suočavanja sa stresom.

Upitnik se sastojao od 10 tvrdnji, a odgovori su se procjenjivali pomoću Likertove ljestvice od 1 do 5, pri čemu je 1 označavalo potpuno neslaganje, a 5 potpuno slaganje s navedenom tvrdnjom (Tablica 1). Ispunjavanje upitnika bilo je dobrovoljno i anonimno, čime je osigurana iskrenost odgovora sudionika.

Tablica 1. Izgled upitnika

Upitnik	Uopće se ne slažem	Ne slažem se	Nit se slažem, nit se ne slažem	Slažem se	U potpunosti se slažem
---------	-----------------------	-----------------	--	-----------	------------------------------

Općenito smatram da se mogu nositi sa stresom povezanim s treninzima ili natjecanjima.	1	2	3	4	5
--	---	---	---	---	---

Mogu prepoznati signale u svom tijelu kada se osjećam nervozno ili pod pritiskom (disanje, napetost i sl.).	1	2	3	4	5
---	---	---	---	---	---

Koristim tehnike disanja ili smirivanja kada su mi potrebne.	1	2	3	4	5
--	---	---	---	---	---

Lako mi je izraziti vlastite granice (reći „ne” ili zatražiti prostor) na pristojan način.	1	2	3	4	5
--	---	---	---	---	---

Osjećam da je moj tim sigurno okruženje u kojem mogu govoriti s poštovanjem i bez straha od ismijavanja.	1	2	3	4	5
--	---	---	---	---	---

Kada dođe do sukoba, znam komunicirati bez napadanja ili okrivljavanja drugih.	1	2	3	4	5
--	---	---	---	---	---

Znam izraziti kako se osjećam koristeći „ja-poruke” (npr. „Osjećam se...”) bez optuživanja drugih.	1	2	3	4	5
--	---	---	---	---	---

Vjerujem da moja prehrana i hidracija utječu na moje raspoloženje i koncentraciju.

	1	2	3	4	5
--	---	---	---	---	---

Osjećam se sigurno u postavljanju jasnih ciljeva i održavanju motivacije.

	1	2	3	4	5
--	---	---	---	---	---

Ako se nekoliko tjedana osjećam psihički loše, znam kome se mogu obratiti za pomoć (treneru, obitelji, stručnjaku i sl.).

	1	2	3	4	5
--	---	---	---	---	---

Nakon ispunjavanja početnog upitnika sudionici su pristupili radionicama koje su činile intervencijski program. Po završetku posljednje radionice provedeno je završno ispitivanje korištenjem istog upitnika kao i u početnom mjerenju. Time je omogućena usporedba rezultata prije i nakon provedene intervencije.

Kako bi se pratile promjene na individualnoj razini, odgovori istih sudionika iz početnog i završnog mjerenja su uspoređeni, što je omogućilo analizu promjena unutar pojedinaca te procjenu učinaka provedenog programa.

3. Statistička analiza

Statistička analiza podataka provedena je pomoću softvera IBM SPSS Statistics. Prije analize podaci su pregledani kako bi se osigurala njihova potpunost i točnost unosa. Sve analize provedene su uz razinu statističke značajnosti $p < 0,05$.

U prvom koraku izračunate su deskriptivne statistike, uključujući osnovne mjere centralne tendencije i raspršenosti: aritmetičku sredinu (M), standardnu devijaciju (SD) te minimalne i maksimalne vrijednosti za sve varijable uključene u upitnik, zasebno za mjerenja prije i nakon intervencije. Kako bi se ispitale razlike između rezultata dobivenih prije i nakon provedbe radionica, primijenjen je t-test za zavisne uzorke, budući da su mjerenja provedena na istim sudionicima. Ova metoda omogućila je procjenu statističke značajnosti promjena nastalih kao rezultat provedene intervencije.

Kako bi se procijenila praktična značajnost uočenih razlika, izračunata je i veličina učinka pomoću Cohenova d . Vrijednosti Cohenova d interpretirane su prema općeprihvaćenim kriterijima, pri čemu vrijednosti oko 0,20 upućuju na mali učinak, oko 0,50 na srednji učinak, a 0,80 ili više na veliki učinak (Cohen, 1988; Lakens, 2012).

REZULTATI

Rezultati deskriptivne analize (Tablica 2) upućuju na to da su sudionici prije intervencije pokazivali relativno nisku razinu razvijenosti psiholoških i komunikacijskih vještina. Prosječne vrijednosti pojedinih čestica kretale su se od $M = 1.85$ do $M = 2.19$, pri čemu su minimalne vrijednosti iznosile 1, a maksimalne su se, ovisno o čestici, kretale između 4 i 5. Takav raspon ukazuje na prisutnost sudionika s vrlo niskim samoprocjenama, ali i manjeg broja onih koji su svoje kompetencije procijenili relativno visoko.

Najniže prosječne vrijednosti zabilježene su kod čestica koje se odnose na osjećaj sigurnosti unutar tima i mogućnost slobodnog izražavanja bez straha od negativnih reakcija ($M = 1.85$), kao i kod procjene upravljanja stresom povezanim s treninzima i natjecanjima ($M = 1.99$). Ovi nalazi upućuju na to da je značajan broj sudionika prije intervencije imao poteškoća u području emocionalne sigurnosti i regulacije stresa.

S druge strane, nešto više, ali još uvijek umjerene prosječne vrijednosti zabilježene su kod čestica koje se odnose na prepoznavanje tjelesnih znakova stresa ($M = 2.07$), korištenje tehnika disanja i opuštanja ($M = 2.12$), izražavanje emocija putem „ja-poruka“ ($M = 2.10$) te svijest o važnosti prehrane i hidracije ($M = 2.19$). Ovi rezultati upućuju na to da su sudionici posjedovali osnovnu razinu znanja i svijesti o navedenim vještinama, ali ih još nisu dosljedno primjenjivali u praksi.

Tablica 2. Deskriptivna analiza - PRE-TRAINING QUESTIONNAIRE

PRE-TRAINING	Minimum	Maximum	Mean	±	Std. Deviation
In general, I feel able to manage stress related to training or competitions.	1	4	1.99	±	.739
I can identify signals in my body when I feel nervous or under pressure (breathing, tension, etc.)	1	5	2.07	±	.750
I use breathing or calming techniques when I need them.	1	4	2.12	±	.777

I find it easy to express my boundaries (saying “no” or asking for space) in a respectful way.	1	5	2.00	±	.812
I feel that my team is a safe environment to speak respectfully and without being laughed at.	1	4	1.85	±	.778
When there is a conflict, I know how to communicate without attacking or blaming others.	1	4	2.11	±	.836
I know how to express what I feel using “I-statements” (e.g., “I feel...”) without accusing anyone.	1	5	2.10	±	.867
I believe my nutrition and hydration affect my mood and concentration.	1	4	2.19	±	.795
I feel confident about setting clear goals and staying motivated.	1	5	2.07	±	.840
If I feel mentally unwell for several weeks, I know who to ask for help (coach, family, professional, etc.).	1	5	2.09	±	.874

Rezultati deskriptivne analize (Tablica 3) nakon provedbe radionica ukazuju na značajno poboljšanje u svim ispitivanim područjima u odnosu na početno mjerenje. Prosječne vrijednosti čestica kretale su se od $M = 4.25$ do $M = 4.48$, što upućuje na visoku razinu percipirane kompetentnosti sudionika nakon završetka programa.

Minimalne vrijednosti u posttest mjerenju kretale su se od 2 do 3, dok su maksimalne vrijednosti za sve čestice dosezale 5, što upućuje na to da su gotovo svi sudionici procijenili svoje vještine kao visoko razvijene, pri čemu više nisu zabilježene izrazito niske procjene kakve su bile prisutne u početnom mjerenju.

Najviše prosječne vrijednosti zabilježene su kod čestica koje se odnose na svijest o utjecaju prehrane i hidracije na raspoloženje i koncentraciju ($M = 4.48$), osjećaj sigurnosti unutar tima i mogućnost slobodnog izražavanja ($M = 4.43$) te sposobnost komunikacije u konfliktnim situacijama bez okrivljavanja drugih ($M = 4.41$). Ovi rezultati upućuju na to da su sudionici nakon provedbe programa razvili višu razinu emocionalne osviještenosti, socijalnih vještina i psihološke sigurnosti.

Visoke prosječne vrijednosti zabilježene su i kod čestica koje se odnose na prepoznavanje tjelesnih znakova stresa ($M = 4.42$), korištenje tehnika disanja i opuštanja ($M = 4.45$), izražavanje emocija putem „ja-poruka“ ($M = 4.34$) te postavljanje ciljeva i održavanje motivacije ($M = 4.35$). Ovi nalazi upućuju na značajan napredak u području samoregulacije i komunikacijskih kompetencija.

Tablica 3. Deskriptivna analiza - POST-TRAINING QUESTIONNAIRE

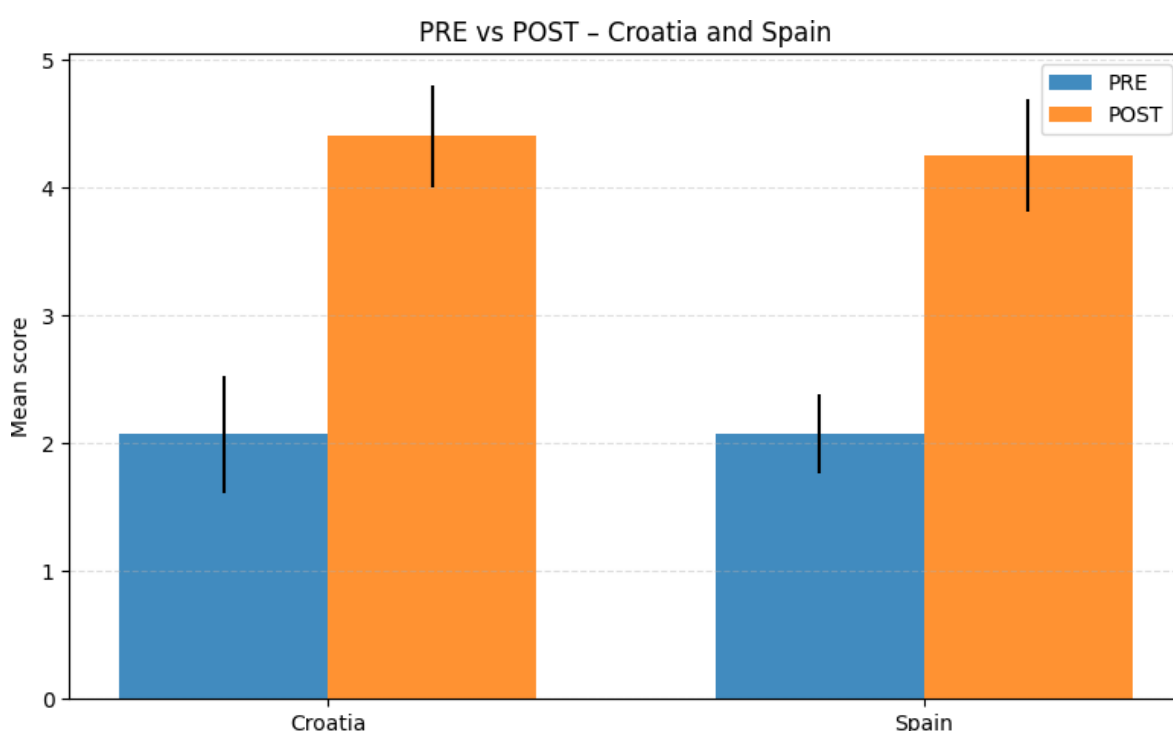
POST-TRAINING	Minimum	Maximum	Mean	±	Std. Deviation
In general, I feel able to manage stress related to training or competitions.	2	5	4.25	±	.709
I can identify signals in my body when I feel nervous or under pressure (breathing, tension, etc.)	2	5	4.42	±	.716
I use breathing or calming techniques when I need them.	2	5	4.25	±	.693

I find it easy to express my boundaries (saying “no” or asking for space) in a respectful way.	3	5	4.38	±	.727
I feel that my team is a safe environment to speak respectfully and without being laughed at.	3	5	4.43	±	.580
When there is a conflict, I know how to communicate without attacking or blaming others.	3	5	4.41	±	.649
I know how to express what I feel using “I-statements” (e.g., “I feel...”) without accusing anyone.	2	5	4.34	±	.703
I believe my nutrition and hydration affect my mood and concentration.	2	5	4.48	±	.673
I feel confident about setting clear goals and staying motivated.	2	5	4.35	±	.751
If I feel mentally unwell for several weeks, I know who to ask for help (coach, family, professional, etc.).	2	5	4.32	±	.801

Grafički prikaz (Grafikon 2) jasno prikazuje promjene prosječnih rezultata prije i nakon provedbe radionica kod sudionika iz Hrvatske i Španjolske. U početnom mjerenju (PRE) sudionici iz Hrvatske i Španjolske postigli su gotovo identične prosječne vrijednosti (Hrvatska: $M \approx 2.07$; Španjolska: $M \approx 2.08$), što upućuje na usporedivu početnu razinu psiholoških i komunikacijskih vještina u obje skupine. Takva ujednačenost početnih rezultata omogućuje pouzdanu usporedbu učinaka programa između dviju zemalja.

Nakon završetka edukacije (POST) zabilježen je značajan porast rezultata u obje skupine. Sudionici iz Hrvatske ostvarili su nešto višu prosječnu vrijednost ($M \approx 4.41$) u odnosu na sudionike iz Španjolske ($M \approx 4.25$), iako razlika između zemalja ostaje relativno mala. Ovakav obrazac upućuje na to da je program imao snažan i ujednačen učinak neovisno o zemlji sudjelovanja.

Graf 2. Prikaz odnosa između država



Tablica 4 prikazuje rezultate usporedbe mjerenja prije i nakon intervencije. Za analizu razlika korišten je t-test za zavisne uzorke, budući da su isti sudionici mjereni u dvije vremenske točke (prije i nakon provedbe radionica).

Rezultati pokazuju da je prosječna vrijednost prije intervencije iznosila $M = 2.07$ ($SD = 0.42$), dok je nakon intervencije zabilježena značajno viša prosječna vrijednost od $M = 4.36$ ($SD = 0.42$). Dobivena vrijednost t-testa iznosila je $t(90) = -36.20$, uz razinu značajnosti $p < 0.001$, što upućuje na statistički značajnu razliku između mjerenja.

Negativan predznak t-vrijednosti proizlazi iz načina izračuna ($PRE - POST$) te ne utječe na interpretaciju rezultata, već samo označava smjer promjene. Dobiveni nalazi jasno pokazuju da su sudionici nakon intervencije ostvarili značajno više rezultate.

Ovi rezultati upućuju na snažan učinak provedene intervencije, koji se očituje u značajnom povećanju prosječnih vrijednosti uz istu razinu varijabilnosti. Time se potvrđuje učinkovitost programa u unapređenju procjenjivanih vještina.

Tablica 4. Razlike u rezultatima prije i poslije mjerenja

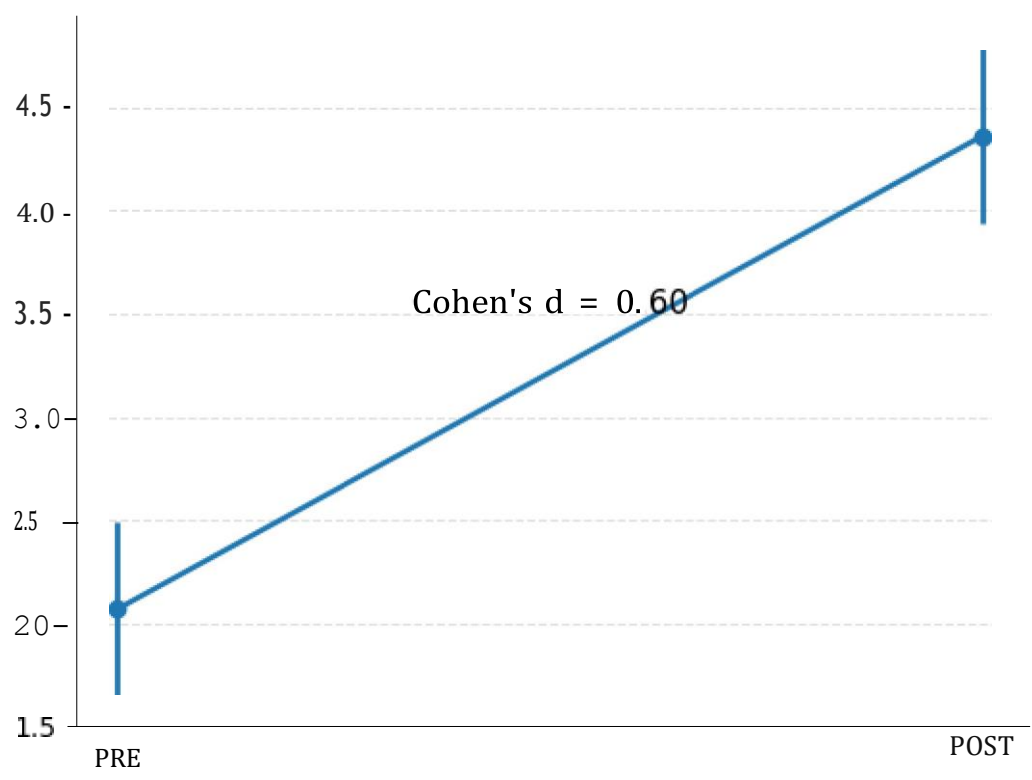
	Mean	SD	t	df	p
PRE	2.07	0.42	-36.20	90	< .001
POST	4.36	0.42			

Grafički prikaz (Graf 3) prikazuje promjenu prosječnih rezultata između početnog (PRE) i završnog (POST) mjerenja nakon provedbe intervencije. Vidljiv je izražen porast aritmetičke sredine s $M = 2.07$ u pretestu na $M = 4.36$ u posttestu, što upućuje na značajno poboljšanje ispitivanih kompetencija nakon provedbe programa.

Veličina učinka izražena Cohenovim koeficijentom iznosi $d = 0.60$, što prema konvencionalnim kriterijima predstavlja srednje velik efekt. Navedeno znači da je razlika između početnog i završnog mjerenja praktično značajna te da promjena nije samo statistički značajna, već ima i stvarno značenje u praksi. Sudionik nakon intervencije postiže rezultat koji je za 0.60 standardnih devijacija viši nego prije intervencije.

Vizualna reprezentacija dodatno potvrđuje stabilnost rezultata, budući da su standardne devijacije relativno male u odnosu na razliku između aritmetičkih sredina. To upućuje na ujednačen učinak intervencije među sudionicima, bez izraženih odstupanja pojedinaca.

Graf 3. Veličina efekta





RASPRAVA

Rezultati ove analize jasno upućuju na to da su sudionici prije uključivanja u MindFit program pokazivali nisku razinu razvijenosti psiholoških i komunikacijskih vještina, što se očitovalo u slabijem upravljanju stresom, nižem osjećaju emocionalne sigurnosti te ograničenoj sposobnosti izražavanja emocija i potreba. Takav nalaz u skladu je s brojnim dosadašnjim istraživanjima koja ukazuju na to da mladi sportaši, unatoč visokoj tjelesnoj spremi, često nemaju adekvatno razvijene psihološke vještine potrebne za suočavanje sa zahtjevima sportskog okruženja.

Istraživanja pokazuju da sportaši u adolescentskoj dobi često doživljavaju povišene razine stresa, pritiska zbog očekivanja okoline te nesigurnosti vezane uz vlastite sposobnosti i socijalni status unutar tima (Rice i sur., 2016). Upravo takvi obrasci vidljivi su i u rezultatima prije provedbe radionica, gdje su najniže procjene zabilježene u domenama emocionalne sigurnosti, upravljanja stresom i komunikacije u konfliktnim situacijama. Slične nalaze navode i Gustafsson, DeFreese i Madigan (2017), koji ističu da kronični stres i nedostatak psihološke podrške predstavljaju ključne rizične čimbenike za razvoj emocionalne iscrpljenosti i sportskog sagorijevanja kod mladih sportaša.

Nakon provedbe MindFit programa zabilježen je izražen porast svih promatranih varijabli, što ukazuje na njegovu visoku učinkovitost. Posebno je značajno da su se poboljšanja odnosila na područja koja su u prethodnim istraživanjima identificirana kao najosjetljivija, emocionalnu regulaciju, prepoznavanje stresa, komunikaciju i osjećaj psihološke sigurnosti. Ovakvi rezultati podupiru suvremene teorijske pristupe koji naglašavaju važnost sustavnog razvoja mentalnih vještina u sportu, a ne isključivo fokusa na fizičku pripremu (Gucciardi i sur., 2015).

The obtained effect size (Cohen's $d = 0.60$) indicates a medium and practically meaningful effect of the intervention. According to Cohen (1988), such a value reflects a real and noticeable change in participants' functioning, which in this case is further supported by graphical representations and consistent improvements across all measured domains. In line with this, Lakens (2013) emphasizes that effect sizes of this magnitude indicate interventions that have meaningful practical value, not merely statistical significance.

Dobivena veličina učinka (Cohen's $d = 0.60$) ukazuje na srednje velik i praktično značajan učinak intervencije. Prema Cohenu (1988), takva vrijednost upućuje na stvarnu i vidljivu promjenu u funkcioniranju sudionika, što je u ovom slučaju dodatno potvrđeno i grafičkim prikazima te konzistentnim rastom rezultata u svim mjerenim domenama. U skladu s time, Lakens (2013) ističe da upravo ovakve vrijednosti učinka predstavljaju pokazatelj intervencija koje imaju smislen doprinos u realnim uvjetima, a ne samo statističku značajnost.

Posebna vrijednost MindFit programa ogleda se u njegovoj praktičnoj orijentaciji i postupnoj strukturi, koja sportašima omogućuje razvoj samosvijesti, emocionalne pismenosti i

komunikacijskih vještina kroz kontinuirani proces. Rast procijenjene relevantnosti radionica tijekom trajanja programa pokazuje da su sudionici s vremenom sve više prepoznavali korisnost sadržaja, što je u skladu s pretpostavkom da se psihološke vještine razvijaju postupno i kroz iskustvo.

Na temelju dobivenih rezultata može se zaključiti da MindFit program predstavlja učinkovit i znanstveno utemeljen model intervencije usmjeren na unapređenje mentalnog zdravlja mladih sportaša. Program ne djeluje samo na smanjenje negativnih stanja, već aktivno potiče razvoj zaštitnih čimbenika kao što su emocionalna regulacija, osjećaj sigurnosti, samopouzdanje i kvalitetna komunikacija, što je u skladu s modernim pristupima sportskom razvoju usmjerenima na cjelokupnu dobrobit sportaša.

PREPORUKA PRIMJENE MINDFIT PROGRAMA

Na temelju dobivenih rezultata, provedenih analiza i interpretacije nalaza može se zaključiti da program MindFit predstavlja učinkovit, smislen i praktično primjenjiv model rada s mladim sportašima. Rezultati jasno pokazuju da je program doveo do značajnih poboljšanja u području emocionalne regulacije, komunikacijskih vještina, upravljanja stresom i osjećaja psihološke sigurnosti – ključnih preduvjeta za zdravo funkcioniranje u sportu i dugoročni razvoj sportaša.

S obzirom na to da su sudionici na početku pokazivali relativno nisku razinu razvijenosti navedenih vještina, a da je nakon provedbe programa ostvaren statistički i praktično značajan napredak, može se snažno preporučiti sustavna primjena programa MindFit u radu s mladim sportašima. Njegova posebna vrijednost očituje se u prevenciji psiholoških poteškoća, smanjenju razine stresa i jačanju emocionalne otpornosti – područjima koja su u tradicionalnim sportskim programima, usmjerenima ponajprije na tjelesnu pripremu, često zanemarena.

Na temelju rezultata evaluacije preporučuje se da se program MindFit provodi kao sastavni dio redovitog trenažnog procesa, a ne kao jednokratna ili povremena aktivnost. Postupna struktura programa, podijeljena na uvodnu, razvojnu i završnu fazu, pokazala se prikladnom jer omogućuje postupno usvajanje vještina, njihovu praktičnu primjenu te refleksiju o osobnom razvoju. Posebno je važno istaknuti da su sudionici s vremenom radionice doživljavali sve relevantnijima, što upućuje na potrebu dodatnog jačanja uvodne faze kako bi se povećala početna motivacija i uključenost sportaša.

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MINDFiT



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FINANCIRANO SREDSTVIMA EUROPSKE UNIJE. IZNESENI STAVOVI I MIŠLJENJA ISKLJUČIVO SU STAVOVI AUTORA I NE ODRAŽAVAJU NUŽNO STAJALIŠTA EUROPSKE UNIJE NI IZVRŠNE AGENCIJE ZA OBRAZOVANJE I KULTURU (EACEA). EUROPSKA UNIJA NITI EACEA NE MOGU SE SMATRATI ODGOVORNIMA ZA NJIH.

Annex 1 — MindFit kalendar sesija

Ovaj prilog navodi svih 128 MindFit radionica održanih u 8 partnerskih organizacija (8 organizacija × 16 radionica). Za svaku sesiju kalendar prikazuje planirani datum (tjedna kadenca ponedjeljkom: R1 na početku ciklusa, R16 na 15. tjedan od početka), zemlju, organizaciju, broj i naziv radionice, fazu (Uvodna / Razvojna / Završna) te voditelja koji ju je proveo. Club Deportivo Maristas i Club Deportivo Regina Mundi proveden je zajednički od strane istog voditelja.

Napomena: Svaki red prikazuje planirani datum tjedne sesije. Stvarni dan u tjednu može u praksi odstupati za jedan ili dva dana; datumi početka i kraja ciklusa po organizacijama navedeni su u 1. poglavlju ovog izvješća.

#	Datum	Dan	Zemlja	Organizacija	Radionica	Naziv radionice	Faza	Voditelj
1	05/05/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R1	Usmjeravanje na disanje	Uvodna	Ivona Jurić
2	12/05/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R2	Postavljanje granica	Uvodna	Ivona Jurić
3	19/05/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R3	Timski odnosi	Uvodna	Ivona Jurić
4	26/05/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R4	Rješavanje sukoba	Uvodna	Ivona Jurić
5	02/06/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R5	Asertivna komunikacija	Uvodna	Ivona Jurić
6	09/06/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R6	„Prehrana” za mentalno zdravlje i dobrobit	Razvojna	Ivona Jurić
7	16/06/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Ivona Jurić
8	23/06/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Ivona Jurić
9	30/06/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Ivona Jurić
10	07/07/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R10	Tehnike vizualizacije	Razvojna	Ivona Jurić
11	14/07/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R11	Izgradnja samopouzdanja	Završna	Ivona Jurić
12	21/07/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Ivona Jurić
13	28/07/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R13	Tehnike upravljanja stresom	Završna	Ivona Jurić
14	04/08/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Ivona Jurić
15	11/08/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Ivona Jurić
16	18/08/2025	Ponedjeljak	Hrvatska	Univerzalna sportska škola Ivan Pavao II	R16	Tehnike vizualizacije (zaključna)	Završna	Ivona Jurić
17	02/06/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R1	Usmjeravanje na disanje	Uvodna	Petra Rajković-Vuletić

#	Datum	Dan	Zemlja	Organizacija	Radionica	Naziv radionice	Faza	Voditelj
18	09/06/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R2	Postavljanje granica	Uvodna	Petra Rajković-Vuletić
19	16/06/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R3	Timski odnosi	Uvodna	Petra Rajković-Vuletić
20	23/06/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R4	Rješavanje sukoba	Uvodna	Petra Rajković-Vuletić
21	30/06/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R5	Asertivna komunikacija	Uvodna	Petra Rajković-Vuletić
22	07/07/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R6	„Prehrana” za mentalno zdravlje i dobrobit	Razvojna	Petra Rajković-Vuletić
23	14/07/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Petra Rajković-Vuletić
24	21/07/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Petra Rajković-Vuletić
25	28/07/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Petra Rajković-Vuletić
26	04/08/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R10	Tehnike vizualizacije	Razvojna	Petra Rajković-Vuletić
27	11/08/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R11	Izgradnja samopouzdanja	Završna	Petra Rajković-Vuletić
28	18/08/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Petra Rajković-Vuletić
29	25/08/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R13	Tehnike upravljanja stresom	Završna	Petra Rajković-Vuletić
30	01/09/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Petra Rajković-Vuletić
31	08/09/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Petra Rajković-Vuletić
32	15/09/2025	Ponedjeljak	Hrvatska	Sportsko-rekreacijska udruga Breza	R16	Tehnike vizualizacije (zaključna)	Završna	Petra Rajković-Vuletić
33	08/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R1	Usmjeravanje na disanje	Uvodna	Tomislav Pranjić
34	15/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R2	Postavljanje granica	Uvodna	Tomislav Pranjić
35	22/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R3	Timski odnosi	Uvodna	Tomislav Pranjić
36	29/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R4	Rješavanje sukoba	Uvodna	Tomislav Pranjić
37	06/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R5	Asertivna komunikacija	Uvodna	Tomislav Pranjić

#	Datum	Dan	Zemlja	Organizacija	Radionica	Naziv radionice	Faza	Voditelj
38	13/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R6	„Prehrana” za mentalno zdravlje i dobrobit	Razvojna	Tomislav Pranjić
39	20/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Tomislav Pranjić
40	27/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Tomislav Pranjić
41	03/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Tomislav Pranjić
42	10/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R10	Tehnike vizualizacije	Razvojna	Tomislav Pranjić
43	17/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R11	Izgradnja samopouzdanja	Završna	Tomislav Pranjić
44	24/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Tomislav Pranjić
45	01/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R13	Tehnike upravljanja stresom	Završna	Tomislav Pranjić
46	08/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Tomislav Pranjić
47	15/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Tomislav Pranjić
48	22/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Blagovijest	R16	Tehnike vizualizacije (zaključna)	Završna	Tomislav Pranjić
49	08/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R1	Usmjeravanje na disanje	Uvodna	Eugen Debak
50	15/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R2	Postavljanje granica	Uvodna	Eugen Debak
51	22/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R3	Timski odnosi	Uvodna	Eugen Debak
52	29/09/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R4	Rješavanje sukoba	Uvodna	Eugen Debak
53	06/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R5	Asertivna komunikacija	Uvodna	Eugen Debak
54	13/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R6	„Prehrana” za mentalno zdravlje i dobrobit	Razvojna	Eugen Debak
55	20/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Eugen Debak
56	27/10/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Eugen Debak
57	03/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Eugen Debak
58	10/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R10	Tehnike vizualizacije	Razvojna	Eugen Debak
59	17/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R11	Izgradnja samopouzdanja	Završna	Eugen Debak
60	24/11/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Eugen Debak

#	Datum	Dan	Zemlja	Organizacija	Radionica	Naziv radionice	Faza	Voditelj
61	01/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R13	Tehnike upravljanja stresom	Završna	Eugen Debak
62	08/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Eugen Debak
63	15/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Eugen Debak
64	22/12/2025	Ponedjeljak	Hrvatska	Dječji vrtić Dobri	R16	Tehnike vizualizacije (zaključna)	Završna	Eugen Debak
65	05/05/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R1	Usmjeravanje na disanje	Uvodna	Salva Gomez
66	12/05/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R2	Postavljanje granica	Uvodna	Salva Gomez
67	19/05/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R3	Timski odnosi	Uvodna	Salva Gomez
68	26/05/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R4	Rješavanje sukoba	Uvodna	Salva Gomez
69	02/06/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R5	Asertivna komunikacija	Uvodna	Salva Gomez
70	09/06/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R6	„Prehrana“ za mentalno zdravlje i dobrobit	Razvojna	Salva Gomez
71	16/06/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Salva Gomez
72	23/06/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Salva Gomez
73	30/06/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Salva Gomez
74	07/07/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R10	Tehnike vizualizacije	Razvojna	Salva Gomez
75	14/07/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R11	Izgradnja samopouzdanja	Završna	Salva Gomez
76	21/07/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Salva Gomez
77	28/07/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R13	Tehnike upravljanja stresom	Završna	Salva Gomez
78	04/08/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Salva Gomez
79	11/08/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Salva Gomez
80	18/08/2025	Ponedjeljak	Španjolska	ÁGOpedagogía	R16	Tehnike vizualizacije (zaključna)	Završna	Salva Gomez
81	01/09/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R1	Usmjeravanje na disanje	Uvodna	Antonio Lerena
82	08/09/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R2	Postavljanje granica	Uvodna	Antonio Lerena
83	15/09/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R3	Timski odnosi	Uvodna	Antonio Lerena
84	22/09/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R4	Rješavanje sukoba	Uvodna	Antonio Lerena

#	Datum	Dan	Zemlja	Organizacija	Radionica	Naziv radionice	Faza	Voditelj
85	29/09/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R5	Asertivna komunikacija	Uvodna	Antonio Lerena
86	06/10/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R6	„Prehrana“ za mentalno zdravlje i dobrobit	Razvojna	Antonio Lerena
87	13/10/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Antonio Lerena
88	20/10/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Antonio Lerena
89	27/10/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Antonio Lerena
90	03/11/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R10	Tehnike vizualizacije	Razvojna	Antonio Lerena
91	10/11/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R11	Izgradnja samopouzdanja	Završna	Antonio Lerena
92	17/11/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Antonio Lerena
93	24/11/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R13	Tehnike upravljanja stresom	Završna	Antonio Lerena
94	01/12/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Antonio Lerena
95	08/12/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Antonio Lerena
96	15/12/2025	Ponedjeljak	Španjolska	Sierra Nevada FC	R16	Tehnike vizualizacije (zaključna)	Završna	Antonio Lerena
97	22/09/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R1	Usmjeravanje na disanje	Uvodna	Laura Albea
98	29/09/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R2	Postavljanje granica	Uvodna	Laura Albea
99	06/10/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R3	Timski odnosi	Uvodna	Laura Albea
100	13/10/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R4	Rješavanje sukoba	Uvodna	Laura Albea
101	20/10/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R5	Asertivna komunikacija	Uvodna	Laura Albea
102	27/10/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R6	„Prehrana“ za mentalno zdravlje i dobrobit	Razvojna	Laura Albea
103	03/11/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Laura Albea
104	10/11/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Laura Albea
105	17/11/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Laura Albea
106	24/11/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R10	Tehnike vizualizacije	Razvojna	Laura Albea
107	01/12/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R11	Izgradnja samopouzdanja	Završna	Laura Albea

#	Datum	Dan	Zemlja	Organizacija	Radionica	Naziv radionice	Faza	Voditelj
108	08/12/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Laura Albea
109	15/12/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R13	Tehnike upravljanja stresom	Završna	Laura Albea
110	22/12/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Laura Albea
111	29/12/2025	Ponedjeljak	Španjolska	Club Deportivo Maristas	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Laura Albea
112	05/01/2026	Ponedjeljak	Španjolska	Club Deportivo Maristas	R16	Tehnike vizualizacije (zaključna)	Završna	Laura Albea
113	22/09/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R1	Usmjeravanje na disanje	Uvodna	Laura Albea
114	29/09/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R2	Postavljanje granica	Uvodna	Laura Albea
115	06/10/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R3	Timski odnosi	Uvodna	Laura Albea
116	13/10/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R4	Rješavanje sukoba	Uvodna	Laura Albea
117	20/10/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R5	Asertivna komunikacija	Uvodna	Laura Albea
118	27/10/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R6	„Prehrana” za mentalno zdravlje i dobrobit	Razvojna	Laura Albea
119	03/11/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R7	Tehnike vizualizacije postavljanja ciljeva (I)	Razvojna	Laura Albea
120	10/11/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R8	Tehnike vizualizacije postavljanja ciljeva (II)	Razvojna	Laura Albea
121	17/11/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R9	Strategije suočavanja s nepoželjnim emocijama	Razvojna	Laura Albea
122	24/11/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R10	Tehnike vizualizacije	Razvojna	Laura Albea
123	01/12/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R11	Izgradnja samopouzdanja	Završna	Laura Albea
124	08/12/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R12	Suočavanje s neuspjehom i jačanje otpornosti	Završna	Laura Albea
125	15/12/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R13	Tehnike upravljanja stresom	Završna	Laura Albea
126	22/12/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R14	Prepoznavanje i prevladavanje mentalnih zamki (KBT)	Završna	Laura Albea
127	29/12/2025	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R15	Primjena logoterapijskih vježbi u svakodnevnom životu	Završna	Laura Albea
128	05/01/2026	Ponedjeljak	Španjolska	Club Deportivo Regina Mundi	R16	Tehnike vizualizacije (zaključna)	Završna	Laura Albea

MINDFiT

**Informe integral sobre la
implementación del programa MindFit**

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INTRODUCCIÓN

En el deporte moderno se reconoce cada vez más que el rendimiento máximo no depende únicamente de la condición física, las habilidades técnicas y el conocimiento táctico, sino también de la salud mental y la resiliencia psicológica de los deportistas. La presión competitiva, las expectativas externas, el miedo al fracaso, las dinámicas de equipo y el desafío de equilibrar las obligaciones deportivas y personales constituyen fuentes significativas de estrés que pueden afectar negativamente al bienestar de los deportistas y a la sostenibilidad de sus carreras deportivas a largo plazo. Es precisamente a partir de esta necesidad que se desarrolló el programa MindFit: un programa estructurado de bienestar mental en el deporte orientado a fortalecer los recursos psicológicos de los deportistas y a crear entornos deportivos más saludables.

El programa MindFit ofrece un enfoque sistemático y práctico para el desarrollo de habilidades mentales a través de una serie de talleres temáticamente interconectados. El programa aborda ámbitos como la respiración consciente y la autorregulación, el establecimiento de límites personales, la comunicación eficaz y la resolución de conflictos, la construcción de relaciones positivas dentro del equipo, la gestión del estrés y las emociones, el fortalecimiento de la autoconfianza y la resiliencia, así como el desarrollo de hábitos de vida saludables que favorecen la salud mental. Se concede un énfasis especial a la aplicabilidad práctica de los contenidos en la actividad deportiva cotidiana, mediante directrices claras y ejercicios concretos que pueden implementarse durante las sesiones de entrenamiento o como parte de actividades educativas complementarias.

El programa está diseñado para implicar activamente a los deportistas, fomentar la reflexión, la comunicación abierta y el desarrollo de la alfabetización emocional. Los entrenadores desempeñan un papel clave en la facilitación de los talleres, en la creación de un entorno seguro y de apoyo, y en el modelado de comportamientos y actitudes deseables. MindFit no requiere que los entrenadores cuenten con formación psicológica especializada; en su lugar, les proporciona herramientas estructuradas, instrucciones claras y métodos adaptables que pueden aplicarse en diferentes disciplinas deportivas y grupos de edad.

Uno de los valores fundamentales del programa MindFit es la desestigmatización de la salud mental en el deporte. El programa subraya que las emociones, el estrés y los desafíos mentales forman parte natural de la experiencia deportiva y que buscar apoyo es una muestra de responsabilidad y fortaleza, no de debilidad. A través del desarrollo de la autoconciencia, las habilidades sociales y emocionales, y una relación significativa con el deporte, MindFit contribuye al bienestar a largo plazo de los deportistas, reduce el riesgo de agotamiento y desgaste emocional, y apoya la creación de trayectorias deportivas sostenibles.

En última instancia, el programa MindFit representa un modelo integrado de entrenamiento mental que conecta el desarrollo individual del deportista con la calidad de las relaciones de equipo y la cultura deportiva en su conjunto. Su objetivo no es únicamente mejorar el rendimiento deportivo, sino también crear un entorno en el que los deportistas puedan desarrollarse como personas integrales: mentalmente fuertes, emocionalmente equilibradas y preparadas para afrontar los retos tanto dentro del deporte como en la vida más allá de él.

1. Condiciones para la implementación del programa MindFit

El programa MindFit se ha implementado en clubes deportivos, asociaciones y comunidades que trabajan con jóvenes deportistas. En Croacia, el programa se llevó a cabo en cuatro organizaciones deportivas: la Escuela Deportiva Universal Ivan Pavao II, el Jardín de Infancia Blagovijest, el Jardín de Infancia Dobri y la Asociación Deportiva y Recreativa Breza. Los socios españoles implementaron el programa en: Club Deportivo Maristas, ÁGOpedagogía, Sierra Nevada FC y Club Deportivo Regina Mundi.

Antes de la implementación del programa, los entrenadores y responsables de los programas deportivos recibieron una formación previa destinada a prepararlos para su correcta ejecución. El coordinador y los socios proporcionaron formación individual a los entrenadores, utilizando un paradigma basado en la comprensión y un enfoque holístico de la educación.

Los talleres se llevaron a cabo en los espacios en los que los deportistas y participantes habitualmente realizan sus entrenamientos: pabellones deportivos, aulas de los clubes y, en el caso del grupo de menor edad, instalaciones de los centros de educación infantil. Esto garantizó un entorno familiar y la integración fluida del programa MindFit en el proceso regular de entrenamiento, sin necesidad de desplazamientos adicionales ni cambios de ubicación.

Conforme al WP3 del Convenio de Subvención (Proyecto 101181079), que establecía como objetivo la implementación del programa en 6 clubes deportivos y ONG con 90 jóvenes deportistas, el programa se llevó finalmente a cabo en 8 organizaciones socias (4 en Croacia y 4 en España) con la participación de 98 jóvenes deportistas, superando así los objetivos originales del GAP.

En Croacia, los ciclos de implementación se desarrollaron de la siguiente manera: la Escuela Deportiva Universal Ivan Pavao II del 5 de mayo al 22 de agosto de 2025; la Asociación Deportiva y Recreativa Breza del 2 de junio al 19 de septiembre de 2025; y el Jardín de Infancia Blagovijest y el Jardín de Infancia Dobri (impartidos conjuntamente) del 8 de septiembre al 26 de diciembre de 2025.

En España, los ciclos de implementación se desarrollaron de la siguiente manera: ÁGOpedagogía del 5 de mayo al 22 de agosto de 2025; Sierra Nevada FC del 1 de septiembre al 19 de diciembre de 2025; y Club Deportivo Maristas y Club Deportivo Regina Mundi (impartidos conjuntamente) del 22 de septiembre de 2025 al 9 de enero de 2026.

De acuerdo con los entrenadores, los programas se implementaron como parte introductoria de las sesiones de entrenamiento deportivo. Los primeros talleres se llevaron a cabo bajo la supervisión de los miembros del equipo del proyecto, tras lo cual los talleres restantes fueron desarrollados bajo el liderazgo de los propios entrenadores. Después de cada taller, los miembros del equipo del proyecto recibieron retroalimentación por parte de los entrenadores.

El programa MindFit se implementó en tres niveles: introductorio, de desarrollo y final. El nivel introductorio incluyó los siguientes talleres (Workshop): enfoque en la respiración (Workshop 1), establecimiento de límites (W2), relaciones de equipo (W3), resolución de conflictos (W4) y comunicación asertiva (W5). De acuerdo con los entrenadores, estos talleres fueron considerados adecuados para introducir a los participantes en el programa MindFit.

La fase de desarrollo incluyó talleres de mayor complejidad centrados en la “nutrición” para la salud mental y el bienestar (W6), técnicas de visualización para el establecimiento de objetivos (W7), técnicas de visualización para el establecimiento de objetivos II (W8), estrategias para afrontar emociones no deseadas (W9) y técnicas de visualización (W10).

La fase final se centró en los estados emocionales, su equilibrio y su alineación con las exigencias del deporte, incluyendo el fortalecimiento de la autoconfianza (W11), el afrontamiento del fracaso y el desarrollo de la resiliencia (W12), técnicas de gestión del estrés (W13), el reconocimiento y la superación de trampas mentales (TCC) (W14), la aplicación de ejercicios de logoterapia en la vida cotidiana (W15) y técnicas de visualización (W16)).

3. Evaluación y análisis de las necesidades de los deportistas

Con el fin de evaluar la pertinencia de los talleres para los deportistas, se desarrolló un “Sistema de Evaluación Semáforo” (Traffic Light Evaluation System). Tras cada taller, los deportistas lo evaluaron mediante el uso de un icono tipo smiley (triste, neutral o feliz) colocado en el espacio de entrenamiento. Los participantes situaban una nota adhesiva (Post-

Período de implementación

El programa MindFit se implementó en el período comprendido entre mayo de 2025 y enero de 2026, que corresponde a la fase de implementación del proyecto — Paquete de Trabajo 3 (Implementación del programa). En cada organización socia se impartieron los 16 talleres, distribuidos a lo largo de aproximadamente 16–20 semanas dentro de esta ventana de implementación de 9 meses. Los talleres se realizaron, por lo general, varias veces por semana, como parte introductoria de las sesiones regulares de entrenamiento, con cierta flexibilidad en el calendario de cada club según el calendario competitivo.

Estructura tipo del taller

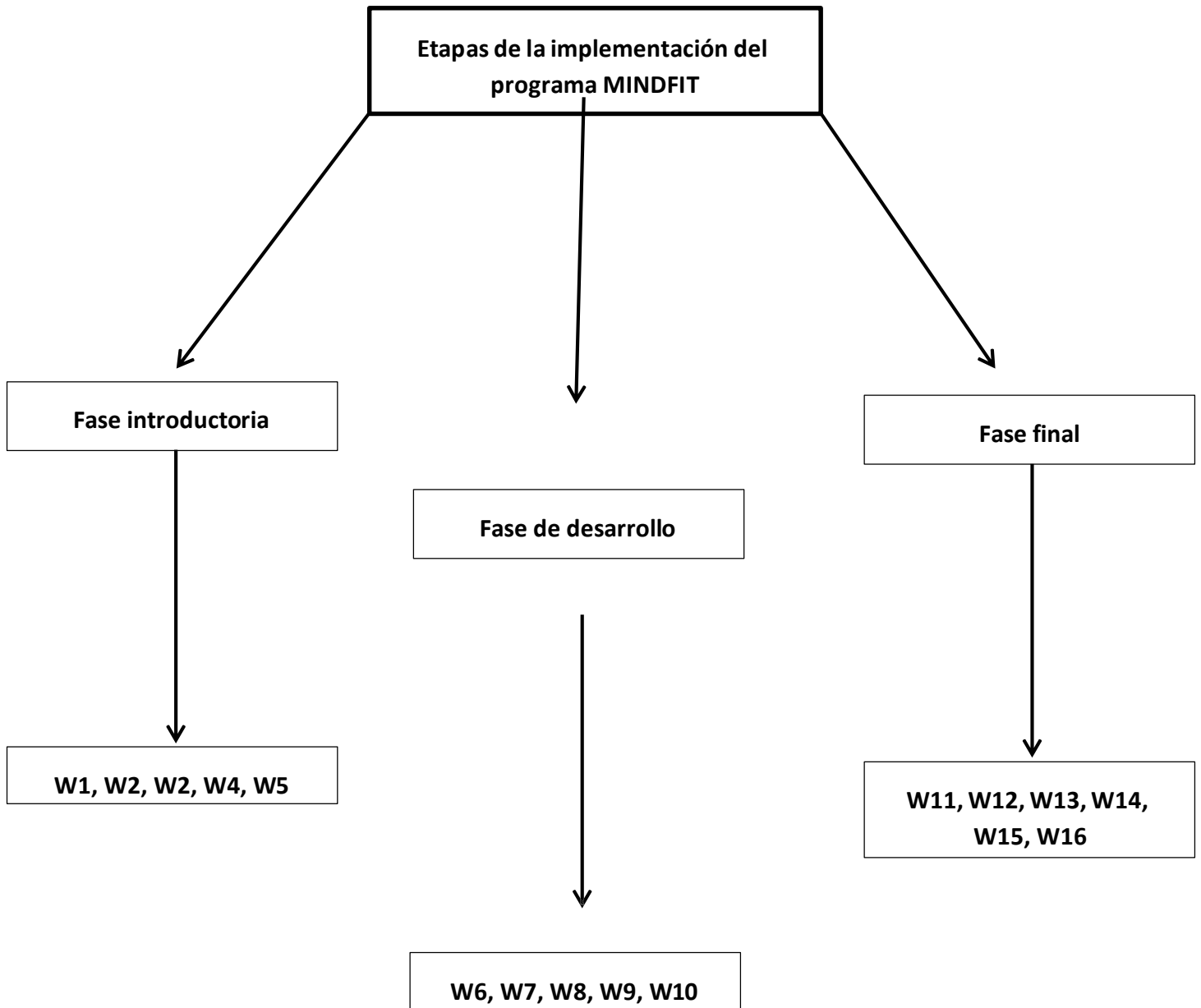
Las sesiones se ajustaron en un rango de entre 20 y 30 minutos según el grupo de edad, recibiendo los participantes más jóvenes versiones más breves y simplificadas. Todas las sesiones siguieron una estructura uniforme con el fin de garantizar la coherencia de la implementación entre organizaciones y países:

- Introducción y contextualización del tema (3–5 min)
- Exposición del contenido principal y del concepto (5–10 min)
- Ejercicio práctico o componente experiencial (10–15 min)
- Reflexión y debate grupal (3–5 min)
- Evaluación mediante el Sistema de Evaluación Semáforo (1–2 min)

Facilitadores de los talleres

Los talleres fueron impartidos por entrenadores y responsables de programas deportivos de las organizaciones socias. Antes del inicio del programa, todos los facilitadores completaron la formación de formadores de 3 días, impartida por el coordinador (IDI) y expertos de las organizaciones socias. La formación abarcó una revisión de los 16 talleres, orientaciones metodológicas, simulaciones de ejercicios seleccionados y preparación para el trabajo con diferentes grupos de edad. Los dos primeros talleres en cada organización se impartieron conjuntamente con miembros del equipo del proyecto para modelar el enfoque, tras lo cual los facilitadores continuaron de forma autónoma, con retroalimentación y apoyo continuos.

Gráfico 1. Representación visual de las fases de implementación del programa MindFit



it) en el icono que mejor representaba su opinión, simulando una escala Likert de tres puntos. El smiley triste tenía un valor numérico de 0 e indicaba que el taller no era relevante para el deportista; el smiley neutral tenía un valor de 1 e indicaba que el taller era parcialmente relevante; y el smiley feliz tenía un valor de 2, lo que indicaba que el taller implementado era plenamente relevante para el deportista.

La Tabla 1 presenta las puntuaciones medias de relevancia de los talleres según la evaluación realizada por los deportistas.

Taller	Media
W1	1,42
W2	1,55
W3	1,61
W4	1,48
W5	1,66
W6	1,53
W7	1,59
W8	1,71
W9	1,46
W10	1,62
W11	1,57
W12	1,68
W13	1,50
W14	1,64
W15	1,58
W16	1,73

En la tabla presentada se observa que la mayor relevancia fue alcanzada por el taller correspondiente a la parte final del programa MindFit, concretamente el último taller sobre técnicas de visualización (W16), mientras que la menor relevancia se registró en el primer taller, centrado en la respiración (W1). Este resultado puede interpretarse como una ligera resistencia inicial al comienzo del programa. Al comparar las fases introductoria, de desarrollo y final de los talleres, se aprecia un incremento progresivo y constante en la relevancia

percibida. En otras palabras, a medida que avanzaba el programa, los talleres fueron considerados cada vez más relevantes por los participantes.

La relevancia media por grupo fue la siguiente:

- fase introductoria: 1,54
- fase de desarrollo: 1,58
- fase final: 1,59

Todo lo anterior indica que, en términos generales, los talleres resultaron relevantes para los participantes y que su grado de relevancia aumentó con el tiempo. A medida que el programa avanzaba, los talleres fueron percibidos como más interesantes y útiles, lo que constituye una retroalimentación valiosa que señala la necesidad de mejorar el componente introductorio del programa con el fin de aumentar su relevancia en futuras implementaciones y para futuros participantes.

MÉTODO

1. Participants

La muestra estuvo compuesta por 98 jóvenes deportistas de diversas disciplinas deportivas procedentes de Croacia y España. El estudio incluyó a deportistas que participaban activamente en las sesiones de entrenamiento de sus respectivos clubes en el momento de la investigación. Antes del inicio del estudio, se explicó detalladamente a los participantes el objetivo y el contenido de los talleres, así como la forma de participación.

La participación fue voluntaria, y todos los participantes menores de edad participaron con el consentimiento informado de sus padres o tutores legales, de conformidad con los principios éticos aplicables a la investigación con menores. Se garantizó el anonimato de todos los participantes y se subrayó que podían retirarse del estudio en cualquier momento sin que ello supusiera consecuencia alguna.

2. Protocol

Una vez que los jóvenes deportistas fueron informados sobre el objetivo y el desarrollo de la investigación y aceptaron participar con el consentimiento de sus padres o tutores legales, se llevó a cabo la evaluación inicial. Antes del inicio de los talleres, todos los participantes completaron un cuestionario anónimo diseñado para evaluar su situación de partida en las áreas de regulación emocional, habilidades de comunicación y afrontamiento del estrés.

El cuestionario constaba de 10 afirmaciones, y las respuestas se evaluaron mediante una escala Likert de 1 a 5, donde 1 indicaba un desacuerdo total y 5 un acuerdo total con la afirmación planteada (Tabla 2). La cumplimentación del cuestionario fue voluntaria y anónima, garantizando así la sinceridad de las respuestas de los participantes.

Tabla 2. Estructura del cuestionario

Cuestionario	Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni en desacuerdo	De acuerdo	Totalmente de acuerdo

En general, me siento capaz de gestionar el estrés relacionado con los entrenamientos o las competiciones.

	1	2	3	4	5
--	---	---	---	---	---

Puedo identificar señales en mi cuerpo cuando me siento nervioso/a o bajo presión (respiración, tensión, etc.).

	1	2	3	4	5
--	---	---	---	---	---

Utilizo técnicas de respiración o de relajación cuando las necesito.

	1	2	3	4	5
--	---	---	---	---	---

Me resulta fácil expresar mis límites (decir «no» o pedir espacio) de forma respetuosa.

	1	2	3	4	5
--	---	---	---	---	---

Siento que mi equipo es un entorno seguro para expresarme con respeto y sin miedo a que se rían de mí.

	1	2	3	4	5
--	---	---	---	---	---

Cuando hay un conflicto, sé comunicarme sin atacar ni culpar a otras personas.

	1	2	3	4	5
--	---	---	---	---	---

Sé expresar lo que siento utilizando «mensajes en primera persona» (por ejemplo, «yo me siento...») sin acusar a nadie.

	1	2	3	4	5
--	---	---	---	---	---

Creo que mi alimentación y mi hidratación influyen en mi estado de ánimo y en mi concentración.

	1	2	3	4	5
--	---	---	---	---	---

Me siento seguro/a a la hora de establecer objetivos claros y mantener la motivación.

	1	2	3	4	5
--	---	---	---	---	---

Si me siento mal a nivel mental durante varias semanas, sé a quién pedir ayuda (entrenador/a, familia, profesional, etc.).

	1	2	3	4	5
--	---	---	---	---	---

Tras la cumplimentación del cuestionario inicial, los participantes pasaron a participar en los talleres que conformaban el programa de intervención. Una vez finalizado el último taller, se llevó a cabo una evaluación posterior utilizando el mismo cuestionario empleado en la medición inicial. Esto permitió comparar los resultados obtenidos antes y después de la intervención.

Con el fin de monitorizar los cambios a nivel individual, se emparejaron las respuestas de los mismos participantes en las mediciones pre y post, lo que permitió analizar los cambios intra-sujeto y evaluar los efectos del programa implementado.

3. Análisis estadístico

El análisis estadístico de los datos se llevó a cabo utilizando el software IBM SPSS Statistics. Antes del análisis, los datos fueron revisados para garantizar la integridad y la exactitud en su introducción. Todos los análisis se realizaron con un nivel de significación de $p < 0,05$.

En una primera fase se calcularon estadísticos descriptivos, incluyendo las principales medidas de tendencia central y dispersión: media (M), desviación estándar (DE), y valores mínimo y máximo para todas las variables incluidas en el cuestionario, de forma separada para las mediciones pre y post intervención. Para examinar las diferencias entre los resultados obtenidos antes y después de la implementación de los talleres, se utilizó la prueba t para muestras relacionadas, dado que las mediciones se repitieron sobre los mismos participantes. Este método permitió evaluar la significación estadística de los cambios derivados de la intervención.

Con el objetivo de valorar la significación práctica de las diferencias observadas, se calculó asimismo el tamaño del efecto mediante el estadístico d de Cohen. Los valores de d de Cohen se interpretaron de acuerdo con los criterios comúnmente aceptados, según los cuales valores aproximados de 0,20 indican un efecto pequeño, alrededor de 0,50 un efecto medio y valores de 0,80 o superiores un efecto grande (Cohen, 1988; Lakens, 2012).

RESULTADOS

Los resultados del análisis descriptivo (Tabla 3) indican que, antes de la intervención, los participantes presentaban un nivel relativamente bajo de desarrollo de las competencias psicológicas y comunicativas. Los valores medios de los distintos ítems oscilaron entre $M = 1,85$ y $M = 2,19$, con valores mínimos de 1 y valores máximos comprendidos entre 4 y 5, según el ítem. Este rango sugiere la presencia de participantes con autoevaluaciones muy bajas, así como un número menor de participantes que valoraron sus competencias en niveles relativamente altos.

Los valores medios más bajos se registraron en los ítems relacionados con la percepción de seguridad dentro del equipo y la capacidad de expresarse libremente sin temor a reacciones negativas ($M = 1,85$), así como en la evaluación de la gestión del estrés asociado a los entrenamientos y la competición ($M = 1,99$). Estos resultados indican que un número significativo de participantes experimentaba dificultades en las áreas de seguridad emocional y regulación del estrés antes de la intervención.

Por otro lado, se observaron valores medios ligeramente superiores, aunque todavía moderados, en los ítems relacionados con el reconocimiento de señales físicas de estrés ($M = 2,07$), el uso de técnicas de respiración y relajación ($M = 2,12$), la expresión de emociones mediante “mensajes en primera persona” ($M = 2,10$) y la conciencia sobre la importancia de la nutrición y la hidratación ($M = 2,19$). Estos resultados sugieren que los participantes contaban con un nivel básico de conocimiento y concienciación sobre estas competencias, pero aún no las aplicaban de forma sistemática.

Tabla 3. Análisis descriptivo – Cuestionario previo a la formación.

PRE-FORMACIÓN	Mínimo	Máximo	Media	±	Desviación estándar
En general, me siento capaz de gestionar el estrés relacionado con los entrenamientos o las competiciones.	1	4	1.99	±	.739

Puedo identificar señales en mi cuerpo cuando me siento nervioso/a o bajo presión (respiración, tensión, etc.).	1	5	2.07	±	.750
Utilizo técnicas de respiración o de relajación cuando las necesito.	1	4	2.12	±	.777
Me resulta fácil expresar mis límites (decir «no» o pedir espacio) de forma respetuosa.	1	5	2.00	±	.812
Siento que mi equipo es un entorno seguro para expresarme con respeto y sin miedo a que se rían de mí.	1	4	1.85	±	.778
Cuando hay un conflicto, sé comunicarme sin atacar ni culpar a otras personas.	1	4	2.11	±	.836
Sé expresar lo que siento utilizando «mensajes en primera persona» (por ejemplo, «yo me siento...») sin acusar a nadie.	1	5	2.10	±	.867

Creo que mi alimentación y mi hidratación influyen en mi estado de ánimo y en mi concentración.	1	4	2.19	±	.795
Me siento seguro/a a la hora de establecer objetivos claros y mantener la motivación.	1	5	2.07	±	.840
Si me siento mal a nivel mental durante varias semanas, sé a quién pedir ayuda (entrenador/a, familia, profesional, etc.).	1	5	2.09	±	.874

Los resultados del análisis descriptivo (Tabla 4) tras la implementación de los talleres indican una mejora significativa en todas las áreas evaluadas en comparación con la medición inicial. Los valores medios de los ítems oscilaron entre $M = 4,25$ y $M = 4,48$, lo que refleja un alto nivel de competencia percibida por los participantes una vez finalizado el programa.

Los valores mínimos en la medición post-test se situaron entre 2 y 3, mientras que los valores máximos alcanzaron 5 en todos los ítems, lo que sugiere que prácticamente todos los participantes evaluaron sus competencias como altamente desarrolladas, sin observarse valoraciones extremadamente bajas como las registradas en la medición previa.

Los valores medios más elevados se registraron en los ítems relacionados con la conciencia del impacto de la nutrición y la hidratación en el estado de ánimo y la concentración ($M = 4,48$), la percepción de seguridad dentro del equipo y la capacidad de expresarse libremente ($M = 4,43$), y la capacidad de comunicarse en situaciones de conflicto sin culpar a otras personas ($M = 4,41$). Estos resultados indican que, tras la formación, los participantes desarrollaron niveles superiores de conciencia emocional, habilidades sociales y seguridad psicológica.

Asimismo, se observaron valores medios elevados en los ítems relacionados con el reconocimiento de señales físicas de estrés ($M = 4,42$), el uso de técnicas de respiración y relajación ($M = 4,25$), la expresión de emociones mediante “mensajes en primera persona”

(M = 4,34) y el establecimiento de objetivos y el mantenimiento de la motivación (M = 4,35). Estos hallazgos evidencian un progreso significativo en las áreas de autorregulación y competencias comunicativas.

Tabla 4. Análisis descriptivo – Cuestionario posterior a la formación

POST-FORMACIÓN	Mínimo	Máximo	Media	±	Desviación estándar
En general, me siento capaz de gestionar el estrés relacionado con los entrenamientos o las competiciones.	2	5	4.25	±	.709
Puedo identificar señales en mi cuerpo cuando me siento nervioso/a o bajo presión (respiración, tensión, etc.).	2	5	4.42	±	.716
Utilizo técnicas de respiración o de relajación cuando las necesito.	2	5	4.25	±	.693
Me resulta fácil expresar mis límites (decir «no» o pedir espacio) de forma respetuosa.	3	5	4.38	±	.727
Siento que mi equipo es un entorno seguro para expresarme con respeto y sin miedo a que se rían de mí.	3	5	4.43	±	.580

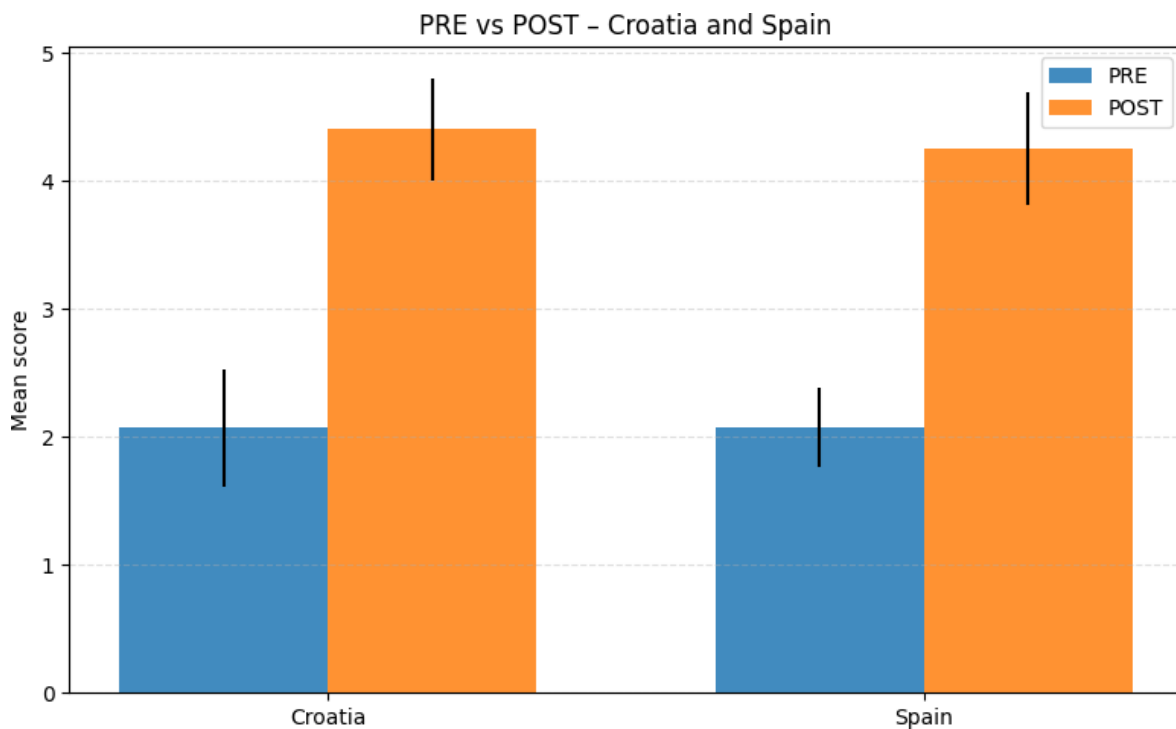
Cuando hay un conflicto, sé comunicarme sin atacar ni culpar a otras personas.	3	5	4.41	±	.649
Sé expresar lo que siento utilizando «mensajes en primera persona» (por ejemplo, «yo me siento...») sin acusar a nadie.	2	5	4.34	±	.703
Creo que mi alimentación y mi hidratación influyen en mi estado de ánimo y en mi concentración.	2	5	4.48	±	.673
Me siento seguro/a a la hora de establecer objetivos claros y mantener la motivación.	2	5	4.35	±	.751
Si me siento mal a nivel mental durante varias semanas, sé a quién pedir ayuda (entrenador/a, familia, profesional, etc.).	2	5	4.32	±	.801

La representación gráfica (Gráfico 2) ilustra de forma clara los cambios en las puntuaciones medias antes y después de la implementación de los talleres entre los participantes de Croacia y España. En la medición inicial (PRE), los participantes de Croacia y España obtuvieron valores medios prácticamente idénticos (Croacia: $M \approx 2,07$; España: $M \approx 2,08$), lo que indica un nivel de partida comparable en cuanto a competencias psicológicas y comunicativas en ambos grupos. Esta homogeneidad en los resultados iniciales permite realizar una comparación fiable de los efectos de la formación entre ambos países.

Tras la finalización de la formación (POST), se registró un incremento significativo de las puntuaciones en ambos grupos. Los participantes de Croacia alcanzaron un valor medio ligeramente superior ($M \approx 4,41$) en comparación con los participantes de España ($M \approx 4,25$),

si bien la diferencia entre países resulta relativamente pequeña. Este patrón sugiere que la formación tuvo un efecto fuerte y consistente con independencia del país de participación.

Gráfico 2. Comparación entre países



La Tabla 5 presenta los resultados de la comparación entre las mediciones previa y posterior a la intervención. Para el análisis de las diferencias se utilizó una prueba t para muestras relacionadas, dado que los mismos participantes fueron evaluados en dos momentos temporales (antes y después de los talleres).

Los resultados muestran que el valor medio antes de la intervención fue de $M = 2,07$ ($DE = 0,42$), mientras que tras la intervención se registró un valor medio significativamente superior de $M = 4,36$ ($DE = 0,42$). El valor t obtenido fue $t(90) = -36,20$, con un nivel de significación de $p < 0,001$, lo que indica la existencia de una diferencia estadísticamente significativa entre ambas mediciones.

El signo negativo del valor t se debe al método de cálculo empleado (PRE – POST) y no afecta a la interpretación de los resultados, sino que únicamente indica la dirección del cambio. Los resultados muestran de forma clara que los participantes obtuvieron puntuaciones significativamente más altas tras la intervención.

Estos hallazgos evidencian un efecto fuerte de la intervención implementada, reflejado en un incremento sustancial de las puntuaciones medias con el mismo nivel de variabilidad. Esto confirma la eficacia del programa en la mejora de las competencias evaluadas.

Tabla 5. Diferencias en los resultados antes y después de la intervención

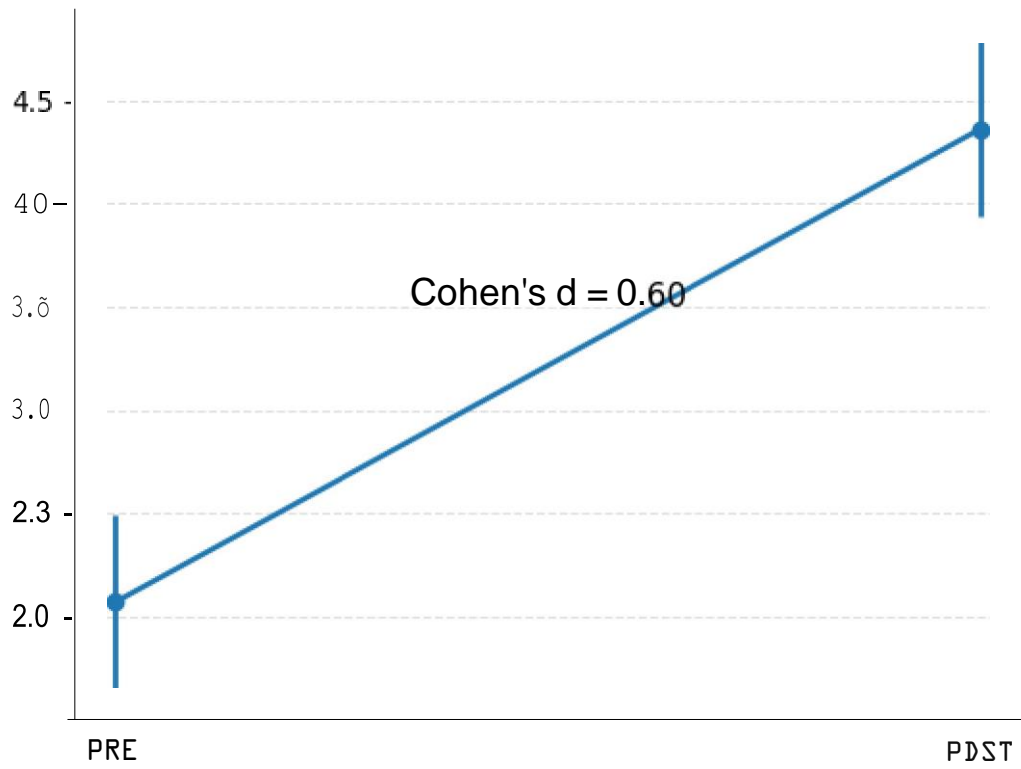
	Media	Desviación estandar	t	df	p
PRE	2.07	0.42	-36.20	90	< .001
POST	4.36	0.42			

La representación gráfica (Gráfico 3) muestra el cambio en las puntuaciones medias entre la medición inicial (PRE) y la medición final (POST) tras la intervención. Se observa un incremento pronunciado del valor medio, que pasa de $M = 2,07$ en el pre-test a $M = 4,36$ en el post-test, lo que indica una mejora sustancial de las competencias evaluadas tras la implementación del programa.

El tamaño del efecto expresado mediante d de Cohen es $d = 0,60$, lo que, de acuerdo con los criterios convencionales, representa un tamaño del efecto medio. Esto indica que la diferencia entre las mediciones pre y post no solo es estadísticamente significativa, sino también relevante desde el punto de vista práctico. Tras la intervención, los participantes obtuvieron resultados $0,60$ desviaciones estándar superiores a los registrados antes de la intervención.

La representación visual confirma además la estabilidad de los resultados, ya que las desviaciones estándar son relativamente pequeñas en comparación con la diferencia entre los valores medios. Esto sugiere un efecto consistente de la intervención entre los participantes, sin desviaciones individuales pronunciadas.

Gráfico 3. Tamaño del efecto



DISCUSIÓN

Los resultados de este análisis indican claramente que, antes de participar en el programa MindFit, los participantes mostraban un bajo nivel de desarrollo de las competencias psicológicas y comunicativas. Esto se reflejaba en una gestión deficiente del estrés, una menor sensación de seguridad emocional y una capacidad limitada para expresar emociones y necesidades. Estos hallazgos son coherentes con numerosos estudios previos que señalan que los jóvenes deportistas, a pesar de presentar una elevada condición física, a menudo carecen de habilidades psicológicas suficientemente desarrolladas para afrontar las exigencias del entorno deportivo.

La investigación demuestra que los deportistas en edad adolescente experimentan con frecuencia niveles elevados de estrés, presión derivada de expectativas externas e inseguridad relacionada con sus capacidades y su estatus social dentro del equipo (Rice et al., 2016). Estos patrones también se reflejan en los resultados previos a la intervención, donde las puntuaciones más bajas se registraron en los ámbitos de la seguridad emocional, la gestión del estrés y la comunicación en situaciones de conflicto. Resultados similares son descritos por Gustafsson, DeFreese y Madigan (2017), quienes subrayan que el estrés crónico y la falta de apoyo psicológico constituyen factores de riesgo clave para el desarrollo del agotamiento emocional y el burnout en jóvenes deportistas.

Tras la implementación del programa MindFit, se observó una mejora significativa en todas las variables evaluadas, lo que indica una alta eficacia del mismo. Resulta especialmente relevante que las mejoras se produjeran precisamente en las áreas previamente identificadas como más sensibles: la regulación emocional, el reconocimiento del estrés, la comunicación y la seguridad psicológica. Estos resultados respaldan los enfoques teóricos contemporáneos que enfatizan la importancia del desarrollo sistemático de las habilidades mentales en el deporte, en lugar de centrarse exclusivamente en la preparación física (Gucciardi et al., 2015).

El tamaño del efecto obtenido (d de Cohen = 0,60) indica un efecto medio y relevante desde el punto de vista práctico. Según Cohen (1988), este valor refleja un cambio real y perceptible en el funcionamiento de los participantes, lo que en este caso se ve reforzado por las representaciones gráficas y las mejoras consistentes en todos los dominios evaluados. En esta misma línea, Lakens (2013) señala que tamaños del efecto de esta magnitud corresponden a intervenciones con un valor práctico significativo, y no únicamente con significación estadística.

Cabe destacar que los valores iniciales de los participantes fueron muy similares a los descritos en investigaciones internacionales sobre la salud mental de jóvenes deportistas. Por ejemplo, Rice et al. (2016) señalan que muchos jóvenes deportistas carecen de estrategias de afrontamiento desarrolladas y rara vez buscan ayuda, lo que incrementa el riesgo de

ansiedad, disminución de la motivación y abandono de la práctica deportiva. En este contexto, los resultados del presente estudio confirman aún más la necesidad de programas estructurados como MindFit que aborden directamente estos factores de riesgo.

Una fortaleza destacada del programa MindFit radica en su orientación práctica y en su estructura progresiva, que permite a los deportistas desarrollar la autoconciencia, la alfabetización emocional y las habilidades comunicativas a través de un proceso continuo. El aumento progresivo de la relevancia percibida de los talleres a lo largo del programa indica que los participantes fueron reconociendo gradualmente el valor de los contenidos, lo que concuerda con la premisa de que las habilidades psicológicas se desarrollan de forma progresiva y a través de la experiencia.

A partir de los resultados obtenidos, puede concluirse que el programa MindFit representa un modelo de intervención eficaz y científicamente fundamentado para la mejora de la salud mental de los jóvenes deportistas. El programa no se limita a reducir estados negativos, sino que promueve activamente el desarrollo de factores protectores como la regulación emocional, la sensación de seguridad, la autoconfianza y la comunicación eficaz, componentes clave de los enfoques modernos y holísticos del desarrollo del deportista.

RECOMENDACIONES PARA LA IMPLEMENTACIÓN DEL PROGRAMA MINDFIT

A partir de los resultados obtenidos, los análisis realizados y la interpretación de los hallazgos, puede concluirse que el programa MindFit representa un modelo eficaz, significativo y de aplicación práctica para el trabajo con jóvenes deportistas. Los resultados demuestran de forma clara que el programa generó mejoras significativas en la regulación emocional, las habilidades de comunicación, la gestión del estrés y la percepción de seguridad psicológica, aspectos fundamentales para un funcionamiento deportivo saludable y para el desarrollo a largo plazo de los deportistas.

Dado que los participantes mostraban inicialmente un nivel relativamente bajo de desarrollo en estas competencias y que, tras la implementación del programa, se alcanzaron progresos estadísticamente y prácticamente significativos, se recomienda firmemente la aplicación sistemática del programa MindFit en el trabajo con jóvenes deportistas. Su valor añadido reside especialmente en la prevención de dificultades psicológicas, la reducción de los niveles de estrés y el fortalecimiento de la resiliencia emocional, ámbitos que a menudo quedan relegados en los programas deportivos tradicionales centrados principalmente en la preparación física.

A partir de los resultados de la evaluación, se recomienda que el programa MindFit se implemente como parte integrante del proceso regular de entrenamiento, y no como una actividad puntual u ocasional. La estructura progresiva del programa, dividida en fases introductoria, de desarrollo y final, ha demostrado ser adecuada, ya que permite la adquisición gradual de competencias, su aplicación práctica y la reflexión sobre el propio desarrollo personal. Resulta especialmente relevante señalar que los participantes percibieron los talleres como cada vez más relevantes a medida que avanzaba el programa, lo que indica la necesidad de reforzar la fase introductoria con el fin de aumentar la motivación inicial y el nivel de implicación de los deportistas.

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MINDFiT



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Anexo 1 — Calendario de sesiones MindFit

Este anexo enumera las 128 sesiones de talleres MindFit impartidas en las 8 organizaciones socias (8 organizaciones x 16 talleres). Para cada sesión, el calendario muestra la fecha planificada (cadencia semanal en lunes: W1 en la fecha de inicio del ciclo, W16 en la semana 15 desde el inicio), país, organización, número y título del taller, fase (Introductoria / De desarrollo / Final), y el facilitador que la impartió. Club Deportivo Maristas y Club Deportivo Regina Mundi fueron impartidos conjuntamente por el mismo facilitador.

Nota: Cada fila refleja una fecha de sesión semanal planificada. El día efectivo de la semana puede diferir uno o dos días en la práctica; las fechas de inicio y fin del ciclo por organización se indican en la Sección 1 de este informe.

Nº	Fecha	Día	País	Organización	Taller	Título del taller	Fase	Facilitador
1	05/05/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W1	Enfoque en la respiración	Introductoria	Ivona Jurić
2	12/05/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W2	Establecimiento de límites	Introductoria	Ivona Jurić
3	19/05/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W3	Relaciones de equipo	Introductoria	Ivona Jurić
4	26/05/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W4	Resolución de conflictos	Introductoria	Ivona Jurić
5	02/06/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W5	Comunicación asertiva	Introductoria	Ivona Jurić
6	09/06/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Ivona Jurić
7	16/06/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Ivona Jurić
8	23/06/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Ivona Jurić
9	30/06/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Ivona Jurić
10	07/07/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W10	Técnicas de visualización	De desarrollo	Ivona Jurić
11	14/07/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W11	Fortalecimiento de la autoconfianza	Final	Ivona Jurić
12	21/07/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Ivona Jurić
13	28/07/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W13	Técnicas de gestión del estrés	Final	Ivona Jurić

Nº	Fecha	Día	País	Organización	Taller	Título del taller	Fase	Facilitador	
14	04/08/2025	Lunes	Croacia	Escuela Deportiva Universal Ivan Pavao II	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Ivona Jurić	
15	11/08/2025	Lunes		Escuela Deportiva Universal Ivan Pavao II	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Ivona Jurić	
16	18/08/2025	Lunes		Escuela Deportiva Universal Ivan Pavao II	W16	Técnicas de visualización (cierre)	Final	Ivona Jurić	
17	02/06/2025	Lunes	Croacia	Asociación Deportiva y Recreativa Breza	W1	Enfoque en la respiración	Introductoria	Petra Rajković-Vuletić	
18	09/06/2025	Lunes		Asociación Deportiva y Recreativa Breza	W2	Establecimiento de límites	Introductoria	Petra Rajković-Vuletić	
19	16/06/2025	Lunes		Asociación Deportiva y Recreativa Breza	W3	Relaciones de equipo	Introductoria	Petra Rajković-Vuletić	
20	23/06/2025	Lunes		Asociación Deportiva y Recreativa Breza	W4	Resolución de conflictos	Introductoria	Petra Rajković-Vuletić	
21	30/06/2025	Lunes		Asociación Deportiva y Recreativa Breza	W5	Comunicación asertiva	Introductoria	Petra Rajković-Vuletić	
22	07/07/2025	Lunes		Asociación Deportiva y Recreativa Breza	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Petra Rajković-Vuletić	
23	14/07/2025	Lunes		Asociación Deportiva y Recreativa Breza	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Petra Rajković-Vuletić	
24	21/07/2025	Lunes		Asociación Deportiva y Recreativa Breza	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Petra Rajković-Vuletić	
25	28/07/2025	Lunes		Asociación Deportiva y Recreativa Breza	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Petra Rajković-Vuletić	
26	04/08/2025	Lunes		Asociación Deportiva y Recreativa Breza	W10	Técnicas de visualización	De desarrollo	Petra Rajković-Vuletić	
27	11/08/2025	Lunes		Asociación Deportiva y Recreativa Breza	W11	Fortalecimiento de la autoconfianza	Final	Petra Rajković-Vuletić	
28	18/08/2025	Lunes		Asociación Deportiva y Recreativa Breza	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Petra Rajković-Vuletić	
29	25/08/2025	Lunes		Asociación Deportiva y Recreativa Breza	W13	Técnicas de gestión del estrés	Final	Petra Rajković-Vuletić	
30	01/09/2025	Lunes		Croacia	Asociación Deportiva y Recreativa Breza	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Petra Rajković-Vuletić
31	08/09/2025	Lunes			Asociación Deportiva y Recreativa Breza	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Petra Rajković-Vuletić

Nº	Fecha	Día	País	Organización	Taller	Título del taller	Fase	Facilitador
32	15/09/2025	Lunes	Croacia	Asociación Deportiva y Recreativa Breza	W16	Técnicas de visualización (cierre)	Final	Petra Rajković-Vuletić
33	08/09/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W1	Enfoque en la respiración	Introdutoria	Tomislav Pranjić
34	15/09/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W2	Establecimiento de límites	Introdutoria	Tomislav Pranjić
35	22/09/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W3	Relaciones de equipo	Introdutoria	Tomislav Pranjić
36	29/09/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W4	Resolución de conflictos	Introdutoria	Tomislav Pranjić
37	06/10/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W5	Comunicación asertiva	Introdutoria	Tomislav Pranjić
38	13/10/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Tomislav Pranjić
39	20/10/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Tomislav Pranjić
40	27/10/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Tomislav Pranjić
41	03/11/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Tomislav Pranjić
42	10/11/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W10	Técnicas de visualización	De desarrollo	Tomislav Pranjić
43	17/11/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W11	Fortalecimiento de la autoconfianza	Final	Tomislav Pranjić
44	24/11/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Tomislav Pranjić
45	01/12/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W13	Técnicas de gestión del estrés	Final	Tomislav Pranjić
46	08/12/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Tomislav Pranjić
47	15/12/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Tomislav Pranjić
48	22/12/2025	Lunes	Croacia	Jardín de Infancia Blagovijest	W16	Técnicas de visualización (cierre)	Final	Tomislav Pranjić
49	08/09/2025	Lunes	Croacia	Jardín de Infancia Dobri	W1	Enfoque en la respiración	Introdutoria	Eugen Debak
50	15/09/2025	Lunes	Croacia	Jardín de Infancia Dobri	W2	Establecimiento de límites	Introdutoria	Eugen Debak
51	22/09/2025	Lunes	Croacia	Jardín de Infancia Dobri	W3	Relaciones de equipo	Introdutoria	Eugen Debak
52	29/09/2025	Lunes	Croacia	Jardín de Infancia Dobri	W4	Resolución de conflictos	Introdutoria	Eugen Debak
53	06/10/2025	Lunes	Croacia	Jardín de Infancia Dobri	W5	Comunicación asertiva	Introdutoria	Eugen Debak
54	13/10/2025	Lunes	Croacia	Jardín de Infancia Dobri	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Eugen Debak

Nº	Fecha	Día	País	Organización	Taller	Título del taller	Fase	Facilitador
55	20/10/2025	Lunes	Croacia	Jardín de Infancia Dobri	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Eugen Debak
56	27/10/2025	Lunes	Croacia	Jardín de Infancia Dobri	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Eugen Debak
57	03/11/2025	Lunes	Croacia	Jardín de Infancia Dobri	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Eugen Debak
58	10/11/2025	Lunes	Croacia	Jardín de Infancia Dobri	W10	Técnicas de visualización	De desarrollo	Eugen Debak
59	17/11/2025	Lunes	Croacia	Jardín de Infancia Dobri	W11	Fortalecimiento de la autoconfianza	Final	Eugen Debak
60	24/11/2025	Lunes	Croacia	Jardín de Infancia Dobri	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Eugen Debak
61	01/12/2025	Lunes	Croacia	Jardín de Infancia Dobri	W13	Técnicas de gestión del estrés	Final	Eugen Debak
62	08/12/2025	Lunes	Croacia	Jardín de Infancia Dobri	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Eugen Debak
63	15/12/2025	Lunes	Croacia	Jardín de Infancia Dobri	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Eugen Debak
64	22/12/2025	Lunes	Croacia	Jardín de Infancia Dobri	W16	Técnicas de visualización (cierre)	Final	Eugen Debak
65	05/05/2025	Lunes	España	ÁGOpedagogía	W1	Enfoque en la respiración	Introdutoria	Salva Gomez
66	12/05/2025	Lunes	España	ÁGOpedagogía	W2	Establecimiento de límites	Introdutoria	Salva Gomez
67	19/05/2025	Lunes	España	ÁGOpedagogía	W3	Relaciones de equipo	Introdutoria	Salva Gomez
68	26/05/2025	Lunes	España	ÁGOpedagogía	W4	Resolución de conflictos	Introdutoria	Salva Gomez
69	02/06/2025	Lunes	España	ÁGOpedagogía	W5	Comunicación asertiva	Introdutoria	Salva Gomez
70	09/06/2025	Lunes	España	ÁGOpedagogía	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Salva Gomez
71	16/06/2025	Lunes	España	ÁGOpedagogía	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Salva Gomez
72	23/06/2025	Lunes	España	ÁGOpedagogía	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Salva Gomez
73	30/06/2025	Lunes	España	ÁGOpedagogía	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Salva Gomez
74	07/07/2025	Lunes	España	ÁGOpedagogía	W10	Técnicas de visualización	De desarrollo	Salva Gomez
75	14/07/2025	Lunes	España	ÁGOpedagogía	W11	Fortalecimiento de la autoconfianza	Final	Salva Gomez
76	21/07/2025	Lunes	España	ÁGOpedagogía	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Salva Gomez

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77	28/07/2025	Lunes	España	ÁGOpedagogía	W13	Técnicas de gestión del estrés	Final	Salva Gomez
78	04/08/2025	Lunes	España	ÁGOpedagogía	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Salva Gomez
79	11/08/2025	Lunes	España	ÁGOpedagogía	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Salva Gomez
80	18/08/2025	Lunes	España	ÁGOpedagogía	W16	Técnicas de visualización (cierre)	Final	Salva Gomez
81	01/09/2025	Lunes	España	Sierra Nevada FC	W1	Enfoque en la respiración	Introductoria	Antonio Lerena
82	08/09/2025	Lunes	España	Sierra Nevada FC	W2	Establecimiento de límites	Introductoria	Antonio Lerena
83	15/09/2025	Lunes	España	Sierra Nevada FC	W3	Relaciones de equipo	Introductoria	Antonio Lerena
84	22/09/2025	Lunes	España	Sierra Nevada FC	W4	Resolución de conflictos	Introductoria	Antonio Lerena
85	29/09/2025	Lunes	España	Sierra Nevada FC	W5	Comunicación asertiva	Introductoria	Antonio Lerena
86	06/10/2025	Lunes	España	Sierra Nevada FC	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Antonio Lerena
87	13/10/2025	Lunes	España	Sierra Nevada FC	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Antonio Lerena
88	20/10/2025	Lunes	España	Sierra Nevada FC	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Antonio Lerena
89	27/10/2025	Lunes	España	Sierra Nevada FC	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Antonio Lerena
90	03/11/2025	Lunes	España	Sierra Nevada FC	W10	Técnicas de visualización	De desarrollo	Antonio Lerena
91	10/11/2025	Lunes	España	Sierra Nevada FC	W11	Fortalecimiento de la autoconfianza	Final	Antonio Lerena
92	17/11/2025	Lunes	España	Sierra Nevada FC	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Antonio Lerena
93	24/11/2025	Lunes	España	Sierra Nevada FC	W13	Técnicas de gestión del estrés	Final	Antonio Lerena
94	01/12/2025	Lunes	España	Sierra Nevada FC	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Antonio Lerena
95	08/12/2025	Lunes	España	Sierra Nevada FC	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Antonio Lerena
96	15/12/2025	Lunes	España	Sierra Nevada FC	W16	Técnicas de visualización (cierre)	Final	Antonio Lerena
97	22/09/2025	Lunes	España	Club Deportivo Maristas	W1	Enfoque en la respiración	Introductoria	Laura Albea
98	29/09/2025	Lunes	España	Club Deportivo Maristas	W2	Establecimiento de límites	Introductoria	Laura Albea
99	06/10/2025	Lunes	España	Club Deportivo Maristas	W3	Relaciones de equipo	Introductoria	Laura Albea

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100	13/10/2025	Lunes	España	Club Deportivo Maristas	W4	Resolución de conflictos	Introdutoria	Laura Albea
101	20/10/2025	Lunes	España	Club Deportivo Maristas	W5	Comunicación asertiva	Introdutoria	Laura Albea
102	27/10/2025	Lunes	España	Club Deportivo Maristas	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Laura Albea
103	03/11/2025	Lunes	España	Club Deportivo Maristas	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Laura Albea
104	10/11/2025	Lunes	España	Club Deportivo Maristas	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Laura Albea
105	17/11/2025	Lunes	España	Club Deportivo Maristas	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Laura Albea
106	24/11/2025	Lunes	España	Club Deportivo Maristas	W10	Técnicas de visualización	De desarrollo	Laura Albea
107	01/12/2025	Lunes	España	Club Deportivo Maristas	W11	Fortalecimiento de la autoconfianza	Final	Laura Albea
108	08/12/2025	Lunes	España	Club Deportivo Maristas	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Laura Albea
109	15/12/2025	Lunes	España	Club Deportivo Maristas	W13	Técnicas de gestión del estrés	Final	Laura Albea
110	22/12/2025	Lunes	España	Club Deportivo Maristas	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Laura Albea
111	29/12/2025	Lunes	España	Club Deportivo Maristas	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Laura Albea
112	05/01/2026	Lunes	España	Club Deportivo Maristas	W16	Técnicas de visualización (cierre)	Final	Laura Albea
113	22/09/2025	Lunes	España	Club Deportivo Regina Mundi	W1	Enfoque en la respiración	Introdutoria	Laura Albea
114	29/09/2025	Lunes	España	Club Deportivo Regina Mundi	W2	Establecimiento de límites	Introdutoria	Laura Albea
115	06/10/2025	Lunes	España	Club Deportivo Regina Mundi	W3	Relaciones de equipo	Introdutoria	Laura Albea
116	13/10/2025	Lunes	España	Club Deportivo Regina Mundi	W4	Resolución de conflictos	Introdutoria	Laura Albea
117	20/10/2025	Lunes	España	Club Deportivo Regina Mundi	W5	Comunicación asertiva	Introdutoria	Laura Albea
118	27/10/2025	Lunes	España	Club Deportivo Regina Mundi	W6	«Nutrición» para la salud mental y el bienestar	De desarrollo	Laura Albea
119	03/11/2025	Lunes	España	Club Deportivo Regina Mundi	W7	Técnicas de visualización para establecimiento de objetivos (I)	De desarrollo	Laura Albea
120	10/11/2025	Lunes	España	Club Deportivo Regina Mundi	W8	Técnicas de visualización para establecimiento de objetivos (II)	De desarrollo	Laura Albea
121	17/11/2025	Lunes	España	Club Deportivo Regina Mundi	W9	Estrategias para afrontar emociones no deseadas	De desarrollo	Laura Albea

Nº	Fecha	Día	País	Organización	Taller	Título del taller	Fase	Facilitador
122	24/11/2025	Lunes	España	Club Deportivo Regina Mundi	W10	Técnicas de visualización	De desarrollo	Laura Albea
123	01/12/2025	Lunes	España	Club Deportivo Regina Mundi	W11	Fortalecimiento de la autoconfianza	Final	Laura Albea
124	08/12/2025	Lunes	España	Club Deportivo Regina Mundi	W12	Afrontamiento del fracaso y desarrollo de la resiliencia	Final	Laura Albea
125	15/12/2025	Lunes	España	Club Deportivo Regina Mundi	W13	Técnicas de gestión del estrés	Final	Laura Albea
126	22/12/2025	Lunes	España	Club Deportivo Regina Mundi	W14	Reconocimiento y superación de trampas mentales (TCC)	Final	Laura Albea
127	29/12/2025	Lunes	España	Club Deportivo Regina Mundi	W15	Aplicación de ejercicios de logoterapia en la vida cotidiana	Final	Laura Albea
128	05/01/2026	Lunes	España	Club Deportivo Regina Mundi	W16	Técnicas de visualización (cierre)	Final	Laura Albea