

**SPORT AND EXERCISE PSYCHOLOGY PROFESSIONAL DOCTORATE
PORTFOLIO**

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A thesis submitted in partial fulfillment of the requirements of Liverpool John Moores
University for the degree of PhD

May 2022

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Abstract

This portfolio provides insight into the development of a Caribbean International student on the British Psychological Society (BPS) Professional Doctorate (Prof. Doc.) route of Sport and Exercise Psychology training towards Accreditation and Health and Care Professions Council (HCPC) Registration at Liverpool John Moores University (LJMU). The period of enrollment was four years and four months from January 2018 to May 2022 with cumulative programme hours totaling 2874 across the four competencies of: Professional Standards, Consultancy, Research and Dissemination as well as in-depth reflective insight into the Trainee's development and challenges over this period.

As the Trainee was the first black woman to enroll on a Professional Doctorate in the United Kingdom, the portfolio seeks to raise awareness on that experience to shed light on the contemporary social issues of race and racism in sport, not only at a performance level but professionally as well. The portfolio also details work across varying levels of sport with the completion of three individual case studies (Olympic sprinting, international cricket and elite academy football), one teaching case study (elite youth cricket), a teaching diary, research commentary, a systematic literature review (imagery interventions in youth sport), two empirical studies (postgraduate learning and youth mental skills training) and reflective practice commentary that have further enhanced the Trainee's professional development while seeking to make novel contributions to advancing the knowledge of Sport and Exercise Psychology in the present day.

Declaration

No portion of the referred work in this thesis has been submitted in support of an application for another degree or qualification of this or any other University or other institute of learning.

Acknowledgement

“To wait is not denial.”

“Be wise and make the most of every opportunity.” – Ephesians 5:15-16

It has been a long journey with what I believe now, to be many pit stops along the way. Many thanks to my family; my mother, my husband, mother-in-law (may she continue to rest), father-in-law and other members for their endless support and sacrifices. Thanks to my beautiful daughter, Aurora who came into our world at a time when I needed the motivation to continue. She has given me a renewed purpose and has changed my life in the most remarkable way. Thanks to my true friends and those that I can be myself around; those that I can rant and rave to in the most non-judgmental way because heaven knows I needed it. Many thanks to Nation of Worship Global under the leadership of Apostle David and Prophetess Caroline Coulthrust for their constant covering and guidance. Special thanks to the executive of the Democratic Labour Party (DLP) for their trust in allowing me to bear its flag through the toughest of times; I know that we will overcome. To the Government of Barbados, thank you for your investment. As a National Development Scholar, this portfolio is proof that it has not been wasted. To the people of Barbados, thank you for your inspiration, I am forever in your service.

Lastly, El Elyon (The Most High God), in 2014 you gave me this vision of having my Doctorate by the age of 35 at my first office when I was just 25 years old. As I sat then and wrote out the credentials that I wanted to have, knowing the difficulty in getting chartered as a Sport and Exercise Psychologist from the Caribbean, I could only but put my faith in you. I celebrated my 34th birthday earlier this month and I marvel at the mental strength that you have given me to see this through. All praises be unto you, eternally. Selah.

To My Mother-in-Law
Andrea Ingrid Armstrong
(April 20, 1956 – March 19, 2022)

*To the many battles we fought that I never won,
The reason always being, your son,
We saw life contrarily,
Different definitions of success entwined in one life story.*

*I left to write this Doctorate and it disappointed you,
For the opportunities I received as a black woman were only but a few,
The ups, the downs, the highs, the lows,
But from Aurora, my reason for thriving flows.*

*Believe it or not, this was done for you too,
Because you deserved every blessing in life that came to you.
And though you are no longer here to celebrate and cheer,
Whatever I do and wherever I go,
In my heart, I will always hold you dear.*

*Mum, you're forever in my thoughts.
May your memory live on here, through me, in this way,
As I never got the chance to tell you everything I needed to say.
This portfolio should remain here long after I'm gone,
And I want everyone to know the name of the gem that was,
Andrea Ingrid Armstrong.*

Love you always.

Practice Log of Training

Professional Standards					
Client details	Location	Date(s)	Nature of the activity	Contact Hours	Placement Host details (if applicable)
N/A	LJMU	25.01.18	Meeting with Programme Leader/Supervisor (Dr. Martin Eubank) as I arrived in the UK two (2) weeks later than expected. Meeting was used as an update of the Course Introduction and upcoming assessment.	0.5	N/A
“ “	“ “	25.01.18	Class session with the 2016/17 Trainees where an interesting consultancy case presentation and discussion took place	2	“ “
“ “	N/A	“ “	Reading of the LJMU Programme Guide (Professional Doctorate in Sport and Exercise Psychology)	2	“ “
“ “	LJMU	01.02.18	Library session with Jan Burrell (Academic Liaison Librarian – Sport and Exercise Sciences) on available resources and introduction to EndNote app.	1	“ “
“ “	“ “	“ “	First class session and formal introduction to other trainees. Further discussion on course content (modules) and requirements (competencies, portfolio submission and Viva Voce examination). BPS ‘Plan of Training’ content and submission deadline was also discussed.	2	“ “
“ “	N/A	02.02.18	Reading of the BPS QSEP (Stage 2) Candidate	4	“ “

			Handbook		
“ “	“ “	15.02.18	Supervisory Meeting with Martin Eubank	0.25	“ “
“ “	“ “	01.03.18	BPS ‘Plan of Training’ Submission	2	“ “
“ “	Hilton Carlton (Edinburgh)	09.03.18	BPS Scottish Branch Annual General Meeting (AGM) and networking event	5	“ “
Cricket Scotland	Telephone	12.03.18	Supervisory telephone meeting with Martin Eubank discussing proposed work contract with Cricket Scotland	0.5	“ “
N/A	LJMU	15.03.18	Supervisory Meeting with Martin Eubank	0.25	“ “
“ “	“ “	“ “	Presentation and Exercise on “Reflection for Trainee Sport and Exercise Psychologists” with Martin Eubank	2	N/A
“ “	N/A	22.03.18	Completion of BPS statement of interest for the Scottish Branch (Sport and Exercise Psychology Representative).	1	“ “
“ “	“ “	25.03.18	Job Application – Lecturer Sport and Exercise Science (Robert Gordon University)	5	“ “
“ “	“ “	01.04.18	Job Application Completion – Lecturer Sport and Exercise Science (Robert Gordon University)	3	“ “
“ “	“ “	01.04.18	Incomplete Job Application – Performance Lifestyle Adviser (Sport Scotland)	1	“ “
“ “	“ “	07.04.18	Reflective Diary Update	3	“ “
“ “	“ “	22.04.18	Reflective Logbook Update	3	“ “
“ “	“ “	23.04.18	Reflective Logbook Update	2	“ “
“ “	LJMU	24.04.18	Sport Disciplines Start-Up Day	4	“ “
“ “	“ “	“ “	Supervisory Meeting with Martin Eubank	1	“ “
N/A	N/A	25.04.18	Reflective Diary Update	3	“ “
“ “	LJMU	26.04.18	Prof. Doc. A.M. Session – Marketing, Service Promotion and Ethics in Sport Psychology	1.5	N/A
“ “	“ “	“ “	Prof. Doc. P.M. Session – Meeting with Jo Hudson	2	“ “

			(Chair of the QSEP Committee) to discuss our experiences on the course to date.		
“ “	N/A	01.05.18	Job Application – Lecturer in Sport and Fitness (Glasgow Clyde College)	3	“ “
“ “	“ “	04.05.18	Reflective Diary Update	1	“ “
“ “	“ “	06.05.18	CBT Reading (A Case Formulation Approach to Cognitive Behavioural Therapy, Stephens E.) – Email with a Dropbox link sent from Name Withheld (Sport Psychs In Training Facebook Group)	2	“ “
“ “	“ “	07.05.18	Book Reading: CBT Basics and Beyond (J. Beck, 2 nd Edition, 2011) – Chapter 1: <i>“Introduction to Cognitive Behavior Therapy”</i>	1	“ “
“ “	“ “	08.05.18	Telephone conversation with Name Withheld – Glasgow Caledonian University	0.25	“ “
“ “	“ “	“ “	Review of presentations and hand-outs from Sport Disciplines Start-Up Day and completion of exercises	1	“ “
“ “	“ “	10.05.18	Book Reading: CBT Basics and Beyond (J. Beck, 2 nd Edition, 2011) – Chapter 2: <i>“Overview of Treatment”</i>	1	“ “
“ “	LJMU	“ “	Prof. Doc. A.M. Session – “Entrepreneurship & Branding” by Amy Gerrard (LJMU Start-Up)	2	N/A
N/A	“ “	“ “	Prof. Doc. P.M. Session – “Ethical ‘In-Training’ Considerations” by Martin Eubank	2	“ “
LJMU	“ “	24.05.18	Professional Doctorate (Sport and Exercise Psychology) – Board of Studies Meeting	1	LJMU
N/A	N/A	27.05.18	Reflective Diary Update	1.5	“ “
“ “	“ “	“ “	Book Reading: CBT Basics and Beyond (J. Beck, 2 nd Edition, 2011) – Chapter 3: <i>“Cognitive</i>	1	“ “

			<i>Conceptualization"</i>		
" "	" "	" "	Reflective Logbook Update	1	" "
" "	" "	28.05.18	Reflective Logbook Update	2	" "
" "	" "	" "	Book Reading: CBT Basics and Beyond (J. Beck, 2 nd Edition, 2011) – Chapter 4: <i>"The Evaluation Session"</i>	1	" "
" "	" "	29.05.18	Sport Disciplines Start-Up Day Reflection and Review of Presentations	3	" "
" "	" "	02.06.18	Book Reading: CBT Basics and Beyond (J. Beck, 2 nd Edition, 2011) – Chapter 5: <i>"Structure Of The First Session of Therapy"</i>	0.5	" "
" "	The Grange Sports Club (Edinburgh)	09.06.18	Media Team Volunteer: "Scotland vs. England ODI" Training Day	6	Cricket Scotland
" "	" "	10.06.18	Media Team Volunteer: "Scotland vs. England ODI" Game Day	8	" "
" "	Mobile	12.06.18	Supervisory Meeting with Martin Eubank	0.75	N/A
Cricket Scotland	N/A	" "	Email to Name Withheld about Placement Visits	0.5	Cricket Scotland
N/A	" "	13.06.18	Internet search for additional placement and job opportunities	1	N/A
" "	" "	" "	Typing up a Cover Letter and CV for ICC Academy Profile	2	" "
" "	" "	14.06.18	Prof. Doc. Entrepreneurship Talk Presentation Review and Activities Completion	2	" "
" "	" "	17.06.18	Sport Disciplines Start-Up Day Activities Completion	2	" "
" "	" "	" "	'Thank You' email to Name Withheld – LJMU Enterprise Education Officer and Researcher	0.25	" "
" "	" "	" "	Plan of Training, Gantt Chart and Mind Map Review	0.5	" "

“ “	“ “	24.06.18	Book Reading: CBT Basics and Beyond (J. Beck, 2 nd Edition, 2011) – Chapter 6: <i>“Behavioral Activation”</i>	0.5	“ “
“ “	“ “	“ “	Cover Letter & CV Update – “AWFC Psychologist & AFC Academy Psychology Assista” (Arsenal Football Club)	2	“ “
“ “	“ “	25.06.18	Facebook Post to “Sport Psychs in Training” Group requesting to connect with other International Trainees	0.25	“ “
“ “	“ “	“ “	Reflective Diary Update	1.5	“ “
“ “	N/A	27.06.18	Reflective Logbook Update	1	“ “
N/A	“ “	28.06.18	Cover Letter & CV Update – “Professional Development Consultant Psychologist” (Wolverhampton Warriors Football Club)	0.5	N/A
“ “	LJMU	“ “	Joint session with Prof. Doc. Cohort #1	2	“ “
“ “	“ “	“ “	Sport Psychology Consultation and Delivery Discussion Dr. Mark Nesti	2	“ “
“ “	“ “	“ “	Supervisory Meeting with Martin Eubank	1	“ “
“ “	“ “	“ “	Meeting with Dr. Mark Nesti discussing issues within consultancy	1	“ “
Cricket Scotland	Frankie & Benny’s (Stirling)	29.06.18	Meeting with Cricket Scotland PPM to discuss issues in relation to my work placement and visits	1.5	Cricket Scotland
“ “	N/A	30.06.18	Email to Martin Eubank about outcome of meeting with Cricket Scotland PPM	0.5	“ “
N/A	“ “	05.07.18	Reflective Logbook Update	2.5	N/A
“ “	“ “	“ “	Reflective Diary Update	3	“ “
“ “	“ “	15.07.18	Reading of the PsyPAG Representative Guidance Form	0.5	“ “

“ “	“ “	“ “	PsyPAG Committee Application Form Completion	1.5	“ “
“ “	“ “	17.07.18	Sending of Cover Letter and CV to Castleford Tigers Rugby League Club for Mental Skills Coach position (Voluntary)	0.5	“ “
Name Withheld	“ “	02.08.18	Reply email to Name Withheld about my work with Name Withheld	0.5	“ “
“ “	Toast (Stirling)	“ “	Informal Meeting with Name Withheld (Northumbria University Alumnus – MSc. Sport and Exercise Psychology (2010-2011))	1	“ “
Name Withheld	WhatsApp Audio	06.08.18	Ethical Dilemma: Conversation with Name Withheld (BCA Chairman of Placements and Scholarships Committee)	1.5	“ “
N/A	N/A	“ “	Job Application – Lecturer in Applied Sport and Exercise Psychology (University of Cumbria)	2.5	“ “
“ “	“ “	07.08.18	Job Application – Hourly Paid Academic Employment (University of Cumbria)	0.5	“ “
“ “	Barony Housing Association (Farlirk)	08.08.18	New Job: Relief Health and Wellbeing Assistant	8	“ “
“ “	Skype	09.08.18	Supervisory Meeting with Martin Eubank	1.5	N/A
“ “	Skype Audio	10.08.18	Professional Talk with Name Withheld	1	“ “
PsyPAG	N/A	20.08.18	Reading of the PsyPAG Committee Handbook	2	PsyPAG
“ “	“ “	“ “	Reading of the PsyPAG DSEP Handover Sheet	0.5	“ “
Name Withheld (Postgraduate Student)	Mobile	“ “	Telephone conversation about career prospects in Sport and Exercise Psychology	1	“ “
N/A	N/A	“ “	Introductory Email to Name Withheld (Former PsyPAG DSEP Representative)	0.5	“ “
“ “	“ “	“ “	Job Application – Academy Psychologist (Fulham	3	“ “

			Football Club)		
Name Withheld (Athletic Trainer – Barbados)	WhatsApp Audio	23.08.18	Discussion about a speech that he is to give to Barbados’ Young Olympians on the Psychophysiological aspect of sport performance (Aged 14-18 years)	0.5	Barbados Olympic Association
N/A	Wheatley Academy	30.08.18	Barony Work Induction: Resilience Training	4	N/A
“ “	“ “	31.08.18	Barony Work Induction: Leadership Training	6	“ “
“ “	Lord’s Cricket Ground	03.09.18	Museum & Tour Visit	2	“ “
N/A	N/A	04.09.18	CBT Workshop Literature Reading: “Cognitive Therapy: Foundations, Conceptual Models, Applications and Research” – Knapp & Beck, 2008	2	“ “
Cricket Scotland	BPS Head Office	05.09.18	CBT Introductory Certificate Course (Day 1)	7	Cricket Scotland
“ “	“ “	06.09.18	CBT Introductory Certificate Course (Day 2)	7	“ “
“ “	“ “	07.09.18	CBT Introductory Certificate Course (Day 3)	7	“ “
N/A	Skype	17.09.18	Supervisory Meeting with Martin Eubank	1	N/A
LJMU	N/A	“ “	Completion of Prof. Doc. Annual Monitoring Form 2018	1	LJMU
“ “	“ “	“ “	Online request submission of a free Guidance Session from the Higher Education Academy (HEA)	0.25	“ “
N/A	“ “	“ “	Article Reading: “What is the best CPD for Sport Psychologists?” by Dr. Stewart Cotterill (Reference: https://stewartcotterill.co.uk/2013/03/20/what-is-the-best-cpd-for-sport-psychologists/)	0.5	N/A
Fulham Football Club	“ “	19.09.18	Job Interview Prep – Academy Psychologist	2	Fulham Football Club
“ “	“ “	20.09.18	“ “ “ “	2	“ “

“ “	Fulham Football Club Training Ground (Motspur Park)	21.09.18	Job Interview – Academy Psychologist	1	“ “
N/A	LJMU	27.09.18	Prof. Doc. A.M. Session – Reflective Session and Summer Catch-Up (Cohorts 1 & 2)	2	N/A
“ “	“ “	“ “	Prof. Doc. P.M. Session – Systematic Literature Review Presentation & Discussion	2	“ “
PsyPAG	“ “	“ “	Facebook Post in “Sport Psychs in Training” Group informing members of PsyPAG Bursaries for CPD	0.25	PsyPAG
“ “	N/A	02.10.18	Completion of DSEP Annual Conference Exhibition Booking Form and Committee Registration	1	“ “
Name Withheld (Potential Trainee – Prof. Doc. Route)	“ “	“ “	Email reply about LJMU Professional Doctorate Inquiry	0.25	“ “
N/A	“ “	11.10.18	Book Reading: <i>“How to Become a Sport and Exercise Psychologist”</i> by Martin Eubank & David Tod (2018)	2	N/A
“ “	LJMU	“ “	Prof. Doc. A.M. Session – Teaching and Training in Sport Psychology (Part 1)	2	“ “
“ “	“ “	“ “	Prof. Doc. P.M. Session – Teaching and Training in Sport Psychology (Part 2)	2	“ “
N/A	Mobile	01.11.18	Supervisory Meeting with Martin Eubank	0.5	“ “
Fulham Football Club	Motspur Park	07.11.18	Work Day #1 – Academy Psychologist (Coaches’ CPD Meeting)	1.5	Fulham Football Club
N/A	N/A	11.11.18	Reading: LJMU ASP Newsletter – Volume 2 (Issue 1)	0.25	N/A
Fulham Football Club	Motspur Park	12.11.18	Foundation Multi-Disciplinary Meeting	1	Fulham Football Club

N/A	LJMU	15.11.18	Prof. Doc. A.M. Session – “Psychological Challenges for Physical Activity Uptake” presented by Dr. Laura Thomas	2	N/A
LJMU	“ “	“ “	Professional Doctorate (Sport and Exercise Psychology) – Board of Studies Meeting	1	LJMU
N/A	“ “	“ “	Prof. Doc. P.M. Session – “Applying Exercise Psychology in Practice” presented by Dr. Paula Watson	2	N/A
Fulham Football Club	Motspur Park	19.11.18	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
“ “	“ “	“ “	Induction Meeting with Name Withheld (Foundation Phase Manager)	1	“ “
PsyPAG	N/A	22.11.18	Reading of Rep reports (July 2018) and minutes of last Committee Meeting (July 24, 2018)	1	PsyPAG
“ “	“ “	“ “	Completion of my Rep report for upcoming Committee Meeting (November 30, 2018) – Newcastle University	1	“ “
Fulham Football Club	“ “	25.11.18	Review of FFC Documents and familiarising myself with the Performance Management Application (PMA) and other work platforms	2	Fulham Football Club
PsyPAG	“ “	26.11.18	Reviewing of Committee Meeting Document Pack	1	PsyPAG
Fulham Football Club	Motspur Park	“ “	Foundation Phase Multi-Disciplinary Meeting	1	“ “
“ “	“ “	“ “	Completion of IDP Character Player Reviews for Coaches	1	“ “
“ “	Sutton United	“ “	The FA Safeguarding Children Workshop (Certificate Awarded)	3	“ “
N/A	Skype	27.11.18	Supervisory Meeting with Martin Eubank	1	N/A
Fulham Football Club	Mostpur Park	28.11.18	Foundation Phase Strategy Meeting	1	Fulham Football Club

“ “	“ “	29.11.18	Psychology Department Meeting	1.5	“ “
PsyPAG	Newcastle University	30.11.18	Full Committee Meeting (November 2018)	3	PsyPAG
“ “	Newcastle	“ “	Dinner and Networking	5	“ “
“ “	Hilton (Belfast)	03.12.18	PsyPAG Stand Hosting at the BPS DSEP Annual Conference (Day 1)	8	“ “
“ “	“ “	“ “	DSEP Conference Dinner Networking	4	“ “
“ “	“ “	04.12.18	PsyPAG Stand Hosting at the BPS DSEP Annual Conference (Day 2)	8	“ “
“ “	“ “	10.12.18	Inter-Disciplinary Meeting/Foundation Phase Discussion with Coach	1	“ “
N/A	LJMU	13.12.18	Prof. Doc. A.M. Session – General Discussion and Moving Forward into 2019	2	N/A
“ “	“ “	“ “	Prof. Doc. P.M. Session – “Psychological Challenges for Physical Activity Uptake (Part 2)” presented by Dr. Laura Thomas	2	“ “
“ “	“ “	“ “	Reflective Diary Update	2	“ “
“ “	“ “	“ “	Supervisory Meeting with Martin Eubank	1	“ “
Fulham Football Club	Motspur Park	17.12.18	Under-10 Multi-Disciplinary Meeting	1.5	Fulham Football Club
“ “	“ “	“ “	Under-11 Multi-Disciplinary Meeting	1	“ “
“ “	“ “	19.12.18	Under-12 Multi-Disciplinary Meeting	2	“ “
N/A	“ “	29.12.18	End of Year Reflective Diary Update	5	N/A
“ “	“ “	30.12.18	End of Year Reflective Logbook Update	5	“ “
“ “	N/A	02.01.19	Job Vacancy Review & CV Submission – Performance Psychology Manager (Sport Scotland)	0.5	“ “
Fulham Football Club	Motspur Park	07.01.19	Foundation Phase Multi-Disciplinary Meeting	0.5	Fulham Football Club

“ “	“ “	“ “	Foundation Phase Multi-Disciplinary Meeting	1	“ “
“ “	“ “	21.01.19	“ “ “ “	1	“ “
N/A	N/A	24.01.19	Reflective Diary Update	5	N/A
Fulham Football Club	“ “	26.01.19	Email Review and completion of Diversity & Inclusion Audit + Reply to Phase Manager about Individual work	2	Fulham Football Club
N/A	LJMU	29.01.19	Supervisory Meeting with Martin Eubank	0.5	N/A
“ “	Avril Robarts Library (LJMU)	30.01.19	Reflective Logbook Update	8	“ “
“ “	LJMU	31.01.19	Prof. Doc. A.M. Session – Meeting with 2019 Trainees and Discussion of Programme Progression and Updates	2	“ “
“ “	“ “	“ “	Prof. Doc. P.M. Session – Open Discussion	2	“ “
Fulham Football Club	Motspur Park	11.02.19	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
N/A	Skype	12.02.19	Supervisory Meeting with Martin Eubank	0.75	NA
Fulham Football Club	Motspur Park	18.02.19	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
PsyPAG	N/A	20.02.19	Completion of PsyPAG Workshop Funding Application (LJMU Sport Psychology Professional Development Workshop)	2	PsyPAG
Fulham Football Club	Motspur Park	25.02.19	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
N/A	N/A	28.02.19	Job Application – Director of Sports (Barbados National Sports Council)	3	N/A
“ “	LJMU	“ “	Prof. Doc. A.M. Session – Case Study Review & Discussions	2	“ “
“ “	“ “	“ “	Prof. Doc. P.M. Session – Topic(s): Meta-Reflection	2	“ “

			+ Research Ethics		
Fulham Football Club	Motspur Park	“ “	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
N/A	N/A	10.03.19	Job Application – Sessional Lecturer in Sport (Loughborough College)	2	N/A
Fulham Football Club	Motspur Park	11.03.19	Under-10 Multi-Disciplinary Meeting	1.5	Fulham Football Club
“ “	“ “	“ “	Foundation Phase Multi-Disciplinary Meeting	0.5	“ “
N/A	N/A	“ “	Reflective Diary and Logbook Update	1	N/A
PsyPAG	“ “	14.03.19	Completion of my Rep report for upcoming Committee Meeting (March 29, 2019) – Aberystwyth University	0.5	PsyPAG
N/A	Skype	19.03.19	Supervisory Meeting w/ Martin Eubank	0.5	N/A
“ “	N/A	“ “	Job Application – Mental Conditioning Coach (IMG Academy)	1	“ “
“ “	LJMU	28.03.19	Prof. Doc. A.M. Session – Topic: Motivational Interviewing (MI) Part 1 by Dr. Jeff Breckon	2	“ “
PsyPAG	“ “	“ “	Meeting with Name Withheld – Placement Advice	0.5	PsyPAG
N/A	“ “	“ “	Prof. Doc. P.M. Session - Topic: Motivational Interviewing (MI) Part 2 by Dr. Jeff Breckon	2	N/A
PsyPAG	Aberystwyth University	29.03.19	Full Committee Meeting (March 2019)	2	PsyPAG
“ “	Aberystwyth	“ “	Dinner and Networking	6	“ “
Fulham Football Club	Motspur Park	01.04.19	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
“ “	“ “	08.04.19	Foundation Phase Multi-Disciplinary Meeting	1	“ “
PsyPAG	BPS Head Office (London)	09.04.19	BPS DSEP Committee Meeting	6	PsyPAG

“ “	N/A	11.04.19	BPS DSEP Committee Meeting PsyPAG Dissemination Notes Write-Up and sending to Chair via email	2	“ “
Fulham Football Club	Motspur Park	15.04.19	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
“ “	“ “	“ “	Meeting with HR Manager and Academy Manager to discuss Communication, Job Role and Responsibilities	1	“ “
N/A	Skype	16.04.19	Supervisory Meeting with Martin Eubank	1	N/A
LJMU Prof. Doc. Portfolio	Middlesex University (London Institute of Sport)	“ “	Informal meeting with Name Withheld (Lecturer in Sport Psychology) about upcoming Teaching and Training (Key Role 4) opportunities in the 2019/20 AY	1.5	LJMU Prof. Doc. Portfolio
Fulham Football Club	Motspur Park	29.04.19	Foundation Phase Multi-Disciplinary Meeting	1	Fulham Football Club
N/A	N/A	01.05.19	Reflective Diary Update + Football Psychology Conference Travel Day	8	N/A
Fulham Football Club	Denmark (Copenhagen)	02.05.19	Team Denmark Football Psychology Conference: “Sport Psychology in Youth and Professional Football”	7	Fulham Football Club
“ “	Motspur Park	08.05.19	Premier League Youth Develop (PLYD) Conference Foundation Phase Planning Meeting	1	“ “
LJMU Prof. Doc. Portfolio	Merseyside Maritime Museum	09.05.19	Doctoral Academy Conference 2019 (Prof. Doc. Session)	3	LJMU Prof. Doc. Portfolio
N/A	“ “	“ “	Supervisory Meeting w/ Martin Eubank	1	N/A
PsyPAG	N/A	10.05.19	LJMU Professional Development Day – Evenbrite Page Creation	2	PsyPAG
Fulham Football Club	Motspur Park	13.05.19	PLYD Conference Planning Meeting	0.5	Fulham Football Club

“ “	“ “	“ “	Foundation Phase Multi-Disciplinary Meeting	0.5	“ “
“ “	“ “	16.05.19	Premier League Youth Development Conference + Dinner & Networking	8	“ “
Fulham Football Club	“ “	20.05.19	Foundation Phase Multi-Disciplinary Meeting	0.5	“ “
PsyPAG	“ “	“ “	LJMU Professional Development Day – Event Promotion	2	PsyPAG
N/A	LJMU	23.05.19	Prof. Doc. A.M. Session – Presentation by Karen Flockhart (HCPC Registered Clinical Psychologist)	2	N/A
“ “	“ “	“ “	Professional Doctorate (Sport and Exercise Psychology) – Board of Studies Meeting	1	“ “
“ “	“ “	“ “	Prof.. Doc. P.M. Session – Presentation by Tom Young (HCPC Registered Sport and Exercise Psychologist)	2	“ “
“ “	“ “	“ “	Supervisory Meeting with Martin Eubank	0.5	“ “
PsyPAG	N/A	28.05.19	LJMU Professional Development Day – Email Marketing (MSc. Programme Leaders)	2	PsyPAG
“ “	“ “	29.05.19	“ “ “ “	2	“ “
LJMU	N/A	31.05.19	Completion of Prof. Doc. Annual Monitoring Form 2019	2	LJMU
Fulham Football Club	Motspur Park	03.06.19	Foundation Phase Multi-Disciplinary Meeting	0.5	Fulham Football Club
“ “	“ “	04.06.19	Fulham Football Club Foundation Induction	0.5	“ “
PsyPAG	N/A	07.06.19	Email Reading and Further Planning for LJMU Professional Development Day	3	PsyPAG
N/A	Skype	10.06.19	Supervisory Meeting with Martin Eubank	0.5	N/A
Fulham Football Club	Motspur Park	12.06.19	Meeting with Name Withheld (Foundation Phase Manager)	0.5	Fulham Football Club

N/A	The Ageas Bowl (Hampshire)	14.06.19	2019 ICC Cricket World Cup: West Indies vs. England	7	“ “
“ “	N/A	18.06.19	Job Application – Lecturer in Sport and Exercise Psychology (University of the West of Scotland)	2	N/A
“ “	“ “	“ “	Job Application – Teaching Fellow in Sports Psychology (University of Edinburgh)	2	“ “
Fulham Football Club	Motspur Park	19.06.19	Final Meetings with Name Withheld (Foundation Phase Manager) and Name Withheld (Academy Manager)	1.5	Fulham Football Club
PsyPAG	N/A	21.06.19	Emails and Further Planning for LJMU Professional Development Day	3	PsyPAG
N/A	“ “	24.06.19	Reflective Diary Update	3	N/A
PsyPAG	LJMU	25.06.19	LJMU Professional Development Day – Final Preparations	8	PsyPAG
“ “	“ “	26.06.19	LJMU Sport and Exercise Psychology Professional Development Day	8	“ “
N/A	“ “	27.06.19	Prof. Doc. P.M. Session – General Discussion	2	N/A
“ “	Emirates Riverside (Durham)	01.07.19	2019 ICC Cricket World Cup: West Indies vs. Sri Lanka	7	“ “
“ “	N/A	16.07.19	Completion of my Rep report for upcoming Committee Meeting (July 23, 2019) – Sheffield Hallam University	0.5	“ “
“ “	“ “	24.08.19	Reflective Diary Update	3	“ “
“ “	Avril Robarts Library	03.09.19	Reflective Logbook Update	3	“ “
“ “	University of Strathclyde	18.09.19	Scottish Network of Sport and Exercise Psychologists Meeting + Drinks and Dinner (Glasgow)	7	“ “

PsyPAG	BPS Head Office (London)	08.10.19	BPS DSEP Committee Meeting	6	PsyPAG
Cricket Scotland	“ “	09.10.19	The Application of Rational Emotive Therapy (REBT) in Sport Workshop	7	Cricket Scotland
“ “	Travel Day	19.10.19	Under-19 World Cup Training Camp (Arrival)	9	“ “
“ “	La Manga Club (Spain)	19.10.19	Team Meeting + Dinner & Planning (Management)	3	“ “
“ “	“ “	20.10.19	Dinner & Planning (Management)	2	“ “
“ “	“ “	21.10.19	“ “ “ “	2	“ “
“ “	“ “	22.10.19	“ “ “ “	2	“ “
“ “	Travel Day	23.10.19	Under-19 World Cup Training Camp (Departure)	6	“ “
N/A	Skype	25.10.19	Supervisory Meeting with Martin Eubank	1	“ “
PsyPAG	N/A	01.11.19	Reflective Article for PsyPAG Quarterly: “From MSc. To QSEP: A Reflection on the Active Levels of Development” (<i>Draft</i>)	3	PsyPAG
N/A	“ “	01.11.19	Job Application: Content Expert – Sport Psychology (Northcentral University – USA)	2	N/A
“ “	“ “	05.11.19	Job Application: Sport Psychologist (English Institute of Sport – Boccia UK)	2	“ “
“ “	University of Stirling (UoS)	07.11.19	Informal chat with a colleague (BPS Accredited Sport and Exercise Psychologist)	2	“ “
N/A	Skype	12.11.19	Supervisory Meeting with Martin Eubank	1	“ “
“ “	N/A	“ “	Job Application: Sport Psychology Coach – University of Birmingham (UOB) Sport	2	“ “
Cricket Scotland	Archbishop Holgate’s School (York)	15.11.19	Youth Mental Health First Aid Course – MFHA (England)	7	Cricket Scotland
PsyPAG	N/A	22.11.19	Completion of my Rep report for upcoming	1	PsyPAG

			Committee Meeting (November 29, 2019) – Manchester Metropolitan University		
“ “	LJMU	28.11.19	Prof. Doc. A.M. Session – Dual-Career Competencies & Dual-Career Development Environments (DCDEs) by Dr. Rob Morris & Dr. Emily Cartigny	2	N/A
“ “	“ “	“ “	Prof. Doc. P.M. Session – Continuation of A.M. Session	2	“ “
PsyPAG	“ “	“ “	Informal chat with Prof. Doc. colleagues	2	PsyPAG
“ “	Manchester Metropolitan University	29.11.19	Full Committee Meeting (November 2019)	2	“ “
“ “	Manchester	“ “	Dinner and Networking	6	“ “
UoS	Online	01.12.19	Staff Induction	4	UoS
PsyPAG	Voco (Solihull)	02.12.19	PsyPAG Stand Hosting – BPS DSEP Annual Conference (Day 1)	8	PsyPAG
“ “	“ “	“ “	DSEP Committee Meeting	1	“ “
“ “	“ “	“ “	DSEP Conference Dinner Networking	3	“ “
“ “	“ “	03.12.19	PsyPAG Stand Hosting – BPS DSEP Annual Conference (Day 2)	8	“ “
N/A	N/A	11.12.19	Interview Write-Up for ‘Supporting Girls In Sports’ (SGIS) Blog: https://girlsinsports758.wixsite.com/girlsinsports/home/dawn-marie-armstrong-everything-in-season-happens-for-a-reason	3	N/A
PsyPAG	“ “	“ “	Reflective Article for PsyPAG Quarterly: “From MSc. To QSEP: A Reflection on the Active Levels of Development” (<i>Final Write-Up</i>)	5	PsyPAG
N/A	“ “	12.12.19	Job Application: Sports Performance Psychologist –	4	N/A

			Sheffield United Football Club		
“ “	“ “	29.12.19	End of Year Reflective Diary Update	5	“ “
“ “	“ “	30.12.19	End of Year Reflective Logbook Update	5	“ “
PsyPAG	“ “	20.01.20	March Committee Meeting Planning	2	PsyPAG
“ “	“ “	22.01.20	“ “ “ “	2	“ “
N/A	“ “	28.01.20	Job Application: Lecturer Sport and Exercise Science (Psychology) – Robert Gordon University	8	N/A
“ “	“ “	29.01.20	Job Connect Written Interview	3	“ “
“ “	LJMU	30.01.20	Prof. Doc. A.M. Session – Cohort Break-out Sessions and Group Discussions	2	“ “
“ “	“ “	“ “	Prof. Doc. P.M. Session – Volunteer Presentations and Feedback	2	“ “
“ “	“ “	“ “	Supervisory Meeting with Martin Eubank	1	“ “
PsyPAG	N/A	04.02.20	Reflective Article for Quarterly Edit and Resubmission	2	PsyPAG
N/A	“ “	05.02.20	Call to Samaritans about Prof. Doc. Programme	1	N/A
PsyPAG	“ “	23.02.20	March Committee Meeting Planning	2	PsyPAG
N/A	“ “	02.03.20	Reflective Diary Update	3	N/A
“ “	Zoom	26.03.20	Prof. Doc. Session – “Think Aloud” w/ Amy Whitehead	2	“ “
“ “	“ “	02.04.20	Prof. Doc. Session – “Think Aloud” Practitioner Research Project	2	“ “
“ “	Skype	“ “	Supervisory Meeting with Martin Eubank	2	“ “
“ “	“ “	03.04.20	Peer Meeting w/ Name Withheld	1	“ “
“ “	“ “	07.04.20	“ “ “ “	0.5	“ “
PsyPAG	Zoom	08.04.20	DSEP Committee Meeting	2	PsyPAG

LJMU	“ “	“ “	Faculty of Science Research Degrees Sub-Group Committee (FSRDSGC) Meeting	1	LJMU
N/A	GoTo Webinar	“ “	The Sporting Edge Webinar with Jeremy Snape: “The Winning Mindset for Students”	1	N/A
“ “	Zoom	16.04.20	AASP Virtual Conference: Why, What, When and How: Using Technology in Applied Sport Psychology Practice	3	“ “
“ “	N/A	19.04.20	Reflective Logbook Update	4	“ “
“ “	“ “	08.05.20	Job Application: Psychological Wellbeing Practitioner – Barnley Football Club in the Community (BCFitC)	2	“ “
“ “	Microsoft Teams	13.05.20	Scottish Sport and Exercise Psychology Network Meeting	2	“ “
“ “	N/A	27.05.20	Prof. Doc. Session Reading and Prep	2	“ “
“ “	“ “	28.05.20	Exercise Psychology Prof. Doc. Session	2.5	“ “
LJMU	Zoom	03.06.20	FSRDSGC Meeting	1	LJMU
“ “	“ “	“ “	International Student Hangout hosted by International Advice and John Moores Students’ Union	1.5	“ “
“ “	“ “	04.06.20	Brand Creativity Workshop by Uniform	1	“ “
PsyPAG	N/A	08.06.20	Completion of the PsyPAG DSEP Handover Sheet	1	PsyPAG
N/A	Zoom	16.06.20	Racial Trauma and Mental Wellbeing Workshop by BME in Psychiatry and Psychology (BIPP) Network	2	N/A
“ “	Skype		Supervisory Meeting with Martin Eubank	0.5	“ “
“ “	“ “	26.06.20	Peer Support Video Call w/ Name Withheld	1	“ “
LJMU Prof. Doc. Portfolio	Zoom	13.07.20	Supervision Change Request Meeting w/ Prof. Dave Richardson (Director, School of Sport and Exercise Sciences)	0.25	LJMU Prof. Doc. Portfolio

N/A	“ “	16.07.20	Supervisory Meeting w/ Jo Butt	0.5	N/A
PsyPAG	Skype	22.07.20	Call w/ Name Withheld (Prospective Sport and Exercise Psychology Postgraduate)	0.75	PsyPAG
N/A	N/A	25.07.20	Reflective Diary Update	5	N/A
PsyPAG	PsyPAG	“ “	Completion of my Rep report for Virtual AGM (July 31, 2020)	0.5	PsyPAG
N/A	Zoom	29.07.20	Interview w/ Name Withheld (Black Business Psychology Network)	1	N/A
PsyPAG	“ “	04.08.20	Meeting with Incoming DSEP Representative	1	PsyPAG
N/A	“ “	“ “	Supervisory Meeting w/ Jo Butt	1	N/A
“ “	N/A	31.08.20	Reflective Logbook Update	8	“ “
“ “	Zoom	11.03.21	Supervisory Meeting w/ Jo Butt	1	“ “
“ “	“ “	25.03.21	Prof. Doc. Session: “Case Formulation” w/ Laura Carey	2	“ “
N/A	Zoom	29.04.21	Prof. Doc. Session – “Doing CBT Interventions” w/ Dr. Gillian Cook	2	N/A
“ “	“ “	06.05.21	Peer Supervision w/ Name Withheld	1.5	“ “
“ “	Zoom	07.05.21	Supervisory Meeting w/ Jo Butt	1	“ “
“ “	N/A	21.07.21	Reflective Diary Update	3	“ “
Nation Newspaper (Barbados)	WhatsApp Audio	06.08.21	Telephone Interview w/ Name Withheld about Mental Health and Elite Sport Performance	1.5	Nation Newspaper (Barbados)
N/A	N/A	31.08.21	Reflective Logbook Update	2	N/A
“ “	Zoom	19.10.21	Supervisory Meeting w/ Jo Butt	1	“ “
“ “	LJMU	04.11.21	Prof. Doc. Session: “Spotlighting and Adaptability” w/ Liam Burnell	3	“ “
“ “	Zoom	25.11.21	Prof. Doc. Session: “The role of the Psychologist in	2	“ “

			Academy Football” by Danny Ransom & Fionnuala Barnes		
“ “	N/A	29.12.21	End of Year Reflective Diary Update	5	“ “
“ “	“ “	30.12.21	End of Year Reflective Logbook Update	5	“ “
“ “	Zoom	24.02.22	Prof. Doc. Session with Dr. Brian Hemmings	2	“ “
“ “	“ “	24.03.22	Supervisory Meeting w/ Jo Butt	1	“ “
“ “	“ “	25.04.22	“ “ “ “	1	“ “
LJMU Prof. Doc.	N/A	02.05.22	Reflective Practice Commentary Write-Up	8	LJMU Prof. Doc.
“ “	“ “	03.05.22	“ “ “ “	8	“ “
“ “	“ “	04.05.22	Reflective Practice Commentary Submission	8	“ “

Consultancy

Client details	Location	Date(s)	Nature of the activity	Contact Hours	Placement Host details (if applicable)
N/A	LJMU	25.01.18	Class session with the 2016/17 Trainees where an interesting consultancy case presentation and discussion took place	2	N/A
Name Withheld	N/A	29.01.18	WhatsApp message seeking informal permission to resume supporting her son Ajani Batson (previous client)	0.5	“ “
Cricket Scotland	Edinburgh (MES)	07.02.18	Meeting with Performance Pathway Manager (PPM) to discuss placement opportunity and LJMU documents. Past experience and potential work were also highlighted.	1.5	Cricket Scotland
Name Withheld	Skype	19.02.18	Introductory meeting outlining my skills, services and CPD (e.g. LJMU Prof. Doc. Enrolment)	0.25	N/A
Name Withheld	“ “	23.02.18	Session 1: Intake Assessment Part 1 + Reflection	1.5	“ “
Name Withheld	“ “	26.02.18	Session 1: Intake Assessment + Reflection	1.5	“ “
Name Withheld	“ “	02.03.18	Session 2: Intake Assessment Part 2/Problem Exploration and Discussion + Reflection	1.5	“ “
Name Withheld	“ “	09.03.18	Session3: Problem Exploration and Discussion + Reflection	1.5	“ “
Name Withheld	“ “	12.03.18	Session 2: Problem Exploration and Discussion + Reflection	1.5	“ “
Name Withheld	WhatsApp Audio	16.03.18	Session 4: Referral and General Discussion + Reflection	1.5	“ “
Cricket Scotland	Edinburgh (MES)	18.03.18	Session Observation and Coach Feedback	3	Cricket Scotland

Name Withheld	“ “	19.03.18	Session 3: Further Problem Exploration and Consultancy Plan Discussion + Reflection	1.5	N/A
Names Withheld	Skype	20.03.18	Client Discussion with Strength & Conditioning Coach	0.25	“ “
Name Withheld	“ “	26.03.18	Session 4: Feedback on meeting with Name Withheld, performance talk and intervention discussion + Reflection	1.5	“ “
N/A	Edinburgh (MES)	27.03.18	Mindset Training Manual reading and informal meeting of Cricket Scotland staff.	4	Cricket Scotland
“ “	“ “	“ “	Meeting with PPM to discuss work contract, first group session, commencement of individual consultations and AOB.	2	“ “
Cricket Scotland	N/A	10.04.18	Group work preparation for Session 1 (April 11, 2018)	1.5	Cricket Scotland
Name Withheld	“ “	10.04.18	Referral email sent to House Master in facilitating meeting with the School's Counsellor	0.25	N/A
Cricket Scotland	Edinburgh (MES)	11.04.18	Individual Sessions and Group Observation	5	Cricket Scotland
“ “	“ “	12.04.18	Group Interaction, Individual Sessions and Group Observation	6	“ “
“ “	“ “	18.04.18	Individual Session Recap and Coding for topic selection of next group Presentation. Follow-up email to PPM sent for confirmation as he is presently away on holiday. Discussions for future individual sessions were also identified.	5	“ “
Name Withheld	N/A	23.04.18	Session 5 Prep.	1	N/A
“ “	“ “	“ “	Session Reflection Update	1	“ “
“ “	WhatsApp Audio	“ “	Session 5: Explanatory/Exploratory Progressive Session + Reflection	2	“ “
Name Withheld	“ “	27.04.18	Introductory meeting outlining my skills,	0.25	“ “

			services and CPD (e.g. LJMU Prof. Doc. Enrolment)		
Name Withheld	“ “	30.04.18	Session 5: Exploratory session following the Commonwealth Games to discuss performance and feelings to further lend to the Goal-Setting intervention that I will implement + Reflection	1	“ “
N/A	N/A	04.05.18	Follow-up on potential consulting and work opportunities.	1.5	“ “
Name Withheld	“ “	07.05.18	Motivation Session Prep – Sport Motivation Scale (SMS-28) sent via email for completion	0.5	“ “
“ “	Skype	“ “	Session 6: Motivation Session 1 + Reflection	2	“ “
“ “	WhatsApp Audio	08.05.18	Telephone conversation with Name Withheld about reaching out to International cricketer Name Withheld	0.25	“ “
Cricket Scotland	Edinburgh (MES)	09.05.18	Motivation Literature Reading and Meeting with PPM to discuss work for the upcoming season.	6	Cricket Scotland
Name Withheld	Skype	11.05.18	Session 6: Discussion about his referral session with the School Counsellor and work discussion on mental the skill of “Control” followed by a breathing exercise + Reflection	2	N/A
N/A	LJMU	24.05.18	Prof. Doc. A.M. Session – “Intake in Consultancy” w/ Martin Eubank	1	“ “
“ “	“ “	“ “	Prof. Doc. P.M. Session – “The Needs Analysis Process” w/ Martin Eubank	2	“ “
Name Withheld	WhatsApp Audio	25.05.18	Audio conversation with his Name Withheld (Father) to organise intake assessment date and time – Consent form already signed and sent	0.25	“ “
Name Withheld	Skype	“ “	Session 7: Discussion on training sessions, recap of past sessions and new problem	1.75	“ “

			exploration + Reflection		
Name Withheld	WhatsApp Audio	31.05.18	Session 1: Intake Assessment + Reflection	2	“ “
Name Withheld	“ “	01.06.18	Session 1: Intake Assessment + Reflection + Sending of the SMS-28 via email	2	“ “
N/A	N/A	03.06.18	8002SPOSCI Module Proforma Review	0.5	“ “
“ “	“ “	“ “	“Choosing an Intervention in Consultancy” PowerPoint Review	1	“ “
“ “	“ “	“ “	“Consultancy: Philosophy, Models, Style, Process and Case Studies” PowerPoint Review + Activity (Slide 8)	2	“ “
Name Withheld	“ “	04.06.18	Case Review + Scoring of the SMS-28 + Session 8 Prep	1.5	“ “
“ “	“ “	“ “	Retryping of the Vealey’s Trait Sport- Confidence Inventory (TSCI) + Sending via email for completion	0.5	N/A
“ “	“ “	“ “	Article Reading: “Self-Confidence and Imagery” – Munroe-Chandler, et al., 2008	1	“ “
“ “	Skype	“ “	Session 8: Discussion of SMS-28 completion of the TCSI and Sport Imagery Questionnaire (Martens, 1982) + Calculation + Reflection	3	“ “
“ “	N/A	“ “	Email to Martin about Kai’s case and feedback on the chosen intervention	0.25	“ “
Name Withheld	“ “	05.06.18	Intake Assessment Review, scoring and analysis of the SMS-28 and Session 2 Prep	1	N/A
“ “	WhatsApp Audio	“ “	Session 2: Problem Discussion + Reflection	2.5	“ “
“ “	N/A	“ “	Email to Martin about Brittany’s case and request for a Supervisory Meeting	0.25	“ “
Cricket Scotland	Edinburgh (MES)	06.06.18	Meeting with PPM to discuss the season’s first game, completion of PVG (Children) check, reading of Cricket Scotland Social Media	7	Cricket Scotland

			Policy guidelines and completion of travel expense claim form.		
Name Withheld	N/A	11.06.18	Sending of the Athlete Coping Skills Inventory (ACSI) via email	0.25	N/A
Names Withheld	WhatsApp Audio	12.06.18	Clinical Psychologist referral discussion approved by Martin	0.25	“ “
“ “	“ “	“ “	Session 3: General Problem Discussion + Reflection	2	“ “
“ “	“ “	“ “	Internet search for the Athletic Identity Measurement Scale (AIMS)	0.5	“ “
N/A	N/A	13.06.18	Article Reading: <i>“Applying Evidence-Based Principles from CBT to Sport Psychology”</i> – McArdle & Moore, 2012	2	“ “
Name Withheld	“ “	“ “	Mindset Training Manual Reading: “Confidence & Mental Rehearsal Activity” + Session 9 Prep	1.25	“ “
“ “	Skype	“ “	Session 9: Discussion of her race routine and elements of successful execution + Reflection	1.5	“ “
Name Withheld	WhatsApp Audio	14.06.18	Session 7: General Discussion and Recap + Reflection	1.5	N/A
Name Withheld	N/A	“ “	New Client Prep: Exercise Psychology	1	“ “
“ “	The Peak (Stirling)	15.06.18	Session 1: Intake Assessment + Reflection	2	“ “
“ “	N/A	“ “	Sending of the “Physical Activity Stages of Change Questionnaire” (Marcus & Forsyth, 2003)	0.25	“ “
Name Withheld	“ “	“ “	Case Analysis, Reformulation and email sent to Martin for feedback	1.25	“ “
Name Withheld	“ “	“ “	Session 2 Prep	0.5	“ “
“ “	WhatsApp Audio	“ “	Session 2: Problem Exploration and Case Formulation + Reflection	1	“ “

Cricket Scotland	Uddingston CC (Glasgow)	18.06.18	Two-Day Game vs. Northamptonshire Under-17s (Day 1)	9	Cricket Scotland
Name Withheld	WhatsApp Audio	“ “	Mood Check, Injury Update and Discussion on Mental Rehearsal	0.5	N/A
Cricket Scotland	Uddingston CC (Glasgow)	19.06.18	Two-Day Game vs. Northamptonshire Under-17s (Day 2)	9	Cricket Scotland
“ “	Stirling CCC	20.06.18	One-Day Game vs. Northamptonshire Under-17s	9	“ “
Name Withheld	Mobile	“ “	New Client: Informal Parent Discussion with Karen Chomse	0.25	N/A
Cricket Scotland	Stirling CCC	21.06.18	T20 Game vs. Northamptonshire Under-17s	5	Cricket Scotland
Name Withheld	The Peak (Stirling)	22.06.18	Session 2: Daily Diary Write-Up Discussion + Reflection	1.5	N/A
Name Withheld	WhatsApp Audio	“ “	Session 8: Homework Review and Discussion + Reflection	1.5	“ “
Name Withheld	“ “	“ “	Session 4: Mental Rehearsal Script Review, Refinement and Practice + Reflection	2	“ “
Name Withheld	“ “	25.06.18	Session 9: Performance Discussion + Reflection	1.5	“ “
Name Withheld	“ “	“ “	Session 5: Intervention Discussion, Selection and short PMR script + Reflection	1.5	“ “
Name Withheld	Mobile	30.06.18	New Client: Introductory Phone Call and Discussion	0.5	“ “
Name Withheld	Mcdonald's (Stirling)	01.07.18	Session 3: Diary Review and Exercise Activity Discussion + Reflection	1	“ “
Cricket Scotland	N/A	04.07.18	Team Dynamic Report #1: Scotland Under-17s vs. Northamptonshire Under-17s (June 18-21, 2018)	1.5	Cricket Scotland
“ “	“ “	05.07.18	“ “ “ “	4.5	“ “
“ “	“ “	16.07.18	Reading feedback email from Name Withheld	1	“ “

			on Team Dynamic Report #1 and writing a reply		
“ “	“ “	“ “	Review of Team Roles (OD & 2-Day) – documents sent via email by Name Withheld	1	“ “
“ “	“ “	“ “	Review of Under-17s Matrix Scores	0.5	“ “
Name Withheld	Skype	“ “	Session 10: General Performance Discussion and Conclusion of sessions + Reflection	1.5	N/A
Cricket Scotland	N/A	21.07.18	Leicestershire Game(s) Preparation	5	Cricket Scotland
“ “	Uddingston CC (Glasgow)	24.07.18	Two-Day Game vs. Leicestershire Under-17s (Day 1)	9	“ “
“ “	“ “	25.07.18	Two-Day Game vs. Leicestershire Under-17s (Day 2)	9	“ “
“ “	“ “	26.07.18	One-Day Game vs. Leicestershire Under-17s	9	“ “
Name Withheld	Skype	02.08.18	Session 1: Intake Assessment + Reflection	1.5	N/A
Name Withheld	WhatsApp Audio	“ “	Session 10: General & Homework Discussion + Reflection	2	“ “
“ “	N/A	“ “	Email to Mr. Wells (Former Coach) with Name Withheld’s permission to request a chat about Name Withheld’s experience as St. Bede’s Cricket Scholar	0.25	“ “
Names Withheld	“ “	“ “	Reply email expressing gratitude for her kind words and additional information to support intake assessment	0.25	“ “
Name Withheld	WhatsApp Audio	03.08.18	Session 1: Intake Assessment + Reflection	2.5	“ “
Name Withheld	WhatsApp Message	06.08.18	Message conversation about how best to proceed with our working relationship	0.25	“ “
Name Withheld	N/A	07.08.18	Intake Assessment Review + Case Formulation	1	“ “
“ “	WhatsApp Audio	“ “	Session 2: Completion of the SMS-28 and Motivation Discussion + Reflection	1.5	“ “
“ “	N/A	09.08.18	Calculation of the SMS-28 + Consultancy Plan	1	“ “

			Development		
Name Withheld	Skype	“ “	Session 2: TSCI Completion and Discussion + Reflection	1.5	“ “
Name Withheld	WhatsApp Audio	“ “	Session 3: Thought Exploration and Discussion + Reflection	2	N/A
Name Withheld	“ “	10.08.18	Session 6: General Discussion, Case Re-formulation + Reflection	1.5	“ “
N/A	N/A	“ “	Email to Martin Eubank about my individual client work	0.25	“ “
Cricket Scotland	Ayr Cricket Club	13.08.18	Two-Day Game vs. Ireland Under-17s (Day 1) – Celtic Cup	8	Cricket Scotland
“ “	“ “	15.08.18	One-Day Game vs. Ireland Under-17s – Celtic Cup	8	“ “
“ “	“ “	“ “	Team Talk Prep – August 16, 2018 (Celtic Cup T20)	0.5	“ “
“ “	“ “	16.08.18	Team Talk (Topic: Consistency)	0.25	“ “
“ “	“ “	“ “	T20 Game vs. Ireland Under-17s (Celtic Cup)	5	“ “
“ “	N/A	“ “	Internet search on “Virtual Team-Building”	1	“ “
“ “	“ “	“ “	Email to Name Withheld (Performance Pathway Manager) on the above-mentioned topic	0.25	“ “
Name Withheld	WhatsApp Audio	17.08.18	Session 7: + Reflection	1.5	N/A
Name Withheld	“ “	18.08.18	Session 4: Homework Discussion which included the letter written to me and his goals for the upcoming season + Reflection	1.5	Cricket Scotland
“ “	N/A	20.08.18	Session 5 Prep	0.5	“ “
“ “	WhatsApp Audio	“ “	Session 5: Readiness & Goal-Setting: Discussion of the Process and the ‘Why, What, How Handout’ + Reflection	1.5	“ “
“ “	N/A	23.08.18	Homework Review	0.25	“ “

“ “	WhatsApp Audio	“ “	Session 6: Homework & VUCA (Volatility, Uncertainty, Complexity & Ambiguity) Discussion + Reflection	1.25	“ “
Name Withheld	Mobile	06.09.18	Telephone conversation with Name Withheld about her decision on sending Name Withheld to the Wellington School on Scholarship	0.5	Cricket Scotland
Cricket Scotland	Edinburgh (MES)	12.09.18	Completion of Team Dynamic Report #2: Scotland Under-17s vs. Leicestershire Under-17s (July 24-26, 2018)	5	“ “
“ “	N/A	19.09.18	Revision of Sport Psych Service Consent Form (Individual)	0.5	“ “
Cricket Scotland	Edinburgh (MES)	10.10.18	Completion of Team Dynamic Report #3: Scotland Under-17s vs. Ireland Under-17s	3	“ “
Name Withheld	WhatsApp Audio	14.10.18	Session 8: Overseas Performance Discussion + Reflection	1.5	N/A
Cricket Scotland	N/A	17.10.18	Completion of Team Dynamic Report #3: Scotland Under-17s vs. Ireland Under-17s	5	Cricket Scotland
“ “	Edinburgh (MES)	24.10.18	Completion of Team Dynamic Report #3 + Prep Individual sessions with Names Withheld	4	“ “
Name Withheld	WhatsApp Audio	“ “	Session 2: Past Season Discussion	0.25	“ “
Name Withheld	“ “	“ “	Session 2: Past Season Discussion	0.5	“ “
Name Withheld	Skype Audio	25.10.18	Session 3: Past Season, Winter Training & Goal-Setting Discussion + Reflection	1.5	N/A
Name Withheld	“ “	04.11.18	Session 1: Past Season, Mental Skills & Goal-Setting Discussion	1.25	Cricket Scotland
Fulham Football Club	Motspur Park	07.11.18	Work Day #1: Under-11 Training Session Observation & Performance Discussion with Players	3	Fulham Football Club
“ “	“ “	10.11.18	Foundation Phase Training Session w/ Player Observation and Individual discussions	3	“ “

“ “	N/A	“ “	Player Update Readings – email sent by Foundation Phase Manager (Name Withheld)	0.25	“ “
“ “	Academy Home Ground (LSE)	11.11.18	Game Day: Under-10s vs. Crystal Palace	3	“ “
Name Withheld	Skype	“ “	Session 2: Discussion on Priorities, Enjoyment and Proximal Goals (Task: List 3 proximal goals to be achieved over the next 4 weeks)	0.5	Cricket Scotland
Fulham Football Club	Motspur Park	12.11.18	Under-11s & 12s Training Session Observations and Individual discussion	1.5	Fulham Football Club
“ “	“ “	14.11.18	Under-9s & 10s Training Session Observations and Individual discussion	2	“ “
“ “	“ “	17.11.18	Under-10s & 11s Training Session Observations and Individual Discussions + Email and schedule updates reading	2.5	“ “
“ “	Academy Home Ground (LSE)	18.11.18	Game Day: Under-10s & Under-11s vs. Charlton Athletic	3	“ “
“ “	Motspur Park	19.11.18	Note-taking and Prep for Multi-Disciplinary & Induction Meetings	1	“ “
“ “	“ “	“ “	Under-11s & 12s Training Session Observation and Coach Discussions	1.5	“ “
“ “	“ “	21.11.18	Under-9s & 10s Game vs. JD Soccer/ Training Session Observations and IDP Character Session Follow-Up Discussions	1.5	“ “
“ “	Motspur Park	24.11.18	Goal-Keeping Session Observation + Coach and Player Discussions	3	“ “
“ “	Academy Home Ground (LSE)	25.11.18	Academy Super League (ASL) Games (Under-9s vs. Under-10s & Under-11s vs. Under-12s) Observations and Player Discussions	3	“ “
“ “	Motspur Park	28.11.18	Training Session Observation of one player and discussion + Under-9s & 10s ASL Game	1.5	“ “

“ “	“ “	01.12.18	Under-9s Training Session Observation and Coaches’ Discussion	3	“ “
Fulham Football Club	“ “	“ “	Under-9 Player Referral Form Completion	0.25	Fulham Football Club
“ “	Academy Home Ground (LSE)	02.12.18	Game Day: Under-9s vs. Southampton	3	“ “
N/A	N/A	07.12.18	Email to all clients highlighting session availability and confirmation for the rest of the year and beyond	0.5	N/A
Fulham Football Club	Motspur Park	08.12.18	Review of new Under-10 & Under-11 Training Groups	0.5	Fulham Football Club
“ “	“ “	12.12.18	Under-9s & 10s Training Session Observation & Coach/Player Discussions + Player Review Observation	4	“ “
“ “	“ “	15.12.18	Under-11 Training Session Observation + Individual Player Discussions	3	“ “
“ “	“ “	17.12.18	Under-9s & 10s Training Session Observation + Player Discussions	3	“ “
“ “	“ “	19.12.18	Christmas Tournament: Under-11s & Under-12s Observation	3	“ “
Cricket Scotland	Edinburgh (MES)	04.01.19	Placement Visit + Sport Psychology Support Update Meeting w/ PPM	2	Cricket Scotland
Fulham Football Club	Academy Home Ground (LSE)	06.01.19	Game Day: Under-11s vs. Portsmouth	3	Fulham Football Club
“ “	Motspur Park	07.01.19	Under-11s & Under-12s Training Session Observation	2	“ “
“ “	“ “	09.01.19	Meeting with Under-9 Coach Name Withheld (RE: Name Withheld)	0.5	“ “
“ “	“ “	“ “	Under-9s & 10s Training Session Observation	2	“ “
Name Withheld	WhatsApp Audio	10.01.19	Consultancy Follow-Up	0.5	N/A

Fulham Football Club	Motspur Park	12.01.19	Under-11 Player Interviews + Training Session Observation	3	Fulham Football Club
“ “	“ “	13.01.19	Game Day: Under-11s vs. Crystal Palace	3	“ “
“ “	“ “	14.01.19	Psychology Meeting with Name Withheld	1	“ “
Name Withheld	WhatsApp Audio	17.01.19	Consultancy Review	0.5	N/A
Cricket Scotland	Edinburgh (MES)	18.01.19	Placement Visit + February 14 Session Prep	2	Cricket Scotland
Fulham Football Club	Motspur Park	19.01.19	Under-12 Futsal Qualifiers Prep and Session Observation	2	Fulham Football Club
“ “	Swindon	20.01.19	English Premier League (EPL) Under-12 Futsal Qualifiers	8	“ “
“ “	Motspur Park	21.01.19	Meeting with Under-9 Coach (Name Withheld) + 1:1 Intake Interviews with Players	5	“ “
Name Withheld	WhatsApp Audio	22.01.19	Session 9: General Discussion + Reflection	1.5	N/A
Name Withheld	“ “	“ “	Session 7: Past Session Discussion + Reflection	1.5	“ “
Name Withheld	“ “	24.01.19	Session 11: Injury Discussion (Thoughts & Feelings) + Reflection	1.5	“ “
Fulham Football Club	Motspur Park	26.01.19	1:1 Intake Interviews with Players + Training Session Observation	2	Fulham Football Club
“ “	Academy Home Ground (LSE)	27.01.19	Game Day: Under-12s vs. Brighton	3	“ “
Name Withheld	WhatsApp Audio	05.02.19	Session 8: Performance Discussion + Reflection	1	N/A
Fulham Football Club	Motspur Park	11.02.19	Parent Review Meeting Discussion with Name Withheld (Under-9 Coach)	1	Fulham Football Club
“ “	“ “	16.02.18	Under-10 Training Session Observation	3	“ “
“ “	Academy Home Ground (LSE)	17.02.18	Game Day: Mixed Under-12s & 11s vs. Cambridge FC & Chelsea FC (Round-Robin)	2.5	“ “
“ “	Motspur Park	18.02.18	Coach Meeting with Name Withheld (Under-12 Coach)	0.5	“ “
“ “	“ “	“ “	Foundation Phase Sport Psych Syllabus Update	1	“ “

			(Block 4)		
Names Withheld	Mobile	21.02.19	Parent Discussion about recent events + Reflection	0.5	N/A
Fulham Football Club	Osterley Sports Centre	“ “	Under-12 Futsal Prep Training Game vs. London Elite	2	Fulham Football Club
“ “	Birmingham	23.02.19	Under-12 Futsal Finals (Day 1)	8	“ “
“ “	“ “	24.02.19	Under-12 Futsal Finals (Day 2)	8	“ “
“ “	Motspur Park	25.02.19	Individual Coaches’ Meeting (Names Withheld)	1	“ “
“ “	“ “	“ “	Foundation Phase Sport Psych Syllabus Review	0.5	“ “
“ “	“ “	25.02.19	Small Group Session Prep (Topic: Resilience)	1	“ “
“ “	“ “	“ “	ASL Game Observation – Under 10s vs. Fulham Foundation Under-11s + Small Group Sport Psych Session (Topic: Resilience)	1.5	“ “
“ “	“ “	27.02.19	1:1 Intake Interview with Under-12 Players + Training Session Observation	2	“ “
“ “	“ “	03.03.19	Game Day: Under-10s vs. West Ham	3	“ “
“ “	“ “	04.03.19	1:1 Contact Case Reviews and Prep	1	“ “
“ “	“ “	“ “	Under-11 1:1 Contact (Case Formulation & Exploration)	3	“ “
Fulham Football Club	“ “	06.03.19	1:1 Contact Case Reviews and Prep	1	Fulham Football Club
“ “	“ “	“ “	Under-9 & 10 1:1 Contact (Case Formulation & Exploration)	2	“ “
“ “	“ “	09.03.19	Under-12: 1:1 Contact (Case Exploration) + ASL Game Observation	3	“ “
“ “	Motspur Park	“ “	Under-11 Intervention Plan Write-Ups and sending via email to Name Withheld (Foundation Phase Manager)	0.5	“ “
“ “	Academy Home Ground (LSE)	10.03.19	Game Day: Under-9s vs. Tottenham Hotspurs	3	“ “

“ “	Motspur Park	11.03.19	Under-11 & 12 Training Session Observation	1.5	
Cricket Scotland	Edinburgh (MES)	15.04.19	Placement Visit: “Building Trust and Communication among Players”	3	Cricket Scotland
Fulham Football Club	Academy Home Ground (LSE)	17.03.19	Game Observation: Under-9s vs. Arsenal	3	Fulham Football Club
“ “	Motspur Park	18.03.19	Game Clip Observation: Under-9s vs. Arsenal (Name Withheld)	1	“ “
“ “	“ “	“ “	Under-9 & Under-12 Intervention Plan Write-Ups	2	“ “
“ “	“ “	“ “	Under-12 1:1 Contact (Case Exploration & Intervention Overview)	1.5	“ “
“ “	“ “	25.03.19	Player Reviews	2	“ “
“ “	“ “	27.03.19	“ “ “ “	3	“ “
“ “	“ “	01.04.19	Intervention Schedule Prep	1.5	“ “
“ “	“ “	“ “	Intervention Schedule: Session 1 (Names Withheld)	1.5	“ “
“ “	“ “	03.04.19	Intervention Schedule: Session 2 (Name Withheld) Session 1 Double-take (Name Withheld) 1:1 Contact (Under-11 Players)	3	“ “
“ “	“ “	06.04.19	Intervention Schedules & Overviews: 1:1 Contact (Under-12)	3	“ “
“ “	Academy Home Ground (LSE)	07.04.19	Game Observation: Under-10s vs. Bournemouth	3	“ “
Fulham Football Club	Southampton	10.04.19	Foundation Phase Cup (Under-9)	8	Fulham Football Club
Cricket Scotland	Edinburgh (MES)	11.04.19	Easter Camp (Day 1)	4	Cricket Scotland
“ “	“ “	12.04.19	Easter Camp (Day 2)	5	“ “
Fulham Football Club	Motspur Park	15.04.19	1:1 Contact Prep	3	Fulham Football Club
“ “	“ “	“ “	Intervention Schedules: 1:1 Contact (Under-9 &	1	“ “

			Under-11)		
“ “	“ “	24.04.19	Under-12 Training Session Observation + Internship Mentoring & Shadowing	3	“ “
“ “	“ “	27.04.19	Under-9 Intervention Execution (1:1 Contact) + Training Session Observation	3	“ “
“ “	Academy Home Ground (LSE)	28.04.19	Game Observation: Under-9s vs. Crystal Palace	3	“ “
“ “	Motspur Park	29.04.19	1:1 Contact Prep	2	“ “
“ “	“ “	“ “	Intervention Schedules: 1:1 Contact (Under-12) + Game Observation vs. Sussex Under-13s	3	“ “
“ “	“ “	04.05.19	Intervention Schedules: 1:1 Contact (Under-11 & 12)	3	“ “
Name Withheld	WhatsApp Audio	05.05.19	Consultancy Follow-Up	1	Name Withheld
Fulham Football Club	“ “	08.05.19	Intervention Schedules: 1:1 Contact (Under-12) + Training Session Observation	3	Fulham Football Club
“ “	“ “	11.05.19	Intervention Schedule: 1:1 Contact (Under-11) + Combined Under-11 & 12 Training Session Observation	3	“ “
“ “	“ “	18.05.19	Training Session Observation (All Groups)	2	“ “
Fulham Football Club	“ “	20.05.19	Training Session Observation (All Groups)	2	“ “
“ “	“ “	22.05.19	Under-9 Intervention Evaluation (3 players) + Training Session Observation	2	“ “
“ “	“ “	25.05.19	IDP Session Observation + Intervention Evaluation (1 player)	1	“ “
“ “	“ “	12.06.19	Under-11 Player Reviews	2	“ “
“ “	“ “	17.06.19	Under-12 Player Reviews + Training Session Observation (All Groups)	3	“ “
Name Withheld	WhatsApp Audio	29.06.19	Session 10: General Discussion + Reflection (Consultancy Follow-Up)	1	N/A

Cricket Scotland	Uddingston CC (Glasgow)	03.07.19	Under-19s (Former Under-17s) vs. Performance Academy + World Cup Qualifiers Squad Selection	6	Cricket Scotland
“ “	N/A	09.09.19	Email update to Martin Eubank to highlight team preparation for the upcoming 2020 Under-19 World Cup	0.5	“ “
“ “	“ “	28.09.19	Conversion of the Athlete Coping Skills Inventory (ACSI) to SurveyMonkey	2	“ “
“ “	Edinburgh (MES)	07.10.19	ACSI Results Analysis + 1:1 Player Discussions & Training Observation	2	“ “
“ “	La Manga Club (Spain)	20.10.19	Training Day 1 – 1:1 Player Discussions (ACSI)	7	“ “
“ “	“ “	21.10.19	Training Day 2 – 1:1 Player Observations and Discussions	7	“ “
“ “	“ “	22.10.19	Training Day 3 – Gym Sessions and Rest	7	“ “
“ “	N/A	28.10.19	Compilation of La Manga Work and Recommendations for upcoming sessions	2	“ “
“ “	Edinburgh (MES)	“ “	Training Session Observation & Individual Player Discussions	2	“ “
“ “	Edinburgh Napier University	29.10.19	“ “ “ “	1	“ “
Cricket Scotland	Edinburgh (MES)	11.11.19	“ “ “ “	1.5	Cricket Scotland
“ “	Edinburgh Napier University	12.11.19	“ “ “ “	1.5	“ “
“ “	N/A	19.11.19	Team Session Prep – Topic: “Commitment & Motivation”	0.5	“ “
“ “	Edinburgh Napier University	“ “	Team Session: 1:1 Discussion + Goal-Setting Activity	2	“ “
“ “	“ “	17.12.19	Team Session: 1:1 Discussion (Topic: Loyalty)	1	“ “
“ “	“ “	29.12.19	1:1 World Cup Tournament Player Discussions	1.5	“ “

“ “	N/A	03.01.20	MHFA for Anxiety Email sent to Gordon Drummond and Cedric English (Under-19 World Cup Team Coaches)	1	“ “
“ “	Mobile	24.02.20	Telephone call with Gordon Drummond post-Under-19 World Cup feedback	1	“ “
Name Withheld	“ “	26.02.20	Mental Skills Handbook Discussion + Service Evaluation	1	“ “
Name Withheld	“ “	28.02.20	“ “ “ “	1	Cricket Scotland
Name Withheld	“ “	12.03.20	World Cup Discussion and Service Evaluation	1	“ “
N/A	N/A	24.03.20	Consultancy Business Plan Development	8	N/A
“ “	“ “	25.03.20	“ “ “ “	8	“ “
“ “	“ “	26.03.20	“ “ “ “	8	“ “
“ “	“ “	27.03.20	“ “ “ “	8	“ “
Cricket Scotland	“ “	31.03.20	Email Write-up to Name Withheld about Players’ World-Cup Experience	2	Cricket Scotland
N/A	“ “	11.05.20	Individual Consultancy Cases Review & Printing	6	N/A
Name Withheld	FaceTime	13.05.20	COVID-19 Check-In + General Discussion	2	Name Withheld
N/A	N/A	14.05.20	LJMU Start-Up School Document Reviewing + Agreement Signing	2	N/A
“ “	“ “	16.05.20	LJMU Start-Up School Activity Completion	2	“ “
“ “	Zoom	18.05.20	LJMU Start-Up School – Day 1	5	“ “
“ “	N/A	“ “	“Create A Persona” Assignment	2	“ “
“ “	Zoom	19.05.20	LJMU Start-Up School – Day 2	5	“ “
“ “	N/A	“ “	“Business Canvas Model” Assignment	2	“ “
“ “	Zoom	20.05.20	LJMU Start-Up School – Day 3	5	“ “
“ “	N/A	“ “	“Pitch Practice”	2	“ “
“ “	Zoom	21.05.20	LJMU Start-Up School – Day 4	5	“ “
“ “	“ “	22.05.20	LJMU Start-Up School – Day 5 (Start-Up Visa Programme)	3	“ “

Name Withheld	N/A	27.05.20	Consultancy Executive Summary Write-Up	2	“ “
Name Withheld	“ “	28.05.20	“ “ “ “	2	“ “
LJMU Start-Up School	Zoom	29.05.20	National Association of College and University Entrepreneurs (NACUE) “Elevate Your Pitch” Workshop	1.5	LJMU Start-Up School
“ “	N/A	01.06.20	One-Minute Pitch Prep	1	“ “
“ “	“ “	“ “	NACUE “Elevate Your Pitch” Group Mentoring	1	“ “
“ “	Zoom	02.06.20	1:1 Business Adviser Meeting w/ Claire Horan	0.5	“ “
“ “	“ “	12.06.20	International Entrepreneurs Online Meet-Up	1	“ “
“ “	Webinar Jam	29.06.20	David Beckett: Pitch Q & A	1	“ “
English Institute of Sport (EIS)	N/A	28.02.22	Interview Presentation Prep	2	English Institute of Sport (EIS)
“ “	“ “	01.03.22	“ “ “ “	3	“ “
“ “	“ “	02.03.22	“ “ “ “	2	“ “
“ “	Microsoft Teams	03.03.22	Job Interview: Performance Psychologist (Archery GB)	1	“ “
N/A	N/A	16.03.22	Consultancy Contract Report Write-Up	5	N/A
“ “	“ “	17.03.22	Consultancy Contract Report Submission	5	“ “

Research

Client details	Location	Date(s)	Nature of the activity	Contact Hours	Placement Host details (if applicable)
N/A	Skype	26.01.18	Meeting with Name Withheld (BPS DSEP MSc. Award Winner) to discuss possible areas of research within Disability Sport. Afterwards, Damien forwarded a few articles via email to assist in writing my literature review for Doctoral research.	0.5	N/A
“ “	LJMU	01.02.18	Library session with Jan Burrell (Academic Liaison Librarian – Sport and Exercise Sciences) on available resources and introduction to EndNote app.	1	“ “
“ “	N/A	14.02.18	Systematic Review Article Reading (email sent by David Tod in preparation for class session on February 15)	6	“ “
“ “	LJMU	15.02.18	Systematic Review session with David Tod	1	“ “
“ “	“ “	15.02.18	Academic Writing session with David Tod	2	“ “
Cricket Scotland	Edinburgh (MES)	21.02.18	Meeting with Disability Sport Officer and research topic discussion. Information was given in relation to session observations for Disability Cricket Hub.	0.5	Cricket Scotland
Cricket Scotland	Edinburgh (MES)	21.02.18	Follow-up meeting with PPM discussing ‘Plan of Training’ and proposed work for the upcoming season.	1.75	Cricket Scotland
“ “	LJMU	15.03.18	Formal Introduction to EndNote application with Library staff.	1	“ “
N/A	N/A	23.03.18	Disability Research reading for Literature Review Study 1	2	N/A
“ “	“ “	03.04.18	Disability Research reading for Literature Review Study 1	4	“ “
“ “	“ “	04.04.18	Disability Research reading for Literature Review	1.5	“ “

			Study 1		
“ “	“ “	05.04.18	Disability Research reading for Literature Review Study 1	4	“ “
“ “	“ “	16.04.18	Disability Research Literature Review Write-Up for Study 1	2	“ “
“ “	“ “	17.04.18	Disability Research Literature Review Write-Up for Study 1	3	“ “
“ “	“ “	21.04.18	Disability Research Literature Review continued reading and write-up for Study 1	6	“ “
“ “	“ “	01.05.18	Disability Research reading for Literature Review Study 1	2	“ “
“ “	“ “	03.05.18	Disability Research Literature Review Write-Up for Study 1	5	“ “
“ “	Skype	04.05.18	Follow up message sent to Damian Haslett	0.25	“ “
“ “	N/A	07.05.18	Feedback Review of MSc. Dissertation sent by David Tod	0.5	“ “
“ “	LJMU	10.05.18	Supervisory Meeting with Martin Eubank to discuss Research Study 1	1	“ “
N/A	Edinburgh (MES)	23.05.18	Literature Review Revision, Research Questions Definition, Sample and Methodology Selection for Study 1	6	N/A
“ “	Edinburgh (MES)	30.05.18	Ethics Application Form completion – Study 1 (Part 1)	2	N/A
“ “	N/A	26.06.18	Review of Feedback from Martin Eubank & David Tod on Study 1 Literature Review	0.5	“ “
“ “	“ “	02.07.18	Online Reading of Bronfenbrenner’s Ecological Systems Theory and ideas on MSc. Research Study Refinement and email sent to Martin Eubank & David Tod for feedback	1	“ “
“ “	“ “	03.07.18	MSc. Research Study Review and Revision	5	“ “

“ “	“ “	12.07.18	Internet Search: “Bronfenbrenner’s Ecological Systems Theory”	1	“ “
“ “	“ “	“ “	Article Reading: “Ecological Systems and Complexity Theory: Toward an Alternative Model of Accountability in Education” – Johnson, E. (2008)	1	“ “
“ “	“ “	“ “	Emails to Martin Eubank and Jan Burrell (LJMU Academic Liaison Librarian for Sport and Exercise Sciences) to inquire of a source to the original work of Urie Bronfenbrenner (1979, 1989)	0.5	“ “
“ “	“ “	“ “	MSc. Research Study Review and Revision	1	“ “
“ “	“ “	13.07.18	Internet search for Sport Motivation studies	0.5	“ “
“ “	“ “	“ “	Article Reading: “A Review of Competitive Sport Motivation Research” – Clancy, R., Herring, M., McIntyre, T., & Campbell, M. (2016)	1	“ “
N/A	“ “	“ “	Email to Sarah Partington, Martin Eubank and David Tod on the above-mentioned study.	0.5	“ “
“ “	“ “	16.07.18	Article Reading: “Environments in Developmental Perspective: Theoretical and Operational Models” – Bronfenbrenner, U. (1999)	1.5	N/A
“ “	N/A	“ “	Review of “Discussion” of MSc. Research Study	1	“ “
“ “	“ “	“ “	Revision of “Introduction” of MSc. Research Study	1	“ “
“ “	“ “	“ “	Article Reading: “A Lifespan Perspective on the Dual Career of Elite Male Athletes” by Debois, N., Ledon, A., & Wylleman, P. (2015)	1	“ “
“ “	“ “	11.10.18	Book Reading: “ <i>APA Style and Referencing: The 30+ Most Common Mistakes</i> ” by David Robinson (2016)	1	“ “
“ “	“ “	16.10.18	Book Reading: “ <i>Qualitative Research Methods in Sport, Exercise and Health: From Process to Product</i> ” by Andrew C. Sparkes & Brett Smith (2014)	6	“ “
“ “	“ “	08.11.18	Article Reading: “ <i>Writing Basics: Elements of the Case</i> ”	2	“ “

			<i>Study</i> ” by Michele Gottschlich		
“ “	“ “	“ “	Email inquiry to the Editor-in-Chief of “The Sport Psychologist” about submission guidelines for a case study	0.25	“ “
Name Withheld	“ “	09.11.18	Case Review	1	“ “
“ “	“ “	“ “	Literature Search “CBT and Sport Injury”	1	“ “
“ “	“ “	27.11.18	Case Study Write-Up (<i>Introduction, Justification, Case Study & Intake Assessment</i>)	5	“ “
Fulham Football Club	Motspur Park	29.11.18	Research Study Discussion with Vin Walsh	0.5	Fulham Football Club
N/A	Hilton (Belfast)	03.12.18	Supervisory Meeting with Martin Eubank to discuss Independent Research Studies & SLR	0.5	N/A
Name Withheld	N/A	14.12.18	Case Study #1: Injury Research Reading	3	“ “
“ “	“ “	28.12.18	Case Study #1 Write-Up (<i>Case Formulation</i>)	3	“ “
“ “	“ “	29.12.18	Case Study #1 Write-Up (<i>The Intervention Process</i>)	4	“ “
“ “	“ “	30.12.18	Case Study #1 Write-Up (<i>The Intervention Process, Reflection & References</i>)	6	“ “
“ “	“ “	31.12.18	Case-Study #1 Write-Up Review and Draft Submission via Email	1	“ “
Name Withheld	“ “	02.01.19	Case Review	1	“ “
N/A	“ “	04.01.19	Book Reading: “ <i>Qualitative Research Methods in Sport, Exercise and Health: From Process to Product</i> ” by Andrew C. Sparkes & Brett Smith (2014)	2	“ “
Name Withheld	Skype	09.01.19	Supervisory Meeting with Martin Eubank (Case Study #1 Draft Discussion)	1	“ “
“ “	N/A	11.01.19	Case Study #1 Feedback Review	2	“ “
“ “	“ “	14.01.19	Article Reading: “Experience, Effective and Perceptions Towards Sport Psychology Consultants – A Critical Review of Peer-Reviewed Articles” by Fortin-Guichard et al., (2018)	2	“ “

“ “	“ “	15.01.19	“ “ “ “	2	“ “
LJMU Prof. Doc. Portfolio	LJMU	16.01.19	Psychology and Development Research Group Day + Case Study #1 Presentation	5	LJMU Prof. Doc. Portfolio
N/A	N/A	05.02.19	Book Reading: “ <i>Doing a Systematic Review: A Student’s Guide 2nd Edition</i> ” by Angela Boland, M. Gemma Cherry & Rumona Dickson (2017)	2	“ “
“ “	“ “	07.02.19	Chapter 2: “Planning and Managing my Review”	3	“ “
		12.02.19	Book Reading: “ <i>Doing a Systematic Review: A Student’s Guide 2nd Edition</i> ” by Angela Boland, M. Gemma Cherry & Rumona Dickson (2017) + Scoping Searches (10 Articles of Interest)	4	“ “
“ “	“ “	13.02.19	Scoping Search Results Abstract Reading	4	“ “
“ “	“ “	27.02.19	“ “ “ “	4	“ “
Fulham Football Club	Motspur Park	04.03.19	Meeting with Head of Research (Name Withheld)	1	Fulham Football Club
N/A	N/A	08.03.19	Book Reading: “ <i>Doing a Systematic Review: A Student’s Guide 2nd Edition</i> ” by Angela Boland, M. Gemma Cherry & Rumona Dickson (2017)	2	N/A
“ “	“ “	“ “	Systematic Review PICOSS Table Development	1	“ “
Name Withheld	“ “	19.03.19	Case Study #2 Write-Up (<i>Case Study</i>)	2	“ “
“ “	“ “	22.03.19	Case Study Write-Up #2 (<i>Intake Assessment, Case Formulation & The Intervention Process</i>)	3	“ “
“ “	“ “	23.03.19	“CBT and Motivation” Research Reading	2	“ “
“ “	“ “	“ “	Case Review	1	“ “
“ “	“ “	26.03.19	Case Study #2 Write-Up – Case Reflection	1	“ “
“ “	“ “	02.04.19	“ “ “ “	3	“ “
Fulham Football Club	Motspur Park	08.04.19	Compilation of the Character “Non-Negotiables” within the Foundation Phase	2	“ “
“ “	“ “	“ “	Systematic Review Literature Search	2	“ “
N/A	N/A	14.04.19	Systematic Literature Review: Protocol Write-Up	4	“ “

Fulham Football Club	“ “	15.04.19	Foundation Phase Character “Non-Negotiables” Write Up	2	Fulham Football Club
N/A	“ “	17.04.19	Emails to Dr. Rob Morris & Dr. Martin Littlewood seeking alternative supervision for Systematic Literature Review	0.5	N/A
Fulham Football Club	“ “	23.04.19	Sending of the Fulham FC Research documents to Dr. Rob Morris for Research Study 1	0.25	Fulham Football Club
“ “	“ “	“ “	Typing of Systematic Literature Review Protocol for sending to Dr. Rob Morris (Primary Supervisor)	2.5	“ “
N/A	“ “	27.04.19	Reading of “Doing a Systematic Review” – Chapter: “Developing My Search Strategy” + Literature Search	3	N/A
“ “	“ “	28.04.19	Introduction to EndNote Online Tutorial	3	“ “
Fulham Football Club	N/A	05.05.19	Reading and Completion of Fulham FC Business Case (Research Study 1 & 2)	4	Fulham Football Club
“ “	“ “	07.05.19	Article Reading: “An Exploration of Young Professional Football Players’ Perceptions of the Talent Development Process in England” by Webb et al., (2019)	2	“ “
“ “	“ “	“ “	Article Reading: Players’ Understanding of Talent Identification in Early Specialization Youth Football” by Clark et al., (2018)	1	“ “
“ “	“ “	“ “	Article Reading: “Children in Football: Seen But Not Heard” by Pitchford et al., (2004)	2	“ “
“ “	“ “	08.05.19	Article Reading: “Psychological Service Provision to the Elite Performance Football Network” by Steptoe et al., (2016)	0.5	“ “
“ “	“ “	“ “	Article Reading: Practitioners’ Multi-Disciplinary Perspectives of Soccer Talent According Phase of Development and Playing Position” by Towlson et al., (2019)	1	“ “

“ “	“ “	“ “	Completion of the Fulham FC Business Case continued...	4	“ “
“ “	“ “	09.05.19	Completion of the Fulham FC Consent Waiver Release & Generic Research Agreement	2	“ “
“ “	LJMU	10.05.19	Research Supervisory Meeting w/ Rob Morris	1	“ “
“ “	“ “	“ “	Article Reading: “Cognitive and Affective Development in Adolescence” by (Steinberg, 2005)	1	“ “
N/A	N/A	13.05.19	Case Study #2 Write-Up	4	N/A
“ “	“ “	“ “	Article Reading: “GAD, Metacognition and Mindfulness: An Information Processing Analysis” by Wells (2002)	1	“ “
“ “	“ “	“ “	Journal Search for Case Study #2 Publication	1	“ “
“ “	“ “	14.05.19	Article Reading: “The Effects of Attention Training Techniques on Stress and Performance in Sports” by Moen et al. (2016)	1	“ “
“ “	“ “	31.05.19	Case Study #2 Write-Up	3	“ “
“ “	“ “	08.06.19	“ “ “ “	5	“ “
“ “	“ “	09.06.19	Case Study #2 Write-Up Review and Draft Submission via Email	1	“ “
Fulham Football Club	Motspur Park	17.06.19	Research Proposal HR Meeting with Name Withheld (HR Manager) and Name Withheld (Academy Manager)	0.5	Fulham Football Club
“ “	N/A	19.06.19	Case Study #3 Write-Up	2	“ “
N/A	LJMU	27.06.19	Research Supervisory Meeting with Rob Morris (Study 1)	0.5	N/A
“ “	“ “	“ “	Research Supervisory Meeting with Martin Eubank (Study 2)	1	“ “
“ “	N/A	29.09.19	LJMU Research Ethics Training Completion	3	“ “
“ “	“ “	02.07.19	LJMU Research Ethics Application – Study 1	2	“ “
“ “	“ “	04.07.19	“ “ “ “	3	“ “

“ “	“ “	05.07.19	LJMU Research Ethics Application and Draft Email to Rob Morris & Martin Eubank – Study 1	2	“ “
“ “	“ “	19.07.19	LJMU Research Ethics Application Revision – Study 1	2	“ “
“ “	“ “	“ “	LJMU Research Ethics Application – Study 2	2	“ “
“ “	“ “	15.08.19	“ “ “ “	4	“ “
“ “	“ “	“ “	Research Study 2 – Literature Reading	2	“ “
“ “	“ “	16.08.19	LJMU Research Ethics Application – Study 2	2	“ “
N/A	“ “	19.08.19	“ “ “ “	6	N/A
“ “	“ “	21.08.19	Feedback Review of Ethics Applications for Research Study 1 & 2	1	“ “
“ “	Avril Robarts Library	02.09.19	LJMU Research Ethics Application Revision – Study 1	2.5	“ “
“ “	Tom Reilly Building	03.09.19	Research Supervisory Meeting with David Tod (Study 2)	1	“ “
“ “	N/A	“ “	LJMU Research Ethics Application Revision – Study 2	2	“ “
“ “	“ “	09.09.19	Research Study 1 Risk Assessment Form Completion	0.5	“ “
“ “	“ “	10.09.19	LJMU Research Ethics Application Final Revision – Study 1	1	“ “
“ “	“ “	11.09.19	Research Study 1 – Submission Dilemma Inquiry (Dr. Rob Morris)	0.5	“ “
“ “	“ “	“ “	Research Study 1 – Fulham FC Documents Update	2	“ “
“ “	“ “	13.09.19	LJMU Research Ethics Application Submission – Study 1	2	“ “
“ “	“ “	27.09.19	Email of Ethics Rejection Received – Research Study 1	1	“ “
N/A	“ “	29.09.19	Literature Search: Research Study 2	2	N/A
“ “	“ “	30.09.19	Literature Reading: Research Study 2	4	“ “
“ “	Skype	03.10.19	Research Supervisory Meeting with David Tod	0.5	“ “
“ “	“ “	“ “	Research Supervisory Meeting with Rob Morris	0.5	“ “
“ “	N/A	31.10.19	LJMU Research Ethics Application Revision – Study 1	4	“ “
“ “	University of	07.11.19	LJMU Research Ethics Application Revision – Study 2	5	“ “

	Stirling (UoS) (Library)				
“ “	N/A	09.11.19	LJMU Research Ethics Application Revision – Study 1 (Feedback Review)	1	“ “
“ “	UoS (Library)	21.11.19	LJMU Research Ethics Application Revision – Study 2	5	“ “
“ “	N/A	22.11.19	LJMU Doctoral Academy Thesis Boot Camp Application Completion	1	“ “
“ “	“ “	“ “	Review of Sample Ethics Applications and Write-Ups	1	“ “
“ “	“ “	14.12.19	Tansy Tomlinson MSc. Project Review	5	“ “
N/A	“ “	04.01.20	Systematic Review Protocol Revision and emailing to Dr. David Tod	1	N/A
“ “	“ “	07.01.20	Research Supervision Inquiry email sent to Dr. Martin Eubank (Research Study 1 & Systematic Literature Review)	0.5	“ “
“ “	“ “	17.01.20	LJMU Research Ethics Application – Study 1	6	“ “
Name Withheld	“ “	21.01.20	Case Study #3 Write-Up	2	“ “
“ “	“ “	“ “	Article Reading: “Mindfulness-Based Psychotherapies: A Review of Conceptual Foundations, Empirical Evidence and Practical Considerations” by Melbourne Academic Mindfulness Interest Group (2006)	1	“ “
“ “	“ “	22.01.20	Article Reading: “Mindfulness and Acceptance Approaches in Sport Performance” by Bernier et al. (2009)	1	“ “
“ “	“ “	“ “	Article Reading: “Mindfulness Training for Elementary School Students: The Attention Academy” by Napoli et al. (2005)	1	“ “
“ “	“ “	“ “	Article Reading: “Getting Down with the Kids: Doing Sport Psychology with Gifted and Talented Youth Athletes” by Evans & Slater (2014)	1	“ “
“ “	“ “	23.01.20	Article Reading: “Doing Sport Psychology: A Youth	1	“ “

			Sport Consulting Model for Practitioners” by Visek et al. (2009)		
“ “	“ “	“ “	Case Study #3 Write-Up	3	“ “
“ “	UoS Library	24.01.20	LJMU Research Ethics Application – Study 1	7	“ “
N/A	N/A	25.01.20	“ “ “ “	5	N/A
“ “	“ “	28.01.20	Study 1 REC Application Resubmission via email	0.5	“ “
“ “	“ “	29.01.20	Tansy Tomlinson MSc. Project Review	2	“ “
“ “	UoS Library	04.02.20	LJMU Research Ethics Application – Study 2	8	“ “
“ “	N/A	17.02.20	Case Study #3 Write-Up	2	“ “
“ “	“ “	“ “	Article Reading: “Using Rational Emotive Behaviour Therapy with Athletes” by Tuner & Barker (2014)	1	“ “
“ “	“ “	“ “	Article Reading: “Is It Really That Bad?” A Case Study Applying Rational Emotive Behaviour Therapy with an Elite Youth Tennis Player” by Wood & Woodcock (2018)	1	“ “
N/A	UoS	18.02.20	Research Supervisory Meeting with Rob Morris	1	N/A
“ “	N/A	“ “	Case Study #3 Write-Up	8	“ “
“ “	“ “	“ “	Article Reading: “Doing Sport Psychology: A Youth Sport Consulting Model for Practitioners” by Visek, Harris & Blom (2009)	1	“ “
“ “	“ “	20.02.20	Case Study Review: “Changing Player Perceptions of Pain An Intervention to Facilitate Return to Play in Elite Rugby	1	“ “
“ “	“ “	“ “	Case Study Journal Submission Review (Case Studies in Sport and Exercise Psychology) Article Title: “Sport Psychology with Children? Challenge Accepted!” A Case Study in Foundation Phase Academy Football	8	“ “
“ “	“ “	21.02.20	Case Study Journal Submission Review and Approval from Name Withheld (FFC Academy Innovation and	4	“ “

			Projects Manager)		
“ “	“ “	25.02.20	LJMU Ethics Application Review and Revision – Study 1	5	“ “
“ “	“ “	28.02.20	LJMU Research Ethics Application – Study 2	5	“ “
“ “	UoS	02.03.20	LJMU REC Application Submission – Study 2	0.5	“ “
“ “	N/A	“ “	PROSPERO Systematic Review Search	1	“ “
N/A	UoS	03.03.20	Article Reading: “The Scoping Review Method: Mapping the Literature in “Structural Change” Public Health Interventions” by Hanneke et al. (2016)	2	N/A
“ “	“ “	“ “	Scoping Review Strategy and Search	4	“ “
“ “	“ “	05.03.20	Reading: PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Evaluation	2	“ “
“ “	“ “	“ “	Review of Systematic Review Protocol	2	“ “
“ “	N/A	09.03.20	Corrections to Approved Ethics Application – Research Study 2	1	“ “
“ “	UoS	10.03.20	Systematic Review Protocol Re-write & PRISMA-ScR Checklist completion	7	“ “
“ “	“ “	12.03.20	Participant Recruitment Post via JISC Mail (PSYCH-POSTGRADS List) – Research Study 2	1	“ “
“ “	UoS	17.03.20	Reading of “Doing a Systematic Review” – Chapter: “Developing My Search Strategy” + Scoping Review Strategy Redo	3	“ “
“ “	N/A	24.03.20	Participant Recruitment Posting via social media (Twitter and Instagram) – Research Study 1	2	“ “
“ “	“ “	“ “	Corrections to Approved Ethics Application – Research Study 1	2	“ “
N/A	“ “	“ “	Participants’ Discussion and Interview Bookings – Research Study 2	2	“ “
“ “	“ “	25.03.20	“ “ “ “	2	N/A
“ “	Skype	27.03.20	Research Interviews – Study 2	1	“ “

“ “	N/A	30.03.20	Research Study 2 – Interviews Transcription	4	“ “
“ “	Skype	31.03.20	Research Interview – Study 2	1	“ “
“ “	“ “	01.04.20	Research Interviews – Study 2	2	“ “
“ “	“ “	02.04.20	Research Interview – Study 2	1	“ “
“ “	“ “	03.04.20	“ “ “ “	1	“ “
“ “	“ “	06.04.20	“ “ “ “	1	“ “
“ “	“ “	08.04.20	Research Supervisory Meeting w/ Rob Morris (Study 1 & Scoping Review)	1	“ “
“ “	“ “	22.04.20	Research Interview – Study 2	1	“ “
N/A	N/A	23.04.20	Teaching and Training Case Study Write-Up	3	N/A
“ “	“ “	04.05.20	Research Study 2 – Interviews Transcription	3	“ “
“ “	“ “	05.05.20	Research Study 2 (Part II) – Literature Search	1	“ “
“ “	“ “	“ “	Research Study 2 (Part II) – Literature Reading	2	“ “
“ “	Skype	06.05.20	Research Interview – Study 2	1	“ “
“ “	“ “	11.05.20	“ “ “ “	1	“ “
“ “	“ “	18.05.20	“ “ “ “	1	“ “
“ “	N/A	“ “	Article Reading: “Mental Skills Training for Sports: A Brief Review” by Luke Behncke (2004)	1	“ “
“ “	“ “	“ “	LinkedIn Message to Name Withheld – Head of Development, Kick It Out	0.5	“ “
“ “	“ “	“ “	Article Reading: “Rational Emotive Behaviour Therapy (REBT), Irrational and Rational Beliefs and the Mental Health of Athletes” by Martin Turner (2016)	1	“ “
“ “	“ “	20.07.20	CSSEP Journal Manuscript Revision	3	“ “
N/A	“ “	22.07.20	CSSEP Journal Manuscript Revision and Re-submission	7	N/A
“ “	“ “	24.07.20	PsyPAG Virtual Conference Video Presentation Recording and Submission	4	“ “
“ “	“ “	28.07.20	CSSEP Manuscript Responses to Reviewer Comments and document sending via email	5	“ “

“ “	“ “	30.07.20	Scoping Review Protocol Revision and Re-submission to Supervisors (Jo Butt & David Tod)	5	“ “
“ “	“ “	03.03.21	Ethics Form Amendment – Research Study 1 (Alternative)	4	“ “
“ “	“ “	04.03.21	Research Study 2 – Data Transcription	2	“ “
“ “	“ “	08.03.21	Research Study 1 – Ethics Amendment & Email sending to Jo and David	2	“ “
“ “	N/A	“ “	Research Study 2 – Data Transcription	2	“ “
“ “	“ “	16.03.21	“ “ “ “	2	“ “
“ “	“ “	17.03.21	“ “ “ “	2	“ “
“ “	“ “	18.03.21	“ “ “ “	2	“ “
N/A	“ “	“ “	Research Study 2 – Data Transcription	3	N/A
“ “	“ “	20.03.21	“ “ “ “	4	“ “
“ “	“ “	29.03.21	“ “ “ “	3	“ “
“ “	“ “	30.03.21	“ “ “ “	2	“ “
“ “	“ “	31.03.21	“ “ “ “	4	“ “
“ “	“ “	“ “	Case Study #3 Submission for Marking	1	“ “
“ “	“ “	05.04.21	Research Study 2 – Data Transcription	4	“ “
“ “	N/A	07.04.21	“ “ “ “	3	“ “
“ “	“ “	09.04.21	“ “ “ “	2	“ “
“ “	“ “	10.04.21	“ “ “ “	2	“ “
“ “	“ “	12.04.21	“ “ “ “	3	“ “
N/A	“ “	13.04.21	“ “ “ “	2	N/A
“ “	“ “	19.04.21	“ “ “ “	5	“ “
“ “	“ “	21.04.21	“ “ “ “	5	“ “
“ “	“ “	29.04.21	“ “ “ “	5	“ “
“ “	“ “	01.05.21	“ “ “ “	3	“ “
“ “	“ “	04.05.21	“ “ “ “	3	“ “
“ “	“ “	06.05.21	Research Study 2 – Data Transcription	3	“ “
“ “	N/A	07.05.21	“ “ “ “	3	“ “

“ “	“ “	10.05.21	Case Study #2 Final Write-Up	2	“ “
“ “	“ “	13.05.21	“ “ “ “	3	“ “
“ “	“ “	16.05.21	“ “ “ “	3	“ “
Fulham Football Club	Zoom	“ “	Meeting w/ Name Withheld (Academy Innovation & Research) and Name Withheld (Foundation Phase Manager) to discuss possible date for Data Collection (Research Study 1)	0.5	Fulham Football Club
“ “	N/A	24.05.21	Research Study 1 – Ethics Documents Update and Sending via Email	3	“ “
N/A	“ “	25.05.21	Case Study #2 Final Write-Up and Submission for Marking	3	N/A
“ “	“ “	29.05.21	Case Study #1 Write-Up and Case Study #3 Re-submission	3	“ “
Fulham Football Club	“ “	15.06.21	Research Study 1 – Focus Group 1	0.5	Fulham Football Club
“ “	“ “	17.06.21	Research Study 1 – Focus Group 2	0.5	“ “
“ “	“ “	18.06.21	Research Study 1 – Focus Group 3	0.5	“ “
“ “	“ “	13.10.21	Research Study 1 – Data Transcription	4	“ “
	“ “	15.10.21	“ “ “ “	2	“ “
	“ “	16.10.21	“ “ “ “	2	“ “
	“ “	17.10.21	“ “ “ “	6	“ “
“ “	“ “	25.10.21	Case Study #1 Final Write-Up	6	N/A
N/A	N/A	27.10.21	Case Study #1 Final Write-Up and Submission for Marking	4	“ “
“ “	“ “	23.10.21	Redeveloping my Systematic Review Search Strategy	4	“ “
“ “	“ “	25.11.21	Systematic Review Paper Search	4	“ “
“ “	“ “		“ “ “ “	4	“ “
“ “	“ “		“ “ “ “	4	“ “
“ “	“ “		“ “ “ “	4	“ “
“ “	“ “		“ “ “ “	4	“ “

“ “	“ “		“ “ “ “	4	“ “
“ “	“ “	08.12.21	Systematic Review Paper Screening	2	“ “
“ “	“ “	15.12.21	“ “ “ “	8	“ “
“ “	“ “	21.12.21	“ “ “ “	8	“ “
“ “	“ “	27.01.22	“ “ “ “	5	“ “
“ “	“ “	30.01.22	“ “ “ “	3	“ “
“ “	“ “	04.02.22	“ “ “ “	8	“ “
“ “	“ “	07.02.22	“ “ “ “	8	“ “
“ “	“ “	08.02.22	Research Study 2 – Data Analysis	8	“ “
N/A	N/A	09.02.22	“ “ “ “	8	N/A
“ “	“ “	10.02.22	“ “ “ “	8	“ “
“ “	“ “	11.02.22	“ “ “ “	8	“ “
“ “	“ “	12.02.22	“ “ “ “	8	“ “
“ “	“ “	16.02.22	Research Study 2 – Write-Up	4	“ “
“ “	“ “	19.02.22	“ “ “ “	3	“ “
“ “	“ “	20.02.22	“ “ “ “	8	“ “
“ “	“ “	21.02.22	“ “ “ “	8	“ “
“ “	“ “	22.02.22	“ “ “ “	8	“ “
“ “	“ “	23.02.22	Research Study 2 Submission	8	“ “
“ “	“ “	25.02.22	Research Study 1 – Data Analysis	8	“ “
N/A	N/A	26.02.22	“ “ “ “	8	N/A
“ “	“ “	27.02.22	“ “ “ “	8	“ “
“ “	“ “	28.02.22	“ “ “ “	8	“ “
“ “	“ “	09.03.22	Research Study 1 Write-Up	8	“ “
“ “	“ “	10.03.22	“ “ “ “	8	“ “
“ “	“ “	11.03.22	“ “ “ “	8	“ “
“ “	“ “	14.03.22	“ “ “ “	8	“ “
“ “	“ “	18.03.22	“ “ “ “	8	“ “
“ “	“ “	19.03.22	“ “ “ “	8	“ “
“ “	“ “	20.03.22	“ “ “ “	8	“ “

N/A	N/A	21.03.22	Research Supervisory Meeting w/ Rob Morris	1	N/A
“ “	“ “	22.03.22	Research Study 1 Write-Up	8	“ “
“ “	“ “	24.03.22	“ “ “ “	8	“ “
“ “	“ “	02.04.22	Research Study 1 Submission	6	“ “
“ “	“ “	04.04.22	Systematic Review Full Text Screening	8	“ “
“ “	“ “	05.04.22	“ “ “ “	8	“ “
“ “	“ “	06.05.22	“ “ “ “	8	“ “
“ “	“ “	07.05.22	“ “ “ “	8	“ “
“ “	“ “	08.04.22	“ “ “ “	8	“ “
“ “	“ “	09.04.22	Systematic Review Data Extraction	8	“ “
“ “	“ “	10.04.22	“ “ “ “	8	“ “
N/A	N/A	11.04.22	“ “ “ “	8	N/A
“ “	“ “	12.04.22	“ “ “ “	8	“ “
“ “	“ “	13.04.22	“ “ “ “	8	“ “
“ “	“ “	16.04.22	Systematic Review Quality Assessment	2	“ “
“ “	“ “	17.04.22	Research Commentary Write-Up	8	“ “
“ “	“ “	22.04.22	Research Commentary Review Submission	2	“ “
“ “	“ “	23.04.22	Systematic Review Write-Up	8	“ “
“ “	“ “	24.04.22	“ “ “ “	8	“ “
“ “	“ “	25.04.22	“ “ “ “	8	“ “
“ “	“ “	26.04.22	“ “ “ “	8	“ “
N/A	N/A	30.03.22	“ “ “ “	8	N/A
“ “	“ “	01.05.22	“ “ “ “	8	“ “
“ “	“ “	05.05.22	“ “ “ “	8	“ “
“ “	“ “	06.05.22	Systematic Review Submission	8	“ “

Dissemination					
Client details	Location	Date(s)	Nature of the activity	Contact Hours	Placement Host details (if applicable)
BPS Scottish Branch	University of Glasgow	24.03.18	Attendance at BPS Undergraduate Psychology Conference to man the Sport and Exercise Psychology Stall and speak to students about professional development in Sport and Exercise Psychology.	4	N/A
Cricket Scotland	Edinburgh (MES)	11.04.18	Group Presentation: “Goal-Setting”	0.75	Cricket Scotland
N/A	N/A	12.06.18	My First Book Draft: Introduction	1	N/A
Cricket Scotland	N/A	17.07.18	ePresentations Preparation (Topics: Attitude, Control & Confidence)	3	Cricket Scotland
“ “	“ “	18.07.18	ePresentations Rehearsal	1	“ “
“ “	Edinburgh (MES)	“ “	ePresentations Recordings with Cricket Scotland Communications Manager	1.5	“ “
“ “	N/A	19.07.18	Attitude ePresentation Review + Sending via email	0.5	“ “
“ “	“ “	02.08.18	Control ePresentation Review + Sending via email	0.5	“ “
“ “	“ “	10.08.18	Confidence ePresentation Review + Sending via email	0.5	“ “
“ “	“ “	16.08.18	Review of ePresentation feedback sent by Martin Eubank	0.5	“ “
Fulham Football Club	Motspur Park	02.10.18	Workshop Preparation (Final Interview) – Under 11s & 12s	1.5	Fulham Football Club
“ “	“ “	08.10.18	Classroom Session (Final Interview)	1	“ “
“ “	“ “	12.11.18	Individual Development Programme (IDP) Character	1	“ “

			Session Preparation (Topic: Confidence)		
“ “	“ “	“ “	Classroom IDP Character Session (Under-11s & 12s): “Confidence & Self-Talk”	0.75	“ “
“ “	“ “	19.11.18	Classroom IDP Character Session Prep (Under-11s & 12s + Delivery (Topic: Values)	1.5	“ “
“ “	“ “	21.11.18	Classroom IDP Character Session Prep (Under 9s & 10s) + Delivery (Topic: Confidence)	1.5	“ “
“ “	“ “	26.11.18	IDP Character Psychological Experiment Session Prep + Set-Up, Delivery & Debrief (Topic: Confidence + Self Talk) – Under-11s & 12s	1.5	“ “
“ “	“ “	28.11.18	IDP Psychological Experiment Session Set-Up + Delivery & Debrief (Topic: Confidence + Self-Talk) – Under-9s & 10s	1	“ “
Fulham Football Club	Motspur Park	08.12.18	Review of IMG Mindset Training Manual	0.5	“ “
“ “	“ “	“ “	PMA Update and Review of Past Sessions	2	“ “
“ “	“ “	07.01.19	Foundation Phase (FP) Psych Support Plan – Syllabus Review	2	Fulham Football Club
“ “	“ “	09.01.19	FP Psych Support Plan – Syllabus Input	0.5	“ “
Fulham Football Club	Motspur Park	“ “	Meeting with Foundation Phase Manager (Name Withheld) – Psych Support Plan Syllabus	0.5	Fulham Football Club
LJMU Prof. Doc. Portfolio	N/A	13.01.19	Case Study #1 Presentation Prep (PowerPoint)	2	LJMU Prof. Doc. Portfolio
Fulham Football Club	“ “	18.01.19	Under-12 Team-Building Session Prep (Topic: Inspiration)	2	Fulham Football Club
“ “	Motspur Park	19.01.19	Under-12 Team-Building Session	0.75	“ “
“ “	N/A	25.01.19	Under-11 Team-Building Session Prep (Topic: Connection)	2	“ “
“ “	Motspur Park	26.01.19	Under-11 Team-Building Session	0.75	“ “
“ “	“ “	“ “	PMA Update	1	“ “

N/A	“ “	27.01.19	LJMU 3iS Workshop Document Reading	2	N/A
“ “	LJMU	28.01.19	LJMU 3iS Workshop (Day 1) – “Induction/Working With Large Groups”	4.5	“ “
“ “	“ “	29.01.19	LJMU 3iS Workshop (Day 2) – “Planning For Learning/Small Group Teaching”	4.5	“ “
“ “	Avril Robarts Library (LJMU)	31.01.19	LJMU 3iS Workshop – Document Review + Microteaching Session Prep	5	“ “
“ “	“ “	01.02.19	LJMU 3iS Workshop (Day 3) – “Microteaching/Introduction to Assessment)	4.5	“ “
Fulham Football Club	Motspur Park	11.02.19	Under-11 Team Performance Session Prep (Topic: Composure) + Reflection	1	Fulham Football Club
“ “	“ “	“ “	Under-11 Team Performance Session + Game Observation (Co-Lead)	1.5	“ “
Cricket Scotland	N/A	14.02.19	Team-Building Session Prep (Topic: Communication)	2	Cricket Scotland
“ “	Edinburgh (MES)	“ “	Team-Building Session	1.5	“ “
Fulham Football Club	Motspur Park	18.02.19	Meeting with Name Withheld (FP Manager) + Name Withheld (Psychology Manager) about Parent Workshops	0.5	Fulham Football Club
“ “	“ “	“ “	Co-Lead Under-12 Team Performance Session (Topic: Composure)	1.5	“ “
“ “	N/A	10.03.19	Parent Workshop Presentation Prep	3	“ “
“ “	Motspur Park	11.03.19	Parent Workshop Draft Presentation (Coaches’ Review)	1	“ “
“ “	“ “	“ “	Parent Workshop Presentation Edit	2	“ “
“ “	N/A	15.03.19	Parent Workshop Presentation – Final Review and Edit	1	“ “
“ “	Motspur Park	16.03.19	Under-9 Parent Presentation (10:30 a.m.)	1	“ “
“ “	“ “	“ “	Under-10 Parent Presentation (11:30 a.m.)	1	“ “
“ “	“ “	23.03.19	Under-11 Parent Presentation (10:30 a.m.)	1	“ “

“ “	“ “	“ “	Under-12 Parent Presentation (11:30 a.m.)	1	“ “
“ “	“ “	25.03.19	PMA Update	2	“ “
Fulham Football Club	Motspur Park	01.04.19	FP Sport Psych Syllabus Update (Block 5)	1	“ “
N/A	N/A	08.04.19	Email sending of inquiries and CV for Teaching and Training opportunities in London	2	N/A
Fulham Football Club	“ “	14.05.19	Premier League Youth Development (PLYD) Conference Multi-Disciplinary Session Prep	2	Fulham Football Club
“ “	“ “	20.05.19	FP Sport Psych Syllabus Update (Block 6)	1	“ “
“ “	N/A	22.05.19	Intervention Reviews + FP Sport Psych Syllabus Update (Block 6)	2	“ “
Cricket Scotland	N/A	24.05.19	Virtual Team-Building Session Prep	0.5	Cricket Scotland
“ “	Skype	“ “	Virtual Team-Building Session – Topic: Connection	0.5	“ “
Fulham Football Club	Motspur Park	25.05.19	Team-Building Session Prep (EuroPoussins Cup Tour) – Topic: Concentration	1	Fulham Football Club
“ “	“ “	29.05.19	Team-Building Session Prep (Pitchoun Cup Tour) – Topic: Connection	0.5	“ “
“ “	“ “	“ “	Team-Building Session (Pitchoun Cup Tour)	0.75	“ “
“ “	“ “	“ “	Co-Lead Team-Building Session (EuroPoussins Tour)	1	“ “
Cricket Scotland	N/A	07.06.19	Team-Building Task #1 Review	0.5	Cricket Scotland
“ “	“ “	“ “	Virtual Team-Building Session Prep	0.5	“ “
“ “	“ “	“ “	Virtual Team-Building Session – Topic: Identity	0.75	“ “
“ “	“ “	10.07.19	Under-19s Team Talk (Topic: Inspiration)	2	“ “
N/A	University of Stirling (UoS)	23.08.19	Meeting with Name Withheld (MSc. Sport and Exercise Psychology Programme Leader)	1	N/A
UoS	“ “	10.10.19	Meeting with Name Withheld (Leader: Module SPSP042 – Social Psychology of Sport)	1	UoS
“ “	“ “	15.10.19	Meeting with Name Withheld (Leader: Module SPSP061 – Sport and Exercise Psychology)	1	“ “

			Placement)		
Cricket Scotland	La Manga Club (Spain)	20.10.19	Team Session (Discussion: “What are you worried about? Tell me your honest thoughts about the World Cup”)	1	Cricket Scotland
“ “	“ “	21.10.19	Team Session (Discussion: “What are your values?”)	1	“ “
“ “	“ “	22.10.19	Team Session: Progressive Muscular Relaxation (PMR)	1	“ “
UoS	N/A	27.10.19	SPSP042 Module Overview & Teaching Support Prep – Topic: “Attributions”	2	UoS
“ “	UoS	28.10.19	SPSP042 Teaching Support (New Role: Academic Tutor)	3	“ “
Cricket Scotland	N/A	29.10.19	Team Session Prep – Topic: “Discipline”	1.5	Cricket Scotland
“ “	Edinburgh Napier University	“ “	Team Session	0.25	“ “
UoS	N/A	30.10.19	SPSP061 Teaching Delivery Prep – “Sport Psychology and Scottish Youth Cricket: A Case Study”	4	UoS
LJMU Prof. Doc. Portfolio	“ “	“ “	International Conference of Team Sports and Sport Psychology (ICTSSP) 2019 Abstract Submission – “Sport Psychology and Scottish Youth Cricket: A Case Study”	2	LJMU Prof. Doc. Portfolio
UoS	UoS	31.10.19	SPSP061 Teaching Delivery and Support	3	UoS
“ “	N/A	04.11.19	SPSP042 Teaching Support Prep – Topic: “ANOVAs”	5	“ “
“ “	UoS	“ “	SPSP042 Teaching Support	3	“ “
N/A	N/A	06.11.19	LJMU 3iS Programme: AFHEA Portfolio Review	4	“ “
“ “	“ “	07.11.19	SPSP061 Teaching Support	3	“ “
Cricket Scotland	N/A	10.11.19	“Discipline” Hand-out (Write-Up)	2	Cricket Scotland
UoS	“ “	“ “	SPSP042 Teaching Support Prep – Topic: “Regression”	3	UoS

“ “	UoS	11.11.19	SPSP042 Teaching Support	3	“ “
Cricket Scotland	“ “	“ “	Team Session Prep – Topic: “Determination”	1	Cricket Scotland
“ “	Edinburgh (MES)	“ “	Team Session	0.5	“ “
“ “	N/A	12.11.19	Team Session Prep – Topic: “Competence”	1	“ “
“ “	Edinburgh Napier University	“ “	Team Session	0.5	“ “
UoS	N/A	13.11.19	Course Reading	3	UoS
“ “	UoS	14.11.19	SPSP061 Teaching Support	3	“ “
“ “	N/A	16.11.19	Course Reading	3	“ “
“ “	UoS	18.11.19	SPSP042 Teaching Support	3	“ “
“ “	N/A	20.11.10	Course Reading	3	“ “
“ “	UoS	21.11.19	SPSP061 Teaching Support	3	“ “
	N/A	24.11.19	Course Reading	3	“ “
“ “	UoS	25.11.19	SPSP042 Teaching Support	3	“ “
Cricket Scotland	N/A	26.11.19	“Determination”, “Competence” and “Commitment & Motivation” Hand-out (Write-Up)	5	Cricket Scotland
UoS	Skype	02.12.19	Meeting with SPSP061 Placement Students	0.5	UoS
Cricket Scotland	N/A	09.12.19	Team Session Prep & Rehearsal – Topic: “Awareness”	4	Cricket Scotland
“ “	Edinburgh (MES)	“ “	Team Session and Supervisory Observation	0.5	“ “
“ “	“ “	16.12.19	Team Session Prep & Delivery – Topic: Coping with Pressure	2	“ “
“ “	N/A	17.12.19	Elite Youth Cricket Handbook of Mental Skills Compilation (Draft)	8	“ “
“ “	Edinburgh (MES)	28.12.19	Team Session Prep & Delivery – Topic: Teamwork & Respect	1	“ “
“ “	N/A	“ “	Literature Search – Captaincy Styles in Sport: https://appliedsportpsych.org/resources/resources-for-athletes/the-3-c-s-of-being-a-captain/	1	“ “
Names Withheld	Edinburgh (MES)	“ “	Leadership Discussion: “The 3 Cs of Captaincy”	0.5	“ “

“ “	“ “	29.12.19	Team Session Prep & Delivery – Topic: Positive Reinforcement	1	“ “
“ “	N/A	02.01.20	Elite Youth Cricket Handbook of Mental Skills Compilation (Final)	5	“ “
UoS	“ “	23.01.20	SPSP061 Teaching Support Prep	3	UoS
“ “	UoS	24.01.20	SPSP061 Teaching Support	3	“ “
LJMU Prof. Doc	LJMU	30.01.20	Meeting with Rach Boulter (LJMU 3iS Teaching Assessment Submission)	0.5	LJMU Prof. Doc.
UoS	N/A	30.01.20	Course Reading	3	UoS
“ “	UoS	31.01.20	SPSP061 Teaching Support	3	“ “
“ “	“ “	14.02.20	“ “ “ “	3	“ “
“ “	“ “	18.02.20	SPSP061 Placement Observation (Netball)	1	“ “
“ “	“ “	20.02.20	Course Reading	3	“ “
“ “	“ “	21.02.20	Teaching Reflection	3	“ “
“ “	N/A	24.02.20	SPSP061 Lecture Prep Reading: “Reflective Practice for Sport Psychologists: Concepts, Models, Practical Implications and Thoughts on Dissemination” by Anderson et al. (2004)	2	“ “
“ “	“ “	26.02.20	SPSP061 PowerPoint Prep – Topic: Reflective Practice	5	“ “
“ “	“ “	27.02.20	SPSP061 PowerPoint Review and Rehearsal	3	“ “
“ “	“ “	28.02.20	SPSP061 Lecture: Reflective Practice & Relaxation Workshop (HEA Observation) + Student Meetings	4	“ “
“ “	UoS	02.03.20	SPSP061 Student Tutorial	2	“ “
Fulham Football Club	N/A	“ “	CSSEP Journal Article Review (FFC Feedback) and Submission	4	Fulham Football Club
N/A	“ “	03.03.20	“ “ “ “	2	N/A
UoS	“ “	04.03.20	Course Reading	2	UoS
“ “	“ “	05.03.20	“ “ “ “	2	“ “
“ “	N/A	“ “	SPSP061 Teaching Support Prep	2	“ “

“ “	UoS	06.03.20	SPSP061 Teaching Support	3	“ “
“ “	“ “	“ “	SPSP061 Student Tutorial	1	“ “
“ “	“ “	10.03.20	SPSP061 HEA Observation Review w/ Name Withheld	1	“ “
“ “	“ “	“ “	SPSP061 HEA Observation Feedback Review	5	“ “
“ “	N/A	11.03.20	SPSP061 Student Work Review	3	“ “
“ “	“ “	“ “	SPSP061 Student Work Review	3	“ “
“ “	“ “	13.02.20	SPSP061 Student Work Review	3	“ “
“ “	“ “	16.03.20	Coronavirus Update and Reading on Remote Teaching	3	“ “
UoS	Skype	17.03.20	SPSP061 Student Placement Tutorial + Work Review	2	UoS
“ “	N/A	19.03.20	Course Reading	2	“ “
“ “	Skype	20.03.20	SPSP061 Student Tutorial	1	“ “
“ “	“ “	“ “	“ “ “ “	1	“ “
“ “	N/A	23.03.20	Course Reading	3	“ “
“ “	“ “	24.03.20	“ “ “ “	3	“ “
“ “	“ “	25.03.20	“ “ “ “	3	“ “
“ “	“ “	27.03.20	“ “ “ “	3	“ “
“ “	N/A	30.03.20	SPSP061 Assignment Reviews	3	“ “
“ “	Big Blue Button	31.03.20	SPSP061 Assessment Marking Meeting	1	“ “
N/A	N/A	01.04.20	LJMU 3iS Programme: AFHEA Portfolio Review	4	N/A
“ “	LJMU Canvas (Webinar)	03.04.20	LJMU Library Skills: “Harvard Referencing Laid Bare”	1	“ “
UoS	Skype	“ “	Student Tutorials and Assessment Feedback	5	UoS
N/A	N/A	06.04.20	LJMU 3iS Programme: AFHEA Portfolio Further Reading	5	N/A
UoS	“ “	“ “	SPSP061 Assignment Reviews	4	UoS
“ “	Skype	07.04.20	SPSP043 Student Tutorial and SPSP061 Assessment Feedback	2	“ “
“ “	“ “	08.04.20	“ “ “ “	2	“ “

N/A	N/A	“ “	LJMU 3iS Programme: AFHEA Portfolio Further Reading	5	N/A
UoS	“ “	09.04.20	SPSP043 Assignment Review	2	UoS
N/A	“ “	“ “	LJMU 3iS Programme: AFHEA Portfolio Draft Write-Up	8	N/A
“ “	“ “	10.04.20	“ “ “ “	5	“ “
UoS	Skype	14.04.20	SPSP061 Student Tutorials	3	UoS
“ “	N/A	20.04.20	SPSP061 Assessment Marking	3	N/A
N/A	“ “	21.04.20	LJMU 3iS Programme: AFHEA Portfolio Draft Completion	7	“ “
UoS	“ “	“ “	SPSP061 Assessment Marking	5	UoS
N/A	“ “	22.04.20	LJMU 3iS Portfolio Draft PDF Compilation and Submission via Canvas	2	N/A
UoS	“ “	“ “	SPSP061 Assessment Marking	5	UoS
“ “	“ “	23.04.20	“ “ “ “	5	“ “
“ “	“ “	25.04.20	“ “ “ “	4	“ “
“ “	“ “	26.04.20	“ “ “ “	4	“ “
“ “	“ “	27.04.20	“ “ “ “	4	“ “
“ “	“ “	05.05.20	SPSP010 Dissertation Marking Review	2	“ “
Fulham Football Club	“ “	“ “	Reading of CSSEP Journal Manuscript Comments (Major Revision)	1	Fulham Football Club
UoS	Big Blue Button	07.05.20	SPSP010 Dissertation Marking Meeting w/ John Name Withheld	1	UoS
“ “	N/A	09.05.20	SPSP010 Dissertation Marking	5	“ “
“ “	“ “	10.05.20	“ “ “ “	5	“ “
“ “	“ “	12.05.20	“ “ “ “	3	“ “
“ “	“ “	13.05.20	“ “ “ “	3	“ “
UoS	“ “	15.05.20	“ “ “ “	3	UoS
“ “	“ “	16.05.20	“ “ “ “	3	“ “
“ “	“ “	18.05.20	“ “ “ “	4	“ “

“ “	“ “	19.05.20	“ “ “ “	4	“ “
“ “	“ “	20.05.20	“ “ “ “	4	“ “
“ “	“ “	22.05.20	SPSP010 Dissertation Marking Review Meeting w/ Name Withheld	1	“ “
“ “	“ “	25.05.20	SPSP010 Dissertation Marking	5	“ “
“ “	Skype	08.06.20	Student Tutorial	1	“ “
“ “	“ “	26.06.20	“ “ “ “	1	“ “
“ “	N/A	29.06.20	MSc. Psychology of Sport – Canvas Review	6	“ “
N/A	Aldham Robarts Library	14.07.20	CSSEP Journal Manuscript Revision	4	N/A
“ “	“ “	16.07.20	“ “ “ “	3	“ “
N/A	“ “	19.03.21	The Sport Psychologist (TSP) Journal Manuscript Submission (FFC Case Study #3)	2	N/A
The Sport Psychologist	“ “	22.04.21	Expert Review for Manuscript Submission (Applied Research)	3	The Sport Psychologist
RBPF Juvenile Liaison Scheme	Zoom	14.05.21	Group Session Prep – Topic: “Confidence”	1	RBPF Juvenile Liaison Scheme
“ “	“ “	“ “	Feedback Meeting w/ Name Withheld – Sport Psychology for Life Skills		“ “
“ “	Zoom	15.05.21	Group Session	1	“ “
Cricket Scotland	N/A	27.10.21	Teaching and Training Case Study Template for Submission	1	Cricket Scotland
“ “	“ “	29.10.21	Teaching and Training Case Study – Draft Write Up	3	“ “
“ “	“ “	04.11.21	“ “ “ “	4	“ “
“ “	“ “	09.11.21	“ “ “ “	8	“ “
“ “	“ “	11.11.21	“ “ “ “	2	“ “
“ “	“ “	14.11.21	“ “ “ “	5	“ “
“ “	“ “	15.11.21	“ “ “ “	3	“ “
“ “	“ “	29.11.21	“ “ “ “	6	“ “
“ “	“ “	01.12.21	“ “ “ “	5	“ “

“ “	“ “	03.12.21	“ “ “ “	4	“ “
“ “	“ “	04.12.21	“ “ “ “	8	“ “
“ “	“ “	05.12.21	Teaching and Training Case Study – Draft Submission	4	“ “
Barbados Road Tennis Association (BRTA)	“ “	11.02.22	Sport Psych Session Planning – Topic: “High Performance Mindset”	3	Barbados Road Tennis Association (BRTA)
“ “	Zoom	12.02.22	Sport Psych Session	1	“ “
“ “	N/A	13.02.22	Teaching Diary Write-Up	8	“ “
“ “	“ “	14.02.22	“ “ “ “	8	“ “
“ “	“ “	15.02.22	Teaching Diary Submission	8	“ “
Barbados Road Tennis Association (BRTA)	“ “	19.02.22	Sport Psych Session Planning – Topic: “Attitude”	2	Barbados Road Tennis Association (BRTA)
“ “	Zoom	“ “	Sport Psych Session	1	“ “
“ “	N/A	26.02.22	Sport Psych Session Planning – Topic: “Goal-Setting”	2	“ “
“ “	Zoom	“ “	Sport Psych Session	1	“ “
Coventry University (CU)	“ “	18.03.22	Academic Marking Training Session	1	Coventry University (CU)
“ “	“ “	01.04.22	Markers’ Meeting – Modules 6000PY/PC/SEP	1	“ “
“ “	Aula	14.04.22	Assessment Marking – Module 6000SEP: Developing as a Sport and Exercise Psychologist (Reflections)	2	“ “
“ “	“ “	18.04.22	“ “ “ “	8	“ “
“ “	“ “	19.04.22	“ “ “ “	5	“ “
“ “	“ “	20.04.22	“ “ “ “	5	“ “
“ “	Microsoft Teams	03.05.22	Feedback Meeting on Marking	1	“ “

Reflective Practice Diary

Learning Outcome 1

Date	Summary of Activity	Reflection
01.03.18	1.1. BPS Plan of Training Submission	<p>Description: I submitted my plan of training today after waiting for six years to finally begin a Stage 2 qualification. Everything was pretty straightforward, as I had secured my placement before leaving Barbados.</p> <p>Feelings: I was excited to begin my work and even more so because I was able to continue working in the sport that I love. I was in eager anticipation to meet the young men that I would be working with and to learn of the new opportunities that would be afforded to me given the wealth of experience that I was bring to the role.</p> <p>Evaluation: I saw this Doctorate as a step up because as an unaccredited Mental Skills Coach trained by the IMG Academy to only undertake my work with Cricket West Indies (CWI), my future opportunities outside of the Caribbean would be limited.</p> <p>Analysis: My IMG training has further boosted my confidence in undertaking my work over the course of the programme because that curriculum experience has further put my consultancy work into scope. The methods taught and resources provided have proven to be extremely useful and I have already made plans for the topics that I will</p>

		<p>deliver to the players at Cricket Scotland.</p> <p>Conclusion: I will await my results and begin exploring my options to pursue my individual case studies. As I will be undertaking these as coursework, it would be best to liaise with partners at home to see how best I can diversify across sports.</p> <p>Action Plan: N/A</p>
12.03.18	1.3. This was a supervisory telephone conversation between Martin and I where I highlighted the conditions of my contract and sought his advice on the terms of my work with Cricket Scotland	<p>Description: This was a follow-up phone call from an email sent to Martin marked as “Urgent” as I believe that I had jeopardised my work placement by attempting to discuss the terms of my contract. I was offered payment of £100 per month for a 2-year period.</p> <p>Feelings: I felt uneasy and anxious given that my prospective Manager at Cricket Scotland did not respond to my email about the terms outlined in my work contract. Initially, it was proposed that I will be working for £100 per month subject to PAYE deductions; a proposal that I found quite insulting and unacceptable. In following up via email, I suggested voluntary work due to the restrictions of my Tier-4 Visa in only allowing 20 hours of paid work per week during term time; my fear was that had I accepted the payment, then it would limit my earning potential. After considering this, I suggested that the £100 be given as a “work stipend” and I received no response. I thought that I had threatened the possibility of earning a placement.</p> <p>Evaluation: I found my call with Martin to be very useful as he commended the stance that I took with the payment</p>

		<p>offer and expressed his approval in contacting him before following up with a response. He suggested negotiating to have my CPD included along with the £100 payment, as he believed that it was unsatisfactory and thought that any salary offer should be brought to at least minimum wage. He also suggested giving the Performance Pathway Manager (PPM) another week before following up via email.</p> <p>Analysis: A lot went through my mind about the entire situation, namely wondering if I had restricted my earning at this new stage of my career development to £100 per month after coming from the Caribbean earning that amount per group session. Had my 'Plan of Training' not been submitted, I would've sought alternative opportunities of part-time work, as I still want to be able to financially support myself. I believe that a fair stipend should be negotiated between LJMU and prospective placement providers as trainees may be exploited in the placement process.</p> <p>Conclusion: In reflection, I believe that I should've approached other sporting organisations across Scotland before focusing solely on working with Cricket Scotland. I believe that I was biased as it provided me with the best opportunity to continue within my area of practical interest (Academy Sport). I also believe that the PPM knew how much I needed the opportunity to fulfil the requirements of my course, so he sought to be harsh in his negotiation. I will use this opportunity for my networking as much as I will for my course competencies; it will add tremendous value</p>
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		<p>to my CV, as I wish to continue my career progression in the sport of cricket.</p> <p>Action Plan: I will give the PPM one week before following up and seek paid work outside of Cricket Scotland while still maintaining a professional relationship and conduct my work with the upmost respect and ethical standards.</p>
15.03.18	1.2. This was a practical group session on “Reflection for Sport and Exercise Psychologists” conducted by Dr. Martin Eubank with the 2018 Prof. Doc. cohort	<p>Description: In this session we covered the topic of “Reflection”. Prior to class, we were asked to submit a sample of our individual reflective pieces. Little did I know that it would be shown to the entire group? Some interesting discussion ensued and there was also some valuable guidance provided by Martin.</p> <p>Feelings: Initially, I was shocked when I realised that the entire group would read my work. After all, my reflections are my most personal and intimate thoughts. I felt naked and vulnerable as I have never shared my reflections with anyone and even worse with a group of persons that I have just met. It was a very awkward experience.</p> <p>Evaluation: The exercise was a good one because it gave us the opportunity to critique our own work as well as that of others in the group. I believe that mine was spot on in following Gibb’s Reflective Cycle (1988) and my word limit was suitable. I believe that some of the other pieces needed refining but that comes with growth and experience as the majority have just completed their Master’s.</p> <p>Analysis: It was good to know that I was one the right track</p>

		<p>in writing my reflections and I believe that I will continue using Gibb's. My reflections are very important as they give me personal transparency and responsibility in conducting my work as I am able to understand and my strengths and the challenges that I may encounter. It makes me more aware and provides me with the consistency that is necessary in my professional development and practice.</p> <p>Conclusion: Had I known the purpose of submitting my reflective piece, I would've used a pseudonym to protect the identity of my client who competes at the Olympic level.</p> <p>Action Plan: I will continue to write my reflections on a regular basis and decide whether I should use pseudonyms when completing my Practice Logbook and Reflective Diary, as I do not wish to have my clients identified. Even though there is a clause included in my consent form, I still feel as if their privacy was invaded and I had an uneasy feeling as I was of the belief that I had breached confidentiality.</p>
24.05.18	1.4. This was my first Board of Studies meeting as Course Rep. for the Professional Doctorate (Sport and Exercise Psychology)	<p>Description: I found this meeting to be most interesting as it was jointly held with both the course leader and representative of Health Psychology. As there are two (2) course reps for Sport and Exercise, Name Withheld being the other, raised issues in relation to CPD whilst I expressed my concerns about placements to fulfil our key roles. The Health Psychology rep. on the other hand raised issues about the joint sessions with both cohorts and described them, the last one in particular, as a "waste of time".</p>

		<p>Feelings: By the end of the session I was very irate and felt quite offended by some of the comments made by the Health Psych. Rep. as the notion of Sport and Exercise Psychology being the “step-child” as compared to other mainstream branches was sub-consciously reinforced. It is clear that they do not or even care to understand the struggles of being a Sport and Exercise Psych. Trainee which I thought was a shame. Though I understood some of her concerns, I believe that all students of psychology should be willing to hear and empathetic of the experiences and feelings of others.</p> <p>Evaluation: I believe that the meeting was very important as our voices as students need to be heard. I do strongly feel, however, that joint sessions with Health Psychology Trainees do not need to be conducted due to the differences in professional issues between both groups. The Health Psych. Rep. mentioned how much money she’s paying to be enrolled on her course taking for granted the amount of money we are paying as well and failing to recognise that I am paying almost double as an International student. I genuinely thought that her views were very close-minded.</p> <p>Analysis: I strongly believe that the issue that arose should be addressed with both cohorts present to establish understanding on this journey of professional development. After this occurs, I believe that the decision to conduct joint sessions should be revisited.</p> <p>Conclusion: Thinking back on it, even though I mentioned the above suggestion briefly, I should’ve placed more</p>
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		<p>emphasis on it because during the meeting I felt insulted and disrespected at the lack of regard for my coursemates and I.</p> <p>Action Plan: I will follow-up on the same issue of joint sessions at the next Board of Studies meeting later this year but hopefully by then, we would've resolved the issue.</p>
12.06.18	1.3. This is my first ethical issue to arise in relation to my work placement. I had to address concerns with perceived racial discrimination within the workplace with the PPM	<p>Description: After my heightened level of discomfort following the ODI vs. England, I made a conscious decision to reduce my placement visits to Cricket Scotland. This was a decision I made on my own weighing all the factors, which preceded my commencement (e.g. poor salary offer, limited contact hours etc.). There is no easy way to express racial prejudice and I don't believe that people who have never experienced it would understand. Reducing the amount of time I spend in a toxic environment would allow me the time I need to cope with the many other challenges that have come with this career transition. The decision to write this Prof. Doc. has been the most difficult that I've made and I will not allow the actions of others make my life any more difficult.</p> <p>Feelings: I've already stated previously how disgusted I was at the salary offer of £100 per month by the PPM. Along with the obvious avoidance at the cricket game, I received no response to my email in claiming back my past travel expenses. I am already working voluntary and now having my refund withheld is heightening my frustration. Adding to this, organisational communication is extremely poor as I never get responses to my texts but I'm always asked, "What exactly is it that you're doing?" when I'm</p>

		<p>around the office. I have drawn two conclusions are a result of this: 1. It may just be ignorance to Sport Psychology and 2. They're just annoying. How can members of a sport organisation not understand what Sport Psychology is? Maybe in actually committing to my 'Teaching and Training' competency, Gordon should actually allow me to educate them.</p> <p>Evaluation: It's absolutely clear that I'm the first person of Afro descent to be around the office as being in a predominately British work environment is a first for me. I think it's quite sad that through close-mindedness, people unconsciously make others uncomfortable. As a sporting organisation, I believe that Cricket Scotland needs to grab a copy of the "Duty of Care in Sport Review" and obtain some racial bias training. With the strides that they're making presently, it would be a shame if this progress were hindered by sanctions for discrimination.</p> <p>Analysis: As I always coach my athletes to think about how Volatile, Uncertain, Complex and Ambiguous (VUCA) the world is, I always challenge them to be adaptable. I don't want them to be just good performers, but they must also acknowledge the need to be good human beings. Life is all about change, unfamiliarity and growth. The more that people understand this and open themselves to new experiences, the better the world would become. As human beings, we can't learn about persons from different races or cultures if we are committed to misunderstanding them.</p> <p>Conclusion: Any other decision would've caused further</p>
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		<p>doubt in my choice of taking this professional step. This time that was meant to be the most enjoyable is turning out to be the most horrendous with no financial compensation and a displayed lack of appreciation for my skills and qualifications. At this point, I am very frustrated and would be more than happy for another opportunity to present itself so that I could move on.</p> <p>Action Plan: Inform Martin of my decision and await the beginning of the Under-17 cricket season. I am scheduled to work for the first series of home games (June 18-21) vs. Northamptonshire in Glasgow and Stirling. This is the first time that I will be actively conducting applied performance work with a team since December 2017 and I'm ready to get back out there.</p>
29.06.18	1.3. Meeting with Performance Pathway Manager (PPM) at Cricket Scotland to discuss my placement challenges	<p>Description: This meeting was held to discuss the issues that I had previously highlighted in past correspondence, with respect to my concerns with racial prejudice, placement visits and contact hours. The meeting lasted 90 minutes.</p> <p>Feelings: Prior to the meeting, I had already decided that I was going to move on from Cricket Scotland (CS) given the issues that were previously raised. I was very frustrated initially but since speaking to Martin, he was very supportive of whatever decision I made as he had agreed that my basic needs at CS were not being met. At the end of the meeting, Gordon had expressed that there was a change in my demeanour as he described me as usually being "bubbly". He said that he also felt that I came to the meeting ready to tell him that I was moving on.</p>

		<p>Evaluation: The two of us said a lot and some misconceptions were cleared up. In relation to racial prejudice, Gordon stated that he would only speak for himself and not for other members of staff or parents. When the issue with contact hours was discussed, he defended himself by stating that this was the initial agreement even though it was also agreed that hours for “Teaching and Training” would be met by regional workshops across Scotland. Up to the date of that meeting, they had never occurred. In recognising this, he suggested “ePresentations” done in collaboration with the Communications Manager also acknowledging that the Coach was also happy with the work that I had done thus far. Both he and the Coach had agreed that my presence was valuable.</p> <p>Analysis: I believed his statement on valuing my presence because if he didn’t care, he wouldn’t have made the suggestion to convince me to stay. Adding to this, he gave me the opportunity to formulate my Psych support programme and also stated the areas that he can support. This plan will comprise of ePresentations, Workshops, Match Support and preparation leading into next summer’s World Cup Qualifiers. In relation to individual support, this has not yet been confirmed and will be limited to game days over the summer.</p> <p>Conclusion: I will continue with the placement but restrict my visits to the months of September-April and utilise the summer period for my research. However, I will visit CS to record my ePresentations and await the start of the next</p>
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		<p>round of home games. I will follow-up with on the outcome of this meeting and inform him of the suggestions made my Gordon.</p> <p>Action Plan: Complete my 'Team Dynamic Report' of the Northamptonshire games and begin drafting my Consultancy Programme for Gordon's approval. I wish to schedule my first ePresntation recording for July 11, 2018 at Cricket Scotland and will contact Ben Fox (Communications Manager) to do so.</p>
02.08.18	1.1. I sent an email to a client's coach about the work that I was undertaking as I thought that I was presented with an ethical dilemma	<p>Description: In undertaking my work with a client at a boarding school, I was given permission by a parent. During a session, the client wished for me to get in touch with his coach about the work that we were undertaking but the coach had no idea and seemed offended.</p> <p>Feelings: I was worried that I may have done something wrong and thus reached out to Martin to discuss what had happen as I did not want to compromise the relationship that my client had with his coach. My client was fine which was good but his coach was not and I was afraid about how he may be perceived in future interactions with the coach.</p> <p>Evaluation: I honestly thought that my client had told his coach that he was working with an SEP in-Training and only attempted to send the email in that light. However, Martin assured me that the parental consent superseded the coach's knowledge of my work and that settled my nerves.</p> <p>Analysis: When the coach responded to my email, I provided him with the information that was requested and</p>

		<p>the “issue” which really wasn’t an issue was laid to rest. Though no dilemma was actually present, it was good that I knew which course of action to take.</p> <p>Conclusion: Ask clients initially about the information that they share pertaining to our work and ask them to be specific about whom they share with, so that persons are not blindsided if contact has to be made about that specific client.</p> <p>Action Plan: Continue my work with the client mentioned and share on how the situation was resolved.</p>
20.08.18	1.4. I was elected Psychology Postgraduate Affairs Group (PsyPAG) Division of Sport Psychology (DSEP) Representative	<p>Description: I completed and completed my PsyPAG application form on July 15, 2018 was informed of my successful election as DSEP Representative on July 30, 2018 following their Annual Conference. In applying for the role I highlighted issues pertaining to placement opportunities and professional development and vowed to support my charges across the UK with the establishment of a Union to regulate work placement opportunities. Today, I read the handbook and handover sheet and received a more realistic idea as to how to execute my role.</p> <p>Feelings: I am excited for the new opportunity but student leadership and portfolio management are not new to me. In 2008/09, I was Games Committee Chairperson (Sports President) at the University of the West Indies (Cave Hill Campus); a role where I paved the way of excellence for many athletes and students across the UWI. I applied for this role because I have excellent organisational and managerial skills and I have advanced to the peak of</p>

		<p>Postgraduate life. I have the lived experiences of a businesswoman, independent consultant and a now BPS Trainee. With that said, I believe that all of these opportunities are possible for every Trainee across the UK.</p> <p>Evaluation: I received a scanty handover sheet of the work completed by the past Rep and immediately, I knew that there was more that I could do. The handbook outlined my duties and how things should be done but like everything else in my life, I will continue to think outside the box.</p> <p>Analysis: This role will bring tremendous value to my CPD and prepare me for the roles that I intend to seek in the future. These roles will be focused on leadership and development and I have already launched my professional social media pages. In looking forward, I anticipate valuable interaction between myself, other Reps, members of the BPS DSEP Committee, students and Trainees across the UK.</p> <p>Conclusion: At this point, I will be seeking opportunities within the group to sit on other Committees and network as much as I possibly can. Initially, I was thinking of seeking BPS DSEP nomination but I was informed that I am an automatic Committee Member as PsyPAG Rep. Upon leaving office, I want to be remembered positively as I trail blaze in my new role.</p> <p>Action Plan: Reach out to Trainees and students across the UK via social media to open communication over the course of my tenure. I have provided my University email</p>
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		address for direct communication and will reply to all queries ASAP. I will also speak to Martin about potentially hosting a one-day event at LJMU so I can meet those with a special interest in Professional Development in Sport and Exercise Psychology.
20.08.18	1.4. My first conversation with a Postgraduate student after being elected as PsyPAG DSEP Rep	<p>Description: The conversation took place via a mobile call with a student who had just concluded their MSc. at Sheffield Hallam University. He was unsure of the path that he wanted to take and we had an hour-long conversation, which I found very productive. At the end, he stated that the information I provided was very thought-provoking.</p> <p>Feelings: It was good knowing that after a few weeks of settling into the role that students were keen to get in touch. For the duration of the conversation, we discussed career prospects, academic progression and sought to answer the question “What Next?”. I shared a bit of my Sport Psych life story and assured him that the roadblocks and detours will be worth it in the end.</p> <p>Evaluation: I believe that there may be many more Postgraduates seeking guidance and career advice within the field and being a present Trainee, I would advise a good mentor or mentorship programme before progressing onto Stage 2. As I was once a MSc. student, I can attest that I once believed that QSEP was the end (the destination). Now, being on the Prof. Doc. has showed me that it is just the beginning of a long journey.</p> <p>Analysis: There may be the possibility that many MSc. programmes are not giving students a realistic picture of</p>

		<p>Sport and Exercise Psychology practice. Some may be hyped up to believe that it's all wine and roses (see previous reflection on meeting with past Postgraduate from my alma mater); he really had me hype in 2012. Some students are definitely of the belief that salaries and opportunities are lucrative. Even though they can be, they should also be told that these are scarce. It needs to made clear at the postgraduate level that successful career progression in the field requires adequate time, patience, professional development, qualifications and experience.</p> <p>Conclusion: I will continue to tweet, network and make Postgrads aware of my presence with every opportunity. I see the annual BPS DSEP Conference in December as the best time do so with the reciprocal stand arrangement in place between PsyPAG and the BPS.</p> <p>Action Plan: Put together ideas for a Professional Development Workshop by specifying the key areas of focus that I think will be of benefit to students and Trainees. Seek feedback from Martin about the possibility of LJMU hosting the workshop at the end of the 2018/19 Academic Year.</p>
05.09.18 – 07.09.18	1.2. I attended a 3-Day Cognitive Behaviour Therapy (CBT) Course hosted by Skill Development Seminars (SDS) Ltd. (<i>see Appendix A</i>)	<p>Description: This was funded by Cricket Scotland and was an excellent opportunity for me to brush up on my CBT skills. The certificate course was very informative and was delivered by Dr. Paul Grantham (Clinical Psychologist).</p> <p>Feelings: I was satisfied to know that I was going to receive a certification in a method of psychotherapy that I applied to my practice for many years. At the end of the</p>

		<p>course, I was glad that I had stuck to the core principles of CBT since graduating from Northumbria and was proud that it has brought me much client success. Paul's delivery over the three (3) days was very direct and reinforced my preference for this method.</p> <p>Evaluation: Course attendees were from very diverse fields and his delivery was eclectic and relatable. Though there was no direct mention of sport, I felt as if it would be even more favourable has it been given that focus. Being a Clinical Psychologist, I felt that he was a tad arrogant and stiff.</p> <p>Analysis: Examples used throughout the course caused me to think about ways to adapt my intake and intervention delivery to different groups (e.g. children/disabled athletes) and ponder about how I can further shape my practice.</p> <p>Conclusion: It was a useful course but I will seek out future CPD delivered specifically for CBT practice within Sport Psychology.</p> <p>Action Plan: Read the course materials given and use what was taught to further inform my practice. I also intend to encourage others on the Prof. Doc. to attend at least one Introductory CBT course to further equip them for consultancy.</p>
17.09.18	1.2. Today, I completed the Professional Doctorate Annual Monitoring Form	<p>Description: N/A</p> <p>Feelings: I felt as if there was still a lot more that I could've done over this 9 months but I was satisfied with</p>

		<p>my progress given my personal challenges.</p> <p>Evaluation: In referring back to my initial ‘Plan of Training’, the Form showed me how much my work had developed/changed. Even though Martin said it would at the start of the programme, you don’t believe it until you actually see it. I also didn’t expect the changes to be so drastic either and I recognised that I had blazed through Key Roles 1 & 2 but had substantial work to do for 3 & 4.</p> <p>Analysis: Completing the form gave me a clear idea of how I had to approach my work in the new academic year. I recognised that I didn’t need to be superwoman to successfully finish my programme but acknowledged that my goal-setting needed to be ‘S-M-A-R-T’. It was good to see which Key Roles needed more focus.</p> <p>Conclusion: I allowed the Doctorate to unfold naturally and faced my challenges head on when they arose. I also accepted new opportunities as they came and tried to make the most of them. I would’ve loved to have a paid Sport/Exercise Psychology job within my first year but everything takes time.</p> <p>Action Plan: Submit the form and elicit feedback from Martin.</p>
26.06.19	1.2. I spearheaded the hosting of a Sport and Exercise Psychology Postgraduate Professional Development Day hosted by LJMU and funded by PsyPAG	<p>Description: This was the first event that I hosted as PsyPAG Rep and it was targeted specifically at postgraduate Sport and Exercise Psychology (SEP) students as CPD opportunities for this group were limited even though they were writing a programme on a BPS</p>

		<p>Accredited training pathway.</p> <p>Feelings: I find CPD at the postgraduate level to be crucial given the need for an understanding of the future prospects in SEP as a past student who has undertaken her studies here in the UK. I was also pleased with the attendance as students from all across the UK were in attendance and many of them were happy to see that there was an event hosted specifically for them.</p> <p>Evaluation: Attendees' learning experiences intrigued me and it caused me to question why they were so diverse. At some Universities, Stage 1 programmes were very theoretical in the sense that some attendees were not confident in undertaking applied work in the future while it was the opposite with others.</p> <p>Analysis: I decided to probe further into this and asked a programme leader who was also an accredited BPS supervisor and Chartered SEP why this was so and it was stated that even though the programmes were accredited, it was up to the Universities and their respective programme leaders to decide on the content that was delivered. This was so interesting to me.</p> <p>Conclusion: I believe that this is shaping up to be an option for one of my empirical papers because I do not think that the learning experiences of postgraduate students in SEP have been considered before.</p> <p>Action Plan: See if there is any further information that I</p>
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		can gather and discuss my thoughts further with Martin.
07.09.18	1.4. This was my first workday at Fulham Football Club	<p>Description: Today, I sat in on a CPD Coaches' meeting where the focus was session delivery and player retention.</p> <p>Feelings: I was happy to be finally in paid employment but I immediately sensed that working in this environment would be a challenge. Everyone seems set in their own way and I would once again be operating from a "hot desk" (as with Cricket Scotland). I am also in a fully male-dominated environment where I am the only woman of colour.</p> <p>Evaluation: Most people seemed welcoming but I felt like no one actually wanted to hear me speak. I asked one question about learning styles and a few key people, including the Academy Manager, focused their attention elsewhere. I didn't trouble me but I felt as if it was something that I would note.</p> <p>Analysis: I already know about others' misconceptions of Sport Psychology work and that of people of colour but I am not by any means on a mission to prove myself to anyone; I will let my work do the talking.</p> <p>Conclusion: I am finally getting paid after eleven (11) months of unemployment. I will not let anything stop me from staying focused on my goals and completing my Doctorate.</p> <p>Action Plan: Get ready for my first observation day on Wednesday!</p>
19.11.18	1.4. This was my first formal meeting with the Foundation	Description: During this meeting, I learned about the "ins

	Phase Manager, Name Withheld	<p>and outs” of the club, their playing philosophy, the existing Sport Psychology programme and how the Multi-disciplinary team functions. I also received a brief tutorial about the Performance Management Application (PMA) that is utilised for player data storage.</p> <p>Feelings: I didn’t expect that there would be so much to learn but I was happy to know that there was a way for me to record my session delivery. Everything was very rushed and I wasn’t confident in grasping the information. Nonetheless, I took in what I could and made a commitment to learn on the job.</p> <p>Evaluation: Andrew didn’t have a lot of time and I believe that he felt that he did what he needed. He was very helpful in getting my work email and other accounts sorted and he was also available to answer any questions.</p> <p>Analysis: It must be hard being a Manager and Coach at the same time and I believe that it would even be a conflict of interest. After my brief introduction, he had to prepare for a coaching session.</p> <p>Conclusion: I’ll roll with the punches and see how it goes but I’m still not comfortable with how rushed everything seems to be.</p> <p>Action Plan: Show up on Saturday with a little more knowledge that I have today and get the job done.</p>
22.11.18	1.4. I completed my first PsyPAG Rep report for the upcoming Committee meeting	<p>Description: In the report, I highlighted past and future meetings, my activities, matters arising and action points.</p>

		<p>Feelings: I believe that I can make some positive change in my role and I'm looking forward to what this year may bring. In expressing my difficulty in reaching students across the UK, I will continue to think of ways for PsyPAG to have an impact in the Sport and Exercise Psychology community.</p> <p>Evaluation: I wonder if anyone has ever made this much of an effort or actually even cared this much about their PsyPAG role? Based on the other reports that I've seen, it doesn't look that way. Everyone seems to be doing as much or as little as the previous rep and I wonder if it is indeed a true reflection of representation.</p> <p>Analysis: I will continue to work as I know how and give 100% in my role regardless of how others are conducting themselves.</p> <p>Conclusion: There are a lot more things that I believe I can do but everything will take time. The race is not for the swift but for she who can endure to the end.</p> <p>Action Plan: Attend Committee Meeting on November 30 in Newcastle.</p>
04.12.18	1.4. This was my first BPS DSEP Conference as PsyPAG Rep	<p>Description: I hosted a PsyPAG stand for the duration of the event and sought to inform the Sport and Exercise Psychology about who we are and what we do.</p> <p>Feelings: This was my second time interacting with a UK audience and it wasn't too bad. I talked a lot, handed out</p>

		<p>sweets, spoke about my CPD and encouraged students who were contemplating the next step on their journey.</p> <p>Evaluation: I think I “blended” well. You just do what everyone else is doing; talking about anything and everything really. Honestly, I can’t remember half of what I spoke about but at least I spoke right?</p> <p>Analysis: Sometimes I feel like I talk about nothing just for the sake of being social. It takes me slightly out of my comfort zone but sometimes you just have to do what you have to do.</p> <p>Conclusion: It was a decent event but I regret some attending some of the sessions over the two days. I managed to sit in on Paul Wylleman’s Key Note Presentation and that was very useful. I can’t wait to see what next year’s conference has to offer.</p> <p>Action Plan: N/A</p>
09.10.19	1.2. Rational Emotive Behaviour Therapy in Sport (REBT) Workshop attendance at the BPS Head Office in London (<i>see Appendix B</i>)	<p>Description: This workshop was co-delivered by Dr. Martin Turner and Dr. Andrew Wood who have undertaken extensive work in REBT in sport and upon completion, I was awarded a certificate of attendance. This was also funded by Cricket Scotland.</p> <p>Feelings: I am always fascinated when meeting persons after reading their work and as I was longing to undertake CPD in REBT, I thought that this course provided me with a good base to continue working with the method and motivated me further to pursue training after completing my</p>

		<p>studies. There were several other Trainees in attendance and participating in the days' activities while learning about the ways other people worked was extremely useful in measuring it to how I practice.</p> <p>Evaluation: After working for the better part of five years on my own without regulation, it's always a sense of accomplishment knowing that your postgraduate studies adequately prepared you for the world of applied work. Additionally, the resources that we were given were extremely helpful and the app that they introduced us to will be a tremendous help with respect to future case formulation and future client work.</p> <p>Analysis: In utilising an adapted-REBT approach with my young client at the academy and further writing up that case study, I believe that I have a good understanding of the application of that approach and will continue to see how I can further utilise it to bring about more structure in my work with children as I have found the concept of the ABCs to be very useful in explaining the problem areas in performance and further explaining the purpose of the intervention. Communicating with children is different and using methods with concepts like the alphabet, that are known by them, can be advantageous in teaching the principles on sport psychology and mental skills training (MST) early on in life.</p> <p>Conclusion: It was a very productive day. The session was engaging and I had the opportunity to interact and learn from experienced professionals who have a passion for</p>
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		<p>what they do. However, in travelling down to London from Scotland, I will try to seek out CPD opportunities closer to where I live in the hopes of saving on travel and accommodation.</p> <p>Action Plan: I would hope to undertake a Diploma in CBT/REBT in the near future before venturing off to specialise in other approaches. I believe that this would allow me to bring my work with the approach to the level it needs in order to call myself an expert in the method.</p>
15.11.19	1.2. I attended a course to become trained in Youth Mental Health First Aid and became certified as a Champion (<i>see Appendix C</i>)	<p>Description: Matt Messias, a trainer accredited by Mental Health First Aid (MHFA) England, delivered the course and I travelled to York to attend. This too, was funded by Cricket Scotland.</p> <p>Feelings: With the call for a greater understanding of the importance of Mental Health in sport, I thought that having an understanding of how to deal with immediate situations that were presented was crucial as the majority of my CPD thus far has been focused on psychotherapy and short to medium-term intervention.</p> <p>Evaluation: This was really beneficial in continuing my work with Cricket Scotland as I now would be able to support players on the spot if they were experiencing mental health issues. This was really reassuring for me as a practitioner.</p> <p>Analysis: This can be utilised within therapy sessions and on certain occasions when players may experience heightened anxiety related to performance or even their</p>

		<p>future careers. The World Cup (WC) was due to be held in another country and being away from home could also present a challenge for players.</p> <p>Conclusion: I will feed this information back to coaches so that they can also support players in this respect as I learned last month that I would not be travelling to the WC with the team.</p> <p>Action Plan: Complete the adult certification in the near future and see how I can become a trainer myself, given my expertise.</p>
11.12.19	1.2. I submitted my first article for publication to the PsyPAG Quarterly	<p>Description: As PsyPAG reps, we are encouraged to publish our research in the quarterly to bolsters our profiles and attract more students to promote their work as well.</p> <p>Feelings: I uses this piece as a means of reflecting on my progress on the Prof. Doc. and to also provide some inspiration for other students and Trainees that may be struggling on their respective courses. Struggle seems to be an experience that resonates with many SEP students especially in light of the lack of properly paid placements and opportunities.</p> <p>Evaluation: I was happy to be finally writing a qualification that I had always hoped to but wish that it could be without the hardship and challenges that I had experienced. I was travelling in between London and Scotland to earn a living and it was taking a toll on me. I just wish that I could have something stable without the inconvenience.</p>

		<p>Analysis: Why am I working so hard? I wish I could answer that question. I finally had a paid role but had to honour my commitments at Cricket Scotland. I was renting in Scotland but staying with and caring for my aunt in London. I really can't make sense of this. I am going an extra 10 miles with little reward. This is all so confusing for me.</p> <p>Conclusion: Submit this piece and continue pressing on. It will make sense someday.</p> <p>Action Plan: Consider writing another piece in the future.</p>
16.04.20	1.4. In the height of the first COVID-19 lockdown, I attended The Association for Applied Sport Psychology (AASP) Virtual Conference entitled – “Why, What, When and How: Using Technology in Applied Sport Psychology Practice” (<i>see Appendix D</i>)	<p>Description: This conference sought to equip consultants across the field with the tools that would facilitate them successfully delivering their work remotely in the midst of the global COVID-19 pandemic.</p> <p>Feelings: The information was useful but the conference was boring. The presenters were also boring and there was nothing innovative about what was delivered.</p> <p>Evaluation: I didn't leave the conference with a sense of accomplishment. As a matter of fact, reflecting now, I wonder if it was put together last minute? There was nothing that jumped out at me and nothing about the conference was memorable.</p> <p>Analysis: I attended and got a certificate but felt that there were other ways to engage attendees, though virtual. I thought about the work that I was presently undertaking at</p>

		<p>Stirling and the methods that I would utilise for my session delivery if required in a virtual learning environment.</p> <p>Conclusion: Plan to deliver virtual content in an engaging, fun and practical way, if needed.</p> <p>Action Plan: Try to physically attend a conference in the near future or maybe even submit an abstract for presentation.</p>
16.06.20	1.2. I attended a Racial Trauma and Wellbeing Workshop hosted by the Black and Minority Ethnicity in Psychiatry and Psychology (BiPP Network) (<i>see Appendix E</i>)	<p>Description: This was a timely event hosted by the BiPP Network. A group that I did not even know had existed until the uprising of the “Black Lives Matter” movement. I found the event on Twitter after someone retweeted the post and I decided to follow the page and attend.</p> <p>Feelings: I was curious and was not sure what to expect. I have never heard of such a group, nor was I aware that there was such activism in the field of Psychiatry or Psychology. The presenters on the day were all black and shared confidently on the issues that affect us as a race especially in light of the death of George Floyd and the worldwide debate that it sparked around race, racism and racial trauma.</p> <p>Evaluation: The content was interesting and relatable being the only black woman on a BPS Accredited training pathway and one of the few black people in SEP. It was also interesting to know that there were also other black Trainees across other disciplines in attendance that had the same experiences as me. I was able to share on some of my issues with the Prof. Doc. as well as my work and past</p>

		<p>placement and it was truly a breath of fresh air.</p> <p>Analysis: You never know how much relatedness matters until you have people that you can relate to. What I enjoyed most about the workshop is the breakout rooms that were facilitated so that attendees could introduce themselves and share on their respective experiences since the death of George Floyd. I believe that having incidences of racism constantly plastered all over mass and social media is indeed traumatic but the debate that it sparked was timely seeing that there are so many people who do not or care not to understand about the black experience of life.</p> <p>Conclusion: I worry for black people everywhere, especially for those in academia as many attendees shared about the struggles they have had at their respective Universities with their lecturers, supervisors and programme leaders. Some of them and including myself took to Twitter to share on these experiences. The entire experience was liberating and I was extremely grateful to be taught by such dignified and qualified black academics.</p> <p>Action Plan: Look out for more events from the BiPP Network and see how I can get more involved.</p>
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Learning Outcome 2

Date	Summary of Activity	Reflection
26.02.18	2.4. This was my first official session and intake assessment with Olympic Sprinter, Name Withheld	<p>Description: Today was my first day meeting with Name Withheld and my first time working with an Olympic level athlete. The Intake Assessment was done and no performance issues were identified per se, but we have established that she is prone to injury (at least once per year). Given that she is 25 years old, there is a still some time left in her career, and she has not yet accomplished her goal of winning an Olympic gold medal. I learned a lot about her sport history and her goal-setting that went as far back to childhood. I also learned that she has had previous experience with Sport Psychology to which she added that she doesn't believe that "this stuff works". Needless to say, she still expressed her willingness in working with me by adding, "You never know, you might find something!"</p> <p>Feelings: I was excited to be working with an Olympic level sprinter, as this is the highest level of competition in Track & Field. Name Withheld is sponsored by a big sporting brand and has obtained a University degree; she is quite educated. She is also Christian, which was good to know as I am of the same faith. She did add that she wasn't quite sure about expressing it because she knows how uncomfortable people get when religion is mentioned. Nonetheless, she is glad that she can speak about her spirituality.</p>

		<p>Evaluation: The experience in chatting with Name Withheld was a good one and I did not take offense to her statements about Sport Psychology because I understand that not everyone “buys” into the package that we offer and honestly, some “Psychologists” do give bad service. Even though there we no performance issues identified, we still agreed to establish a working relationship until the start of the outdoor season.</p> <p>Analysis: I believe that she is too calm and easy-going. I understand that having a strong sense of faith can do this but I don’t sense a real drive or hunger as a person who is seeking to achieve an Olympic gold medal. Maybe the consistent injuries have caused her to be complacent, as she does not know what to expect this season. Maybe there are some personality issues that are present? A more in-depth investigation into the times around her injuries may lead to greater discovery of the issue (if there be any).</p> <p>Conclusion: There is nothing more that could’ve been done during this session that wouldn’t have been perceived as forcing an issue or trying to find a problem. I believe that guiding Name Withheld through the process and leaving her with a greater appreciation of Sport Psychology may change her mental approach to her season especially if she is injury prone.</p> <p>Action Plan: Next session will be aimed at investigating the time around her last injury to see what her mental processing was like to get a greater idea of the onset, the process, rest and rehabilitation. She mentioned during the</p>
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		<p>session that she refuses to tell her family about her injuries now because they think that they are “all in her head”. She also said that she just accepts her injuries as a norm now; I don’t find it to be normal to accept being injured so often.</p>
19.03.18	<p>2.3. This was my third session with Name Withheld where I decided to further explore the performance issue and discuss the prospective consultancy plan</p>	<p>Description: Another exploratory session but focusing on her experiences as an athlete in her home country. During our talk, it was discovered that Name Withheld has had major issues within her team with the most recent being the Rio 2016 Olympic Games. Name Withheld does not have any kind of social relations with any of her team members or staff and I believe that some of the broken relationships are beyond repair. She clearly stated her issues with the system and given her experience, I understand her reasoning. As the association is not my client, I have no further interest in understanding their system beyond what I already know and will only discuss further if Name Withheld makes mention of it in the future.</p> <p>Feelings: When Name Withheld told me about the situation at the Rio 2016 Games, I felt sad and generally empathetic because as a former athlete in the team setting, betrayal from a teammate(s) can break a relationship, not to mention that lack of trust that comes as a result of that betrayal. I was empathetic but expressed my shock as how quickly she was able to recover from the ordeal.</p> <p>Evaluation: She merely sees the association as a vehicle for her progression as she stated that none of her teammates communicate with her. This again, while quite alarming for me, and signals some abnormality has to be respected as she has made mention of her faith yet again and the</p>

		<p>importance of it in overcoming most difficult situations in her sport.</p> <p>Analysis: Her faith in God has once again come to the forefront of this session as I repeatedly (in different way) attempted to get her to open up about the situation and tried to gather the effect of its impact on the present; she has stated that it is indeed behind her. In respecting her, I will not pursue this issue again.</p> <p>Conclusion: In opening up about various things that have occurred and about the persons involved, she has not said one bad thing about anyone. When asked about her rival and some of her qualities, all she said was that “she’s quiet... that’s all I have.” The fact that she did not go on to say anything negative may lend to the fact that she is telling the truth about getting over the ordeal. I believe that she is being genuine about her feelings.</p> <p>Action Plan: I will research the use of some personality assessments to commence the intervention plan in addition to looking at goal-setting. Again, as she is not accustomed to working with a professional like me, I will try to make the process as autonomous as possible in only exploring what she mentions and offering suggestions where necessary. I believe that Name Withheld will be my first case for study as it would be interesting to know how Christian (or athletes of any religion) handle difficult situations (performance or otherwise) in their sport. Once again, I do find it abnormal but will continue beyond it for the sake of not pressuring her and not forcing the consultancy process.</p>
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		I will also have a conversation with Name Withheld's S&C in her home country as she has given permission and requested for details on the discussion.
27.03.18	2.2. My first informal day at Cricket Scotland (CS), which concluded with a meeting between the Performance Pathway Manager (PPM) and I to discuss my work and any other business	<p>Description: Today, I met staff and did some valuable reading that would contribute to my work with the Youth Programme at Cricket Scotland. A meeting with the PPM also took place where my work contract was discussed.</p> <p>Feelings: It was good to talk about and express my feelings in relation to the terms that I was offered and I believe that Name Withheld appreciated the stance that I took in offering my services voluntary. We were able to discuss my area of work and my general wellbeing, which I thought was nice to share.</p> <p>Evaluation: We reached an agreement that the £100 per month (£1000 per year) would be used for CPD to contribute to my work with the group; Cricket Scotland contracts are usually written from January-October each year due to the cricket training and playing seasons. I thought this was fair and accepted it on the basis that no taxes would be deducted. In speaking on the proposed work with the group, I recognised that my introductory session will take away from my LJMU taught session, which takes place on April 12; Day 1 of the CS Easter Camp takes place on April 11. Name Withheld has asked that I request permission from Martin as he wishes that I be in attendance. We have agreed that the first group session will cover the topics "Sport Psychology and Goal-Setting", where he will speak about the team's goals and give me a formal welcome and introduction to the group. Day 2 will</p>

		<p>comprise of 1:1 sessions with athletes where I will learn about their respective proximal and distal goals.</p> <p>Analysis: Given that Name Withheld had highlighted budgetary constraints as the reason for not being able to pay me a salary, I feel charitable in working with the group, as I know that I bring valuable experience. I hope that in working well, Name Withheld is willing to recommend my services to those who inquire as I made it very clear that the contract is not exclusive and should not limit my earning potential.</p> <p>Conclusion: I believe that the amount and quality of work that I'm doing does deserve some form of financial compensation. As a Trainee, I believe that being enrolled on the Doctorate does lend to exploitation. I think that I should've been upfront in speaking with Gordon about salary expectations to see if that would've set a benchmark of negotiation. From here, all I can do is hope that after the first year, the service is evaluated and deemed to be salary worthy; I feel like I'm on an extended interview to prove how Sport Psychology and mental preparation are beneficial to optimal performance.</p> <p>Action Plan: I will await my signed work placement forms and contract to be sent by Name Withheld via email to seek Martin's permission for leave on April 12. I will also begin preparing my work with the group on April 11 and provide an evaluation form for feedback. As this is my first time working with the group, I want to ensure the information is clear and relatable as well as relevant. I have no doubt that</p>
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		I will do a good job.
12.04.18	2.3. Introductions and individual sessions with CS Youth Programme	<p>Description: This was my formal introduction to the 2019 Under-19 CWC Qualifiers group which comprised of a presentation on “Goal-Setting” (see reflective log on Dissemination) and individual sessions to understand the players’ individual goals. The two days were also spent observing the group, speaking with coaches and building rapport.</p> <p>Feelings: It felt good to be back in a performance environment and I was definitely within my comfort zone working with the Youth. I was confident and assured that I would relate to them in terms of their cricket development and the overall experience of their game.</p> <p>Evaluation: As good as the experience was, it was tiring! I covered individual sessions with sixteen (16) boys over the two days and each boy had a different story. They all had different goals and motives; they came from different backgrounds and different regions of Scotland and the UK; some of them are able to qualify for Scotland through parentage. The most important thing that stood out for me was that they all had an appreciation for the coaching staff and the investment made in them. Some of them also acknowledged the importance of mental preparation and thought that having me around might be advantageous; I felt welcomed and I fit right in.</p> <p>Analysis: I believe that the one-to-one sessions will inform how I progress in my work with the group and working with them at this level will assist me in understanding them</p>

		<p>better as individuals and performers. Working in this way will allow me to have first-hand knowledge of team dynamics which will make group sessions more impactful and can inform team-building activities which will create greater team cohesion and overall relatedness.</p> <p>Conclusion: I always couple “Motivation” with “Goal-Setting” as I think that it is best to know first what drives a person to action prior to achievement. Due to time constraints, I was not able to include the former but will follow-up by having the boys complete the Sport Motivation Scale (SMS-28; Pelletier, Fortier, Vallerand, Brière, Tusan & Blais, 1995) as a standardised assessment to supplement introductory interviews.</p> <p>Action Plan: I will code the individual session notes to develop future topics for group presentations and further explore any individual performance issues identified. I was strategic in asking each of the boys about their mental “strengths” and “weaknesses” as I hope to have them elaborate on these in our next individual sessions; I intend to explore the weaknesses further and build a consultancy plan if necessary.</p>
23.04.18	2.5. This was my fifth session with Junior Cricketer, Name Withheld and one that brought much revelation on the need for personality assessment in consultancy	<p>Description: This session took place via WhatsApp Audio as I was having some technical issues with my Skype video and audio. Ajani has just learned that he has been dropped to the Second XI because the coach does not believe that he has been performing well. We also got the chance to speak about his trip back home to Barbados and I inquired of any training and games that he might and would’ve played at home.</p>

		<p>Feelings: Listening to Name Withheld this session showed me that I did not dully understand his personality. I found myself feeling slightly annoyed as it felt as if we had made no progres. Name Withheld has made some unfortunate decisions in terms of his cricket and it has revealed a lot about him.</p> <p>Evaluation: I think that being raised as an only child with his mother has really shaped his personality. He is not able to see himself from the eyes of others nor does he seem to want to take into consideration the impact that his actions might have. In him speaking about the conversation that he had with his coach in being dropped to the Second XI and refusing to be 12th man for the First XI, it showed me that he might lack coachability and the issue may well lie in his attitude and not in the actions of the coach.</p> <p>Analysis: Name Withheld needs to begin taking somepersonal responsibility for his actions and the latter part of this session was used to teach him about reflection and find ways to begin mending the relationship with his coach.</p> <p>Conclusion: In utilising a more client-led approach for this round of consultancy, Name Withheld was able to open up a bit more and express himself. I don't think that this is the end of the season for him but I think that it is up to him to decide what he will make of it.</p> <p>Action Plan: I believe that personality assessment is</p>
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		absolutely crucial before undertaking an intervention because it took me five sessions to begin to truly understand Name Withheld. Even though we have worked together in the past, this was not something that I recognised. It would be interesting to see if there is a personality assessment specific to sport and see if it is possible for me to profile my clients before embarking on a consultancy plan. I believe that this client would be interesting for a case study.
09.05.18	2.2. Placement visit and meeting with Name Withheld (PPM) to discuss my work for the upcoming season	<p>Description: Prior to the meeting, I was reading some literature on Motivation and began revisiting my ‘Cricket Motivational Model’. By the end of my reading, I decided it was best to use this model to guide my work with Cricket Scotland.</p> <p>Feelings: I was confident in my model and its applicability to the Youth Programme. In showing the model to Name Withheld and speaking to others in the office, I thought that investigating “Culture” further might be most effective in looking at motivation within the environment. I was told that is no rich cultural experiences in Scottish Cricket and was told that they were none for players to reflect on.</p> <p>Evaluation: I found the views on culture to be interesting given that I come from the West Indies where there is a rich cricket history that we often take for granted. Perhaps, I can inquire about the most memorable moment in Scottish Cricket as I believe that intrinsic motivation must be rooted somewhere. By seeking to publish my Master’s thesis, I hope that I can officially test the model in this population. By the end of my placement, I hope to establish validity</p>

		<p>and reliability with the model by creating a standardised assessment of each category.</p> <p>Analysis: Name Withheld was happy that I had taken the initiative to inform him on how I wanted to structure my work this season and he was satisfied with the motivational framework that I had laid out, He also stated that he was happy to liaise with other parties within the organisation to provide me with the materials I need. I was happy to have his support.</p> <p>Conclusion: I believe that Name Withheld and I should meet at least once a month to stay abreast with what the other is doing because it is just as important for me to know of any issues that may arise within his coaching sessions and the team as a whole. Having this type of working relationship will ensure the continued relevance of my work and transparency during the process.</p> <p>Action Plan: Continue reading the Motivation literature and revisit my MSc. Thesis to edit for publication. I have already sent it to David Tod and Martin and received positive feedback. I have also been given Sarah's permission to move forward. The season's first games take place June 18-21, 2018 and I will be providing support for the team while keeping this model in mind.</p>
30.06.18	2.1. I was contacted via text by a potential client asking for assistance with managing aggression in his sport	<p>Description: This was a new client whom I met by coincidence after attending a cricket game at Name Withheld County Cricket Club on June 23. Name Withheld texted me a week after we had a general discussion about cricket and my studies. Name Withheld is presently the</p>

		<p>overseas player for Name Withheld Cricket Club.</p> <p>Feelings: It felt good that someone contacted me based on my “elevator pitch”, something that Amy Gerrard highlighted at both the Start-Up Day and Prof. Doc. Entrepreneurship Talk. Initially, we exchanged numbers because he expressed an interest in visiting Stirling. By contacting me, he reassured me of my eloquence, articulation in the way I often try to present myself.</p> <p>Evaluation: His text was to inquire of ways to manage his anger. I was out at the time of his call and I wasn’t able to explain then but I suggested following up with a call later in the day. Before the end of the day, he had contacted me again. During the call, I asked a few questions about his cricket history and also asked him to highlight the last time he got angry while playing. While exploring this, I recognised that there is a lot of racial tension with in the cricket environment in his country.</p> <p>Analysis: Name Withheld’s issues have stemmed from poor past relationships with white people starting with his Junior Cricket Coach when he was 18. Having played at a high level, he believed that his behaviour his progress at the international level as he believes that he has been blacklisted by the Name Withheld Cricket Board. Learning more about his life story and exploring the way he reacts to situations that he perceives as prejudicial may be useful in moving towards positive behaviour change.</p> <p>Conclusion: I am eager to work with Name Withheld as I</p>
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		<p>have never worked with an athlete from an Africa continent. I believe that this will give me an interesting cultural consulting experience and help me to learn more about cricket in his country and its applicability to my 'Cricket Motivational Model' from my Master's thesis. He has also indicated that if things don't improve soon within his sport, he will retire.</p> <p>Action Plan: Send consent form and schedule the intake assessment. We have not agreed on where sessions will take place but present due to travel expenses, Skype or mobile calling will suffice for now.</p>
10.08.18	2.5. This was session six of my intervention with Name Withheld and it was utilised to clear up some misconceptions between her and I	<p>Description: We began to discuss our work in previous sessions and the approach that I had before. I recognised from early on that Name Withheld was very sensitive and thought that my previous questioning may have been too abrupt. We used this session to clear the air and I encouraged her to be honest with me.</p> <p>Feelings: I felt slightly guilty as I realised that she was communicating less with me. In my opinion, I felt that the questions asked previously were necessary because they were related to difficult situations that she identified at the time. Even though she highlighted problems with her father, I noticed that topic was not open for further exploration.</p> <p>Evaluation: Name Withheld has self-esteem issues, which according to her, were developed in her childhood. These issues, coupled with the fact that she is always comparing her life to that of others, somehow causes her to feel</p>

		<p>inadequate and by extension embarrassed to address the fact that there are things to discuss. This unwillingness to open up could be due to the fact that there is a lack of trust between us. She had previously worked with a Sport Psych consultant that was ended abruptly.</p> <p>Analysis: I think that she does not want to open a can of worms since her issues are so deep-rooted; I even feel as if they are too deep for me. Having already admitted to feeling suicidal in the past, I was not successful in creating a referral for her to speak with a Clinical Psychologist; this was mainly due to her lack of funds. I have tried to keep the focus on her sport performance but somehow, I keep being led back to her overall wellbeing which is most important, of course.</p> <p>Conclusion: I probably should've found a different way to approach this consultancy or rather, not take it on at all. In comparison to Name Withheld, I believe I took more time to understand another client's case than I did Name Withheld's but in my defense, she seemed terribly confused from the onset. I believe that in trying to lead, she felt forced and the foundation laid initially was not solid enough.</p> <p>Action Plan: She has an upcoming National Tournament on September 15. It is supposed to be for ranking and points but that has not been confirmed as yet. We agreed that next session we would refocus on her sport where we will explore her performances at the recently concluded National Championships.</p>
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19.11.18	<p>2.3. I undertook an observational session this evening at Fulham in order to prepare for a multidisciplinary (MD) meeting as well as an induction meeting for all new staff members</p>	<p>Description: It has been two weeks since started my role at Fulham and I decided to take the lead and observe some players at training. I have decided to set days for specific age groups so as to ensure that my work is targeted and to ensure that other support staff are up-to-date with their respective groups.</p> <p>Feelings: It feels good to be trusted when undertaking your work. At the MD meeting the previous week, I had outlined how I was going to proceed this season and all coaches were on board with the suggestions that I made. I stated that I would be undertaking general observations and through my PJDM, selecting the players that I wanted to meet and feeding back any useful information to coaches.</p> <p>Evaluation: I preferred to work in this way as it gave me the independence that I think that I needed at this level in my training. I felt assured and confident in what I was doing but really was nervous in thinking how I would relate my observational findings to coaches. In the elite academy environment, the coach reign supreme and they have to be kept in the know.</p> <p>Analysis: It's good to work in this way but it may be a challenge for other Trainees, especially those from other cultures, who may be new to working within this type of setting. The academy environment reminded me a lot of my past work with CWI in terms of the structure and with sport psychology heavily embedded within the club's philosophy, coaches were familiar with my expertise.</p>
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		<p>Conclusion: On the note of MD working, I sense a bit of a power struggle with other aspects of Sport Science as everyone has this sense of entitled in thinking that their role is more important. Don't get me wrong, it contributes significantly to the dialogue but it's not for the faint at heart.</p> <p>Action Plan: Prepare my key points for discussion tomorrow and continue to monitor everything in the interest of providing the best possible support for players.</p>
14.01.19	2.5. Meeting with FFC Psychology Manger, Name Withheld	<p>Description: I requested this meeting to provide Name Withheld with an update that I found slightly concerning, as a few players had expressed being "frustrated" in our discussions about their performances.</p> <p>Feelings: Shortly after starting, Name Withheld stated that he didn't think it was necessary to have someone in my role at the Club. During this discussion, I felt as if I had proved to him why it was necessary for someone in my capacity to support players' psychological needs. The conversation provided some validation for my work and he was actually shocked to hear about my discovery.</p> <p>Evaluation: Given that this was the first time that he received this information, he began to understand the value from my perspective and the CBT framework that I utilise. He encouraged my suggestions and offered his support in addressing the issue with the Phase Manager.</p> <p>Analysis: It seems as if persons in the environment do not understand how these children actually feel. It almost</p>

		<p>seems like there is an expectation of their enjoyment at the club and that the opportunity is one that should be embraced; it almost seems as if being it should be seen as a privilege. I see this as very unfair as children are like little people and they have feelings that should also be taken into consideration.</p> <p>Conclusion: Decide on how I will address the topic and speak to the respective persons to get their thoughts on the “frustration” that the players may be experiencing.</p> <p>Action Plan: Continue speaking to players individually to see who else may need support.</p>
03.03.22	2.3. I was successful in obtaining an interview for the a role at the English Institute of Sport (EIS)	<p>Description: I saw this role of Performance Psychologist with Archery GB advertised and decided to apply since my last applied role ended in June 2019.</p> <p>Feelings: I was nervous! I had to prepare a presentation and I went over the 10-minute slot that was allocated for that. Additionally, I didn’t prepare any case study work to outline how I would specifically undertake the role if successful.</p> <p>Evaluation: I was like a deer in headlights and felt totally out of my element. I was so stoked at the chance to interview that I focused so much on the presentation and forgot about what being a Sport Psychologist [in-Training] actually entailed.</p> <p>Analysis: I will just have to wait and see what the outcome is as I’m not sure what to expect.</p>

		Action Plan: I have booked my travel back to the UK as the practical interview is face-to-face and there is a requirement to travel to Shropshire in this respect. I hope that I get a call back!
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Learning Outcome 3

Date	Summary of Activity	Reflection
26.01.18	3.2. First Skype conversation with Damian Haslett who was the BPS DSEP 2017 MSc. Award Winner as I was interested In pursuing my Prof. Doc. research in the area of Disability Sport and Exercise Psychology	<p>Description: While in class my first day at LJMU, I saw the booklet of the Annual DSEP Conference and found the MSc. Awardee and his research study to be very interesting. After searching him on LinkedIn, I decided to make contact to gather information on Disability Sport research, which led to him sending his Skype address and us scheduling a meeting.</p> <p>Feelings: I felt good knowing he was open to conversation even though we have never formally met and he was very open to answering my questions. I have heard of situations where colleagues in the past have approached published academics and were met very harshly. I can safely say that this experience was a pleasant one.</p> <p>Evaluation: The conversation was very thought provoking as he suggested future avenues for research along with the promise of sending some valuable literature that would assist me in narrowing my focus.</p> <p>Analysis: One highlight of our meeting was the advice that he gave in focusing on and gaining insight from disability studies and applying it to Sport and Exercise. Approaching a potential study in this way would give me a greater understanding of the contemporary issues of disability within society.</p>

		<p>Conclusion: I will continue to stay in touch with Damian to update him on my progress with the research and my training. I am glad that I was bold enough to send him a message and not be deterred by others persons' experiences.</p> <p>Action Plan: Damian's email was sent five minutes after our meeting concluded and I began reading the literature to find scope for my research. If the area that I have chosen may be of interest to him, I will get in touch and ask him to co-author.</p>
10.05.18	3.2. The first Supervisory Meeting that I have utilised to discuss my independent research at length	<p>Description: This meeting with Martin Eubank was used to discuss the literature review draft of Study 1 before completing my ethics application. The meeting was an hour long as we mulled over ideas because he felt as if the proposed study was too broad and could be "three PhDs". At the end of the meeting we finally settled on a topic, which encompassed "Human Rights, Disability Sport and Duty of Care".</p> <p>Feelings: I was happy because it felt as if Martin was enthusiastic about my proposed work. At first, he thought that I was attempting my Systematic Literature Review (SLR) but I was thought in the past that it was always best to browse the literature before undertaking a study. This review of the literature will be used as justification for my study in completing my ethics application. I was very frank in asking Martin if he believed that research in this area could build my academic profile and he responded positively. Upon receiving his feedback, I was motivated to</p>

		<p>refine my write-up while formulating my research questions and selecting my methodology.</p> <p>Evaluation: Martin's feedback was very useful as he also promised to speak with David Tod about the proposed study. To have both of these highly recognised academics, as my co-authors would be an honour and a tremendous accomplishment.</p> <p>Analysis: The first time I heard of the term "Duty of Care", I knew it was something that would be of interest to me as presently and personally, I feel as if the potential of Sport and Exercise Psychology has been limited to elite performance and consultancy. To successfully complete and publish this study would enlighten others on the importance of the field as a caring profession, which has the ability to connect with all people regardless of ability or level of participation.</p> <p>Conclusion: After reading the literature that Damian sent, I don't think that a better topic could've been chosen to satisfy the programme requirements as numerous studies had called for researchers within the field to investigate matters of activism within disability sport.</p> <p>Action Plan: I will refine my literature review to focus on one aspect of the proposed topic and I will discuss this at the next supervisory meeting on May 24, 2018. My research questions will also be developed and a methodology proposed. To date, I have sought to follow-up with Damian to inform him of the direction of this study but</p>
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		I haven't received a response as yet. I will attempt to make contact once again via LinkedIn to inform him of my Skype message.
07.02.19	3.1. I began to put some serious thought into commencing my SLR	<p>Description: I wanted to begin my SLR but did not know where to start. We had an initial Prof. Doc. session on how to undertake it but as research is not my strength, I was hesitant.</p> <p>Feelings: I am so scared as I can't decide on a topic. I want to investigate International student experiences of BSc MSc. Stage 1 programmes but I don't think that there will be enough literature out there. I feel clueless. I want to find a topic that's interested and my experiences as an International student have been but it has to make sense.</p> <p>Evaluation: I do not know where to start but I need to. David [Tod] made it seem so straightforward but I don't think that it is. I think that I should seek further support but I really don't want to bother anyone because I should know right?</p> <p>Analysis: I purchased the book "Doing a Systematic Review" by Boland, Cherry & Dickson (2017), so I will begin my reading there even though it's not specific to sport.</p> <p>Conclusion: Nothing to conclude at the moment. This is just the start.</p> <p>Action Plan: Begin reading the book and start my search for SLRs in sport to get an idea of what's supposed to be</p>

		done.
07.05.19	3.5. I read a really interested article by Pitchford et al. (2004) about children in academy football	<p>Description: As I started to consider what players at FFC shared with me, I became increasingly interested in undertaking my second study within the Foundation Phase and this article provided me with some scope.</p> <p>Feelings: Though dated, I was intrigued by the fact that the author's felt that children in academy football were seen but not heard. They felt that there were many expectations of young players but that there was not enough engagement of these players on the issues that impacted them.</p> <p>Evaluation: Though outside of the of SEP, I seriously began to think about my work with players and wanted to find ways to support them in a way that was more person-centered but there was not much research to support players at that age. As such, I believed it to be best to begin considering what young players wanted from me in line with the support that I presently provide.</p> <p>Analysis: Some practitioners within academy football don't even bother working with players in the Foundation Phase because they believe that they are too young to understand and apply the principles of Mental Skills Training (MST) but in working with these players over the months, I don't find this to be exactly true.</p> <p>Conclusion: Begin to put together a proposal for the club to see if they would be interested in me undertaking a study in this respect not just for my portfolio but to better inform the club's psychology framework to ensure that players</p>

		<p>receive the best possible support.</p> <p>Action Plan: Continue my search for more articles to support my literature review.</p>
17.06.19	3.5. This meeting was held with the club's Head of Innovation and Research, Name Withheld to discuss the potential study that I had previously outlined	<p>Description: I utilised this time to share on the findings of my observations and current work and elicited some thoughts on the possibility of the club approving the study.</p> <p>Feelings: I am confident that Name Withheld will approve the study as the club has its own internal procedures and as a member of staff, I believe that this will help my proposal.</p> <p>Evaluation: Many students and researchers outside of the organisation have had their studies approved and since my study is unique to the Foundation Phase, taking into account my current findings about players' experiences, I believe that he will be happy to know that it will further inform the club's framework.</p> <p>Analysis: I am pleased that I was able to conceptualise a study for a group that I am currently working with as I do believe that it is my duty to ensure that I am catering to their needs. Being able to know what young players feel and how they want to be supported is vital.</p> <p>Conclusion: I'm really looking forward to Name Withheld's response and any further thoughts that he may have to share, as we both know that the safeguarding of players is paramount and the method of the study must be airtight with respect to this.</p>

		<p>Action Plan: Continue my reading to further develop my literature review.</p>
27.09.19	3.2. I received a 'Rejection' decision from the LJMU UREC on my ethics application for the football study	<p>Description: After receiving approval from the club, I proceeded with my first ethics application at the University. The application was rejected with major revisions required.</p> <p>Feelings: I am devastated because I worked on the application practically on my own and was confident that I did all that was needed to get it through this process. I'm also confused because I don't know where else to go from here.</p> <p>Evaluation: I understand the feedback and will do my best to adjust but I will also seek further help from Rob [Morris] and Martin to assist with revisions as they are both assisting with supervision of the study.</p> <p>Analysis: This is going to be harder than I thought and I am anxious as I hoped to have the data collected before the end of the year. As I am due to complete the Doctorate in April 2020, I need to press on with this.</p> <p>Conclusion: Nothing beats a try and I'll keep working on the application given that this has been my first attempt. The UREC is in place to ensure that studies are undertaken in an ethical manner and taking into account the age group of the participants that I have chosen, I have to be extra careful to ensure that no harm will be done in the process.</p> <p>Action Plan: Resubmit my application two weeks from now on October 11, 2019.</p>

06.05.21	3.3. I completed my data transcription for my postgraduate research study	<p>Description: I completed the transcription of the 13 interviews that I had undertaken for the study investigating BPS Stage 1 MSc. students' learning experiences.</p> <p>Feelings: This process was exhausting but necessary for data immersion as is with qualitative research. I also found it quite interesting listening again to what was said as well as making my notes for the coding process.</p> <p>Evaluation: I am very detailed in this respect and ensured that each transcript reflected what was said. To further support this process, I utilised the Otter AI software, which was very useful in generating initial transcripts for further correction.</p> <p>Analysis: In line with the tenets of Thematic Analysis (TA), these transcripts will be used for data coding as well as data extraction to support the various themes that may emerge from the process. From listening to the interviews again before deletion, some of the participants' experiences appear to be very similar and others are the opposite.</p> <p>Conclusion: I will print the transcripts to commence the coding process and get my notebook ready for writing. I have also obtained different colour pens to facilitate this.</p> <p>Action Plan: Send participant transcripts via email to facilitate member checking and then delete from recording device once transcripts have been approved.</p>
08.12.21	I started screening papers for my SLR	<p>Description: I utilised the Rayyan online application for this process and it was time consuming.</p>

		<p>Feelings: It was boring browsing the abstracts of 1000+ papers but the software made the process easy with the “include”, “maybe” and “exclude” options, which were also reversible in case you changed your mind about a particular paper. I was also relieved to be able to get to the stage because heaven knows that I received little to no help after both of my supervisors did not respond to my invitation to oversee this process.</p> <p>Evaluation: I was told that the SLR was to be undertaken solely even though there were other students (past & present) that received assistance in ensuring that papers had met the inclusion/exclusion criteria but I guess that ‘s up to the supervisor to decide.</p> <p>Analysis: I’m pushing on in the midst of everything. This Learning Outcome has been my most difficult to date and there have not been many taught sessions on research to support students.</p> <p>Conclusion: I will keep on reading as I have also found a professor from another University on YouTube that explains the entire process quite well. I will attend his tutorials and continue to learn throughout this process.</p> <p>Action Plan: I have set aside two months for this process and hope to have it completed by February 8, 2022.</p>
02.04.22	3.4. I finally completed and submitted my second empirical paper after originally conceptualising the study three years prior	<p>Description: I finally submitted my second empirical paper on my football academy mental skills training (MST) study and it revealed some interesting findings and implications</p>

		<p>for applied practitioners.</p> <p>Feelings: I was relieved that this was finally done as it was conceptualised an entire year before the onset of COVID-19. However, due to ethical considerations with the age of the sample, my applications to the UREC kept being rejected with approval finally granted in March 2020. The entire process of having to delay data collection due to face-to-face restrictions was frustrating and this continued well into the summer of 2021. Prior to this, I had taken a 6-month leave of absence (LOA) was also meant that I was unable to proceed with the work as planned.</p> <p>Evaluation: When I was finally able to undertake data collection, there was tremendous difficulty in getting the original sample of players and thus, I had to settle for less participants and undertook the focus groups via Microsoft Teams. However, it was nice to finally engage with young players again and equally so with coaches that I have not been able to see for the better part of two years. Additionally, there were some new coaches and were extremely helpful in ensuring that each session ran smoothly.</p> <p>Analysis: Findings from the study revealed that there were certain skills that players developed automatically without any structured training and these skills were centered around positive thinking, staying focused and maintaining emotional stability. Equally, it showed that young players understood the importance of these processes and this provides great insight into how consultants can commence or continue work with young players at the academy level.</p>
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		<p>Further research in the area may also better inform the FA Four Corner Model in specifying what skills should be taught at each level within the EPPP which may contribute to a linear progressive model of psychological development in the sport.</p> <p>Conclusion: I was happy that I stuck to my guns and didn't give up on this study. In leaving that role at the end of the 2018/2019 season, I had hoped to maybe find another club to continue within the Foundation Phase and continue my research.</p> <p>Action Plan: See if I can get this study published and replicate it in a football academy in the Caribbean.</p>
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Learning Outcome 4

Date	Summary of Activity	Reflection
11.04.18	4.1. My first group presentation with the Under-19 World Cup Qualifiers group	<p>Description: The topic that I chose was “Goal-Setting” because I wanted to tap into motivation before the start of the season. The session lasted 45 minutes and was done via PowerPoint with the inclusion of an activity as reinforcement and the distribution of the “Why, What, How?” handout (<i>see Appendix F</i>) for completion. This handout was then used to guide my individual sessions that commenced later in the day.</p> <p>Feelings: I was nervous! I haven’t done a presentation since December 2017 and I have never presented outside of the Caribbean. Nevertheless, I am confident in my presentation skills and believed that I delivered a good session.</p> <p>Evaluation: The boys seemed just as nervous as I was because it took them a while to begin communicating; I literally had to call on them for answers. By the end of the activity, which involved them using a paddle and a ball, they were more open and willing to share how goal-setting and their respective orientations will impact their success.</p> <p>Analysis: Activities are also crucial at this age and can also be utilised as good icebreakers. The activity also assisted me in observing the cohesion among the group as some of the boys were meeting each other for the first time.</p>

		<p>However, with my time being limited, I didn't have time to discuss the handout at length but I believe that based on the presentation, the boys had a general idea of what was required.</p> <p>Conclusion: Ask for 75 minutes to be allotted to future presentations as I prefer for sessions to be interactive and engaging. I also like to utilise visuals (e.g. videos) to support session delivery.</p> <p>Action Plan: At the end of the camp and depending on how individual sessions flow, I will choose future topics and prepare my work accordingly. Evaluation and Monitoring will occur after the third face-to-face group session.</p>
17.07.18	4.1. I put together my first series of ePresentations together for Cricket Scotland	<p>Description: I decided to put together a series of topics to be remotely delivered to the players via email. The recordings for each topic will take place at Cricket Scotland tomorrow.</p> <p>Feelings: I felt awkward putting them together as it was something unfamiliar to me. I had no idea what the outcome would be or how the boys would receive them.</p> <p>Evaluation: I reckoned that if I wasn't going to have face-to-face contact time, I needed to find ways to deliver my work, hence welcoming the suggestion from Name Withheld. This was something different and innovative, if successful could prove to be useful for programme delivery across the world.</p>

		<p>Analysis: Given that players would be able to watch at their leisure, I made the decision to send a presentation before every game. The topics chosen were: “Attitude, “Control” and “Confidence” and these would be the focus of our individual sessions on game days and the basis for any future team-building sessions.</p> <p>Conclusion: I appreciate the fact that Name Withheld offered the suggestion recognising my frustration and it wasn’t something that I had to “beg” for. At this point, I believe that we have started to make some progress.</p> <p>Action Plan: Deliver these sessions tomorrow and see how they go. The Communications Manager, Name Withheld, will record sessions in succession.</p>
10.08.18	4.1. I gave my first team talk prior to the Celtic Cup T-20 Match	<p>Description: This was the Under-17s final game against Ireland. The boys had already lost the 2-Day and one-day games and through observation, I recognised that the team didn’t appear to have a clear strategy. I chose the topic “Consistency” which was well-received by some of the players but I could tell that the energy in the dressing room was a bit off.</p> <p>Feelings: I was nervous, as I usually am when speaking publicly but to soften things up a bit, I gave them cue cards with “Consistency” written prior to arriving at the ground. The task was for them to think about what the word meant to them. When we arrived at the ground, I opened the floor to discussion in the dressing room [with adults present]. The boys took a while to talk but eventually some spoke up. After listening to them, I made the point of consistency</p>

		<p>being developed through “Repeating Good Routines” but many of them admitted that they didn’t have a routine for their games. I felt in the end that the talk was a little useless because they already felt defeated after losing the first two games.</p> <p>Evaluation: Since I did not travel with the team for most of the summer, I asked the coaches about the interaction among the boys and about any significant changes that occurred during away games. The Head Coach stated that after losing a game that they shouldn’t have, the team dynamic shifted. Apparently, coaches did nothing to address these issues and the boys were left to deal with the situation in the way they found suitable and cliques started to form.</p> <p>Analysis: I don’t believe I had enough contact time with players and this was something that I highlighted from the start. Nonetheless, I still felt as if I needed to try something and I definitely believe that team-building should be a key focus leading into next summer. At this point, I don’t think the team are strong contenders from Qualifiers next year.</p> <p>Conclusion: I would’ve walked away from this placement a long time ago if I didn’t need the hours but I guess that’s the life of a Trainee right?</p> <p>Action Plan: Continue to speak with coaches and offer suggestions about how best to move forward.</p>
01.02.19	4.4. This was the final day of the LJMU 3iS Programme and we had a micro-teaching assessment to complete	<p>Description: I delivered my micro-teaching session and delivered a on ‘Performance Psychology’. More</p>

		<p>specifically, I decided that the focus of today would be “motivational climate and performance”.</p> <p>Feelings: I chose to use the word “performance” instead of “sport” because of at attendees on the programme. We were all from diverse fields of study and I felt that performance would be a more relatable topic as it is needed in academia and everyday life.</p> <p>Evaluation: I began the session by giving a general definition of performance and motivation and further spoke about how the different environments that we find ourselves in could support or detract from our motivation in accomplishing certain tasks. As an activity, participants were instructed to complete concentration grids, but before doing so, one group was given a non-motivation message and the other was given a motivational message. The messages were placed on sticky notes that were placed on the grid handout. In the end, we discussed the results of the grid and compared performances between groups.</p> <p>Analysis: We had a discussion afterwards and spoke about how the motivational message could translate to life in speaking about persons of influence within our different school and work environments. Most persons agreed that negative messaging could have a negative impact on performance while positive messaging would have the opposite effect. It was also shown from the activity that those who received sticky notes with the motivational message did better on the concentration grid.</p>
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		<p>Conclusion: I believe that I adapted the session to give people a clear understanding of how sport psychologists work and how what we do can effectively contribute to wellbeing outside of sport. As I used the entire session to introduce myself, the debrief gave them a better understanding of who I was and how I would deliver future teaching sessions with HE. Additionally, the feedback from the session was useful as each participants had the opportunity to evaluate what was delivered. I carefully considered what was written and will use it to further develop.</p> <p>Action Plan: I would like to be able to seek out future work in HE, as that is a condition in completing my 3iS portfolio and obtaining my Associate Fellowship with Advance HE. Not only would I be qualified to teach at this level in the UK, but I would also be one of the few in the Caribbean with this accreditation. However, to advance in the hierarchy (e.g. Fellow, Senior Fellow) one must be committed to developing in that respect. In taking the applied route with the Prof. Doc., I have to carefully consider my future prospects.</p>
11.03.19	4.4. I gave a dry run of a parents' presentation to coaches in the FFC academy classroom	<p>Description: I am due to deliver a presentation to parents on Saturday morning but coaches wanted to know what was being delivered so that they could give me the "okay".</p> <p>Feelings: I guess it's fair that they want to see the presentation before it was delivered but I don't want anyone policing my work. However, the feedback that was given was useful given the fact that they know the parents of players better than I do.</p>

		<p>Evaluation: At first, I thought that they were just trying to be malicious and assert their authority in the “coach is king” academy environment but now I believe that they just wanted to assist. The session will include information on how parents could better support players being a significant figure in their child’s life. I used the work Keegan et al. (2010) to support this.</p> <p>Analysis: The work spoke a lot to the motivational atmosphere that could be created by coaches, parents and peers and I thought it would also give some insight into the environment that we create at the club in supporting their children’s performance development while outlining my role as Academy Psychologist.</p> <p>Conclusion: In all, all staff members want what’s best for players and I know that most parents want what’s best for their children. I’m really looking forward to the session and meeting parents in that respect.</p> <p>Action Plan: Make the necessary revisions in preparing for Saturday.</p>
19.06.19	4.3. I decided to write up my third case study for publication in the Case Studies in Sport and Exercise Psychology (CSSEP) journal	<p>Description: As I was receiving very little support with my submissions at this point, I decided to write up this case study to see if I could receive some feedback from the reviewers of CSSEP.</p> <p>Feelings: This was my first time writing up anything for publication and I was unsure of what to expect. I felt okay knowing that the case study was worthy of publication</p>

		<p>given the age of the client (10 years old) and felt that it would be reviewed positively.</p> <p>Evaluation: Work with young children in Sport Psychology is rarely documented in literature and I wanted to begin to fill that gap by outlining some of the work that was undertaken while I was at Fulham.</p> <p>Analysis: I was told before that publication is somewhat political but I did not let that deter me because I was adamant that other consultants working with young children could adopt the methods I used. Nonetheless, I'll see how the process goes.</p> <p>Conclusion: It's a shame that I had to go to this length to get some feedback on my work but I have to do what's needed to be done to ensure that I complete this degree. It's my responsibility at this point to ensure that the Barbados Government and my personal investment is not wasted and I will make every effort to press on.</p> <p>Action Plan: Await the submission feedback and hope that the revisions are minor so that I can get this piece published.</p>
17.12.19	I created the Elite Youth Cricket Handbook of Mental Skills (EYCHOMS) for players to take with them to the 2020 Under-19 Cricket World Cup	<p>Description: I was not travelling to the WC with the team but still felt it necessary for my work to be reinforced while they were away. Thus, I prepared the handbook where they could receive all that was completed over the past 18 months and where they could also make notes and reflect on games that were completed.</p>

		<p>Feelings: By now, I have gotten over the disappointment of not travelling with the team and was just ready to wrap up the placement and leave the players with something tangible. Reading the handbook was not a requirement but I did emphasise that it would be beneficial for them to utilise it.</p> <p>Evaluation: I was amazed that I could develop a handbook out of what was delivered and even more so that I was able to get it published and bound in time for players to travel. All of the topics were relevant to the team and could even be utilised with future players within the Under-19 set-up.</p> <p>Analysis: The characteristics of every team that I have worked with are unique but I believe that the EYCHOMS provides a good base of the topics that can be delivered at a team level. As such, if given the opportunity to work in this capacity with another team in the future, I will consider these topics above others because of the length of time that I had to develop them.</p> <p>Conclusion: The placement has finally come to a bittersweet end and I anticipate finishing up this Doctorate.</p> <p>Action Plan: After the WC, ask for coaches' feedback on the handbook.</p>
02.03.20	4.3. I received the feedback from CSSEP on my journal submission	<p>Description: After submitting my first ever article to a journal, major revisions were required for resubmission. A 90-day period was given to complete this.</p> <p>Feelings: I was somewhat surprised as I submitted the draft</p>

		<p>after receiving feedback from the Academy Innovation and Research Manager at the club, and felt that the piece was well-written. However, I do feel that some of the feedback with respect to the clarity of my writing was fair given my lack of experience in journal submissions, but I couldn't help feeling slightly annoyed at the criticism about my application of REBT.</p> <p>Evaluation: For 1) the method has never really been outlined with a child in sport before and; 2) I was trying to give some insight on how that could be done. I adapted the tenets of REBT in an age-appropriate way so that a young child could have an understanding of the principals of MST to assist with a challenge at the time.</p> <p>Analysis: I guess reviewers have to do what they have to do and I guess that being overly critical is a part of their job. I should have expected this given the political nature of this business. These gatekeepers right?</p> <p>Conclusion: I really feel that if we are to learn as professionals, Sport Psychology cannot continue as the "same old", I think this is one of the reasons why all varieties of "life and wellness coaches" are sometimes preferred to trained professionals. We are always thinking within the box. Don't get me wrong, I believe in operating by the book so if methods aren't unethical, shouldn't reviewers be at least open to new ideas? Just my thoughts.</p> <p>Action Plan: I will revise the piece as per the feedback comments and resubmit before the deadline. Hopefully, it</p>
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		goes better.
30.06.20	4.1. This was my last workday at the University of Stirling during the first UK COVID-19 lockdown	<p>Description: This was my last today of formal work within Advance HE and the past few months have made me carefully consider where I want to be professionally in the years to come.</p> <p>Feelings: I feel a little hopeless. To finally be able to obtain paid work and teach postgraduate students is something that I have longed for since February last year and now to not know whether there will be another opportunity in the upcoming academic year is disappointing.</p> <p>Evaluation: I knew that the work was on a contractual basis subject to student enrollment but with the HE sector being heavily compromised, enrollment was expected to be low for the new academic year.</p> <p>Analysis: I am extremely anxious as my programme was due to be completed in April 2020 and my student Visa is due to expire in August. As everything that I had is already invested in the Doctorate, I am worried about my financial stability especially now that I will be unemployed. I thoroughly enjoyed my work and I'm presently looking for opportunities but I think it is best to start looking to the Caribbean as well.</p> <p>Conclusion: I worked with many qualified academics these past 8 months, many of who are BPS Chartered and who have already undertook their supervisor training as well. If I intend to start looking to the Caribbean and returning home, I must be fully equipped to advance the field. Not only</p>

		<p>must I complete this Doctorate, but I must also try to undertake my supervisory training and see if it can be done remotely in this current COVID-19 climate.</p> <p>Action Plan: To inquire of the BPS supervisor training route and begin to prepare for the unexpected over the next few months. At this rate, with my programme progression and the breakdown in my supervision, I may have to extend even though it was never something that I wanted to do.</p>
14.05.21	4.5. Feedback meeting with the Royal Barbados Police Force (RBPF) Juvenile Liaison Scheme (JLS) Co-ordinator, Name Withheld	<p>Description: I delivered a session on “Confidence” to a group of identified “at-risk” young men and women, as was suggested by the programme co-ordinator after a meeting that we had.</p> <p>Feelings: I began exploring opportunities to diversify since being out of applied work for almost two years and the session feedback was positive. This gave me hope in terms of the ideas that I have in making an informed contribution to social development in Barbados.</p> <p>Evaluation: Opportunities outside of the scope CWI, are limited in the Caribbean and thus exploring opportunities in the area of Life Skills Development (LSD) may be beneficial to me in expanding my skill set.</p> <p>Analysis: Programmes like the JLS are needed but are not widely supported due to a lack of funding from the public and private sector. As a former cadet, I believe that there is an avenue to develop programmes like this through the Barbados Cadet Corps and I will explore future possibilities of this.</p>

		<p>Conclusion: I love my applied work but if I cannot return to explore further opportunities in the UK, I will have to look for alternative prospects outside of performance sport.</p> <p>Action Plan: I will make some phone calls later today and inquire about any opportunities that may be available to run LSD programmes through the Cadet Corps.</p>
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Consultancy Case Study One

Context

This first case study of my Doctoral portfolio details work undertaken with a 25-year old Caribbean Olympic athlete called Sarah (pseudonym); a colleague referred Sarah to me because he believed that she could benefit from my services. Upon accepting the referral, Sarah and I spoke and it was agreed that we would meet on a weekly basis via Skype. Sarah has been competing in track & field since age 8 and she obtained a full overseas University scholarship at 17 years old. Specialising in sprinting, she was identified as being talented from a very young age and was highly regarded as a future gold medal prospect at the international level. Her accolades include but are not limited to: junior national records, indoor National Collegiate Athletic Association (NCAA) championships and competing at the 2012 and 2016 Olympic games. Sarah, who was initially introduced to Sport Psychology at the 2012 Olympics by a practicing consultant assigned to her team, was very open in expressing her suspicions to me about Mental Skills Training (MST) during our first discussion. Nonetheless, she went on to identify several issues but specified that her challenges with repeated injuries were most concerning for her.

At the time of the consultancy, I had committed the period post-Stage 1 to practicing Cognitive Behavioural approaches and therefore, felt quite confident in undertaking the work. Sarah was pleased with my level of experience having outlined my enrollment on the Professional Doctorate and was happy for us to meet on a voluntary basis. Sarah was also informed about the potential writing of this case study and agreed to be a part of the process.

Philosophy of Practice

Understanding one's personal and professional philosophy is among the essential prerequisites to an effective consulting process. Additionally, the professional philosophy of the consultant drives the helping process and is a key marker in allowing the consultant to determine the progress of consultancy. It is also an important foundational element that supports the helping process and the formation of interpersonal alliances (Poczwadowski, Sherman & Ravizza, 2004).

In seeking to fully understand my client's psychological 'reality', a construalist approach was utilised to effectively piece together her story so that she could gain a better understanding of her own situation (Keegan, 2016). Therefore, using her rich history as an elite performer, a thorough, collaborative exploration of that history was undertaken as we discussed her setbacks and utilised psychological techniques to find solutions to her present issues. In doing this, a Cognitive Behavioural Therapy (CBT; Beck 2011) approach will be applied to this case.

Model of Practice

Cognitive Therapy has been systematically applied to a range of emotional and psychological maladies (Knapp & Beck, 2008). They are also more proven than any other therapeutic method (Roth & Fanagy, 2005; Westbrook & Kirk, 2005) and Cognitive Behaviour Therapies (CBTs) are organised into three (3) major divisions and these are: coping skills therapies, problem solving therapies and restructuring therapies (Knapp & Beck, 2008). More specifically, restructuring therapies emphasise the assumption that

emotional problems are a consequence of maladaptive thoughts where the goal of treatment is to reframe distorted thinking and promote adaptive feelings (Knapp & Beck, 2008). Additionally, as CBT is one of the most referenced therapeutic methods in Sport Psychology literature, the role of the practitioner should be to conduct an intake assessment that identifies implicit hot thoughts and make them explicit through guided discovery and other techniques (Neenan & Dryden, 2004). In recognising this, I sought to obtain more information about Sarah's thoughts on her injuries in the hopes of gaining a better understanding of her issues in addition to applying a Self-Determination (Ryan & Deci, 2008) approach to consultancy which was utilised to motivate Sarah in exploring and discussing her experiences.

The Case

As previously highlighted, Sarah has been competing in her sport for more than 15 years and stated that she believed she was injury-prone since she incurs at least one injury per year. At 25 years old, she believed that there was still some time left in her career and therefore was seeking to accomplish her goal of winning an Olympic gold medal. There were no performance issues initially identified but there appeared to be a fixation on the belief that she was "injury-prone" and I sought to explore this more in-depth. Sarah made subtle statements that evidenced negative automatic thoughts (NATs) as she hinted to being victimised by the governing body for track & field in her home country along with an ongoing rivalry between her and another star sprinter of the same age. This rivalry also negatively impacted her progression as at one point in her career,

on the occasions that her and this young lady were teammates, they never got along and management saw Sarah as being the cause of the problem.

Unfortunately, in light of everything that was discussed during consultancy, Sarah seemed unwilling to allow me to explore the issues that I felt were necessary and this resulted in sessions being more client-led than expected. I eventually became a “sounding board” (Sharp & Hodge, 2013) for Sarah and she used most sessions to share her thoughts and views on situations without wanting any of my input. Taking this into account, I will now highlight the work undertaken with an elite athlete like Sarah as it was recognised upon concluding the consultancy that CBT may not have been the most appropriate model.

Intake Assessment and Case Formulation

In the initial intake assessment, Sarah was very skeptical about the support that I could offer and cautious with the information she shared. In understanding her reservations, I proceeded with the intention of being very kind and clear about my philosophy of practice. To support my position, even though Sarah was doubtful of my usefulness at the time, I was intent on being light-hearted as it has been found that effective practitioners have well-developed personal skills such as being likeable, open, trustworthy and empathetic (Chandler, Eubank, Nesti, Tod & Cable, 2016; Chandler, Eubank, Nesti & Cable, 2014).

The Intake Assessment form comprised of four (4) sections: *Sport History and Development (A)*, *Problem Identification (B)*, *Problem Exploration (C)* and *Sport Psychology Sessions (D)*. It was informed by the Socratic method (Beck, 1995) and thus

contained open-ended questions in prompting further elaboration on critical moments throughout Sarah's career. Socratic questioning was chosen because it is a CBT technique where the practitioner asks clients questions to induce reflective learning to aid in case formulation (Westbrook, Kennerley & Kirk, 2007; Wills, 2009). The division of the form was for the purpose of allowing me to explore in-depth all of the facets that I believed were important to the Sarah's development and performance. As Sarah was referred by her Strength and Conditioning (S&C) Coach and a specific performance problem was not identified at the time, sections A and B which were developed utilising a guided discovery method (Beck, 1995) were used to identify any recurring performance issue that had an ongoing significant impact on the client's career.

Having section D set aside for views on Sport Psychology allowed me to explore the Sarah's thoughts about therapeutic goals (e.g. *"What do you want to accomplish by being here?"*) and client expectations of the consultant (e.g. *"What do you expect for me?"*). This adds to the view that highly rated sport psychologists are able to help clients use practical and concrete interventions in meaningful ways while adopting client-centered approaches (Chandler et al., 2016; Chandler et al., 2014). At the end of the assessment, through collaborative empiricism (Beck, 1995), it was decided that the ultimate goal as stated by Sarah would be to "see where it (the therapeutic relationship) goes".

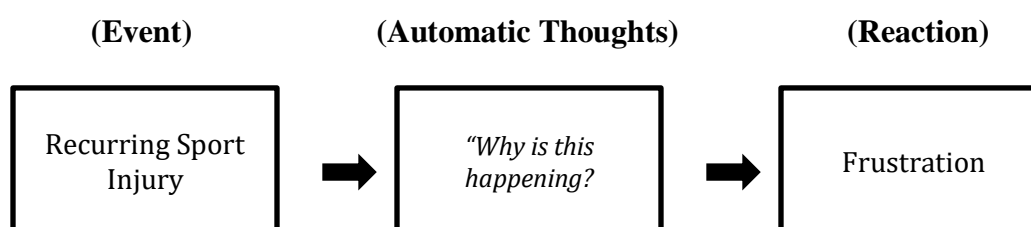
Through the analysis of Sections B and C of the intake assessment, I was able to recognise that from 2014, Sarah struggled with being injured prior to the start of every athletic season; this would occur annually before returning to her home country. Upon further investigation, it was revealed that this had become very frustrating for her since

she had graduated from University and was now focusing solely on her professional career. During the four years prior to our meeting, she admitted to telling relatives about her injuries but after they began placing the blame on her (training), she began keeping it a secret. Sarah also admitted to taking up a job during the periods that she was injured to keep her mind off the injury. In the past, she stated that her frustration was increased when constantly questioning herself about why her injuries happen even though she puts preventative measures in place (e.g. reducing her training workload). At that time, no attributions to the problem were identified but there definitely seemed to be a consistent pattern of occurrence. However, when Sarah was asked about her thoughts on a solution to the problem, her response was not conclusive.

On the surface, though it would seem as if there was no real psychological issues identified at the time, in my professional judgment, it did seem uncommon for an athlete to be injured around the same time every year. In seeking to explore this further, I developed several case formulations as consultancy progressed and an example of the first, using the cognitive model (Beck, 2011), can be seen below in Figure 1:

Figure 1

Sarah Case Formulation



In continuing from the intake assessment, it was agreed by Sarah and I that a following nine (9) sessions would be conducted to further explore her thoughts and feelings on her recurring injuries, to get a better understanding of her past and present motivation and to see if there were any changes in her motivation that may have occurred as a result of her past injuries. According to Reardon and Factor (2010), injury woes are one of the many factors that athletes face in their quest for performance excellence and amidst these difficulties, maintaining motivation and being driven by the right motives is important in developing a successful athletic career (Galli & Vealey, 2008). Additionally, in applying a self-determination approach to psychotherapy, Ryan and Deci (2008) have stated that the relationship between client and consultant depends upon the client's willingness to recognise and work on specific problem areas in their lives. In their work, they also acknowledged treatment as an unfolding, dynamic process and have stated that Self-Determination Theory (SDT; Deci & Ryan, 2000; Ryan & Deci, 2000) offers empirically formed guidelines for motivating people to explore experiences and events. When Sarah was asked about her short-term goals and motivation, she stated that these were her performance times and (taking care of) her family respectively. She also did eventually state that after being injured consistently for this period of time, she started thinking that she may be wasting her time with track & field. At that point, she believed that she had achieved her academic goal since completing her studies on a full scholarship and had ultimately come to the decision that if this year did not go according to plan, she was going to quit. With this new information that was received, I decided that the focus of the intervention at the time would be goal-setting and motivation:

The Intervention Process: Part I

Sarah highlighted a significant factor in her motivational development during our second session when she revealed that she had a childhood rivalry that was formed as a result of performance comparisons between her and the other sprinter that was mentioned in previous sections. These comparisons still existed to the present day and the other athlete unlike Sarah has had many successes at the international level. It was noted that the environment around track & field in her country was described as being very toxic as she revealed numerous instances of ill-treatment and unfair selection for international meets. As a result of her injuries, she stated that she previously had the mindset of wanting to “prove herself” because she feared that she would be “forgotten”, but in recognising that those thoughts were unhealthy, she was able to shift her focus and find peace knowing that she had nothing to prove. Consequently, Sarah admitted that motivation was crucial for her at this point of her career but confessed that she was happier competing as a child and noted that the last time of happiness for her as a professional was in 2012 when she was healthy, winning at the collegiate and national level and competing in what was then, her first Olympic Games. At the time of this session, she was indecisive about knowing whether to quit or continue, however, when asked about one proximal mental goal, she mentioned wanting to be more confident.

During the third session, I decided to ask about the possibility of anxiety playing a role in her performance issues taking into account that they occurred at the same time each year upon her return to her home country. Sarah dismissed this notion but proceeded to explain more about her lack of relatedness within the track & field environment at home. The experience was described as being very solitary and to gain more contextual

information, I then asked her permission to speak to the S&C Coach who referred her; she granted it. Sarah then continued to admit that she did not have established personal relationships with any of the athletes, officials or management team as everything was centered on training and performance. She also went on to highlight several incidences that caused her to mistrust and distance herself from people within her environment and she believed in each case, her behaviour was justified. I started to believe that this was her way of protecting herself from everything that she stated that she had to endure over the years because even though what she highlighted was mostly negative, she still stated that she was doing well and has found a way to cope through her faith in God.

Interestingly, I understood this being a believer and a past athlete myself but thought that offering input would be unethical, as it might encourage the discussion of very deep, personal views which may be surprisingly understood by some because the amalgamation of the Christian faith and sport is not a new concept (Egli & Fisher, 2017). Moreover, it is believed that some former athletes found that it would have been beneficial to work with consultants that were aware of this part of their identity because they viewed their sport participation from a Christian perspective (Egli & Fisher, 2017). Nonetheless, though mentioning her faith as a key coping strategy, she mentioned quitting at the end of the year upon when concluding this session.

Following our third session, I spoke to Sarah's S&C where he mentioned that he believes that she "overtrains". I shared this information with her during our fourth session and she disagreed completely. Additionally, in the S&C's professional opinion, he pointed to biomechanical factors in the recurrence of her injuries but that was outside of my specialism and therefore I was unable to comment. When I inquired about the sport

environment, he stated that it was “rough” and also made mention of the rivalry with the other sprinter that she spoke of. After this session, Sarah was set to travel to the Commonwealth Games and we briefly discussed any mental skills that she thought would be relevant during this time. She admitted to actively practicing self-talk but in not wanting to overload her with information, I sought to give her the autonomy to choose what she thought worked best for her. Given her past negative experiences with Sport Psychology and knowing that the less autonomous the motive (during therapy), the more SDT predicts poor engagement (Ryan & Deci, 2008), I decided to let her practice self-talk if she chose to.

The Intervention Process: Part II

There was a month’s break between sessions and upon Sarah’s return, during session five, I began to discuss her performances at the Commonwealth Games, which she believed were less than “ideal”. However, she surprisingly noted that she received some closure after she was able to discuss with her teammates their past issues; she believed that communication was necessary for them to complete successfully. Though they did not communicate since Rio 2016, she said that discussions had gone well and she was pleased about that.

In seeking to continue sessions as intended, SDT was further utilised to further support discussion on Sarah’s motivation. There was deemed necessary because as a macrotheory of human motivation, it seeks to address basic issues such as life goals and aspirations as well as the impact of social environments on motivation, behaviour and wellbeing (Deci & Ryan, 2008). SDT also differentiates between types of motivation

with the most central along the spectrum being autonomous and controlled motivation. Autonomous motivation includes intrinsic motivation and the types of extrinsic motivation where people have identified with an activity's value, which is ideally integrated into their sense of self (Deci & Ryan, 2008). During session six, Sarah and I began to discuss her proximal and distal goals during which included running faster times, talking to people more, her contract extension and winning an Olympic gold medal. As the goals mentioned seemed quite SMART (Specific, Measurable, Achievable, Relevant, Timely), there was one performance goal that Sarah brought to my attention and that was her wanting to "remember her form" while running. In elaborating on this, she explained how crucial having "good form" was to sprinting and stated that if she could be at 100%, she would run faster. She believed at the time that she was at 80% and in her wanting to focus now on performance enhancement, I felt inclined to do so as well. I therefore suggested Mental Rehearsal (MR) to improve her form going forward and it was then that she decided to adopt a "less is more" mindset going forward; she had reflected on the S&C's comments about her overtraining and believe that it was worthy of consideration.

At the start of session seven we began to focus on her training where she emphasised the importance of consistency and utilising her power in the "right place". On that day, she stated that she had a good morning training session because it was dedicated specifically to her form and she had several sprints to run. She also added that she set goals for each distance and that these goals were achieved. She admitted that her last few training sessions showed her how important her form was and that she was accomplishing her goals without attempting to run quickly. It was then that I inquired

about the components of a typical training session and she highlighted the warm-up, workout and cool-down as being essential. This information was asked so I could begin developing an MR script to be utilised at Sarah's convenience. Interestingly, she did state that she already briefly practiced MR before she competing and added that she takes a few seconds to see where she "needs to be" before her race begins. It was at this point that she commended me for actually taking the time to get to know her and not conducting "general (Sport Psychology) work". She also stated that working with me has kept her accountable to her overall process and at this time, she was anticipating an upcoming invitational meet that she felt 100% confident about based on the quality of the training that she had.

There was a short break between this session and number eight. Nonetheless, when we met again, we proceeded to discuss her most performance at the invitational where she confessed that she did not run a fast time but managed to place third. However, in her opinion, this was a necessary confidence booster because she then believed that if she continued competing, she would run faster. Additionally, she felt much better than she did at the Commonwealth Games and this was because she executed "the turn" in her race.

In the final two sessions, I offered for Sarah to complete the Sport Motivation Scale (SMS; Pelletier et al., 1995) and the Trait Sport Confidence Inventory (TSCI; Vealey 1986) to measure her actual motivation and confidence levels. Additionally, the Sport Imagery Questionnaire (Martens, 1982) was also administered, as I wanted to continue using the MR and wanted to ensure the type of imagery that would be most suitable for her. Sarah was motivated and confident, and it was decided that Motivational

General-Mastery (MG-M) would be most suitable for her as it consists of images related to mastery, self-confidence and mental toughness (Hall, Mack, Pavio & Hausenblas, 1998). Sarah also previously highlighted confidence as a mental goal and research suggested that MG-M was also useful and relevant for increasing, maintaining and regaining confidence (Munroe-Chandler, Hall & Fishburne, 2008).

During this time, I sought to engage Sarah about her initial beliefs about her injuries and past misfortunes to which she declined, as she believed that talking about them might cause something bad to happen. Sarah again, as she would have in previous sessions, reaffirmed her faith in God and she decided to continue trusting her process because she was also due to compete that following weekend. However, after that meet, Sarah indicated that she ran slower than her personal best but like her previous performance at the invitational, stated that she did what she thought was needed. She said that she focused on her form and did the MR that helped her to a good finish. She was now at a stage where she was preparing for Nationals in her home country and wanted that to be her sole focus. I proceeded to write a detailed MR script where she was encouraged to use on mornings when she woke at and bedtime; a video was also sent via email to reinforce the use of MR.

Unfortunately, Sarah did not perform well at Nationals and on that note of disappointment, she decided to take the rest of the athletics season off and revisit the thought of retiring altogether. Her decision to rest came from a left hamstring injury that she picked up during Nationals which was on the same leg of a quad injury from the previous year. As a result, she did not qualify for any major meets over the remainder of the year but believed that now was the time for her to have a “good rest” since she has

never had one. We committed to keep in touch as I extended the invitation to re-engage while still enrolled on the Professional Doctorate.

Reflection

As reflection is an adopted attitude (Anderson, Knowles & Gilbourne, 2004), I utilised Gibbs' Reflective Cycle (1988) to provide a fair, transparent and interpersonal account of her support provision. The guide, which comprises of six phases, includes:

1. Description – What happened?
2. Feelings – What was thought about and feelings about this?
3. Evaluation – What was good and bad about the experience?
4. Analysis – What sense can be made about the situation?
5. Conclusion – What else could have been done?
6. Action Plan – What can be done if it happens again?

Description

Sarah was an elite athlete who had several challenges that I did not believe she adequately coped with. Though expressing adamantly her faith in God, she still seemed unforgiving and reluctant to address the many social challenges that affected her relationships with those close to her even though it negatively impacted the way she felt. Equally frustrated and fixated on giving up, she still tried to convince herself that she was mentally fit for performance. In supporting her autonomy and acknowledging her negative past experiences with Sport Psychology, I accepted that I was forced to adopt a client-led approach to gain Sarah's trust in the hopes of building a genuine working

relationship. Though not ideal in implementing the intervention that I thought was necessary, it did allow for some good discussion on her performances and the Mental Skills (MS) techniques that worked for her when she thought that she performed her best. Unfortunately, like previous seasons, Sarah became injured and was unable to perform at her best but she did utilise this season to take much needed time off and saw some benefit from the work that was undertaken.

Feelings

Over the course of the consultancy, I felt a sense of hopeful defeat. To elaborate on this, though there was success in breaking the stigma associated with Sport Psychology work and building a productive relationship, there was little that could be done to address what I believed to be the “real” (performance) issues of Sarah’s thoughts and feelings around her injuries. Sarah, within her right, did not seem ready to address the sensitive topic and in respecting this, speaking on these issues was not forced as I decided to do everything within my capacity to be accepting and allowed Sarah to guide the process while supporting her as a sounding board.

Evaluation

Perceived success of the consultancy came when Sarah stated that I was the first person that she was able to open up and talk to aside from her family whom she relies on for emotional support. She also commended me for getting to know her and keeping her accountable to her process. The reason why this aspect was deemed successful was because I know that there will be future opportunities to continue working with Sarah even though there was no real evidence of performance enhancement. I believe that Sarah’s choice to rest and recover may be best for her at this stage of her career. Even

though I was unable to comment on the biomechanical causes of her injuries, it was evident that there was a consistent pattern of occurrence given that this was her fourth season in this predicament. I believe that some medical advice should be sought in getting a better understanding of her physical challenges.

Analysis

Frustration was identified as Sarah's emotional consequence to her recurring injuries and she often referred to "quitting", "retiring" or "giving up" track & field during the consultancy. These Negative Automatic Statements (NASTs) that Sarah consistently made, in my opinion, were a result of a schema rooted in her elite development. I believe the constant comparison with her and the other sprinter and knowing that the other sprinter was more accomplished than her, made her think negatively about her career. Her unwillingness to address her feelings around injuries may be centered around her unwillingness to accept them as her career's major hindrances hence the continued belief that even though she was not performing at her best, she still insisted that she was doing well.

Conclusion

I believe that if I had attempted to lead Sarah in the direction that she did not desire, she would have withdrawn from engagement. This is supported by the fact that Sarah already admitted to having negative experiences with a professional such as myself. Perhaps Acceptance and Commitment Therapy (ACT; Hayes, Strosahl & Wilson, 1999) may have been more useful in encouraging Sarah to embrace her thoughts and feelings pertaining to her injuries while increasing psychological flexibility and mindfulness to contribute to overall wellbeing (Shortway, Wolanin, Block-Lerner &

Marks, 2018). This is due to its existential/humanistic nature and with injury being an ill-fated occurrence in the lives of many athletes.

Action Plan

I will continue to follow-up with Sarah post-consult and begin to do more reading on Humanistic approaches as I believe them to be more appropriate when working with experienced, elite performers who have competed at the International level and who have accomplished some measure of success when doing so. I will also seek advice about discussing faith with athletes who express it as being a major mediator in sport participation. In seeking to be diverse in my practice, I have to be willing to accommodate persons with all views and seek to support them in the best way that I could.

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Consultancy Case Study Two

Context

The following case study details work undertaken with a 32-year old African International/UK overseas cricket player whom I engaged during the club season in Scotland. I was approached by John (pseudonym) to discuss some past challenges that were having a present impact on his relatedness and performance; he summed up his issue by stating that he had experienced repeated incidences of racism by coaches in his home country over a number of years and subsequently developed “anger problems” as a result. In expressing this, he pointed to his urgency in wanting to discuss the matter as he was in a predominantly white country and was not performing to his expectation. I summed up our initial discussion by detailing my experience in the sport of cricket and equally that in understanding team dynamics while also highlighting my studies on the Professional Doctorate. It was understood that the work would be undertaken voluntarily for inclusion in my portfolio.

Model of Practice

Experiential interventions are valuable in influencing cognitive processing and are well justified in Cognitive Behaviour Therapy (McArdle & Moore, 2012). As such Metacognitive Therapy (MCT; Wells, 2000), an extension on Cognitive Behaviour Therapy (CBT; Beck, 1995), focuses directly on cognitive processing (Hoffman, Sayers & Fang, 2010) and highlights two aspects of cognition, which place an emphasis on an individual’s understanding of their own cognition and the executive functions that assist

in information processing (Wells, 2002). MCT further emphasises the distinction between declarative and procedural memory where the former speaks to beliefs that are viewed as factual in nature and the latter which is more automatic and contains knowledge about plans and procedure (Wells, 2000).

To effect change, it is contended that new declarative beliefs must be developed and procedural memory must be altered through the reinforced implementation of a new plan or procedure and as such self-reflection has been highlighted as a key strategy in accomplishing this (Wells, 2000). Additionally, in relation to John's account of racism and his behavior over the years, Rational Emotive Behaviour Therapy (REBT; Ellis, 1997) was utilised to dispute present dysfunctional thinking in supporting the reflective intervention that was adopted. With this, detailed account of John's experiences and the consultancy process will follow.

The Case

John had started his international career at an early age; his international 'A' debut was at 17 years old after which he went on to represent his country at the Under-19 level. At 22 years old, he was selected for his national team unexpectedly as previous years saw him produce exceptional performances at the local and regional level. This led to him being widely recognised and he believed that a lot of coaches (most of whom were white) wanted to "take credit" for his development and seemingly demanded respect from him as a result of this. John outlined that white men were predominantly hired as coaches in his country and he felt as if one coach in particular (now deceased) racially bullied him in his youth. As a result of his perceived victimisation, he stated that he developed a

rebellious attitude, which included outbursts towards white players and officials and was often done in the presence of players, other coaches and selectors. As a result of his behaviour, he was eventually labelled him as a “trouble maker”. He felt that this stereotype led him to be ostracised from national cricket and overlooked during national team selection since his youth. John was adamant that he is a victim of racism due to his failure to adhere to the “status quo” and his refusal to submit his “oppressive” coaches, which he believed further justified his aggression. Additionally, John admitted to going through “dark times” where he resented the cricket development system in his country and reinforced his beliefs by listening to “nonconformity” music from numerous reggae artists. He eventually admitted that this music sustained his feelings of aggression and hatred for those who led cricket in his country.

Intake Assessment and Case Formulation

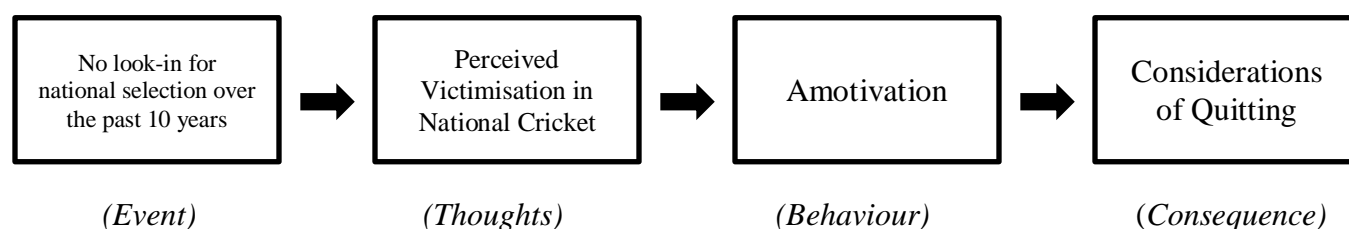
Taking into account that client initially identified his “issue”, I utilised my intake assessment (*see* Appendix A) to further explore this. In following the principles of CBT, I sought to be collaborative by utilising the Socratic method (Beck, 1995) to assist John in exploring his thoughts and beliefs about his career experience. Even though there was some autonomy in the discussion, there was an aim to be structured and directive in choosing which points required elaboration (Beck, Emery & Greenberg 2005). In seeking to be problem-oriented, only points related to the issue identified were expanded on (Beck & Emery, 2005) and in focusing on the “here and now” of CBT, the intake assessment also helped me to understand how John’s present situation made him feel.

The duration of this session was approximately 90 minutes and it was discovered

that John had no desire at the time to continue playing cricket and was feeling extremely disheartened about his upcoming season at home as a result of his past negative experiences. He was very clear about these and his present feelings, thus formulating his case went without complication (*see* Figure 1).

Figure 1

Case Formulation



John repeatedly highlighted a lack of motivation in playing cricket and expressed a desire to quit, which immediately pointed to amotivation. Amotivation refers to a lack of intent to engage in a particular behaviour (Vlachpoulos, Karageorghis & Terry, 2000) and is one of three distinct factors derived from Self-Determination Theory (SDT; Deci & Ryan, 1985, 1991; Ryan & Deci, 2000). Feelings of amotivation are associated with a lack of perceived competence, as contingencies are not expected between an athlete's behaviour and sport outcomes (Vlachpoulos et al., 2000). Thus it can be assumed that John's prolonged non-selection may have caused him to believe that he was no longer a good cricketer and that his performances (good or bad) could not influence that. Additionally, in a study conducted by Allen (2006), it was found that the positive

relationships among factors like belonging and forms of intrinsic motivation had a negative association with amotivation; this could indicate that John's amotivation was due to a lack of positive relationships in his sport environment. Subsequently, as amotivation is also associated with sport dropout (Pelletier, Fortier, Vallerand & Brière, 2001), John's feelings of wanting to quit cricket were also validated.

The Intervention

The intervention was delivered via Skype over an 8-month period and the frequency of sessions was determined by the client due to his playing schedule and family life. Additionally, it was agreed at the onset that work could also continue over the duration of the Doctorate if desired. As such, the boundaries of the relationship were reiterated: model and philosophy of practice and the British Psychological Society Code of Ethics and Conduct (BPS; 2018) were discussed. The client was informed about my active-directive approach (Beck, 1995) to consultancy as well as my intention of having structured, psycho-educational sessions taking into account the issues already highlighted. As John was able to clearly articulate his challenges and actively sought to work with me, he was in full agreement with a practitioner-led approach (Keegan, 2016). John was also informed that he would have to complete various "homework" assignments, as this would allow for the reinforcement of each session. Homework is an integral part of CBT (Beck, Rush, Shaw & Emery 1979) and its completion is heavily supported by research that speaks to the success of those that engage during therapy (e.g., Kazantzis, Whittington, & Datillio, 2010; Neimeyer & Feixas, 1990; Persons, Burns & Perloff, 1988).

In seeking confirmation of John's experience of amotivation, during session one, he was asked to complete the Sport Motivation Scale (SMS; Pelletier et al., 1995), which showed high levels of that factor. With that being definitively known, it was decided that improving his motivation level to one that was more intrinsic would be the focus of the intervention. We discussed his SMS results and the seven (7) types of motivation that it sought to measure. Reverting to the initial intake where he highlighted the challenges with this coach, we then further discussed motivational climate in elite sport (*see* Keegan, Harwood, Spray & Lavallee, 2014) and delved into the impact of coaching-styles on athlete behaviour. It was known at this point that John perceived his coach's style as "controlling" and in line with the findings of Keegan et al., (2014); this led to his feelings of frustration and anger especially when trying to communicate with his coach. However, in recognising that his coach's style of that of the coaches are out of his control, it was decided that a Goal-Setting intervention would better prepare him for his upcoming season with the hopes of giving him a more positive outlook on his sport and experiences.

Goal-Setting has been criticised for its detachment from performance in the past (Gillham & Weiler, 2013), but it was deemed necessary for this intervention to enable John to shift his focus from external (a focus on coaches' behaviour) to internal (a focus on his own). This would allow him to sit in the "driver's seat" on this journey of mental and physical preparation for what he believed to be his "last" season. When asked about his practice of this mental training technique, he admitted to not having kind of fixed mental preparation in the past and was open to learning more about goal-setting. However, before proceeding, John's thoughts and feelings about his perceived

victimisation and more importantly, the issues surrounding his race needed to be further explored.

During session two, John began to break down the hierarchical structure of coaching in his country. He specifically pointed out that head coaches are white and assistant coaches are black and most head coaches that he encountered would state that he had a poor attitude. On this note, he was encouraged to change his perspective on how he viewed some of these situations and was then given the opportunity to further evaluate these interactions. Could it be a case that his attitude was indeed poor? Was this stated all of the time or was it said in a specific moment? Was it state by all of the head coaches? This was done to empirically dispute his core belief of racism as that belief fuelled his anger when engaging with white people in his sport environment. It was at this point that we jokingly arrived at the conclusion that his behaviour may have negatively contributed to his experiences. Though harsh, the truth was eventually confirmed by John who admitted that he never saw his behaviour in that light, this ability to laugh at his behaviour allowed for us to explore this deep-rooted issue of racism in a light-hearted way as he recognised that his core belief may have been exaggerated. According to Banmen (1982), “humour breaks the ice between therapist and client...” (pg. 84) and it has been noted that humour in REBT is a desirable core characteristic (Dryden & Branch, 2008). In John’s case, it was useful and indeed necessary to address such a heavy topic and in doing so, brought about a positive effect. In the past, his teammates would joke about his behaviour toward coaches, and it was only then that he realised that these jokes may have really been other players’ perceptions of him.

In session three, John expressed that he always used his past performances as a

means of revenge in seeking to prove a point to the people who “put him down”. After another discussion about the SMS and its spectrum of intrinsic and extrinsic motivation, we agreed that using his negative experiences as a form of extrinsic motivation was inappropriate and he made a commitment to let that go. Having challenged his beliefs about perceived racism, we began to discuss his first homework assignment, which would tap into his declarative and procedural memory as per the tenets of MCT. I suggested that John write a therapeutic letter to his country’s Cricket Board outlining his past experiences as “therapeutic letter writing can help you process strong emotions and... allows you to explore thoughts and feelings and possibly reframe your story” (Recovery Ways, 2020). This letter was suggested for reflective purposes to give John the opportunity to truly understand how he felt over the years as well as providing him with an in-depth understanding of his feelings and the hurt he experienced as a then 22-year old player.

During session four, while collectively reviewing the homework, John realised that he had unconsciously become everything that his coach said he was and decided then to make a verbal commitment to change. Through writing the letter, he not only accepted some responsibility for what occurred but also accepted that he no longer needed to react negatively to this past. By allowing him deal with these personal issues, John decided that he would be more positive in his words and actions going forward and we lay the persistent issue of his anger to rest. From this point on, he was happy to move forward with the goal-setting intervention to assist him in better preparing for his upcoming home season. At this point, the dates had not been confirmed but he was performing well for his UK club; he recorded his season’s best figures. In wanting to focus on the upcoming

season at home, he was also advised not to label it as being penultimate (as he wanted to quit) but to view like every other season due to task-orientation being superior in fostering motivation (Duda, Chi, Newton, Walling & Catley 1995). Most importantly, he was also told to focus of the process of goal-setting for this intervention and as such, we began to focus on his “readiness” for the upcoming season. For homework, he was sent the ‘Why, What, How?’ handout (*see* Appendix F) via email that was to be completed as homework for next session’s discussion.

The handout comprised of a table, which list three (3) types of goals: Process, Performance and Outcome and John was given an explanation on how to complete with some examples. After reviewing his completed version, he agreed that a focus on his “process” goals might be best for him moving forward as the handout simplified goal-setting and gave him the autonomy at each stage when thinking about his future performance(s). In doing such, it can be assumed that his self-determination would be enhanced, thus increasing his intrinsic motivation. At this point, John stated that the handout helped him in going back to the “drawing board” in his thinking and preparation and it was also discovered through the handout that John had a clear strategy with sound process goals incorporated. At that point of the intervention, John mentioned how helpful the sessions had been in allowing him to see how his thoughts were causing him to think and act destructively along with the adverse effect that they had on his performance.

During session six, with the UK season coming to an end, we summarised his Scottish season and agreed that sessions would resume once John had returned and settled at home.

Session seven took place a few months later and at home via Skype. In his team,

John was charged with the task of leading the fast bowlers and at the time of meeting, he was also the leading wicket taker in the team along with being within the top-five wicket takers in the league. His mood and speech was very positive and a vast improvement from where we began. He then reflected on his therapeutic journey and stated that he has noticed how far he has come in his mindset from last season and thanked me for my assistance. Out of interest, I inquired about him engaging me and he mentioned three important factors that influenced his choice, they were: my attitude, sporting knowledge and my race. The latter came as a surprise initially, but it was later discovered that the need to understand the influence of race and ethnicity in sport psychology has often been highlighted in consultancy (*see* Kontos & Breland-Noble, 2002). In this study it was noted that little attention had been given to racial and ethnic identities in sport and further multicultural research should be conducted to enhance understanding and improve competence (Kontos & Breland-Noble, 2002). As John is a black, African male, he wanted his first experience of Sport Psychology to be with a consultant that he felt could relate to as he highlighted issues centered on racism.

Session eight occurred at the end of the season and it was used to discuss his current performances. By then, John's team was leading in the 4-Day tournament and there was one more game to decide whether they would be crowned champions. As he was performing well, he was also still hopeful that he would receive a call-up for the National team. Everyone, at the time, was praising him for the positive change in his attitude and he stated that he confidently shared with his teammates that he started working with a Sport Psychology consultant. Based on the feedback that he received on his new behaviour, he believed that the work we undertook was life changing.

Reflection

Gibb's Reflective Cycle (Gibbs, 1988) was utilised throughout consultancy at the end of each of session. I will now reflect on my experience in working with a seasoned cricket player like John.

Description

I began working with John after he approached me upon learning that I was a Sport Psychology consultant with extensive experience in the sport of cricket. John described himself as being aggressive with a frustration for where he was in his sport because he believed that he should have been further. John was, at the time, an overseas player away from his home in Africa and felt that he needed my services before returning at the end of his UK season. He began playing his sport at an early age and was therefore selected for the senior team very early on. However, he stated that the past poor relationships with coaches were his biggest hindrance to date. Upon agreeing that we would work together, John and I engaged in a combined CBT intervention that involved MCT and REBT to aid emotional regulation and effect positive behaviour change.

Feelings

After the intake assessment, initially, I felt sorry for John as I could relate to what he was feeling being a past player myself. However, in recognising that it would be unethical to proceed in that way, I decided to focus on the issue at hand, which was to help John to better cope with what he was experiencing. In detailing what he had been through and by developing a collaborative relationship, we began to unpick what was

seen to be a fixation on person's behaviors towards him (out of his control) rather than his reaction to those behaviours (within his control). I felt confident that I was able to assist John because a lot of the struggles that he highlighted were centered about him being a black man in a white coach-dominated environment and I believed that I could provide the empathy that he needed in wanting to be understood without judgement.

Evaluation

I believe that the intervention was a successful, but most importantly, John believed that he was helped because he believed that he was carrying this "burden" for a long time. He admitted that his beliefs hurt a lot of his relationships as he found himself being very harsh in the past to white players because of the victimisation that he experienced. However, after returning home and since completing the work that we undertook, he has been praised by his teammates and coaches for the change in his behaviour and has found some "peace" in what would be the latter stages of his career. Additionally, his performances over the duration of that season were exceptional and he believed that he was on his way to being selected for the National team once again.

Analysis

I think that John just wanted to speak with someone that he felt would understand what he was going through. Before he met me, he did not know that there were professionals who worked providing psychological services to athletes. More specifically, he did not expect to find a black woman doing such. Perhaps cultural, but useful nonetheless, as he received the necessary support for the problem that he was experiencing. I believe that the issue of black athletes not being adequately supported with respect to psychological issues that they may face is a worldwide issue. Black

sportsmen and women are praised for their talent but are ridiculed for issues relating to mental health especially when they make open cries for help. Research does not need to support this, as the evidence is clear across all social media platforms when a black athlete does anything else but perform at their best. This standard of heroism is unrealistic but seems to be a standard for the black athlete as the demand seems to be infinite, without question and most definitely, without complaint. Sport needs to do better for its athletes and Sport Psychologists, as guardians of mental health service provision, need to do the same.

Conclusion

I was grateful to have this opportunity to support an athlete that was struggling because of what he perceived to be racial discrimination. In working together, it was proven that there are some issues that consultants of the same race would understand. Not only was I able to do so, but I was able to show him that not all of his issues were race-related. There is a real value in this type of support and it is hoped that other athletes in this situation would seek the same type of support. Moreover, I hope that they would be encouraged to do so as I believe that these services should be readily available to professional athletes travelling to the UK from different cultures, to those presently living and participating in UK sport and to any black athlete in the world, competing in a white-dominated environment.

Action Plan

I will actively seek out opportunities in offering my services to black athletes within the UK and lobby for more representation in the field with respect to service provision. I believe that the field should be representative of the athletes participating in

sport where Sport and Exercise Psychology professionals are assigned. However, in acknowledging this, I know that this can only occur if the profession sees it as their responsibility to ensure diversity and inclusion at the applied level.

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Consultancy Case Study Three

Context

At the time of the case study, I was engaged on a contractual basis at an Elite Player Performance Plan (EPPP) Category 1 Football Club as a Trainee Sport and Exercise Psychologist. The EPPP was introduced in 2012 as a result of a consultation between the Premier League and its clubs, representatives of the Football League, the Football Association (FA) and other key stakeholders (Premier League, 2020). It is a long-term strategy with the aim of developing more and better home-grown (English) players as it promotes the empowerment of each individual player through a player-led approach across three phases: Foundation (U9 to U11), Youth Development (U12 to U16) and Professional Development (U17 to U23) (Premier League, 2020). Though I used research support my work at the Foundation Phase, I believed that there was a lot to learn in organically interacting with the children in my client group and felt that this aspect of professional development should take precedence throughout my time at the club. Additionally, as I see myself as a “hands-on” practitioner, I agree somewhat with the reasoning of Cotterill (2016) who stated that “pracademic” (practice and academic) positioning presents challenges in understanding “the real-world practitioner context.” Consequently, as there are only a few studies concerning Psychological Skills Training (PST) with children (Foster et al., 2016), a detailed account of my adaptive approach to working with this demographic follows. With this, there were no preconceived notions as to how consultancy would proceed, as the focus was to provide a beneficial service to the player and club by extension.

Philosophy of Practice

I see Psychology as a ‘soft science’ (Keegan, 2016) and therefore adopt a ‘construalist’ approach to my practice due to the unique nature of each athlete. In doing this, a typical consultancy involves openness and empathy with a client’s story through the exploration of experiences and unique client-theory development to assist them in gaining a better understanding of their world. By this, it is hoped that clients are able to identify and successfully navigate challenges through deliberate thought organisation and analysis. Additionally, I establish a “working alliance” (Keegan, 2016) with the client as I firmly believe that anyone (regardless of age) can achieve optimal performance relative to their ability and aspiration in sport. In taking mindset into account, I trust in understanding the thought processes of my clients in order to help them understand how these in relation to their experiences can affect behaviour and impact performance. With this, a combined approach of Rational Emotive Behaviour Therapy (REBT; Ellis, 1957) and Mental Skills Training (MST) are used in this case and further outlined below.

Model of Practice

In Sport Psychology, cognitive behavioural approaches heavily influence service provision and often build the foundation for psychological skills training in performance enhancement and maintenance. REBT (Ellis, 1957), commonly recognised as the original cognitive behaviour therapy, provides a valuable approach to addressing the causes of emotion and behaviour (Turner, 2016). REBT posits that it is not events, but the beliefs about events that lead to emotional and behavioural reactivity and further distinguishes

between irrational and rational beliefs. Additionally, it is suggested that in response to adverse events, people can react with either healthy or unhealthy emotional and behavioural responses (Turner, 2016). Furthermore, research indicates that irrational beliefs lead to unhealthy, negative emotions and maladaptive behaviours that can undermine mental wellbeing and proposes a process for the reduction of these and the promotion of rational beliefs (Turner, 2016).

Consequently, the combination of REBT and psychological skills training has been found to be rewarding in applied practice as the effects of the skills increase after experiencing a positive shift towards a rational philosophy (Wood & Woodcock, 2018). Taking this into account, the chosen psychological skill in this case was ‘Mindfulness’ (Kabat-Zinn, 1990) as there was an equal need to use a somatic approach along with the cognitive to improve the psychosomatic function of sport performance. Traditionally known as a nonjudgmental, nonreactive awareness of one’s present moment experience (Kabat-Zinn, 1990), the utilisation of mindfulness in applied sport psychology practice can facilitate athletes becoming aware of personal thoughts and feelings while enhancing concentration on performance skills and strategies instead of performance outcomes (Pineau, Glass & Kaufman, 2014). From this, it can be assumed that mindfulness can equip athletes with the ability to focus on the present without worry about past mistakes or future expectations.

The Case

I was hired for the role at a football academy on a contractual basis to provide support within my remit as a Trainee Sport and Exercise Psychologist. Before accepting

the opportunity, I highlighted at the interview stage that my work would be undertaken in line with the British Psychological Society Code of Ethics and Conduct (BPS; 2018), with a specific focus on cognitive behavioural approaches, as this was my preference. Additionally, as the club and academy operate within a multi-disciplinary framework, any information with respect to players would be communicated to all relevant parties (i.e. coaches, physiotherapists etc.), which took place during weekly meetings among members of staff. This was the club's policy in facilitation player development as outlined by the EPPP.

Consequently, I worked with players across all Foundation Phase age groups upon the recommendation of coaches and through using my professional judgement and decision-making (PJDM). In doing so, players' demeanours (e.g. laughing, sulking etc.) were often observed and permission was obtained from coaches to engage with players as the first author saw fit; this was often encouraged and facilitated in line with the club's multi-disciplinary framework of support as previously mentioned.

10-year old Jesse (pseudonym) was signed to the club from a grassroots programme because coaches were marveled by his skill. However, while on trial, concerns about his attitude were noted as a few episodes of crying and other behaviors (e.g. kicking grass, throwing hands in air) were also displayed. Nevertheless, he was signed and performances though good, were coupled with the usual display of distinctive behaviour, when not performing up to his standard. As a result of this, Jesse was referred to me by the Phase coach who had no expectations for provision but felt that he could be supported by my skill-set. Immediately, the stance Gould (1982) was taken in acknowledging that the young athlete is not a miniature adult and committed to not

assuming that research on adults would automatically transfer to his case. Additionally, I saw it as an opportunity to understand performance at his age as the voice of the child in amateur sport has been repeatedly marginalised despite the scale of intensity and practice in the sport (Pitchford et al., 2004).

Intake Assessment and Case Formulation

I modified the length of my customary intake to be age-appropriate in allowing Jesse to express himself in a way that was most comfortable for him. In football, it is often believed that the voices of children are not heard even though an understanding of the game from their perspective is noteworthy (Pitchford et al., 2004). With this, in line with the tenets of constualism, I sought to gather meaning from Jesse's dialogue along with taking the coaches' description of the matter into account. Throughout intake, it was noted that Jesse put a lot of thought into his game and had very high expectations of himself and where he hoped to be in the future. When not playing well, he described himself as becoming "frustrated" and admitted to not enjoying the game as much as he should; he also wanted to become a professional player and stated that this was often his sole focus as he played with that objective in mind. When asked about his "thoughts and feelings", Jesse went on to identify some negative thoughts and in line with Rational Emotive Behaviour Therapy (REBT; Ellis, 1997); case formulation was dually undertaken. In this, Jesse identified how he wants to react to his performances in the future and ultimately how he wishes to feel going forward. REBT was utilised in this context because of its 'ABCs' and its connection to the alphabet, which most children have learned and know. It was my intention to simplify the case formulation of REBT to

allow Jesse to become aware of the events that have an impact on his thoughts and behaviour.

There is not much known about REBT and work with children but I thought it a fitting method to digitise the drawing of Jesse's primary and secondary irrational beliefs (Figure 1). Though the rationality of the former can be evidenced through the success of players in reaching the elite level from the Foundation Phase, this success has been quantified at a meager 0.5% (Wilson, 2015). Taking this into account along with his age and performance level, I saw it fit to assist him with replacing his primary belief of becoming professional with a more coherent, short-term one as the fundamental aim of REBT (Ellis, 1957) is to promote the adoption of rational beliefs to help athletes better deal with career adversities (Turner & Barker, 2014). In line with REBT's ABCs, Jesse was told and shown through adaptive language and demonstration how his beliefs (B) about his performances (A) led to his emotions of frustration and anger (C) (Dryden, 2009).

Table 1

Jesse's ABC's including 'Intervention Plan'

A (Activation)	B (Beliefs)	C (Consequence)	D (Disputing) <i>INTERVENTION</i>	E (Effect)	F (Feelings)
Not playing well in training and games	<i>"I want to play well"</i> <i>"I must get positive feedback from coaches"</i> <i>"I have to play well to</i>	Frustration Anger	<i>"I will learn from my mistakes."</i> <i>"It's just a game."</i> <i>"I will enjoy every game that I play."</i> Notes: A general focus on enjoyment without a fixation on	Be more confident Not worrying about performances/outcomes	Happiness Enjoyment

	<i>become a professional player</i>		future opportunities or long-term goals. MINDFULNESS		
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In facilitating an active-directive approach, he was shown his ‘ABC(DE)F’ intervention plan (*see* Table 1) on paper to elicit feedback and correction if necessary (Dryden & Neenan, 2015). In demonstrating his understanding of his “ABCs” by highlighting additional examples in discussion, the first author sought to move onto further supporting Jesse with disputing (D) and replacing his secondary beliefs and sought to do that in an educational manner by utilising ‘Mindfulness’ (Kabat-Zann, 1994) as a method of self-regulation. By doing this, I hoped to assist Jesse in being more confident about his performances while minimizing his worry (E); he also expressed that he wanted more frequent feelings of happiness and enjoyment (F). Additionally, as previously stated, given Jesse’s age, it was suggested that enjoyment in playing his sport was a fair and rational belief. It was known by the first author that the majority of work with children and mindfulness has been conducted in educational settings with a focus of increasing their capacity to pay attention (e.g. Napoli & Holley, 2005) thus allowing Jesse the opportunity to experience focusing his attention on the only moment within his control; the present. To support this, Cottraux (2007) defined mindfulness as a mental state resulting from voluntarily focusing one’s attention on one’s present experience in its sensorial, mental, cognitive and emotional aspects in a non-judgemental way. Thus, ‘enjoyment’ as agreed by Jesse and I, would occur when he performs “in the moment” without getting upset at his mistakes and accepts that football at his age is “just a game.” In this respect, it should also be noted that programmes implementing mindfulness with children have shown success in reducing anxiety and disruptive behaviour with improved

concentration and control (Feindler, Marriott & Iwaka, 1984; Fluellen, 1996; Ryan, 2000) which when compared to Jesse's case can be highlighted as the performance objectives of the proposed intervention.

The Intervention

The intervention was delivered at the side of the football pitch over four sessions across five weeks with each session lasting 10-minutes; session five was set aside for evaluation and feedback. This was due to the time constraints of the Academy environment and the hopes of providing Jesse with succinct, impactful sessions using a skill that he would remember and employ. In seeking to be effective and keeping Jesse on task and thereby providing more productive sessions (Vissek, Harris & Blom, 2006b), I also managed time efficiently by ensuring that my services were not detracting from his primary purpose of playing football and with such, there was a minimum one-week break between sessions. This was also done to support the club's multi-disciplinary philosophy and effectively manage his limited attention span (Vissek, Harris & Blom, 2009) which was exhibited in his constant looking away to practice during sessions.

Sessions were short and direct (Tremayne, 1995) as I did not want Jesse to miss out on his valuable training. At the start of the process, this was outlined to Jesse and he agreed that the amount of sessions and length was fair as he was eager to play football. In the first session, 'mindfulness' was conceptualised by showing Jesse a cartoon drawing of a person who had a "mind full" vs. his companion who was "mindful" (*see Appendix G*). This was used as a visual aid to show him what it looked like when someone's focus was elsewhere as opposed to focusing on what is directly ahead. We then discussed his

long-term goal of becoming a professional player and looked at the length of time that it may take for him to reach to that level. In that short moment, he acknowledged that it might not be helpful to think so far ahead. Immediately after, we began to discuss some of the things that may be useful for him to focus on in the current training session and ended with a video clip about being ‘present in the moment’. After viewing, we discussed the relevance of the video and he stated that he does not play ‘in the moment’. We concluded with his commitment to not overthink his performances and to not focus on his long-term goal of professional sport. It should be noted that the I accepted the suggestion of Vernon (2004) in providing Jesse with a concrete example (e.g. photo) of mindfulness as a theoretical concept whilst simplifying her language so it was clear, concise and direct (Evans & Slater, 2014) while undertaking this session.

The second session included me issuing Jesse a ‘Mindfulness Challenge’ (Appendix G) where he was instructed to play without being critical of himself, e.g. when he makes a bad play. Consequently, if he made a mistake and found himself overthinking, he was instructed to not “worry”. He was also instructed to continue playing and focus on his “next move” (Ekvall, 2019), which would give him the best opportunity to prepare for another moment of the game. The coach was also informed of this challenge and was encouraged to provide feedback to the first author on Jesse’s behaviour in comparison to that stated to that initially stated. After completing the challenge, at the end of the training session, Jesse’s feedback was also elicited and he stated that he enjoyed the current training session a little more than the last. One could argue that the challenge provided him with a different focus but I believed that any other focus apart from his fixed focus of playing well to become professional was helpful.

Coaches also provided their feedback on a slight change in his behaviour in relation to the effectiveness of the challenge. It was noted at the time that he was smiling more.

In the following session, to reinforce mindfulness, coaches provided feedback to Jesse about the improvement of his behaviour. As he valued their opinion, I believed that this information would be useful in sustaining this type of behaviour. Jesse was then left to play on his own free will and was told to feedback to me on what his training experience was like after receiving positive feedback from coaches. After the training session, as there was not much time, he was asked to do so at the start of the next session. However, it must be noted that at this point, while being observed in the training session, there was an overall change in Jesse's behaviour as in the past, he was usually seen to be fretting and visibly upset while performing.

In the fourth session, we picked up on the high note of the last session and Jesse was then offered autonomy in "Choosing to be Mindful" (Appendix G). After providing feedback on his positive experiences of reinforcement, I then asked him if mindfulness was something that he thought was beneficial to his performances and offered him the opportunity to decide if he would continue to use it in training and games. He agreed by offering his example of giving up when displeased with his performance and made a verbal commitment to "letting that go". As his disputing was focused on "learning from mistakes", acknowledging that football is "just a game" and enjoyment, I believed that he understood the purpose of the work undertaken and was released to join the session with other players.

Due to the overall improvement in Jesse's behaviour, after five sessions; the fifth being reserved for evaluation, support was paused. It should be noted at this time that I

was working with a number of players across the Foundation Phase and thus had to set limits on support provision to minimise burnout.

Evaluation

Documenting effectiveness is a standard practice in Sport Psychology (Anderson, Miles, Mahoney & Robinson, 2002; Poczwadowski, Sherman & Henschen, 1998) and thus, the final session included an evaluation of the intervention by utilising a family-systems approach (Blom, Visek & Harris, 2013) and an adapted version of the Consultant Effectiveness Form (CEF; Partington & Orlick, 1987) for Jesse's completion (Appendix C). Traditionally, though a family-systems approach involves a player-centered and coach and parent-supported framework, for the purposes of this consultancy, coaches were the main point of contact for parents. Discussion on the work I undertook was reserved until each player's academy review. This was established prior to consultancy as I had the opportunity to address some of the common concerns of coaches (Blom et al., 2013) in the preceding months and this agreement was made among all parties. As it is widely known that establishing a solid coach-practitioner relationship is vital to being effective (Barker, McCarthy & Harwood, 2001), the rapport built with coaches proved to be my greatest asset as it allowed for the establishment of respect, trust and satisfaction (Harwood, 2008) in relation to Jesse's consultancy outcomes (Table 1). Additionally, coaches' involvement in mental training is somewhat essential to the effectiveness of consultancy due to their influence on achievement (e.g. Harwood & Swain, 2001; Krane, Greenleaf & Snow, 1997) and this was seen through their positive reinforcement at specified intervals during the process.

I was aware that youth athletes should typically participate in sport for fun (Blom et al., 2013) thus making it one of the main outcomes for the intervention along with Jesse's enjoyment of the consultancy process as an active partner (Orton, 1997). This was done by incorporating game-like experiences as a means of teaching him the importance of mindfulness so that he was able to reap the benefits of its tactical transference to performance (Visek et al., 2009). At this time, it must also be highlighted that transparency was crucial to the work that was undertaken and was displayed through my active communication with Jesse and the coaches; Jesse was also made aware of their facilitation. In this respect, Jesse rated the intervention and interaction with the first author positively throughout consultancy and stated at the end that he was less frustrated and more content with his performances. He also indicated that he had decided to stop worrying about his mistakes and had chosen to learn from them. Subsequently, when asked about the way in which the work was undertaken, coaches were also satisfied with the length of time and relevance to the sport (Visek et al., 2009).

I weighed my reflexivity as an equal contributor to the evaluative process and therefore focused on the Jesse's self-reporting on the work conducted along with his changed behaviour. More specifically, with a construalist philosophy, his experience was at the core of the process and it was shown over a short period of time that he was able to shift his long-term and somewhat irrational goal of becoming a professional player to a short-term and more rational one of enjoyment. Though the overall approach may have shied away from traditional, theoretical mechanisms and bodies of evidence, including the allocation of time, it did allow Jesse to reinterpret his reality in a way that resulted in a solution to his displeasure with performance (Keegan, 2016).

Reflection

Description

At an EPPP Category 1 Football Club, the first author was engaged contractually as a Trainee Sport and Exercise Psychologist to provide support for players registered within the Foundation Phase. On this occasion, coaches referred a player by the name of Jesse and a constructivist philosophy was adopted to implement a mindfulness intervention after an adapted intake and REBT case formulation was undertaken. This was done through the use of PJDM while taking into account the athlete's age and the importance of understanding his performance issue from his perspective. Jesse had a long-term goal of becoming a professional player, which caused him to think negatively about his performances and resulted in episodes of observable frustration. These episodes further impacted his performance and after the formulation of his 'ABCs', he began to understand how his irrational beliefs about becoming a professional player was impacting his performances and made a verbal commitment to learn from his mistakes in the hopes of enjoying the sport. After fifty minutes of intervention time across five weeks, the intervention was proven to be effective based on triangulation among me, the coaches and the athlete and through the latter's self-reporting. I also took into account reflexivity in examining how the consultancy aligned with my practice philosophy and found that though CBT may align more with certainism, the role of the athlete as an active partner (Orton, 1997) in consultancy cannot be taken for granted.

Feelings

It is known that a certainist philosophy directly contrasts that of constructivism with

respect to theoretical application (Keegan, 2016) but as I have made a commitment to practicing CBT for several years, the necessity of flexibility in methods has been taking into consideration with the age of the athlete. Indeed, it is my belief that an attempt to teach another abstract construct (e.g. motivation) in this case may have led to the athlete's disinterest but due to the relevance of mindfulness in educational literature (e.g. Napoli & Holley, 2005), the intervention for the age of the athlete was deemed appropriate. As this was also one of my youngest clients being introduced to sport psychology for the first time, I was cognizant of the need to leave a positive first impression. This was seen in what was deemed to be age-appropriate time management in the event of future work continuance as was possible with role requirements.

Evaluation

The good thing about the experience was that I demonstrated the thinness of the line between certainist and construalist philosophies, models and methods and equally that between CBT and Humanistic therapies. This case study also demonstrated why service delivery to children does not need to be limited to a specific paradigm. Specifically, the work has demonstrated how mindfulness in the psychosomatic context of self-regulation can be taught to young athletes as a mental skill without a focus on mediation as traditionally understood. It must also be noted that I worked with several players at a time and time management of consultancies was essential to ensure that there was equal commitment across age groups, which further demonstrates the dynamic nature of the work, sport and environment.

Analysis

Success of the consultancy was evidenced as the athlete and coaches reported the

outcome of enjoyment. Whether Jesse continues to enjoy the sport in the future will entirely depend on his mindset towards his registration at the academy and the reinforcement of the consultancy work by coaches. Due to the process of triangulation, evaluation was done taking relevant stakeholders' views into account, which also evidenced coaches' knowledge and understanding of Jesse's performance challenges and the purpose of the intervention that was undertaken.

Conclusion

With the already published work on psychological skills in youth football (e.g. 5Cs; Harwood & Anderson, 2015), it can be assumed that the mindfulness utilised in this consultancy could be substituted with Harwood and Anderson's (2015) 'control' except in this case, there was no emphasis on Jesse utilising mental preparation routines for future moments of the game (e.g. breaks in play). The intervention of mindfulness in this work sought to limit Jesse's focus to the present moment, which was crucial to his "next move" (Ekvall, 2019) while also taking into account collaborative work with coaches in the best interest of the athlete and overall team performance.

Action Plan

In the continuance of my work at the elite youth level, a contrualist approach will be adopted when working individually with athletes unless athletes identify specific performance-related issues. The former is necessary to generate an in-depth understanding of the client's needs and is essential to providing tailored support and especially so when seeking to teach mental skills to a young athlete. By doing this, a consultant has the opportunity to shape an athlete's understanding of sport psychology and leave a positive impression with that consultancy experience.

Future Recommendations

Though it is believed that the behaviours of significant others (coaches, parents and peers) are relevant to early sport performers (Keegan, Harwood, Spray & Lavalley, 2009), young football players speaking on their experiences are yet to be heard (Pitchford et al., 2004) and this case study has outlined why their voices should be amplified. The academy environment is competitive and players at the lowest performance level do feel pressure to excel. Through this consultancy experience, I have learned first-hand some of the emotional experiences of players and by committing to understanding an individual experience, created a shift in a performance mindset with the replacement of irrational beliefs. As practitioners, it should be seen as a duty to acknowledge, accept and understand clients, however young and provide the best possible support regardless of philosophy as it has been shown that adaptation of such has the potential to yield benefits in the service delivery outlined. As such, it is suggested that support within the EPPP Foundation Phase be revisited to better understand how players feel about performance, as there is a preconceived notion that enjoyment should be most important to players. Though true, this is not always the case. By doing this, delivery at introductory levels will become more age-appropriate thereby making the process of mental skills development and performance at the foundational level enjoyable and beneficial to athletes.

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Consultancy Contract/Report

The consultancy contracts (signed by each client and seen by my Academic Supervisor), employment contracts (unsigned) and subsequent reports outlined below evidence the individual, voluntary consultancy that I undertook in addition to unpaid placement work as well as the paid role (15 hours per week) that I obtained as a non-UK Sport and Exercise Psychologist in-Training. This section includes:

Item	Page Number
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Fulham Football Club (FFC) Engagement Contract – Page 1	214
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Cricket Scotland Contract Agreement (Unsigned)	217

CONSENT FORM

As a client in Mental Skills Training (MST), you have certain rights that are important for you to understand because this is your programme, whose goal is your performance improvement.

This document is designed to inform you about the management of information that you disclose to your Mental Skills Coach (MSC). Therapy addresses issues of a highly personal nature and it is important for the success of treatment that you have confidence in your Mental Skills Coach's ability to manage your records responsibly.

Sport Psychology Service

As part of providing a psychological service to you, your MSC will need to collect and record personal information that is relevant to your current situation. Collection of personal information is a necessary part of psychological assessment and therapy.

Purpose of Collecting and Retaining Information

Information is gathered as part of the assessment and development of an individualized programme to aid in the development of certain psychological skills to improve sport performance, and is seen only by the MSC. The information is retained in order to document what happens during sessions, and enables the MSC to provide a relevant and informed psychological service.

Confidentiality

With the exception of the particulars described below, you have the absolute right to confidentiality of your information. You are assured that all personal information gathered by the MSC during the provision of the psychological service will remain confidential and secure.

All Psychologists are mandated (by law) to break confidentiality when:

- 1. Failure to disclose the information would place you or another person at serious risk of harm.*
- 2. Your prior approval has been obtained to **a)** provide a written report to another professional or agency, e.g. a GP or a lawyer; or **b)** discuss the material with another person, e.g. a parent or employer.*
- 3. In the case of Continuing Professional Development (CPD) where the MSC reports to an immediate supervisor to ensure the appropriate intervention is conducted.*

Exchange of Client Information

There may be times where, as part of the assessment and therapy process, it may be helpful for your MSC to liaise with other people or agencies that are relevant to your therapy goals (e.g., your sport coach, specialist, parent, etc.).

Continuing Professional Development (CPD)

*I am presently enrolled on the **British Psychological Society (BPS) Accredited Stage 2 Professional Doctorate in Sport and Exercise Psychology** at Liverpool John Moores University.*

*Address: Tom Reilly Building
Byrom Street Campus
Liverpool
United Kingdom
L3 5AF*

*As I am now classified as an 'In-Training Member' of the BPS, I hold the protective title of **'Trainee Sport and Exercise Psychologist'** where I am bound by certain ethical standards to ensure your safety and due care in the psychological process (see BPS Code of Ethics and Conduct 2009 - <https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct>).*

Cancellation Policy

If for some reason, you need to cancel or postpone the appointment, please give your MSC at least 24 hours notice.

Termination of Service

This form does not constitute an irrevocable bond to the MSC and can be terminated with prior notice (at least one session in advance). To contact my supervisor directly about the service provided, send an email to Dr. Martin Eubank (M.R.Eubank@ljmu.ac.uk).

Confirmation of Informed Consent

I, (print name in Block Capitals)....., have read and understood the above Consent Form.

I agree to these conditions for the psychological service provided by Dawn-Marie Armstrong from DML Sport Psych.

Signature Date

For Child under 18 years of age

I, (print name in Block Capitals)....., hereby give consent for my child/ward/athlete (print name in Block Capitals) I have read and understood the above Consent Form.

I agree to these conditions for the psychological service provided by Dawn-Marie Armstrong from DML Sport Psych.

Signature Date

Please Note: *If after reading this page, you are unsure of what is written, please discuss it with your Mental Skills Coach before signing.*

MSC Signature Date

(To be completed by Client/Parent/Guardian/Coach)

Name:

Work # Cell #..... Home #

Address:

.....

Emergency Contact: PHONE:

.....

REFERRED BY: PHONE:

.....

Consultancy Report – Client 1

May 27, 2020

XXXX XXXX

Email Address: xxxx@xxxx.com

Dear XXXX,

RE: Consultancy Executive Summary

I hope that you are safe and well at this time. As promised, please see an executive summary of the work we completed which details your intake and the subsequent sessions that defined our therapeutic relationship.

We began working together on **February 27, 2018** through the recommendation of your Strength & Conditioning Coach (known to both of us). In undertaking the “Needs Analysis”, it was discovered that you competed in your sport at a high level for many years, which was rewarded with an academic scholarship, two consecutive appearances at the Olympic Games (2012 & 2016) and the completion of your studies with honours, which was also a lauded accomplishment.

We completed a total of ten sessions and explored your suffering with persistent injuries over the course of your athletic career but as frustrating as this was for you, you constantly reiterated the strength of your faith and highlighted it as a key factor in your coping during difficult times. During sessions, as a CBT-guided practitioner, there were times when I felt that my opinions and suggestions may have been warranted but with you being the expert in your sport, I allowed you to lead most of the discussions and let myself be a “sounding board” as a way of offering my continued support.

On **July 16, 2018**, we concluded our first round of sessions and you stated that you were disappointed with the way that your season was progressing and mentioned wanting to retire which I felt was a complete 180 from previous sessions. In the wanting to shift your focus and utilise your degree to enhance your career prospects, you felt the need to focus more on your personal development as you thought it was best for you to explore your options at that time. In spite of this, you did express some indecisiveness as you felt that your retirement was somewhat premature at the age of 26 and you did not want to have any regrets later in life.

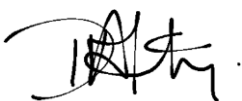
After having a final discussion about the support I provided, you reported being pleased as I gave you the opportunity to open up and speak about your experiences

on your own terms. On **January 10 & 24, 2019**, we held follow-up discussions where you expressed having conversations with your coach about your retirement and allowing yourself to be guided by God through fasting and prayer. As you were then left with the decision to continue with our consultancy over the course of my Doctoral programme, the door remained open for you to re-engage at any time at your discretion.

As my individual consultancy has now come to an end, I wish to sincerely thank you for trusting me in supporting you over this period and I have no doubt that the decisions made will bring you future success. At this time, I am open to any additional feedback and anticipate a reply from you in this respect.

All the best and take care.

Best Wishes,

A handwritten signature in black ink, appearing to read 'DM Armstrong', with a stylized flourish at the end.

Dawn-Marie Armstrong MSc., BSc. (Hons.), MBPsS

(BPS Sport and Exercise Psychologist in-Training)

Consultancy Report – Client 2

May 31, 2020

XXXX XXXX

Email Address: xxxx@xxxx.com

Dear XXXX,

RE: Consultancy Executive Summary

I hope that you are safe and well at this time. As promised, please see an executive summary of the work we completed which details your intake and the subsequent sessions that defined our therapeutic relationship.

We began working together on **July 17, 2018** by self-referral after making initial informal introductions at a cricket game in XXXX. After a formal telephone call and the establishment of professional boundaries, I conducted a “Intake Assessment” and it was discovered that you competed in your sport at a high level for many years but saw most of your accomplishments in your youth career where you played for your country at the International level over a short period of time.

Having discussed your main challenges surrounding a prominent coaching figure at the time, you felt racially discriminated against and victimised because of your outspokenness, which was perceived by others as rebellious and equally racist. As the weight on your prolonged marginalisation and perceived stagnation in your progression became burdensome at the time of our initial meeting, you were committed to retiring at the end of the season if your circumstances did not change. As a CBT-guided practitioner, we began with a Goal-Setting (GS) intervention as it was deemed necessary to shift your focus from external factors to more intrinsic motives. Through this, you admitted that there was not much of a strategic approach to your training and preparation previously and with the new commitment to work on this internal focus, we began to explore the things that deeply troubled and which fuelled your negative emotions towards authority in your sport. In doing this, we agreed that Metacognitive Therapy (MCT) was necessary due to the need for you to focus directly on your cognitive processing and the different aspects of your cognition. To explore these, we engaged in constant reflection through homework and in-session activities to provide you with alternative conclusions to some of your past situations which brought you to accept some responsibility and realise that there was no longer a need to react negatively in that respect.

By our sixth session on **August 23, 2018**, you were preparing to depart from the UK and we agreed that we would resume sessions at the start of your season back home. On **January 22, 2019**, when we formally resumed, you shared some positive news on your performances and the praises that you received on your change in behaviour and I also documented your change in mood, which was light-spirited. You attributed this to a change in mindset having noticed how negative you were in the past and credited that to our past sessions and the support I provided.

On **February 8, 2019**, we agreed that the eight sessions completed were sufficient and committed to a brief follow-up in three months, which occurred via WhatsApp Audio on **May 5, 2019**. At that time, you continued sharing about the impact that our working relationship had on your development and even mentioned the support that you received to other members on your team. One of the highlights of this conversation was your mentioning the National coach having an interest in watching you play and you were hopeful of the season continuing on a successful note.

As my individual consultancy has now come to an end, I wish to sincerely thank you for trusting me in supporting you over this period and I wish you all the best in your future endeavours. At this time, I am open to any additional feedback and anticipate a reply from you in this respect.

All the best and take care.

Best Wishes,

A handwritten signature in black ink, appearing to read 'DM Armstrong'.

Dawn-Marie Armstrong MSc., BSc. (Hons.), MBPsS

(BPS Sport and Exercise Psychologist in-Training)

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The Football Association (FA) Safeguarding Certificate

The FA Safeguarding Children Workshop



Awarded by FA Education on: 26 November 2018
Number (FAN): 63924557

We certify that

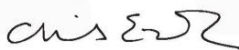
Dawn-Marie Armstrong

has successfully completed 'The FA Safeguarding Children Workshop'.

This certificate is valid for three years from the date shown.



Dan Ashworth
Technical Director



Chris Earle
Head of FA Education

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Teaching Case Study

Context

The following Teaching and Training Case Study documents the delivery of a Sport Psychology programme over a two-year period with an International Cricket Council (ICC) Associate Member Under-19 cricket team in preparing for the 2020 version of the tournament and prior qualification. For information purposes, this account will be divided into two sections: “*Pre-World Cup Qualification*” and “*Post-World Cup Qualification*” as the organisation is not a Full Member of the ICC and all of its teams, including the Women’s and Men’s have to qualify for international tournaments. Additionally, funding for Associate Members is not as substantial and this usually has a negative impact on the quality of training programmes delivered and the support that organisations can provide for players. As my opportunity with the team came through my Professional Doctorate placement, the work conducted was on a voluntary basis with the expectation that I would attend the World Cup tournament with the team if/when they qualified. It must also be noted at this time, that I also worked with an ICC Full Member team in the previous World Cup year in a paid role and therefore brought a wealth of training and experience with me to this role. However, preparation with the previous team continued over a twelve-month period in contrast to the twenty-one months with this present team and it is also important to note that players were also of a younger age. This was because players had to be less than 19 years old before and after qualifiers in order to be selected to play in the tournament and with this rule, it meant that players in the current team were recruited into the programme as young as 15 years old. This was

uncommon in my past role because younger players were only recruited on the basis of exceptional talent and had to be a high future prospect for World Cup selection in this respect. Nonetheless, in spite of the obvious challenges with funding and qualification status, a detailed account of this experience follows.

Model of Practice and Philosophy

The Youth Sport Consulting Model (YSCM) was developed as an educational framework for guiding sport psychology practitioners in the implementation and delivery of sport psychology services for young athletes (Vissek, Harris & Blom, 2009). However, for the purposes of the work that was undertaken, three phases of this six-phase approach were utilised:

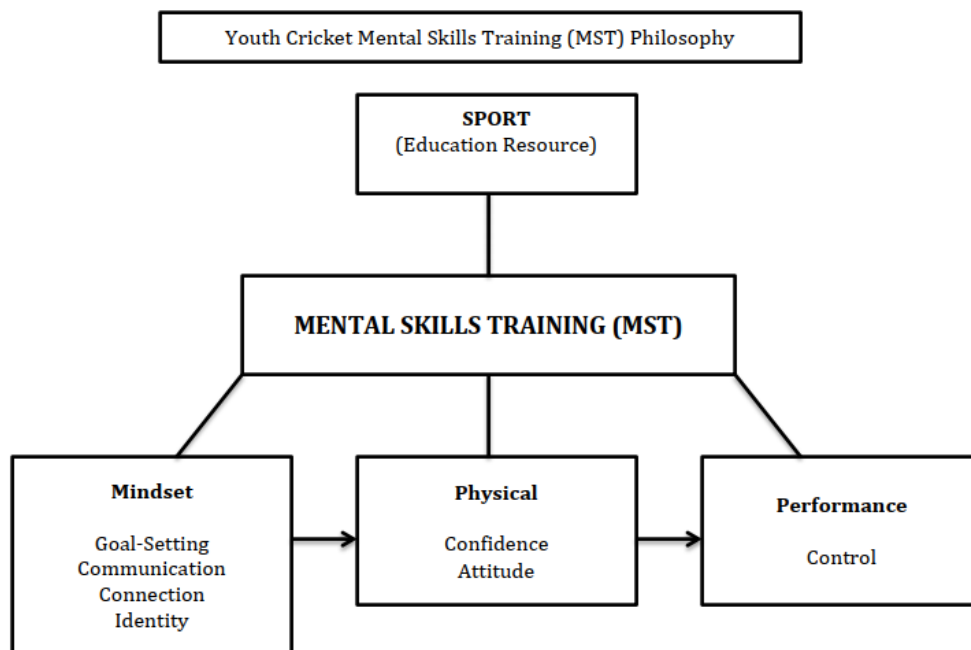
1. The selection and presentation of sport psychology skills
2. Evaluation and
3. Off-season considerations.

As the opportunity came through my placement with the organisation, other phases such as identification of appropriate athlete age, gaining entry and issues relating to the termination of service were deemed unnecessary. Additionally, through my experience in working with youth teams, I had already developed my own philosophy based on a model proposed by Gordon (1990). My model incorporates sport as an education resource and mental skills training (MST) to influence mindset, physical skills and performance to ensure that athletes understand the importance and the relevance of the mental skill being taught with respect to their sport. Additionally, I found that completing a University-endorsed Advance HE (formerly Higher Education Academy) Programme, contributed

significantly to the pedagogical theory that underpinned my work, which further shaped my delivery as I sought to do so within a structured teaching paradigm. Subsequently, I found the “Student as Producer” (Neary, 2014) principle to be critical in my research and delivery as its emphasis on the role of the student (learner in this case) as a collaborator in the production of knowledge was highly valuable especially in building engagement (Baron & Corbin, 2012). Sportspersons with their knowledge and experience of their trade are rich information sources and it is my belief that they should mutually guide MST in that respect. Subsequently, the influence of “Student and Producer” was mainly seen in my later work during the “Post-World Cup Qualification” phase as I sought a more inductive approach to my planning and delivery.

Figure 1

My Youth Cricket MST Philosophy



Pre-World Cup Qualification

Introduction to Client Group

The training squad comprised of 19 players at the time of our first meeting. There was a full compliment of batsman and bowlers as well as batting wicketkeepers and selection criteria varied from performance in previous domestic tournaments to regional team recommendations. In addition to this, players were enrolled at different schools (some boarding) throughout the United Kingdom and a few travelled long distances to meet for the introductory session. Present, were the Strength & Condition (S & C) Coach as well as the two Head Coaches and an Assistant Coach, which would come to be a position, held by several persons throughout the duration of the placement. In working with the team, I preferred the title of “Sport Psychology Support” as I felt uncomfortable being called a “Psychologist” and did not want to give the impression that I somehow, was a qualified Sport and Exercise Psychologist. Nonetheless, my responsibilities included: player assessment and individual support (only if necessary) and group MST session delivery. I also met with coaches occasionally to keep them updated with the progress of my work and to discuss how they could approach coaching the group.

Identifying Programme Objectives and Group Needs

I believe that having past experience working with a similar group put me in a good position to engage with this team. Players were keen to hear about my past work and playing experience as a fast bowler and I think that this provided me with a fantastic opportunity to develop rapport and also assisted in building my credibility for

engagement with the group. I also wish to add that I enjoy working with youth teams as most of my professional experience has been gained within this population, not only as a consultant but also in my time spent as a Physical Education Teacher. In thinking about undertaking my work in this new environment, I acknowledged the importance of the cross-cultural learning and experience that I would gain especially with respect to the influence that it would have on my professional development as it is known that effective service delivery requires a flexible approach based on people's cultural identity (Martens, Mobley & Zizzi, 2000). As a black woman from the Caribbean where cricket is highly competitive and in now working with a team of young, white boys who at the time were deemed not to be, I believed that programme content would have to be adapted along with my language and delivery as well.

As there was very little structure in the organisation's Under-19 setup, I was tasked with using my experience to formulate a programme that was most suitable for players at this stage and I believed that the best type of programme would be one that would allow players to set some specific, measurable, achievable, realistic and timely (SMART) goals for the task ahead while utilising group MST sessions to show how the use of psychology could contribute directly to their performances and ultimately, their success. In having discussions with coaches about my past work and in hearing from them about the 2016 World Cup and some of the factors that they believed contributed to the previous team's success during qualification and the tournament, it was stated that confidence and motivation played major roles in the team's qualification. These factors being rated as highly important came as no surprise because with the extensive research conducted on self-confidence and motivation, both of them are viewed as being vital for

sport performance (Sari, Ekici, Soyer & Eskiler, 2015). Also, in addition to identifying these factors, most players lived in different parts of the country so it was established from the onset that future face-to-face sessions would be inconsistent. Knowing this, I decided that future sessions for the 2018 season would be virtual and pre-recorded so that players could download and watch at their convenience. These “ePresentations” were to be sent the days leading up to a game and the content was to be discussed with each player individually in person to see how the mental skill (MS) that was delivered would relate to their performance and the game being played.



Photo 1: Screenshot of ePresentation #2

Programme Design

Our first session on “Goal-Setting” was conducted face-to-face and was chosen because it was thought to be best in getting players to critically assess this 2-year long journey to the 2020 World Cup and what they hoped to achieve as a group because it is known that a focus on the philosophy of the athlete in driving that of the team is equally important to delivering MST (Simons & Andersen, 1995). However, in opting for

ePresentations over the duration of the 2018 season, it must be noted that considerable thought went into delivery via this medium as it was never required in undertaking past work and was only utilised in this unique situation. Following on from this session, the three ePresentations covered the topics of: Attitude, Control and Confidence as these were believed to contribute to skill execution and performance especially at key intervals during games (e.g. bowling power play) and the management of their energy and their self-efficacy were crucial.

During the winter months, I was successful in obtaining a paid role at a Premier League Football Club Academy and therefore, my placement provider and I came to an understanding that my welfare was paramount and he expressed that he was happy for me to continue working with players remotely while away. During this time, leading up to the European Qualifiers, three sessions focusing on the topics: Communication, Connection and Identity were delivered over Skype to facilitate team bonding and were used as a foundation to foster unity and cohesion going into the tournament. Content and delivery was discussed with coaches as one was encouraged to sign in and monitor activity during each session. These sessions really allowed players to “free up” and they had become more expressive in what they wanted and what they hoped to achieve in the upcoming tournament. Players were confident that they would do well before they departed and they did indeed return successful as well as qualifying undefeated for the first time in their recent history of participating in the tournament.

Post-World Cup Qualification

By the end of the 2018/2019 football season, I had given up my role at the Football Club and had relocated closer to the organisation to focus solely on preparing the team for the upcoming World Cup. One of their main team goals had been accomplished and I felt driven to continue my work. In addition to this, as a reward for the work that I would have already undertaken, I was promised that I would be accompanying the team to the World Cup tournament in the coming year. From that moment, my excitement grew, as I would have missed the opportunity to travel with the team that I worked with in the previous year.

World Cup Planning

I was notified in September 2019 that the organisation had booked a ticket for me to attend an overseas training camp for players in La Manga, Spain and thought it best to utilise that opportunity to observe players and also engage in one-to-one conversation with them to support the schedule of team sessions that were allocated. I also adapted the way I worked as I found an “intrinsic case study” approach similar to that adopted by Voight (2012) to be more fitting. I thought that in better understanding what players wanted from each other as a group, I would be able to improve team functioning, facilitate information sharing and encourage personal leadership development, not just for captains (Cotterill, 2016), but for all players. I believed that if I could get everyone to develop some sense of personal responsibility in their performances and as teammates, the job in mentally preparing them for competition would be easier.

Earlier in this section, I would have eluded to undertaking one-to-one discussions with players before our first classroom session in Spain. It was noted then, that a common

theme of “worry” had presented itself as players had stated that they were concerned about their performances, skills and abilities in comparison to other teams in their World Cup group as well as worrying about the climate in the host country as it was going to be extremely hot. Therefore, our first session as a group after qualification was entitled: “What are you worried about? Tell me your honest thoughts about the World Cup”, and collectively players began to openly discuss with each other and with me the things that troubled them. As the discussion was at its peaked, I encouraged them to think about alternatives to what they highlighted or to find possible solutions (e.g. when discussing strengths of other teams, I encouraged them to focus on their own). Nonetheless, this session gave me the opportunity to hear how players truly felt about the tournament and facilitated them seeing that they all had similar concerns.

Our second session at the training camp was a focus on core beliefs entitled: “What are your values?” as players were given a handout with a list of values and by a process of elimination were asked to settle on one. A discussion ensued on that final value to find connections amongst players and these were then linked back to sport. I found this to be necessary because participating in a non-sport personal development task could seek to raise players’ self awareness and reflect on their core personal characteristics, strengths and areas for development (Cotterill, 2012). I actually found this discussion to be the most interesting of all as I realised that players valued different things in relation to the tournament. Some valued participation, while others valued the support that they had received from their families in preparing but surprisingly, none of them valued winning nor even believed that they could. I found this to be very insightful because many of the players had already believed that they were not going to make it out

of the group stage and were satisfied with that. Additionally, when this was discussed with coaches afterwards (players were already told that it would be), they were not surprised. I was even told that since the country was not known to excel in many sports, that national athletes traditionally seemed content with participation and not performance excellence. Further to this, during the session, a debate arose that further cemented the point that players believed that they were not good enough. They stated that they did not have the conditions in their country to play as much cricket as the other teams and pointed to the fact that other teams in their group had a rich cricket history and they did not. All in all, I felt that after the session that there was a need to focus on rebuilding the intrinsic motivation that players had leading up to qualifying to ensure that they felt prepared to do their best even if they did not believe that they could win. After this, I decided to defer all performance discussions until after programme planning because it was clear that there needed to be a focus on the fundamentals with respect to player mindset heading into the tournament.

I decided that the final group session would be delivered on a mental technique that I thought would be useful for players to utilise during games. Progressive Muscular Relaxation (PMR) was delivered via a script where players had the opportunity participate as a group and a brief education on the benefits PMR for performance and overall wellbeing followed. PMR is suggested to be a simple and acceptable strategy for stress reduction in athletes (Humphrey, Yow & Bowden, 2000) because it requires the systematic tensing and relaxing of muscles and this has been shown to significantly improve psychophysiological and stress-related disorders (Carlson & Hoyle, 1993). Though not clinical, the sport of cricket can potentially create high stress situations with

all the dynamic scenarios that can occur across all different formats (Barker & Slater, 2015) and PMR in this instance, was deemed as a necessity for the 50-over format of the World Cup. Players had stated that they were pleased to learn this new skill as the verbal feedback that was elicited afterwards was indeed positive and players identified the usefulness of PMR before the start of an innings, if fielding and before players had to bat. The conclusion of this session saw my work during the camp completed and I was then tasked with returning to the United Kingdom to prepare a programme for the impending tournament.

World Cup Preparation

The MST Programme in preparing for the tournament officially commenced in October 2019 as it took a week to compile all of the information gathered from the training camp as well as conducting the necessary research for the topics chosen. The final topics included: Discipline, Determination, Competence, Commitment & Motivation, Awareness, Coping with Pressure, Loyalty, Teamwork & Respect and Positive Reinforcement. However, before delivery, session content was discussed with coaches and it was agreed that I would be allocated certain times to work with players in and out of the nets. When delivery was done during practice, I found it to be very beneficial as it is known that successful sport psychology interventions are adapted to fit the specific context in which they take place (Cotterill, Schinke & Thelwell, 2016). This was especially important when using cricket-based scenarios to discuss the importance of topics like “Awareness”.

As I tried to maintain consistency in the structure and delivery of each topic, the following format was followed throughout the programme:

- Topic
- Definition and/or
- Question (e.g. What makes you a competent cricket?) – Topic: Competence
- Session Objectives and or
- Challenge (e.g. In the sport of cricket with its increased incentives, players tend to be selfish and only loyal to themselves.) – Topic: Loyalty
- Theory and/or
- Sport Examples
- Activity and/or
- Discussion
- Key Messages

The selection and presentation of sport psychology skills (Vissek et al., 2009) was further supported as each topic session was then compiled into a booklet i.e. Elite Youth Cricket Handbook of Mental Skills (EYCHOMS; Armstrong, 2020) for players to re-visit past sessions while they were away at the tournament. I believed that this structure was important as it equally resonated with the findings of Henriksen, Storm, Stambulova, Pyrdol & Larsen (2019) who in interviewing Sport Psychology Practitioners (SPPs) that had worked with young athletes, stated that they always had a curriculum that was adapted to the sport, the group and sometimes, to the individual athlete. To further add context, the session on “Determination” was conducted in the nets and was a deeper exploration of the intrinsic motivation that would have been discussed at our very first

meeting as a group in April 2018. The topic was defined and the session objectives were outlined followed by discussion of Self-Determination Theory (Deci & Ryan, 1991). The activity for the session included two rounds of batting and bowling as well as a control group for each skill that was not given any specific instructions relating to the task. The players in the experimental batting group were instructed to bat with their opposite hand and score as many runs as possible in 6 balls and points were awarded for each successful shot player (e.g. cover drive) while the control batting group could play whichever way was comfortable for them. Additionally, players in the experimental bowling group were told to bowl with their opposite hand for points if they got a wicket while the control group could bowl how they wished. Both of the experimental groups designed to be low autonomy, low mastery groups with some relatedness and when points were tallied at the end of the activity, it showed that these groups scored lower than the groups that could complete the task however they wanted. In discussing this with the team, I emphasised how the current environment provides enough incentive for players to be determined as they had autonomy in choosing how they wanted to play, they were skilled enough to play well and they had good relationships with coaches and staff. More specifically, they were encouraged to focus on how these three factors will play an important role in their performances and the overall experience of the competition.

Formal Observation, Feedback & Programme Evaluation

A programme Supervisor formally observed one of my sessions in December 2019. The topic delivered was “Awareness” and it was noted then that:

Overall, I enjoyed the session that Dawn delivered, and thought it was very effective way to achieve the intended learning outcomes. My sense was that Dawn is confident and assured as a practitioner in a Teaching and Learning Environment. She demonstrated good competence in the design and delivery of taught material, and was comfortable with interactive learning. Her presentation style was fluent, she projected well, and had an enthusiastic approach that helped to give the session energy and maintain the player's interest. It would probably have been beneficial to spend more time discussing the task and the findings with the players, which would have assisted their learning further. That said I appreciate how time constraints in applied practice make this difficult. I am sure this would have happened if more time for the session had been available. **(Prof. Doc. Programme Leader)**



Photo 2: "Awareness" Classroom Session and Formal Observation

This feedback further supports what I initially highlighted with respect to my successful completion of the Advance HE programme as well as acknowledging the known time

constraints when delivering sport psychology education (Vissek et al. 2009). Additionally, as this session was observed near the end of the MST programme, I began to consider my methods of evaluation and found that the time that I took to develop my relationship with players (Henriksen et al., 2019), as well as my knowledge and experience in cricket helped to lay a solid foundation for my work. In lieu of traditional quantitative methods of evaluation, I found that general conversations with players and coaches in addition to spontaneous praises from parents were very useful in helping my to assess how my work was received (Henriksen et al., 2009). I think the biggest compliment paid was the amount of disappointment parents expressed when they heard that I was not travelling with the team to the World Cup as many of them had stated that they saw me as being a valued member of the team and believed that my work played a major role in assisting the players in qualifying for the tournament. Equally, another indicator of my success was the level of engagement that I received from players over the 20-month period (Henriksen et al., 2009) and while I conducted follow-up sessions with players after the tournament, it was stated that many had completed the EYCHOMS and found that the refreshers on each session were really useful. This, in Henriksen et al. (2019), was highlighted as the most important indicator of success as athletes used some of the acquired skills in competition.

Reflection

As this experience occurred over a prolonged period, I found John's (1995) reflective model to be most appropriate in providing an honest account of how this team

consultancy process shaped me and influenced my professional development. In line with the model, I will answer the following questions:

1. Describe the experience and what were the significant factors?
2. What was I trying to achieve and what were the consequences?
3. What things like internal/external/knowledge affected my decision making?
4. Could I have dealt with it better?
5. What will change because of this experience and how did I feel about the experience?

Describe the experience and what were the significant factors?

I got the opportunity to work with the organisation after I made contact with one of its employees that I connected with many years ago. That employee forwarded my Curriculum Vitae after I asked be put in touch with Performance Pathway Manager (PPM) for the Under-19 Team having recently completed work with another team at that level. It was a requirement of the Professional Doctorate that Trainees obtain their own placements and I therefore, sought one in a sport that I had the most experience in. In making contact the PPM, he was happy to engage me and offered the placement for a two-year period. In reflecting now, I believe that the way that the opportunity was given laid the foundation for some of the disrespect that I experienced at the latter end of the placement. When discussing some of the treatment I received while undertaking my work, I was told on one occasion “beggars can’t be choosers”. This, I found was particularly insulting given the time and energy that I had put into the placement which led me to feel deeply unappreciated. I fear that with the unsecured nature of placements

for Trainee Sport and Exercise Psychologists, placement providers may often feel that they are doing Trainees a favour and not value the efforts and sacrifices made. As previously stated, my placement was unpaid with a contribution made towards travel and continuing professional development (CPD). Additionally, after I was promised that I would be accompanying the team to the tournament, I was extremely disappointed to learn that it was believed that my presence would be unnecessary. This lack of regard for my extended commitment left me feeling used and took away my keenness to continue working with teams at this level. However, I can state that amidst the organisational mess, working with players and interacting with parents saved me from what could have been one of my most horrendous professional experiences. As a token of goodwill, I was given a World Cup jersey signed by all players and some reached out personally to thank me.

What was I trying to achieve and what were the consequences?

I wanted a cross-cultural learning experience in a sport that I loved and in working with a population that I enjoyed. I pride myself on the work that I have undertaken in youth sport and was extremely eager to work with another team and hopefully travel to the World Cup as I had previously missed the opportunity on my previous employment contract. However, as my last opportunity was paid, I could respect the decision in not accompanying the team because I was very well compensated for my work and it was not an expectation then. The opportunity to network at the World Cup was what I was looking forward to the most. I wanted to meet other Sport Psychology professionals to find out about their work and hopefully build lasting relationships where

we could have a long-term impact on the sport in general. Unfortunately, the consequence of my commitment to the organisation was not fruitful even though I saw the team through qualifiers and developed a tailored programme that saw the organisation benefit as they would have received funding for World Cup preparation.

What things like internal/external knowledge affected my decision-making?

There was not much that affected my decision-making in relation to my work because I had signed a contract and I was not going to breach that. Consequently, my biggest commitment was to the players that I came to build good relationships with and I would have found it unethical to leave even though I had grievances with the organisation. I was determined to make the most of the experience and therefore utilised my time to further develop my professional skills by working inductively to provide the team with a handbook that I crafted and compiled for them to use at the World Cup in my absence. However, in moving forward, I will no longer be approaching organisations for opportunities but will be seeking paid employment as I believe that payment would suffice when and if future professional promises are broken.

Could I have dealt with it better?

No, I believe that I needed a placement and the organisation provided that. It is unfortunate however, that they did not value me as a Trainee Sport and Exercise Psychologist. I do not think that there was anything that could have been done at the time because when I did express my displeasure, I was told that I had a “poor attitude” and that my behaviour was “disappointing”. If anything, I wished that I had spoken out

sooner in the hopes of bringing the placement to an end before players had qualified. In that way, neither players nor I would have been too invested and termination of the work would have been easier.

What will change because of the experience and how did I feel about the experience?

I am even more driven now to work with another elite youth cricket team especially one who is a Full Member of the ICC. This is because I found that the length of time on this unpaid placement contract was too long and because of the different geographical locations of some players, meetings and sessions were too inconsistent prior to qualifying for the World Cup. I do not believe that I will work unpaid ever again as I believe that I was taken for granted. On the brighter side, I had the opportunity to see players grow and physically mature in size and height and I found that to be most astonishing. Overall, my rating of the experience was fair but I do feel that more light needs to be shed on cross-cultural work in Sport and Exercise Psychology especially by consultants who are deemed to be minorities and who are women (e.g. Black and Asian women). I will say, unapologetically that some of the treatment I received was because I was a black woman and some people may have believed that I was not worthy of the opportunities that were afforded to others in the environment who happened to be all white men. It is hoped that I can publicly speak more about these experiences in the future as I believe that the development of undergraduate and postgraduate curriculum in Sport and Exercise Psychology should include Race, Racial Relations and Racial Inequality, as it is indeed necessary in the times that we are currently living in. If we are

to be a progressive profession, addressing these hidden injustices should be at the forefront of the CPD agenda.

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Teaching Diary

“From International BPS Master’s Student to Master’s Tutor”

Postgraduate Study and Further Training (November 2012)

I completed my MSc. in Sport and Exercise Psychology at the University of Northumbria in 2012. As an International student, there were no further provisions made by the United Kingdom Visas & Immigration (UKVI) to remain in the country to further develop as a professional, so I had to return home to my country to gain the necessary experience that I would need to successfully practice as a postgraduate consultant. As the field of Sport and Exercise Psychology is not regulated in Barbados, I was free to undertake my work as I saw fit but used the experience that was gained on my Master’s programme to utilise a Cognitive Behavioural Therapy (CBT) framework as I navigated being “on my own” as a neophyte. My delivery then was on a “as I was taught on my MSc.” basis and was very textbook in that respect without any personality or subjective input as I found it difficult to navigate between what I felt was right vs. what I was comfortable with. I thought then that returning to the UK was the only option I had with respect to further developing my professional skills and had set my mind on undertaking a Doctor of Philosophy (PhD.) along with a Stage 2 Qualification in Sport and Exercise Psychology (QSEP) in that respect.

However, in 2015, I received a very unique opportunity to train with the IMG Academy as I was selected as a consultant for the then West Indies Cricket Board (WICB) High Performance Programme. In being one of six chosen from across the

Caribbean, we were equipped with a ‘Mindset Training Manual’ based on the research and principals of the Academy and since then, that experience has proven to be invaluable. What the experience showed me then was that in the three years since my Master’s had passed, the foundational knowledge that was received was still relevant and the way in which I worked was indeed reflective of the way in which experienced Sport Psychology professionals undertook their work. More importantly, having access to a database of current research allowed me to further develop my delivery skills that was now based on recent knowledge but which also included video resources and activities to further engage current and future clients.

Continuing Professional Development and Professional Doctorate Enrollment

(November 2016)

It was from that point that I utilised the IMG Academy’s Mindset Training but more importantly, had the opportunity to utilise it on a consistent basis as I was selected as the Mental Skills Coach for the now Cricket West Indies (CWI) 2018 Under-19 World Cup Squad. During this time, I had the opportunity to travel across the Caribbean, work in different cultural environments and met a group of talented players who came to value the work that was undertaken. From December 2016 to 2017, I delivered a range of classroom and outdoor sessions in seeking to prepare these elite performers for the task that was at hand. During that time, I was also rewarded a Barbados National Development Scholar in Sport Psychology that would allow me to finally fulfill my dream of become a Chartered Sport and Exercise Psychologist as I accepted my place on the Professional Doctorate at Liverpool John Moores University (LJMU). Less than one

month after completing my work with CWI, I was travelling to the UK to settle in once again as an International student, but on this occasion, as a Sport and Exercise Psychologist in-Training.

Opportunity Calls Again (November 2018)

I received my first, serious, paid role in the UK within the Premier League after being engaged by Fulham Football Club on a part-time basis as their Foundation Phase Academy Psychologist. In seeking to capitalise on the opportunity, I sought to apply all that was learned in previous years to tailor my work to a group that I have undertaken work. The Foundation Phase comprises of 9-12 year olds and in seeking to not only engage, but also entertain this demographic, I had to adapt my usual lecture-type style of delivery to one that was more colourful and fun. This was deemed necessary for special considerations to be made when undertaking Sport Psychology work with youth participants (Visek, Harris & Blom, 2009). It was also interesting that I had to deliver a session to the group under the supervision of the Phase Lead before I knew if I was successful in obtaining the role. Nonetheless, with my past experience in an elite environment and with the club already having a sound playing philosophy in place as well as a direction for the delivery of Sport Psychology, integrating my work within that multi-disciplinary structure was not difficult. In the role, I had the opportunity to deliver one-to-one sessions, age-specific group sessions (e.g. Under-9s etc.), as well as sessions with coaches and parents. I also had the opportunity to travel with the team on numerous occasions and write a case study as well as develop an empirical study, which sought to explore mental skills development at this level. The experience was another that was

added to my “chest” of memorable experiences and one that proved to be useful in other work roles that were to follow.

LJMU 3iS Programme (January 2019)

The 3iS Programme, usually tailored to PhD. students gave me the opportunity as a Trainee to once again adapt my work, but this time within an academic setting. It seems as if this theme of “new experiences and adaptation” has followed me throughout this journey. Through the workshop component of the programme, I had the chance to plan and deliver a teaching session on ‘Motivational Climate and Performance’ to persons who did not have any familiarity with the field of Sport and Exercise Psychology. In doing this, I had to make the session relatable and therefore likened performance to everyday tasks. The activity for the session included the completion of a ‘concentration grid’ (Harris & Harris 1984) and participants were placed in either an experimental group that was given a non-motivational message about the task at hand or control group that were told nothing at all. A debrief of the activity and discussion of the topic ensued and it was discovered that the topic was of relevance across different environments (e.g. work, school). The peer feedback that was received was extremely useful and as it was done in a confidential manner, I believed that it was more objective. After the completion of the programme, I reviewed the feedback and felt prepared for future academic work, as I wanted to gain that experience during my programme. It is widely known that many applied Sport and Exercise Psychologists work in academia and it is believed that through this process of skill transference, professionals within the field can gain valuable experience, which can enhance their teaching and research (Boycer & Lewis, 1984).

Recognising this, I wanted to give myself the best chance to pursue any academic opportunities along this journey to qualification as I equally was in pursuit of obtaining my Associate Fellowship with Advance HE (*see* Appendix H).

University of Stirling (October 2019)

After leaving my role at Fulham, I actively sought out work in academia in London, where I was living and in Scotland, where I was based. Interestingly enough, there was a role advertised at the University of Stirling that I did not qualify for but I made contact and inquired about other academic opportunities instead. Luckily, a role had become available and after several meetings with members of staff, I was hired as an Academic Tutor on the University's MSc. Psychology of Sport Programme. In this role, I would be supporting Lecturers in the delivery of their sessions with the opportunity to lead my own as this was indicated as essential to completing the 3iS Learning Assessment. Equally in service to students, my role included placement supervision and tutorial support, which was sought out more by International students who could relate to my journey as a non-UK Trainee. Equally, in seeking to become qualified, they saw my journey as inspirational and I was happy to provide the advice that they needed with respect to postgraduate opportunities and further training.

For my first individual teaching session, I was asked to share with the group on my applied work with an elite youth team. Without noticing then, this was the first opportunity I had to teach young professionals about how I work and it was surreal at the time knowing that 7 years prior, I would have sat in their place. In seeking to effectively deliver in my first academic role, I sought to draw on Kolb's (1984) 'Experiential

Learning Cycle’ and believed that using a case study approach was most appropriate especially in seeking to provoke thought and involvement through discussing my active experimentation (Kreber, 2001) as a Trainee. As they too would have the chance to do so in time, this approach would also allow them to understand the engagement of all four phases of Kolb’s cycle as well as help them to recognise the importance of self-directed learning as budding practitioners.

IMAGE RETRACTED DUE TO COPYRIGHT

Photo 1: Screenshot of Case Study PowerPoint Presentation

At the start of the session, I shared about my journey to add context and about how I came about obtaining my placement. I found this information to be vital because from my experience how a placement is obtained may make a difference in the way a Trainee is treated. I emphasised Keegan’s (2016) Information Source ‘Triad’ as key to client engagement and outlined my construalist philosophy, as it is known that not many Master’s students are not taught about this and many learn as they navigate QSEP or other training programmes. I went further into detail about how I worked with the team, my challenges and most importantly, my beliefs about the role that race has in undertaking my work as a black, female Sport and Exercise Psychology professional in the UK. In seeking to provide a fair account of the placement and the case study, I ended with some positives and opened the floor to an engaging Q & A session which gave students the opportunity to learn more about me and which I used as an ideal time build rapport in continuing my work with them.

A few weeks passed before I had the opportunity to meet with the placement students that I was supervising. These two students were assigned to one of the University's netball teams and were charged with delivering group presentations on a relevant topic and completing a portfolio of the work undertaken for assessment. I attended one morning session to observe the students with the team and in turn, we sat and discussed some of the key things that should be highlighted as well as any observations that should be noted. Additionally, I took the time to detail to them how I would work in that environment and shared about how building a relationship with the coach could ensure that content was suitable. After this initial meeting, we had a follow-up before the delivery of their presentation (s) and a final meeting before their portfolio submission. I can relate to this experience because I was fortunate enough to receive a placement on my MSc. as well and I believed that equipped me for the task of working on my own while I awaited the chance to further my training. Being able to teach students about these experiences brought the necessary relatedness to the student experience that is needed for young practitioners as it may give them some hope for what is to come. Moreover, it makes the journey towards becoming a Sport and Exercise Psychologist a lot more realistic and less idealistic than it is often seen.

The highlight of my time at the University came when I led a lecture on Reflective Practice and conducted two workshops on Relaxation in completing my Learning Assessment for the 3iS Programme. As a practitioner that prides herself on reflection as is seen with this account, I had the opportunity to share on how I developed as a practitioner since completing my MSc and how I continue to develop through

reflective practice. This session was supported by Anderson, Knowles & Gilbourne's (2004) work and spoke to practitioner development and self-management with respect

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Photo 2: Screenshot of Reflective Practice PowerPoint Presentation

to applied practice. I then shared about how beneficial engaging in reflection has been for me but emphasised, more importantly, how efficient one can become from consistently engaging in it. As the process is heavily focused on self-awareness and highlights the importance of the practitioner as a person and the impact that has on practice, Master's level students should appreciate its value at the start of their professional journey. As this session was also formally observed, I had the opportunity to elicit feedback from the Programme Lead in line with the 3is 'Observation Pro-forma' (*see* Appendix I). I was lauded for my session preparation and organisation as well as preparing a handout with a task to be undertaken during the lecture. It was stated that interaction was at a high level and that I connected with the through my "personal delivery and anecdotes". I find that this has often been my strength as I have a lot of stories to tell through my own experience in playing sport at the elite level and have constantly been encouraged to do so in my delivery. I believe there is tremendous value in Sport Psychology professionals being past athletes especially when seeking to work with athletes regardless of sport. In my opinion, all performance principles are the same regardless of skill and it assists consultants in building rapport and creating a mutual understanding that I believe is necessary when working in elite sport.

This session did not go without critique however; as it was felt that my time management was not adequate. I had finished the presentation before the allotted time and therefore allowed students to leave earlier than they would have in past sessions. In this respect, it was suggested that instead of having students volunteer for tasks, they should be assigned. However, for the task of reading a reflective piece, I found volunteering to be more appropriate to facilitate engagement as doing this was a personal choice. By doing this, students were given the autonomy to decide whether they were comfortable in that respect and those who were not were encouraged to book a tutorial and to share at a later time. The reflective piece was based on their experience of the Master's programme up to lecture time and reflecting on this would have given me an opportunity to further support them. In addition to this, I was also critiqued for not speaking more about my personal experiences but I was wary of seeming boastful and did not want to put off the class. It was felt that more images of me engaging in past work could have been added to the PowerPoint to support the reflective piece that I shared from my Doctoral portfolio. In looking back now, I can understand how that may have been more helpful. Nonetheless, I found this feedback to be extremely valuable as it could only assist me in further developing along this journey as I hope that future academic opportunities will arise.

In delivering the Mental Skills Training (MST) workshop on Relaxation, I provided the two groups with a Progressive Muscular Relaxation (PMR) script and had them actively participate in the session before discussing its benefits in relation to performance. I probed them to think about the time and place for such a script and further shared on the modification of the script for the sport-specific purposes. For example,

relaxation for a batsman at the wicket in cricket will be different to that of a footballer waiting to take a penalty kick. Students had the opportunity to ask questions and offer feedback afterwards with some even stating that they enjoyed participating in the activity.

The More Things Remain the Same (February 2022)

In all, I believe that I had a full circle moment in having the opportunity to teach an academic demographic that I was once a member of. I truly understood where they were in their journeys and being on a QSEP allowed me to be a model of what they could be pursuing in the years to come. Though some had expressed not wanting to continue in the field, I believe that the experience of the MSc. would still be invaluable as the learning, placement and research opportunities were some of the best available in Scotland. I can now safely say that I am content with the teaching I received on my Master's programme in 2012 because that opportunity and the others that followed throughout the years have proven to serve me well. In providing my services, I know that I have done so well and will continue to be a beacon for other International students and Trainees migrating to the UK.

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Research Commentary

In this section of the portfolio, I will be answering the following questions:

1. Why did I choose my research topics?
2. What are the struggles that I faced during the research process?
3. What were my key points of learning?
4. What is my research philosophy?
5. What are the areas that I wish to continue exploring post-Doc?

Research Topics

Upon commencing the Doctorate, I wanted my areas of research to be unique, not just to the field, but also to me as a practitioner. As such, my initial plan was to journey into the realm of disability sport given my lack of experience and learn from the entire process. However, with my placement and the work opportunities that were presented in youth sport, I decided that it was best to continue evolving in that respect. I thought that

the nature of the Professional Doctorate with its mapping onto the Qualification in Sport and Exercise Psychology (QSEP) pathway, provided the perfect chance for me to experience practitioner ‘individuation’, which according to McEwan, Tod & Eubank (2019), is the alignment between a practitioner’s core values, beliefs and behaviour, and the role they choose to engage in over time. I have enjoyed my work in youth sport but equally, I have had the opportunity to benefit from numerous scholarships, both at the Master’s and now Doctoral level and wished to fully engage in both of those experiences. In the UK, Trainees and Chartered practitioners of Afro-Caribbean descent are under-represented and interestingly, there was equally a lack of representation for Sport and Exercise Psychology postgraduates in the field. As I sought to become the Psychology Postgraduate Affairs Group (PsyPAG) Representative in that respect, I thought about the impact I wanted to have in becoming a member of the body while also contributing positively to the experiences of future practitioner. Hence, the conceptualisation of ‘Empirical Paper One’ that sought to explore the learning experiences of Stage 1 MSc. students to understand that phase of these development and its contribution to applied training and practice.

My curiosity on the topic was piqued when I co-hosted what I termed a ‘Postgraduate Professional Development Day’ in June 2019 and which saw the attendance of Master’s students from across the UK who shared about their learning experiences, which all seemed to be very different at the surface level. I thought the dissimilarities to be peculiar because I know that in other accredited professions like Medicine, there is set module content that must be successfully passed in order for students to become doctors. I asked myself, “Why are these students’ experiences all so

different when they all must undertake the same British Psychological Society (BPS) Stage 2 pathway to become qualified? How could this influence professional development literature?” In all, I wanted this project to reflect the individuality of the learning experiences that were evident on the day of the gathering, but most importantly to show the relatedness with respect to practitioner development. Upon conclusion, the study showed that there are improvements that should be made to enhance the postgraduate learning experience, especially with respect to applied practice and career prospects in the field.

My second empirical paper was focused on my work at Fulham Football Club within the Foundation Phase and children’s perceptions about Mental Skills Training (MST) in football. As this was the youngest age group that I had engaged, I constantly reflected about the way I had to tailor my work in meeting their needs and wanted to understand how it was being received. However, since I left the club prior to undertaking the study and had significant delays in obtaining ethical approval due to the age of the participants, the COVID-19 pandemic had set in and the scope of the study was changed. In the end, I explored the general concept of MST to determine age relevance, which derived some interesting findings and applied implications for research and practice with young performers.

The Systematic Literature Review (SLR) was indeed the most arduous and time consuming as I undertook it on my own with the aid of several books and articles as well as some content from the course. Initially, I sought to explore MST across all youth sport contexts but in recognising the breadth of literature and the inconsistency of research methodologies on the subject, the focus of the review was narrowed to imagery

interventions and their outcomes, which yielded some interesting findings. It is apparent to me that the theme of inconsistency is prevalent across several aspects of practitioner development and applied practice as can be evidenced in the diversity found in my first study as well as the lack of standards for sport psychology work with children in football due to the lack of research in that area. The SLR has shown me that practitioners can implement interventions however they see fit as long as it is documented with the utilisation of reliable measures as was seen with the Movement Imagery Questionnaire-Revised (MIQ-R; Hall & Martin, 1997) and the Sport Imagery Questionnaire (SIQ; Hall, Mack, Paivio & Hausenblas, 1998). Additionally, as both of these measures were developed over 25 years ago, one could argue that there should be a revisiting of their validity with respect to our present times.

In summation, I believe that each piece has helped me to identify areas that have been overlooked; areas that need to go beyond publication and into actual homogeneous means of applied practice with scope beyond the SEP division of the BPS. For example, Psychiatry has The Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013), when will Sport and Exercise Psychology have a handbook outlining the specific interventions that should be utilised for identified performance issues? It may be a difficult question to answer now, but I believe that there must be a focused effort to structure applied work in the future or we will continue to have show downs with the charlatans who believe that they can do what we do without the investment, education and training.

Struggles

The lack of adequate supervision has been my biggest struggle and research has never been one of my strengths, so navigating each piece of work almost on my own and learning from the feedback has been an eye-opening experience. Firstly, it has shown me that I am not as much as a novice as I initially thought and secondly, I have learned that effort really does bring reward. 32 years ago, it was reported that supervision had become a recognised problem area within UK higher education (Elton & Pope, 1989), classifying the two main issues as being organisational and interpersonal. However, the published works in SEP practitioner development and training in this respect are limited (e.g. Anderson & Williams-Rice, 1996; Barney, Andersen & Riggs, 1994; Euban, Nesti & Cruickshank, 2014), but the topic should be further investigated as training routes have become more popular and heavily subscribed. Unlike the traditional QSEP, Professional Doctorates are based within Higher Education (HE) institutions and I think it is time to begin considering the workload of supervisors on these programmes as well as the annual intake to ensure that Trainees and supervisors are adequately suited. For example, at LJMU the Programme Director of the Professional Doctorate is also the Subject Head and Principal Lecturer in Sport Psychology with supervision responsibilities across the School of Sport and Exercise Sciences, what is his time allocation for Trainee supervision? I am not saying that it is impossible but it seems like hard work. In the future, I believe that external supervision should be considered, especially for the research component of the Doctorate. My mental health has suffered as a result of it and I would not wish for anyone to suffer the same.

Key Points of Learning

One of my key learning points during this process is the knowledge that if you want to get anything done, you have to do it yourself. I recognised that engaging in research is not as daunting as I thought it to be and it is enjoyable as long as one is self-determined. I believe that the autonomy (Deci & Ryan, 2008) that I had throughout the process, amidst the challenges, inspired me to press on and that directly influenced my competence as I completed each piece along the way. I thoroughly enjoyed the data collection phases for each of my empirical papers and saw the zeal that I have for what I do throughout each interview and focus group. Equally, fully engaging in the transcription process and intimately familiarising myself with the data (Braun & Clarke, 2006) was pleasurable. I also believe that conducting research during a pandemic challenged me to be flexible and the experience has further reinforced my belief that anything is possible as long as you set your mind to it.

Research Philosophy

To date, in sport psychology, it is my belief that there is nothing new under the sun. There are new points of learning and new methods to be developed, and this is why I adopted a constructivist/interpretivist approach (Poucher, Tamminen, Carron & Sweet, 2020) throughout both empirical papers to understand the meanings that participants attributed to their experiences of postgraduate SEP education and MST. However, my approach to the SLR was somewhat pragmatic as exploring the outcomes of imagery interventions allowed me to understand how this mental technique has been used to enhance the sporting experiences of young athletes, as this is where most of my applied work experience has been garnered. Through these approaches, I believe that I have

further evidenced my capability in understanding how the future of sport psychology can be reformed, especially with respect to the three critical elements of pedagogy, applied work with children and intervention delivery and it is hoped that more investigation these factors can be undertaken in time to come.

Post-Doc Research

Cultural sport psychology (e.g. Blodgett, Schinke, McGannon & Fisher 2015) has always intrigued me and this has been further enhanced by my experiences on this programme as I am now placed in the position to offer a unique point-of-view of BPS practitioner training and development as a woman classified as being of Black Minority Ethnic (BME) heritage. From a social constructionist perspective, I will be able to critically evaluate the role of society, culture and power to understand the contribution that these dynamics make to the construction of the black sport psychology experience at the organisational, practitioner and individual (athlete) level. To date, I do not believe that any studies have been undertaken to critically assess the training and qualifications of BPS Chartered Sport and Exercise Psychologists to determine the market share of opportunities among certain groups (e.g. white, cisgender males in HE) and equally none to evidence the lack of representation for specific groups within that context. I believe when speaking about my supervisory challenges, from an inter-personal perspective, having a supervisor of my heritage would have been crucial in bringing some relatedness to my experience. Interestingly, the BPS Sport and Exercise Psychology Review (SEPR; April 2022) had a special issue on the theme of “equality diversity and inclusion in sport psychology” which shows that there is more of a need now to learn about cultural

experiences within the field. Likewise, it can be assumed that a potential reason for focusing on marginalised topics may be due in part to the increasing globalisation of society (Schinke, McGannon, Battochio & Wells, 2013) and if I may dare say, sport and its increasing reports of racism. I also believe that with the prominence of the Black Lives Matter (BLM) movement of 2020, it is time for the field to take a serious look at the role that its professionals may play from a duty of care perspective. In light of this, I have already begun seeking Post-Doctoral research opportunities and I hope that I have the chance to further contribute to development within the field at an educational level.

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Systematic Review

A Systematic Review to Explore the Use of Imagery Interventions in Youth Sport

Abstract

Background

Imagery is one of the most researched and widely implemented psychological skills in sport and extensive research has shown imagery to be an effective technique in enhancing motor performance in that domain. Equally, research has also found imagery to have positive effects on a wide array of performance outcomes, however, the literature concerning imagery and youth athletes is lacking even though imagery has been shown to positively contribute to early experiences in sport.

Methods

A systematic search of the following databases was undertaken: Education Source (November 25, 2021), PsycINFO (November 26, 2021), Scopus (November 27, 2021), Sport Discus (November 28, 2021), Web of Science (November 29, 2021) and Google Scholar (November 30, 2021) and papers were included if participants were young athletes between the ages of 7-18 years, imagery was stated as the study intervention, athletes were not injured and the study was published in English. Papers were excluded if imagery was not utilised as the main intervention and if the study was already a systematic review or a case study. As such, in providing greater readability and understanding, a narrative synthesis of the results was undertaken due to the heterogeneity of included papers.

Results

A total of 13 studies (N = 504) showed some consistency in study authorship with diversity across participant age groups, sport, location (country), design and analysis, sample size, performance measures and intervention time and technique. However, similarities were found in imagery assessment and reported outcome success, which has shown imagery as being an effective intervention across certain conditions in sport. Results have therefore evidenced the usefulness of imagery in contributing to successful performance outcomes in youth sport, but a greater understanding of how to implement imagery interventions at this level is still needed.

Discussion

The review highlighted issues with respect to participant age and outlined the role that athletic development and developmental psychology models can play in further informing interventions with young athletes. Additionally, as this review was the first in sport psychology to utilise the Synthesis Without Meta-analysis (SWiM; 2020) reporting guideline, limitations existed in presenting a thorough investigation into heterogeneity as well as an assessment of certainty of findings due to the incomparability of study methods. The inability to undertake these measures to increase transparency has shown that improved replicability is needed in sport intervention research as methods outlined in future studies should be made clearer in order to better inform real-world applied practice as well as facilitate the undertaking of reviews that seek to understand the effectiveness of interventions for specified performance outcomes.

Other

This review has received no funding and has not been registered with any database.

Keywords: systematic review, narrative synthesis, imagery, sport psychology, youth sport, performance

Introduction

Imagery is believed to be an important mental skill for young athletes (Zhang, Ma, Orlick & Zitzelsberger (1992) and is one of the most researched and utilised mental skills in sport (Hall, Mack, Paivio & Hausenblas, 1998). Though there is a dearth in research of imagery interventions with young children, it has been shown that imagery use can contribute to a positive early sporting experience for young athletes (Munroe-Chandler, Hall, Fishburne & Shannon, 2005) and can be an effective technique in learning sport skills and strategies for improving performance (O, Ely & Magalas, 2020). Traditionally researched within adult populations, the two domains of imagery (cognitive and motivational) have been further extended into five types: cognitive general (CG), cognitive specific (CS), motivational specific (MS), motivational general-arousal (MG-A) and motivational general-mastery (MG-M) (Hall et al., 1998). As such, it has been asserted that CG assists with the learning of competitive strategies through the knowledge of cognitive characteristics specific to a sport while CS comprises of the development and execution of sporting skills with a focus on the technical aspect of sport performance (Vurgun & Ozsaker, 2012). Moreover, MS contains specific performance targets with a focus on accomplishment, while MG-A is characterised by physical and emotional experiences like arousal, resting and excitement and MG-M, lastly, places a focus on confidence and being resilient when overcoming difficulty in sport (Vurgun & Ozsaker, 2012). However, when implementing any of the types of imagery, it is advised that the

intervention choice be matched with the desired performance outcomes accordingly (Martin, Moritz & Hall, 1999). Nevertheless, the benefits of imagery for performance enhancement have been shown to extend to certain mental qualities like self-efficacy (Beauchamp, Bray & Albinson, 2002), and it was also found that MG-M more specifically, was effective in this respect. However, as previously stated, these studies have been mostly been conducted with adults (e.g. Callow, Hardy & Hall, 2001; Callow & Waters, 2005) and are the main sources of understanding sport imagery in general. In this regard, concerns have been raised pertaining to the generalisability of these findings to youth populations because of motor development differences across the children and adults (e.g. Frick, Daum, Wilson & Wilkening, 2009) as it is also believed imagery ability gets better with age. To further support this, Livesey (2002) noted differences in the cognitive abilities between adults and children with respect to kinesthetic development (what an athlete feels when executing a movement) and assumed that children do not develop this skill until 10 years of age. If this is indeed true, such a finding could potentially render interventions utilising MG-M imagery to enhance certain qualities in children as impractical given the importance of MG-M's kinesthetic features. It is also noted that studies investigating these factors are limited, as only two have been undertaken within youth populations to date.

Munroe-Chandler, Fishburne, O and Hall (2007), in their study with athletes ages 7-14 years, found that developmental differences in imagery use existed while Munroe-Chandler, Fishburne & Hall (2008) showed that children ages 7-10 years specifically utilised imagery for more intrinsic motivational purposes. Other studies that have investigated maturity status (physical and psychological) and its relationship to imagery

use and sport performance skills (e.g. Sariati, Zouhal, Hammami, Clark, Nebigh, Chtara, Hackney, Soussi, Granacher & Ounis, 2021) have also shown that the kinesthetic component to imagery may change as players mature, further supporting the differences in imagery use by age. Interestingly, one way that imagery impacts performance is by how it can alter mental representations of actions (Land, Frank & Schack, 2014), and as these play an important role in skill acquisition with respect to learning and controlling actions, understanding this from a developmental perspective is vital. It is also known that athletes of different skill levels construct different mental representations, which also results in differing levels of performance. With sport being skill-specific, the factor of attention with respect to skill development when implementing imagery interventions needs to also be considered because of its influence on physical training (Frank, Land and Schack, 2014). Similarly, it has been shown that imagery practice combined with physical practice can significantly impact motor skill development (Frank et al., 2014) and it has been suggested that when evaluating the effectiveness of imagery interventions, one should also investigate performance changes and the refinement of mental representations (Frank, 2016). Knowing this, one can further suggest that it be done in an age-appropriate way as imagery ability and motor performance improves with time (Caeyenberghs, Tsoupas, Wilson & Smits-Engelsman, 2009). In light of the prevalence of age in imagery interventions and research, we must now turn to the methods of assessment that have been utilised in sport psychology practice as imagery assessment in youth sport populations has consistently relied on dated measures validated with adult populations (e.g. Sport Imagery Questionnaire, SIQ; Hall et al., 1998). In presently taking into account the knowledge pertaining to age and skill development, the

argument for language development is relevant. As such, it is believed that imagery questionnaires such as the SIQ can be seen as problematic because children may not understand all of the words and concepts involved in assessment, thus contributing to a lack of understanding (Stadulis, MacCracken, Eidson & Severance, 2002) of intention. However, as efforts over the years have attempted to make imagery questionnaires more age-specific, measures like the Sport Imagery Questionnaire for Children (SIQ-C; Hall, Munroe-Chadler, Fishburne & Hall, 2009) have been developed, but this and the Movement Imagery Questionnaire for Children (MIQ-C; Martini, Carter, Yoxon, Cumming & Ste-Marie, 2016) are the only measures that have been validated thus far. Fortunately, these measures have considered developmental research as well as the need for a reflection of the cognitive stage of children to ensure the assessment of a stable factor across all groups (Whaley, 2007). This is particularly interesting, not only in acknowledging the differences in imagery development and ability with age, but also in now questioning whether assessment in previously published studies with children was justified. For example, in the study undertaken by Munroe-Chandler, Hall, Fishburne, Murphy & Hall (2012) where the mean age of participants was 10 years, it was discovered through utilising the MIQ-R that only 7-8 year old athletes increased their CS imagery ability unlike participants who received the MG-A intervention. Equally, results from a study undertaken by Skoura, Vinter & Papaxanthis (2009) revealed that children are indeed able to perform movement imagery, however, that ability was not completely developed within the 6-10 age group. More specifically, if motivational aspects of imagery are indeed characterised by age, then this element should be evaluated on its own. Taking this into consideration along with the lack of knowledge about the actual

imagery capabilities of children, the MIQ-C was developed in capturing an understanding of imagery's influence on motor performance (Martini et al., 2016) and has been utilised in more recent studies seeking to undertake research within this demographic.

Consequently, Hall, Rodgers and Barr (1990) reported that athletes have limited knowledge of how to use imagery and in young children, this could be attributed to their lack of understanding or the difficulty that practitioners may have in being able to establish guidelines for the optimal delivery on imagery interventions (Cooley, Williams, Burns, & Cumming, 2013). Though imagery has been lauded as the “cornerstone of sport psychology interventions” (Cornelius 2002, p. 206), there still is no clear method for its implementation at the youth level. Additionally, Holmes and Collins (2001) raised the thought that imagery usage can sometimes appear “inconsistent and slipshod” and subsequently provided an approach to imagery intervention, which was stated to be an attempt in fostering a better understanding of the mechanisms involved in motor imagery (Holmes & Collins, 2001). In their framework, they proposed that while the benefits of utilising imagery for performance enhancement were manifold, the common link to physical task execution was what made imagery successful thereby reinforcing the importance of mental representations and motor skill development as outlined earlier. Holmes and Collins (2001) also advocated for future imagery research and posited that sport psychologists have traditionally been left to their own devices when implementing imagery interventions (Holmes and Collins, 2001). They further asserted that in the delivery of written, audio-recorded imagery scripts, practitioners should account for the individualisation of these tools for specific athletes or for generalisability in team sports, along with the incorporation of active imagery sessions. As such, the PETTLEP

(physical, environment, task, timing, learning, emotion and perspective) approach, which incorporates Lang's Bio-informational theory (Lang, 1977, 1979), is advised in guiding sport psychologists towards effective communication when delivering imagery scripts. However, to date, there have been few peer-reviewed, published studies in youth sport (e.g. Quinton, Cumming, Gray, Geeson, Cooper, Crowley & Williams, 2014) and to further add to this, the studies selected for this review have been so diverse in their intervention methods that one could question the relevance of the PETTLEP approach given its underuse.

As such, in line with the updated 2020 version of the Preferred Reported Items for Systematic Reviews and Meta-Analyses (PRISMA; Page et al., 2021) and suggested PICOS (population, intervention, comparator, outcomes, study design), the objective of this review will be to pragmatically explore how imagery interventions are implemented in youth sport settings to achieve successful performance outcomes. Thus, it is hoped that this work will be utilised to further inform practice, as it is necessary for sport psychologists to be able to evaluate intervention research in understanding “why it [the research] was done, what to do [in the future] and how to do it [the intervention]” (Ely, O & Munroe-Chandler, 2021). In this light, the review should be read with the understanding that even though interventions in youth sport are under-researched, there are equally important to informing practice at that level in further contributing to development and performance in and outside of the sport domain.

Method

Data Sources and Search Strategies

A systematic search was conducted via the following databases: Education Source, PsycINFO, Scopus, Sport Discus, Web of Science and lastly, Google Scholar after the final papers met the inclusion criteria for the purposes of backwards searching (scanning the reference lists of included articles); no new studies were retrieved as a result of this. The initial proposed search syntax with Boolean operators was as follows:

(Mental Skills Training AND Imagery AND Youth Sport) OR (MST AND Imagery AND Youth Sport*) OR (Psychological Skills Training AND Imagery AND Youth Sport*) OR (PST AND Imagery AND Youth Sport*) OR (Sport Psychology AND Imagery AND Youth Sport*)*

However, after searching Scopus and utilising their inclusion and exclusion options, an advanced syntax was developed:

((mental AND skills AND training AND imagery AND youth AND sport) OR (mst AND imagery AND youth AND sport*) OR (psychological AND skills AND training AND imagery AND youth AND sport*) OR (pst AND imagery AND youth AND sport*) OR (sport AND psychology AND imagery AND youth AND sport*)) AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "re") OR LIMIT-TO (DOCTYPE , "cp")) AND (LIMIT-TO (SUBJAREA , "PSYC") OR LIMIT-TO (SUBJAREA , "SOCI")) AND (LIMIT-TO (LANGUAGE , "English"))*

Inclusion and Exclusion Criteria

Papers were included if they:

- Included youth athletes between 7-18 years old as participants
- Stated that imagery was utilised as the intervention
- Included athletes that were not injured and;
- Were published in English

Papers were excluded if they were:

- Not utilising imagery as a main intervention
- A systematic review
- A case study

Screening and Data Extraction

An initial scoping search was undertaken during March 2020 but due to the COVID-19 pandemic and a 6-month Leave of Absence (LOA) that I took as a result from August 2020 until March 2021, the refined search was delayed and subsequently began on November 25, 2021. After the search was completed on November 30, 2021, abstracts were exported to the Rayyan online web application for screening, which I undertook solely. All titles and abstracts were screened based on the inclusion and exclusion criteria and during the full text analysis, the following data was extracted from the final papers:

1. Author(s) and year(s) of publication
2. Sample Characteristics: Age, sport, country
3. Design
4. Sample Size
5. Measures: Imagery and performance
6. Intervention: Time and technique

7. Outcomes

As suggested by the Synthesis without Meta-Analysis (SWiM; Campbell, McKenzie, Sowden, Katikireddi, Brennan, Ellis, Hartmann-Boyce, Ryan, Sheppard, Thomas, Welch & Thomson, 2020) reporting guidelines, the aforementioned groupings were chosen to give insight into the authors that have made a significant contribution to advancing the knowledge around imagery in youth sport as well as the age groups, type of sport and the countries within which the studies have been undertaken. Additionally, with the heterogeneity across studies, providing details into the design was necessary in specifying the structure of each study as well as the sample sizes, measures and interventions that were utilised. Finally, the reporting of the outcomes was crucial to know the success of the respective interventions to further assess the effectiveness of the use of imagery within youth sport. To my knowledge, this review will be the first in the field of sport psychology to utilise SWiM to make an attempt at clearly reporting the effects of the imagery interventions delivered in the included studies.

Quality Assessment

To undertake the quality assessment of studies in this review, the Physiotherapy Evidence Database (PEDro; Maher, Sherrington, Herbert, Moseley & Elkins, 2003) scale was utilised for randomized control trials (RCTs) and the Single-Case Experimental Design (SCED; Tate, McDonald, Perdices, Togher, Schultz Savage, 2008) was used for studies of that type including those with multiple baselines. In this respect, the quality of an RCT is shown in the evidencing of internal validity and the generation of unbiased results (Verhagen, de Vet, de Bie, Kessels, Boer, Bouter & Knipschild, 1998) and the

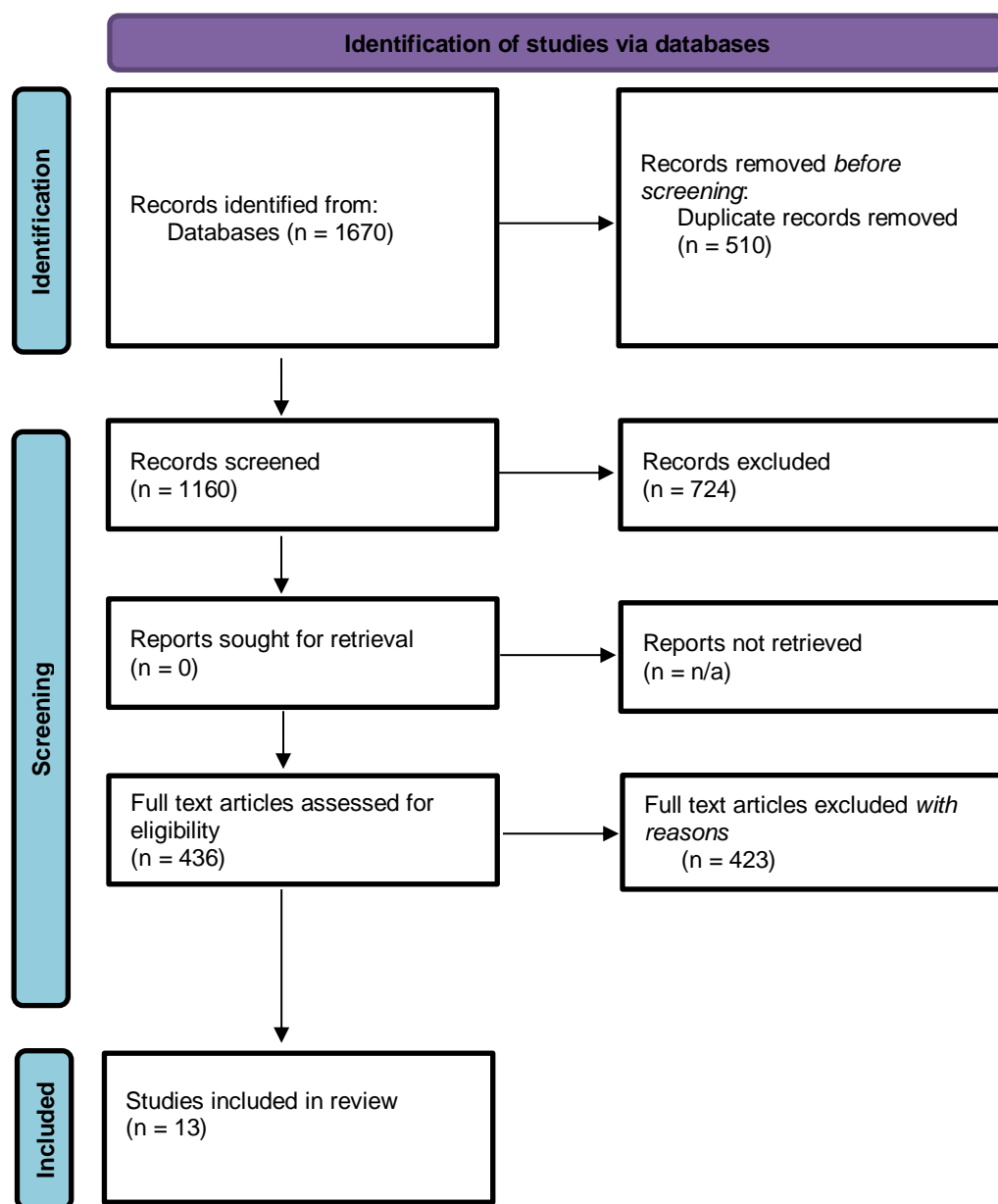
PEDro scale provides standardised and methodological ratings of this. Additionally, in assessing single case studies, the SCED is a valid and reliable measurement that provides a quick and applicable evaluation of methodological quality (Tate et al., 2003). Both scales contain 11 items, but differ in scoring because to be awarded a point on the PEDro scale, explicit statements pertaining to each criterion (e.g. eligibility criteria, blinding [of subjects etc.]) must be seen when reading the article. While, the SCED, on the other hand, looks for the adequacy of demographic information, operationally defined target behaviour, a study design which influences cause and effect and multiple measures of the target behaviour at baseline and post-intervention for high scoring (Cooley et al., 2013).

To add to this, in a review of methodological variations in guided imagery interventions using movement imagery scripts, Cooley et al. (2013) reported that their included studies lacked double blinding. This is a requirement of the PEDro scale as both the participant and the person delivering the intervention are to be unaware of the different treatment conditions, as well as the aims of the study (Thomas, Nelson & Silverman, 2005). However, in sport studies, this criterion may be difficult to obtain due to studies involving participants from the same sports teams and interventions lasting a number of weeks (Cooley et al., 2013). With the studies included in this review, this was also seen because the primary researcher in most cases was a practitioner affiliated with the team and therefore, blinding was not possible. Further to this, the findings of Cooley et al. (2013) with respect to the methodological issues in designing imagery interventions are relevant to this present review, as attention still has not been given to the considerations of a sport psychology-specific checklist to critically appraise studies in this context.

Results

Figure 1

PRISMA Flow Diagram of Study Selection



The search of electronic databases yielded 1670 articles and after removing 510 duplicates, the abstracts of 1160 articles were screened. Consequently, 724 more articles

were further removed. Of the final 436 articles that remained, only 13 met the full inclusion criteria of which the characteristics are outlined in Table 1. As per the SWiM reporting guidelines, all included studies were relevant to this review given its exploratory nature in understanding the literature that is currently available to applied practitioners who hope to implement imagery interventions within youth sport settings. As studies within these environments are limited, the selected studies were deemed necessary in drawing conclusions for the synthesis.

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
Zhang et al. (1992)	N/A	Beijing, China	40	M = 8.3	Table Tennis	School Sport	<p>P: Accuracy of Forehand Attack Ratings on Technical Quality (Coach Observation)</p> <p>MTP: Three inter-related elements (Mental Imagery Training, Relaxation & Video Sessions)</p> <p>IA: None</p> <p>II: Imagery training took place 3 times a week for a period of 12 minutes each. Each 12-minute session included three components: initial relaxation, mental readying for imagery, and mind-body imagery of selected skills.</p>	<p>The purpose of the study was to assess the effect of a MTP on performance enhancement with 7-10 year old children. The experimental interventions continued for 22 consecutive weeks. Subjects were divided into three groups with an equal distribution of male and females. Group 1 was the experimental group who received the MTP and consisted of 13 subjects. Group 2 consisted of 14 subjects who participated the video sessions only and Group 3 consisted of 13 subjects and was the control group. They did not take part in any aspect of the MTP.</p> <p>Relaxation was included into the MTP because researchers believed it would give children practice at tuning into the various muscle groups in the body, controlling their activation level, and focusing it. The video sessions showed a variety of techniques demonstrated by 12 former Chinese world table tennis champions.</p> <p>There was an improvement in the accuracy and technical quality of shots by children in the experimental group. This showed that mental imagery training enhanced the performance of children in this age group.</p>	N/A
Munroe-Chandler et al. (2004)	SMBaG	N/A	15	Range = 10-12	Soccer	Competitive	<p>P: Collective Efficacy: Confidence Questionnaire – 10-item questionnaire modified from Mills et al., (2001)</p> <p>IA: An Imagery Assessment Questionnaire</p>	<p>This study implemented an MG-M imagery intervention with small groups of youth soccer players to determine if collective efficacy could be enhanced.</p> <p>The intervention lasted 13 weeks. During the imagery session, all participants heard the same script. The imagery script was</p>	8/11 ^P

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
							(administered weekly) II: 10-15 minutes of guided motivational general-mastery (MG-M) imagery with a SPC once a week.	developed by one of the coaching staff and they provided various scenarios faced by athletes. The researcher then developed a script that included adverse situations that young players may encounter during training and competition. Scripts were also modified to different playing positions (e.g. forwards, midfielders). The intervention was introduced to the groups at different times, thus eliminating the need for a control group. The imagery intervention increased collective efficacy. Two of the three groups (forwards and midfielders) experienced an increase in their collective efficacy scores for both training and competition.	
Munroe-Chandler et al. (2005)	SMBaB	Ontario, Canada	13	M = 12.54	Soccer	Local	P: Defending a direct free kick (Strategy #1), Taking a direct free kick (Strategy #2), defending corner kick (Strategy #3) IA: Sport Imagery Questionnaire (SIQ; Hall et al., 1998) – baseline and post-intervention Shortened version of the SIQ for cognitive-general (CG) and cognitive-specific (CS) imagery assessment, as strategies required a series of specific skills. Imagery Assessment Questionnaire administered on a weekly basis as a manipulation check immediately prior to	An examination of the effectiveness of CG imagery on performance of three soccer strategies was undertaken in this study. The study lasted 7 weeks. Weeks 2-3 consisted of imagery script #1, while weeks 4-5 were script #2 and weeks 6-7 were script #3. They were conducted at the beginning of practice on the soccer pitch and players subsequently practiced skills later in the training session. Content of the scripts were based on Lang's Bio-informational Theory (1979), which comprised of two main parts: stimulus propositions and response propositions. Participants' games were also video-recorded during weeks 3, 5 and 7 to evaluate the effective of execution of the chosen strategies. Players increased their use of CG imagery over the course of the study as well as their use of CS imagery. Motivational general-	8/11 ^P

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
							imagery intervention. II: The three strategy imagery interventions were introduced to the athletes at various times (weeks 2, 4 and 6 respectively). Each session lasted 10-15 minutes each.	arousal (MG-A) imagery also significantly increased from baseline to post-intervention. This was an unexpected finding that was attributed to the imagery scripts and the bio-informational content (Lang, 1979).	
Munroe-Chandler et al. (2008)	Corr.	Ontario, Canada	122	Range = 11-14	Soccer	Recreational/Competitive	P: Confidence: The Competitive State Anxiety Inventory – for Children (CSAI-2C; Stadulis et al., 2002) Self-Efficacy: The Self Efficacy Questionnaire for Soccer (SEQ-S) IA: Sport Imagery Questionnaire for Children (SIQ-C; Hall et al., 2009) II: Imagery practice over a 2-week period in completing the SIQ-C.	The purpose of this study was to examine the relationship between imagery use and self-confidence of players at different competitive levels: recreational and competitive. Three questionnaires were completed in the following order; SIQ-C to assess imagery frequency use, the CSAI-2C to measure general confidence and the SEQ-S to assess players' self-efficacy in soccer. Completion of the questionnaires took 15-minutes and were done prior to practice at respective grounds. Results showed that MG-M proved to be a significant predictor of self-confidence and self-efficacy in young players while MG-A and motivation specific (MS) added marginally to the prediction of self-confidence. Findings suggest that if an athlete wants to increase self-confidence or self-efficacy, MG-M imagery should be utilised as it appears to be most beneficial in this respect.	N/A
Post et al. (2010)	Rev.	Southern USA	16	M = 16.8	Basketball	High School	P: Basketball Free Throw Shooting II: Imagery Script (not validated). The imagery intervention as developed	This study examined the effects of an imagery intervention developed by a high school basketball coach on his players' free throw performances in competition. The effects of the intervention were assessed on the performance of the entire	4/11 ^P

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
							by one of the team's coaches rather than an SPC at a point in time during the season.	team rather than the performance of individual players. The study was also unique in the sense that the coach was also employed as an educational psychologist. Results showed a significant association between the intervention and the free throw performance for the entire team and the five starting players who had the most minutes.	
Post et al. (2012)	SSMB	Southwest USA	4	M = 15.5	Swimming	Competitive	<p>P: A weekly 1000-yard practice set</p> <p>Post-experimental Interview</p> <p>IA: Movement Imagery Questionnaire-Revised (MIQ-R; Hall & Martin, 1997)</p> <p>II: Consistent with the imagery-training programme (ITP; Morris et al., 2005). The intervention was carried out by an experienced SPC and instructions were written down to ensure that all participants received the same information. Imagery scripts were individualised based on Lang's (1977, 1979) Bio-informational Theory.</p>	<p>The purpose was to evaluate the effects of the imagery intervention of each of the participants' performance times. The study was conducted across 15 weeks and took place during the club's normal training sessions.</p> <p>The intervention appeared to improve the times of the performance measure for three out of four swimmers. All three swimmers rated the imagery intervention as beneficial in improving their performance.</p>	6/11 ^P
Munroe-Chandler et al. (2012)	N/A	Canada	143	M = 10.11	Soccer	Competitive	<p>P: A series of game-like soccer skills derived from a previous study (Blair et al., 1993).</p> <p>IA: SIQ-C (Hall et al., 2009)</p> <p>MIQ-R (Hall & Martin,</p>	<p>The purpose of this study was to examine the effects of a CS imagery intervention on the imagery use and soccer skill performance (speed and accuracy) of young athletes between 7-14 years. Players were asked to practice the imagery scripts on their own time daily, but only the younger</p>	8/11 ^S

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
							<p>1997)</p> <p>II: The researchers met with each team bi-weekly for approximately 10-15 minutes at the beginning of the team's practice session. Athletes were guided through a one-page imagery script involving soccer performance three times. The script did not change throughout the process of the intervention. The intervention lasted 6 weeks.</p>	<p>athletes reported to seriously practicing the imagery.</p> <p>Results showed that only the 7-8 year old athletes receiving the imagery intervention increased their use of CS imagery unlike the athletes who received the MG-A intervention; these athletes did not show an increased use of MG-A imagery. CS imagery intervention improved their performance on the soccer task.</p>	
O et al. (2014)	N/A	Ontario, Canada	5	M = 10.71	Squash	Regional	<p>P: Self-Efficacy: The Self-Efficacy Questionnaire for Squash (SEQ-S)</p> <p>IA: MIQ-R (Hall & Martin, 1997) – Imagery ability</p> <p>SIQ-C (Hall et al., 2009) – Imagery frequency to be completed at the end of each week.</p> <p>Weekly Imagery use – each participant was provided with an imagery journal over the intervention period.</p> <p>II: 6-weeks long with daily imagery practice (three sessions per day). Each participant met with the researcher twice a week to perform guided imagery practice</p>	<p>This study was to investigate the effect of an MG-M imagery intervention on the self-efficacy of youth squash players.</p> <p>Results revealed that there was a facilitative effect of the imagery intervention on the self-efficacy perceptions of three out of the five participants.</p>	N/A

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
Quinton et al. (2014)	N/A	England	36	M = 9.72	Futsal	Club	<p>P: Soccer Task developed for the study (not validated)</p> <p>Waterloo Footedness Questionnaire – Revised (WFQ-R; Elias et al., 1998)</p> <p>IA: Movement Imagery Questionnaire – Children (MIQ-C; Carter et al., 2013) to measure visual and kinesthetic imagery ability</p> <p>II: The interventions were delivered twice a week for 5 weeks = 10 sessions. They were designed as a layered-PETTLEP approach (Holmes & Collins, 2001). The session content was physically performed and then imaged like the MIQ-C.</p>	<p>The aim of this study was to investigate the effects of a layered-PETTLEP intervention on children's movement imagery ability and performance at a soccer task.</p> <p>Results revealed that children's initial imagery ratings were similar to those of adults. However, it was also shown that the intervention did not have any significant effect on imagery ability or performance of the dribbling and passing task.</p>	N/A
Simonsmeier et al. (2018)	Xovr.	N/A	56	Range = 7-15	Gymnastics	Various	<p>P: Cast to handstand bars based of the Code of Points (Fédération Internationale de Gymnastique, 2013)</p> <p>IA: Mental Representation: Structural Dimensional Analysis of Mental Representation (SDA-M; Shack, 2004, 2012)</p> <p>Imagery Use: SIQ-C (Hall et al., 2009)</p> <p>II: Each phase of the crossover design was 4 weeks long. The imagery</p>	<p>This study aimed to answer three research questions: (1) Does imagery training improve the performance of gymnasts 7 to 15 years old; (2) Does imagery training lead to a functional development of young gymnasts' mental representations in long-term memory and (3) Are the effects of imagery training moderated by the gymnasts expertise level?</p> <p>Results demonstrated that imagery training can improve young athletes' performances and mental representations but does so only under certain conditions. Only high expertise gymnasts who completed at the</p>	8/11 ^S

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
							phase included regular physical practice with additional imagery training. At the beginning of the phase, athletes participated in a 20-minute workshop and the scripts were introduced afterwards. The scripts were audio-recorded and each session took about 5 minutes. Each athlete imagined the body movement 48 times in total (4 weeks x 4 sessions per week x 3 times per session).	provincial or national levels profited from the intervention. Improvements were found in the mental representations due to the imagery training for both imagery intervention groups.	
Pocock et al. (2019)	SCSMBaP	United Kingdom	5	Range = 16-17	Football	Elite	<p>P: Visual Exploratory Activity (VEA; Jordet, 2005)</p> <p>IA: PETTLEP for imagery ability and MIQ-R for performance visual and kinesthetic imagery assessment.</p> <p>II: 6 weeks for each participant except one participant who got injured. P4 completed a 7-week intervention instead. Athletes completed one supervised imagery session per week and were encouraged to complete two on their own. Athletes imagined themselves in a match situation and</p>	<p>This study was to examine whether a combined PETTLEP imagery and video-training intervention could improve VEA and decision-making in elite-academy level football players.</p> <p>Results revealed that there were no consistent improvements in performance with the ball across participants but the improvements that were reported in online VEA were related to decision-making. Strong indications for improvements in performance with the ball were noticeable in isolated cases even though the imagery intervention produced post-intervention improvements in imagery ability for all participants.</p>	9/11 ^S

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
							engaging in VEA before receiving the ball. The principal investigator and clubs sport psychologist led the intervention. Athletes were also encouraged to complete an imagery diary to record the number of imagery sessions and any difficulties encountered.		
O, Ely & Magalas (2020)	SSMB	Canada	9	M = 13.67	Baseball	Recreational	<p>P: Weekly batting performance (i.e. baseball swings)</p> <p>IA: MIQ-R was used as an imagery ability screening tool.</p> <p>Weekly Imagery Diary & Imagery Use Questionnaire – to give specifics about their imagery use.</p> <p>II: Participants engaged in on-site imagery trials over a 6-week period. Athletes were asked to perform imagery practice on their own every day for the entire intervention. They also met with the lead investigator every Sunday to receive a video-guided imagery session.</p>	<p>This study sought to explore a change in youth players' baseball swing following an imagery intervention across various combined conditions, which included: slow motion (SM), real-time (RT) and fast motion (FM). The image speeds were SM+RT, RT+FM, or SM+RT+FM.</p> <p>Results suggested that the SM+RT imagery condition participants demonstrated the least change in swing performance, whereas the SM+RT+FM imagery condition participants showed the greatest change in swing performance following the intervention.</p>	7/11 ^S
Sariati et al. (2021)	N/A	Tunisia	40	Range = 10-17	Soccer	Amateur	<p>P: 15-m Change of Direction Run (CoD-15m; Mujika et al., 2009)</p> <p>IA: Movement Imagery Questionnaire 3 French</p>	<p>This was the first study to examine the relationship between CoD tests (with and without the ball) and the three dimensional structure of the MIQ-3f in elite youth soccer players.</p>	N/A

Author (year)	Design	Country of Origin	Sample Characteristics				Measures	Study Objectives and Results	Quality (PEDro/SCED)
			N	Age (years)	Sport	Competitive Level			
							Version (MIQ-3f; Williams et al., (2012) assess participants' ability to imagine four movements. II: The execution of the movement was done through utilising internal visual imagery (IVI), external visual imagery (EVI) or kinesthetic (KI).	Results reveled that overall to moderate correlations were observed between CoD tests and IVI, EVI and KI, however the differences in associations were based on players' maturity status.	

Author(s) and year(s) of publication

Krista J. Munroe-Chandler led four of the 13 studies included in this review (Munroe-Chandler & Hall, 2004; Munroe-Chandler, Hall, Fishburne & Shannon 2005; Munroe-Chandler, Hall & Fishburne, 2008 & Munroe-Chandler, Hall, Fishburne, Murphy & Hall, 2012) and co-authored one other led by Jenny O (O, Munroe-Chandler, Hall & Hall, 2014). This provides sufficient evidence to conclude that her work has contributed significantly to understanding imagery interventions at the youth level (*see* Table 1). In addition to this, Munroe-Chandler, Hall, Fishburne and Strachan (2007) (not included in this review) provides in-depth insight into youth athletes' imagery use from a development perspective and further to this, the studies in this review that she led have investigated whether collective efficacy could be enhanced through MG-M imagery (Munroe-Chandler et al., 2004), the effectiveness of CG on performance (Munroe-Chandler et al., 2005), the relationship between imagery use and self-confidence (Munroe-Chandler et al., 2008) and the effects of CS imagery on performance. O et al. (2014) sought to investigate the effectiveness of an MG-M intervention on the self-efficacy of players. Zhang et al. (1992) looked at the effects of a Mental Training Programme (MTP) inclusive of imagery and its effects on performance with young children. Post, Wrisberg and Mullins (2010) examined the effects of an imagery programme (developed by high school coach) on player performance. While, another study by Post, Muncie and Simpson (2012) sought to evaluate the effects of an imagery intervention on athlete's performance times. Quinton, Cumming, Gray, Geeson, Cooper, Crowley and Williams (2014) aimed to investigate the effects of a layered-PETTTLEP intervention on the movement imagery ability and performance of athletes. Simonsmeier,

Frank, Gubelmann and Schneider (2018) sought to answer three questions specific to imagery training and performance, functional development of mental representations and the moderation of imagery training by performance level. Pocock, Dicks, Thelwell, Chapman and Barker (2019) sought to examine whether a combined PETTLEP and video training intervention could enhance VEA and decision-making in sport. O, Ely and Magalas (2020) investigated whether there was a change in a specified performance task following an imagery intervention across different combinations (e.g. slow motion (SM), real time (RT) and fast motion (FM). Finally, Sariati, Zhouhal, Hammami, Clark, Nebigh, Chtara, Hackney, Souissi, Granacher and Ounis (2021) wanted to examine the relationship between change of direction (CoD) and the three dimensions of the French version of the Movement Imagery Questionnaire 3 (MIQ-3f; Williams et al., (2012).

Age

The age groups across each of the 13 studies varied between mean and range and the details of each study are as follows: 8.3 years (Zhang et al., 1992), 9.72 years (Quinton et al., 2014), 10.11 years (Munroe-Chandler et al., 2012), 10.71 years (O et al., 2014), 10-12 years (Munroe-et al., 2004), 12.54 years (Munroe-Chandler et al, 2005), 13.67 years (O et al., 2020), 11-14 years (Munroe-Chandler et a., 2008), 7-15 years (Simonsmeier et al., 2018), 15.5 years (Post et al., 2012), 16.8 years (Post et al., 2010), 10-17 years (Sariati et al., 2021) and 16-17 years (Pocock et al., 2019).

Sport

Six of the 13 studies were undertaken in soccer/football (Munroe-Chandler et al., 2004, 2005, 2008 & 2012; Pocock et al., 2019; Sariati et al., 2021) and one in each of the other following sports: futsal (Quinton et al., 2014), table tennis (Zhang et al., 1992), basketball (Post et al., 2010), swimming (Post et al., 2012), squash (O et al., 2014), gymnastics (Simonsmeier et al., 2018), baseball (O et al., 2020).

Country

Five of the 13 studies were undertaken in Canada (Munroe-Chandler et al., 2005, 2008, 2012; O et al., 2014 & O et al., 2020), two in the United States (Post et al., 2010 & 2012) two in the United Kingdom/England (Quinton et al., 2014; Pocock et al., 2019), one in China (Zhang et al., 1992), one in Tunisia (Sariati et al., 2021) and no country of origin was recorded for two studies (Munroe-Chandler et al., 2004 & Simonsmeier et al., 2018).

Design

Designs across each studied varied as Munroe-Chandler et al. (2004) undertook a staggered-multiple baseline across groups due to the imagery intervention being designed for different playing positions (e.g. forwards, midfielders etc.). Munroe-Chandler et al. (2005) utilised a staggered-multiple baseline across behaviors as they investigated three different performance tasks throughout the intervention. Munroe-Chandler et al. (2008) used a correlational design to examine the relationship between imagery use and a mental quality. Post et al. (2010) undertook a reversal design as they sought to assess the effectiveness of the intervention at the team level, rather than individually. Additionally,

Post et al. (2012) undertook a single-subject multiple baseline design to investigate one performance task with a small sample size ($N = 4$). Simonsmeier et al. (2018) utilised a crossover design where regular practice was combined with imagery training for one group and compared to another group who only participated in regular training; athletes' levels of expertise were also compared as well. A single-case, staggered multiple baseline across participants was utilised by Pocock et al. (2019) as there was also a small sample size ($N = 5$). Finally, Post et al. (2012), O et al., (2020) also undertook a single-subject multiple baseline design unlike six of the thirteen studies that did not report their design (Zhang et al., 1992; Munroe-Chandler et al., 2004 & 2012; O et al., 2014; Quinton et al., 2014; Sariat et al., 2021).

Sample Size

The sample sizes across the studies were also diverse and in order from smallest to largest, they are as follows: ($N = 4$; Post et al., 2012), ($N = 5$; Pocock et al., 2012), ($N = 5$; O et al., 2014), ($N = 9$; O et al., 2020), ($N = 13$; Munroe-Chandler et al., 2005), ($N = 15$; Munroe-Chandler et al., 2004), ($N = 16$; Post et al., 2010), ($N = 36$; Quinton et al., 2014), ($N = 40$; Zhang et al., 1992), ($N = 40$; Sariat et al., 2021) ($N = 56$; Simonsmeier et al., 2018), ($N = 122$; Munroe-Chandler et al., 2008) and ($N = 143$; Munroe-Chandler et al., 2012).

Measures

Performance

Different measures were utilised across the various studies to assess psychological and other performance-related factors. Some studies employed psychometric tests in this respect as it was with Munroe et al. (2004) who utilised the Collective Efficacy Questionnaire (CEQ; Mills, Munroe & Hall 2001) to determine whether collective efficacy could be enhanced through the implementation of an MG-M imagery intervention. The Competitive State Anxiety Inventory – for Children (CSAQ-2C; Stadulis et al., 2002) was utilised in Munroe-Chandler et al. (2008) to examine the relationship between imagery use and self-confidence as well as different performance levels. The Self-Efficacy Questionnaire for Soccer (SEQ-S) was also administered in this study while O et al. (2014) used a similar measure; the Self-Efficacy Questionnaire for Squash (SEQ-S) to examine the effects on an imagery intervention in that domain. Pocock et al. (2019) sought to determine Visual Exploratory Activity (VEA; Jordet et al., 2005) to see whether this and decision-making could be improved through imagery. While Sariati et al. (2021) utilised a change of direction (CoD; Mujika et al., 2009) measure to determine the relationship between those tests and the different factors of the MIQ-3f (Williams et al., 2001).

On the other hand, studies such as the one undertaken by Zhang et al. (1992) utilised specific sport performance tasks in assessing the effectiveness of an MTP that included imagery while evaluating the accuracy of performance. Munroe et al. (2005) looked at three specific sport strategies (#1 – defending a direct free kick, #2 – taking a direct free kick, #3 – defending corner kick) to assess the effectiveness of a CG imagery intervention. Furthermore, Post et al. (2010) investigated the effect of imagery training on player performances and Post et al. (2012) sought to look at the effects of imagery on the

performance times of athletes. Munroe-Chandler et al. (2012) replicated the performance measure from a study undertaken by Blair, Hall & Leyshon (1993) where they used a series of sport skills to examine the effects of a CS imagery intervention. However, Quinton et al. (2014) developed a task specifically for their study as they investigated the effects of a layered-PETTLEP intervention in addition to administering the Waterloo Footed Questionnaire-Revised (Elias, Bryden & Bulman-Fleming, 1998) to further assist with performance assessment. Simonsmeier et al. (2018) used a sport-specific skill and the execution of that among athletes of varying levels to answer their research questions on an imagery intervention. Finally, O et al. (2020) used a weekly batting performance task to assess change in performance following an imagery intervention across various conditions.

Imagery

The assessment of imagery ability and use was the one factor that was consistent across all studies with the exception of two studies (Zhang al., 1992 & Munroe-Chandler et al., 2004), which did not specify the measures that were used. Nonetheless, the MIQ-R was utilised in four studies (Post et al., 2012; Munroe-Chandler et al., 2012; O et al., 2014 & Pocock et al., 2019). The SIQ and a subsequent shortened version of it were utilised to assess CG and CS imagery in one study (Munroe-Chandler et al., 2005). Child-friendly measures like the SIQ-C were used in three studies (Munroe-Chandler et al., 2008, 2012 & Simonsmeier et al., 2018) and the MIQ-C was employed in one study (Quinton et al., 2014). The MIQ-3f was also used in one study (Sariati et al., 2021) and a measure of mental representations (Structural Dimensional Analysis of Mental

Representation (SDA-M; Shack, 2004, 2012) was administered in (Simonsmeier et al., 2018).

Intervention

As the types of intervention were dictated by the expertise of the researchers, implementation and lengths of time were different across each study. In the MTP with Zhang et al. (1992), imagery training took place three times a week with each session lasting 12 minutes. These sessions also comprised of three components which included: initial relaxation, mental readying for imagery and mind-body imagery of selected skills. The intervention continued for 22 consecutive weeks and participants were placed into three groups: the experimental group, a group receiving video sessions only and a control group that received no intervention. In Munro-Chandler et al. (2004), participants engaged in 10-15 minutes of guided MG-M imagery once a week with a sport psychology consultant (SPC) and the imagery sessions were guided by a script, which was developed and later modified by the lead researcher to reflect the different playing positions in soccer. Scripts also included adverse situations that young players may encounter during training and games and the intervention was delivered to different groups at different times thereby eliminating the need for a control group. Further to this, Munroe et al. (2005) sought to implement three strategy interventions targeted at enhancing specific soccer skills. Imagery training was delivered at different times over the course of 7 weeks (e.g. weeks 2, 4 and 6 respectively) and each session lasted 10-15 minutes. Participants' games were also recorded at weeks 3, 5 and 7 to evaluate the effectiveness of the strategies that were chosen. Imagery sessions took place at the

beginning of training on the soccer pitch and players went off and practiced the skills that were imaged. On the other hand, in the study undertaken by Munroe-Chandler et al. (2008), players underwent imagery training over a 2-week period in completing the SIQ-C and completion of the questionnaires took 15 minutes; this was done before practice at the training grounds.

Post et al. (2010) did not specify a time frame for their imagery intervention and the team's coach, rather than an SPC, developed the script that was used. However, Post et al. (2012) implemented an intervention that was consistent with the imagery-training programme (ITP) of Morris, Whittle and Watt (2005) and this intervention was delivered by an experienced SPC and imagery scripts were individualised based on Lang's (1977, 1979) Bio-informational Theory. That study lasted 15 weeks and took place during the club's normal training sessions. Munroe-Chandler et al. (2012) like in previous studies led by that author, utilised 10-15 minutes for imagery training twice a week before the team's practice session. Athletes were guided through a one-page imagery script, which remained constant throughout the duration of the 6-week intervention. Interestingly, the intervention carried out by O et al. (2014) also lasted 6 weeks and comprised of daily imagery practice (three times a day) with participants also meeting with the researcher twice a week to perform guided imagery practice. Quinton et al. (2014) delivered their intervention twice a week for 5 weeks for a total of 10 sessions, which were designed using a layered-PETLLEP approach (Holmes & Collins, 2001). However, the session content was physically performed first and then imaged in line with the MIQ-C. In the crossover intervention with Simonsmeier et al. (2018), each phase lasted 4 weeks and at the beginning of each phase, athletes participated in a 20-minute workshop. During these

workshops, audio-recorded imagery scripts were played for a duration of 5 minutes and each athlete imaged their body movement 48 times in total over the course of the intervention.

The intervention phase for most of the participants in the study undertaken by Pocock et al. (2019) was 6 weeks with the exception of one athlete who got injured and thus completed in 7 weeks. Athletes completed one supervised session of imagery training per week and were encouraged to complete two additional sessions on their own. Athletes had to image themselves in a match situation engaging in VEA before performing the assigned task. The lead investigator was the club's sport psychologist who also led the intervention and athletes were also encouraged to keep an imagery diary to record the number of imagery sessions that they undertook and/or any difficulties that they had. O, Ely and Magalas (2020) engaged participants for 6 weeks with their intervention and athletes were asked to perform imagery practice on their own the entire time. Athletes also had to meet with the lead researcher every Sunday to perform a video-guided imagery session. Finally, Sariati et al. (2021) asked athletes to execute a movement while utilising one of three types of imagery: internal visual imagery (IVI), external visual imagery (EVI) or kinesthetic imagery (KI), however, they did not specify the time frame for this.

Outcomes

As a meta-analysis of effect estimates was not possible in the current review, a 'structured reporting of effects' (McKenzie & Brennan, 2019) was undertaken so that readers can make sense of the outcomes reported in the included studies. However,

these findings could not be tabulated in further enhancing transparency and reproducibility because the standardised metric (e.g. *p* values) and methods of statistical analysis for most studies varied significantly. As such, outcomes will be reported individually though studies with similar measures (Munroe-Chandler et al., 2005 & 2012) will be grouped in further supporting the narrative synthesis of data. To add to this, on a note of caution, the reader should also be aware that in some studies, data were vaguely reported leading to some confusion in understanding the methods of analysis.

Most of the studies revealed successful outcomes directly related to the imagery intervention with other unexpected outcomes in a few studies and no significant outcomes reported in one. For example, Quinton et al. (2014), in undertaking mixed design ANOVAs to investigate group differences in motor test speed in pre and post-test reported that there was no significant effect for time $F(1, 24) = 0.57, p = 0.813, \eta_p^2 = 0.002$ and similar results were reported across other conditions (e.g. time x group interaction). However, Munroe-Chandler et al. (2004) undertook Binomial tests to show that there was a significant increase in collective efficacy across group and conditions (i.e. forwards during training) when comparing the intervention data with projected collective efficacy ($p < .001$). Similar results were reported across midfielders ($p < 0.05$) with defenders and goalkeepers showing little change in their collective efficacy scores with no significant change noted from baseline to intervention. These findings were also repeated in competition and indicated that, defenders and goalkeepers showed no change in collective efficacy after the intervention. On the other hand, Munroe-Chandler et al. (2005) carried out repeated measures ANOVAs on the intervention and imagery functions and revealed that CS ($F = 12.59, p = 0.00$) and CG ($F = 9.91, p = 0.01$) imagery

significantly increased from baseline to post-intervention but there was only one significant effect reported with MG-M imagery ($F = 7.80, p = 0.02$) which was attributed to Lang's (1977) bio-informational content of the imagery scripts as they were developed specifically for that study. Similarly, Munroe-Chandler et al. (2012) utilised the same statistical analysis to show that 7-8 years olds in the study within the imagery intervention condition increased their use of imagery pre and post test ($p < 0.01$) and that 7-8 & 9-10 year olds significantly reduced their performance times with the use of the CS imagery intervention ($p < .001$). Further investigation also showed that compared to the 25% of older children (13-14 years) that reported using imagery once per week, 70% of 7-8 year olds reported using CS imagery at least twice per week. Older athletes also reported infrequent imagery use when asked about time spent during the intervention phase. Simonsmeier et al. (2018) also undertook repeated-measures ANOVAs and demonstrated that imagery training could improve young athletes' performances and mental representations of these but only under certain conditions. Results from this study revealed significant performance improvements in the imagery last group for the high expertise participants during their respective intervention phase only ($d = .88, p = 0.04$) but not the imagery first group ($d = 0.56, p = 0.09$), while no performance improvements occurred for low expertise participants during their respective imagery intervention phase.

Zhang et al. (1992) undertook a double multivariate MANOVA followed by a omnibus Wilk's lambda and revealed that all four measures under investigation showed significance. In that study, the performance accuracy in top spun shots and technical ratings in top spun shots were reported as $F(2, 37) = 4.01, p = .0264$ and $F(2, 37) = 8.85$,

$p = .0007$, respectively and it was further reported that there was an improvement in the accuracy and technical quality of table tennis shots by children in the experimental group. These findings showed that imagery training was beneficial for 7-10 year olds. Results after a hierarchical multiple regression in Munroe-Chandler et al. (2008), showed that in the recreational group, MG-M accounted for 50.6% of the variance in self-confidence (CTAI-2C) which was significant $F(5, 64) = 22.01, p < .001$ and further showed that MG-A and MS significantly accounted for another 12.7%. Additionally, inspection of the beta-weight for these variables indicated that the use of MG-M ($\beta = 0.71, p = 0.01$), MG-A ($\beta = 0.31, p < 0.01$) and MS ($\beta = 0.23, p < 0.01$) imagery were positively related to self-confidence. On the other hand, in the competition group, MG-M was the only significant predictor of confidence $F(5, 43) = 7.28, p < .001$ accounting for 39.6% of the total variance and inspection of the beta-weight showed that the two were indeed positively related ($\beta = 0.41, p < 0.01$). The significance of MG-M continued with respect to self-efficacy (SEQ-S) in the recreational group as the regression was significant ($F(5, 61) = 15.17, p < .001$) with an accounting of 51.6% of the variance alone. Inspection of the beta-weight showed that MG-M was related to self-efficacy ($\beta = 0.72, p < .001$). Likewise in the competition group, the overall regression for self-efficacy was also significant $F(5, 43) = 14.51, p < .001$ with MG-M again being a significant predictor and accounting for 57% of the variance. Inspection of the beta-weight in this respect indicated that the use of MG-M was positively related to self-efficacy ($\beta = 0.76, p < 0.01$), which suggests that if an athlete wants to increase their self-confidence or self-efficacy, MG-M imagery should be utilised as it appears to be the most beneficial in this respect.

Post et al. (2010) utilised a Chi square analysis and found a significant association between the pre-game imagery intervention and free throw accuracy ($X^2(1) = 20.3, p < .001$) in the five starting players, while Post et al. (2012) looked at the mean performance times at baseline and post-intervention to analyse the two standard deviation (SD) confidence intervals (CIs). In looking at individual participants (i.e. P1, P2, P3 & P4), results revealed that P1 had no real change in performance from baseline to intervention with a mere 0.6s change and with more variability in the intervention phase (SD = 11.56) than at baseline (SD = 2.38). On the other hand, P2 improved their time by 43.6s during the post-intervention phase and analysis of the SD confidence intervals showed that variability was slightly lower during baseline (SD = 5.13) than post-intervention (SD = 7.55). P3 also showed improvement to a lesser extent in improving their time by 9.3s from baseline to post-intervention and analysis of the SD CI showed a significant change between the two phases (SD = 5.43 & 2.64 respectively). Lastly, P4 followed the same suite with an average time improvement of 14s, which also showed similarity of variability from baseline (SD = 5) to post-intervention (SD = 6.7) upon inspection for the SD CI. Thus, the intervention implemented appeared to improve the performance times for three out of the four swimmers and those that saw an improvement noted that imagery was beneficial for performance in post-experimental interviews that were also undertaken. Further to this, O et al. (2014) utilised the d_I statistic (Busk & Serlin, 1992) and the f^2 statistic (Kromrey & Foster-Johnson, 1996) as measures for change-in-level and change-in-variability following the intervention, respectively. Results from this study showed that there was evidence of marked changes in levels of self-efficacy for two of

out the five participants (P2; $d_I = 13.37$ & P3; $d_I = 13.06$) but P4 and P5 did not experience increases in their levels of self efficacy following the intervention.

Finally, the reporting in Pocock et al. (2019) was unclear as they utilised a software programme to analyse situations and collect quantitative performance data. Within the programme, there was also a zoom tool that facilitated the analysis of VEA by clipping matches, which aided final data analysis using visual graph inspection. Justification for this was given in stating that visual graph analysis with comparison of mean values is an accepted alternative to statistical techniques in single-case designs (Pocock et al., 2019). Findings from this study revealed that there were no consistent improvements in performance with the ball across participants in their study, but reported improvements in online VEA in relation to decision-making. The imagery intervention in their study also produced post-intervention improvements in imagery ability for all participants. Similarly, though O et al. (2020) provided visual representation of data, it was not reported in the study as Percentages of Non-overlapping Data (PND; Scruggs, Mastropieri, & Casto, 1987) and d_I values were deemed to be more objective and replicable. Thus, results revealed that throughout the intervention phase, all three participants in the slow motion (SM) + real time (RT) condition demonstrated a general increase in baseball swing performance (P3; PND = 85.29%, $d_I = 11.12$). To add to this, it was also shown that across all participants in the RT + fast motion (FM) condition, there was a relatively consistent increase in swing performance which began immediately after the introduction of the introduction of the introduction. P4, in particular, demonstrated this condition as being highly effective (PND = 100%, $d_I = 21.92$). Results across all participants in the SM + RT + FM condition showed an immediate and

pervasive improvement in swing performance and was seen more specifically in P7, P8 & P9 where PND was 100%. Lastly, Sariati et al. (2021) presented their data in mean values and standard deviations and showed that in the entire study sample, the single best predictor of the CoD-15m was performance in EVI, which showed a variance of 44% ($p = .001$). This was also consistent with the CODBall-15m in the KI and EVI performances explaining 47% ($p = .001$) and 53% ($p = 0.04$) of the variance respectively. To further support these findings, the researchers also undertook a between group post-PHV to confirm normal data distribution and showed that in the COD-15m, EVI performance again explained 39% of the variance ($p = .003$) and the best predictor of the CODBall-15m was KI performance with a variance of 63% ($p = .001$).

Discussion

This review is the first to explore the use of imagery interventions in youth sport through an applied lens. Though the literature exploring imagery and its use is extensive with adult populations in sport, applied practice utilising this method with young athletes is sparse. In this review, the included studies varied across most factors: age, sport, country, design, sample size, measures utilised and interventions implemented, and all with the exception of one study, seemingly showed the positive effects of imagery on performance.

The varying age ranges of participants across studies, taking into account the findings and outcomes with different age groups, lends the question of lifespan development and the differences in the mental processes of younger vs. older children. In a study conducted by Caeyenberghs et al. (2009), it was posited that motor imagery had a

distinct developmental trajectory that was entwined with the motor skill development of children and this was also found in one of the studies reviewed (Sariati et al. (2021) where associations with respect to the intervention were based on players' maturity status. Equally, as performance level could be categorised by age, findings in the study undertaken by Simonsmeier et al. (2018) pointed to imagery interventions being more successful with more experienced players. One consideration that may be useful at this stage is Long-Term Athletic Development (LTAD; Côte, 1999), as the physical fitness of young athletes has been of great interest in sport science. This model is heavily focused on physical performance and with the existing knowledge that there is functional equivalence between motor imagery and movement (Caeyenberghs et al., 2009), it may be useful to consider the relevance of imagery in youth sport along this continuum. Undertaking research within the respective age groups across various sports (e.g. 6-12 years – sampling years; 13-15 years – specializing years; 16+ years – investment years) may perhaps add more scope to imagery especially with respect to its connection to a widely researched model in youth sport.

Included studies in this review were conducted across various sporting domains at both the individual and team level as it is widely known that sport psychologists encourage athletes to use imagery to influence their performances in many ways (Martin, et al., 1999). However, what has not been determined is the type of imagery that is most useful within specific sporting contexts and how certain athletes should use imagery. Some studies here have pointed to MG-M imagery being most beneficial for self-confidence and performance enhancement (e.g. Munro-Chandler et al., 2008) but there have not been enough studies across a variety of sporting contexts to assess the

effectiveness of this type of imagery in making that conclusion generalisable. In fact, Jones and Stuth (1997) stated that very little research has been devoted to studying the effectiveness of imagery interventions, and in this review, most studies were guided by the subjective interests of the researcher without acknowledging the numerous psychological and biomechanical areas where imagery can have an impact. Notably, numerous theories have progressed to explain imagery's effect on various aspects of cognition, affect and behaviour (Martin et al., 1999), but Paivio's (1985) model that has had a lot of influence in the sport domain, has been proven to be very limited and restricted in its ability to predict the best imagery strategy for obtaining particular performance outcomes in training and competition (Martin et al., 1999). In continuing to borrow from mainstream theories and models of psychology (Brawley & Martin, 1995), it may be best for sport psychologists to begin to undertake extensive research within an array of sports to conduct thorough investigations of the processes that are critical to specific sport performance, then utilise various theories (e.g. Psychoneuromuscular; Jacobson, 1930) to understand how imagery contributes to innervation in muscles and the actual mimicking of the physical execution of movement (Martin et al., 1999). This further points to the understanding of imagery in sport being bigger than just hyping its benefits for performance enhancement, but truly understanding the actually physiological impact that it can have in further advancing applied practice.

Moreover, countries included in this review had an influence on the types of sports that were included as well as the performance levels of the samples that were chosen as five out of the thirteen studies were located in Canada (Munroe et al., 2005, 2008, 2012; O et al., 2014; O et al., 2020). In comparison to the UK, where a sport like

soccer, is referred to as “football”, the jargon utilised can also make a difference in the generalisability of findings. What this review has also revealed is that there have not been many studies undertaken in the UK seeking to understand imagery interventions in youth sport. This further lends to the question of whether this method is actually utilised by practitioners or whether it is under-reported in youth sport. Furthermore, of the two studies conducted in the UK, both were undertaken in football and both revealed that imagery did not have a significant impact on performance with the tasks assigned to players (Quinton et al., 2014 & Pocock et al., 2019). As such, further investigation into the implementation of imagery at the youth level is warranted, taking into account the different performance frameworks across various countries (e.g. Sport England) to determine the types of interventions that should be utilised throughout the various pathways. For example, when should imagery be utilised in youth sport? Specifically, for what performance issue? What outcomes are practitioners seeking to accomplish? What is the overall purpose of the intervention? Is it for performance, wellbeing or both? More clarity on these issues along with stronger evidence for the use of this method can perhaps contribute further to organisation-specific research and psychological programme development in this respect.

The designs of the various studies included in this review were complex as the majority of studies appeared experimental in nature but the differences in execution were confusing. As such, there are key methodological features in many published intervention studies that restrict practitioners from being able to apply evidence-based interventions (Ely et al., 2021). Though this could be due to the subjective nature of the researcher, it does not speak well to the replicability and reproducibility (Stevens, 2017) of

intervention studies in sport as it is already known that the field of psychology in general faces a replication crisis which has further led to the question of validity of research (Stevens, 2017). The studies included in this review also had varying sample sizes, which have been shown to pose a challenge in producing replicable research in other fields like social and comparative psychology. Equally, as criticism of those concentrations have been heavy (Stevens, 2017), what is most important at this time in field of sport and exercise psychology is the acknowledgement of the extensive work that is needed to make intervention research more objective. If this is achieved, it is likely that research can be made more relevant in its transferability to applied practice (see Ely et al., 2021). More specifically, intervention features like the design of a study are important within certain areas (e.g. journal publication) but to an applied practitioner learning about how exactly information included in a study is specifically related to their work may be more interesting (Ely et al., 2021). Explaining the reason behind choosing a specific design and stating why it is relevant, in addition to giving instruction about how an intervention can be delivered in real-world, applied contexts may serve a greater purpose in understanding the use of imagery while substantiating the method to support sport performance.

As stated earlier, the measures utilised across the studies were the most consistent in this review with the repeated utilisation of the SIQ-C (Hall et al., 2009) and the MIQ-R (Hall & Martin, 1997), but there is room for further improvement and extension of both measures based on the various stages of athletic development in children in the former and the age-appropriateness of the latter. Additionally, though the MIQ-C (Martini et al., 2016) is the most recent of the measures specified for children, only one study in the review (Quinton et al., 2014) utilised it and there has not been enough research published

to substantiate its reliability and validity in sport. Thus, taking into account all that has been outlined, the need for updated measures specific to sport are paramount and the extensive testing of the SIQ-C in youth sport is necessary.

The lengths of times of the interventions across the included studies ranged from 2 to 22 weeks and were determined by the respective research teams, and in this light, the inconsistency in implementation of imagery interventions can also be a cause for concern. Without specified intervention times and methods (e.g. PETTTLEP; Holmes & Collins, 2001), an understanding of how to implement imagery interventions in youth sport contexts is still needed. Likewise, with studies such as Post et al. (2010), where tools (e.g. imagery script) were not validated and someone who was not a trained sport psychology consultant (SPC) carried out the intervention, the reliability of that study could also be questioned. The PETTTLEP approach (Holmes & Collins, 2001), which has been heavily utilised in adult populations, has received little attention at the youth level, even though it is one of the few models seeking to bring some structure to the delivery of imagery interventions in sport. In this regard, perhaps a systematic review of the effectiveness of that model may shed some light of its practicality within youth populations as findings Quinton et al. (2014) showed that their layered-PETTTLEP intervention did not have any significant effect on imagery ability or performance of the task that was performed in their study. In-depth research, based on the previous suggestions highlighted, may reveal a more appropriate alternative that may provide greater insight into the successful delivery imagery training at this level.

Finally, though the results of most studies were deemed to be successful, there is still the research-to-practice gap that needs addressing (Ely et al., 2021) within youth

sport. How can sport exercise psychologists utilise the findings of these studies to bring about the same success in their applied work? What is it that practitioners can actually do to properly implement and deliver imagery interventions in youth sport? In addition to this, Eklund and Crocket (2019) stated that researchers should be more aware of the ways that they can make their findings more relatable to applied practitioners. Further to this, in evaluating the factor of relatedness in one of the studies (O et al., 2020) included in this review, Ely et al. (2021) who shares authorship of that work stated, “it would be very difficult for most applied practitioners to implement our intervention design (exactly as-is) in the real world.” A suggestion for the modification of the structure of that intervention and study in making it practical for real world use could influence a call for the same modifications to be made to all studies included in this review, if the intention is indeed to enhance applied practice and advance knowledge in that respect.

Limitations and Future Directions

In seeking to follow the Synthesis Without Meta-analysis (SWiM; Campbell et al., 2020) reporting guidelines for this review, the synthesis has failed to address two issues that are of critical importance to Cochrane reviews. Firstly, there was no thorough investigation into the heterogeneity of in reported effects, as I believed that the obvious diversity and lack of literature in the area would substantiate the inability to undertake a worthy meta-analysis in presenting the findings of the included studies. Secondly, there were no methods utilised to assess certainty of synthesis findings, as the interventions that were not lead by Munroe-Chandler seemed to be incomparable and there were no absolute effects (Schünemann, 2016) of interventions to be examined. Additionally,

outcome reporting was focused on the success or lack thereof of the imagery inventions implemented within youth sport settings, a narrative synthesis was the only method that was deemed necessary with the current lack of information on the subject. Future reviews seeking to utilising SWiM should therefore seek to investigate interventions that have been heavily documented in the literature in addition to those which have consistently reported the utilisation of an evidence-based applied framework or methodology in sport to enhance replicability.

Conclusion

This review has highlighted the use of imagery interventions in youth sport and utilised an applied lens in providing a narrative synthesis of the available literature to specifically inform practice and intervention delivery within this domain. With the diversity observed across all studies, future directions of research have been highlighted throughout the review with a call for more age-appropriate research in this method taking into account long-term athletic development (LTAD; Côte et al., 1999), Psychoneuromuscular theory (Jacobson, 1930) and sport-specific performance. These factors can collectively lay the foundation for the content, context and delivery of imagery interventions as well as further contribute to real world, evidence-based practice. If the continued success of this technique is to be truly touted, future research must be rigorous and developed specifically within the youth sport domain.

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Empirical Paper One

Exploring the Learning Experiences of BPS Stage 1 MSc. Students: Informing the Training Pathway

Abstract

As the professional training route for British Psychological Society (BPS) Sport and Exercise Psychologists include the completion of a Stage 1 Master's Degree, recent interest has now been shifted to the experiences of key stakeholders in education at the intermediary level of qualification. In light of this, this study seeks to understand the lived experiences of Master of Science (MSc.) students through the thematic analysis of semi-structured interviews as recent graduates are in ideal positions to reflect back on their postgraduate study in the context of how that education has equipped them with the necessary professional skills for successful practice. Results have revealed five (5) central themes across participants' experiences and these are: *undergraduate to postgraduate transition, programme structure and communication, supervision, dissertation journey and identity as a sport psychologist*. In seeking to enhance the existing professional development literature, a discussion on these factors in addition to their applied implications and future directions for research are outlined.

Keywords: sport and exercise psychology, postgraduate study, professional development, thematic analysis

Introduction

One way to increase knowledge of sport psychology training is to examine learning experiences in and around formal education that contribute to service-delivery competence (Tod, Marchant & Andersen, 2007). Research in Australia has previously examined learning experiences deemed important to graduates of sport psychology Master's and doctoral trainees (Tod et al., 2007) whilst research in the United States of America (USA) sought understand the type of knowledge students received (Andersen, Williams, Aldridge & Taylor, 1997). However, despite this and the professional development findings of other studies (e.g. Furr & Carroll, 2003), there is still scope for knowledge on graduate practitioner development to be advanced (McEwan & Tod, 2015).

Sport psychology graduate training had no standardised curriculum in the USA during the 1990s and it was only in 2005, that the United Kingdom (UK) had its first Master's in Sport and Exercise Psychology (Stage 1) accredited by the BPS. Despite this advancement, it is believed that sport psychology still has not progressed in the way that it should with recommendations being made for graduate training reform (Aoyagi, Poczwadowski, Portenga, Cohen & Statler, 2012). Interestingly, it has been stated that sport psychology can benefit from leaning on the knowledge from broader professional development literature in psychology to inform training and development (McEwan & Tod, 2015). Additionally, as psychology graduates face many challenges in the pursuit of further education (El-Ghoroury, Galper, Sawaqdeh & Bufka, 2012), it is also important to understand how these may compound the learning experience of sport and exercise psychology students. Moreover, time and financial management have been identified as key sources of stress for psychology graduates (Cahir & Morris, 1991, Goplerud, 2001)

and with the increasing International student population on BPS Accredited Master's degrees in Sport and Exercise Psychology, it would be interesting to know the impact that these factors may also have on learning. It would also be interesting to discover if there are any unique stressors that come with writing a graduate degree in Sport and Exercise Psychology because currently, in the UK, upon completion of your MSc., hopeful Trainees must find their own placement opportunities to further develop (McEwan & Tod, 2015). Surely, knowing that training and job prospects are limited, this may be a cause of concern for some students.

Unfortunately, as it stands, the current training model in sport psychology may not allow trainees to learn the relationship building skills needed to provide athlete-centered services (Tod & Lavalley, 2011) and with this concern noted, it would be also interesting to know if students are adequately prepared to successfully undertake professional training in this respect. Presently, it is known that trainees are still finding difficulties networking and obtaining placements even though they will likely benefit from these and other forms of professional interaction (Eubank & Hudson, 2013). Do master's programmes allow for practitioner growth? How is this supported in the early stages of education and training? Though it has been suggested that evaluation of Sport Psychology training programmes and the development of effective practitioner qualities can make a contribution to an understanding of these factors, the topic has not yet received widespread attention (Tod et al., 2007).

In light of this, the current study falls within a constructivist/interpretivist paradigm in seeking to gain an understanding of the learning experiences of Master's students organised through semi-structured interviews to make an advanced contribution

to professional development literature. Equally, Tod et al. (2007) has stated that recent graduates are in ideal positions to reflect back on their postgraduate study in the context of how that education has equipped them with the necessary professional skills (Tod et al., 2007) and this has been further supported by Collins & McCann (2015) who reflected on their BPS Stage 2 Qualification in Sport and Exercise Psychology (QSEP) and how their master's degrees prepared them with the necessary skills to navigate that training route. On this premise, it is believed that engaging with Master's students about their learning and development can be vital to the continued advancement of the field and an account such as this can further enhance the existing professional development literature. Postgraduate study lays the foundation for applied practice and it is also hoped that from the publication of this study, students can take comfort in knowing that their experiences are mirrored in the lives of others (Tod et al., 2007).

Method

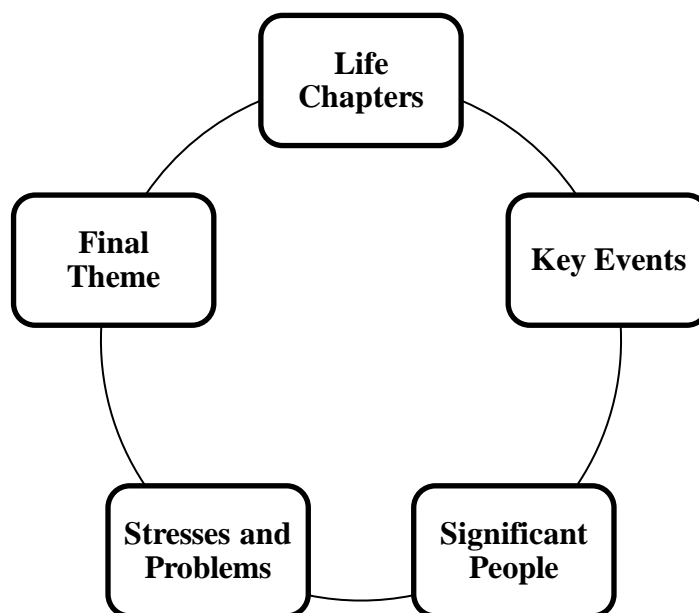
Participants

A total of 13 participants (eight females and five males) took part in the research. All participants had recently completed a BPS Stage 1 master's degree in Sport and Exercise Psychology. Of the participants, there were four who had progressed onto professional training (e.g. Stage 2 QSEP, Professional Doctorate), one had completed their formal training while another had their Viva date set, one was seeking enrollment on Stage 2, one was in private practice, one was in the process of completing a PhD, one had completed a PhD and was an early career academic, one was seeking PhD opportunities in Clinical Psychology and two were International graduates who were hoping for

opportunities to qualify, though expensive. For the purposes of the study, the age of the participant was not deemed necessary. It is also important to note that 12 of the 13 participants all attended different Universities across the UK.

Procedure

The study received ethical approval from the University Research Ethics Committee at Liverpool John Moores University. The participants were then recruited via social media utilising purposive sampling (Sparkes & Smith, 2014) and only graduates who had completed a BPS Accredited Stage 1 Master's were allowed to participate. A recruitment notice was posted on social media and networking platforms (i.e. Twitter, Instagram, LinkedIn) and persons were encouraged to get in touch. The Participant Information Sheet was also posted so that potential participants would be aware of the purpose of the study. Participants that expressed an interest in taking part were invited to one interview via Skype where they would share on their experiences of the respective master's programmes. In this respect, the interview protocol developed by McAdams (1993), which is one of the most widely used and referenced guidelines for conducting narrative interviews was utilised (*see* Figure 1).

Figure 1*McAdams' Interview Guide*

The interviews lasted between 11 and 32 minutes ($M = 23$), were recorded using a handheld, electronic device and were then transcribed verbatim. The interview structure allowed participants to share freely on their experiences when identifying key areas over the course of their programme that were significant and meaningful to them (Smith, 2010). Participants were also provided with questions in advance of the interview so that they could prepare and reflect on their response before sharing. After transcription, the original recording was deleted from the device and the typed interview was returned to each participant so that feedback could be provided on the accuracy of the account (Smith & McGannon, 2018).

The primary researcher was a past Psychology Postgraduate Affairs Group (PsyPAG) Division of Sport and Exercise Psychology (DSEP) Representative and

Academic Tutor on a BPS Accredited Master's Programme and had the task of representing the interests of all postgraduates in the field as well as teaching at the BPS master's level. In this respect, it was deemed necessary to gain insight into the academic experiences of students to shed light on areas for future development in preparation for QSEP. It is from this subjectivist and transactional epistemological standpoint that the researcher did not enter this study as a "blank slate" and thus did not separate oneself from past experiences or the interpretation of those experiences (Tamminen & Poucher, 2020). Throughout this journey, it was the task of the primary researcher to articulate the respective realities of participants and capture them in the study and subsequent output (McGinn, 2012).

Data Analysis

A thematic analysis was undertaken following the six-stage process outlined by Braun & Clark (2006). This process included:

1. Data familiarization;
2. Generating initial codes;
3. Searching for themes;
4. Reviewing themes;
5. Defining and naming themes and;
6. Producing the written report

This process that was undertaken solely by the researcher initially involved reading and re-reading the transcripts to enhance data familiarity, which was then followed by the

extraction of interesting data for coding which allowed for codes to be organised into meaningful categories (themes). With this, credibility was assessed through the lens of the researcher and triangulation was undertaken by utilising participant information, theoretical knowledge and the experience of colleagues and supervisors who provided input along the way (Cresswell & Miller, 2000). Credibility was further enhanced as the primary researcher strived for data saturation through the concurrent collection and analysing of data while comparing the emergence of new ideas, constructs and themes (McGinn, 2012). Finally, in the writing up of the report, descriptive quotes from multiple participants are included in the Results section (Tracy, 2010).

Results

The guide (McAdams, 1993) that was utilised for the interview process was also used to facilitate the coding of data in order to fully construct the meaning of each participant experience and thus noted consistent tones and interview extracts which all showed similar features.

Life Chapters

The code 'Life Chapters' emerged in the transition of each participant from their respective undergraduate programmes to their chosen master's. For some participants, there was no clear motivation between their undergraduate degree (in Psychology) and their postgraduate degree in Sport and Exercise Psychology. However, for others, the link was obvious. Interestingly, something else that also emerged was the notion of being misled in thinking that the Master's would be similar to undergraduate study in terms of

the level of difficulty. Some participants indicated, that for certain topics (for e.g., Statistics) at the undergraduate level, they were ‘hand-held’ thereby making the process easier. However, once they transitioned to the Master’s level, this support ceased and made the process more difficult. See ‘Table 1’ below:

Table 1

Initial coding of interview transcripts pertaining to ‘Life Chapters’

Tone	Extract	Feature
Unclear	<p>“I did a Psych Bachelor’s Degree but... I didn’t know much about psychological theories in sport” (P1)</p> <p>“Coming to the end of my Psychology Undergraduate degree, I had not considered Sport and Exercise Psychology as a Master’s at all” (P11)</p>	No clear link between undergraduate and Master’s programme
Misled	<p>“I thought I could... breeze through a little bit like my Undergraduate” (P3)</p> <p>“I feel like I had my hand held” (P5)</p>	Misguided by the ease of the undergraduate degree

	“Because I went straight from undergrad... that hit was a real big blow” (P9)	
Motivated	“Really enjoyed sport and really enjoyed my undergraduate (in Psychology)... the two things made sense to do” (P12)	Clear link between personal passions and degree choice

Key Events

During the interviews, the participants were asked to indicate a critical moment that contributed to their learning experience as a Sport and Exercise Psychology Master's student and in this respect, the majority of the participants indicated that undertaking their dissertation represented one of those critical moments. Participants reported feeling satisfied with the experience as they were able to explore a topic that they were genuinely interested in and some found the process to be very educational. They indicated that they were pleased that they had autonomy to choose a topic that they wanted to pursue and in addition to applying the work they had learned throughout the year, they also were able to improve on their academic writing. On the other hand, one participant indicated that they felt they were not challenged enough and illustrated this with a tone of disappointment as shown in 'Table 2'.

Table 2

Initial coding of interview transcripts pertaining to 'Key Events'

Tone	Extract	Feature
Perseverance	"I didn't want to quit" (P10)	Satisfaction with dissertation experience
Satisfied	"I really felt like I could... look at topic area that I was interested in" (P9) "I was like, able to really explore something that I was interested in" (P10) "Which I really enjoyed" (P11)	
Surprise	"That dissertation actually was the product of my year and represented my growth as an academic" (P13)	Perceived growth from the experience.
Eureka Moment	"Ah, I get it. Here's how to write an essay" (P12) "Oh, this is what academic writing looks like" (P4)	
Disappointed	"I don't think they	Dissatisfied with the

	challenged me hard enough” (P8)	experience
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Significant People

Nearly all of the participants reported feeling extremely satisfied with the supervision they received during the process of completing their dissertations.

Participants displayed feelings of being reassured, supported, well assisted and positively impacted by their supervisors’ support, attentiveness and kindness. For most participants, supervisors contributed significantly to the process of completing the degree and even providing long-term guidance in applied practice, which was underpinned by philosophical teachings. ‘Table 3’ represents a summary of some of these views:

Table 3

Initial coding of interview transcripts pertaining to ‘Significant People’

Tone	Extract	Feature
Reassured	<p>“Opened my eyes a bit or like offered me reassurance” (P1)</p> <p>“My supervisors were pretty clear” (P6)</p>	Positively influenced by supervisors
Supported	<p>“My supervisor did provide me with a bit of support” (P4)</p>	

	<p>“He has been such a supportive guy” (P5)</p> <p>“Supported by my supervisor because she was extremely kind” (P13)</p>	
Well-Assisted	<p>“She really kind of helped me to be confident in what I was doing” (P7)</p> <p>“She just gave really interesting lecturers” (P12)</p>	
Positively Influenced	<p>“He really helped kind of shape my practice... philosophy as well” (P9)</p> <p>“Had heavily influenced my master’s project” (P11)</p> <p>“I’ve stayed in close contact with, and he’s actually one of my professional mentors now” (P8)</p>	

In addition to the influence of supervisors, in undertaking group work, some participants also indicated that they were positively impacted by some of their colleagues though initially skeptical. It was later realised that these experiences were helpful in improving

communication skills with some participants further stating that group work, at least in part, contributed to their success.

Table 3.1

Initial coding of interview transcripts pertaining to ‘Significant People’

Tone	Extract	Feature
Grateful	<p>“I think the group work aspect of it... is key” (P2)</p> <p>“Course group... taught me the importance of... good communication skills” (P7)</p> <p>“Group from... bonded together... I think that really contributed to... my success” (P11)</p>	Recognition of the importance of group work
Reflective	<p>“Workshop for a group... was sort of most impactful” (P4)</p>	

Stresses and Problems

While describing their experiences of the Master’s programme, many of the participants expressed tones of anxiety and stress due to two main problems. Firstly, the apparent lack of communication, feedback and support from some lecturers which in turn

introduced feelings of lonesomeness throughout the journey. Participants claimed that in some cases, there was no feedback or tutoring on some modules at all whilst in other cases, the feedback was vague and unclear; ‘Table 4’ summarises some of these views. Secondly, there was clear disappointment with the layout/structure of some programme (see Table 4.1) as participants indicated that programmes should have focused more on areas, which would be eventually tested further in their careers. These areas included qualitative methodologies and more holistic and humanistic approaches to philosophy and practice. Some of them also felt that their respective programmes were not applied enough but were very theoretical instead; this presented some problems for applied practice after completing their degree. Some participants stated that when they were eventually exposed to the “real-world” of training and work, there were many inconsistencies between what they were taught at University and what was required of them as practitioners.

Table 4

Initial coding of interview transcripts pertaining to ‘Stresses and Problems’

Tone	Extract	Feature
Frustrated	“Did not offer autonomy-supportive coaching” (P1)	Stressed by the lack of communication and support from lecturers
Disappointed	“I did not receive much support from my supervisor” (P4) “I did get the feedback...	

	but at the time you don't understand" (P4) "I didn't know my lecturers" (P10)	
Reflective	"Some... lecturers... hadn't had as much experience in the one-to-one delivery" (P3) "Both of the lecturers... came across a bit old school" (P5)	

Table 4.1

Initial coding of interview transcripts pertaining to 'Stresses and problems'

Tone	Extract	Feature
Frustrated	"Programme should be better structured" (P1) "It was really hard at the start, because emails kept falling through" (P10)	Poorly structured programme
Suggestive	"Modules can be shifted to focusing on humanistic or	

	holistic type approaches” (P3) “Qualitative methodology wasn’t addressed as much as it really should” (P11)	
Reflective	“There was a slight disconnect between the teaching and my actual kind of application of it” (P7) “Distance learning was hard because we didn’t have lectures” (P10) “I found myself very bored” (P11)	
Disappointed	“I was disappointed in our Master’s in the sense that it wasn’t very applied” (P12)	

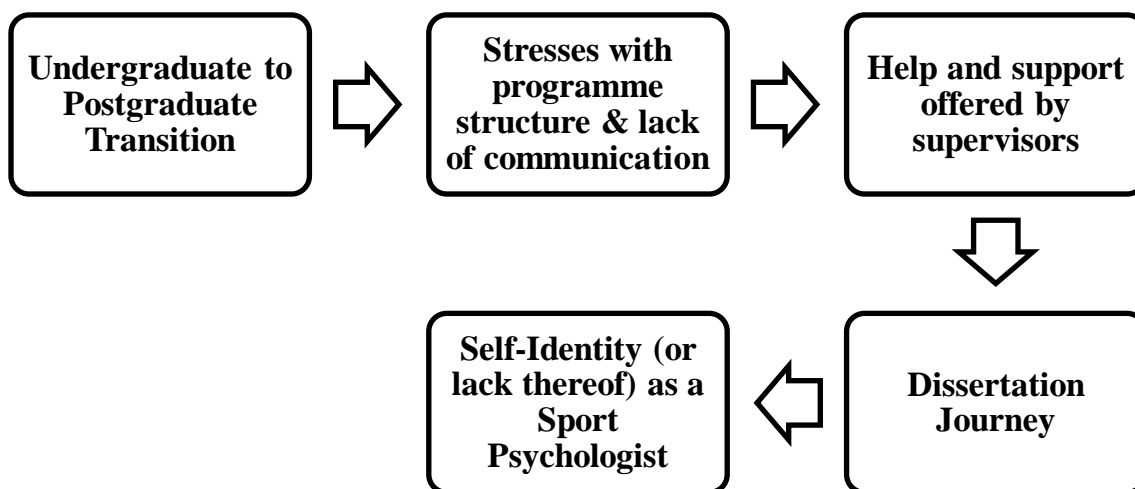
Final Theme

Having established the consistency of experiences throughout each interview, the ‘final theme’ will represent the discerned pattern or central themes that run throughout the text. Following the suggestion made by Braun and Clark (2006) in portraying the

overall story the analysis tells, five themes are summarised and presented in chronological order in ‘Figure 2’ below:

Figure 2

Summary of central narrative themes



Based on the stories of the 13 participants, themes included: the transition from undergraduate to postgraduate study, the concerns surrounding programme structure and lack of communication from lecturers, the general help and support offered by supervisors and the experiences gained throughout the dissertation journey. The individual accounts provided will now be sub-categorised within these thematic areas while maintaining all attempts to keep the individual narratives intact. Within the thematic areas specified, participant extracts will be highlighted to show how each experience is related and how some of them subsequently differ. Finally, there will be a demonstration of how each step of the journey contributed to participants' self-identity or lack thereof as a hopeful Sport and Exercise Psychologist.

Undergraduate to Postgraduate Transition

When the participants were asked to describe a key moment during their master's, some felt the need to first describe their experiences with their undergraduate degree. However, for some participants, there was no immediate link between undergraduate and postgraduate study. This was mostly due to their under-exposure to psychological theories in sport as conveyed by Participant 1 and Participant 11:

I'm not sure it fostered autonomy because if you look at like autonomy-supportive coaching or controlling coaching, it wasn't either of those. But it was like a erm... we're here if you want to talk but if not, just knock yourself out... like I didn't feel like I got erm... but that was because I came from a background... I did a Psych Bachelor's Degree but like I feel like I didn't know much about psychological theories in sport at all when I came in and then it was like, "Pick a topic to do your dissertation..." and I was like, "Well, I don't know..."

(Participant 1)

Yea, in a sense. Like I wouldn't have... while I was coming to the end of my Psychology undergraduate degree, I had not considered Sport and Exercise Psychology as a Master's at all. **(Participant 11)**

For others, the seeming ease of their undergraduate programme was misleading in that it created false expectations for the level of difficulty that would come with the Master's programme:

So, ummm... and anyway, so... really early on we had an assessment at Christmas and I sort of thought, “Oh yea, yea. This is going to be fine.”, and actually, it really wasn’t very... I didn’t do very well and that actually made me think right, “I need to actually take this a lot more seriously than I thought I would.” ‘Cause I thought that I could just sort of, yunno... breeze through a little bit like my Undergraduate yunno, it’s not gonna be too hard, I’m not not gonna have to put in too much work and then, yea... obviously realised that actually this is really tough. **(Participant 3)**

One participant expressed how the decision to embark on a Master’s degree in Sport and Exercise Psychology was influenced by their two passions, sports and psychology, as experienced at the undergraduate level:

Uh... okay, so if I start chronologically, I’ll start why I picked the Master’s. Ummm... so I studied Psychology at Undergraduate level and was involved in rugby quite heavily and still am and ummm... I guess after Uni, I didn't really know what I wanted to do, but I've always played sports and really enjoyed sport and really enjoyed my Undergraduate. So I kind of felt like the two things made sense to do as Master’s. **(Participant 12)**

Stresses with Programme Structure & Lack of Communication

Some participants over their journey described experiences of stress, frustration and some disappointment with their programme itself. International students, more specifically, felt that communication pertaining to further study and training was insufficient during the process and this had a significant, negative impact on them. Although some participants admitted that there were instances where some advice was given, they felt that they were too inexperienced to appropriately interpret this advice, which led to misunderstanding. The tone of the interviews was that of frustration and disappointment as described below:

So, spoke to a friend of mine from another European country and ummm... she had expressed the same thing like you know, “What do you do? How do you get support?” “How do you continue (as a Trainee)?”, so nobody really... well nobody... the person that I had spoke to didn’t know how to do it either. And even in speaking to supervisors... Uh... Stage 2 supervisors... I had spoke to like one or two and they didn’t know what to do either. There were just like, “Well, I’m not really sure. Maybe we can meet.” And I was like, “No, I’m going home (to my country), I can’t meet. **(Participant 4)**”

In this circumstance, the narrative tone was more reflective of the difference of experiences between UK and International students as the participant in this instance did not feel adequately supported in her desire to progress on to Stage 2 training. No sound advice was given and therefore there was a frustration with the lack of clarity in professional prospects after study for International students. It seems as if Lecturers and

supervisors were also unclear and therefore could not offer the support that was needed and this was also shown in the delivery of some modules:

Whereas, some of our other lecturers who were great academics that publish loads and loads of research and that sort of thing but hadn't had as much experience in the actual 1-to-1 delivery. **(Participant 3)**

Yea, towards the end of the erm... degree and I performed quite poorly in that module and that really kind of put me off. And eh... both of the lecturers that were involved with that module erm... so best way to put it... they came across a bit old school... Yea, and sometimes they were a bit cutthroat... It kind of put me off and that that side of... kind of sport and performance psychology for a while.

(Participant 5)

In addition to this, participants also expressed frustration and even a tone of disappointment with the structure of the programme itself and Stage 2 QSEP, as they believed there was room for improvement:

So, I think the qualification is crucial erm... I like that the other organisation has come up with their own programme because that seems to be a bit... without talking too badly about the governing body... that sounds on the surface a bit more... a bit better structured than the governing body. **(Participant 1)**

"I guess I was... I was disappointed in our Master's in the sense that it wasn't very applied, it was very heavily theoretical. I think there was one module...

within that module we had, I think, six sessions with someone else in your class as your ummm... as... with them being the service user and you being the practitioner. Ummm.. and I mean, that was fine but it was also a bit, you know, for me, it was fine, because I was doing it with a friend and we... we knew a lot about each other so it didn't feel awkward, but it was something about writing that up and that being your colleague, and that didn't feel right. **(Participant 12)**

Participants also detailed their experiences after completing the MSc. programme, however, there was clear disparity between some of the sessions taught throughout the programme and the skills needed within the world of training and work. For this reason, participants mentioned some areas of the programme, which they believed could be improved. Additionally, it is important to mention, that participants' tones were merely suggestive rather than that of anger.

That was why I was almost... almost sort of focusing on more from a philosophy and I think that is one that we naturally might spend a little bit more time on because it's sort of the more ummm... obviously CBT is quite big in Psychology full stop, let alone sport so I think it was just the one we naturally might have spent a little bit more time on rather than a sort of more Humanistic or holistic type approaches from there sort of thing. **(Participant 3)**

And then another... another issue, which I have in the course... and maybe you... maybe this would be good for your... for your... if you're interviewing more people about this, you might want to pick it up with them. But I think qualitative

methodologies wasn't eh... addressed as much as it really should be on those courses, if that makes sense. Our research methods module, which is highly weighted was very quantitatively-focused. **(Participant 11)**

Help & Support Offered by Supervisors

In almost all human experiences, interaction with significant people is often highlighted. For the majority of the participants in this study, they felt that their experiences with the Master's programme was, in many ways, cemented by their interactions with their supervisors. Participants expressed sentiments of feeling reassured, supported and well-assisted during their programme, all of which was manifested in a tone of gratitude. Some of these expressions are presented below:

Ummm... very varied. Erm... so ummm... so, with my research project supervisor... erm... he has been such a supportive guy ever since graduating in... so he was really supportive all the way through... through the course. And he was... he was really good at pushing me out... out... out of my comfort zones and challenging me at the most appropriate times, I believe. Erm... and even after finishing the course he's provided me with lots of different opportunities. **(Participant 5)**

But I think that what contributed towards that was ummm... again like, working with **** like, as a kind of a supervisor she... she really kind of helped me to be confident in what I was doing. **(Participant 7)**

Ummm... I was actually, I guess in a way supported by my supervisor because she was extremely kind and never charged me for supervision [a hopeful International trainee who never completed Stage 2 due to financial challenges].

(Participant 13)

In addition to the support provided by supervisors, the respondents felt that the influence of colleagues, for example through engaging in group projects, also played a significant role during their Master's programme. They also conveyed a tone of gratitude, as seen in the responses below:

Erm... No, the positives of the programme is how much we were sort of like made to work in groups, like group assignments and group presentations which again at the time, I certainly didn't really understand, "Why do we need to work in groups?" Now that I've gone into working as a practitioner and within a multi-disciplinary team... I do rely heavily on those experiences, "--- How do you... how do you actually work together if you've got different opinions" And all of that so I think the group work aspect of it... is key." **(Participant 2)**

Dissertation Journey

Chronologically, the last stage for the participants was their dissertation journey, which for many, was a time where they were finally able to apply the skills learned and knowledge gained throughout their programme. They felt relieved that they were finally able to practically apply many of the theoretical concepts they were exposed to and that

they were able to narrow their focus to a topic, which they were passionate about. This, coupled with the generally supportive and encouraging supervisors, contributed to the overall positive perception of the experience. Some also expressed perceived growth and this was evidenced by some of the following responses:

“I think one thing I forgot to say is, ummm... probably my dissertation had a big ummm... impact on my experience. Well, so I like kind of gritty types of research and so, I decided to ummm... that I wanted to find out about the experience of **** athletes and what was amazing is that I was really, fully supported ummm... in that decision and I really felt like I could, you know, look at topic area that I was interested in and you know, yes, it was very contemporary, but it was also about supporting my interests. **(Participant 9)**

Yea. Well, it was... my main contribute... contribution to my PhD was my... was my project... was my project that I was working on independently, but I didn't... I do remember the Cultural... the Cultural module eh which was... which I really enjoyed. **(Participant 11)**

Ummm... but that dissertation actually was the product of my year and represented my growth as an academic, ummm... represented my growth as a Sport Psych. It was the best piece of work I did all year. It... it was... I can't even describe it. And coming as someone who was not a fan of research unless it can be applied, ummm... I took such ownership of it and I was so proud of it because I... I really do believe that it just captured everything that I did over the year and it helped me utilise so many different things that we covered even in small parts.

So I think the dissertation was definitely that... that... yea... success, I would call it. **(Participant 13)**

Self-identity (or lack thereof) as a sport psychologist

The final theme of ‘self-identity (or lack thereof) as a sport psychologist’ speaks to participants’ hopes of becoming qualified as such in the near future. There were specific factors that participants believed should have shaped this aspiration as well as developing practitioner identity. Knowing one’s philosophy of practice was deemed to be crucial but some participants left their programme without an understanding of what that was:

So like I... I know *** and he’s doing a lot of talking about like philosophy underpinning your applied work and that’s huge because... I remember hearing about it [philosophy] for the first time like a year into my PhD and I was like, “Why isn’t philosophy important?” This was something that was never mentioned [during my master’s] and now it’s just... until I realised actually philosophy is like the most important aspect of your... in your practice and this is something that no one ever told us about. So, it’s... it’s come a long way since then.
(Participant 1)

So I had an interview... I had a telephone interview for a role with ummm... ***** effectively ummm... and the question they asked was, “What’s your philosophy?” and I literally had no idea, I had no idea at all and ummm... they... they knew I was in the first year of QSEP. I had a... I had a feedback session afterwards and

uh... the feedback was, “Did your Master's course not take you through what your philosophy was? Or what philosophy is? Or anything like that?” And I said, “At a very basic level, it was kind of mentioned in a two hour slot.” ... I couldn't answer that question very succinctly. I found that very difficult and I don't think there was a good enough standing within the master's that kind of challenged me to think about that. **(Participant 8)**

On the other hand, some participants had the opportunity to fully understand what sport psychology consultancy would look like and expressed that in detail while sharing on the specific modules that facilitated that learning experience:

Ummm... I think it was ummm... we did a like a Professional Practice module and all the ethics and that sort of thing and I think that was the one that really... we had to do like a lot of mock interviews so like we had a mock consultancy session where we'd team up someone would be an athlete and someone would be a practitioner and someone would be a coach or someone would be a parent and we'd go through different things that would potentially how we would work with them in that situation or how we might actually go about doing a... a consultancy session or get doing like a needs analysis and that sort of thing and that for me was really ummm... key I think because I still think I use some of the techniques and stuff that we learnt within those initial sessions so... That we sort of learn and develop through that module that we did and I'm quite a confident person so I

was always quite happy presenting throughout my degree and doing that sort of thing. **(Participant 3)**

It was also further suggested that students picked up on the techniques that they were taught by their lecturers and by grasping the concepts taught on specific modules. It was also thought-provoking how some participants took into consideration the applied focus of their lecturers:

Yea, I don't... I don't think she was particularly CBT-heavy, I can't particularly... I can't remember it being really CBT-focused sort of sessions. I just remember that a lot of the Mental Skills stuff that we talked about which obviously, I was sort of thinking that this is gonna be yunno... this is what I'm gonna use. That was why I was almost... almost sort of focusing on more from a philosophy and I think that is one that we naturally might spend a little bit more time on because it's sort of the more ummm... obviously CBT is quite big in Psychology full stop, let alone sport so I think it was just the one we naturally might have spent a little bit more time on rather than a sort of more Humanistic or holistic type approaches from there sort of thing. **(Participant 3)**

Ummm... I guess in terms of specific modules ummm... I think the... we had one which was quite heavily based on like, philosophy and different approaches towards Sports Psycholog... uh yea towards Sport Psychology. So we had to you know, like, compare in an assignment, like two different approaches. Ummm... so I thought that that was... that was useful. I think... I think partly at the time

though, like if I'm being honest I think we almost didn't trans... really kind of link in the importance of that kind of say... the professional philosophy stuff into what I would be doing in the future. **(Participant 7)**

Discussion

The present study sought to explore the learning experiences of BPS Stage 1 MSc. Sport and Exercise Psychology students in the hopes of informing the training pathway by taking into account the factors that contribute to practitioner development at what would be deemed to be the “entry level” qualification of the profession. Based on the collective voices of the participants, the following assumptions have emerged which lend to an advanced understanding of the critical issues surrounding the qualification and those that can be retained for best pedagogical practice at this level: (a) enhanced support and access to lecturers and supervisors are needed to increase perceived competency as a sport psychologist; (b) programmes with a more applied focus are necessary to increase perceived competency as a sport psychologist; (c) programme content and how it aligns with career prospects in Sport and Exercise Psychology should be a key focus of the qualification and; (d) increased support for International students on the BPS training pathway should be a future focus.

Throughout the interviews, there were different views of participants' levels of competency based on their varied experiences. However, the general trend that arose showed that participants, who had feelings of competency, also had consistent access to their lecturers in such a way that they were able to “reach out” (whether by email or other

means) over the course of their programme. This is an important finding especially with respect to developing that critical student-supervisor relationship at Stage 1 since it is known that supervisors can provide necessary networking opportunities for graduates who would hope to obtaining work or placement opportunities in the hopes of undertaking further training (McEwan & Tod, 2015). Additionally, participants whose lecturers were able to deliver course content in a practical way typically felt more competent in their applied skills due to their exposure to specific modules focused on their lecturers' applied experiences. This finding, however, was in contrast to Tod and Lavallee (2011) who stated, "that the current model of training in sport psychology may not allow trainees to learn relationship-building skills needed to provide athlete-centered services", because some participants in the study did have the opportunity to develop key consultancy skills through group and placement work. In contrast, with respect to their learning of applied methods, some participants perceived their lecturers as being "old-schooled" and harsh in their teaching, which also negatively impacted their feelings of competence. This seemingly also contributed to a lack of relatedness and some participants further reported that they felt incompetent and unprepared to venture into applied work after the completion of their studies.

In speaking to some participants' lack of relatedness on programmes, it is known that previously to undertake Stage 2 QSEP training, students had to obtain Graduate Basis for Chartership (GBC) through their Stage 1 MSc. which was later changed to Graduate Basis for Registration (GBR). This was commonly accepted as a benchmark for academic excellence in Psychology as Universities were encouraged to seek BPS accreditation for their programmes (Devonport & Lane (2014)). Presently, GBC is no

longer a requirement to enrol on a master's programme and therefore, any student with a suitable 2:1 honours undergraduate degree can study on a postgraduate Sport and Exercise Psychology programme. However, if they want to progress onto a Stage 2, they must do a BPS Accredited Psychology conversion course to ensure that they have GBR. This ambiguity in the enrollment process was seen as problematic for some participants in the study who thought that the purpose of the programme in facilitating early practitioner education might be compromised with the "free for all" approach to academic entry. Additionally, as some participants in the study did not undertake a Psychology undergraduate degree, it was hard for them grasp some of the theoretical content that was delivered and as such, they did not enjoy this aspect as much. Furthermore, of the 13 participants, only eight had followed or intended to follow the qualification pathway (i.e. BPS Stage 2) to becoming a Sport and Exercise Psychologist. Out of the three who either completed or were seeking PhD opportunities, one participant had sought to leave the training and qualification route entirely to pursue a culinary qualification, as Mental Health was always their passion. That particular participant stated that misinformation about the content of the MSc. encouraged initial enrolment but the teaching on the programme 'scratched the surface' of mental health during the 'Exercise Psychology' module, which left feelings of dissatisfaction. After the programme, it was shared that they sought to obtain the necessary mental health experience that would prepare them for work or further study opportunities; it was also lamented that mental health or exercise psychology for that matter, should not have been limited to one module. Interestingly, participants who did venture into academia indicated that they had more of an interest in exercise psychology and its various

components (i.e. physical activity) and its impact on mental wellbeing. It is known that mental health is important to sport given that athletes have previously reported experiencing psychological distress (Markser, 2011), but it is unclear whether this is an integral component of MSc. programmes. Moreover, Schinke, Stambulova, Si and Moore (2018) noted that sport psychologists should be aware of mental health conditions while cultivating an open, supportive culture as well as providing athletes evidence-based interventions, and one suggestion that can be derived from this study is the need for awareness and knowledge acquisition of this at the postgraduate level. In this respect, perhaps the title of the postgraduate master's programmes should be changed to reflect the evolving world of sport and the profession as Niven and Lavalley (2014) spoke to the growing challenges with providing clarity and undertaking quality assurance within the expansion with the training pathways with field of Sport and Exercise Psychology.

Furthermore, participants in this study who were also International students left their programmes feeling disheartened about their prospects of further work and qualification as undertaking the MSc. came at a significant expense with all students having to return to their home country unsure about their professional future; the present qualification pathway does not make provisions for international Trainees outside of Higher Education (HE). Participants in the study spoke to a lack of support, academically and financially, and this should be of grave concern to education providers, as more in-depth consideration should be given to their enrollment especially with respect to their investment and the difficulties that they may face when migrating to the UK. This also lends to further investigation of the support that international students may receive on postgraduate BPS Psychology programmes across the UK and the pathways to

qualification across respective divisions (e.g. Forensic, Education and Child etc.) as they appear to be similar. Research such as this may also contribute to diversity across the profession in seeking to represent persons from all races and cultures especially those from Black, Asian and Minority Ethnic (BAME) groups. For example, in Clinical Psychology, diversity in the workforce is important to ensuring that clients are able to access services that can reflect their own culture and identity and also facilitate their choice in psychologist (Turpin & Coleman, 2010). In this light, past research has questioned the lack of psychology professionals from BME communities and recommended strategies that the profession should adopt in order to increase diversification (e.g. Davenport, Hunt, Pillary, Harris & Klein, 1989; Bender & Richardson, 1990). If International students are not facilitated with respect to practitioner growth and development, how can the profession truly diversify? What is the way forward? As a start, module development in Sport and/or Exercise Psychology programmes centered on developing cultural awareness and highlighting contemporary social issues may begin to address the lack of diversification at the postgraduate level, which may lead to the recognition of that at the academic/professional level.

Applied Implications

The present study has revealed that master's programmes need to be more closely aligned with the practical work of Sport and Exercise Psychologists as the primary researcher noted the inconsistency in content delivery across programmes. Some programmes were either heavily applied or theoretical with few Universities finding balance between both. As this study is a first of its kind, this is a novel finding which

should lend to further investigation of the training experiences of staff, as some lecturers may only be able to competently teach on what they have specialised in. The teaching strength of a Chartered Sport and Exercise Psychologist with vast applied experience may potentially be only based on those experiences, while one whose strength is in the domain of research may only make a significant contribution to modules specific to that.

Subsequently, participants in this study who indicated that their programme was “too theoretical” reported feelings of incompetency and unpreparedness for the world of applied work and further suggested that content should be more balanced with more information provided on the prospects for either further study or training. Additionally, some participants in the study went on to continue their work in academia and have since completed their PhDs instead of becoming Chartered Sport and Exercise Psychologists. Likewise, some also lamented on not being equipped with key professional skills (e.g. reflection – *see* Anderson, Knowles & Gilbourne, 2004). Even though they had the opportunity to reflect on tasks (e.g. group activities), they felt that group sessions contributed more to applied work within multi-disciplinary environments and not on reflection as a requisite practitioner skill. Thus, the suggestion for a ‘Reflective’ module in developing that key Stage 2 competency may be necessary in the hopes of continuing the professional orientation of the programmes.

The primary researcher also believes that the programme titles of MSc. programmes should reflect the specialisms of “Sport Psychology and Mental Health” or “Exercise Psychology and Mental Health” as this would be seen to be more appropriate in providing the necessary teaching for students interested in either of the two disciplines (e.g. Sport or Exercise Psychology). In this study, one participant highlighted an outright

interest in mental health, while others (even those currently undertaking further training) indicated that the exercise psychology module had driven them to undertake their dissertation in that area, which then provided them with the motivation for their PhD study, and further research (which is also a component of Stage 2 training). Additionally, it is believed that an understanding of students' career motivations should be sought before enrollment on an accredited programme to determine best fit between them and staff. For example, attendance at an interview which would allow a panel to determine whether the MSc. in "Sport Psychology and Mental Health" or "Exercise Psychology and Mental Health" would be more appropriate at such a critical stage of professional development. Students then enrolling on these new programmes could still be allowed to undertake Stage 2 training in becoming a Chartered Sport and Exercise Psychologist because mental health would already be seen as a critical component of postgraduate sport and exercise psychology education. The separation of the MSc. and the creation of the two titles would then give students clear options in choosing their career paths and provide a more fulfilling educational experience for those seeking to become qualified practitioners. Moreover, it is also suggested that an Accredited Master's of Research (MRes.) in Sport and Exercise Psychology can be considered for those lecturers and students with outright research interests as it seems that most participants in the present study left their programmes feeling disadvantaged in some way regardless of the career path they chose. Personal and professional fulfilment appeared to have been fostered from their respective work, training and research experiences that followed their programme of study.

Limitations and Future Directions

Though this study has provided first-hand insight into the learning experiences of postgraduate sport and exercise psychology master's students on a BPS Accredited pathway, it is limited in several ways. Firstly, the accounts of students' learning experiences are reflective where participants shared on a past experience and these accounts may have been potentially influenced by 'recall bias' which speaks to differential responses to interviews or self-reporting about past exposures or outcomes (Everson & Marsit, 2020). An ethnographic approach with a focus on the ongoing reflective accounts of students on programmes along with one-to-one interviews at different intervals over the course of study may provide greater insight into more current experiences of learning. In this way, researchers can further investigate impact prior to programme completion, which may also facilitate an in-depth evaluation of the particulars of any given programme. Secondly, there are presently 29 universities offering the BPS Accredited MSc. in Sport and Exercise Psychology and in this study, only 11 universities were represented, future research should aim for more criterion sampling to ensure greater representation to further support the generalisability of results in providing better pedagogic insight. Lastly, in seeking to inform the training pathway, it is believed that the motivation of each participant should be understood as it was discovered during the study that the career directions and ambitions of participants were diverse. Future research should focus on making distinctions among postgraduate students who have an ambition for applied sport psychology practice, those who wish to specialise in exercise psychology and those with a passion for academia and future

research as this may help tailor the aims of future studies seeking to effectively highlight each pathway.

Findings of this study have also shown that an investigation into Self-Determination Theory (SDT; Deci & Ryan, 1985) and its relevance to successfully navigating the qualification may be of interest to HE providers especially if students are writing a pathway qualification without the intention of completing practitioner training following the completion of their postgraduate studies. More specifically, taking into account students' feelings of autonomy, competence and relatedness specifically with respect to applied modules, and in addition to the professional qualifications and personal qualities of lecturers, these factors may lend to a greater understanding of students' motivation and how that is facilitated by course content. In the present study, six of the 13 participants who had spoken positively about their applied experiences on their master's had opted to continue on the training pathway and had either enrolled onto a Stage 2 training route or had completed their training. In this respect, future research should seek to understand the qualifications and training of staff teaching on UK University programmes as it does lend significantly to the experiences of students and further impacts their decision on whether to continue in applied practice.

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Empirical Paper Two

An Age-Appropriate Exploration of the Mental Skills Utilised in Foundation Phase Academy Football

Abstract

The Elite Player Performance Plan (EPPP) of the Football Association (FA) comprises of three phases and the Foundation Phase (FP; 9-12 years), which is the focus of this study, is viewed as a player's "first steps" in English football. At this level, it is believed that the attitudes and characteristics of players can be positively influenced on development pathways and in looking at the introduction of Sport Psychology and Mental Skills (MS), the current study sought to explore how players understand and apply these. N = 8 players at an elite football club in England took part in the study and reflexive thematic analysis of focus group data revealed that players believed that establishing and maintaining a focused and positive mentality was vital to performance especially in the face of adversity and challenges in their sport. Findings are discussed in relation to younger players' ability to understand the benefits of MS thereby providing practitioner insight into implementation of training programmes at this level to encourage familiarisation and consistent practice as they progress through the academy setup.

Keywords: foundation phase, football, mental skills, reflexive thematic analysis

Introduction

In football, there is a common perception that Sport Psychology should be utilised to support performance across the development pathway (Gamble, Hill & Parker, 2013). However, a lot of past research has been focused predominantly on full-time academy players such as those within the Professional Development Phase (PDP; 16-19 years) (Clarke, Cushion & Harwood, 2018). Additionally, recent studies in other sports have shown that there is a noticeable lack of research considering the perceptions of youth athletes (cf. Dohme, Piggott, Backhouse & Morgan, 2019). However, in knowing the influence that initial sport psychology experiences can have on athletes' future perceptions and engagement, it is necessary to gain insight at earlier stages of performance or talent pathways (Bell, Knight, Lovell & Shearer, 2022), as some of the key issues in youth development include: fear of failure, stressors associated with making mistakes and team performance (e.g. Reeves et al., 2009). More specifically, in a football study conducted by Richardson, Gilbourne & Littlewood (2004), it was believed that young players in academies across England, were under pressure to consistently perform at a high level within the Foundation Phase (FP), and some of the major issues identified were: (a) frustration at playing out of position; (b) low confidence and; (c) perfectionism and fear of making mistakes. Following this work, opportunities for practitioners within the English football setup increased in October 2011 with the development of the Elite Player Performance Plan (EPPP). This framework constituted an agreement between the Premier League, its clubs and representatives of the Football League and Football Association (FA) and key football stakeholders (Steptoe, Barker & Harwood, 2016) and represents the commitment to a long-term plan of talent and performance development.

As such, financial support is awarded to clubs based on their categories with Level 1 receiving the most funding and Level 4 receiving the least and academies are required to demonstrate an investment and commitment to technical, tactical, physical and psychological player development (FA Four Corner Model, 2014) in satisfying the criteria of Category 1 status (Steptoe et al., 2016).

Development in youth football is challenging (Van Yperen, 2009; Mills, Butt, Maynard & Harwood, 2012), and as such, researchers have also sought to understand the stressors and coping strategies of academy players and their respective transitions (Reeves, Nicholls & McKenna 2009; Finn & McKenna, 2010). However, what is yet to be discovered are the factors that underpin progression at key stages along the academy pathway (Mills et al., 2012) even though it is known that different behaviours may be required at different points during development (McNamara, Button & Collins, 2010). In this light, it is believed that the time has come for researchers to determine how stage specific factors interact and influence the development of academy players as they encounter the many changes, namely psychological, as they mature in sport (Mills et al., 2012). These changes should encourage practitioners to understand and adequately respond to the different stages of athletes' development (Wiese-Bjornstal, Lavoie & Omli, 2009) as well as know what young athletes understand about psychological skills in order to teach them effectively (McCarthy, Jones, Harwood & Oliver, 2010). Currently, Category 1 EPPP clubs are required to appoint a Health and Care Professions Council (HCPC) Registered Sport and Exercise Psychologist or one on an accredited training pathway (e.g. BPS QSEP or BASES SEPAR), which has significantly enhanced applied opportunities for neophyte practitioners to work in the sport. Taking this into account,

there are no known studies that have been conducted within the FP that investigate players' understanding and application of Mental Skills (MS). More importantly, if we intend to provide performance support at the lowest level of the EPPP, we must understand the views of children and the way that they perceive certain factors as contributing to their performance. Though some studies have sought to understand players' developmental experiences, the vast amounts of football literature have portrayed those in either a descriptive, prescriptive or anecdotal manner (Pitchford, Brackenridge, Bringer, Cockburn, Nutt, Pawlaczek & Russell, 2004). Equally, in sport psychology and talent ID literature, most accounts of academy experiences tend to be retrospective (e.g. Webb, Dicks, Brown & O'Garman, 2019) and often influenced by recall bias (Prince, 2012).

With a suggestion now being made for future longitudinal studies to monitor the experiences of young players as they progress through professional academies (Wilson, 2015), the present study will provide a benchmark area for future research as well as give novel insight into players' understanding of their MS development and practice as well as the areas for specialist support provision. Hence, this study's purpose is to explore the utilisation of MS among FP players when engaging in their sport, specifically to understand what players know and to identify which mental techniques may be most useful in further facilitating their MS development. This can further inform the Continuing Professional Development (CPD) of applied practitioners within the English Football setup and as such, academies will be better equipped to inform their Sport Psychology programmes and implement age-appropriate support for players as they progress along their respective pathways.

Method

Design

Mayan (2009) emphasised the importance of developing qualitative studies that are rigorous and methodologically coherent. Thus, in the present study, I adopted a constructivist philosophy supported by a relativist ontological position and a subjectivist/transactional epistemological standpoint (Guba & Lincoln, 1998) in understanding the utilisation of MS by players within the FP. As I engaged with members of this player group for a significant part of the 2018/2019 EPL season at an EPPP Category 1 club, knowledge can be seen as “co-constructed” through past interactions, as both parties brought their prior experience and understanding of the topic under investigation (Poucher, Tamminen, Caron & Sweet, 2020). With this view and taking into account the numerous philosophies that embody MS, I utilised the definitions of Holland, Woodcock, Cumming and Duda (2010) to make a clear distinction between mental qualities, skills and techniques as they defined mental qualities like confidence as psychological characteristics that facilitate optimal performance; MS (e.g. refocusing) as assisting with regulating certain mental qualities (Vealey, 1998) and mental techniques (e.g. relaxation) as being used to develop specific skills.

Participants and Sampling

As qualitative inquiry focuses comprehensively on a small sample selected purposefully (Patton, 2001), criterion-based (purposive) sampling was chosen because of the characteristics of the FP, namely age, and because of the specific phenomenon that I

wished to investigate. After contacting the club's gatekeeper, coaches were informed about the research study and players within each age group (i.e. Under-9s, Under-10s, Under-11s & Under-12s) were identified. Initially, 5 players from each age group were requested, however the final sample only comprised of 8 male participants ($M = 9.5$ years) across three focus groups (Under 9s & Under 10s, Under-11s and Under-12s).

Procedure

The study was conceptualised while I was engaged with the club and thus had passed the organisation's internal review process in order for me to proceed with my application to obtain ethical approval from the LJMU REC. Upon receiving that, participant information, parent consent and participant assent forms were sent to coaches who were then responsible for arranging the dates and times for the focus groups which were to be conducted in person on a specified training so as to not inconvenience coaches, parents and players. However, due to travel restrictions and changes in the academy's training procedures as a result of government-enforced COVID-19 measures, data collection took place online via Microsoft Teams several months after proposed commencement (*see* Research Commentary).

Focus groups were chosen as the main method as data collection and this was done in mind taking into account the cognitive, linguistic and psychological differences between adults and children (Gibson, 2012). Additionally, when conducting focus groups with children, it is best to avoid large age discrepancies (Hoppe et al., 2005) with 4-6 children per group, not surpassing 45 minutes in duration for younger children (Gibson, 2012; Heary & Hennessy, 2002). With this in mind, coaches for each year group were

also in attendance to act as moderators in discussing the aims of the research study and to set ground rules for participation. They also facilitated “ice-breakers” at the start of each session with some pleasant conversation about school and training as well as providing any clarity for players on any questions presented throughout the duration, if necessary. An example of this was shown with the first focus group question, “What do you understand by the phrase “Mental Skills”? Coaches would then relate it back to participants by asking them about what they thought about when they played football.

Data Analysis

Focus groups lasted between 11 and 16 minutes due to poor attendance as a result of the online format. Interestingly, it has been suggested that when conducting focus groups with school-aged children, a setting not reminiscent of a classroom (see Bauer, Maireder, Nagl, Korb & Krakowsky, 2010) should be utilised. Thus, in reflection, it is my belief that during nationwide lockdowns, with many children learning in an online environment, asking children to meet virtually after school hours may have caused parents to withhold consent for their children to participate due to the potential impact of virtual fatigue (Huffington, 2021). Nonetheless, verbatim transcription was undertaken and 24 pages of raw data were generated after which reflexive thematic analysis (Braun & Clarke, 2019) was conducted. This form of thematic analysis (TA) acknowledges that the analytical process is interactive and therefore reflects the accounts of the data, the researcher and the context of the research (Osbourne, Barnett & Blackwood, 2021). As such, this process saw the origination of meaningful themes after prolonged data immersion, thoughtfulness and reflection taking into account the logic of reflexive TA

which saw the incorporating of the chosen philosophical standpoint along with the selected procedure (Braun & Clarke, 2019) for this study. Initially, transcripts were read and re-read to allow for data familiarity and coding which then led to the development of sub-themes supported by meaningful extracts of data. These sub-themes were then mapped onto main themes, which captured the essence of the study and the topic under investigation. To enhance credibility, a ‘critical friend’ was utilised to facilitate the reaction to work [research] in progress (Miles & Huberman, 1994), as is advised when undertaking ‘action research’ (Foulger, 2010). As some researchers can experience dilemmas when undertaking dual researcher-practitioner roles, the role of the critical friend was to provide alternative perspectives and protection from the bias (Foulger, 2010) that could have potentially arisen. Taking this into account, the reflective process of my past experience in working with FP players was deeply examined and this allowed for more detailed coding and theme generation during analysis.

Results

Three main themes comprising of seven sub-themes were generated from the data (see Table 4) and Figure 1 shows a thematic map in this respect. To support the emergence of the main themes, the generation of sub-themes across all focus groups (see Tables 1-3) is also displayed to further enhance the transparency of the process in light of the impact of COVID-19 on data collection.

Table 1

Focus group extracts and sub-themes from Focus Group 1

Data extract	Sub-themes
“How you think about things” (P1)	1. Mindset
“What’s happening in your mind” (P2)	
“... you might not play well, because your mind will be off” (P3)	2. Focused mentality
“if you’re not able to like uh... have the right mentality like, when you’re playing then I don’t think you’re able to have like a good game” (P2)	
“Cause if you lose your head, you’re definitely not going to win the match.” (P2)	
“just having the right uh... mentality and mindset when you’re playing” (P3)	
“You have to encourage yourself and your teammates to like tell them how to do it better.” (P1)	3. Encouragement through positive communication
“I think just being positive in the right moments and not giving up.”	
“Just like to make sure that you’re not getting too upset” (P3)	4. Emotional Stability
“Not to get emotional and use that emotional feeling to like make you play	

better” (P1)	
“it would improve your game if you always keep your composure” (P2)	
“I always think ahead” (P1)	5. Self-composure before matches
“I normally just assure myself that uh... our team is a good team” (P2)	
“I think that just having some deep breaths like just to reassure yourself right before a game” (P3)	

Table 2

Focus group extracts and sub-themes from Focus Group 2

Data extract	Sub-themes
“How you react” (P3)	1. Mindset
“you always have to have a positive mindset” (P2)	
“Is it when you like, don’t get angry and if they... if they score, you wouldn’t get like really cross” (P3)	6. Emotional Stability
“Not to get angry and then retaliate. You just keep calm” (P2)	
“not be distracted by persons on the sidelines” (P2)	2. Focused mentality

“so ignore what the sideline people are saying” (P3)	
“Ignore your distractions” (P3)	

Table 3

Focus group extracts and sub-themes from Focus Group 3

Data extract	Sub-themes
“the skills that your brain possesses” (P1)	1. Mindset
“what you think” (P2)	
“the MS help you to keep going... persevering” (P2)	8. Positive Mindset
“think that you can do it, it’s more than likely that it will come through” (P1)	
“because you need to stay strong... have a good mindset” (P2)	
“if you don’t have MS, then you might not do the right thing at the right time” (P1)	2. Focused Mentality
“because if you have an issue, you wouldn’t be able to like put tackles in” (P2)	
“to keep going, uh... working hard” (P2)	

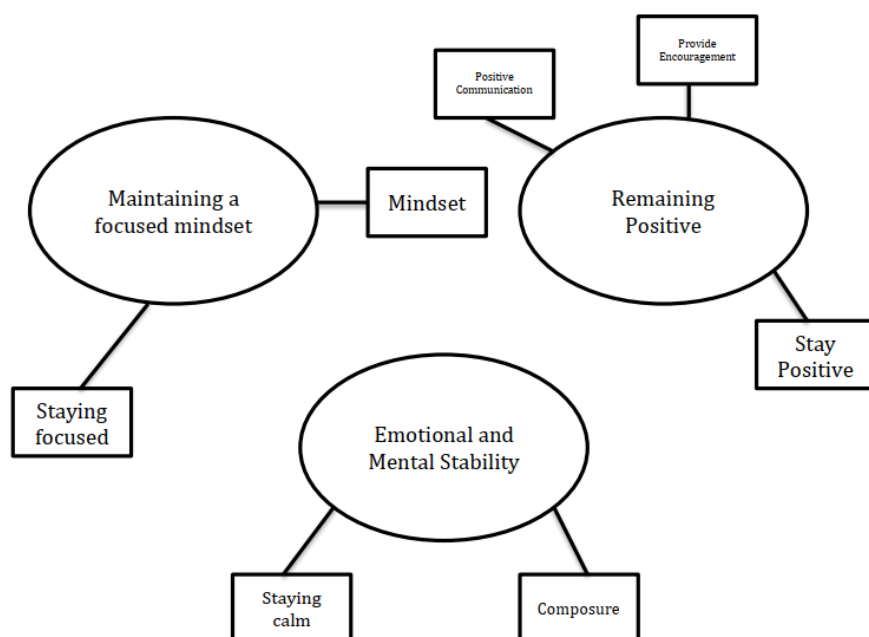
Table 4

Transition from sub-themes to main themes

Sub-themes	Main Themes
Mindset	Maintaining a focused mindset
Focused mentality	
Positive mindset	Remaining positive
Encouragement through positive communication	
Emotional stability	Emotional and mental stability
Self-composure before matches	
Good decision-making	

Figure 1

Developed thematic map of three main themes



Maintaining a focused mindset

The participants from the focus groups believed that mental skills referred to the mental processes, which occurred before and during matches. In light of this, raw data quotes will now be presented to show transparency and authenticity throughout this process as well as place the research within context for the reader (Roulston, 2010; Tracy, 2010).

Participants expressed the sentiment of maintaining a focused mindset during games as it was seen to be vital to performance:

Well, we've been having a few tournaments recently and we normally get to the finals so if we're down 1-nil, we have to keep our heads again. 'Cause if you lose your head, you're definitely not going to win the match **(P1; Focus Group 1)**

Ummm... I think... Like if you're not able to like uh... have the right mentality like, when you're playing then I don't think you're able to have like a good game or to be successful **(P2; Focus Group 1)**

Ummm... to not be distracted by persons on the sidelines during football games **(P2; Focus Group 2)**

It's important because if you don't have mental skills, then you might not do the right thing at the right time **(P1; Focus Group 3)**

Remaining positive

The following extracts supported the importance of remaining positive as a key MS especially with respect to team cohesion and performance:

Ummm... your teammates and yourself so... rather than thinking about the negative... I just... then... maybe... ummm... saying, “you need to do this, you need to do that... that’s bad”. Maybe you have to encourage it instead. You have to encourage yourself and your teammates to like tell them how to do it better

(P1; Focus Group 1)

You want to be able to encourage yourself and your team... Ummm... yea, I think what *** said. I think just being positive in the right moments and not giving up **(P2; Focus Group 1)**

Just like to make sure that you’re not getting too upset or like ummm... just keep going and don’t think of it as like a bad moment **(P3; Focus Group 1)**

I think that they’re important because if you think about yourself and think that you can do it, it’s more than likely that it will come through... **(P1; Focus Group 3)**

Emotional and mental stability

Finally, the notion of remaining emotionally stable after making a mistake was expressed by some participants especially in relation to decision-making:

I normally just assure myself that uh... our team is a good team and we got this far to the finals **(P2; Focus Group 1)**

It is when you like, don't get angry and if they... if they score, you wouldn't get like really cross (upset), like throwing stuff about, kick stuff... **(P3; Focus Group 2)**

A good mindset is when you have determination and even if you get it wrong, you carry on trying again until you get it right... It's important because if you don't have mental skills, then you might not do the right thing at the right time. **(P1; Focus Group 3)**

Ummm... yea, I think a good mindset is when you believe you can do something and even if you don't, you keep going. If you didn't have mental skills, you wouldn't know when to do... like when to pass or you wouldn't know what to do when you get the ball or like when you try to win the ball back... If you don't have any mental skills, you wouldn't be able to... you wouldn't know what to do... uh... you wouldn't know... **(P2; Focus Group 3)**

Discussion

The purpose of this present study was to explore players understanding and application of mental skills (MS) within the Foundation Phase (FP; 9-12 years) of the EPPP at a Category 1 football club academy. Essentially, it was discovered that mental skills were mostly utilised in three main areas: (1) to maintain a focused mindset; (2) to remain positive and; (3) to maintain emotional and mental stability. These findings reinforced those of Krane and Williams (2006) who showed that a number of common mental characteristics related to peak performance were the mental skill of self-regulating one's arousal for optimal performance. They also stated that the mental qualities of

feeling in control, focusing on the present task, viewing difficult situations as challenging and exciting and having positive attitudes and cognitions about performance were vital. In the current study, players collectively agreed that MS were important because they helped to support having right mindset to effectively perform and succeed in football. More specifically, they believed that MS helped players to stay focused while playing. This meant that they would ignore distractions during games, including chatter and perceived negative comments coming from those on the sidelines, especially from parents who were giving instructions most times. It was also believed that utilising MS ensured that when they encountered an unexpected, difficult situation when playing, they would not be distracted from their goal of winning the match. Interestingly, Clarke et al. (2018) stated that in the early specialisation stage of football development, young players' identities were already shaped by the professionalised and objectifying culture of elite football. To add to this, Sagar, Busch and Jowett (2010) also stated that elite youth football in England was considered to be characterised by a highly pressurised climate for success. This was also seen in the present study as the majority of participants had a focus on winning, and as a result of this, it can be assumed that performance at this level might not just be "for fun" as is often perceived. Young players know of the investment into their development at the FP along with the opportunities (e.g. scholarships, professional contracts) that can be awarded if they are progress successfully through the academy, and as Burkitt (2008) sees children as competent social actors, it is believed that their understanding and interpretation of their worlds is essential at this point. Effectively, at this level, young players know the value of success and have committed to ensuring that they perform at their best to achieve it. Furthermore, to support this winning

mentality, participants acknowledged the necessity of staying positive while playing, as they believed that it can prevent players from becoming overly discouraged by minor setbacks, before (e.g. thinking that the opposing team is better) or during the game (e.g. making a bad pass). Some players also asserted that communicating positively to their teammates was important in guaranteeing the overall success of the game. This positive interaction also seemed to have the same effect when having to cope with negative emotions while playing, and it was believed that one of the most important benefits of using MS was the ability to remain emotionally stable in the avoidance of becoming frustrated.

The above support the findings of Bell et al. (2022), who stated that athletes who participate in sport from a younger age may ‘self-deploy’ psychological skills earlier due to their development. As none of the players in the current study mentioned being taught the specific skills that they discussed, it can be assumed these skills naturally developed through their understanding of the requirements for successful performance in football. It was also discovered that players employed specific mental techniques without exactly naming what they were. For example, with respect to remaining positive, a player in Focus Group 1 mentioned saying specific things to oneself in providing encouragement. This was an interesting finding because positive self-talk was reported as being one of the key MS utilised by young athletes in addition to goal-setting and a pre-performance routines (Bell et al., 2022). Similarly, self-talk is one of four key mental techniques reported in more traditional sport psychology literature (e.g. Vealey, 2007), but in this study, it seems to have naturally developed through players’ understanding of its benefits and as such, it can be further developed in a more-structured way as players mature.

Applied Implications

Past research examining the use of Psychological Skills Training (PST) with young athletes has shown that although it can be effective, this population has unique developmental characteristics (Foster, Maynard, Butt & Hays, 2015). This is especially relevant in the present study, as players seem to be able to ‘self-deploy’ MS without being taught and this sheds a different light on their psychological understanding. This also opposes the suggestion of Foster et al. (2015) in delving further into the field of developmental psychology for models to support young athletes as the present study suggests a child [athlete]-centered philosophy in undertaking work at this level. Additionally, findings also show that a holistic philosophy may be unnecessary as participants in the present study only placed an emphasis on winning. Therefore, it is suggested that holistic work be undertaken in with older players in the Youth Development Phase (YDP; 13-16 years) as more detrimental outcomes (i.e. being released from academy) may have an adverse effect on their personal development and their life in general. Foster et al. (2015) also stated that even though practitioners had to adjust the content and delivery of their PST when engaging with young athletes, it was not evidence-based and this study seeks to provide that evidence by amplifying the voices of children, as opportunities for them to influence policy and practice within football are presently limited (Pitchford, et al., (2004). Foster et al. (2015) further added that practitioners were likely to match the content of their interventions with the immediate characteristics of athletes in a way that was ad hoc. However, the present study shows that players tend to value specific MS, which can lend to informing future programmes at

FP thus preventing possible mismatching of needs and support. Specifically, in supporting players to remain focused, mental techniques to build concentration and enhance decision-making can be utilised. Mental techniques such as self-talk and positive thinking can influence having a positive mindset and in emphasising emotional management, mental techniques that include progressive muscular relaxation (PMR), diaphragmatic breathing and mindfulness may prove to be useful as is suggested by the Association for Applied Sport Psychology (AASP; 2019). The AASP also suggests team-building as one of the most common skills for sport performance with Thommson and Hilliard (2021), further stating that being intentional about the concepts that envelop teamwork can lend to discussion throughout the season in placing an emphasis on specific qualities required for optimal performance.

For coaches and parents, a team climate that promotes positive communication should be fostered as this can assist in supporting mental techniques such as self-talk (Thommson & Hilliard, 2021) which were noted to be indirectly practiced in this study. Equally, as Steptoe et al. (2016) pointed out, parent education was highlighted as being an appropriate focus at the FP and in the parent workshops and focus groups undertaken during the consultancy detailed at this level, it was believed that parents had a major influence on player learning and participation. As the intention of that work was to discuss and communicate the psychological aims of the academy, perhaps in the development of future programmes, when players are signed at the FP, parents can be included at the onset to support the work of practitioners.

Limitations and Future Directions

In answering the call for more research into the use of PST with young athletes (Vealey, 1998), the present study sought to add to this area, as there was a need for further development in the literature concerning performance enhancement and PST with young athletes (Foster et al., 2015). However, it does not go without its limitations as it was undertaken during a government-enforced lockdown in the UK and data collection was done online instead of face-to-face as originally hoped. Additionally, the sample size was smaller than expected and only provided a snapshot of players' general use of MS at that point in time. Equally, as players were indoors for several months, information had to be recalled which meant that the use of MS was from previous memories as oppose to a past, immediate moment (i.e. a weekend game or a training session the day before) which means that information could have been impacted by recall bias (Everson & Marsit, 2020). After completing the study, it was discovered that there are more child-friendly methods that can be utilised when undertaking research within this age group as Punch (2002) highlighted Participatory Rural Appraisal (PRA) and the employment of spider diagrams when collecting data. A good example of this for future reference can be the use of the latter with the label "my sport" as the body and children documenting what allows them to play well on each of the spider's legs. At the end of the spider's legs, they can then rate the importance of each factor that they wrote (e.g. on a scale from 1 to 10) with the overall aim of the exercise being to elicit a description of the importance of MS. A technique such as this, would engage participants in a more creative and fun way, while maintaining their interest as well as quickly producing a wealth of information (Punch, 2002). Additionally, in undertaking research remotely, templates can potentially

be created and sent via email for completion with discussion undertaken virtually as a group or individually with the researcher.

Lastly, though talent development literature sees the sampling years (7-12 years) as the ones where children develop basic identities, motives, values and beliefs about the sport (McCarthy et al., 2010), what the current study has shown is that within elite youth football, players within the FP have already developed a strong performance identity with a focus on winning. This evidences players' understanding of MS in the same way that an adult would (cf. Gould, Dffenbach & Moffet 2002) and with the implementation of future programmes, children should be engaged in a manner that views them as psychologically competent beings. On the other hand, as research with children tends to be perceived as being one of two extremes (Punch, 2002), those who perceive children as being different from adults should use ethnography as an appropriate method in getting close to understanding children's worlds and views for what they are (James, Jenks & Prout, 1998). As such, I believe that a longitudinal study following the progression of several athletes from the FP through to the PDP may be most useful in understanding the long-term development and use of MS which may then further inform the FA Four Corner Model as well as each respective club's philosophy and practitioner training. In developing future football stars, it is presently known that only 0.5% of players from within the FP will breakthrough into the first team setup (Wilson, 2015) and investigating the psychological factors that affect this process may prove to be crucial to English football development.

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Reflective Practice Commentary

I utilised the Gibbs' Reflective Cycle (1988) to undertake my reflection throughout the programme. However, this meta-reflection will be guided by Lam's (2021) model to highlight my professional development and growth that has been facilitated by my completion of this Professional Doctorate (Prof. Doc.) programme at Liverpool John Moores University (LJMU).

Context

Prior to commencing my training, I possessed six years' experience in applied work with my Stage 1 Master's Degree and brought with me a passion to succeed, not just for myself, but for my country and the Caribbean region by extension. I was determined, however, in that determination only two of the three needs for self-determination as defined by Self-Determination Theory (SDT; Deci & Ryan, 1985) were met. I was autonomous as I had worked for many years on my own and was confident in my ability to successfully navigate the programme, and my pass on first attempt on module 8001SPOSCI (Planning Training in Sport and Exercise Psychology) evidenced this. I provided the Programme Leader with a comprehensive plan for the work that I intended to undertake over the original 27-month long programme and I was competent enough based on my experience of working in elite sport within the Caribbean as well as working with the highest professional sporting body, Cricket West Indies (CWI). As consultants with that organisation, we were trained to carry out our work in a particular way and with the evidence-based knowledge that was imparted in collaboration with the

IMG Academy, I knew that I would be able to easily transfer those skills to working within the UK and was ready to grasp every opportunity that I was given with both hands. However, the one thing I struggled with was relatedness. I was a young, black woman, away from the comfort of my home country, family, friends and former colleagues. Seeking to become a professional in an environment that was unfamiliar to me was the harshest reality that I had to face:

I felt uneasy and anxious given that my prospective Manager at Cricket Scotland did not respond to my email about the terms outlined in my work contract. Initially, it was proposed that I will be working for £100 per month subject to PAYE deductions; a proposal that I found quite insulting and unacceptable.

(March 12, 2018) – **Key Role 1 (Sub-competency 1.3)**

I went from being a well-paid professional in the Caribbean to feeling exploited as a “Trainee Sport and Exercise Psychologist”. My new existence had set in, a title that I yearned to have in the years after my Master’s had become a noose around my neck. I grappled with the fact I would not be seen as a true “professional” until my training was completed and felt reduced as a woman and a wife, now having to be solely dependent on my husband for financial support. I felt like a child once again, as if I was literally starting school for the first time; starting my career from scratch. The entire experience was new to me and as I was the only International student on my cohort; there was no one that could really understand the sacrifices (financial and otherwise) that I had made to write this qualification. It was my cross to bear and mine alone and as such, I undertook

extensive goal-setting (Locke & Latham, 1985) to ensure that I would successfully complete (*see* Armstrong, 2020).

After much contemplation about not wanting to seem rude, I refused the initial salary offer and asked for the monthly allowance to be placed into a continuing professional development (CPD) fund that I would have access to for the duration of the placement, which was 24 months. The £2400, though I did not get access to all of it, was to be utilised to undertake various courses and other activities that would contribute to my practitioner growth and I thought it would be a good opportunity to gain some certification in Cognitive Behaviour Therapy (CBT) and Rational Emotive Behaviour Therapy (REBT) by extension as I had utilised these approaches in the years before commencing the Doctorate. I was able to obtain an introductory certificate in the former and attended a course in the latter, which was co-delivered by Dr. Martin Turner and Dr. Andrew Wood who have undertaken extensive work in the field:

In utilising an adapted-REBT approach with my young client at the academy and further writing up that case study, I believe that I have a good understanding of the application of that approach and will continue to see how I can further utilise it to bring about more structure in my work with children as I have found the concept of the ABCs to be very useful in explaining the problem areas in performance and further explaining the purpose of the intervention. Communicating with children is different and using methods with concepts like the alphabet, that are known by them, can be advantageous in teaching the

principles on sport psychology and mental skills training (MST) early on in life.

(October 9, 2019) - **Key Role 1 (Sub-competency 1.2)**

Additionally, I also completed a certificate in Youth Mental Health First Aid (MHFA) training, which is also a passion of mine. In proportionately recognising the benefit of my training to facilitate life skills development (*see* Danish & Nellen, 1997) programmes for young people, I saw that as a fantastic opportunity to broaden my skill-set to prepare for my return to the Caribbean. As sport is still somewhat at an amateur level at home, utilising my knowledge to work with at-risk young men and women could be of tremendous benefit in promoting positive social development (Midgley, 1995) and I believe that it would be a meaningful way to contribute back to my country having received a National Development Scholarship to write this programme. Moreover, as I developed a political career over the course of the Doctorate, these opportunities could also lend to future policy development in promoting social change (Wilterdink, 2022) for future generations in Barbados.

Over the course of my programme, I also found myself representing my peers as LJMU Prof. Doc. course representative and Psychology Postgraduate Affairs Group (PsyPAG) Division of Sport and Exercise Psychology (DSEP) Representative. Out of my initial disappointment of not finding decent paying work, I turned my focus to networking in another area of interest and out of that my empirical study on Higher Education (HE) pedagogy was birthed:

I believe that I can make a positive change in my role and I'm looking forward to what this year may bring. In expressing my difficulty in reaching students across the UK, I will continue to think of ways for PsyPAG to have an impact in the Sport and Exercise Psychology community. (November 22, 2018) – **Key Role 1 (sub-competency 1.4)**

As a former student leader at the University of the West Indies (Cave Hill Campus), I was able to bring those qualities from my time on the Guild of Students as Games Committee Chairperson (GCC) and lay the foundation for my future research which could also see the field of Sport and Exercise Psychology developed in the Caribbean as a result of my Doctoral experiences and training. I was really pleased about this aspect of the course and thoroughly anticipated the months that were to come.

Idea Development and Knowledge-Building

I previously mentioned the Postgraduate Sport and Exercise Psychology Professional Development Day that I co-hosted with LJMU that saw the gathering of postgraduates across the UK. In reflecting now on that event, I now see the influence that it had on the role that I obtained as an Academic Tutor at the University of Stirling. On that day, I had the opportunity to learn firsthand of the challenges that postgraduate students faced and made a commitment then, if given the opportunity, to minimise them if ever working within HE in the future. That event also fuelled my intrinsic motivation (Vallerand, 1997) to obtain my Associate Fellowship with Advance HE as I had already

completed the Information, Ideas & Insights (3iS) course that had prepared me for work in that sector:

I would like to be able to seek out future work in education, as that is a condition in completing my 3iS portfolio and obtaining my Associate Fellowship with Advance HE. Not only would I be qualified to teach at this level in the UK, but I would also be one of the few in the Caribbean with this accreditation. However, to advance in the hierarchy (e.g. Fellow, Senior Fellow) one must be committed to developing in that respect. In taking the applied route with the Prof. Doc., I have to carefully consider my future prospects. (February 1, 2019) – **Key Role 4 (sub-competency 4.4)**

In being intrinsically motivated, I was certain that I would succeed, as it is known that more positive consequences are produced from this disposition (Vallerand, 1997). Consequently, my teaching experiences and the feedback that I received was critical to my learning and development in academia. I used my critiques on my session delivery to focus on improving and in that respect, I believe that I am adequately prepared for future work when the time comes. Likewise, with respect to my applied delivery, I have adapted the structure of my sessions to ensure that they are more engaging and relevant to the outcomes that are sought. Furthermore, in having that experience of teaching at the Master's level, I am sufficiently prepared to hopefully lecture in the near future and I am keen to develop a programme within a Caribbean HE context to contribute further to sport education development in my region. To date, the University of the West Indies is

one of the few tertiary institutions delivering sport-focused programmes and obtaining employment there would secure the space that I would need to continue my work and research.

Theory to Practice

My applied practice has contributed the most to the transference of my skills across different settings and I believe that my delving into learning theory has invoked a much thought into how I can further evolve as a practitioner and educator. In sport, Constructivism (Dewey, 1910, 1938; Piaget, 1972; Vygotsky, 1961, 1978) has been heavily documented in coaching literature with respect to understanding how theories like this can help make sense of and inform the facilitation of player knowledge (Roberts & Potrac, 2014). However, in undertaking my applied work across this Doctorate and utilising those experiences to teach postgraduates the key principles of sport and exercise psychology practice, I believe that knowledge is better received by students through reflective participation and engagement in authentic situations and interactions (Light & Wallian, 2008). As such, I believe that the structure of Master's programmes should directly focus on what students want to achieve immediately over the course of their studies with a focus on their career goals; whatever those may be. In this way, learning can be seen as active and interpretative (Light and Wallian, 2008), which may contribute to student engagement and overall student success. This may, however, spell some changes for the structure and content of BPS Stage 1 programmes, but I believe it may be worthwhile when considering overall academic satisfaction. When I reflect on my own learning journey from MSc. through to Prof. Doc., if the tenets of constructivism were

taken into consideration, I believe that I may have had a more fulfilling experience. Though solace was found in other aspects of my professional development, as an applied-oriented practitioner, I would have liked to see that aspect of my career developed a little more. However, in now knowing this, I believe that my commitment to seeing students steered in a more progressive direction will be my greatest asset as an educator. Equally, in wanting to undertake my supervision training in the near future, I want to ensure that I fully understand all aspects of learning theory to support and better facilitate the acquisition of knowledge for students and future Trainees:

I worked with many qualified academics these past 8 months, many of who are BPS Chartered and who have already undertook their supervisor training as well. If I intend to start looking to the Caribbean and returning home, I must be fully equipped to advance the field. Not only must I complete this Doctorate, but I must also try to undertake my supervisory training and see if it can be done remotely in this current COVID-19 climate. (June 30, 2020) – **Key Role 4 (sub-competency 4.1)**

As students want to know about real-world experiences and applied work in this respect, I believe that it would also be my duty to continue my education and diversify my methods and approaches to practice in ensuring that I am better rounded.

Collaboration

My most-noted professional experience of teamwork came through my role within the academy at Fulham Football Club and their multidisciplinary (MD) approach sport science support. It gave me a sense of belonging, as my role as Academy Psychologist was engrained in the club's philosophy through the FA Four Corner Model (2014) and we engaged in weekly MD meetings where we discussed the progress and the support required for players. I also had the opportunity to offer my professional insight and opinions on MST programme implementation, as it is known that performance in football depends on several factors, including psychological (Pazo, Sáenz-López & Fradua, 2012). The experience of delivering numerous interventions within this setting, especially with younger players (9-12 years) further contributed to my teaching and the mentorship that I provided to students and these were of particular interest to International students. At Stirling, I was free to share on my cultural experiences working within elite academy football and the information that I shared helped International students better understand their prospects and the feasibility of continuing their training in the UK:

It's good to work in this MD way but it may be a challenge for other Trainees, especially those from other cultures, who may be new to working within this type of setting. The academy environment reminded me a lot of my past work with CWI in terms of the structure and with sport psychology heavily embedded within the club's philosophy, coaches were familiar with my expertise. (November 19, 2018) – **Key Role 2 (sub-competency 2.3)**

I believe that English football has done well in championing the cause of the field as they have sought to stipulate the qualifications that sport and exercise psychology practitioners must possess in order to obtain work in football and this has provided a sense of security for Trainees and qualified professionals alike. Again, this has also put into perspective the ways that I can contribute to the sport at home and the approach that can be applied when facilitating future development, especially with respect to establishing performance academies for athletic development. Presently, Barbados has not passed the legislation for a national sport policy and my experiences thus far have solidified the fact that I can play a worthwhile part in the process when the time comes.

Consolidation and New Learning

My research has played an important role in my professional development. All three pieces of work that I have undertaken have contributed significantly to the advancement of my knowledge and have further developed my skills in that respect. The Systematic Literature Review (SLR) has provided me with in-depth insight into a technique that I have utilised for many years, but more importantly, it has shown me the areas where intervention in sport psychology can be advanced at the youth level. I believe that undertaking further research to update existing measures, taking into account the almost virtual world that we live in, is crucial. Moreover, expanding into the realm of eSports may open future avenues for consultants and may even further inform curriculum development at the undergraduate and postgraduate level. My empirical paper on mental skills training (MST) at the academy level has also provided good foundational knowledge on implementing sport psychology work with children and if published, can

provide practitioners with a better understanding of how to structure the content of programmes:

Findings from the study revealed that there were certain skills that players developed automatically without any structured training and these skills were centered around positive thinking, staying focused and maintaining emotional stability. Equally, it showed that young players understood the importance of these processes and this provides great insight into how consultants can commence or continue work with young players at the academy level. Further research in the area may also better inform the FA Four Corner Model in specifying what skills should be taught at each level within the EPPP which may contribute to a linear progressive model of psychological development in the sport. (April 2, 2022) – **Key Role 3 (sub-competency 3.4)**

My research has given me a greater sense of purpose, not just as a practitioner, but also in fully understanding my calling in continuing my work with young people. I believe as psychologists, we are in perfect stead to shape young minds early on in life and sport and I will commit fully to evolving in that regard.

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APPENDICES

Appendix A

Introduction to CBT Certificate (SDS Seminars Ltd.)

Certificate of Attendance

awarded to

Dawn-Marie Armstrong

This is to certify that the participant named above has attended:

CBT: Introductory Course (3 days) - Certificate Course

and has been awarded with 21 CPD hours



ID: 36154
Date: 07.09.2018



the british
psychological society
approved

Paul Grantham
Consultant Clinical Psychologist
Director, SDS Seminars Ltd

Appendix B

REBT Course Certificate

This is to certify that

Dawn-Marie Armstrong

Attended the workshop

The application of Rational Emotive Behaviour Therapy (REBT) in sport 9/10/19

09/10/2019

Thomas Elton

Professional Development Manager

Appendix C

Youth Mental Health First Aid Certificate

Certificate of Attendance



Your MHFA England training is valid for three years from the date of course completion. We recommend you keep your skills and knowledge up to date. For more details, visit our website, mhfaengland.org

Dawn-Marie Armstrong has attended the **Youth MHFA One Day** course and is now a **Youth Mental Health First Aid Champion**. This course provides an understanding of common mental health issues and the skills to guide young people to support.

Dates of attendance

Start Date: **15/11/2019**

End Date: **15/11/2019**

Course delivered by

Matt Messias

Mental Health First Aid (MHFA) England is a community interest company working to increase mental health awareness and skills across society. Our range of courses are designed to empower people to support their own mental health and that of the people they connect with in life.

By giving people the facts about mental health and the practical skills to support wellbeing, we work towards building healthier communities free from stigma.

Simon Blake OBE
MHFA England Chief Executive

MHFA England CIC
21 Prescott Street
London, E1 8BB

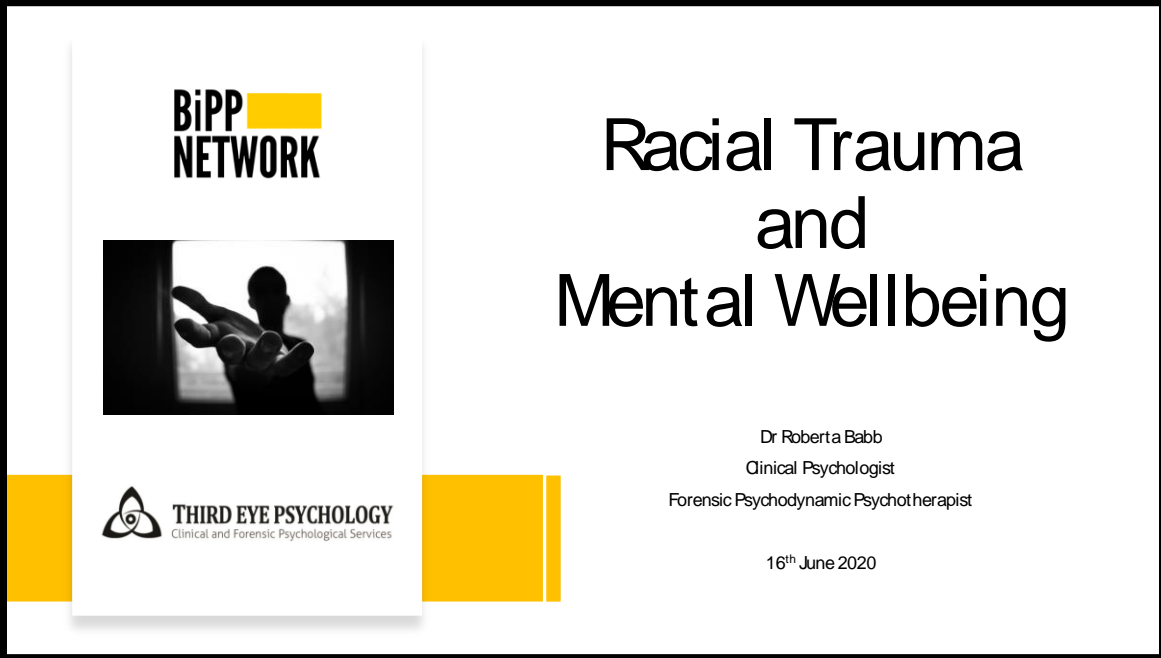
mhfaengland.org
info@mhfaengland.org

0203 928 0760
CIC Registration Number: 702139

Appendix D

AASP Virtual Conference Certificate

Appendix E

BiPP Network Racial Trauma and Wellbeing WorkshopThe image shows a workshop cover with a white background and a black border. On the left, there is a vertical white panel containing the BiPP Network logo (a yellow square next to the text 'BiPP NETWORK'), a black and white photograph of a person holding a large, light-colored object, and the Third Eye Psychology logo (a stylized eye) with the text 'THIRD EYE PSYCHOLOGY' and 'Clinical and Forensic Psychological Services'. To the right of this panel, the title 'Racial Trauma and Mental Wellbeing' is written in large, bold, black font. Below the title, the presenter's name 'Dr Roberta Babb' is listed, followed by her titles 'Clinical Psychologist' and 'Forensic Psychodynamic Psychotherapist'. At the bottom right, the date '16th June 2020' is displayed. There are yellow decorative elements: a square on the left and two vertical bars on the right.

Appendix F

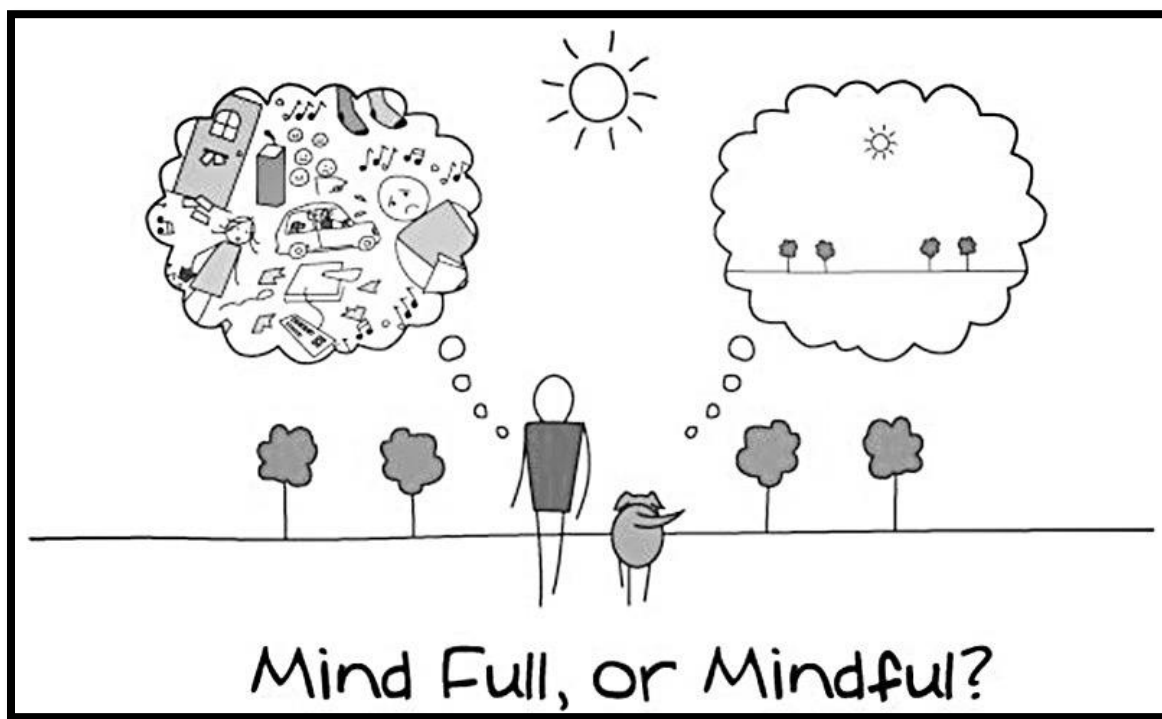
'Why, What, How? Handout'

Why? OUTCOME GOALS	What? PERFORMANCE GOALS	How? PROCESS GOALS	Overall Plan
<p>RANKING:</p> <p>PHYSICAL:</p>	<p><u>TECHNICAL:</u></p> <p><u>STRATEGY:</u></p> <p><u>MENTAL:</u></p> <p><u>PHYSICAL:</u></p>	<p>1. <i>Example:</i> Extra bucket of balls (*BM)/Extra overs (*BO)</p> <p>2.</p> <p>1.</p> <p>2.</p> <p>1.</p> <p>2.</p> <p>1.</p> <p>2.</p>	

*BM – Batsman
*BO – Bowler

Appendix G

“Mind Full” vs. “Mindful” Photo



Appendix H

Associate Fellowship with Advance HE Certificate

Appendix I

3iS Formal Observation Pro-forma (Page 1)

2018-19 3iS Formal Observation Pro-forma

Observer name	Dr John Mathers CPArchol, FHEA, BASES, HCPC
3iS Participant name	Dawn-Marie Armstrong
Date of Observation	28 th February 2020
Lecture/workshop title	Reflective Practice
Learner Level	PG (level 11)
Learning Environment	Lecture

Teaching Observation Criteria	Comment	Met	Not* fully met	Action
Preparation (A1) Was the tutor prepared for the session?	Dawn-Marie was prepared for the session. She had: a) prepared a ppt file in advance of the session which was loaded to canvas (our electronic learning platform) b) contacted the students in advance of the session to provide them with a note of the session content and some preliminary tasks to be completed c) created a paper handout (example task) that was distributed to the students as the class took place.	✓		
Structure and Organisation (A1; K1; V3) Was the session well organised?	The session was well organised and logical in the order in which the material was presented.	✓		
Interaction (A2; A4; K2; K3; V1) How did the tutor interact with the students? Was he/she supportive? Did he/she enable learning?	This was completed to a high level. There was clear evidence that Dawn-Marie connected with the group through her personal delivery and anecdotes.	✓		
Was the time management of the session appropriate to the needs of the group?	The time management within this session needs some reflection. The number of ppt slides that were used for the 50 minute lecture was appropriate (n=14) but this relied on the class		✓	Future classes of this type might include a number of different strategies to increase the student interaction. A) Rather than working as a