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**Empowering Reflection and Self-Awareness in Academy Parents: Creating
a Parent Psychoeducation Program at a Professional Football Club
Academy**

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22

23 **Abstract**

24 This case study outlines and evaluates the development of a parent psychoeducation
25 program at a professional football club's male academy in the United Kingdom. Traditionally,
26 psycho-social support is provided directly to players, with the needs of parents, somewhat
27 being overlooked, despite their influence on youth athlete experiences. Further, it has become
28 common to 'villainize' sport parents amid the rise of helicopter parenting, characterized by
29 excessive parental involvement that may hinder children's development and enjoyment.
30 Recognizing the critical role parents play, this psychoeducation program aimed to support
31 parents to create a more positive experience for both them and their children. The current case
32 study explores the challenges of providing regular support to academy parents, and the
33 processes underpinning the program development and implementation, encompassing the
34 needs analysis, theoretical framework, and program delivery. Critical reflections throughout the
35 case study highlight their importance for the author's early career development.

36

37 *Keywords: Parent involvement, Sport parenting, Academy football, Coach-parent*
38 *relationship.*

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42 **Context**

43 **The Club**

44 This case study focuses on the delivery of a psycho-social educational program for
45 parents at a professional football club in the United Kingdom that had experienced rapid
46 growth, ascending the English football pyramid from non-league to league one status. This
47 growth also extended to the club's male youth academy which reached the remarkable
48 achievement of gaining category two accreditation after only being in operation as an
49 accredited academy for eight years prior. The academy's new category two status meant it
50 would fall under a stricter set of guidelines subject to the Elite Player Performance Plan
51 (EPPP) framework (Premier League, 2011). The framework was introduced to enhance the
52 quality and quantity of homegrown players emerging from English academies, by promoting
53 individualized interventions that support players' physical, technical, tactical, and
54 psychological development (Roe & Parker, 2016). Furthermore, a greater emphasis is placed
55 on support services within this framework, especially the importance of psychological
56 provision for long-term player development. This specifically encompasses the requirements
57 for psychological testing, mental wellbeing and lifestyle management, and psychological
58 skills education, thereby necessitating the inclusion of appropriately qualified personnel
59 within academies, although the precise approach and staffing model remain at the discretion
60 of individual clubs (Dean et al., 2022). Thus, this advancement to a category two
61 accreditation prompted the reshaping of the psychological provision plan at the academy,
62 ensuring the psycho-social factors that may contribute to short and long-term player
63 development within the academy were considered.

64 **Psychological Provision at The Academy**

65 The underpinning philosophy of the psychological provision at this academy is to
66 empower the other influential stakeholders, including coaches, staff, and parents and/or
67 guardians, rather than directly intervening with players, which is how psycho-social support

68 services are implemented at most institutions in youth football (Feddersen et al., 2025).
69 Adopting this modality would mean the central focus is to facilitate personal and professional
70 growth of these key stakeholders who play pivotal roles in the development of youth athletes
71 (Goodman & James, 2017; Holt et al., 2008; Horn, 2008; Stanely & Taylor, 2019). This
72 approach, that centers the intervention on these key stakeholders, was determined by academy
73 management to be the most effective use of the limited resources and time available for sport
74 psychologists within the academy, as this approach had the potential to create a more holistic
75 and long-lasting affect on the academy's culture and player development.

76 Furthermore, this approach to sport psychology provision that supports key
77 stakeholders in players' lives would be delivered in alignment with the player care provision
78 at the club, ensuring that players' psycho-social needs are also addressed. The player care
79 provision encompasses support for academy players' personal development, mental and
80 emotional wellbeing, and navigation of salient transitions. Such transitions may include
81 progression from grassroots to academy-level football, advancement from academy
82 participation to a full-time football scholarship model, or non-normative transitions such as
83 injury or a release from the program (Stambulova & Samuel, 2020). At this stage, the 'staff
84 care' program was established, led by a qualified sport psychologist with extensive
85 experience working within elite organizations, with the aim of supporting staff personal
86 development and providing evidence-based research insights to enhance the emotional and
87 psychological support staff offer to players. The program included one-to-one support for
88 individual staff members, as well as structured reflection sessions for the entire staff group.
89 Subsequently, the club focused on developing provisions for parents that would align with
90 and complement the existing player and staff care programs, which provided the rationale for
91 my appointment (First Author).

92 **The Program Aims and Client Group**

93 Designed to complement the existing player and staff care initiatives, this program,
94 titled the 'Parent Care Program', aimed to provide insights, techniques, and support to create
95 a more positive and enjoyable experience for the parent and/or guardian cohort at the
96 academy. Additionally, the aim was to facilitate awareness of how parents and/or guardians
97 can best support their child, especially during critical developmental moments (e.g., Pre-
98 game discussions, in-game communication, and car journey home). These aims were
99 collaboratively determined by myself, the club's existing sport psychologist (who also served
100 as my supervisor and third author), the player care team, and the academy manager during the
101 intake process. Such aims were informed by both recent experiences and reflections from
102 previous seasons. For example, it was reported that increasing challenges were emerging in
103 managing certain parent groups whose behaviors were potentially detrimental to player
104 development. Additionally, coaches were often expected to provide support to parents
105 experiencing difficulties associated with the demands of being an academy parent, even when
106 such challenges frequently extended beyond the professional remit of coaching or player care
107 staff.

108 The program, consisting of both dissemination and individual consultation support
109 was delivered to parents of players across the categorization phases of the academy. This
110 included the foundation phase (U9 & U10), the transition phase (U11, U12 & U13), a phase
111 implemented by this academy to place greater emphasis on the critical transitions occurring at
112 these ages, such as the move to an 11-a-side format and broader life changes like starting
113 secondary school, and finally the youth development phase (U14, U15 & U16). The
114 professional development phase was excluded at this stage of the program due to the
115 geographic dispersion of players' parents, which limited their ability to attend in-person
116 sessions. Subsequent seasons focused on exploring alternative approaches to engagement for
117 these parents.

118 The program would be made available to upwards of 200 parents and guardians
119 across all the phases. Within this parent cohort exists a diverse range of individuals,
120 representing varying cultural backgrounds, socioeconomic statuses, professional occupations,
121 and levels of personal experience in sport. Furthermore, the duration of parents' involvement
122 in the academy system may affect how they navigate its complexities and challenges, a key
123 consideration to be examined during the needs analysis process.

124 **The Practitioner**

125 Prior to developing the program, my applied experience in sport psychology and
126 dissemination was limited, as I had only recently completed a Master's degree in Sport and
127 Exercise Psychology, preceded by a Bachelor's degree in Psychology, which offered
128 comprehensive coverage of psychological theories, topics, and issues across diverse
129 populations and contexts. Nevertheless, my personal experiences with parental involvement
130 during my formative years playing cricket, rugby, and football across various levels and my
131 subsequent recognition of its significance would make me well-suited for this role. Yet, this
132 lack of experience led to doubts about my ability to deliver an effective program, which is a
133 common view held by early-career sport psychology professionals (Fogaça et al., 2023;
134 Owton et al., 2014). However, my professional training, which I am completing via a
135 professional doctorate, mitigated some of this anxiety due to the paralleled development in
136 self-awareness, philosophical underpinnings, and teaching pedagogy (McEwan & Tod, 2023).
137 In addition, the high level of support I received throughout the development and delivery of
138 the program increased my confidence in providing an effective program. In particular, my
139 primary supervisor for the professional doctorate (Author Three) who brought extensive
140 experience from working in elite football, including roles at multiple Premier League clubs,
141 and was also well-integrated within the academy, having worked there for two seasons prior.
142 Having this dual relationship with my supervisor, enabled our discussions around the

143 program's development to be informed by their deep understanding of the academy's broader
144 context, gained through close collaboration and established relationships with senior staff, as
145 well as their familiarity with my practice philosophy. Additionally, the head of player care
146 and U9-U16 player care officer, were also people who I developed a strong working
147 relationship with. Frequent access to guidance from practitioners was instrumental to the
148 program's progression, particularly in navigating challenges by drawing on their prior
149 experience. Ongoing engagement, especially with my supervisor, also supported my personal
150 development by enabling me to learn from and model their approaches (Fogaca et al., 2018).

151 When exploring my evolving practice philosophy, I aim to provide consistency and
152 stability, without restricting freedom and expression, within the inherently unpredictable
153 context of sport, as I believe this to be a central component of growth and development.
154 Achieving this balance, which I emphasize as a core value, requires a deep awareness of
155 one's foundational beliefs, perspectives, and personal characteristics beyond the sporting
156 context, reflecting the value of authenticity and self-awareness. Simultaneously, attention is
157 given to developing sport-specific mental skills, routines, and techniques that help individuals
158 navigate challenges on and off the pitch, demonstrating a commitment to the value of
159 resilience. This philosophy aligns with cognitive behavioral approaches (Beck et al., 1979),
160 specifically cognitive therapy and rational emotive therapy (REBT) (Ellis, 1962). Cognitive
161 Therapy emphasizes the identification and reframing of unhelpful automatic thoughts by
162 employing goal-oriented cognitive restructuring and behavior modification techniques (Beck,
163 2011). REBT aims to identify irrational beliefs, as conceptualized in the ABC model (A –
164 Activating Event, B – Beliefs, C – Consequences), and replace them with rational alternatives
165 to enhance emotional resilience and adaptive coping (Ellis & Dryden, 2007). The GABCDE
166 model extends this framework by incorporating Goals, Adversity, Beliefs, Consequences,
167 Disputation, and Effective new beliefs to guide interpretation, response, and behavioral

168 change (Turner, 2022; Turner & Barker, 2014). Thus, these approaches strive to enable
169 athletes to maintain consistent performance while adapting to the unpredictable nature of
170 competition. These perspectives also strongly apply to sports parenting, which can be
171 emotionally turbulent. However, consistent reactions to events stem from strong beliefs and
172 expectations about your child's journey, as well as an understanding of the affect of certain
173 behaviors and potential strategies for specific situations, mirroring that of an athlete (Teques
174 et al., 2019).

175 Although cognitive behavioral approaches continue to serve as the most consistent
176 framework in my practice, I also integrate systems-level perspectives alongside perspectives
177 derived from person-centered therapy. A systems-level perspective emphasizes understanding
178 interconnections and interactions within a sport organization, recognizing that individual
179 behaviors cannot be fully understood in isolation from the broader system in which they
180 operate (Wagstaff & Quartiroli, 2023). This approach aligns with my core belief in fostering a
181 balance between stability and flexibility within a coherent framework applied across all levels
182 of the organization. Moreover, this perspective highlights how cognitive behavioral patterns
183 can have an impact across multiple systems (Goldenberg et al., 2016; Martin et al., 2025).
184 Complementing this, person-centered principles guide my facilitation of growth and self-
185 discovery. I view self-development as a personal journey, where my role is to provide tools
186 and opportunities for reflection, with the ultimate responsibility for applying these tools
187 resting with the client (Petitpas et al., 1999). In group delivery or consultation settings, the
188 extent to which I employ a person-centered approach depends on participants' willingness to
189 engage in self-reflection and their awareness of their behaviors and emotional responses.
190 Regardless of this variability, principles such as empathy, authenticity, and unconditional
191 positive regard remain central to facilitating meaningful engagement and fostering individual
192 and collective development (Mearns et al., 2013). By integrating cognitive behavioral

193 approaches, person-centered practices, and systems-level perspectives, my approach strives to
194 explore cognitive, behavioral, and relational patterns within the broader context of
195 organizational and family systems, promoting both individual growth and systemic
196 coherence.

197 **Pedagogical Underpinnings**

198 Consistent with my underlying practice philosophy, the learning theory that
199 underpinned the approach of this program was the constructivist view of learning (Piaget,
200 1973; Vygotsky, 1978). This theory of learning is anchored by the notion of experiential
201 learning (Bereiter, 1994) and suggests that new information is integrated with existing
202 knowledge and experiences, leading to altered beliefs and deeper understanding (Bada &
203 Olusegun, 2015). Further, aligned with my practice beliefs and the constructivist learning
204 theory, the program's pedagogical approach was enquiry-based learning (EBL; Pickford et
205 al., 2013). EBL is a learner-driven enquiry process (Deignan, 2009) that mirrors natural
206 learning processes (Short, 2009). Unlike traditional teaching methods, the role of the teacher
207 shifts from being a source of knowledge to a facilitator who supports students in their inquiry
208 process, encouraging them to ask questions and seek answers independently, and ensure
209 students have authority in their learning (Kahn & O'Rourke, 2005; Tam, 2000). Furthermore,
210 EBL prioritizes active participation and student-centered learning, in which learners are
211 actively involved in their investigation of content instead of passively receiving information
212 (Overby, 2011; Division of Elementary, Secondary, and Informal Education, Directorate for
213 Education and Human Resources, 1999). Drawing on these key principles, and the proposed
214 phases of enquiry, particularly the conceptualization, investigation and discussion phases
215 within the cycle (Pedaste et al., 2015), all sessions were designed to be highly interactive.
216 This meant sessions featured activities such as group discussions, video tasks, and worksheets
217 completed in smaller subgroups, fostering collaboration between parents that created an

218 informal environment (Honebein, 1996). Furthermore, many of the proposed principles for
219 adult learners, such as their wealth of life experience, intrinsic motivation, and self-directed
220 nature of learning, along with adult learning theory and andragogy, were considered
221 throughout the program's development and delivery, especially during the planning and
222 design of activities during workshops. The principles of EBL also align closely with these
223 concepts, as EBL promotes learner autonomy, critical thinking, and real-world problem-
224 solving, which resonate with adult learners who value relevant, reflective learning grounded
225 in prior knowledge and experience (Kenner & Weinerman, 2011).

226 To enhance the interactive nature of workshop activities, a flipped classroom
227 approach was also implemented within the program. This approach involves teachers
228 providing pre-recorded content outside of the allocated teaching time, shifting passive
229 learning activities such as introducing a topic to outside of class, whilst promoting active
230 learning experiences in class (Mok, 2014). Thus, the program also included the upload of
231 short online videos prior to the in-person workshops. These videos were designed to
232 introduce the topic and its underlying theory/considerations. This approach would not only
233 allow for more time spent participating and discussing the topic through the activities,
234 ensuring more opportunity of active participation and student-centered learning, but also
235 provide learners with a foundational understanding of the topic and an opportunity to reflect
236 on how the content relates to their own experiences, encouraging more informed discussions
237 during sessions.

238 **Intake/Needs Analysis**

239 **Intake Process**

240 Given my responsibility for overseeing the development and delivery of the parent
241 care program, the initial two months in the role, were dedicated to collaboratively setting
242 expectations and aims, otherwise known as the intake process, and conducting a

243 comprehensive needs analysis. This was a crucial phase in establishing the potential
244 opportunities and inherent barriers associated with the program's development. Given the
245 programme's novelty within the academy, with few comparable initiatives across other
246 institutions during its initial development, it was imperative to identify such factors likely to
247 shape successful implementation. Applied research has similarly highlighted several key
248 challenges in delivering parental support, including maintaining attendance, sustaining
249 engagement, and addressing parental concerns and frustrations during workshops (Newport et
250 al., 2024).

251 The novelty of the program meant that many, including myself, were cautious about
252 the potential risks associated with a parent program of this kind. These concerns included the
253 risk that the program could primarily serve as a forum for parents to express grievances
254 related to football-specific issues, such as team selection, rather than fulfilling its intended
255 purpose of providing insights, techniques, and support to create a more positive and
256 enjoyable experience for both parents and players. Additionally, there was the risk that
257 providing information to parents could conflict with the messages conveyed by coaches. This
258 could potentially give parents a basis to unnecessarily challenge or undermine coaching
259 decisions. These risks are especially relevant considering the increase in helicopter parenting,
260 which is characterized by excessive ego investment by parents, extreme control over
261 involvement in children's lives, and expectations based on results that are not
262 developmentally appropriate (LeMoyne & Buchanan, 2011). Further, potential reasons for
263 such a rise may have been the paralleled shift towards earlier specialization and greater
264 professionalization of youth sport (Stanely & Taylor, 2019). These points collectively
265 highlight reasons as to why many coaches in the wider youth sport landscape believe coach-
266 parent interactions should be kept minimal or avoided altogether. (Gould et al., 2008; Gould,
267 2019; Holt & Knight, 2014; O'Donnell et al., 2022). While the club acknowledged the

268 importance of parents as key stakeholders in youth sport development, these concerns over
269 rising football-related complaints and contradictory messaging were central to the academy
270 management's initial hesitation in approving the program. Although I am understanding of
271 how these associated risks may have prompted this caution, I am relieved that this decision
272 was ultimately not made and that I had the opportunity to deliver a version of the program
273 during the season, whilst being conscious of these risks.

274 **Assessment of Client Group Needs**

275 Following consideration of the initial concerns, attention turned towards gaining key
276 insights that would shape effective service delivery (Keegan, 2020). These insights were
277 related to understanding (a) why is a program of this kind needed at this academy, addressing
278 parental needs while aligning with the club's overall goals and values, (b) how it can support
279 existing parent integration efforts, and (c) what methods are most effective for its delivery.
280 Essential to this process was understanding the experiences of parents of academy
281 footballers, particularly the stressors they perceived and their potential impact on emotions,
282 communication, and behavior that would be central to program design to promote more
283 positive experiences for parents and player (Harwood et al., 2010; Lienhart et al., 2020;
284 Knight & Newport, 2020; Thrower et al., 2024). Such stressors may undermine young
285 athletes' motivation, self-efficacy, and resilience, as well as the parent-child relationship and
286 parental well-being (Eckard et al., 2022; Newport, 2021; Thrower et al., 2024). Attention was
287 also given to parents' coping strategies and their perceived effectiveness to inform program
288 content.

289 During the needs analysis phase, several established methods were employed to
290 generate context-specific, insights from academy stakeholders (Keegan, 2020). These
291 included interviews, questionnaires, informal conversations, and observations (Fifer et al.,
292 2008; Mărgărit, 2013). An outline of each method is provided in the table below.

Stakeholders	Methods	Outline
<p>Parent council (Eight parents from the club's existing parent council, who represented the parent cohort from age groups U9s to U16s)</p>	<p>Focus group discussion</p>	<p>A recurring theme was parents' desire for practical guidance on how to best support their child's personal and athletic development. Parents emphasized the value of tangible strategies, particularly for effective communication in challenging contexts, such as managing losses, interacting with other parents, and communicating with their child before and after training or competition (Tamminen et al., 2017). Concerns were also raised regarding the retain-and-release process, with parents highlighting the potential emotional impact of deselection on both themselves and their children, particularly given many players' strong identification with academy involvement (Brown & Potrac, 2009; Blakelock et al., 2016, 2019; Edison et al., 2021).</p>
<p>Parent cohort at the academy</p>	<p>Self-designed quantitative questionnaire</p>	<p>This quantitative questionnaire utilized as a supplementary method to support the needs analysis, was completed by over 100 parents, providing a wider range of parental viewpoints designed to evaluate parental engagement with the proposed program formats, including in-person workshops and online resources. Additionally, the questionnaire explored parents' comfort levels with potential topics drawn from sport parenting literature and insights gathered from parent council discussions. The findings aligned with the key issues identified by the parent council, including anxiety surrounding retain and release, player identity, and communication.</p>

Academy Manager & Player Care Team	Interviews	<p>Such exploration with the academy manager and the player care team revealed the importance of aligning the program to the club values of ‘challenge the player & develop the person’ and parents’ contribution to this process. Additionally, the nature of previous support provided to parents was outlined, which consisted of ad hoc educational sessions and parent voice meetings, which were described as having varying levels of success.</p>
Lead Phase Coaches	Focus group discussion	<p>Coaches identified specific situations that may strain the parent–coach relationship, including the retain-and-release period (Brown & Potrac, 2009; Blakelock et al., 2016, 2019; Newport et al., 2021) and the potential impact of parental sideline behaviour on players (Holt et al., 2008). They recommended incorporating multiple information sessions within the curriculum to align parents’ expectations with both the realities of elite youth football and their child’s developmental needs. These sessions should be informed by regular coach feedback and aim to educate parents on the positive and negative effects of their behaviours while promoting constructive approaches. Coaches also recommended emphasizing support for the development of a broader identity in young athletes beyond football (Edison et al., 2021).</p>

294 During the needs analysis, it was crucial to engage in regular reflective practice
295 regarding my role in facilitating discussions and the impressions I conveyed, particularly as
296 these were my first formal interactions with staff and parents (Knowles et al., 2014). I was
297 particularly mindful of ensuring parents felt comfortable speaking openly without concern
298 over data confidentiality. Parents were informed that all data would be anonymized and
299 shared only with key club stakeholders as summary themes, solely to inform program
300 development and tailor provision to the academy's context. With coaches and staff, I also
301 sought to use these discussions as an opportunity to address reservations about the program,
302 positioning the program as a resource that coaches could reference when parents expressed
303 concerns about psycho-social factors, allowing coaches to avoid providing support in areas
304 they may not be well-versed in, such as anxiety. Further, it was also discussed that the
305 program aims to increase parents' awareness of how their behaviors affect their child
306 prompting reflection on 'Is this in the best interest of my son?' guiding them toward their
307 own conclusions, with the hope of reducing disruptive behaviors that coaches would
308 normally need to intervene or police.

309 **Program Structure, Content and Delivery**

310 The program, which took place throughout the 2023–2024 academy season and
311 spanned from November to April, consisted of six monthly modules, each focusing on a
312 particular topic. The decision to deliver the program on a monthly basis was primarily
313 influenced by the unique circumstances of parents of academy players. These parents face the
314 challenges of navigating football-related stressors, the demanding schedule of weekly
315 training sessions, potentially long commutes, and the added pressures of financial and family
316 responsibilities away from football (Harwood et al., 2010; Harwood et al., 2019; Sutcliffe et
317 al., 2021, Tamminen et al., 2024). These challenges reflect broader concepts within the sport
318 specific organizational stress literature (Rumbold & Didymus, 2021; Simpson et al., 2021),

319 particularly the cumulative strain experienced by individuals who manage multiple role
320 demands within rigid structural contexts. Thus, to minimize additional scheduling burdens for
321 parents, the number of monthly workshops was limited and aligned with academy training
322 nights, matching the timing of age group training sessions.

323 The program covered six topics, but only four were addressed with both online
324 resources and workshops. The allocation of workshops was informed by careful consideration
325 of the need analysis, broader academy calendar, and not wanting to overwhelm parents with
326 frequent sessions, as mentioned above. Months that were heavily occupied with, for example,
327 12-week reviews across all age groups were excluded from workshop delivery. In these
328 instances, online resources were utilized to deliver the content, with the intention of revisiting
329 and consolidating the learning in future workshops in the following seasons. These topics
330 would then serve as core content in future program cycles, with the six topics covered in the
331 current cycle remaining available to parents through online resources for ongoing review,
332 alongside a new library of materials that may be introduced in the following season.

333 The introductory module, delivered across November, served as a crucial entry point
334 for the program, with the workshops conducted with all age groups and online resources
335 serving three main purposes. Firstly, these sessions allowed me to introduce myself, my
336 experience and role within the academy to parents. Secondly, all the necessary details about
337 the program's goals, delivery methods, and what's expected from parents during these
338 sessions were provided. These initial considerations, as highlighted by Keegan (2020), are
339 crucial for laying the foundations of any service delivery and for building effective working
340 alliances, especially when delivering in a new context. Finally, the session provided parents
341 with their first opportunity to engage with the program's interactive structure, which
342 emphasizes open and honest discussions in small groups, aligning with the program's
343 pedagogical foundation (Zawojewski et al., 2003). To facilitate these discussions, six cue

344 cards (see Appendix 1) were used to guide the small group activity. Each card outlined a
345 theme from the needs analysis with reflective prompts. Groups then ranked topics by
346 perceived support needs (Wei et al., 2018), providing parents with a psychologically safe
347 space to share experiences with peers facing similar challenges. Psychological safety, which
348 enables participants to share ideas, questions, and concerns without fear of scrutiny or
349 judgment (Kulikova & Maliy, 2017), was fostered by clearly communicating session
350 expectations, including my non-involvement in football decisions and the full confidentiality
351 of discussions. Furthermore, these discussions served as an extension of the needs analysis
352 process, as the rankings obtained from each age group (9-16) during their respective sessions
353 highlighted the topic relevance for different age demographics (Barker et al., 2011). For
354 example, U9 parents rated “information on retain-and-release decisions” as low priority,
355 likely because the topic was not yet relevant, with some noting they “did not want to think
356 about such decisions yet.” This topic, however, ranked higher with older age groups who
357 were much closer to this decision point, indicating the workshop is most relevant for them.
358 Secondly, listening to and discussing parental experiences provided additional valuable
359 insights specific to the academy context. This information provides value in understanding
360 the nuances of the parents in the academy would help align the workshops more closely with
361 their needs identified in the needs analysis (Evans & Slater, 2014). A notable example was the
362 contrast between mothers’ and fathers’ communication styles, with fathers described as more
363 direct and critical, while mothers were more nurturing and supportive. These differences were
364 discussed to have a potential affect on a player's performance, wellbeing, and overall family
365 dynamics.

366 Including introductory workshops, a total of twenty in-person workshops were
367 delivered by myself and supported by the player care staff to the relevant age group. Each
368 workshop lasted between forty-five minutes to one hour, with an average attendance of

369 eleven parents. Across the academy, 74% of parents participated in at least one workshop.
370 These sessions focused on specific situations and topics relevant to the day-to-day
371 experiences of academy parents, which aimed to empower parents to manage these situations
372 more effectively and contribute to a supportive environment that maximizes player
373 development and enjoyment. The schedule was as follows:

Table 2: An outline of the modules delivered in the program

Month	Topic	Delivery	
		Methods	Description
December	Managing Frustrations at Games	Online Resource	This module explored how parental sideline behaviour, such as directive communication and outcome-focused language, can negatively impact a young athletes' performance and development (Hamilton & Taylor, 2019; Goodman & James, 2017; Sacks et al., 2006; Wuerth et al., 2004). Additionally, practical strategies for parents to manage their emotions during competitions were suggested, drawing on emotion regulation literature (Gross & Thompson, 2007).
January	Managing emotions, building resilience, and communicating with your son after a 'bad day'	Online resource & workshop	This module explored the importance of language and communication in post-game debriefs, particularly after 'poor performances'. It emphasized the potential impact of parental communication on athletes' self-esteem and emotional well-being (Elliott & Drummond, 2017; Tamminen et al., 2017). The workshop included interactive exercises to prompt participants to consider the critical role of content, timing, location, and consideration of nonverbal cues in these situations and relate this to their own past experiences of the 'car journey home' (Gottman & DeClaire, 1998; Taylor, 2019) (See Appendix 2).
February	Importance of Cultivating an Identity Beyond the Playing Field	Online Resource	This module highlighted the potential negative long-term consequences of an athlete having an exclusive identity which is predominantly tied to their athletic accomplishments/status (Edison et al., 2021; Mitchell et al., 2014).

			<p>Additionally, the workshop explored ways parents may foster a balanced identity for their child. This included suggestions for promoting non-football activities, celebrating achievements outside of football, using positive language, and managing the child's football workload (Ronkainen & Kavoura, 2023)</p>
March	Relevant information about retains and release decisions	Online resource & workshop	<p>This module aimed to reduce some of the uncertainty that families face surrounding retain-and-release decisions by providing clarity on the decision-making process and support available during and after transitions. These workshops were only delivered to parents of players in the u10, u11, u12 , u14 & u16 age groups for whom decisions were imminent in coming months. The workshop also included Q&A opportunity where parents could ask questions and discuss their concerns.</p>
April	Managing pre-match anxiety and fear of failure	Online resource & workshop	<p>This module pertained to common mental well-being challenges faced by athletes, specifically anxiety and fear of failure (Rice et al., 2016). In particular, core theories of performance anxiety and potential causes of fear of failure. (Correia & Rosado, 2018; Yerkes & Dodson, 1908). The workshop focused on strategies related to managing anxiety and fear of failure in the form of goal setting (Wikman et al.,2014). Emphasizing that by incorporating goal-setting techniques, as outlined by Wikman et al. (2014), parents can guide their children to focus on controllable factors and redirect their efforts towards achieving specific objectives (Yoon Hyuk Jeong et al., 2023).</p>

375 **Evaluation of Parent Psychoeducation Program**

376 A number of procedures, including questionnaires and program/professional doctorate
377 supervisor reflections, were employed to evaluate the effectiveness of the delivered teaching
378 program in achieving its stated aims/objectives.

379 **Feedback Questionnaire**

380 A primary method for gathering feedback was through a questionnaire distributed to
381 all parents at the academy after the final workshop (See Appendix 3). The questionnaire
382 allowed for a comprehensive understanding of the perspectives of the teaching population
383 (Berk, 2005). A total of thirty-three parents from the U9 to U16 age groups completed the
384 questionnaire, out of ninety parents who engaged in at least one workshop throughout the
385 season, offering both quantitative and qualitative insights. The quantitative element focused
386 on assessing the perceived usefulness of the primary teaching formats: online resources and
387 workshops. The results showed that 72% of parents rated the workshops as 'very useful' out
388 of the options of 'very useful', 'somewhat useful', and 'not useful at all', while 64%
389 expressed similar satisfaction with the online resources. Furthermore, regarding the online
390 resources, 41% of parents reported viewing between four and five out of the five total
391 uploaded resources, and only 4% indicated that they did not utilize any of the resources,
392 however, they did express their intention was to watch the videos, although time constraints
393 prevented them from doing so. In order to assess the effectiveness of the program related to
394 intended aims, two questions were posed in Likert scale form with options ranging from 1
395 being 'not at all' and 10 being 'very much so'. These questions were: "To what extent has the
396 parent program provided you with knowledge and support that has created a more positive
397 and enjoyable experience for you and your child?" and "To what extent has the parent
398 program provided you with knowledge and techniques that both you and your child have

399 been able to apply in situations such as pre-game, during-game, and post-game?" The average
400 ratings for these questions were 7.87 and 7.83 out of 10, respectively.

401 Qualitative feedback revealed that sessions were positively received by parents, who
402 appreciated the well-structured content and the opportunity to discuss parenting challenges
403 with other parents. One parent remarked "The workshops are brilliant and full of information
404 also good to get other parents views within the workshops." Another parent shared "The
405 workshops have been really good. Talking about pressures, nerves, etc. that both parents and
406 boys feel helps deal with things we may not have wanted to address." Some parents
407 suggested that the sessions could benefit from being held earlier in the season, especially the
408 managing pre-match anxiety and fear of failure workshop. The neutral delivery style of the
409 workshops was also particularly well-received. This approach involved clearly establishing
410 that, although I was a member of the club's staff and responsible for communicating its core
411 values and expectations, it was explicitly stated that I held no role in the club's decision-
412 making processes. This positioning enabled me to engage with parents from an impartial
413 standpoint, fostering genuine understanding and empathy for their perspectives. As a result, a
414 safe and open environment was created in which parents felt comfortable sharing their
415 experiences without fear of judgment or criticism, even when discussing sensitive or
416 potentially difficult topics. One parent noted, "I felt comfortable asking questions I may not
417 feel comfortable asking the coaches and felt this was taken onboard and respectfully."

418 **Supervisor(s) Reflections**

419 *Professional Doctorate Supervisor Reflections*

420 When reflecting on the efficacy of the Parent Care Program, it is important to
421 consider how it was positioned within the broader sport psychology provision at the club. The
422 club adopted a systemic approach, with psychological support primarily directed towards
423 staff to co-create a psychologically informed environment. Within this context, the first

424 author's initial challenge was to understand how psychology was already being delivered and
425 to identify how the program could be effectively integrated. Rather than rushing this process
426 to justify their role, the first author demonstrated patience and a strong appreciation of
427 stakeholder needs, finding a balance between observation and action (Fogaca et al., 2020).

428 In addition, the first author had to contend with a deeply embedded belief within
429 football that "parents are a problem." The success of the program depended largely on their
430 ability to challenge this narrative and create a paradigm shift within the club. While most
431 clubs keep parents at a distance, the first author advocated for bringing them closer. This shift
432 initially brought challenges, as increased engagement led to more parental concerns being
433 voiced, creating the impression that the program was problematic. However, these issues had
434 always existed and were simply being acknowledged for the first time. The first author
435 managed this sensitively, communicating effectively with skeptical coaches, justifying the
436 value of the process, and securing the time needed for the program to demonstrate its
437 benefits. What initially appeared to be a setback ultimately resulted in meaningful progress.

438 Alongside positioning the program both practically and philosophically, the first
439 author conducted a thorough needs analysis. With little precedent for parent-focused
440 psychological provision in professional football, they faced limited guidance. Rather than
441 viewing this as a constraint, they used it as an opportunity to innovate. This originality is
442 what makes the Parent Care Program distinctive: it was culturally sensitive, well-tailored, and
443 genuinely innovative in a context that has historically resisted parental involvement. Parent
444 feedback clearly indicates that the program positively impacted the experiences of multiple
445 stakeholders at the club.

446 *Head of Player Care Reflections*

447 Feedback from the Head of Player Care who would provide valuable feedback on the
448 design of sessions and support during the delivery of workshops, highlighted the overall

449 success of the Parent Care Program during the 2023/24 season. They described the initiative
450 as “a great example of being a forward-thinking football club” and expressed confidence that
451 the club could continue to “innovate into the 24/25 season having built on a very successful
452 year.” In reflecting on the delivery of the program, the Head of Player Care observed that the
453 first author had grown significantly over the course of the season, particularly in confidence
454 and conviction when facilitating sessions. They remarked that, “the first author has developed
455 their understanding of academy football and this has allowed them to speak with confidence
456 and authority within sessions.” This development was supported through supervision and
457 feedback, which enabled reflection on challenges and subsequent adaptation of delivery. The
458 Head of Player Care further noted that the first author became increasingly skilled in
459 articulating their views, providing constructive challenge, and engaging with both parents and
460 staff. Finally, when asked about areas for improvement, the Head of Player Care expressed
461 overall satisfaction with the balance of the program, which included group sessions, online
462 resources, and one-to-one support. However, they acknowledged that future iterations could
463 strengthen evaluation processes by systematically collecting feedback after each session to
464 provide “more effective feedback and more quantifiable data to work with.” These
465 conclusions were further supported by the Head of Player Care’s close engagement with
466 wider staff, where they were able to observe first-hand the shift in attitudes toward greater
467 parental involvement. A notable example was the change in perception held by the academy
468 manager, who initially expressed hesitation and doubt about the program. However, after the
469 program was established and following the end of the season the academy manager gave the
470 program high praise for its development and integration.

471 **Critical Reflections**

472 Reflecting on the program’s design and implementation allowed me to evaluate the
473 program’s efficacy, while also evaluating my own effectiveness as a practitioner facilitating

474 the development and delivery of the program. This involved considering both successes and
475 challenges, and how these would inform future program delivery and my development as a
476 trainee practitioner (McEwan et al, 2019). To reflect on this experience, I employed Rolfe et
477 al.'s (2001) reflective model, utilizing the "what, so what, now what" framework. This model
478 was chosen due to the model's simplicity and clarity in guiding reflection, while still
479 promoting an action-oriented and forward-thinking approach through its final stage, 'Now
480 what?' (Ghaye, 2010).

481 **Reflection 1: How am I Being Perceived by the Parents?**

482 At many points during the program, a consideration that was at the forefront of my
483 mind was 'How am I being perceived by the parents?' These thoughts were with the intention
484 of not wanting to be perceived as an expert who judges parents' current methods and offers
485 prescriptive advice. This was especially important as at the time of delivery I was a 22-year-
486 old who was in fact not a parent. Thus, adopting an 'expert' role could have diminished the
487 program's credibility, as parents would have felt their valuable experience and subsequent
488 appreciation of the complexity of parenting were being overlooked by someone who has not
489 lived through the emotional rollercoaster that is being a parent (Lévesque et al, 2020). This
490 role as an 'expert' may have unintentionally contributed to a narrative that positions parents
491 in a more adversarial light, a perspective that can be reinforced within academy football
492 culture (O'Donnell et al., 2022). However, a practitioner positioning themselves as an expert
493 can be beneficial in justifying value in a service delivery and may enhance client receptivity
494 (Tod et al., 2007). Though presenting myself as an 'expert' in this context could have created
495 the impression that the program was designed to criticize parents. This would have again
496 undermined the program's credibility and alienated parents, a concern that was also shared by
497 the academy manager prior to the start of delivery.

498 Therefore, throughout the planning or creation of each module, I knew I had to strike
499 the balance between transferring considerations that parents should be aware of and ensuring
500 that the sessions do not come across as patronizing in any way. Thus, to combat the potential
501 of being perceived in this way, a number of measures were taken, that were all underpinned
502 by my teaching pedagogy of EBL. For example, a large emphasis was placed on providing
503 clarity regarding my role in this program and how the sessions would be structured. This
504 discourse reflected the collaborative nature of the program, acknowledging that, while I
505 possess knowledge of effective sport parenting, I recognized that you, as parents, hold the
506 most valuable insights into your son and that together, we could determine which information
507 and techniques were most appropriate for your specific circumstances. Further, an emphasis
508 was placed on the phraseology of the program. For example, employing wording such as ‘you
509 should do this’ or ‘don’t do this’ may lend itself to the perception that the person delivering
510 this is an expert and would not align with EBL, whereas more appropriate language may be
511 “although your intentions may be positive and nurturing with this approach how could you
512 employ a different approach?” In addition to using appropriate language and setting
513 expectations early, credence was placed on the environment that was set, for example
514 providing parents with complimentary refreshments during each of the workshops aimed to
515 remove any view that these workshops were created with anything other than the parents best
516 interest in mind and added to the informal feel I wanted the session to have.

517 By being mindful of certain perceptions that may arise and implementing these
518 measures, a collaborative environment was created where parents felt comfortable sharing
519 their experiences openly and honestly. This was evident in the positive feedback we received
520 about the neutral and informal nature of the sessions. Establishing this level of comfortability
521 in sessions would likely have been difficult if parents had perceived me as occupying a
522 position of expert authority, educating them on ‘how to parent’, and thereby reinforcing a

523 power asymmetry between teacher and learner that could inhibit this open dialogue (Welman
524 & Bachkirova, 2010; Johnson-Bailey & Cervero, 1998). Therefore, having an awareness of
525 the potential dynamics that may unfold between the teacher and the learners is an extremely
526 important consideration that may be overlooked when delivering educational programs.

527 **Reflection 2: Expectations Versus Reality in Terms of Program's Affect**

528 As previously stated, my limited experience in applied work made it difficult to gauge
529 the program's realistic potential (Henriksen, 2015). This, coupled with the fact few academies
530 were doing a parent program of this kind meaning there were no case studies to examine at
531 the time, contributed to inflated expectations. For example, in addition to the central aim of
532 the program of equipping parents with the support, knowledge and techniques to cope with
533 the many challenges they face as academy parents, I expected that the program would foster
534 unanimous effective and open communication between parents and coaches and remove some
535 of, if not all of the recurring parental issues flagged by coaches in previous seasons.
536 However, at many points during the season, I observed or was informed of ongoing
537 overbearing parental involvement, including emotional displays on the sidelines and heated
538 conversations with their children, especially after losses. This was particularly evident during
539 the retain-and-release period, where coaches faced significant opposition from some parents
540 who disagreed with the decisions made.

541 Initially coaches' reports of parental challenges, especially during the retain-and-
542 release period, led me to feel that the program had fallen short of its intended aims, which
543 was particularly disheartening at the time given my confidence and satisfaction with the
544 delivered sessions and content. However, after taking a step back and reflecting with my
545 supervisors at many points during the season, this allowed me to explore different viewpoints
546 regarding the program. Firstly, despite being open to all parents in the academy, the program
547 was not made mandatory to engage in. This led to a situation where some parents at the

548 academy may not have engaged with the program at all, potentially remaining unaware of my
549 role and the resources available. As a result, my feeling of personal responsibility for all
550 parent-related issues was entirely unrealistic, as there may have been parents who were
551 labelled as disruptive or challenging but had little knowledge of me or the program.
552 Furthermore, even if parents who were labelled as disruptive or challenging participated in
553 the program and potentially became more self-aware of their behaviors as a result, it's
554 important to remember that no parent is 'perfect'. Emotions can still take over, especially in a
555 context where parents are deeply invested in their children's success. This was reflected by a
556 coach's comment that the emotional reactions during the retain-and-release process highlight
557 the academy's ability to create a supportive environment that parents and players desire to be
558 part of, and that there will naturally be disappointment when that opportunity is lost
559 (McGlinchey et al., 2022; Neely et al., 2017).

560 Therefore, by aligning my expectations with the realities of youth sport, I was able to
561 assess the program's affect more accurately and ultimately see that the program's success was
562 evident in parents' increased awareness of their behavior and its potential affect. Even when
563 emotions run high and parents still act in a way that may be classed as detrimental, parents
564 who had engaged in the program are now more likely to reflect on their actions due to the
565 insights gained. Thus, it is imperative that expectations are measured to the reality of the
566 context and wider youth sport landscape when delivering a program of this kind. This is
567 particularly relevant for early-career practitioners, who may feel the need to prove their value
568 within an organization by offering solutions (Tonn & Harmison, 2004; Wadsworth, 2019).
569 However, this can lead to an overestimation of the affect they can, or should have, especially
570 when working within constraints of limited time and resources.

571 **Reflection 3: How did the Timing of the Session Influence its Effectiveness?**

572 While the program as a whole can be regarded as successful, with many sessions
573 fostering enjoyable, productive, and reflective discussions, a notable example where a session
574 did not go as planned was the Under-16 introduction workshop. The series of introductory
575 workshops were designed to introduce myself to parents and provide the necessary details
576 about the program's goals, delivery methods, and expectations. As with the other introduction
577 workshops, this session followed a consistent structure, including a brief overview of the
578 program followed by a card-based activity to prompt reflection and discussion. For the U16
579 group, however, I decided to invite a parent whose son had recently signed a professional
580 contract at the club, to participate in a Q&A session. I invited this parent to serve as a guest
581 speaker to promote audience involvement and foster critical thinking, offering valuable
582 insights into a journey that many of the attending parents would soon face (Lowman, 1995;
583 Robinson & Kakela, 2006).

584 From the outset, the tone of this session differed from previous ones. Attendance was
585 lower, and the atmosphere in the room felt noticeably reserved. After the initial introduction
586 of the session, parents were given the opportunity to ask the guest speaker questions, yet, to
587 my surprise, parents seemed reluctant to engage. This required me to improvise, prompting
588 the parent with questions I formulated on the spot to guide the guest speaker to share their
589 experiences. Following this, the focus of the session moved into the card activity, which
590 parents completed swiftly. As a result, there was significantly more time remaining than
591 anticipated, around 25 minutes. To utilize the remaining time, I opened the floor for general
592 questions. This shift unexpectedly triggered a surge of concerns, particularly around the
593 scholarship process, often regarded as the most difficult period an academy player has to
594 navigate (Mills et al., 2014). Parents questioned why decisions had not yet been
595 communicated and expressed frustration about the presence of numerous trialists. The
596 atmosphere during this part of the session felt increasingly confrontational. Fortunately,

597 members of the player care team were present and helped to navigate the discussion. One
598 particular comment stood out to me and seemed to encapsulate the underlying tension in the
599 room. A parent remarked, “None of us would be here if our sons already had a decision”,
600 implying that their attendance was driven less by a genuine interest in the workshop and more
601 by the concern that not attending might negatively affect their child’s scholarship prospects.

602 This particular comment and the overall tone of the session caught me somewhat off
603 guard, especially given how well the previous introductory workshops had gone. I left the
604 session feeling that it had not fully achieved its intended purpose: to effectively introduce the
605 program and gain insight into the specific needs of this particular age group. This prompted
606 me to critically reflect on my role as a practitioner in the moment and to question whether I
607 could have approached the situation differently (Huntley et al., 2014).

608 Approximately a week after the session, the scholarship decisions, which were central
609 to much of the tension within the workshop, were formally communicated to parents.
610 Although I had been aware of the uncertainty surrounding these decisions and had
611 incorporated a guest speaker to help address this, I had not realized how imminently the
612 announcements would follow. In hindsight, it became clear that this session had taken place
613 at a time when parental anxiety was likely at its peak. As such, regardless of the planned
614 activities or my efforts to guide the discussion, the emotional and somewhat confrontational
615 environment of the session may have been the unavoidable outcome. This realization led me
616 to consider that in that particular moment, what the parents perhaps needed most was not
617 structured engagement or planned activities but rather the opportunity to express their
618 concerns and seek clarity. Thus, while my initial perception was that the session had not gone
619 well, it is possible that for some parents, the opportunity to voice their anxieties directly to
620 club staff may have provided a sense of relief. It also increased the likelihood that their
621 concerns would be communicated to coaching staff and potentially addressed.

622 This experience highlighted the importance of being aware of the broader academy
623 context, which can significantly influence the effectiveness of a particular session and the
624 wider program. Early career practitioners can easily become solely focused on effectively
625 delivering the services within the scope of their role and adopt rigid practices they may feel
626 comfortable delivering, often overlooking the wider environmental needs and how this may
627 affect service delivery (Fogaça et al., 2023). However, being immersed in, or at least having
628 an understanding of, the ongoing dynamics within the academy is crucial (McDougall et al.,
629 2015). This is particularly important when supporting families during key transitional
630 moments in a child's development, such as scholarship decisions or retain-and-release
631 periods. It also emphasized the importance of being responsive and adaptable to both the
632 emotional and contextual needs of participants (Fogaca et al., 2018), recognizing that not
633 every session will go as planned.

634 **Conclusions**

635 This program illustrates the value of fostering a sense of inclusion among parents
636 within the academy structure. By creating an open and supportive environment, it enabled
637 parents to feel valued, address challenges, and collaboratively explore new perspectives.
638 While some parents did not fully engage with the program, and instances of parental
639 grievances or challenging behaviors persisted throughout the season, the program's success
640 can still be understood on multiple levels. The program's objective success is evident in the
641 consistent opportunities it provided for parents to engage in structured, guided reflection and
642 exploration through regular workshops and supporting resources. By encouraging parents to
643 consider whether their behaviors truly serve their child's best interests and support their
644 overall well-being and development, the program also promoted its more subjective goal of
645 fostering greater self-awareness for parents at the academy. Furthermore, the program played

646 a crucial role in my professional development, particularly my ability to communicate
647 complex topics clearly and facilitate group discussions effectively.

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Appendices

Appendix 1: Cue cards utilized in topic ranking task in workshop 1

Managing emotions, building resilience, and communicating with your child after a 'bad day'.

Involves how to effectively navigate a child's emotional ups and downs, and how to openly communicate and nurture resilience in the face of challenges.

Common questions

What should I say to my child when they are upset after a poor performance?

When is the right time to talk to my child about a bad game?

What can I do to help my child develop resilience in the face of adversity?

Clarity on pathway and scholar decisions.

Involves presenting parents with all the relevant information regarding scholarship decisions and transitioning through the academy.

Common questions

Is there anything my son and I can do to increase his chances of getting a scholarship?

What are my alternative options if my son does not receive a scholarship?

Managing frustrations at games.

Involves understanding how specific sideline behaviours, regardless of parental intentions, can have a profound impact on a child's performance and concentration. Thus, will highlight the positive sideline behaviours that should be encouraged.

Common questions

Does my child notice if I'm relaxed or not on the sidelines when they are playing?

What should I do when I am frustrated on the sidelines at games?

Managing pressure of retain and release.

Presenting an understanding of how to effectively communicate with your child around this sensitive time, and what techniques can be employed to relieve stress around this uncertain time.

Common questions

How do I talk to my child about retain and release without adding additional pressure?

What are the processes behind retain and release decisions?

Importance of a holistic identity

Why cultivating a holistic identity in athletes is crucial for their overall well-being and performance, and how to foster a balanced sense of self that extends beyond your child's footballing achievements.

Common questions

Why is having a holistic identity so important for my child in the long term?

How do I make sure that my son isn't becoming overconsumed by football?

Managing my child's fear of failure and pre-match nerves.

Involves understanding why your child may be afraid of failure and how this can lead to pre-match nerves. Further, what techniques can be incorporated pre-match to help relieve nerves.

Common questions

What can I do to help my child reduce their fears of failure?

Are there any techniques to help my child with pre-match nerves?

Appendix 2: Slides highlighting the importance of assessing child’s receptivity to communication post-game & considerations for the post game debrief.

Always ask an open-ended questions

Assess:

Body Language

Content of conversation

Choice of words

Voice tone and volume

“Do you want to talk about the game”
 “How do you think that went”
 “What did you learn from today's game”
 “What was the coaches feedback”


Slouching, fidgeting, avoiding eye contact

Avoiding question & deflecting

Negative or self-deprecating language

Quiet, mumbled or strained

Active/Reflective listening



If the player is experiencing low self-esteem, consider boosting their spirits with positivity in this moment

Does this need to be said?
 While parents have thoughts and feelings about their child's sport experiences, it is important that addressing them is in your child's best interest.



Does this need to be said by me?
 In most cases the coaches are the most suited to discuss anything that is related to tactical or technical aspects of performance.

Does this need to be said by me right now?
 It is important for parents to consider the timing of their conversations with their children

Appendix 3: Feedback questionnaire to explore experiences and assess effectiveness of program

Thank you for taking the time to fill out our parent care programme questionnaire.

With the programme concluded for this season, we'd love to hear your feedback, which will be invaluable as we look to develop the programme ahead of the 2024/25 season.

Your responses are anonymous and confidential.

- Online Resources

Throughout the season, 5 short pre-recorded resources that looked to provide parents with knowledge, perspectives, and techniques related to pertinent topics in sport parenting were posted on kairos.

How often did you access/view the short pre-recorded resources posted on kairos throughout the season?

Didn't access any of the resources

Accessed some of the resources (between 1-3 of the resources)

Accessed most of the resources (between 4-5 of the resources)

How useful did you find the resources that you accessed?

Very Useful

Somewhat Useful

Not Useful at all

If you didn't access any of the resources, please indicate the most relevant reason for this

Wasn't aware of the resoucrues

Would rather attend in-person workshops

Planned to view the resources but didn't get a chance to look at them

Other

- In-person Workshops

Throughout the season, a number of workshops based on topics covered in the online resources were delivered. If you attended one or more of these workshops, how useful did you find these sessions?

Very Useful

Somewhat Useful

Not useful at all

N/A

If possible can you provide further feedback on your experiences of these sessions?

Further are there any topics that were not covered this season that you would like to be covered in both an online resource and/or a in-person workshop?

To what extent has the parent programme provided you with knowledge and support that has created a more positive and enjoyable experience for you and your child?

Please indicate here (1- not at all/10 - very much so)



To what extent has the parent programme provided you with knowledge and techniques that both you and your child have been able to apply in situations such as pre-game/during game/post-game etc?

Please indicate here (1- not at all/10 - very much so)

