Index

Page numbers with an f or r suffix refer to figures and tables.

3+1C model of coach–athlete relationship 217, 227
7-Day Physical Activity Recall Questionnaire 443, 444

ABCDE meaning-centred strategy 63–64, 67
acceptance
body image 376, 378–379, 380, 381t, 382–383, 384, 387, 389
in client–practitioner relationship 323, 343
focus on 181
of information 160–162
meaning-centred strategy 63, 67
mindfulness training 44, 379, 382–383, 389
mutual acceptance 87
in partnership formation 308
quality of 472
as reward 336
role acceptance 182, 184, 185, 186, 189
self-acceptance 80, 322, 327, 328, 347
social acceptance 322, 328, 362, 397
acquisition of skills see skill acquisition
actualization
self 9, 114, 140, 182, 227, 325, 329, 343
social 322
addiction to exercise see exercise dependence
adolescents with intellectual disability (ID)
see intellectual disability (ID)
affirmation
actions 199, 202
belief and 63
self-affirmation 103
team affirmation exercises 79–83, 89
of team goals and values 185, 187
affordances, theory of 253
agency, definition 83
All Island All Active (AIAA)
aim of 306
case study background 302–303
design thinking approach 308–309, 309t
founding premise 302–303
impact of 309–310
initial needs assessment 303–306
intervention 307–310
membership 304t
platform for integration of exercise promotion initiatives 305, 306f
reflections on case study 310–311
theoretical basis for foundation 307–309
anorexia nervosa see eating disorders
anticipatory skills
anticipation performance assessment 282t
case study background 280–281
eye-movement data 286f
Information Sources theory 285, 314
initial needs assessment 281–286
intervention
action sequence clips presentation 289–290, 289t
feedback 290
instruction method 287–289
off-court practice intervention 287
on-court practice intervention 290–292
overview 287
rationale 287
reflections on case study 292–294
spatial occlusion
action sequence clips presentation 289–290
assessment 285t
example conditions 284f
method 284
paradigm 284
anticipatory skills (continued)

appearance see body image
app apps see smartphone apps
archery 47, 126
arousal
anxiety 126–127
humanistic perspective 140
optimal level 139
performance and 139
reduction 135
stress and 138
athlete and coach, relationship see coach
athlete wellbeing
case study background 316–317
cognitive evaluation theory 321
functioning and wellbeing, simplified continuum 319f
initial needs assessment 317–322
intervention 322–326
PERMA model of wellbeing 324, 329
positive psychology 318, 319f, 323, 324, 328
psychological wellbeing (PWB) 321–322, 324, 327, 328, 340
reflections on case study 326–329
social wellbeing (SocWB) 322, 328
subjective wellbeing (SWB) 321–322, 324, 325, 327
wellbeing, definition 319, 320
autonomy see also mental toughness
definition 202
enhancement of 15–17
perceived loss of 11
sense of, and Basic Psychological Needs Theory (BPNT) 9

ball projection machines, use for skill acquisition 242–245, 247f
Basic Psychological Needs Theory (BPNT) about 9
effectiveness 16
and self-determination theory (SDT) 9, 199
basketball 74
Beck Depression Inventory 462, 471
behaviour change
breast cancer treatment 458–474
body image 385, 387
exercise dependence 452
interpersonal relationships 12

appearance see body image
app apps see smartphone apps
archery 47, 126
arousal
anxiety 126–127
humanistic perspective 140
optimal level 139
performance and 139
reduction 135
stress and 138
athlete and coach, relationship see coach
athlete wellbeing
case study background 316–317
cognitive evaluation theory 321
functioning and wellbeing, simplified continuum 319f
initial needs assessment 317–322
intervention 322–326
PERMA model of wellbeing 324, 329
positive psychology 318, 319f, 323, 324, 328
psychological wellbeing (PWB) 321–322, 324, 327, 328, 340
reflections on case study 326–329
social wellbeing (SocWB) 322, 328
subjective wellbeing (SWB) 321–322, 324, 325, 327
wellbeing, definition 319, 320
autonomy see also mental toughness
definition 202
enhancement of 15–17
perceived loss of 11
sense of, and Basic Psychological Needs Theory (BPNT) 9

ball projection machines, use for skill acquisition 242–245, 247f
Basic Psychological Needs Theory (BPNT) about 9
effectiveness 16
and self-determination theory (SDT) 9, 199
basketball 74
Beck Depression Inventory 462, 471
behaviour change
breast cancer treatment 458–474
body image 385, 387
exercise dependence 452
interpersonal relationships 12

appearance see body image
app apps see smartphone apps
archery 47, 126
arousal
anxiety 126–127
humanistic perspective 140
optimal level 139
performance and 139
reduction 135
stress and 138
athlete and coach, relationship see coach
athlete wellbeing
case study background 316–317
cognitive evaluation theory 321
functioning and wellbeing, simplified continuum 319f
initial needs assessment 317–322
intervention 322–326
PERMA model of wellbeing 324, 329
positive psychology 318, 319f, 323, 324, 328
psychological wellbeing (PWB) 321–322, 324, 327, 328, 340
reflections on case study 326–329
social wellbeing (SocWB) 322, 328
subjective wellbeing (SWB) 321–322, 324, 325, 327
wellbeing, definition 319, 320
autonomy see also mental toughness
definition 202
enhancement of 15–17
perceived loss of 11
sense of, and Basic Psychological Needs Theory (BPNT) 9

ball projection machines, use for skill acquisition 242–245, 247f
Basic Psychological Needs Theory (BPNT) about 9
effectiveness 16
and self-determination theory (SDT) 9, 199
basketball 74
Beck Depression Inventory 462, 471
behaviour change
breast cancer treatment 458–474
body image 385, 387
exercise dependence 452
interpersonal relationships 12
physical activity promotion 302, 304, 305, 308, 309, 310, 410, 411, 420–422, 424, 425, 429, 432
self-concept 347–348
skills acquisition 289, 293
theories 399–402
Theory of Planned Behaviour (TPB) 400, 465
Theory of Reasoned Action (TRA) 465
trans-theoretical model (TTM) 347, 465–466
belief
affirmation and 63
anxiety and 140
awareness of own 343
behaviour and 378
building up of 104, 362
contradictory 376
expectancy and 157
faulty/irrational 9–10, 44, 46, 48, 140, 140, 376
Health Belief Model 465
individual level 348
self-belief 32, 194, 361–363
self-evaluation of 157, 347
shared 27
societal level 348
spiritual 463
systems of 61
belonging, sense of see relatedness
body dysmorphic disorder (BDD) 445–446
body image
acceptance 382–383
alternative approaches 389
appearance behaviours, modification of 386
audit 379
avoidance 384–385
career-ending injury 57
case study background 374
definition 375
feedback from client 386–387
initial needs assessment 375–378
intervention 378–386
journal-keeping 381
mindfulness 382–383
modifying mental mistakes 384
obsessive-compulsive body image disorder 439
origins of negative body image 382
private body talk 383–384
profiling 380, 381
progressive muscular relaxation (PMR) 382–383
questionnaires 380
reflections on case study 386–389
reflective practice 387–388
self-directed programme 379
self-monitoring 387
summary 389
support from social network 385–386
bodybuilding 439
Bodybuilding Dependence Scale (BDS) 443
BPNT see Basic Psychological Needs Theory (BPNT)
breast cancer see women
Bristol Rovers Community Trust (BRCT) see public health lifestyle interventions
bulimia nervosa see eating disorders
cancer treatment, exercise for women see women
‘cancerous’ player behaviour 186–188
canoe slalom 8
career planning, Stambulova’s five-stage strategy 114–119, 121
career termination, characteristics 112
career-ending injury
body image 57
case study background 56–57
initial needs assessment 57–60
intervention 60–67
meaning-centred therapy (MCT) 60, 62, 63
narrative therapies see narratives
physical effects 56–57
psychological effects 57
reflections on case study 67–69
research literature 57–60
self-identity 57
social effects 57
Catastrophe Theory 126–127
CBT see cognitive behavioural therapy (CBT)
chaos narratives see narratives
children see Physical Activities to Improve Children’s Health (PATCH)
client-centred psychology see humanistic psychology
coach
autonomy-supportive see mental toughness
behaviours, supportive 201t, 203f, 204f
coach (continued)

coach–athlete relationship
3+1C model 217, 227
coaching environment see below interpersonal coaching
COMPASS model 217, 227
definition 216
enhancement 79
stress upon 8
team strengths and 27
wellbeing and 322
Coaching Behaviour Recording Form 180
coaching practice questionnaires 196–198, 197
high performance 75, 151, 169, 194
impression management
case study background 150–151
concept of 152
conduct codes, development of 168–169
‘crisis intervention’ model of consultancy 151
expectancies, definition 157
good first impression, planning of 156
Impression Motivation in Sport Questionnaire–Team (IMSQ–T) 169–170
Information Sources theory 156
initial impressions 157
initial needs assessment 151–157, 153
intervention 157–168, 158–159
Performance Behaviour Assessment Tool (PBeAT) 162–164, 163, 171
Performance Behaviour Selection Tool (PBeST) 160–162, 161
reflections on case study 168–171
scenarios 154
self-determination theory (SDT) 164
Self-Presentation in Sport Questionnaire (SPSQ) 170
State Space Grid (SSG) methodology 165–167, 166, 167, 170
strengths categorization activity 155
interpersonal coaching
affective closeness with athletes 228–229
background to case study 216–219
coach–athlete relationship, definition 216
Coach–Athlete Relationship Maintenance Questionnaire (CARM–Q) 219
Coach–Athlete RelaTionship Questionnaire (CART–Q) 219–223
Coaching Behaviour Assessment System (CBAS) 224
coaching environment, assessment of 219–226
cognitive behavioural therapy (CBT) 226–227
communication strategies 223
complementarity between coach and athletes 229
co-orientation and communication, enhancement of 229
expectations contracts, guidelines for development of 231
initial needs assessment 219–226
interpersonal sport coaching (ISC) educational programme 227, 232–233
intervention 226–231
reflections on case study 231–234
summary 235
university setting 218–219
intervention led by 83–85, 89, 200–206
motor skills development, involvement in 265–268
retired athlete as
career termination, characteristics 112
case study background 112–113
impression management see impression management
initial needs assessment 113–114
intervention 114–119
reflections on case study 119–122
Stambulova’s five-stage career planning strategy 114–119, 121
summary 122
transition, definition of 112
role 83, 106, 206
role clarity enhancement and communication autonomy, definition 201
chronic player intervention 186–188
case study background 176–177
Coaching Issues Survey (CIS) 178–180, 179
chronic evaluation theory 184
communication principles 183
Information Sources theory 185
initial needs assessment 177–181
psychological needs thwarting (PNT) 205–206
reflections on case study 188–189
communication enhancement of 17 strategies 223f
COMPASS model of coach–athlete relationship 217, 227
competence and Basic Psychological Needs Theory (BPNT) 9
perceived loss of 11
conduct codes, development of 168–169
conscious processing, theory of 127
consistent performance, factors for 253
consultant see psychologist
cognitive behavioural therapy (CBT)
anxiety control 132, 140
appropriateness of using 17
body image 378–379, 387, 389, 390
children’s exercise promotion 405
coop stress management 182
congruence with other therapies 32
considerations for use of 19
exercise dependence 446, 449, 451, 452, 453
humanistic psychology and 9
impression management 152, 157–158, 169
interpersonal coaching 226–227
long-term behaviour change 464
and meaning-centred therapy (MCT) 61
motor skills acquisition 265
post-injury return to sport 99, 103
sleep enhancement 46, 48
team strengths enhancement 28
transition from performing to coaching 114
cognitive evaluation theory 138, 184, 321
cognitive failure, theory of 127
cognitive psychology and humanistic psychology 9–10, 28
cognitive restructuring
rumination 44–45, 47–48
sleep enhancement 48
cognitive therapy
decision to use 49
psychoanalytic therapies distinguished 48
sleep enhancement 46, 47–48
social cognitive theory (SCT) 401, 405, 406f
collective efficacy, definition 27
commitment see motivation
communal needs, definition 83
decision-making capability, need for 8
depression see also anxiety; stress
Beck Depression Inventory 462, 471
diagnosis 446, 452
experience of 57, 61, 63, 112, 438, 441
increase in 458, 459
issue of 5
measurement of 461, 462
reduction 44, 396
rumination and 43
sleep and 45–46
‘depressive brooding’ 43
design thinking 308–309, 309t
difficult relationships see relationship management
dissimilar goals, problem of 14
diving 245
Drive for Thinness (DFT) Scale of the Eating Disorder Inventory-2 444
dyadic analysis
BPNT and 16
of relationship functioning 9
eating disorders
body image 378, 383, 389
Eating Disorders Inventory-2 (EDI-2) 443
exercise dependence 443–445, 447–450
narrative exposure therapy (NET) 66
self-concept 335
EIS see English Institute of Sport (EIS)
empathy
conveyance of 97, 187, 205, 343
design thinking approach 308
effects of lack of 14–15
enhancement of 13, 15, 25, 83, 152
lack of 74
non-verbal 64
purpose of 449
quality of 229, 233, 308, 323, 376
and self-awareness 347
understanding and 220–221, 222f, 223f
value of 472
English Institute of Sport (EIS)
applied practice framework 28
sport science support from 23
error signals, effect on learning 274t
exercise
benefits of 356, 418
and body image see body image
and children’s health 396–397
enjoyment 345
gender differences in motivation 439
lack of physical activity, health issues 418
meaningfulness 345
negative associations and attitudes 336–337, 358
pleasure-based approach 345
physical activity, definition 303, 334
physical-activity care pathways 426, 429, 430, 431, 432
Physical Activity Readiness Questionnaire (PAR-Q) 429
promotion
in Ireland see All Island All Active (AIAA)
lifestyle interventions see public health lifestyle interventions
Toronto Physical Activity Charter, 2010 302
regime, principles for development of 344–346
self-choice 345
and self-concept see self-concept
self-pacing 344–345
self-selection of components 345
sleep and 340
Sport and Exercise Pedagogy (SEP),
definition 304–305
exercise dependence
7-Day Physical Activity Recall Questionnaire 443, 444
body dysmorphic disorder (BDD) 445–446
Bodybuilding Dependence Scale (BDS) 443
case study background 438–442
definition 438
Drive for Thinness (DFT) Scale of the Eating Disorders Inventory-2 444
eating disorder and 443–445, 447–450
Eating Disorders Inventory-2 (EDI-2) 443
Exercise Addiction Inventory (EAI) 443
Exercise Dependence Scale (EDS) 438, 442, 444
future research 453
gender differences in motivation to
exercise 439
initial needs assessment 442–444
intervention 445–450
muscle dysmorphia 439
Muscle Dysmorphia Inventory (MDI) 443
obsessive-compulsive body image
disorder 438, 439, 451–452
primary and secondary dependence 444
reflections on case study 451–453
stages of progression to 441
expectancies 157
expressive writing see narratives
eye-movement data 286f
Fans4Life programme 424–430, 427f
film clips, use in training 289–290
focus groups 130, 358, 366, 398, 463, 464, 473
football 38, 150
friendship
‘getting back’, perception of 16
stresses on 8
worries over loss of 11
gender
differences in motivation 439
and self-concept 336–337
General Causality Orientations Scale 196
Gibbs cycle of self-reflection 85–86, 86f
goals
examples 102
setting 101, 138
similar and dissimilar 14
golf 38
group exercises 339, 460, 464, 466, 468, 470, 472
group functioning see personality and group functioning
group sessions 468, 473
group therapy 473

happiness
enhancement strategies 325
goal monitoring and 14
humanistic psychology 59, 322–323
measurement 429
relatedness and 16, 19
stress management and 69
success and 317
Health Belief Model 465
heeelflips, mastering see motor skills development
helplessness, feeling of 8

high performance
consistency 253
skill acquisition see skill acquisition

high performance centre (HPC)
intervention 29, 32
needs assessment 26–27
synchronized swimming 23

high performance coaching see coach

high performance programmes, skill acquisition
see skill acquisition

high performance sport, athlete wellbeing see athlete wellbeing

humanistic psychology
about 9
anxiety control 131–132, 135, 140
athlete wellbeing 317, 318, 322–323, 326, 327, 328, 329
career-ending see career-ending injury
career-ending injury
coaching 285, 314
impression management see coach
'impaired disengagement' theory 44
impression motivation see motivation
initial needs assessment see needs assessment

insights Group Ltd
colour preferences, personality characteristics
associated with 24

discovery profile 24, 30, 32, 33
discovery tool 23–28, 32
Jungian theory 23, 28
personality preference measure 23, 26
personality preference profiles, sharing of 24–25

intellectual disability (ID)
adolescents with ID
fitness and health issues 356
initial assessment of PE skills 359–360
PE experiences 358
PE teachers' perspectives 358–359
effectiveness 18–19
happiness and 59, 322–323
interpersonal coaching and 226–227
and meaning-centred therapy (MCT) 60, 62, 67–68
mental toughness development 200
narcissism 79
post-injury return to sport 99, 103
self-concept and 334–348
stress management 60
transition from performing to coaching 114
ideal self, concept of 158
identity, sense of see self-concept
imagination, use in injury interventions 102–103
'impaired disengagement' theory 44
intellectual disability (ID) (continued)

cardiovascular endurance measurement 364–365

case study background 356–357

coordination measurement 365–366

fitness measurement 364

fitness test

circuit protocol 360f

circuit training session 366

compliance 367–369

compliance level 368–369

elements 364–366

improvements to protocol 369–370

initial assessment of PE skills 359–360

pilot study on suitability 366–367

preparatory session 367

proforma 367–368

speed and coordination test 360f

verbal encouragement of participants 368

warm-up session 366

flexibility measurement 365

initial needs assessment 357–361

muscular endurance measurement 365

participation in PE, benefits of 363–364

self-determination theory (SDT) 362–363

self-efficacy theory 361–362

speed measurement 365–366

interpersonal coaching see coach

interpersonal sport coaching (ISC) educational programme 227, 232–233

intrinsic motivation see motivation

Ireland see All Island All Active (AIAA)

journal-keeping 388

Jungian theory 23, 28, 39

learning design, issues as to 251

learning new skills see anticipatory skills; motor skills development; skill acquisition

learning-disabled adolescents see intellectual disability (ID)

Let’s Get Moving physical-activity care pathway 426, 427f, 430

life-stories see narratives

lifestyle interventions see public health lifestyle interventions

logotherapy 60–61, 62

London Olympic Games see Olympic Games 2012

McAdams life-story interview 64–65

meaning-centred therapy (MCT) 60–64, 67–68

mental toughness

athletes’ perceptions of needs-supportive coaching environments 208–211

autonomy, definition 202

autonomy-supportive coaching approaches 201f

case study background 194–195

coach-centred intervention 200–206, 203f, 204f

controlled orientations 196

definition of 195–196

General Causality Orientations Scale 196

initial needs assessment 196–198

intervention 198–206

introduction 194

mental toughness programmes, evaluation of 198–199

reflections on case study 206–211

self-determination theory (SDT) 199–200

summary 211

mindfulness

quality of 323, 326

training

about 44

acceptance, process of 44, 379, 382–383, 389

body image therapy 382–383, 389

cognitive-behavioural intervention compared 378

‘thought suppression’ distinguished 44

use of 49–50

motivation

capacity 387

commitment and 217

communication and 183, 221, 223f, 226f

competence for 170, 399, 400

core of 451

enhancement 9, 14, 15, 16, 18, 19, 67, 94,

101–104, 106, 126, 130, 138, 184, 199, 201t,

217–218, 230, 346, 359, 366, 368, 423, 424,

427, 429, 465, 466

environments 196, 230

gender difference 439

goal-setting and 138

harnessing of 84

impression motivation 152, 169–170

intrinsic 138, 206, 343, 400–401, 429
INDEX 487

level of  24, 39, 41, 159, 169, 233, 362, 401, 424, 432, 466
loss  8, 10, 11, 12, 308, 337, 385, 459, 470
motivational interviewing  427, 429–430, 446, 452, 453
orientations  197t, 200, 206, 207
process of  459
quality of  42
self and  336, 347
self-determination theory (SDT)  362, 400–401
self-talk and  103
stress and  159
understanding of  179t, 196, 398
motor skills development
  case study background  262–264
  coach, involvement of  265–268
  contextual interference (CI) effect  270
  error signals, effect on learning  274t
  heelflip, stages of  263
  initial needs assessment  264–265
  intervention  265
motor system
  practice environment changes, effects of  267
  simplified schematic  266
  practice, enhancement of effectiveness  269–271
reflections on case study  272–275
skill difficulty reduction  271–272
video feedback and demonstrations, use of  267–268
motor system
  practice environment changes, effects of  267
  simplified schematic  266
movement pattern variability  253–257
multidisciplinary approach to practice  25–26, 34, 194, 198, 302, 305, 310, 396, 424–425
multiple deprivation, indices of (IMD)  420
Muscle Dysmorphia Inventory (MDI)  443
mutual acceptance see acceptance
mutual understanding see empathy
Myers-Briggs Type Indicator (MBTI)
  personality preferences  40t
  personality types  39–41, 39f
  process  41
narcissism
  about  74
  characteristics  75, 79, 82, 83, 87
  consultant’s understanding  86
  Grandiose Narcissism Scale  78
  interventions  83, 88–89
  leadership and  84
  Narcissistic Personality Inventory (NPI)  78–79
narratives
  about  58
  advantages of using  68–69
  chaos narratives  58–59
  expressive writing
    homework  67
    instructions for  66
    suggested uses  68
  life-story interview  64–66
  meaning-centred therapy (MCT)  62–64
  meaning-making  67
  narrative exposure therapy (NET)  63, 64, 66–67
  quest narratives  58–59, 63
  restitution narratives  58, 60
  types  57
  use of  326
  women’s  473
need satisfaction see psychological need satisfaction; self-determination theory (SDT)
needs assessment
  components of  26
  and contextual intelligence  25–26
  purpose of  422
obsessive-compulsive disorders  42, 438, 439, 451–452
occlusion, temporal and spatial  282–285, 289–290
Olympic Games 2012  22, 27, 28, 32
one-to-one meetings
  non-use of  19, 187, 310
  use of  10, 12, 39, 41, 42, 48, 76, 77, 78, 114, 127, 188, 230, 341, 348, 427, 463, 470
‘over-thinking’
  about  43–45
  effects  38
rumination see rumination
partnership, stresses on  
PDMS see Personal-Disclosure Mutual-Sharing (PDMS)
PE see physical education (PE) in schools
perception see cognitive functioning
perception–action coupling 242–245
performance
and sleep quality 50
team performance profiling 75–77
Performance Behaviour Assessment Tool (PBeAT) 162–164, 163t
Performance Behaviour Selection Tool (PBeST) 160–162, 161t
performance under pressure
case study background 38
contextual intelligence 39
initial needs assessment 39–45
intervention 45–48
mental game performance, key areas 41, 42t
one-to-one discussion with client 39
‘over-thinking’ see ‘over-thinking’
personality assessment see Myer-Briggs Type Indicator (MBti)
reflections on case study 49–50
rumination see rumination
strengths-based approach to intervention 41
PERMA model of wellbeing 324, 329
Personal-Disclosure Mutual-Sharing (PDMS) 13, 80, 89
personality and group functioning
case study background 74–75
initial needs assessment
action plan 87
analysis of 87
conclusion as to 87
consultant’s feelings about 86–87
description of 86
evaluation of 87
observations 78–79
one-to-one meetings 77–78
reflections on 86–88
team performance profile 75–77, 85f
intervention
coach-led intervention 83–85, 89
feedback methods 84
framework 79
ice-breaker activity 80, 88–89
personal disclosure mutual-sharing (PDMS) approach 80, 89
reflections on 88–89
self-enhancement opportunities in training 84
self-reflection methods 85–86
Sport Psychology Consultant Evaluation Form 87–88
team affirmations exercise 82–83, 89
team pictionary 81–82, 89
‘team player of the month’ award 84
team review process 84
team’s understanding of individual differences 79–83
introduction 74
narcissism see narcissism
reflections on case study 85–89
summary 89
personality profiling see Insights Group Ltd
Physical Activities to Improve Children’s Health (PATCH)
activity examples 407f
case study background 396–397
choice of behaviour-change theory 399–402
consistency of intervention delivery 403–404
ethics of physical activity research with children 402–403
evaluation of 404
initial needs assessment 398–405
intervention 405–409
measurement of 404
parent newsletter example 408f
participant flow through study 409f
physical activity and children’s health 396–397
pilot testing 404–405
programme outcome assessment 410–411
rationale for school-based interventions 398–399
recruitment of schools to PATCH 402
reflections on case study 409–411
social cognitive theory (SCT) 401, 405, 406f
study outcome measures 409f
physical activity see exercise
physical education (PE) in schools
adolescents with intellectual disability (ID) see intellectual disability (ID)
programme design see Physical Activities to Improve Children’s Health (PATCH)
Physical Self-Description Questionnaire  340, 347, 348
PMR see progressive muscular relaxation (PMR)
Positive and Negative Affect Scale (PANAS)  462
positive psychology
  influence of 28
  meaning-making 60–61, 63, 67–68
  physical activity promotion 305
  strengths-based approach 28, 30, 60, 155, 158
  wellbeing and 318, 319f, 323, 324, 328
poster design and development 29–32, 31f
practice see training
practitioner see psychologist
Premier League Health (PLH) programme 421
professional sports clubs and public health
  promotion see public health lifestyle interventions
progressive muscular relaxation (PMR) 132, 134–137, 139–140, 382–383
psychological need satisfaction
  athletes’ perceptions of needs-supportive coaching environments 208–211
  coaching behaviours that support 201t
  low level of, distinguished from PNT 9
  prerequisites for, identification of 13
  strength of needs, differences in 13
psychological need thwarting (PNT)
  about 9
  coaching environments 205–206
  low level of psychological need satisfaction, difference to 9
psychological types, Jung’s theory of 39
psychological wellbeing (PWB) 321–322, 324, 327, 328, 340
psychologist
  feelings about assignment 86–87
  key characteristics and qualities 178
  professional codes of ethics and conduct 178
  relationship with client, definition 178
  role 160, 227, 235, 310, 321, 348, 450, 452
  self-reflection 137–139
Sport Psychology Consultant Evaluation Form 87–88, 171
public health lifestyle interventions
  case study background 418–420
  collaborative approach 428
  exercise, benefits of 418
Fans4Life programme 424–430, 427f
indices of multiple deprivation (IMD) 420
initial needs assessment 420–424
intervention 424–427
lack of physical activity, health issues 418
Let’s Get Moving physical-activity care pathway 426, 427f, 430
multidisciplinary approaches 425
physical-activity care pathways 426, 429, 430, 431, 432
Physical Activity Readiness Questionnaire (PAR-Q) 429
Premier League Health (PLH) programme 421
recruitment of programme participants 428–431
reflections on case study 431–432
smartphone apps, use of 424
social deprivation and 419–420
Social Determinants of Health model (SDH) 425f
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) 429
qualitative and quantitative research
  distinction 422
  integration (mixed-methods research) 422–423
quest narratives see narratives questionnaires
  7-Day Physical Activity Recall Questionnaire 443, 444
  body image 380
  Coach–Athlete Relationship Maintenance Questionnaire (CARM-Q) 219
  Coach–Athlete RelaTionship Questionnaire (CART-Q) 219–223
  coaching practice questionnaires 196–198, 197t
  Impression Motivation in Sport Questionnaire-Team (IMSQ-T) 169–170
  Physical Self-Description Questionnaire 340, 347, 348
  Self-Presentation in Sport Questionnaire (SPSQ) 170
racket sports 280
‘RAG rating’ (red, amber, green) 14, 15, 18
Rational Emotive Behaviour Therapy (REBT) 9, 140
‘reflective pondering’ 43
reflective practice see self-reflection
reflective psychology see humanistic psychology
reinvestment theory 127, 139
relatedness
  Basic Psychological Needs Theory (BPNT) 9
  enhancement of 15–16
  perceived loss of 11
relationship functioning, dyadic analysis of 9
relationship management
  background to case study 8–9
  communication, enhancement of 17
  dissimilar goals, problem of 14
  initial needs assessment 9–13
  intervention 13–16
  planning of intervention 17
  reflections on case study 16–19
  results of intervention 16
  similar goals, benefits of 14
  team meetings 12–16
relaxation training for sleep enhancement 46
representative design 243, 251, 252
research see qualitative and quantitative research
response styles theory (RST) 43
restitution narratives see narratives
retired athlete as coach see coach
return to sport after injury
  case study background 94–96
  goal-setting 101–102
  imagery, use of 102–103
  initial needs assessment 96–99
  intervention 99–104
  reflections on case study 104–106
  self-talk 103
  simulation training 101–102
  Skilled Helper Model of consultation 97–100, 98f
rhythmic gymnastics 22
’re role’, definition 183–184
Role Episode Model 184
role-play 119, 158t, 162, 163t, 171, 227
rowing 194
RST see response styles theory (RST)
rugby union 56, 94, 216
rumination
  avoidance 66, 470
  case study background 38
  characteristics 42, 43–44
  cognitive restructuring 44–45, 47–48
‘depressive brooding’ 43
  effects 38, 43–44
‘impaired disengagement’ theory 44
  intervention 42–43, 45–48
  journal-keeping and 388
  mindfulness training 44
  reflections on case study 49–50
  ‘reflective pondering’ 43
  ‘response styles’ theory (RST) 43
  sleep enhancement 45–47
  treatment 44–45
  Wisconsin Card Sorting Test (WCST) 44
school PE
  adolescents with intellectual disability (ID) see
    intellectual disability (ID)
    programme design see Physical Activities to
    Improve Children’s Health (PATCH)
  self, ideal 158
  self-acceptance see acceptance
  self-actualization 9, 114, 140, 182, 227, 325, 329, 343
  self-awareness theory 127
  self-belief see belief
  self-concept
    case study background 334–337
    eudaimonic and hedonic theories 322
    exercise regime, principles for development
    of 344–346
    gender and 336–337
    humanistic approach 343
    initial needs assessment 337–341
    integrated model 322
    intervention 341–346
    Physical Self-Description Questionnaire 340, 347, 348
    reflections on case study 346–348
    self-enhancement as goal 344
    self-objectification 335–336
    social constructionism and 342–343
    ‘sporty type’ 334, 336, 470
    summary 348
    theory of 336
  self-dependence see autonomy
  self-determination theory (SDT)
    and Basic Psychological Needs Theory (BPNT) 9, 199
    definition of 400
fundamental needs 164, 199, 207
impression management 164
mental toughness and 199–200, 202, 205, 207, 211
research 200
self-motivation see motivation
self-presentation concept 152
self-reflection
  excessive see 'over-thinking'; rumination
  Gibbs cycle 85–86, 86f
  methods 85–86
  reflective practice 137–139, 387–388
self-reporting during training 248–249
self-talk 103
SEP see Sport and Exercise Pedagogy (SEP)
similar goals, benefits of 14
skateboarding 262
skill acquisition see also anticipatory skills; motor
  skills development
affordances, theory of 253
  ball projection machines, use of 242–245, 247f
  case study background 242–249
  changes to practice styles 245–249
  choice of interventions 249–251
  high performance, consistency 253
Information Sources theory 251, 252, 253, 254–255
intervention 249–252
learning design issues 251
movement pattern variability 253–257
perception-action coupling 242–245
reflections on case study 252–257
representative design 243, 251, 252
self-reporting during training 248–249
skill difficulty reduction 271–272
Skilled Helper Model of consultation 97–100, 98f
sleep
  cognitive therapies 46, 47–48
  enhancement 45–47
  exercise and 340
  importance for sporting performance 50
  'over-thinking', effect of 38, 43
  progressive muscular relaxation (PMR) 135–136
  for recovery 206
  relaxation training 46
  restriction therapy 46
  rumination, effect of 42–43
sleep hygiene education 46–47
stimulus control 46
therapies 46
smartphone apps, motivational use of 424
soccer see football
social acceptance see acceptance
social actualization 322
social cognitive theory (SCT) 401, 405, 406f
social constructionism, self-concept and 342–343
social deprivation, health and 419–420
Social Determinants of Health model (SDH) 425f
social wellbeing (SocWB) 322, 328
Solution Focused Therapy (SFT) 10, 14
somatic anxiety see anxiety
spatial occlusion
  action sequence clips presentation 289–290
  assessment 285t
  example conditions 284f
  method 284
  paradigm 284
Sport and Exercise Pedagogy (SEP),
  definition 304–305
sport and exercise psychology see also exercise;
  motor learning and control; performance
  applied practice within 5
  introduction 4–5
  multidisciplinary approach 25–26, 34, 194, 198,
  302, 305, 310, 396, 424–425
  overview of present study 5–6
  part-time approach to service delivery 26
  ‘reality check’ for achievable level of
  service 33f
Sport Psychology Consultant Evaluation
  Form 87–88, 171
sports clubs and public health promotion see public
  health lifestyle interventions
'sporty type' 334, 336, 470
springboard diving 245
Stambulova’s five-stage career planning
  strategy 114–119, 121
State Space Grid (SSG) methodology 165–167,
  166f, 167f, 170
strategic planning, Wisconsin Card Sorting Test
  (WCST) 44
strengths categorization 155f
strengths-based approach to training see team
  strengths
stress see also anxiety; depression
appraisal and attribution 62
arousal and 138
of competition 8
education on 430, 432
effects on performance 286
experience of 57, 68, 156, 177–178, 181, 256
increase in 44, 159
issue of 39, 42
level of 115, 116
management of 60, 68, 133, 169, 176–189, 198, 287, 290, 451
measurement of 178–180
perception of 140
reaction to 452
reduction 340, 363
on relationships 8, 136
responses to 57, 139
simulation of 133–134
understanding of 41, 69
stress fractures 444, 448
subjective wellbeing (SWB) 321–322, 324, 325, 327
success and happiness 317
synchronized swimming
about 22–23
assessment findings 26–27
case study background 22
contextual intelligence 25–26
EIS sport science support 23
high performance centre see high performance centre (HPC)
judging criteria see high performance centre (HPC)
strengths-based intervention see team strengths
WCPP see World Class Performance Programme (WCPP)
team affirmation see affirmation
team building see relationship management
team meetings
benefits for team building 12
effectiveness 18
feedback into 189
leadership of 185
observation during 223
‘RAG rating’ (red, amber, green), use of 14, 15, 18
relationship building 12–16
structure of 14
after training sessions 205
team performance profiling 75–77
team strengths
case study background 22–23
collective efficacy, enhancement of 27
exemplar strengths poster 31f
initial needs assessment 23–27
intervention
availability during competition 34
congruence between theory and practice 32–33
description of 28–32
part-time approach to 33–34
personality profiling, impact on service delivery 33
positive psychology approaches 28
poster 29–32, 31f
strengths-based approach to training 22, 27, 31–32
theoretical framework for intervention 28
temporal occlusion
action sequence clips presentation 289–290
assessment 283f
example conditions 282f
method 283
tennis 280
Test of Performance Strategies (TOPS) 131
Theory of Planned Behaviour (TPB) 400, 465
Theory of Reasoned Action (TRA) 465
‘thought suppression’ and mindfulness training distinguished 44
Toronto Physical Activity Charter, 2010 302
training
centralized approach 25
enhancement of effectiveness 269–271
strengths-based approach 27
styles, changes to 245–249
trans-theoretical model of behaviour change (TTM) 347, 465–466
triathlon 440
university coaching environment 218–219
video clips, use in training 267–268, 289–290
visual anticipation skills see anticipatory skills
visual search behaviour 285–286
Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) 429

WCPP see World Class Performance Programme (WCPP)

weightlifting 438

wellbeing see athlete wellbeing

Wisconsin Card Sorting Test (WCST) 44

women

body image see body image

breast cancer and exercise

behaviour change weekly tutorial 467t

behaviour-change framework 464–465

breast cancer treatments 458

case study background 458–460

consultation approach 466–468, 468t

control group allocation 468

exercise intervention 466

follow up studies 470

group behaviour-change intervention 466–468

Health Belief Model 465

intervention 464–471

non-participation in study group, reasons for 460t

participant recruitment and selection 460–464

Positive and Negative Affect Scale (PANAS) 462

quantitative assessments of study group 472

reflections on case study 471–474

Theory of Planned Behaviour (TPB) 465

Theory of Reasoned Action (TRA) 465

trans-theoretical model of behaviour change (TTM) 465–466

exercise dependence 439

health-promotion interventions, involvement in 421, 431

narratives 473

overweight/obese 418, 420

rhythmic gymnastics 22

rowing 194

self-concept see self-concept

synchronized swimming 22

university rugby 216

women-only classes, preference for 423


World Class Performance Programme (WCPP)

centralized training approach 25

contextual intelligence 26, 27

intervention 28–30, 32

needs assessment 24, 26

psychologist’s work with 33, 34

synchronized swimming 23

YouTube videos, use in training 268