



COURSE DATA

Data Subject

Code	33205
Name	Social psychology in sporting physical activity
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1312 - Degree in Physical Activity and Sport Sciences	Faculty of Physical Education and Sport Sciences	2	Other cases
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	Faculty of Physical Education and Sport Sciences	2	Other cases

Subject-matter

Degree	Subject-matter	Character
1312 - Degree in Physical Activity and Sport Sciences	1 - Psychology	Basic Training
1331 - Degree in Physical Activity and Sport Sciences (Ontinyent)	1 - Psicología	Basic Training

Coordination

Name	Department
ALVAREZ SOLVES, JOSE OCTAVIO	306 - Social Psychology
CASTILLO FERNANDEZ, ISABEL MARIA	306 - Social Psychology

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 well-being.



The aim of this course is for students to:

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

OUTCOMES

1312 - Degree in Physical Activity and Sport Sciences

- Gain basic scientific training applied to physical activity and sport in their diverse forms.
- Know and understand the epistemological, historical and educational foundations of physical activity and sport.
- 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.
- 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.
- Promote and evaluate the acquisition of enduring and autonomous habits of practising physical activity and sport.



33205 Social psychology in sporting physical activity

- Apply physiological, biomechanical, behavioural and social principles to the different fields of 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.
- Develop resources to adapt to new situations and to solve problems, and for independent learning and creativity.
- Develop habits of professional excellence and quality.
- Know the basic laws of the different psychological processes that regulate human behaviour.
- Apply psychological principles to the different fields of physical activity and sport.
- Know the psychological abilities and competences of athletes and physical exercise practitioners.
- Know the functions, characteristics and limitations of the different theoretical models of the social psychology of physical activity and sport.
- Know the psychosocial principles of the functioning of athletes and sports groups.
- Be able to analyse the sporting context in which the behaviour of sportsmen and sportswomen and group processes take place.
- Be able to identify the most relevant problems according to group and intergroup needs.
- Be able to describe and evaluate interaction processes, group dynamics and group and intergroup structure.
- Be able to select and administer the tools to obtain relevant data for the evaluation of sports contexts.
- Develop the ability to work in a team and collaborate effectively with others.

LEARNING OUTCOMES

The aim of this course is that students, at the end of the course, will be able to:

1. Become familiar with the existing literature on the social psychology of physical activity and sport.
2. To understand what the psychosocial approach to the social realities of the practice of physical-sports activity consists of.
3. To know and understand the psychosocial background of the practice of physical-sports activity and its effects on performance, adherence to practice, well-being and discomfort of those who practice it.
4. Know how to analyze and evaluate the real contexts of the practice of physical-sports activity from the theoretical models of Social Psychology applied to physical activity, sport and physical exercise.
5. Introduce yourself in the lines of research of Social Psychology of physical activity and sport.
6. Know how to design intervention programs related to physical activity, sport and exercise, taking into account the psychosocial dimensions and the effects that these have on the experience of



practicing physical-sports activity.

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, sports and exercise

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

10. Topic 10: Intergroup relations in sport and exercise

1. Inter and intra-group behaviour
2. Cooperative and competitive relationships between groups
3. The effects of cooperation and competition on group performance
4. Stereotyping, Prejudice and Discrimination
5. Groupthink



6. Strategies to improve inter-group relations

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	45,00	100
Classroom practices	15,00	100
Development of group work	20,00	0
Development of individual work	10,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	20,00	0
Preparing lectures	15,00	0
Resolution of case studies	20,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Presential 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.

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.

REFERENCES

**Basic**

- Álvarez, O., Castillo, I., y Falco, C. (2010). Estilos de liderazgo en la selección española de taekwondo. *Revista de Psicología del Deporte*, 19 (2), 219-230.
- 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.
- Balaguer, I. (2007). Clima motivacional, calidad de la implicación y bienestar psicológico: Una propuesta de intervención en equipos deportivos. En A. Blanco y J. Rodríguez Marín (Eds.), *Intervención Psicosocial* (pp. 135-162). Madrid: Prentice-Hall.
- Balaguer, I. (Dir) (1994). *Entrenamiento psicológico en el deporte. Principios y aplicaciones*. Valencia: Albatros Educación
- Balaguer, I., Castillo, I., y Duda, J. L. (2008). Apoyo la autonomía, satisfacción de las necesidades, motivación y bienestar en deportistas de competición: Un análisis de la teoría de la autodeterminación. *Revista de Psicología del Deporte*, 17, 123-139.
- Baron, R. A., y Byrne, D. (2005). Cap. 5: Aspectos de la identidad social: self y género. En R. A. Baron, y D. Byrne, *Psicología Social* (10ª edición) (pp.165-214). Madrid: Pearson Educación S.A.
- Referencia b7: Beauchamp, M. R., y Eys, M. A. (Dir.) (2017). *Dinámicas de grupo en el ejercicio y en la psicología del deporte*. Badalona: Paidotribo.
- Beauchamp, M. R., y Eys, M. A. (Dir.) (2017). *Dinámicas de grupo en el ejercicio y en la psicología del deporte*. Badalona: Paidotribo.
- Blanco, A., Caballero, A., y de la Corte, L. (2005). *Psicología de los grupos*. Madrid: Pearson educación.
- Cox, R. H. (2009). *Psicología del deporte. Conceptos y aplicaciones* (6ª edición). Madrid: Editorial Médica Panamericana S.A.
- 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.
- Gómez, A. (2007) La violencia en el deporte. Un análisis desde la Psicología Social, *Revista de Psicología Social*, 22 (1), 63-87. doi: 10.1174/021347407779697539
- Sáenz, A., Gimeno, F., Gutiérrez, H., y Garay, B. (2011). Prevención de la agresividad y la violencia en el deporte en edad escolar: Un estudio de revisión. *Cuadernos de psicología del deporte*, 12, 57-72.
- Weinberg, R. S., y Gould, D. (2007). *Fundamentos de psicología del deporte y del ejercicio físico* 4ª edición. Madrid: Editorial médica panamericana S.A.
- Weinberg, R.S., y Gould, D. (1996). Cuestiones relativas al género en el deporte y en el ejercicio físico. En R. Weinberg, y D. Gould (Eds.), *Fundamentos de psicología del deporte y el ejercicio físico* (pp. 571-592). Barcelona: Ariel psicología.



33205 Social psychology in sporting physical activity

- Yubero, S. (2004). Socialización y aprendizaje social. En D. Páez, I. Fernández, S. Ubillos, y E. Zubieta (Coords.), *Psicología social, cultura y educación* (pp. 819-844). Madrid: Pearson educación.
- Zamarripa, J., Castillo, I., Tomás, I., Tristán, J., y Álvarez, O. (2016). El papel del profesor en la motivación y la salud mental de los estudiantes de educación física. *Salud Mental*, 39 (4), 221-227.

Additional

- Álvarez, O., Castillo, I., Molina-García, V., y Balagué, G. (2016). Transformational leadership on the athletic field: An international review. *Revista de psicología del deporte*, 25(2), 319-326.
- Álvarez, O., Castillo, I., y Moreno-Pellicer, R. (2019). Transformational parenting style, autonomy support, and their implications for adolescent athletes burnout. *Psychosocial intervention*, 28 (2), 91-100. <https://doi.org/10.5093/pi2019a7>
- Álvarez, O., Tomas, I., Estevan, I., Molina-García, J., Queralt, A., y Castillo, I. (2018). Assessing teacher leadership in physical education: the Spanish version of the transformational teaching questionnaire. *Anales de Psicología/Annals of Psychology*, 34 (2), 405-411. <http://dx.doi.org/10.6018/analesps.34.2.291711>
- Anderson, C. A., y Bushman, B. J. (2002). Human aggression. *Annual review of psychology*, 53, 27-51.
- Castillo, I., Adell, F. L., y Álvarez, O. (2018). Relationships between personal values and leadership behaviours in basketball coaches. *Frontiers in psychology*, 9, 1661. doi: 10.3389/fpsyg.2018.01661
- Castillo, I., Molina-García, J., y Álvarez, O. (2013). Resultados de un programa de ejercicio físico acuático sobre el bienestar psicológico en mujeres sedentarias. *Salud i Ciencia* 19(8), 708-712.
- Chalabaev, A., Sarrazin, P., Fontayne, P., Boiché, J., y Clément-Guillot, C. (2013). The influence of sex stereotypes and gender roles on participation and performance in sport and exercise: Review and future directions. *Psychology of sport and exercise*, 14, 136-144.
- Duda, J. L., Appleton, P., Stebbings, J., y Balaguer, I. (2018). Towards more empowering and less disempowering environments in youth sport: theory to evidence-based practice. En C. J. Knight, C. G. Harwood, y D. Gould (Eds.), *Sport Psychology for young athletes* (pp. 81-93). New York, NY: Routledge.
- 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). New York, NY: Routledge.