

**COURSE DATA****DATA SUBJECT**

**Code:** 33332  
**Name:** Social Psychology of sports  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Facultat de Psicologia i Logopèdia	4	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1319 - Degree in Psychology	Social sports psychology	ELECTIVES

**COORDINATION**

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**SUMMARY**

**Social Psychology of Sport** is a subject attached to the Department of Social Psychology of the Universitat de València. It is located in the itinerary of Introduction to Social and Community Intervention Psychology of the educational plan of Bachelor of Science in Psychology.

This course, with an optional character (4,5 ECTS), is an introductory course in Social Psychology of Sport, offering a general knowledge of the social phenomena of sport from a psychosocial perspective. Students are approached to knowledge of different psychosocial processes such as attribution, self-efficacy, motivation and physical self-concept. Attitudes and values are also explored, as well as other group processes and leadership in sport. In conclusion, the fundamental objective of this subject is that students acquire theoretical-practical and research knowledge about the social psychology of sport.

This knowledge will result useful for the professional development of psychologists who want to carry out intervention in social and community contexts.

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**PREVIOUS KNOWLEDGE**



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

It is recommended to have passed Social Psychology subject

## COMPETENCES / LEARNING OUTCOMES

### 1319 - Degree in Psychology

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

## DESCRIPTION OF CONTENTS

### 1. Introduction to Social Psychology of Sport

1. Concept: the social psychology of physical activity and sport
2. Main fields of action of the social psychology of physical activity and sport
  - 2.1. Functions of sport psychology
  - 2.2. Variables of psychological training in sport and their means of intervention (direct and indirect).
  - 2.3. Areas of intervention in sport psychology

### 2. Sports participation and sports socialization agents

1. Sports participation
  - 1.1 Physical activity participation: benefits and recommendations
  - 1.2. Practice of sports by persons aged 15 years and over
  - 1.3. Practice of physical-sporting activity in schoolchildren aged 6 to 18 years old
  - 1.4. HBSC report
2. Processes of sports socialization
  - 2.1. Bronfenbrenner's Ecological Model



2.2. Symbolic interactionism

2.3. Social learning

3. Gender stereotypes

3.1. Male, female and neutral sports

3.2. Gender model

3.3. Expectancy-value model

3.4. Situational approaches to gender stereotypes

### **3. Motivation in physical activity, sports and exercise**

1. Concept of motivation

2. Reasons for practising and not practising of physical activity and sports

3. The Achievement Goal Theory

4. The Self-Determination Theory

5. Intervention programmes for the development of positive motivational contexts.

### **4. Leadership in physical activity, sports and exercise**

1. Concept of leadership

2. The mediational model of leadership in sport

3. The multidimensional model of leadership in sport.

4. Transformational leadership theory in sport and exercise.

### **5. Cohesion in physical activity, sports and exercise**

1. Concept of cohesion.

2. Evaluation of cohesion.

3. Cohesion in sport. Factors that interact with cohesion.

3.1. Contextual factors

3.2. Personal factors

3.3. Leadership factors

3.4. Team factors

4. Cohesion and performance.

5. Cohesion in the exercise. Factors that interact with cohesion.

5.1. Contextual factors

5.2. Personal factors

5.3. Leadership factors



5.4. Team factors

6. Intervention strategies on cohesion

## **6. Attribution in sports**

1. Concept of attribution in sport and exercise

2. Main theories on attribution

2.1. Naive analysis of the action

2.2. Corresponding inferences theory

2.3. Covariation theory

2.4. Attributional theory for success and failure

3. Attributional biases

4. Evaluation of attributions

5. Affective consequences of attributions

5.1. Attributional theory of motivation and emotion

5.2. Intuitive/reflective appraisal model

5.3. Learned helplessness

6. Attributional retraining

## **7. Self-confidence and self-efficacy in sports and exercise**

1. Concept of self-confidence

2. Relationship between self-confidence and performance.

3. Conceptual model of self-confidence in sport

4. Assessment of self-confidence in sport

5. Concept of self-efficacy

6. Sources of self-efficacy

7. Evaluation of self-efficacy

8. Ways to improve self-confidence and self-efficacy

## **8. Aggression and violence in sports**

1. Concept of aggression and violence in sport

1.1. Criteria for classifying a behavior as aggressive

1.2. Types of aggression



2. Main theories about aggression in sport
  - 2.1. Instinct theory
  - 2.2. Frustration-aggression theory
  - 2.3. Theory of social learning
  - 2.4. Theory of cognitive neo-association
  - 2.5. Revised frustration-aggression theory
  - 2.6. General model of aggression
3. The phenomenon of violent groups in sport
4. Initiatives and recommendations to fight against aggression and violence in sport
5. Intervention programs for the prevention of violence in sport

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,50
Independent study and work	0,00
Preparation of lessons	40,00
Preparation for assessment activities	10,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>67,50</b>

## TEACHING METHODOLOGY

### Teaching techniques will be:

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

- Theoretical expositions by the teacher: presentation and analyses in the classroom of the concepts and key theories in Social Psychology of Sport, through lecture meetings and development of dynamics in the classroom.
- Practices and activities done by the students in the classroom.



- In-person or virtual tutorials.
- Autonomous work of the students outside the classroom, elaborating individual and group practices.
- Presentation in the classroom of the reports and practical works done by the students.

Practices and concrete activities to develop by the students (their content, execution way and date of submission or exposition) will be concreted to the students by the professor in the virtual area.

## EVALUATION

### Subject evaluation system

The evaluation of the subject will be carried out through activities and theoretical exam.

### ACTIVITIES

**First call:** The activities, reports and works proposed throughout the course will be assessed. Its presentation will be cumulative, until completing 30% of the final mark of the final grade.

**Second call:** In the case of passing the activities in the first call and falling the theoretical exam, the grade may be maintained for the second call. In the case of failing the activities in the first call, they will be recoverable in the second call by means of an exam that will assess the acquisition of the learning results.

### THEORETICAL EXAMINATION

The theoretical evaluation of the students will follow the same criteria, both for the first and the second call.

The theoretical exam will have a maximum load of 70% of the final grade. The theoretical exam may be carried out by means of an objective test or by means of questions to be developed, at the student's choice during the first two months of class. The objective test will be corrected by means of the formula:  $\text{Correct answers} - (\text{Errors}/(\text{number of answer alternatives}-1)) / \text{N}^\circ \text{ of questions} \times 7$ . In the development questions, the expressive aspects will also be taken into account, not only the content.



The **minimum requirements** to pass the subject in Exams and Activities will be the same in the first as in the second call.

- Theoretical exam: obtain a score of 3.5 out of 7.
- Activities: obtain a score of 1.5 out of 3.

## **GRADING**

The evaluation of the course and the challenge of the grade obtained will be subject to the provisions of the Regulations of the

The evaluation of the subject and the challenge of the grade obtained will be subject to the provisions of the Regulations of Evaluation and Qualification of the University of Valencia for Graduate and Master's degrees (ACGUV 108 / 2017 de 30 de mayo de 2017 [http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)).

According to this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following.

- From 0 to 4.9: D.
- From 5 to 6.9: C
- From 7 to 8.9: B
- From 9 to 10: A or A+ with honors.

The different sections contemplated in the evaluation will only be added when the minimum requirements established for each of them are exceeded minimum requirements established for each one of them.

The A+ with honors may be awarded as long as the student achieves an outstanding grade. This will be awarded to the student with the highest score. In the case of a tie, the student will be offered the possibility of taking a developmental exam to break the tie.

The grade obtained in the *first call* of the course will be included in the grade of the course according to the following rules:



- If there is no grade for the evaluation section with the highest weighting, the grade will be NO PRESENTED, regardless of the rest.
- If there is a grade in the evaluation section with the highest weighting, and it does not reach the minimum requirements, the grade of this section will be SUSPENSE and a numerical grade in base 10.
- If there is a grade in the evaluation section with the highest weighting, and it exceeds the minimum requirements established (3.5), the student will the minimum requirements established (3.5), but these requirements are not reached in the other section (1.5), the grade will be SUSPENSED and a numerical grade in base 10 of the grade of the section for which the student does not pass the subject will be recorded.

In the *second call*, the following rules shall apply:

- The option NOT PRESENTED will only be possible when more than one of the evaluation sections, including the one with the highest weighting, has not been evaluation sections, including the one with the highest weighting.
- If there are qualifications in all the evaluation sections and the minimum requirements are not met in any of them, the requirements are not met in any of them, SUSPENSED will be recorded and the grade in base 10 corresponding to the section that has not been passed.

If more than one section is not passed, the maximum grade will be recorded in base 10.

- If one or more of the minimum requirements are not passed and a section of the evaluation is missing, the following will be recorded SUSPENSED and a numerical grade in base 10 of the grade of the section not passed.
- If the test with the highest weighting is passed, but evidence is missing in the other section, the following will be noted SUSPENSED. The parts will be added and: a) if the sum is less than 5, this result will be recorded; b) if the sum is greater than 5, 4.9 will be recorded.

### **Warnings on plagiarism**

Copying or plagiarism of any assignment that is part of the evaluation will make it impossible to pass the course, and the student will be subject to the appropriate disciplinary procedures.

Please note that, according to article 13. d) of the University Student Statute (RD 1791/2010, de 30 de diciembre), it is the duty of a student to refrain from using or cooperating in fraudulent procedures in the evaluation tests, in the work performed or in official university documents.



During tutoring hours, the teacher may require individual or group interviews in order to verify the degree of participation and achievement of the objectives set for any task developed. Failure to accept such verification will result in the failure of the assignment or activity in question.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

## REFERENCES

### **Basic References:**

Castillo, I., y Álvarez, O. (2023). *Psicología Social de la actividad física, el deporte y el ejercicio*. McGrawHill.

Raimundi, M. J. (2025). *Psicología del deporte: Caja de herramientas para la evaluación y la intervención*. Paidós.

### **Supplementary 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*. 4ª edición. Editorial médica panamericana S.A.