



## COURSE DATA

### DATA SUBJECT

**Code:** 33205  
**Name:** Social psychology in sporting physical activity  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Facultat de Ciències de l'Activitat Física i Esports	2	Second quarter, First quarter
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Facultat de Ciències de l'Activitat Física i Esports	2	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	Psychology	BASIC
1331 - Degree in Physical Activity and Sport Sciences (Ont)	Psicología	BASIC

### COORDINATION

ALVAREZ SOLVES JOSE OCTAVIO

CASTILLO FERNANDEZ ISABEL MARIA

## SUMMARY

The subject "Social Psychology of Physical Activity and Sport" deals with the scientific study of the social phenomena of sport from a psychosocial perspective, especially the social interactions that occur in the context of physical activity and sport. It also studies the psychosocial factors that influence sports participation and the effects that this participation has on performance and wellbeing.

The aim of this course is for students to:

1. Become familiar with the existing literature on the social psychology of physical activity and sport.
2. Acquire a theoretical overview of the subject.



3. Know the main determinants of sports performance and learns to identify the main basic psychosocial processes that influence this performance and the benefit of practitioners of physical-sports activities.
4. Learn how to analyze inter-group relationships and their effects on individual and group performance.
5. Know the main theories of leadership in sport with emphasis on the role of the coach as a leader.
6. Be introduced into the lines of research of Social Psychology of Physical Activity and Sport.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

There are no recommendations or prerequisites for taking this course.

## COMPETENCES / LEARNING OUTCOMES

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Apply physiological, biomechanical, behavioural and social principles to the different fields of physical activity and sport.

Apply psychological principles to the different fields of physical activity and sport.

Apply the principles of fundamental rights, gender equality, equal opportunities, universal accessibility for people with disabilities, solidarity, environmental protection, the culture of peace and democratic values.

Be able to analyse the sporting context in which the behaviour of sportsmen and sportswomen and group processes take place.

Be able to describe and evaluate interaction processes, group dynamics and group and intergroup structure.

Be able to identify the most relevant problems according to group and intergroup needs.

Be able to select and administer the tools to obtain relevant data for the evaluation of sports contexts.

Develop habits of professional excellence and quality.

Develop resources to adapt to new situations and to solve problems, and for independent learning and creativity.

Develop the ability to work in a team and collaborate effectively with others.



Gain basic scientific training applied to physical activity and sport in their diverse forms.

Know and understand the behavioural and social factors that determine the practice of physical activity and sport.

Know and understand the effects of the practice of physical exercise on the psychological and social dimensions of the human being.

Know and understand the epistemological, historical and educational foundations of physical activity and sport.

Know the basic laws of the different psychological processes that regulate human behaviour.

Know the functions, characteristics and limitations of the different theoretical models of the social psychology of physical activity and sport.

Know the psychological abilities and competences of athletes and physical exercise practitioners.

Know the psychosocial principles of the functioning of athletes and sports groups.

Promote and evaluate the acquisition of enduring and autonomous habits of practising physical activity and sport.

Select and know how to use sports material and equipment, suitable for each type of activity and population.

Understand the scientific literature in the field of physical activity and sport in English and in other languages with significant presence in the scientific field.

## DESCRIPTION OF CONTENTS

### **1. Topic 1: Introduction to Social Psychology of Physical Activity and Sport**

1. Concept: the social psychology of physical activity and sport
2. Main areas of intervention of the social psychology of physical activity and sport

### **2. Topic 2: Sports participation and sports socialization agents**

1. Sport participation
2. Sports socialization processes
3. Gender stereotypes



### **3. Topic 3: Sporting group and group productivity**

1. Concept of group and team
2. Group structure
3. Group productivity determinants
4. Social loafing

### **4. Topic 4: Motivation in physical activity, sports and exercise**

1. Concept of motivation
2. Motives for practice and non-practice of sports and physical activity
3. Achievement goal theory
4. Self determination theory
5. Empowering and disempowering climates
6. Intervention programs for the development of positive motivational contexts

### **5. Topic 5: Leadership in physical activity and sports**

1. Concept of leadership
2. Mediational model of leadership in sport
3. Multidimensional model of leadership in sport
4. Transformacional leadership theory in sports and exercise

### **6. Topic 6: Cohesion in physical activity, sports and exercise**

1. Concept of cohesion
2. Cohesion assessment
3. Cohesion in sport. Factors that interact with cohesion
4. Cohesion and performance
5. Cohesion in the context of exercise Factors that interact with cohesion.
6. Intervention strategies on cohesion: Team building

### **7. Topic 7: Attribution in sports and exercise**

1. Concept of attribution in sport and physical exercise
2. Main theories on attribution
3. Attributional biases
4. Evaluation of the attributions
5. Affective consequences of the attributions
6. Attributional retraining



## 8. Topic 8: Self-confidence and self-efficacy in sports and exerciset

1. Concept of self-confidence
2. Relationship between self-confidence and performance
3. Conceptual model of confidence in sport
4. Evaluation of self-confidence in sport
5. Concept of self-efficacy
6. Sources of information on self-efficacy
7. Evaluation of self-efficacy
8. Ways to improve self-confidence and self-efficacy

## 9. Topic 9: Aggression and violence in sport

1. Concept of aggression and violence in sport
2. Main theories on aggression in sport
3. The phenomenon of violent groups in sport
4. Initiatives and recommendations to prevent aggression and violence in sport
5. Intervention programmes for the prevention of violence in sport

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Classroom practices	15,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	5,00
Preparation of lessons	15,00
Preparation for assessment activities	20,00
Resolution of case studies	20,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

Classroom-based activities have a duration of 60 hours: 45 hours of theoretical classes and 15 hours of practical sessions and self-training activities (group exercises in the classroom, collective discussion of results).



The teaching methodology used in the development of this subject will include the following methods:

- Technical presentations by teachers: presentation and analysis in the classroom of the key concepts and theories of the Social Psychology of Physical Activity and Sport, through a master class and the development of classroom dynamics.
- Practices and activities carried out by the students in the classroom.
- Face-to-face and/or virtual tutorials through ICT.
- Autonomous work of the students outside the classroom, elaborating individual and group practices.
- Presentations of the practical work done by the students.

The practices and activities to be developed (their content, method of execution and date of delivery or exhibition) will be communicated in class as well as through the virtual classroom.

For a correct development of the face-to-face classes, and to guarantee the best conditions of coexistence, the following guidelines of behavior in class and the interactions or communications with the teaching staff of the subject are detailed below:

1. Respect and education must be always the basis in the relationships between students and teachers.
2. Students must be punctual in entering the classroom and remain in it during the entire development of the class sessions.
3. The faculty has established the weekly schedule of attention to students, which is public and accessible on the website of their respective departments.
4. The e-mail, if teachers have electronic tutoring, can constitute a communication tool between students and teachers. To make good use of it:
  - The University email account (@alumni.uv.es) must be used exclusively.
  - Senders must identify themselves completely (name, subject and group).
  - Previously, it is necessary to check that the required information is not on the web or in the virtual classroom.
  - The query or information requested must be adjusted to the possibilities of written communication.
  - Before insisting, it is necessary to check that a reasonable time has passed for an e-mail sent to be



answered (minimum 48 working hours).

- Please DO NOT SEND ANY TASK BY EMAIL, it will only be sent in case it is specifically requested by the teachers. In case of reception of an attached work not requested, it will be considered as not received.

5. Adequate attention in the classroom requires not using cell phones unless requested by the teacher for some type of activity. Cell phones must be turned off or in airplane mode, away from the table.

6. Computers and tablets must be used only for the development of the teaching of the subject, although the faculty may request not to use them if so advised by the teaching methodology proposed.

7. The recording of class sessions is NOT allowed. Only in exceptional circumstances, with the express authorization of faculty and fellow students, may a class session be recorded.

8. Students must contribute to the proper maintenance of all teaching resources, taking care of the classroom furniture, trying to maintain cleanliness at all times, ensuring the proper use of audiovisual materials (computers, projectors, etc.) and any type of material (books, evaluation tests, intervention programs, etc.) used in class.

9. Silence must be kept in class unless group work activities, debates, etc. are carried out at the teacher's suggestion.

10. Know and comply with the duties established in Article 13 of Royal Decree 1791/2010, of December 30, approving the Statute of the University Student (<https://www.boe.es/boe/dias/2010/12/31/pdfs/BOE-A-2010-20147.pdf>).

The faculty may apply the measures it deems appropriate and proportionate to safeguard the proper functioning and coexistence in the classroom.

## EVALUATION

Summative assessment will be carried out at the end of the teaching-learning process and the following aspects will be considered:

- The presentation and defence of theoretical or theoretical-practical works
- Taking a written test on the basic theoretical knowledge of the subject
- The level of participation and personal involvement of the students, both in classroom activities and in those that take place outside the classroom.

With the following weighting:



- Notes from the test of the theoretical contents 70%
- Note of the obligatory tasks of practical contents 30%.

The grade of each practice will be weighted according to the number of hours of work and complexity of each practice.

In order to pass the course, the student must achieve at least 3.5 out of 7 in the theoretical exam and 1.5 out of 3 in the practical part.

Teachers may suggest voluntary activities that may be taken into account to increase the grade. In any of the activities, both mandatory and voluntary, **A WORK THAT HAS BEEN PLAGIED OR PERFORMED WITH ARTIFICIAL INTELLIGENCE SYSTEMS OR APP (e.g., chatGPT or similar) WILL MEAN THE AUTOMATIC FAILURE IN THE CALL WHERE IT OCCURS, regardless of the fact that the rest of the work and exams were passed.**

## REFERENCES

### Basic references

- Castillo, I., y Álvarez, O. (2023). *Psicología Social de la actividad física, el deporte y el ejercicio*. McGraw-Hill.
- Raimundi, M. J. (2025). *Psicología del deporte: Caja de herramientas para la evaluación y la intervención*. Paidós.

### Complementary references

- Álvarez, O., Falco, C., Estevan, I., Molina-García, J., y Castillo, I. (2013). Intervención psicológica en un equipo de gimnasia rítmica deportiva: Estudio de un caso. *Revista de Psicología del Deporte*, 22 (2), 395-401.
- Castillo, I., Adell, F. L., y Álvarez, O. (2018). Relationships between personal values and leadership behaviours in basketball coaches. *Frontiers in psychology*, 9, 1661. <https://doi.org/10.3389/fpsyg.2018.01661>
- Castillo, I., Molina-García, J., Estevan, I., Queralt, A., Álvarez, O. (2020). Transformational teaching in physical education and students' leisure-time physical activity: the mediating role of learning climate, passion and self-determined motivation. *International Journal of Environmental Research and Public Health*, 17(13), 4844. <https://doi.org/10.3390/ijerph17134844>
- Estevan, I., Álvarez, O., y Castillo, I. (2015). Autoeficacia percibida y rendimiento técnico-táctico en taekwondistas universitarios. *Cuadernos de Psicología del Deporte*, 16(2), 51-64.
- Knight, C. J., y Newport, R. A. (2018). Understanding and working with parents of young athletes. En C. J. Knight, C. G. Harwood, y D. Gould (Eds.), *Sport Psychology for young athletes* (pp. 303-314). Routledge.
- Weinberg, R. S., y Gould, D. (2007). *Fundamentos de psicología del deporte y del ejercicio físico*



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