European Master’s Studies in “Sport and Exercise Psychology”
Intensive Course - Trikala 2016

Manual
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**Evaluation of the 2016 Intensive Course**

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Dear students:

Welcome to Trikala, Greece! 20 years after the first Intensive Course (IC) of the European Masters in Sport and Exercise Psychology that took place in Leuven, Belgium, we are very pleased to host in Trikala this historic IC of one of the oldest ever networks of Master’s programs of European universities. We will do our very best to provide the same level of satisfaction to you with the satisfaction that our network offered to an entire generation of European Sport Psychologists. It was this high level of students’ satisfaction that sustained alive this historic IC for 20 continuous years. As always, the high standards of the IC are due to the enthusiasm and volunteerism of the lecturers of this network. The main motive of these lecturers is to sustain alive the spirit of continuous development of European Sport Psychology and to disseminate this enthusiasm and spirit to the youngest generation of European sport psychologists, that is, to you!

Since its beginning and until the organization of the last IC in Rome in 2014, the European Commission was covering an important portion of the costs of this program. This is the first year that the organization of this intensive course is entirely self-financed by you and very much financed by our universities. Hence, we are more than pleased to note that despite this challenge and all the financial difficulties that Greece and the rest of Europe face, this year the largest ever number of students participated in this course! This is the biggest boost to all teachers of this IC to continue its organization for the next several years. Thank you very much!

We organized the same IC in Trikala in 2007. Some of the current lecturers in the 2016 IC were its students in 2007! Similarly, we believe that some of you will be our colleagues who will teach to the same course few years later. This course is at our heart and we are sure that it will
remain at your hearts too. We believe that over the years it has helped all of us to develop a young profession and a scientific association in Europe which has a truly European identity; an identity that harmoniously integrates the diverse experiences of all of us who live, study, teach and apply sport and exercise psychology in this continent. We welcome you to join the alumni of graduates of the European Masters in Sport and Exercise Psychology and the European associations of sport and exercise psychology: FEPSAC (European Federation of Sport Psychology) and ENNYSP (European Network of Young Specialists in Sport Psychology). Our international non-European students can also join these associations, as well as the International Society of Sport Psychology (ISSP) which organizes its next World Congress in Seville, Spain, in 2017.

We, the lecturers at the University of Thessaly, are more than pleased to host all of you in our School, which holds a truly international Master’s program in Sport and Exercise psychology. We very much hope to sustain this IC alive, to organize it in Trikala soon again and to offer you an opportunity to visit us again in the future!

Thank you very much for coming to Trikala! Enjoy our IC and our beautiful small town!

Trikala, 25 January, 2016

Athanasios Papaioannou
Professor of Sport Psychology
Director of the 2016 Intensive Course of the European Master’s in Sport and Exercise Psychology
Welcome to Trikala, Greece

The best way to know the region of Thessaly, Trikala and famous rocks of Meteora, at a first glance, is to go on the following website where you can find general information: http://www.meteorabooking.gr/trikala/tourism/shared/index.jsp?context=1501

Trikala

The region of Trikala has been populated since the prehistoric years and the first evidence of life in the cavern of Theopetra dates since 49,000 B.C. Also, Neolithic settlements have been discovered since 6,000 B.C in Megalo Kefalovryso and other localities.

The city of Trikala is built on the ancient city Trikka or Trikki, which was founded around the 3rd Millennium B.C. and was named by the nymph Trikki, daughter of Penaeus or by the Asopos River.

The city was an important centre of antiquity, since Asklipios lived here and acted, who today constitutes the emblem of the municipality of Trikala and was also the king of the city.

Built in the Thessalian plain, the city of Trikala is a unique destination for those who want to enjoy an unusual natural beauty. Asklipios, the eminent doctor of antiquity, was born here and practiced medicine.

The picturesque river Lithaios that is also tributary of Penaeus, according to the mythology was the son of Oblivion. It flows through Trikala, giving an enchanting atmosphere. The bridges that link the two banks of the river are many, but the most beautiful is the central bridge, that was manufactured in 1886 in France.
Meteora

The geological phenomenon of Meteora constitutes a world attraction and a unique monument of nature.

In central Greece and particularly in the north-western department of Thessaly, gigantic rocks create a unique spectacle in the world.

The phenomenon of the rocks is not reported neither in Mythology nor by some Greek or foreigner historian. For thousands of years the historians and geologists are occupied with the formulation of these rocks, developing various theories.

The prevailing theory is from the German geologist Filipson, who came to Greece towards the end of the 19th century. According to his theory one the estuaries of a big river were in this region and for millions of years it was covered by a narrow and deep marine department. The waters of the river brought various materials and stones that were transported by the waters from more northern departments of the original central Europe. From the accumulation of these materials deltaic cones were formulated.

25-30 million years ago, after the geological changes that took place during the centuries, the central department of current Greece rised and the region of Thessaly sank, which formed a lake. Afterwards the opening of the Tempi was created, as a result the waters poured in the current Aegean Sea and the Thessalian plain emerged.

During the tertiary period of the Alpine folds, the compact volumes of the rocks detached from the mountain range of Pindos and over the centuries the Valley of the river Penaeus was created. With the continuous erosion due to the wind and rain, as well as by other geological changes, these rocks in the passage of million years took their current form.
University History

The University of Thessaly was founded in 1984 and has elected the first Rectorate Board in 1998. Its administrative and academic centre is in the city of Volos.

In order to serve the needs of the region of Thessaly, its first Departments were based on agricultural, educational and technological sciences. In its initial phase of organization and operation there have been eight Departments, seven of them in Volos and one, the School of Medicine, in Larissa. Since 1984 and onwards the University of Thessaly has been gradually growing with new Departments in the four biggest cities of the region of Thessaly, Volos, Larissa, Trikala and Karditsa. Its present academic structure consists of sixteen (16) Departments, four (4) Faculties and they were all founded by the end of 2000-01.

The main mission of the University of Thessaly is the promotion of scientific knowledge through research and the contribution to the cultural and economic development of the local community and wider society. It is known for its excellent research performance and
outstanding scientific achievements, in accordance with the international standards. The excellent equipped Laboratories of the different Departments and Research Units have a number of well-trained researchers to support them. The members of the academic and research staff participate in European research networks and numerous innovative research projects in the EC.

Emphasis is also given on the bond between the University of Thessaly and the local society. This bond is further supported by the operation of the University Hospital of Larissa which covers the medical needs of the whole region of Thessaly. The University brings also students in contact with the labour market through its Career Office, and it encourages a great deal of social activities and public lectures on various issues held by qualified academic staff. Since May 2009 there has also been a significant cooperation between the University and the National Radio of Volos for the organization of radio broadcasts, which have a main impact in the local and wider society.

Student life in the University of Thessaly is also rather intense. The students have established well-organised associations which are highly active in the fields of sports and culture.

Today the University of Thessaly has 9,647 undergraduate students, 1,471 postgraduate students and 1,148 PhD students. It also has 560 members of teaching and research staff, 98 members of teaching staff with a temporary teaching contract, 308 members of administrative staff and 57 members of Special Technical Laboratory Staff. It is a University with its own identity and with a prominent position in our national educational system, known for its quality in teaching, research, human resources, spirit of cooperation at all levels and a dynamic presence in the society.
The Department of Physical Education and Sport Science (TEFAA UTH) was established in 1984 and the first students were admitted in the Academic year 1994-1995. The Department is located in Trikala. Initially housed in the Matsopoulos Park facilities, it has moved to the new Karyes campus on July 1999.

Four-year studies in the Department lead to a Degree in Physical Education and Sport Science qualifying its graduates to teach in all levels of Education. The focus of the studies is primarily on outdoor activities and sports which are greatly favoured by the surroundings of Trikala, such as: skiing, in the Skiing Center of Pertouli, mountaineering on Mount Pindos, climbing in the Meteora Rocks, rafting in River Aspropotamos, and rowing in Lake Plastira.

Faculty Administration
Dean: Professor Yiannis KOUTEDAKIS
Members of the Faculty Committee
Professor Athanasios PAPAIOANNOU
Professor Athanasios JAMURTAS
Associate Professor Giannis GIAKAS
How to reach the University from Athens or Thessaloniki

Airports

Athens International Airport "Eleftherios Venizelos"
PUBLIC TRANSPORTATION: HERE

THESSALONIKI AIRPORT "MAKEDONIA"
PUBLIC TRANSPORTATION:
By bus (bus number 78):
The duration of the bus ride is 45 minutes.
The bus service runs every half an hour.
Single fare is 0,60 euro | Phone no. : 185
By taxi:
Taxi fare from the airport to the city center is approximately 12 - 15euro.
Radiotaxi | Phone no.: +30 2310- 550500, 214900, 546522, 551525, 866866, 525000.

Bus

Bus Station “KTEL” - http://www.ktel-trikala.gr

ATHENS: (+30) 210 8311434
THESSALONIKI: (+30) 2310 595405
TRIKALA: (+30) 24310 73130
TOURIST OFFICE: (+30) 24310 73137  e-mail: kteltrik@otenet.gr

Bus Routes

Athens-Trikala
Bus station in Athens: 260 LIOSION STR.
From the airport you can take the city bus number X-93 to “Liosion street” or a taxi
Info’s: +30 210 8311434

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**Trikala-Athens**
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- TOURIST OFFICE (+30) 24310 73137 e-mail: kteltrik@otenet.gr

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**THESSALONIKI**
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**Athens: “Larissis” train Station**
Please visit the site for more information. The word “Palaeofarsalos” on the train routes is a stopover. Attention: check that you are in the proper wagon!

**Thessaloniki: New Railway Station of Thessaloniki**
28 Monastiriou Street, Thessaloniki, Greece
Currently the only means of transportation to and from the New Railway Station are the public bus services of the Thessaloniki Urban Transport Organization (OASTH) and by hiring a private taxi.
Line 78 of OASTH connects the railway station with Macedonia InterCity Bus Terminal (KTEL) and Macedonia International Airport.

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**Taxi**

**Trikala:** 24310-33111 & 24310-22111
**Athens:** (210) 9217942, Akropolis taxi (210) 8695000, Alfa taxi (210) 3451200, Appolon taxi (210) 3636508, Asteras taxi (210) 6144000 – 18288, Eshilos taxi (210) 5551030 etc

**Thessaloniki:**
TAXI TRANSFERS THESSALONIKI: tel 2310453787

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**How to Come to the Department**

During the IC 2016 classes, the transport from the hotel to the School of Physical Education & Sport Science and back will be conducted with our school bus (without any financial cost).
There will be two bus routes: One route every morning at around 8:00 a.m. from the hotel to the school and every afternoon at around 18:00 p.m. (after the end of the afternoon classes) from the school back to the hotel.

**Other city transport options**
The Department is 4Km from Trikala city centre (in the area of Karyes). Follow the road towards the city of Karditsa and turn right to the traffic lights towards Megala Kalyvia (Trikala circular - Periferiakos Trikalon).

**Taxi**:
Trikala: 24310-33111 & 24310-22111
Cost: about 6 euros

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**Internet Access**

During your stay at the School of Physical Education & Sport Science you will have free Wi-Fi access.
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**Monday 25/1/2015**  
- 8.30-10.45 class1 Hassandra Jyv/Finland  
- 11.15-13.30 class2 Lintunen Jyv/Finland  
- 12.00-12.45  
- 12.45-13.30  
- **13.30-14.00 Meeting with lecturers**  
- Lunch  
- 14.45-15.30  
- 15.30-16.15  
- 16.15-17.00  
- **17.00-17.30 meeting with lecturers**

**Tuesday 26/1/2015**  
- 8.30-10.45 class4 Elbe Copenh./Denmark  
- 11.15-13.30 class5 Goudas Thessaly/Greece  
- 12.00-14.15 class7 Ramis Barc./Spain  
- **17.15-17.45 meeting with lecturers**

**Wednesday 27/1/2015**  
- *Excursion to Meteora*

**Thursday 28/1/2015**  
- 8.30-10.45 class9 Torregrosa Barc./Spain  
- 11.15-13.30 class10 Johnson Ham./Sweden  
- 12.00-14.15 class12 Meganck Leuv/Belgium  
- **17.15-17.45 meeting with lecturers**

**Friday 29/1/2015**  
- 8.30-10.45 class12 Meganck Leuv/Belgium  
- 11.15-13.30 class13 Bosselut Montp./France  
- **17.15-17.45 meeting with lecturers**

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*Note:* All meetings and classes are scheduled for the week of 25-29 January 2015.
ROLE PERCEPTION AND COHESION IN A GROUP

Gregoire Bosselut

Université de Montpellier, Montpellier

gregoire.bosselut@umontpellier.fr

Introduction

Groups are important because of the likelihood that an individual encounters many of them in his/her lifetime (e.g., family, school, sport). Much of human behavior in sport settings is embedded within groups where individuals’ cognitions, behaviors, and emotions influence and are influenced by other group members. This course is intended to provide a theoretical framework of group dynamics in sport. Areas such as team cohesion and role perception will be covered.

Objectives

To understand the different dimensions associated with group cohesion and recognize the principal sources and consequences of cohesion
To understand the different dimensions associated with role ambiguity and role conflict, and recognize the principal sources and consequences of role ambiguity and role conflict
To assess the role episode model
To develop methodologies to measure the aforementioned concepts

Key concepts

Group dynamics: Field of inquiry dedicated to advancing knowledge about the nature of groups, the laws of their development, and their interrelations with individuals, other groups, and larger institutions (Cartwright & Zander, 1968).
Team: collection of two or more individuals who possess a common identity, have common goals and objectives, share a common fate, exhibit structured patterns of interaction and modes
of communication, hold common perceptions about group structure, are personally and instrumentally interdependent, reciprocate interpersonal attraction, and consider themselves to be a group (Carron, Hausenblas, & Eys, 2005; p.13).

Cohesion: "A dynamic process that is reflected in the tendencies for a group to stick together and remain united in the pursuit of its instrumental and/or for the satisfaction of member affective needs" (Carron et al., 1998, p. 313).

Role perception: Pattern of behavior expected of an individual in a social situation (Carron et al., 2005).

Role ambiguity: Lack of clear information regarding the expectations associated with one’s position (Kahn et al., 1964).

Role conflict: The presence of incongruent expectations for a focal person (Kahn et al., 1964)

Formal and informal role: Formal roles are directly established by the group or organization, and are typically concerned with the group’s instrumental objectives. Informal roles are those evolving as a result of the interactions taking place among group members and are not formally prescribed by the group or organization (Mabry & Barnes, 1980).

**Key readings**


**Additional readings**


**Review questions**

1. Give three examples of role conflict in team sports
2. Explain the four dimensions of role ambiguity
3. What are the four dimensions of cohesion
4. Is there a difference between the scale measuring cohesion for youths and for adults?

**Assignment**

1. Chose one team sport, one age, and one level
2. You want to increase each dimension of the cohesion. Give 4 key actions that you can apply to each dimension.
COACHES GET STRESSED TOO OR AT LEAST CHALLENGED

Stiliani “Ani” Chroni

Department of Sports & Physical Education

Hedmark University College, Elverum, Norway

stiliani.chroni@hihm.no

Introduction

Understanding why and what coaches experience as stress is vital, and how they cope with their stressors is equally important. Being a coach has been systematically identified as a stressful profession (Gould, Guinan, Greenleaf, & Chung, 2002; Olusoga, Maynard, Hays, & Butt, 2012) and the impact of pressure on coaches, if not handled properly and timely, could eventually trickle down to the athletes. Research findings have identified coaches and coaching behaviors/styles as a stressor for the athlete (e.g., Pensgaard & Roberts, 2000; Pensgaard, 2008; Tamminen & Holt, 2010). Any behavior with a negative influence on the coach-athlete relationship (Baker, Côté, & Hawes, 2000) and coaches’ behaviors that change during competition can have an impact on athlete anxiety levels (Kristiansen & Roberts, 2010). Nevertheless, some coaches systematically sustain stress and manage to remain healthy and productive, while for others prolonged stress may lead to burnout (e.g., Bentzen, Lemyre, & Kenttä, 2014) or even health problems (e.g., heart-failure, see Rosenberg, 2013). A recent study using the Cognitive Activation Theory of Stress (Ursin & Eriksen, 2004) on some of Norway’s winter sports national team coaches revealed that they interpreted both commonly and unexpectedly encountered stressors on the job as manageable challenges via two filters: (i) expectancy to cope with the situational demands and (ii) specific defense mechanisms (Chroni, Abrahamsen, & Hemmestad, 2015). To nurture these two filters, the coaches used their confidence and engaged in systematic reflection and learning.

Objectives

Upon completion of this topic students should be able:
1. to understand and discuss coach stress and its elements that can hinder and/or facilitate the stress experience according to the Cognitive Activation Theory of Stress
2. to make coaches more alert on the typical pitfalls of coach stress that may impact their performance on the job, their health as well as the coach-athlete relationship and the athlete’s performance
3. to help coaches reflect on past experiences in order to learn and develop confidence
4. to give recommendations to coach education programs and sport federations for how to support the coaches on the job

Key Concepts

Cognitive Activation Theory of Stress (CATS, Ursin & Eriksen, 2004). The CATS brings together a formal system of systemic definition for four terms used in stress research: stress stimuli; stress experience; non-specific, general stress response; and experience of the stress response. The stress stimuli entails any input or load to the organism, and in the literature is termed as stressor (e.g., Fletcher, Hanton, & Mellalieu, 2006; Fletcher, Hanton, Mellalieu, & Neil, 2012). How one interprets the stimulus experience determines if the stimulus will be a pleasant or a threatening one. The stress response refers to a general, non-specific response, similar to the concepts of physiological arousal in the sport psychology literature. The experience of the response refers to how the individual feels. The stress response alarm signals “when there is a discrepancy between what should be and what is---between the value a variable should have (set value (SV)), and the real value (actual value (AV)) of the same variable” (Ursin & Eriksen, 2004; p. 567).

The four components of stress are viewed as an alarm system and the main premise of CATS is that stress is all about how a person interprets a situation-at-hand (Ursin & Eriksen, 2004; Pensgaard, 2008). According to it, knowing about the kind of stressor one is facing is less important than whether or not the person believes he/she can deal with it; a concept that has been explored in the sport psychology literature, but is rather absent in the research with coaches. The CATS (Ursin & Eriksen, 2004) acknowledges that past experiences influence our evaluation of stress stimuli through one’s expectancy for the course of the event. As Pensgaard (2008) said, an important element is what type of prior experiences are linked with the stimuli and the expectations associated with it. CATS connects the stress components with coping earlier in the process than other theoretical models do, as one’s coping expectancy
filters the stress stimuli before any response is produced [for instance in the Fletcher & Fletcher (2005) coping comes in at Stage 3]. More specifically, all stimuli are filtered by the brain before they reach any response system. According to Reme, Eriksen, and Ursin (2008) the filtering is related to response outcome expectancy and stimulus expectancy as “it is the person’s experience of the demands and the expectancies of the outcome that determine whether the demands cause stress responses, which again may cause illness and disease in humans”. The CATS defines coping as positive response outcome expectancies, meaning that the person “has established the expectancy that he or she will be able to handle the situation with a positive result” (Ursin, 2009, p. 641). If the response outcome expectancy for the person is negative then he/she will experience hopelessness and if it is uncertain he/she will experience helplessness. With regards to employing CATS in sport, Eriksen, Murison, Pensgaard, and Ursin (2005) argued that is irrelevant if a performer will use active or avoidance coping; the key is for the sport performer to have an established positive response outcome expectancy for it.

**Key Readings**


**Additional Readings**


Review Questions

1. What are the elements that can hinder and/or facilitate the coach’s stress experience according to the Cognitive Activation Theory of Stress?
2. What are some typical pitfalls that can lead a coach to experience sustained stress and how the experience can impact him/her and his/her athletes?
3. How can you help a coach who experiences stress on the job in order to prevent burnout?
4. What would you recommend to a sport club for supporting its coaches on the job?

Assignments

1. Interview four coaches, two with extended experience (over 15 years) at the elite level and two with little experience (less than 5 years) at the regional level on the subject of stress on the job and coping with it. Critically reflect on and explain using the CATS any differences between the two coaches’ stress experience. Consider in your analysis the culture of their sport, their team/federation as well as their ethnic background.
2. Interview four team managers/officials, one from a national federation, and three from club teams (one from youth sport level, one from regional sport, and one from a professional team) on how they work with their coaches to support them on the good and bad days in the job (wins and losses). Critically reflect on the different ways the managers/officials work with their coaches and identify any weakness and/or strengths in these. Recommend on what each manager/official could do differently to support coach productivity and prevent burnout for him/her.
TALENT DEVELOPMENT

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Introduction

Sport psychologists are seldom involved in the process of talent identification and development. A study by Elbe and Seidel (2003) indicates that only 14% of schools for young elite athletes in Germany employ sport psychological measures when selecting students for their schools. The main focus of talent selection procedures at these schools lies on sport performance and sport motoric tests. According to Schneider, Bös and Rieder (1993), however, personality characteristics like achievement motivation, concentration, self-regulation and persistence are essential prerequisites for high athletic achievement in young athletes. This is in line with Ericsson, Krampe and Tesch-Römer’s (1993) expertise theory that places much importance on such factors for achieving peak performance.

Furthermore, many environmental factors including parents, peers and the school environment play an important role in the development of personality factors that are important for young elite athletes. Paying attention to these influential environmental aspects can contribute to a healthy personality development, which also can contribute to athletic performance and aid the long process of deliberate practice.

Recently, however, the theory of deliberate practice as prerequisite for achieving peak performance has been critically discussed. New studies questions whether young athletes need to specialize early or if it is more beneficial to sample different sport experiences during childhood and adolescence.

Objectives

After this session students should have understanding about...
• If / how sport psychologists can assist the talent selection process.
• Which influence an elite sport school has on the personality development of young elite athletes.
• How the talent development process can be enhanced from a sport psychological perspective.

**Key concepts**

Talent: A person, who is believed to have the ability to obtain above average or even outstanding achievements in sport given proper training (Carl, 1988).

Talent process: It involves the identification and selection of athletic talents and their development until they reach peak performance.

Deliberate practice: A minimum of 10 years of intensive training in order to achieve peak performance. Prerequisites for keeping up deliberate practice are resources (e.g. quality of training), motivation and effort (Ericsson, Krampe & Tesch-Römer, 1993).

**Key references**


**Additional reading**


**Review questions**

1. Discuss if and how sport psychological questionnaires can assist the talent selection process.
2. Describe the difference between early specialization and early diversification.
3. Discuss environmental factors that can impact the talent development process.

**Assignment**

Please answer both questions:

1) A sport organization has asked you to assist their talent selection procedure from a sport psychological perspective. Please chose a sport and describe how you as a sport psychologist could or could not assist the talent selection process.

2) You have been asked to consult a sports federation that would like to build up an elite sport school. Describe which factors you would pay attention to from a sport psychological perspective when establishing this school in order to enhance the development of talents at this school.
LIFE-SKILLS TEACHING IN SPORT AND PHYSICAL EDUCATION

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Introduction

Although it is claimed that participation in sports and physical activities may have the potential to enhance personal development the results of respective research have been equivocal. Being on the field or the court does not necessarily contribute to positive youth development. It is the experience of sport that may facilitate this outcome. Therefore, it has been proposed that skills that are generalizable to several areas of life should be taught in conjunction with and through sport and other physical activities. These skills are called life-skills.

Objectives

Students should be able to:

1. Define life-skills and outline categorizations of life-skills
2. Argue about the necessity of incorporating life-skills teaching in physical education and youth sport
3. Identify types of life-skills programs and respective lines of research

Key Concepts

Definitions and Categorization of Life-Skills

Gould and Carson (2008) commented on the distinction between positive youth development and life-skills. They posited that positive youth development is the most general term describing the «...promotion of any number of desirable competencies or outcomes in young people» (p. 59). Within this view, life-skills can be viewed as particular skills which upon learned and exercised successfully can lead to desired competencies. According to Brooks (1984), life-skills are the «learned behaviors that are necessary for effective living, including requisite knowledge or conditions for the development or acquisition of such behavior» (p. 6). Similarly, Danish has defined life-skills as «...the skills enable individuals to succeed in the
environments in which they live» (Danish & Nellen, 1997, p. 102). One aspect of life-skills emphasized by several authors is the transferability of skills (Danish & Donohue; Gould & Carson, 2008). That is, for a skill to qualify as life skill it needs to be transferable to other situations than the one the skill was taught.

Steve Danish has categorized life-skills as physical (e.g., taking a right posture), behavioral (e.g., communicating effectively), or cognitive (e.g., making effective decisions) (Danish & Donohue, 1995). Brooks (1984) has identified four broad categories of life-skills: interpersonal communication/human relations skills, problem solving/decision making skills, physical fitness/health maintenance skills, and identity development/purpose-in-life-skills. He has also provided life-skills descriptors for these categories separately for childhood, adolescence and adulthood. Nelson-Jones (1990) considers seven broad areas of life-skills: Awareness and expression of feelings, thinking skills, relationships skills, study skills, working/handling unemployment skills, leisure skills, and health-related skills.

The categorization of Danish and Nellen (1997) reflects the conceptual similarity between life-skills and the potential sport and physical education outcomes which are physical, cognitive and behavioral in nature. The frameworks of Nelson-Jones and Brooks reflect a developmental view providing counseling directions.

**Sport as a vehicle to teach life-skills**

The potential of sport to teach life-skills is grounded on several reasons: First, there is a resemblance between performance excellence in sport and personal excellence in life and an apparent similarity between the mental skills needed for successful performance in sport and in non-sport domains. Second, many of the skills learned by participating in sport and physical education can be transferred to other life domains. These skills include: the abilities to perform under pressure, to solve problems, to meet deadlines and/or challenges, to set goals, to communicate, to handle both success and failure, to work with a team and within a system, and to receive feedback and benefit from it. Third, most youngsters are acquainted with sport as it is a pervasive activity throughout our society. Fourth, sport is a context that emphasizes training and performance just as school and work. Fifth, sport skills and life-skills are learned in the same way, through demonstration, modeling and practice. Sixth, sport is a significant factor in the development of adolescents’ self-esteem and perceptions of competence. Moreover, sport can provide for successful and satisfying goal accomplishment as goals in sport
are generally tangible and short-term. Thus, sport can instill to individuals the value of experiencing success in setting and achieving goals.

**Types of life-skills programs**

Sport-related life-skills programs may be classified in three categories: (a) Programs that teach life-skills in classroom settings using sport metaphors; (b) programs teaching life-skills in youth sport settings in addition to sport skills, and (c) programs teaching life-skills within the practice of physical education and sport at the same time with physical skills.

Perhaps the first program that utilized sport to teach life-skills was the Going for the Goal (GOAL) program (Danish et al., 1992). This program falls in the first category of programs named above in that life-skills are taught in the classroom and sport is used as a metaphor for teaching the skills. The GOAL program is a 10-hour, 10-session program taught by carefully selected and well-trained high school students to middle school or junior high school students. Programs classified in the second category teach life-skills in workshops and clinics in the sport setting. The skills taught are closely related to sport, beneficial both for performance enhancement and for well-being in life while special effort is applied to stress the transferability of skills. The SUPER (Sports United to Promote Education and Recreation) program (Danish, 2002) is a sport-based adaptation of the GOAL Program. The SUPER program is taught like sports clinics with participants involved in three sets of activities: learning the physical skills related to a specific sport; learning life-skills related to sports in general; and playing the sport. Gould (2008) and colleagues have developed the Captain’s Leadership Development Program (CLDP) which teaches leadership skills such as effective leadership and communication, motivating others and team cohesion.

While SUPER and CLDP are programs that can be applied to any sport, there is also a number of sport-specific life-skills programs. These programs adapt life-skills teaching to a specific sport by using sport-specific situations as examples and teaching opportunities. Examples of such programs is the “Rugby Advantage Program” (Hodge, 2008), the “Play It Smart” program (Petitpas, Van Raalte, Cornelius, & Presbrey, 2004) which is related to football and the “First Tee” program (Petitchkoff, 2001) which teaches life-skills to young golfers in addition to golf skills and golf rules instruction.

A third category of programs involves modifications of existing programs in order these to be embedded within the sport or physical education practice (Goudas, Dermitzaki, Leondari
& Danish, 2006; Goudas & Giannoudis, 2008; Papacharisis, Goudas, Danish, & Theodorakis, 2005). Thus, instead of teaching a life skill separately from practice, these programs teach these within the physical education or the sport practice session in conjunction with sport skills. The rationale for incorporating life-skills teaching within sport practice is grounded on three reasons: First, life-skills teaching should be easily implemented in order to be attractive to physical educator and coaches; second, life-skills teaching should require minimum time for implementation as time allocated to physical education is limited, and third, life-skills teaching should not be taught at the expense of sport skills.

Research in Life-Skills

Three different, yet complementary, lines may be identified in life-skills research in sport and in physical education. These are (a) identification of athletes’ and students’ life-skills needs, (b) factors contributing to life-skills development, and (c) evaluation of the effectiveness of life-skills programs. An example study of the first line is Gould, Carson, Fifer, Lauer, and Benham (2009) who interviewed coaches, athletic directors, school principals and parents of high school athletes regarding skill issues and concerns of high school athletes. Key themes that emerged among others from this study were: learning to deal with pressure, handling unhealthy parental involvement and counteracting inappropriate expectations about winning. Regarding factors contributing to life-skills development, Gould, Collins, Lauer, and Chung (2007), conducted in-depth interviews with 10 football coaches known for their ability to teach life-skills to the players they coached. These coaches had well-grounded philosophies regarding life-skills teaching, they had the ability to build strong relationships with their players, and they had a variety of strategies for teaching life-skills. Finally, examples of studies evaluating life-skills programs are O’Hearn and Gatz (2002) who evaluated the GOAL program, and Brunelle, Danish, and Forneris, (2007) and Goudas & Giannoudis, (2008) and Papacharisis et al., 2005 who evaluated the SUPER program.

Key Articles


**Additional Readings**


**Review Questions**

- Define life-skills and give respective examples in relation to sport.
- Describe two categorizations of life-skills.
- Describe types of life-skills through sport programs.
- Outline research lines on life-skills in sport.

**Assignments**

- Interview 5 coaches to identify their views on teaching life-skills through sport, what they consider as the most important life – skills to teach, and the methods they apply to instill these skills to their athletes.
- Interview 5 former athletes asking them for a retrospective of their involvement in sport, focusing on good and bad experiences, skills useful for life (life-skills) they learned through their involvement, and whether their coaches were teaching such skills explicitly.
APPLICATIONS OF BEHAVIOUR CHANGE TECHNIQUES FOR PHYSICAL ACTIVITY

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Introduction

Behaviour change interventions are complex and most of the times it is difficult to conclude if an intervention is effective because of the techniques we used. To improve this situation, and to improve the translation of research into practice, there is a need to develop the science and technology of behaviour change and make this useful to those designing interventions and planning policy (1). A new method of specifying intervention content in terms of their Behaviour Change Techniques (BCTs) has been pioneered at UCL (2). BCTs are defined as the “active ingredients” within the intervention designed to change behaviour. They are observable, replicable and irreducible components of an intervention. They can be used alone or in combination with other BCTs. The behavior change techniques taxonomy can be used not only for developing interventions but also for systematic reviews.

Objectives

A description of the use of the behavior change techniques taxonomy in an intervention and in a systematic review is the topic of this session.

Applications of Behavior change taxonomy

An example of using BCT taxonomy on the development of an intervention and a database of an mHealth App aiming to help quitters from smoking to manage their cravings with short bouts of physical activities.

Results from studies on the effects of exercise on smoking-related variables have provided strong evidence that physical activity acutely reduces cigarette cravings. Mobile technology may provide some valuable tools to move from explanatory randomized control trials to pragmatic randomized control trials by testing the acute effectiveness of exercise on quitters.
under real life conditions. An mHealth app was developed to be used as a support tool for quitters to manage their cigarette cravings. The primary aim of this project is to examine the effectiveness of the Physical over Smoking (Ph.o.S) app by comparing the point prevalence abstinence rate of a group of users to a comparator group during a 6-month follow-up period.

After initial web-based screening, eligible participants are recruited to attend a smoking cessation program for 3 weeks in order to set a quit smoking date. Fifty participants who succeed in quitting have been randomly allocated to comparator and experimental groups. Both groups will separately have one more counseling session on how to manage cravings. In this fourth session, the only difference in treatment between the groups is that the experimental group will have an extra 10-15 minutes of guidance on how to use the fully automated Ph.o.S app to manage cravings during the follow-up period.

The face to face smoking cessation intervention content has been based mainly on the taxonomy of behavior change techniques in interventions [3] and the taxonomy of behavior change techniques used as support for smoking cessation [4]. The theoretical frameworks that the techniques are based on are control theory [5], the social-cognitive theory [6], the theory of planned behavior [7], and the motivational interviewing technique [8]. The database contents that have been used to develop the mHealth app are based on the relapse prevention model [9, 10] and the behavior change techniques for smoking cessation via text-messaging intervention [11]. Additionally, the design of the Ph.o.S app has been made according to the principles of persuasive systems design [12]. For example, the principles of tailoring [13], personalization, suggestion, praise, trustworthiness, and expertise have been used in the design of the application. Data will be collected at baseline as well as, before and after the quit day, and follow-up web-based measures will be collected for a period of 6 months.

An example of using BCTv1. on a Systematic Review of the Effectiveness of Motivational Methods to Change Physical Activity Behavior of Sedentary Adults in Rehabilitation Settings

Strong evidence shows that physical inactivity increases the risk of many adverse health conditions. Therefore, the rehabilitation system should support the patients and the population at large to increase their physical activity behavior to sufficient level for health. Personnel to all levels of rehabilitation health care settings are well aware that PA has multiple benefits for patients’ health and they know what specific physical activities are recommended for each
patient. But do they know how to motivate patients to follow their recommendations? Research based evidence knowledge is needed on how to motivate people/patients to become physically active and make it a habitual behavior for their everyday life. The objective of this project is to systematically review the current knowledge and efforts of interventions in rehabilitation settings that have been effective in motivating sedentary adults to initiate and adhere to change their everyday physical activity behavior.

Inclusion main criteria are: (i) Main outcome variable is physical activity behaviour measurement (objective or subjective), (ii) Only studies with pre – post follow up design or pre – post for more than one year, (iii) Participants are between 18 to 65 year olds. Description of the interventions characteristics and contents of all included studies have been entered to the software for qualitative analysis Atlas and then have been coded with the BCTv1. Coders have been previously got the on line training for ....

Meta analyses of the data extracted are aiming to answer the following research questions: (i) which technique (s) had the largest effects on behavior change and maintenance? (ii) which of the most commonly used techniques (used by 30% or more of interventions) had the largest effects on behavior change and maintenance? (iii) does the number of behavior change techniques employed had a significant positive impact on effect size? (iv) does interventions that used more than 5 BCTs have larger effects on behavior change and maintenance than did interventions that used less than 5 BC techniques?

Key concepts

A **theory** is a model that purports to explain a set of phenomena

A **model** is a representation of a system consisting of constructs and relationships between these, or a simplified simulation of reality.

**Behaviour change interventions** are coordinated sets of activities designed to change specified behaviour patterns.

**Behaviour change techniques** are the “active ingredients” within the intervention designed to change behaviour.
Key articles and Additional Readings

**BCTTv1 Publications:** A list of publications stemming from the BCTTv1 project can be found on the following page: [https://www.ucl.ac.uk/behaviour-change-techniques/Resources/BCTTv1Publications](https://www.ucl.ac.uk/behaviour-change-techniques/Resources/BCTTv1Publications)

**BCTTv1 Online Training:** The BCTTv1 online training website offers a resource to both new and trained users in which you can familiarise yourself with BCT labels, definitions and examples, and learn how to accurately, reliably and confidently apply the taxonomy. The BCTTv1 Online Training homepage: [http://www.bct-taxonomy.com/](http://www.bct-taxonomy.com/)

**The Centre for Behaviour Change:** The Centre for Behaviour Change is a unique initiative, harnessing the breadth and depth of academic expertise in behaviour change at UCL to address key challenges facing society. [http://www.ucl.ac.uk/behaviour-change](http://www.ucl.ac.uk/behaviour-change)

**References**


Assignments

1. Download the pdf Starter pack:
   https://opszpq.bn1303.livefilestore.com/y3mWj0CWxjZkwh4DCYWicwp-wpTgauJG4mnirQX8UPUPwUwX_4wna4ru4306VKbBzZ0wmqazEh-XmYgzecxsjxliczyZGbRVQ_T1pLpFmqqy9xS_e4JYGcpPUKE7fMf_i0YmmKS5MDRG9qSzwyB9_sSXg/StarterPack.pdf?psid=1
   Read from page 20 to page 24 and answer to the questions:
   a. Why are behaviour change techniques important?
   b. The benefits of the BCT approach

2. Imagine you are a health behavior counsellor. Write an essay (max 2 pages) on which techniques you would use to motivate a healthy sedentary man about 50 years old who has a doctors’ referral to increase his physical activity gradually up to the official EU guidelines. Explain why and how you will proceed.
ON KNOW-HOW AND PROFESSIONAL DEVELOPMENT FOR APPLIED SPORT PSYCHOLOGY: WHAT YOUNG PRACTITIONERS WANT TO LEARN

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The first steps in the career of an applied sport psychologist are the start of an exciting journey. Apart from the excitement, for most of us these first steps are filled with self-doubts and questions. Through supervision, peer-consultation, and/or 'learning on the job' we can develop into more competent and confident professionals.

To investigate common issues trainee sport psychologists encounter, we analysed the questions they ask in supervision. More than 300 supervision questions were analysed inductively and deductively. Despite many differences between the trainee sport psychologists in terms of experience, personality, cases and supervisors, common themes of supervision questions emerged. The themes fall into two categories: the need for know-how and professional development issues. For example, trainee sport psychologists want to learn more about assessment methods (know-how) or struggle with boundaries in service delivery (professional development).

All common themes are briefly outlined in the workshop. Next we will, in small groups, explore the themes. At the end of the workshop we will summarize answers, solutions and advice for different themes.

The aim of the workshop is to aid young practitioners with the first steps in their career by:

- sharing information on professional development
- offering assurance that you are not alone, and many of the doubts and questions are normal and common
- providing practical advice and answers on questions about know-how and professional development
Key articles

Additional reading (highly recommended books or articles)

Review questions
-Give, in your own words, a brief description of each theme in the model of supervisory issues of Hutter et al. (2015)
-Think of an example of a supervision question for each theme in the model, wherever possible taking your own experiences as a starting point
-Reflect on your own professional development in sport psychology so far, highlight the themes that you have encountered, and describe your development on these themes.

Assignment
-Reflect on a professional situation that you have found challenging or difficult. Give a brief description of the situation. Use the reflective cycle of Korthagen (see workshop) and answer the following questions:
What did I want?
What did I feel?
What did I think?
What did I do?

-Formulate a learning objective for yourself, based on the professional situation described, and your reflections on the situation. Give a description of your current status on the learning objective. Describe the following:
what skills you already possess (e.g., at what level, in which situations or contexts you are capable of this skills),
what your current knowledge on the situation and the learning objective is
what your attitude towards the situation and the learning objective is
what skills or knowledge you lack, or would have to improve, that would be useful to achieve the learning objective.
In which way your attitude towards the situation and the learning objective would have to change to achieve the learning objective.

-Specify the status you wish to achieve on the learning objective, outline the skill and knowledge level you aim for as precise and concrete as possible.

-Design a learning plan, outline different actions you are going to undertake to work towards your learning objectives. Your plan should contain steps you will do by yourself (reading, practicing, reflecting, experimenting, etc) as well as steps in which you make use of help and expertise of others (peer consultation, a critical friend, trying things out on peers or friends, asking teachers, supervisors, mentors etc)

-Send your reflections and the learning plan to a friend or colleague and ask them to give feedback on both your description of your current status on the learning objective and your
learning plan. Include the feedback in the assignment and share how the feedback has affected you or how it led to adaptations.

-During a month, monitor your execution of the learning plan, and progress on the learning objective (provide real-life examples of progress or lack thereof). Include a report on the execution of the learning plan and progress on the learning objective.
PSYCHOLOGICAL PREDICTION AND REHABILITATION ON SPORT INJURY: THEORITICAL, EMPIRICAL AND APPLIED ISSUES

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Introduction

Psychological prediction and rehabilitation on sport injury is a growing topic in contemporary sport psychology. Many specialists working with medical problems in sport, as well as athletic trainers and researchers, postulate a relationship between psychological variables and the occurrence and manner of rehabilitation of athletic injury. It is a well-known phenomenon that two persons with exactly the same injury, for example anterior cruciate ligament, even if alike or similar in respect to gender, age, sport and physical condition, may rehabilitate with different outcomes and at very different speeds of recovery. A number of psychological theories are offered to explain reactions and behaviours due to this phenomenon. Among the most popular theories and models are cognitive appraisal models and different health models such as Kübler-Ross Grief model. However, there is a lack of research on applied issues of psychological rehabilitation after sport injury. Up to date, the most used applied techniques are cognitive control, stress management, goal-setting skills and different relaxation training techniques. In this lecture, psychological aspects of sport injury prediction and rehabilitation will be discussed more in detail.

Objectives

- To discuss psychological antecedents of sport injuries, especially in respect to William & Andersen's model from 1998;
- To highlight different theoretical models explaining psychological reactions and adjustment to athletic injury;
- To understand the difference between adaptive and maladaptive reactions on athletic injury and adjustment process;
- To acquaint students with applied approaches in sport psychology rehabilitation.
Key Concepts

- The term *sport injury* is a collective description used for all types of injuries obtained in the course of sporting activities.
- *Psychosocial factors preceding injury* are important background factors to understand in order to predict the occurrence of injury.
- *Cognitive appraisal models* are today the most used theoretical models to understand the psychological reactions to (sport) injury. It is proposed that the way in which individuals interpret an injury determines the emotional responses.
- *Coping strategies* are defined as those mental strategies used by individuals to redirect a threat or to regulate emotions following stress. It can be divided into problem- and emotion focused strategies.
- *Short-term intervention* involves and implies a relatively small number of sessions. Short-term intervention methods have reported the same success as longer treatment programs.
- *Prevention intervention* – psychological techniques involved to lessen the stress response and reduce injury vulnerability.

Key articles


Additional reading

Review questions
- Discuss the rational behind Williams & Andersen's (1998) model of stress and athletic injury.
- Define advantage and disadvantages of using the stage model and the cognitive appraisal model to understand psychological reactions on sport injury.
- The lecturer argues that an athlete's ability to employ a flexible coping strategy is associated with effective adaptation and positive rehabilitation prospect. What is your standpoint about this argumentation?
- Identify 4 reasons for psychological work with athletes during injury treatment and recovery. Briefly describe them.

Assignments
- Design a persuasive speech to convince directors of sports medicine centre to hire a sport psychology specialist. How would you convince the center’s directors that patients or clients would benefit?
- Design an intervention program helping competitive athletes (team or individual sport) with a long-term injury to return to competitive sport again.
SOCIAL AND EMOTIONAL LEARNING IN SPORT AND EXERCISE

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Introduction

In this module, the concept of social and emotional competence, which is a product of social and emotional learning (SEL), will be introduced in the context of sport and exercise. Socially and emotionally competent athletes and coaches are skilled in five interrelated sets of cognitive, affective, and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These competencies, in turn, should provide a foundation for better adjustment and performance as reflected in more positive social behaviors, less emotional distress, and improved success in sport and life. SEL programs also increase social and emotional development by establishing a safe and caring learning environment in which children and adults are actively engaged in sports.

This module describes the knowledge and skills required for specialists to work effectively with individual performers, groups and teams. Practices of SEL skills which include basic counselling skills, such as active listening, clear expression of feelings, beliefs and thoughts using I-messages, problem-solving skills, group skills, conflict resolution skills and systems approach will be discussed.

Objective

• To define social and emotional learning and social and emotional skills;
• To explain the relevance and effects of social and emotional learning in sport and exercise;
• To consider sport and exercise experience as an opportunity to coach, learn and apply social and emotional skills
Key Concepts

Definition and Importance of Social and Emotional Learning (SEL)

SEL is a comprehensive approach to build competence, reduce risk factors, and foster protective mechanisms for positive youth adjustment and development. It is a process for helping children and adults develop life skills that are fundamental for life effectiveness. SEL teaches the skills we need to handle ourselves, our relationships, and our work effectively and ethically (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). These skills include recognizing and managing our emotions, setting and achieving positive goals, developing care and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically (Elias & al. 1997).

Social-emotional skills are of particular importance for sport leaders, coaches and teachers of physical education. Socially and emotionally competent behavior helps create a supportive learning atmosphere, positive experiences, and enjoyment, which are important goals in sport and physical education. It is important that participants have opportunities for positive experiences and enjoyment. This provides them with a good foundation for the practice of life-long exercise activity and good sports performance. In addition, sport and physical education classes are action-oriented and provide numerous opportunities for interaction and real life situations which the coach can use to facilitate SEL (Lintunen & Kuusela, 2007). Both practical and professional experience supports the usefulness of taking advantage of relevant social-emotional skills in the sport context. The idea is that by facilitating awareness and providing coaches with skills in social-emotional learning, the well-being of the coaches and their ability to create a safe and positive environment for learning increase. Similarly, modeling the behavior of the coach is also central for the social and emotional learning of athletes so coaches who develop good social emotional competencies will have athletes who do so.

Core SEL Skills

Social-emotional competence is multivariate, composed of skills and knowledge that are integrated across the emotional, cognitive, and behavioral domains of development (Domitrovich, Cortes and Greenberg, 2007). The proximal goals of SEL programs are to foster the development of five interrelated sets of cognitive, affective and behavioral competencies:
self-awareness, self-management, social awareness, relationship skills, and responsible decision making (Collaborative for Academic, Social, and Emotional Learning, 2003; 2012; Zins & Elias, 2006). In addition, the core skills of Gordon's theory of social interaction (2003), which links the different SEL competences with observable characteristics that can be taught (for example, listening skills, I –Messages and conflict resolution and team building skills).

**Teaching Social and Emotional Skills**

Those involved in sport programming have long been interested in understanding how to maximize the learning of social and emotional skills in sport participants, particularly children and youth. Researchers has also begun to study the area, examining the benefits and detriments of participation (e.g., Drowkin, Larson, & Hansen, 2003; Hansen, Larson, & Dworkin, 2003), the efficacy of interventions designed to teach social and emotional competences (e.g., Weiss, 2006) and the process by which coaches learn and teach life skills (Gould, Collins, Lauer & Chung, 2006).

A meta-analysis of research in the school environment concluded that programs which concentrate on social and emotional competencies can result in gains that are central to the goals of all schools. The gains include improved atmosphere, more effective learning, better behaviour, and higher motivation (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). These studies suggest that the most effective programs teach both emotional and social competencies explicitly and focus on the whole learning environment. Similar results can also be expected in the sport environment. Providing athletes with social and emotional learning programs that are characterized by safe, caring, and well-managed learning environments and instruction in social and emotional skills addresses many barriers in sport through enhancing attachment and participation, reducing risky behaviors and promoting positive development. Communication skills can be taught but are easily forgotten if not maintained in everyday practice. For example, after participating in the Teacher Effectiveness Training teachers learned to use significantly more Listening, Confrontation I –messages and Messages supporting autonomy (Talvio et al. 2014).

The studies that have examined the outcomes of using and learning social and emotional skills in sport and physical education contexts have resulted in increases in social responsibility, goal knowledge, and social interests (Brunelle & al., 2007) and enhanced knowledge about life skills
(Danish & Nellen, 1997; Goudas & Giannoudis, 2008). In addition, life skills training has resulted in an improvement in sport skills, denoting that when life skills training is appropriately embedded in sport or physical education training, learning does not take place at the expense of learning sport skills (Gould & Carson, 2008).

Reading books is not the most effective way to learn social and emotional skills. Like motor skills, they must be practiced. Learner-centered, dialogical and action-oriented teaching and learning methods are essential. Examples of evidence-based social and emotional learning programs can be found on two publications of CASEL (Collaborative for Academic, Social, and Emotional Learning, 2003; 2012). CASEL (http://www.casel.org) is an organization that works to advance the science and evidence-based practice of social and emotional learning.

**Conclusion**

While SEL is a relatively new area of research in sport and exercise, where more work is needed to define the field and to develop further sport specific applications, the initial work has much to offer practitioners. Both individual and group level applications can greatly facilitate efforts to enhance social emotional competencies like responsibility, empathy, and teamwork in young people.

**Key Article**


**Additional Reading**


Talvio, M. (2014). How do teachers benefit from training on social interaction skills? Developing and utilising an instrument for the evaluation of teachers’ social and emotional learning". University of Helsinki, Faculty of Behavioural Sciences, Department of Teacher Education. Research Report 361.


**Review Questions**


2. Discuss the factors that are included in a theoretical model of Social and Emotional Learning, is there anything that you would like to add to the model?

3. Why is SEL important in sport and exercise context?

4. Identify specific topics that might be ideal for SEL research.

**Assignment**

1. Practice positive I-messages and active listening:
   a) Send or tell five positive I-messages to your friends, team or student mates, or teachers.
   b) When someone tells you that he or she has a problem, listen carefully, and return the message (facts and feelings) back to the sender with your own words. Do this with at least two different persons.

Write a reflective learning log where you describe experiences and feelings of your own and the reactions of the persons with whom you interacted.
EVERYTHING YOU ALWAYS WANTED TO KNOW ABOUT APPLIED SPORT PSYCHOLOGY
BUT WERE AFRAID TO ASK

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Introduction

Research has indicated that students who self-regulate their studies perform better. I would like to take this opportunity to put that to the test...

Rather than deciding on my own what I will present, you as a group get to decide the content of our time together. So, get your heads together and come up with a consensus list of questions or topics. While I suggest you focus on applied sport psychology, within that domain anything goes:

- You want to hear about my biggest successes (you may be surprised) or rather find out about my greatest failures – and how I coped?
- Are you interested to know how I go about an intake (I usually start with ‘Hi’) or are you more into art and want to see the diagrams I use to explain mental concepts to athletes?
- Do you want to discuss the advantages and disadvantages of diagnostic instruments or rather discuss the balancing act between professional and personal relations with your clients?
- ...

As the title pointed out, don’t be afraid or embarrassed to put any question on the list. In the past some well-established experts have been willing to talk with me, sharing not only their tips and tricks but also their own doubts and failures. I found this very valuable and would like to pay it forward. In Appendix 1 you will find some background information on me, which may help to trigger some questions. So, as a group, put one list together hand it to me by Thursday morning.
Objectives
At the end of this session, students should have
- inspiration on how to move from theory to practice, translating scientific concepts and insights into easily accessible information for athletes
- an understanding of the importance of intervision and continuous self-reflection as essential tools for professional development.

Key concepts
Intervision (also peer supervision or peer consulting): While supervision / mentoring from an expert colleague is very valuable, this is not always an option. But even if it is, having a network of peers has an added value of its own. Not only do these colleagues know the field you work in, as young professionals they may share many of the same concerns. A reciprocal exchange of knowledge and tools but also doubts and questions might even be easier as this context, unlike that with a supervisor, is usually not hierarchical nor evaluative. Not to mention it is usually free of charge...

Self-reflection: a lot of the time a sports psychologist will be working without supervision from an expert colleague. While clients provide very valuable feedback, this is no way replaces self-reflection as an important tool of personal and professional development. Even if the client is satisfied with the outcome of a session, you may have had other goals or felt you had to struggle to reach your objective. But self-reflection can and should go deeper, beyond the analysis of one specific session into the underlying beliefs and attitudes that guide you as a professional. For example: did you choose self-talk as a strategy because it was the best fit for this client in this situation or because you personally are inclined towards a more cognitive approach?

Recommended readings
Insight into sports psychologists and their work
- “Becoming a sport psychologist” edited by Paul McCarthy & Marc Jones
“Sport Psychology in Practice” and “Doing Sport Psychology”, both edited by Mark B. Andersen, give good insight in the reality of a consultation, with parts of the conversation between athlete and sports psychologist written out verbatim

“Ethical issues in sport, exercise and performance psychology” by Edward Etzel & Jack Watson

“The sport psychologist’s handbook” edited by Joaquin Dosil discusses the mental aspects of a new sports in every chapter

Applied books offering practical tips and tools (often aimed at athletes or coaches)

“Sport psychology for dummies” by Leif H Smith & Todd M. Kays

“Sporting body, sporting mind” by John Syer & Christopher Connolly

“Sport psychology for coaches” by Damon Burton & Thomas .D Raedeke

The “Focused for” series, e.g.: “...soccer” by Bill Beswick / “...golf” by Wayne Glad & Chip Beck / “...bowling” by Karen Lee Hill / “...rugby” by Adam Nicholls & Jon Callard

“Mental skills for young athletes (12 years and under)” by John M Hogg

**Assignment**

**Timeline** (see Appendix 2 for a more detailed description of this assignment): reflect on your live so far, noting what personal and professional experiences you have had that made you who you are today. Consider how they can / will influence your work as a professional and how you can use these experiences and/or cope with this history to ensure that you offer the best possible services to your clients.

**Mental Matrix** (see Appendix 3 for a more detailed description of this assignment): create a basic “tool box” you can use as a starting point when collaborating with an athlete in a one-on-one setting. List the skills required for high level sports performance (e.g. staying cool under pressure). Indicate how a variety of (mental) techniques (e.g. self-talk, imagery, goal setting...) can help athletes acquire these skills.
INTRODUCTION

The promotion of human happiness is a central aim of professionals in sport, physical activity, psychology and education settings. Since ancient times happiness or well-being has been defined both in hedonic terms (e.g., the Greek philosopher Aristipus argued that a good life consists of maximum pleasure) and eudaimonic (for Aristotle a life well-lived allows us to experience the very best within us and to flourish through the development of excellence/virtue). Participation in sport and physical activity very often has positive effects on indices of hedonic well-being, e.g., on positive affect and life satisfaction (e.g., Fox, 1999). However, as indicated by the several doping and other deception cases in sport, mere participating in sport might lower eudaimonic well-being, particularly when it is not accompanied by sport experiences fostering character development. A social psychological environment emphasizing the intrinsic benefits of sport and physical activity facilitates the promotion of both hedonic and eudaimonic well-being (Ryan, Huta & Deci, 2008). According to these authors, coaches and Physical Education (PE) teachers can help individuals to experience the intrinsic value of sport and physical activity through practices that contribute to the satisfaction of participants’ needs for competence, autonomy and relatedness. Integrating this approach within a climate which also emphasizes mastery goal adoption in sport and physical activity settings is expected to increase even further the benefits on well-being (e.g., Reinboth & Duda, 2006; Duda, Papaioannou, Appleton, Quested, & Krommidas, 2014).

Importantly, a holistic approach in physical activity settings that emphasises mastery goal adoption and growth across multiple life contexts (e.g., sport, school, social settings etc.) can
strengthen the sense of meaning in sport and learning environments and enhance multidimensional self-concept, general self-esteem and satisfaction both in physical activity and academic settings (Milosis & Papaioannou, 2007). Moreover, an emphasis on personal growth goal can promote adaptive self-regulation strategies, healthy lifestyles, intrinsic motivation and both hedonic and eudaimonic indices of well-being (Papaioannou et al., 2009; 2011). A mastery climate emphasizing personal growth goal facilitates the teaching of interdisciplinary or life skills (e.g., self-monitoring, goal-setting and corrective intervention strategies) and the adoption of metacognitive strategies (Papaioannou et al., 2012) that enables individuals to succeed in life. Finally, a personal growth goal adoption is connected with life goals that envision the flourishing of both individuals and societies (Papaioannou et al., 2009).

**Objectives**

On completion of this section, students should be able to:

- Consider sport and exercise participation as an opportunity to promote both hedonic and eudaimonic well-being.
- Understand that a climate emphasizing mastery goal adoption and the satisfaction of participants' needs for autonomy and relatedness is a prerequisite for the promotion of personal growth goal and well-being.
- Start practicing the transfer of mastery goal adoption, personal goal setting and psychological techniques that they learned in sport in other life settings.

**Key concepts**

Perceived motivation climate refers to individual composite views regarding the situationally emphasized goal structures operating in achievement settings.

**Key readings**


**Additional reading**


**Assignment**

Develop a series of 4-5 daily lesson plans for a particular sport or for physical education aiming to develop a climate emphasising students’ autonomy and relatedness and mastery goal adoption to promote children’s or adolescents’ personal growth goal and self-regulation strategies across different life settings. Some of the self-regulation strategies that you might chose can include self-monitoring, goal setting, positive thinking and self-talk. Please provide all the tasks/activities/drills/games that you will use in these lessons, as well as all the appropriate tools, forms etc., which will be used by athletes or students. Please clarify what you would do to help students find the tasks meaningful.
COACHES’ INTERPERSONAL STYLE AND CHILDREN’S WELL AND ILL-BEING: ON COURT INTERVENTION

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Introduction

Self-Determination theory (SDT; Deci & Ryan, 1985, 2010) is a motivational meta-theory that considers human beings as active responsible of their own personal growth, integrity and well-being. However, this theoretical framework contemplates social agents as potential facilitators or thwarters of individuals’ psychological needs (i.e., autonomy, competence and relatedness), being thus influential on their motivational experience and their affective, behavioural and cognitive consequences. Research in the field of sport shows that coaches are the most influential agent in this context and can determine athletes’ sporting experience as well as their intention to keep involved in sports in the future (Amorose & Anderson-Butcher, 2007; Duda, 2001). Autonomy support is an interpersonal style by which coaches support freedom, implication and athletes’ autonomy to make decisions, by facilitating relevant information and reducing external pressure (Black & Deci, 2000; Deci & Ryan, 1985). Sport psychology interventions on coaches have usually aimed at modifying communication style and leadership behaviours (e.g., Cruz, Torregrosa, Sousa, Mora, & Viladrich, 2011; Smith et al., 2016), but a recent review of these programs suggests that few of them are theory-based and more evidence and theoretical concepts should be included in the contents of the intervention (Langan, Blake, & Lonsdale, 2013).

Objectives

Once the session finishes the students should accomplish these general objectives:

• Get a general overview on the principles of the Self-Determination Theory
• Understand how coaches’ interpersonal style may have an impact on the motivation and well-being of young athletes
• Learn how to transmit the values of the SDT on everyday practices
Key concepts

Coach interpersonal style: It refers to the interactive style that coaches develop in their relationship with the players. According to SDT this style might be Controlling (i.e., behaving in a coercive, pressuring and authoritarian way) or Autonomy Supportive (i.e., considering the players’ perspective, promoting choices and encouraging decision-making).

Basic psychological needs: Under the SDT perspective, basic psychological needs (i.e., autonomy, competence, relatedness) are innate universal nutrients that are essential for personal growth, integration and well-being. The more the environment satisfies these needs, the more intrinsic motivation will be perceived by individuals.

Self-determination: In terms of motivation, the behaviour of individuals can be distributed along a continuum from less to more self-determined. The more self-determined regulation is intrinsic motivation (i.e., individuals get involved in an activity for the satisfaction of the participation itself) which is complementary to extrinsic motivation (i.e., individuals get involved in an activity anticipating positive consequences associated to participation).

Well-being: Eudaimonic well-being refers to the concept of happiness not based on the pleasure that individuals experience (i.e., hedonic well-being) but based on self-actualization and personal growth.

Key readings


Additional readings


**Review questions**

1. Explain the main differences between controlling style and autonomy supportive style
2. Define the three basic psychological needs
3. Describe the continuum of self-determination and give examples of each behavioural regulation
4. What is the difference between hedonic and eudaimonic well-being

**Assignment**

Prepare a 4-drill training justifying the values they promote

Explain how one coach should present the whole session as well as introduce each drill. Give examples of autonomy supportive feedback and closure of the session.
CONSTRUCTING & DECONSTRUCTING ATHLETIC CAREERS

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Introduction

The contemporary preventive work on career transitions and dual career is rooted in the curative work related to retirement from sport conducted in the last decades of the XXth century.

As a reaction of some iconic athletes problems’ after retiring from elite sport, sports scientists started to work on retirement from sport describing the process and suggesting interventions to improve the adaptation of retiring athletes (see Park, Lavallee & Tod, 2012 for a review).

Nowadays, after retirement, sport scientists are studying other normative transitions such as the transition from junior to senior (e.g., Pummell, Harwood & Lavallee, 2008).

Recently non-normative transitions (e.g., migration, change of club) have been added to the field of interest of career transitions.

The reactive-curative work helping athletes that experienced problems related to transitions (both normative and non-normative), gradually changed to a preventive approach trying to create the conditions necessary for successful transitions. The Dual Career approach is framed in a preventive perspective, trying to involve the athlete as well as his/her significant others (e.g., parents, coach) both in the pursuit of athletic career and education.

Objectives

After this session the student should have understanding about:

- The definitions of career transitions, normative and non-normative transitions, dual career.
- How to work with the athlete and significant others in normative transitions such as the transition from junior to senior or retirement from elite sport.
• How to work with the athlete and significant others in non-normative transitions such as migration or change of club.
• The promotion of preventive work and dual careers

**Key concepts**

Athletic career: a term for the multiyear competitive sport involvement of the individual. A sequence of stages and transitions

Career transitions: turning phases in the course of an athlete career with a set of demands the athlete has to cope with in order to continue successfully in sport or to adjust to the life after sports

Dual career: encapsulates the requirement for athletes to successfully initiate, develop and finalize an elite sporting career as part of a lifelong career, in combination with the pursuit of education.

**Key references**


**Additional reading**


**Review questions**

1. What models use sport scientists in the study of career transition?
2. How can you help athletes (or families) in the transition from junior to senior?
3. What are the typical problems that athletes face when they change country and culture for professional reasons?
4. How can you help athletes in retirement from sport?

**Assignments**

1. Prepare a workshop for parents of talented athletes. The workshop will be entitled “We all +4 transition”. And the objective is to show how families can be a positive factor in the transition from junior to senior of talented athletes.
2. Define your service as sport psychologist assisting migrant professional players arriving to conduct their professional careers in Europe.
3. Interview 4 retired athletes. Analyse the interviews and explore in which dimensions of the holistic model (Wylleman, Reints, & De Knop, 2013) they would need counselling.
SIDE EFFECTS IN SPORT – EXERCISE ADDICTION

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Introduction
Despite the numerous positive benefits of regular physical activity (e.g. enhanced health and well-being, weight loss and body shaping) there are also side effects. Probably one of the most interesting phenomenons’ is exercise addition.

Objectives
After this session students should be able to:
1. Define exercise addition and name characteristic addictive components.
2. Distinguish primary from secondary exercise addiction and between committed and addicted.
3. Cite several hypotheses to explain the developmental process of exercise addition e.g. physiological mechanisms, socialization process, personality traits
4. Use different measuring instruments to assess exercise addition.

Key Concepts
Exercise addiction is described as a craving for leisure-time physical activity or excessive exercise with characteristic addictive components like withdrawal syndromes (involving restlessness, anxiety and irritability or guilt), salience, tolerance, euphoria, conflict and relapse. Particularly withdrawal syndromes, occurring when exercisers are refused to exercise, and the loss of social contacts are the most important differences between healthy committed physical activity and addiction (Griffiths, 1997; Hausenblas & Symons Downs, 2000; Terry, Szabo & Griffiths, 2004).
Beside the term “exercise addiction” there exist several other terms describing excessive exercise e.g. “exercise dependence, “obligatory exercise” or “compulsive exercise” (Terry et al., 2004), but in fact they all represent the same phenomenon. Although there is a wide interest into this area and an increasing amount of research, the knowledge of the prevalence is very rare.

Exercise addiction was first noted by Baekeland (1978). He examined the effects of exercise deprivation on sleep patterns, whereas Glasser (1976) assumed the concept bringing up the addiction-phenomenon. Later on Sachs and Pargman (1979) assigned the theory of exercise addiction on endurance sports and coined the term “running addiction”. Exercise addiction cuts in primary exercise addiction and exercise addiction which is secondary to an eating disorder e.g. Anorexia or Bulimia Nervosa.

The developmental process of exercise addiction is not fully understood until now as there are several hypotheses. At the beginning of research particularly physiological mechanisms were cited to describe the process, including endogenous opioids or morphines (e.g. endorphin) and their influence on exercisers mood. On the other side psychological and social aspects may have big impact, especially the socialization process and the role of family members and trainer as well as personality traits like perfectionism or trait anxiety (Hausenblas & Giacobbi, 2004). In fact it seems to be a multidimensional process with physiological mechanisms as well with social aspects, as exercise addiction detrimentally alters the lifestyle and causing physical, psychological, financial, and social problems.

Key articles
Additional reading


Review questions

1. What are the most important differences between primary and secondary exercise addiction and commitment and addiction?

2. Explain two different developmental hypotheses of exercise addiction.

Assignment

Find two subjects, exercising excessively, and assess their risk of exercise addiction both with an interview and the exercise dependence scale. Try to find out why they probably could have developed it and what kind of addiction may exist.

To find the exercise dependence scale test and manual online:
SELF-TALK IN SPORT

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Introduction

Self-talk refers to what people say to themselves either silently or aloud, inherently or strategically, to stimulate, direct, react and evaluate events and actions (Hatzigeorgiadis, Zourbanos, Latinjak, & Theodorakis, 2014). The self-talk in sport literature has followed three research lines: describing the content and the structure of athletes self-talk, explore the antecedents of self-talk, and identify the effectiveness of self-talk interventions on performance. Regarding the content and the structure of self-talk, several distinctions and taxonomies have been identified in the literature, based on the origin (automatic/strategic), the valence (positive/negative), and the function (instructional/motivational, goal-directed/undirected, proactive/reactive) (e.g. Hardy, 2006; Latinjak, Zourbanos, López-Ros, & Hatzigeorgiadis, 2014; Van Raalte, Vincent, & Brewer, 2015; Zourbanos, Hatzigeorgiadis, Chroni, Theodorakis, & Papaioannou, 2009). Regarding the antecedents of self-talk, three broad clusters have been identified, personal factors (e.g., motivational orientations) situational factors (e.g. state anxiety), and social-environmental factors (e.g., coaching behaviour) (Hardy, Oliver & Tod, 2009; Zourbanos, Hatzigeorgiadis, Tsiakaras, Chroni, & Theodorakis, 2010). Finally, regarding the effectiveness of self-talk interventions, which has attracted most of the research attention in sport psychology because of its direct applied value, there is strong evidence that self-talk strategies can facilitate learning and enhance performance in motor and sport tasks (Theodorakis, Hatzigeorgiadis, & Zourbanos, 2012). The effectiveness of self-talk has been further supported through a meta-analysis that identified a moderate effect size (0.48) and identified factors moderating the effect of self-talk strategies on performance (Hatzigeorgiadis, Zourbanos, Galanis, & Theodorakis, 2011). Hatzigeorgiadis, Zourbanos, Latinjak, and Theodorakis (2014) recommended the use of what they called the Self-Talk IMPACT (Identify, Match, Practice, Ascertain, Create, Train), an approach for the development
and the implementation of effective self-talk interventions in sport. In relation to the effectiveness of self-talk strategies research is currently exploring the mechanisms explaining the effectiveness of self-talk strategies (Galanis, Hatzigeorgiadis, Zourbanos, & Theodorakis, in press); such research will help maximizing the effectiveness of self-talk interventions. Contemporary self-talk research is also expanding across the fields of physical education and exercise (Zourbanos, Hatzigeorgiadis, Kolovelonis, Latinjak, & Theodorakis, 2015).

**Objectives**

After this session the students should be able to:

- Understand the basic concepts and the current trends of the self-talk literature
- Develop research questions and implement empirical studies relevant to the contemporary self-talk in sport literature
- Develop and implement, based on the ST-IMPACT principles, self-talk plans in various tasks
- Provide directions for effective self-talk plans to coaches and athletes

**Key Concepts**

*Automatic / Strategic self-talk*

Self-talk can be described as automatic or strategic. Automatic self-talk refers to thoughts individual experience intrinsically, because these are the things we say to ourselves which are not planned or prepared. In contrast, strategic self-talk refers to the instrumental use of cues or phrases that are planned or used in a systematic way as a mental self-regulatory strategy.

*Instructional / Motivational self-talk*

Instructional self-talk refers to statements or cue-words, that the athlete repeat to himself/herself, which relate to attentional focus (e.g., focus on the ball), technical information (e.g., bend your knees), and tactical choices (e.g., always hit the ball on the right side of the pitch), whereas motivational self-talk refers to statements or cue-words, that the athlete repeat to himself/herself, which relate to confidence building (e.g., I am the best), effort input (e.g., try harder) and positive moods (e.g., stay relaxed).

*ST-IMPACT*

In this acronym, each letter represents a step. In step 1(I) and step 2(M), the coach together with the athlete should Identify what they want to achieve during training and Match the
appropriate self-talk cues (e.g., instructional or motivational) to athletes' needs and motor demands of the task. In step 3(P) the athlete should Practice with consistency different motivational, instructional, or kinesthetic self-talk cues. In step 4(A) should Ascertain which cues work best. In step 5(C) they should Create the self-talk plan that matches better with the motor demands of the drill and in step 6(T) should Train as much as he or she can

**Key references**


**Additional reading**


**Review questions**

1. Identify different taxonomies of self-talk types and provide examples of corresponding self-talk.
2. Why is it important to study the factors that influence athletes’ self-talk?
3. Why is it important to study the functions and mechanisms of self-talk?
4. How can we develop effective self-talk strategies?

**Assignments**

1. Interview 2 athletes with regard to their self-talk in training and competition and describe their self-talk based on the different taxonomies regarding the origin, the content, and the functions.
2. Why can we consider that the antecedents of self-talk are complex? Base your answer on the relevant sport literature.
3. Prepare a review of studies examining the effects of different self-talk types on different motor and sport activities.
Summary of the Evaluation Report

Thirty-six international students from 23 countries evaluated anonymously the Intensive Course (IC) of the European Master in Sport & Exercise Psychology that was organized in Trikala, Greece, from 25 to 29 January 2016. This very motivated but also very demanding group of postgraduate students evaluated the IC as excellent. Specifically, in 0-10 scale their scores were as follows:

- Overall satisfaction = 8.56
- Value for money = 9.08
- Organization = 8.36
- Overall quality of lectures = 8.42

These scores and students’ comments in the following Appendix convey an important message to the IC organizers and IC lecturers: Organize this IC again next year! Importantly, although all of these students traveled and stayed in Trikala with their own expenses, they considered it excellent “value for money” IC!

All 36 students would suggest to other students to attend the IC in the future. Examples of the reasons they cited were as follows:

- “It was an amazing opportunity for expanding my knowledge from renowned experts in the field whilst also facilitating the chance for us to broaden our contacts base in the field with new colleagues from around the world.”
- “Truly an incredible opportunity for personal, social and educational development. We are in a field of well-being promotion; consequently, one not only learns more on how to promote well-being to others, but actively promotes one’s own well-being by participating in the intensive course.”

Many other enthusiastic responses and frequency tables of students’ responses to the aforementioned items appear in the report of the anonymous electronic evaluation in the following Appendix.
Conclusion

The organizers of the IC 2016 would like to thank all of these students who travelled to Trikala from all parts of Europe to participate in this IC. All IC lecturers agreed that they were a very enthusiastic and very motivated group of students and a very promising group of future European and international colleagues in sport psychology. The organizers are also grateful to the Municipality of Trikala for their partial support despite their financial difficulties, as well as for their moral support. Most importantly, the sport psychology lecturers and other staff of the university of Thessaly are grateful to their European colleagues, who enthusiastically responded to their invitation to participate as lecturers of the 2016 IC of the European Master in Sport & Exercise Psychology. The very successful history of this IC coupled with the message stemming from the current evaluation report maybe constitute the strongest determinant of their decision to come to Trikala again for the implementation of the 2017 IC !!

THANK YOU VERY MUCH!!
APPENDIX

SURVEY INFORMATION

Name: Students Satisfaction Survey
Description: We all know students is essential to the survival of our University. How do we find out whether our Students are satisfied? The best way to find out whether your customers are satisfied is to ask them. However, the most important thing about conducting a Student satisfaction survey is what you do with their answers.

Overall satisfaction from the Intensive Course (IC) 2016
Please enter your answer

Value for money
Please enter your answer

Organization
Please enter your answer
Overall Quality of the lectures
Please enter your answer

Would you suggest a student to participate in a future IC of the European Master’s in Sport and Exercise Psychology?

If yes, why?

1 - It is a great networking experience! You meet people with same interests from around the world, which is something you can't measure in money. The lecturers are experienced and they give you insight to many aspects and areas of sport psychology. A great experience altogether!

1 - Great experience! Knowledgeable teachers and very enthusiastic students

1 - Great learning in and out of class, amazing connecting time with students and professors. An opportunity to learn through lectures and discussion while enjoying a lively social atmosphere.

1 - It was an amazing opportunity for expanding my knowledge from renowned experts in the field whilst also facilitating the chance for us to broaden our contacts base in the field with new colleagues from around the world.

1 - Truly an incredible opportunity for personal, social and educational development. We are in a field of well-being promotion; consequently, one not only learns more on how to promote well-being to others, but actively promotes one's own well-being by participating in the intensive course.

Other answers: incredible experience: meeting peers and professors/researchers who are so prominent in our field is an invaluable experience. as well, being able to share ideas with them and receive suggestions/feedback about future research has been an experience treasure. amazing to seea new country and city, meet people from all over europe/the world, and converse about different cultures/educational systems, etc. extremelyintellectuallystimulating environment for me when we were discussing research and sharing opinions. Because it is a great opportunity to share experiences, opinions and viewpoints with other cultures and other expertises. Also the workshops of the ges lectures were verz interesting, according to the amount of applied parts in each workshop. , for the experience and the knowledges, Because is an opportunity to open their minds and to meet people that will be sport pschologist in the future. You met joung future sport psychology, recive more material for study and can ask to the teachers their experience and their are very open. , it is really inspiring to meet al of the other young professionals. Good ideas and a lot of knowledge to gain! Also, the people are amazing, nice to be part of this group.. If you are interested in sport psychology, you should absolutely go!. This course is indispensable for students who want to pursue a career in research or practice because it exposes you to current issues and some of the most exceptional research in the field. BEsides this

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you get to meet some amazing researchers and practitioners as well as people from different cultures. This not only makes you more open minded but also helps you develop your own ideas. Great place to network too and make friends in the field who will be hugely beneficial in the future. It's a good way to get to know other students from other universities. Amazing teacher, with high expertise in sport psychology. It's a great value for money, since you only have to pay your accommodation and food. It's good to right it on your resume, Great opportunity to meet and network with other professionals. The lecturers were open as well in answering questions and offering to help in many ways including research proposals. The students in the class were also very open and it was great to hear the many experiences and background of everyone. Great networking opportunity both with students and professors. Insightful and inspirational group and atmosphere. A great experience both based on an educational, social and cultural matter. I definitely will because this has really great knowledge not to be imparted into young upcoming psychologist. This are all research work which had taken place and evidence has been found how it affect athletes and coaches as a whole. The lectures are very practical and the networking is crucial, opportunity for networking learning about SP having fun. The course was very informative and it was excellent to be able to connect with other students and professors to hear what they are all doing. Additionally, the knowledge received was vast and extremely informative. Interesting topics, high quality lecturers, networking, traveling, To increase networking, meeting leading lecturers and professors. To have an overview of the key topics in sport and exercise psychology and have an updated information of them. The course boosted reflection and provided additional information on the topics, so now we can read and work more on those we are more interested in. the social parto of the program was great also, visiting a new place and meeting new people which you share the same interests. It was a really interesting mind opening and thought provoking course. It showed me that there is so much to do in sports psychology and thats the interesting part I will read and find out a lot. the lecture were open to discussions after and we really open to your ideas. also I found a potential topic for my thesis that I was struggling with. Truly an incredible opportunity for personal, social and educational development. We are in a field of well-being promotion; consequently, one not only learns more on how to promote well-being to others, but actively promotes one's own well-being by participating in the intensive course. Because it was very interesting. This was a great experience, not only because the lecturers gave interesting and moving speeches. The networking and interaction with new future colleagues will be sure open doors for us in the future. The overall atmosphere of the course was positive, and I would do it again next year. Great content! I learned a lot! Would definitely recommend this! Maybe more of a practical focus would be useful; eg. how to deal with clients within a session etc. I think it is a great opportunity to get in contact with professors and students from different countries and universities. Besides that, even though some topics we had discussed before, I learned new content and found the experts very inspiring. Because participating in such a quality course will definitely be the highlight of their master degree studies. It provides lots of extra insights, new friendships, new country and you get used to being with other professors etc.

Just a new experience, never stay in one place for too long!! For 2 main reasons:
To get knowledge from experts in the field AND to network with other students to get inspiration and friendships in Europe and all over the world. because it is a great opportunity to get to know young sport psychologist and additionally high quality of professors are presented in the course. It is a great starting point from which to explore topics further, It is a great networking experience! You meet people with same interests from around the world, which is something you can't measure in money. The lecturers are experienced and they give you insight to many aspects and areas of sport psychology. A great experience altogether! Building network, getting NEW insights, getting a broader view on what is going on in research. It was an amazing opportunity for expanding my knowledge from renowned experts in the field whilst also facilitating the chance for us to broaden our contacts base in the field with new colleagues from around the world. Great learning in and out of class, amazing connecting time with students and professors. An opportunity to learn through lectures and discussion while enjoying a lively social atmosphere. Inspiring, interesting, lots of new information and knowledge! Great experience! Knowledgable teachers and very enthusiastic students

Suggestions to improve the IC in the future

1. Maybe knowledge about the content little bit more in advance :)  
1. Be on time  
1. More applied classes  
1. More personal experiences shared by lectures  
1. The overall structure of the intensive course was very good. The only thing I would suggest would be the canteen food!  
1. Perhaps change rooms if appropriate for novel stimuli (ie: breaks for discussion outside were quite helpful). Coffee fund! It would be more time efficient and not too expensive to have a few coffee dispensers for "free" coffee outside of the room during breaks.  
Other answers: keep student attendance the same: 40 students was perfect number for the occasion.

- course content was impeccable and very thorough.  
- i wish i had better criticisms; i completely loved this week.  

More time in between the lectures. So we could discuss the lectures a bit more in informal settings. An open question-round to the professors would be nice as well according to thical issues. Furthermore I would like to have on or two session connected to research, how to be a good researcher. Some lecture of a coach or of a athlete, not only of sport psychologist teachers, more interactive lessons and not so many theories. Maybe implement more practice hours, like practicing with goal setting/imagery/positive thinking. Remember a little break in the lectures / 2.5 hours is a long time. If possible, make it easier reachable with transportation. Maybe combine lectures on subjects (such as
life-skills) on same day and make it overlap, I would suggest more practicals and less on theories and lectures because many of the presentations was based on information we had covered previously from our studies. Probably might start the classes a bit later and stretch them into the evening, I would suggest to invite more practitioners, create a better awareness for the world to know what is going on here, Town Hall presentation - have speakers in viewing area on or louder.

More movement breaks in between/during sessions - or maybe a different room so that if wanted/needed more could stand during presentations, It would be better if we have a summary/abstract of the lectures earlier than this. Maybe 2 weeks before, No suggestions, I would have a theme each day, and have similar talks about similar subjects on each day, Perhaps change rooms if appropriate for novel stimuli (ie: breaks for discussion outside were quite helpful). Coffee fund! It would be more time efficient and not too expensive to have a few coffee dispensers for "free" coffee outside of the room during breaks. Organization could have been better, for example, with the schedule of the course, bus...etc., I thought the organization of for example the bus was great! Sad that due circumstances the bus had to leave this early. The student manual was sent relatively late. It didn't leave any time for us to prepare or even read some of the suggested materials. Maybe an idea to keep a specific time reserved for a group physical activity! More options, find a good MIX between theory and practically applicable Information. If the lecture is more theoretical, explain the basics of the theory rather briefly and then go into deep dive mode (I expect that most students already know the basic theories), 1) Enhance the lecture quality 2) Bigger lecture rooms, I would have appreciated even more practical exercises. Access to coffee, since the days are long, One week is too short, 2 or 3 would be better. Including more practical parts would also be beneficial, Free coffee and snacks, more space in the room, it could be better if the intensive course would be for weeks as one week it is too short and too intensive, The topics could be a little more elaborated, One week is a too short period of time for this course., The overall structure of the intensive course was very good. The only thing I would suggest would be the canteen food!, Maybe knowledge about the content little bit more in advance :) - More applied classes - More personal experiences shared by lectures, Be on time