



Division of Sport and Exercise Psychology Annual Conference 2021

**29 - 30 November 2021
Crowne Plaza Liverpool**

**Conference
Abstract Booklet**

Invited Speakers - Monday 29th November 2021

Keynote Presentation: From Meaningless to Meaningful: Constructing a Career in Sport and Exercise Psychology

Professor Ross Wadey
St Mary's University

In this presentation, I consider how we construct a meaningful career in sport and exercise psychology. Reflecting on my career, I consider what I find to be meaningful career and the lessons I would teach my younger self. The presentation will focus on three intersecting themes: doing meaningful research, seeking meaningful collaborations, and living a meaningful life. Rather than prescribing or 'policing' what is meaningful, throughout the presentation I will pose questions to the audience to encourage them to think 'with' this presentation. What do you think makes a career in sport and exercise psychology meaningful?



Keynote Presentation: Better Together: The benefits of Clinical and Sport Performance Psychology collaboration within high performance sport

Dr Amanda Gatherer & Miss Hannah Brooks
English Institute of Sport

In this presentation we will discuss our experiences of working together as Clinical and Sport Performance Psychologists within elite / high performance sport. We will consider sport specific examples where we have been able to influence athlete and staff functioning, alongside wider system and organisational impact. We will highlight some of the potential barriers to collaboration and draw on learning from colleagues within the English Institute of Sport, wider sports environments and international forums. We will explore the interface between mental health and performance within the context of our professional roles, and we hope that our significant experience will be helpful in enabling others to consider how to progress in this area.



After Dinner Presentation

Darren Warner¹, Kate Howey¹ and Louise Jones²
¹Welsh Judo Association, ²Sport Wales

The story of our journey in preparing an athlete for Tokyo 2020 through the Covid-19 pandemic. With the extra year and all the restrictions what did we gain and what did we lose? What have we taken from all of this through our approach, team-work, creativity and mindset. You will get the insights of the Head Coach (Darren Warner), GB Head Coach Coach (Kate Howey) and Sport Psychologist (Louise Jones) and hear about the realities of day to day dealings with Covid, the challenges of performing at the Tokyo 2020 Games and how we kept the person at the forefront of every decision we made. Learn about what opportunities Covid-19 presented us and what we will keep doing now as a consequence.



Invited Speakers - Tuesday 30th November 2021

DSEP Invited International Contribution: Ahead of the Game: The journey from research to scale-up

Dr Stewart Vella
University of Wollongong, Australia

Ahead of the Game (AOTG) is a multi-component mental health literacy and resilience program aimed at adolescent males and delivered through community sports clubs. The program involves face-to-face mental health literacy workshops for adolescents, their parents, and their coaches. It also includes a face-to-face resilience workshops for adolescents that is supplemented with 6 online modules of 10-15 minutes in duration each. The AOTG program has demonstrated effectiveness through a large controlled trial, which showed that the program leads to increased knowledge about depression and anxiety, greater intentions to seek help from formal sources such as psychologists, increased confidence to seek mental health information, and improved resilience. On the back of these results, Movember and its research partners engaged in international translation and scale up efforts over a three-year period. As a result, AOTG has been scaled across the UK, Canada, and Australia – including as the official program of the Rugby League World Cup 2021. In this presentation, I will give an overview of the process of developing and scaling AOTG. In addition, I will share some of the most important 'lessons learned' over the last seven years. I aim to share these lessons to illuminate the journey of taking a promising idea through to international impact.



Keynote Presentation: Exercise psychology at the heart of complex, health behaviour change interventions: Reflections on the “black box” of community-based, active ageing programmes

Professor Afroditi Stathi

Programme theory is a core element of complex interventions. It contains information about how the intervention is expected to work; it describes the key components of the intervention and how they interact; and it identifies the mechanisms of behaviour change and maintenance and how they will interact under the specific characteristics of the context in which the intervention is delivered.

This talk will highlight the importance of psychological theories and why they need to be at the heart of complex physical activity interventions. It will draw information and examples from the REtirement in ACTion (REACT) study, a pragmatic randomized controlled trial (RCT), with parallel process and health economic evaluations, which tested the effectiveness and cost-effectiveness of a complex active ageing intervention.

REACT aimed to establish whether a community-based active ageing intervention could prevent decline in physical functioning in older adults already at increased risk of mobility limitation. It recruited 777 physically frail or pre-frail older adults (65 years and older; Short Physical Performance Battery (SPPB) score 4-9) with a mean age of 77.6 years (SD 6.8; 66% female; mean SPPB score 7.37, SD 1.56). The primary outcome was change in lower limb physical function (SPPB score) at 24 months. Participants were randomly assigned to receive brief advice (three healthy ageing education sessions) (control arm; n=367); or a 12-month, group-based, multimodal exercise and behavioural maintenance programme delivered in fitness and community centres (intervention arm; n=410).

The talk will discuss the results of the study and link them with the programme theory and the theories of health behaviour change informing the design of the intervention. It will conclude with summarizing key strategies on how to incorporate exercise psychology theories in the development of active ageing intervention and the associated outcome and process evaluations.



Keynote Presentation: The evolving world of applied practice: What did the crystal ball tell me 25 years ago?

Professor Richard Thelwell
University of Portsmouth

So, what was the sport and exercise psychology discipline like 25 years ago, is it any better now, and what might the future hold? Within his keynote lecture, Richard will revisit his initial experiences as a sport and exercise psychologist with a specific focus on consulting approaches, client expectations, and accountability. Back in the 'olden days' it seemed to be that using a 'mental skills approach' with athlete-clients was pretty much the accepted norm. Such an approach would likely be viewed to have given way, or at its most hopeful, clinging to the coat-tails of an ever-increasing range of practice approaches and client groups. Using a range of supporting evidence and his own experiences, Richard will explore the range of service-users with whom sport and exercise psychologists work, the perceived effectiveness of the work, and the professional factors that contribute to the fast-paced growth. To conclude, Richard will attempt to take stock of where we are as a profession and gaze into his crystal ball to see what is on the horizon for sport, exercise and performance psychology in the 21st century.



2020 Award Winner Presentations

Distinguished Contribution Award Prize Keynote: 'Knowing Me, Knowing You': Profession Evolution and Professional Training Horizons

Dr Martin Eubank
Liverpool John Moores University

Since UK based Sport Science degree programmes began in 1975, knowledge translation of Sport and Exercise Psychology has advanced significantly. As our ability to apply knowledge and have impact in practice settings has grown, more diverse opportunities to undertake Sport and Exercise Psychology as a career vocation have emerged, supported by the meaningful presence of regulation and governance. The profession has therefore become increasingly dependent on a robust and effective system of professional training that generates appropriately qualified ambassadors for the work we undertake.

The last decade has seen a positive gearshift in the establishment of independent and university training routes to Sport and Exercise Psychology registration. While the knowledge, research and practice components of our education and training system are largely based on the development and demonstration of competence to a regulatory standard, our provision must be ever mindful of maintaining its currency and relevance in relation to any 'profession evolution' that takes place. In this regard, the importance of 'Knowing You', represented by an understanding of the growing needs of our service users, the shifting environmental contexts and organisation cultures within which they operate, and the implications for professional training induced competence is paramount. Furthermore, to produce competent practitioners, training cannot rely solely on developing the knowledge and skills to 'do the job', but also the equally, if not more important active ingredient of 'Knowing Me'. This reflects the need to provide in-training time and space to understand one's own practitioner identity, philosophy and individuation, and how this can align and have synergy with effective service delivery.

This keynote address will draw on the author's prolonged engagement in research, practice, education and training to offer historical and current perspectives about the profession, and consider the implications for current and future professional training horizons.



Established Practitioner Applied Practice Award Keynote: The Heart and Soul of an Applied Practitioner

Dr Ian Mitchell
The Football Association

In this keynote lecture, Ian will talk about the importance of more signal in applied work – work that connects, has more humanity, and more soul. Having been involved in a number of major international football tournaments, Ian will provide insight into the social fabric of teams and possible ways of working to create competitive advantage through a performance culture.



John Henryism and Fear of Failure in Competitive Sport: Predicting Competitive Standard and Mental Well-being

Hamsini Sivaramakrishnan
Curtin University

Objectives: There is a growing need to understand the impact and interaction of psychological factors on athletes' competitive standard and mental well-being. We aimed to investigate whether John Henryism (JH), fear of failure (FF) and the John Henryism × fear of failure interaction (JH×FF) could predict an athlete's competitive standard, as well as mental well-being.

Design and Methods: We used a cross-sectional design. Athletes (N = 250) completed a self-report online questionnaire. Data was analysed using regression analyses.

Results: We found that JH predicted an athlete's competitive standard, with individuals reporting high JH more likely to compete at an international level than a regional, third tier or national level. FF was only significant in distinguishing national and international level athletes, with those reporting high FF more likely to compete at a

national level. JH×FF did not predict an athlete’s competitive standard. Further, JH and FF predicted mental well-being, but JH×FF did not. Specifically, while FF negatively predicted mental well-being, as expected, JH positively predicted mental well-being, contradicting expectations that factors aiding competitive standard are likely to deter mental well-being.

Conclusions: Our findings suggest that personifying the key characteristics that define a high-effort active coping strategy, such as JH, could doubly benefit both an athlete’s competitive standard, and mental well-being. Additionally, we highlight the importance of reducing FF in order to improve an athlete’s mental well-being. However, the cross-sectional design limits the ability to infer causation from our results. Future longitudinal studies would be required to draw such conclusions.



Psychosocial Aspects of Coaching in Olympic Sport

Dr Gillian Cook

Objective: The PhD aimed to enhance our understanding of the psychosocial aspects of Olympic coaching and the factors that discriminate between world-leading (Olympic gold medal winning) and world-class (Olympic non-gold medal winning) swimming coaches.

Design: A systematic review was followed by empirical studies using quantitative and qualitative methodologies to explore differentiating factors between the world-leading and world-class groups.

Methods: The systematic review used convergent thematic analysis to identify coaches’ psychosocial characteristics. The empirical studies included 38 Olympic swimming coaches and 38 Olympic swimmers. The coaches had trained swimmers to win 354 Olympic medals, of which 156 were Olympic gold. The swimmers had won 59 Olympic medals, including 31 gold. The data was collected in-person across three continents using semi-structured interviews along with self-report and observer-report questionnaires covering the Big Five personality traits, the dark triad, and emotional intelligence. Thematic analysis and a series of one-way multivariate analysis of variances were used to identify significant differences.

Results: The world-leading coaches perceived themselves as significantly more agreeable, with a greater perception of emotion and ability to manage their own emotion, and were less Machiavellian and narcissistic in comparison with the world-class coaches. The swimmers perceived that the world-leading coaches were significantly more conscientious, higher on openness to experience, better at perceiving emotion and managing other emotion, and less narcissistic in comparison with the world-class coaches.

Conclusions: The PhD identified factors that discriminate between elite Olympic coaches. The novel theoretical and methodological advances, and innovative practical implications for Olympic coaching will be highlighted.



Symposium Abstracts - Monday 29th November 2021

Symposium: Executive Functioning & Motor Control

Executive Function and the Dark Triad: The mediating role of athletic expertise

Robert Vaughan¹, Jack Brimmell², Elliot Nixon³

¹York St John University, York City, North Yorkshire, ²York St. John University, York City, North Yorkshire, ³York St. John University, York City, North Yorkshire

Objectives: Athletes differ in their personal and cognitive profiles however little research has examined the link between these concepts. That is, most work so far examines personality or cognitive differences across athlete expertise that are theoretically important for sport. The current study fills this gap by examining the relationship between the Dark Triad personality traits (e.g., Machiavellianism, narcissism, and psychopathy) and the lower-order model of Executive Function (i.e., inhibition, updating, and shifting) and whether athletic expertise mediated this relationship.

Design: Quasi-experimental design with purposive sampling in line with other work examining the personality–executive function link.

Methods: One-hundred and forty-seven participants (Mage=22.61, SD=6.47) across a range of athletic expertise (e.g., non-athletes=71, novice=22, amateur=32, elite=15, and super elite=7) completed a self-report measure of Dark Triad traits and three executive function tasks of inhibition, updating and shifting (i.e., Stop-signal task, N-Back task, and Category Switch task respectively).

Results: Structural equation modelling indicated a relationship between the Dark Triad and executive function whereby higher levels of Dark Triad traits were associated with better executive function performance (RMSEA=.058 [CI=.060–.056], SRMR=.052, TLI=.911, CFI=.902). Moreover, athletic expertise mediated this association indicating larger effects for those with more athletic expertise(β =.09-.12).

Conclusion: Athletes with higher athletic expertise performed better on tests of executive functions when compared to non-athletes. Moreover, Dark Triad traits were associated with better executive function task performance. These effects suggest that the cognitive basis of personality is important for athletes and that future research should consider this link when examining these factors



Under pressure: the mediating effect of higher order executive functions on the anxiety and sport performance relationship across athletic expertise

Robert Vaughan¹, Jack Hagyard, Hannah Kirsop

¹York St John University, York, United Kingdom

Objectives: Attentional control theory posits that pressure can increase anxiety or stress reducing processing efficiency and thus subsequent performance. The aim of this research was to examine if higher-order executive functions (i.e., planning, problem-solving, and decision-making) differ across athletic expertise in sample one and mediate the anxiety and sport performance relationship under different pressure conditions in sample two.

Design: An experimental between subjects design with purposive sampling in both samples and random assignment to varying pressure (i.e., control n=29, time n=29, task n=31, and ego n=29) conditions in sample two.

Methods: A sample of 80 (e.g., non-athlete=16, novice=16, amateur=16, elite=16, and super elite=16) and 122 participants with a range of athletic expertise completed self-report measures of situational stress and anxiety, computerised tasks assessing planning (Tower of London Task), problem-solving (Baddeley's Grammatical Reasoning Test), and decision-making (Millisecond Gambling Task), and a basketball free-throw task (second sample only).

Results: Significant differences were found for planning, problem-solving, and decision-making across athletic expertise in sample one. In sample two, situational stress increased pre and post instruction however no significant difference between pressure conditions on situational stress was found therefore subsequent analyses were collapsed across pressure conditions. Regression analysis revealed that planning and decision-making, but not problem-solving, mediated the negative relationship between anxiety and performance controlling for athletic expertise.

Conclusion: These findings provide a better understanding of the role of higher-order executive functions regarding sport performance. Specifically, better executive functioning may help athletes negotiate the debilitating effects of anxiety on performance.



Use of OPTIMAL motor learning theory components within existing movement instruction settings

Dr David Marchant¹, Dr Lorcan Cronin¹, Tom Simpson¹, Kirsty Hancock¹, Chelsea Gillies¹, Aaron Bennion¹
¹*Edge Hill University, Ormskirk, United Kingdom*

The OPTIMAL (Optimizing Performance through Intrinsic Motivation and Attention for Learning) theory proposes autonomy support, enhanced expectancies for success and an external focus of attention support are critical factors for effective movement skill acquisition. This study evaluated existing online coaching and instructional behaviours in movement settings in line with OPTIMAL theory.

Design: Online instructional videos were observed for three motor learning settings: primary physical education (25 videos), strength and conditioning movements (19 videos) and youth football development (14 videos). All resources were identified as being provided by reputable instructors (e.g., governing body, qualified instructors). Methods: Instructor/coach verbal behaviour were transcribed verbatim. As per previous studies, instructional statements were thematically analysed by two independent researchers into the following categories: Attentional focus (external, internal), autonomy (supportive, controlling), and performance expectancies (enhanced, diminished).

Results: In all settings, OPTIMAL components were more often positively supported rather than thwarted. For example, Performance expectancies were generally enhanced (positive feedback, encouragement) and autonomy supported (i.e., supportive language, provision of choice) were supported. Instructional cues typically contained externally (outcome) focused content, However, non-optimal internally (movement) focused instructions and cues were still common. Some instructional content effectively combined positive OPTIMAL components, but there were examples of conflicting combinations (e.g., an external focus with diminished control).

Conclusions: Existing movement instruction behaviour appears to satisfy key OPTIMAL components. However, efforts to promote externally focused instruction appears needed. In addition, OPTIMAL component instructions are rarely delivered in isolation and may conflict in their delivery, the effects of which are not fully understood.



Simultaneous and alternate combinations of action-observation and motor imagery involve a common lower-level sensorimotor process

Dr Stephanie Romano Smith¹, Dr James Roberts², Dr Greg Wood³, Dr Ginny Coyles⁴, Dr Caroline Wakefield⁴
¹*Staffordshire University, Stoke on Trent, United Kingdom*, ²*Liverpool John Moores University, Liverpool, United Kingdom*, ³*Manchester Metropolitan University, Manchester, United Kingdom*, ⁴*Liverpool Hope University, Liverpool, United Kingdom*

Objective: Combining motor simulation techniques of action observation and motor imagery (AOMI) enhances motor learning more than when these techniques are presented in isolation. The present study aimed to examine the involvement of lower-level sensorimotor processes (e.g., bottom-up vs. top-down) for the learning of a dart-throwing task using AOMI.

Method: Novice university students (n = 70) were randomly split into seven intervention groups. All groups were assessed on their dart throwing ability both before and after a six-week AOMI training intervention. The interventions involved both observing and imagining a simultaneous (group 1) or alternate (group 2) congruent action (i.e., actual dart throw), a simultaneous (group 3) or alternate (group 4) incongruent action (i.e., opposing movement), or a simultaneous (group 5) or alternate (group 6) fixation cross. All conditions were compared to a control group (i.e., group 7, no visual stimuli). Dart-throwing performance significantly improved for the simultaneous- and alternate-congruent groups compared to the simultaneous-fixation and control groups. There was no indication of learning by any of the other groups.

Results: The performance evidence of motor learning appeared to coincide with lower electromyography (EMG) activity at the agonist and antagonist muscles of the forearm, which would indicate greater movement efficiency.

Conclusion: The findings suggest that AOMI involves a common lower-level sensorimotor process (bottom-up), which can lead to motor facilitation or interference, dependent upon whether the simulation techniques are congruent or incongruent with each other, respectively. This feature does not appear to differ as a function of delivery (i.e., simultaneous vs. alternate).



Workshop Abstracts - Monday 29th November 2021

Future directions in applied exercise psychology: considerations for training, practice and supervision

Dr Paula M Watson^{1,2}, Amanda J Pitkethly^{3,4}, Clara Swedlund⁵, Hannah Prince⁶

¹Liverpool John Moores University, ²Made Up To Move Ltd, ³Edinburgh Napier University, ⁴about-change, ⁵The ExerPsych, ⁶Glasgow Caledonian University

Background: With physical inactivity a major public health concern, many sport and exercise psychology trainees are becoming interested in the “exercise” component of applied practice. Yet the applied literature is scarce, and most exercise psychologists continue to reside within academia. This creates challenges for trainees (and sport-focused supervisors) in optimizing training for an applied career in exercise psychology.

Aim and learning outcomes: In this workshop we will critically reflect on applied exercise psychology opportunities and share ideas for moving forward. By the end of the workshop, delegates will be better informed on:

- How exercise psychology can be applied and how to create placement opportunities
- How training can be tailored to align with future employment demands.

Key points: The workshop will be facilitated by exercise psychology practitioners (HCPC-registered, BASES accredited, QSEP and professional doctorate trainees), with over 15 years’ experience in applied physical activity interventions with local authorities, NHS and the fitness industry. We will consider current issues in applied exercise psychology, followed by interactive case study examples from fitness industry, community and clinical contexts. Delegates will reflect on the competencies required to be a safe and effective exercise psychologist, ethical and professional challenges and ideas for finding placements.

Conclusions: Delegates will critically consider the field of applied exercise psychology and be invited to sign up for the Applied Psychologists in Physical Activity Network (APPAN), which aims to support the development of exercise psychology as a reputable and recognized profession within the health and leisure sector.



“Creating Togetherness”: A Social Identity Approach to Developing High Performing Teams

Dr Matt Slater¹, Jamie Barker²

¹Staffordshire University, Stoke on Trent, UK, ²Loughborough University, Loughborough, UK

Background: Within the social identity approach, it is proposed that high performing teams are based on leaders and group members feeling a strong sense of psychological belonging and emotional attachment to their group. Our recent work has applied the 3Rs (Reflect, Represent, Realise) – a social identity-informed intervention – in a range of performance settings including elite sport, the military, and health settings to create togetherness. This interactive workshop provides attendees with the theoretical knowledge of the social identity approach, and the 3R framework specifically, together with the opportunity to engage in activities from the 3R programme. We candidly share our experiences of developing, delivering, and evaluating the 3R programme.

You will leave with:

1. An analytical understanding of the social identity approach.
2. Knowledge of the 3R framework to create togetherness.
3. Reflections from your engagement in 3R activities, and activities that you can use with teams.

Key Points: The development of high performing teams is inextricably bound up in group memberships (e.g., “our sport team”), with a view to create togetherness. Within research and practice there are few evidence-based development programmes to achieve togetherness. The 3R framework is a social identity-based programme that is inclusive, empowering, and successful in creating togetherness in high performance environments.

Conclusions: This workshop will draw on our research and practice experiences to develop attendees’ knowledge of creating togetherness through the 3Rs. Attendees will also have a critical appreciation of the theoretical foundation of the 3Rs and the contextual challenges when delivering the 3Rs.



Oral Presentation Abstracts - Monday 29th November 2021

Alphabetical by presenting author

Presence Despite Absence: Reflections on the journey of providing long-term remote support during the COVID-19 pandemic.

Miss Lucy Ballinger¹, Miss Laura Kiemle-Gabbay²

¹Independent, Wigan, UK, ²LJMU, Liverpool, UK

Purpose: A reflective commentary on the experiences of two early career Sport and Exercise Psychologists (SEPs), working in elite youth sport throughout the pandemic.

Background: A three-stage intervention (Relationship building, Motivation and maintenance, Preparing for Competition) was conducted entirely remotely with a national youth squad, over 14 months. The intervention embedded EDI principles within its framework, from its conception. Due to the ongoing uncertainty arising as a result of COVID-19, the intervention also aimed to prioritise nurturing the mental wellbeing of staff, squad and practitioners alike. Practical and psychological challenges related to the necessity of conducting long-term psychological support entirely online due to lockdown restrictions will also be discussed.

Methods: A chronological outline of the intervention and its outcomes will be presented by the both SEPs, alongside pertinent reflective insights (utilising Gibbs' reflective cycle) that highlight the unique learning development experiences of the practitioners.

Conclusion: Reflections on the challenges posed by providing psychological support remotely, rather than within the sporting environment, are discussed. Further insight into both the SEPs' experience in establishing a robust and proactive sport and exercise psychology curriculum within a national squad will also be provided.



The implementation and evaluation of a multi-level intervention to enhance elite athletes' wellbeing and mental health

Georgia Brown¹, Dr Denise Hill¹, Professor Camilla Knight¹

¹Swansea University, Swansea, Wales

Purpose: The study aims to implement and evaluate a multi-level intervention to protect and enhance elite athletes' wellbeing and mental health.

Background: Evidence suggests that some elite athletes can become susceptible to lowered psychological wellbeing and mental ill-health. Moreover, individuals within the sport performance setting appear reluctant to seek support for any mental health concerns they may have due to stigma and the perceived need to portray mental toughness. Hence, there is a need to develop evidence-based interventions that can enhance psychological wellbeing/mental health within sport performance settings through creating an environment that addresses unhelpful attitudes towards mental health.

Methods: The intervention was informed by previous empirical work within the participant sports and the broader extant literature regarding effective delivery of wellbeing and mental health interventions across domains. The intervention included three components; namely, an educational podcast series, online resources, and environmental recommendations.

Two participant sports were part of the intervention. Both were elite, individual performance sports, based in the UK (NB: sports cannot be identified to ensure anonymity). One sport received a guided intervention, while the other received an information-only intervention. Multiple methods were employed to evaluate the intervention, including interviews, focus groups, and observations with individuals in each sporting environment.

Conclusion: While data collection is ongoing, the initial results of the intervention will be presented, with particular attention directed towards the most effective content and delivery style.



Exploring the applications and perceived impact of Spotlight Profile in elite sport: a qualitative case study

Mr Liam Burnell^{1,2}, Tim Pitt¹, Joanne Butt²

¹Mindflick, Hathersage, UK, ²Liverpool John Moores University, Liverpool, UK

Purpose: The aim of this study was to understand how Spotlight Profile, a novel personality profiling intervention developed and used in elite sport, has been applied to support athletes and coaches.

Background: Novel tools are often developed and used in applied practice to contribute to the development of athletes and coaches. Spotlight Profile, a modern take on personality profiling, is one such example and has been used in the bid to facilitate performance through the development of adaptability. However, research is needed to ensure that the tool's use remains evidenced-based, coherent with research, and aligned with underpinning concepts.

Methods: A qualitative case study was adopted to explore three different examples of how Spotlight Profile has been applied within elite sport. Using narrative analysis, interview data from both the applied practitioner who initiated each intervention and the athletes involved was triangulated to obtain a descriptive vignette of each case, which described how and why Spotlight Profile was used and the perceived impact of such work.

Conclusion: Findings offer sport psychologists guidance as to how they might use Spotlight Profile within sport. Specifically, Spotlight Profile can be used in several ways, including: to develop a performance mindset, to develop shared understanding in teams, and to build coach-athlete relationships. Ideas for further research are suggested that can deepen understanding on the tool's effectiveness.



Broadening the participant pool: A novel approach for remote research

Miss Elanor Cormack¹, Dr Chris Hand

¹Glasgow Caledonian University

Objectives: Carry out practical research with a new methodological approach developed to allow practical research to be carried out remotely.

Design: To be able to implement an experimental research study examining gender stereotypes in youth sport, a novel methodological approach was created that allowed participants to take part alone and at local outdoor facilities without the researcher present.

Methods: Participants were 20 adolescent female basketball players (12-18 years old, Mage= 14.85 years, SD=1.73). Participants were invited to participate via contact from their National Governing Body, clubs, and on social media. Participants gave consent online and received online instructions to guide them through a basketball shooting task and series of questionnaires.

Results: The experimental findings contributed to the understanding of gender stereotypes in youth sport. Participants were able to complete the tasks and the measure of adherence to the instructions indicated that participants were able to follow the task instructions accurately. A challenge of the approach was the low conversion rate from consent to participation.

Conclusions: The pandemic created unique challenges for researchers trying to carry out research that included active sports tasks. Many psychological research findings are not validated with different populations and largely draw from WEIRD (Western, Educated, Industrialized, Rich, and Democratic) populations. This limits cultural considerations and likely leads to over-generalisation of findings. The pandemic restrictions provided impetus for an alternative route to open up research participation. This design template could open up research to be more equitable and move participant selection beyond the often used convenience samples.



Together whilst still apart: An online intervention to develop cohesion in a short-lived youth squad

Miss Elanor Cormack¹

¹*Glasgow Caledonian University, Glasgow,*

Purpose: Deliver an online intervention to improve group cohesion in a short-lived youth squad.

Background: Both social and task cohesion have repeatedly been correlated with performance and are thought to be particularly important in interactive team sports. There is however a dearth of literature on its development in short-lived teams. This case study provides an insight into the potential for remote delivery of such group interventions.

Methods: The pandemic meant athletes were more open to online interventions. A youth hockey squad of 30 adolescent athletes (formed solely for a short tournament) took part in the intervention during the early 2021 lockdown. The intervention was delivered by a trainee sport and exercise psychologist via Microsoft Teams and focused on developing social and task cohesion across six one-hour workshops. Pre- and post-intervention scores were measured on the Youth Sport Environment Questionnaire.

Conclusions: This case study shows the merit of online group cohesion work, even with a short-lived squad. The intervention was favourably received by the athletes and both social and task cohesion improved from pre- to post-intervention. This intervention has shown the potential to use online approaches where face-to-face interventions are not possible. This may also provide a useful tactic for working with geographically diverse squads where there is limited in-person contact (e.g., national squads). This type of online intervention has also opened up more time for psychologists to work with athlete groups prior to in-person training sessions, creating focused time for group cohesion work.



A single case using counselling methods to improve social support: an investigation of stress, healing, and heart rate variability

Mr Matthew Cunliffe¹

¹*Sport Psychology Kent, Kent, England*

Objectives: The aims of this study are to explore how social support skill delivered by a psychologist impact upon an athletes heart rate variability, daily stress, social support, and wound healing.

Design: This study adopted a single case (12 week A-B-A) design with a 24-year-old female with a professional job, she participated in CrossFit to examine the effects of a counselling based social support intervention on heart rate variability, stress, social support, and healing as a way of studying injury recovery.

Methods: A counselling approach was used. Each session aimed to enhance 4 types of social support (esteem, emotional, informational, and tangible support). Heart rate variability data was collected via a Polar H7 heart rate monitor, stress and social support were measured using psychometric measures, and finally wound healing measured by trans-epidermal water loss, creating a truly inter-disciplinary study.

Results: The results show that a social support intervention designed and delivered by a qualified practitioner psychologist to increase emotional support, esteem support, tangible support, and informational support can increase the perceptions of social support. Secondly the results show that during the intervention phase the speed of healing measured by the difference in pre and post trans-epidermal water loss increased. Finally, the results show that heart rate variability measured by RMSSD and SDNN increased slightly during the intervention phase.

Conclusions: This study concluded that a counselling-based intervention may improve perceived social support and healing rate in a single-subject design, implying that social support is a key intervention during injury rehabilitation.



Selling sport psychology: learning from The Wolf of Wall Street, Relationship Coaches and NLP

Mr Matthew Cunliffe¹

¹*Sport Psychology Kent, Kent, England*

Purpose: To explore better ways of marketing sport psychology practices that go beyond models and literature into practical real world techniques.

Background: When polled on Twitter 51.5% of 33 practitioners said they didn't feel able to make the money they wanted from applied sport psychology. Thus marketing theory such as the 4P's approach (Pitts and Stotlar, 2007) and much of the other literature in marketing sport psychology appear to offer little real world application to the applied practitioner. Sport psychology as a profession is fundamentally under-performing when 'mindset coaches' are flourishing. Taking learnings from Jordon Belfort aka The Wolf of Wall Street, the dating/ life coaching arena, and NLP this session will offer some ideas how sport psychologists can adjust their thinking to improve the chances of closing big ticket clients.

Key points: The trans-theoretical model offers a psychologically underpinned way of taking a potential client from an opening email to a closed paying client. The session will explore the inner game of sales, changing the way we think about selling and marketing, exploring the limiting beliefs that stop high ticket sales, how to close a client, increasing certainty, using action points and pain points, product development, identifying a sales script, and using social dynamics to increase engagement and buy in.

Conclusions: This session will draw on learnings from a year exploring areas outside of sport psychology, learning from natural salespeople and expert deal closers. Start to bringing those skills into our field to improve buy in from potential clients.



A reflective account of psychological support provided within a multi-sport youth academy: lessons learned by a neophyte practitioner

Miss Sarah Findlay¹

¹*Glasgow Caledonian University, Glasgow, Scotland*

Purpose: A trainee Sport and Exercise Psychologist will share a reflective account of psychological support provided to a multi-sport youth academy based in a school.

Background: The work completed by the trainee was towards the placement element of the taught doctorate in Sport and Exercise Psychology and was conducted during the COVID-19 pandemic. Psychological support was offered to both the hockey and swimming programmes within the youth academy. Applied practice included group workshops and individual sessions with coaches and athletes, adopting a hybrid approach of online and face-to-face delivery. One-to-one sessions were underpinned by the cognitive behavioural approach.

Methods: Regular evaluation of applied practice is a large element of the doctoral training in Sport and Exercise Psychology. Therefore, a reflective approach was adopted to evaluate the work completed by the trainee within the current placement. Lessons learnt and implications for professional development are explored in depth.

Conclusions: The applied practice involved a steep learning curve for the trainee, with the need to be flexible and adaptable at the core. The reflections offered cover a range of experiences encountered by the trainee. Firstly, the trainee considers the challenges faced when conducting applied work online due to COVID-19 restrictions. Secondly, the experience of applying and adapting cognitive-behavioural therapy with youth athletes is discussed. Finally, the process of developing a working alliance with athletes and coaches within a unique high-performance environment is reflected upon.



Measuring well-being in sport performers: Where are we now and how do we progress?

Dr Sam Giles¹, Dr David Fletcher¹, Dr Rachel Arnold², Dr Arabella Ashfield³, Mrs Joanna Harrison³
¹Loughborough University, Loughborough, United Kingdom, ²University of Bath, Bath, United Kingdom, ³English Institute of Sport, Manchester, United Kingdom

Purpose: The purpose of this presentation is to review psychometric issues in well-being research and discuss the implications for the measurement of well-being in sport psychology research.

Background: The importance of optimal well-being and mental health in elite athletes has received increasing attention and debate in both the academic and public discourse. Despite the number of challenges and risk factors for mental health and well-being recognised within the performance lifestyle of elite athletes, the evidence base for intervention is limited by a number of methodological and conceptual issues. Notably, there exists an increasing emphasis on the development of appropriate sport specific measures of athlete well-being, which are required to underpin strategies targeted at the protection and enhancement of psychosocial functioning.

Methods: We review what we currently know about this topic in sport psychology and contemplate how psychometric advancements in psychology more broadly can inform progress in sport. Drawing on the broader literature in related disciplines of psychology, the narrative discusses four key areas in the scale development process: conceptual and theoretical issues, item development issues, measurement and scoring issues, and analytical and statistical issues.

Conclusions: To conclude, a summary of the key implications for sport psychology researchers seeking to develop a measure of well-being is presented.



Open Science & Theory Development in Systematic Reviews: Innovating with the method in Sport & Exercise Psychology

Sahen Gupta¹, Dr Paul McCarthy
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Systematic reviews, when done rigorously, provide an invaluable source of scientific information on the state of evidence concerning a research topic. We discuss innovations to the traditional methods of conducting systematic reviews to further the fast-growing field of sport and exercise psychology. We discuss A) The methodological rigour needed for systematic reviews (e.g., Tools for rigour assessment); B) Qualitative and meta-analytic systematic reviews and their relevance to the field (templates for developing review questions), C) theoretical convergence from evidence from a systematic review (inductive and deductive reasoning); D) the importance of and guidelines for Open Science practices while conducting systematic reviews. The significance and implication of this paper lies in highlighting innovations in the systematic review method which the authors have engaged in to provide sport and exercise psychology a methodological approach to adopt in the future. A case study example will supplement the discussion and provide a worked example for the major discussion points.



Sport Performers' Experiences of Lifetime Stress Exposure: Exploring the Factors that Influence Health, Well-Being, and Performance

Miss Ella McLoughlin¹, Dr Rachel Arnold¹, Dr Lee Moore¹, Dr David Fletcher²
¹University Of Bath, , , ²Loughborough University, ,

Objectives: Recent research has highlighted the detrimental consequences associated with greater lifetime stress exposure among elite sport performers (e.g., depression). Despite this, however, research in sport has predominantly relied on quantitative methods and largely ignored how and why cumulative lifetime stress exposure can affect the health, well-being, and performance of sport performers who compete at varying levels. This study aimed to explore: (1) sport performers' experiences of relatively high cumulative lifetime stress exposure; and (2) the factors that may help to explain how and why these sport performers might be more vulnerable to poor health, well-being, and performance.

Design: This study used a qualitative research methodology. **Methods:** To identify participants who had experienced relatively high lifetime stress, criterion-based purposeful sampling was used on a sample of participants involved in a previous study of 395 sport performers (cf. McLoughlin et al., under review). Following

sampling, semi-structured interviews, complemented by timelining, were conducted with 22 sport performers (17 female, 5 male). Results: Reflexive thematic analysis was used to develop four overarching themes related to the psychological (e.g., maladaptive coping strategies), social (e.g., barriers to building relationships), behavioural (e.g., risky behaviours), and environmental (e.g., stressors occurring in close proximity to one another) factors that may help to explain how and why exposure to lifetime stress can increase vulnerability to poor health, well-being, and performance.

Conclusions: Consequently, these findings can help practitioners better identify sport performers who are at-risk of developing stress-related health problems and contribute to the development of tailored and effective interventions.



Assessing the conceptualisation and measurement of mental health in sport: A systematic Review

Mr Gavin Meek, Dr Kyle Paradis, Dr Gavin Breslin, Professor Mark Tully

The purpose of the present study was to conduct a systematic review investigating the measurement and conceptualization of mental health in sport. Mental health and the safeguarding of athletes has risen in prominence. To date, this has been poorly managed, and existing evidence suggests there is a lack of understanding of athlete mental health in sport. Furthermore, recent systematic reviews of mental health consensus statements in sport call for urgent action to facilitate greater appreciation regarding mental health for athletes. Consequently, the aim of this systematic review is to investigate and compare existing measurements tools used to assess the mental health of athletes. Systematic searches of CINAHL Complete, MEDLINE (Ovid), PsycINFO, SPORTDiscus, and Web of Science returned 7,803 articles. After removing duplicates, 5401 studies remained for title and abstract screening. Adhering rigidly to the review protocol, initial screening suggested 1220 articles proceed to full text screening. This seemed excessively high due to the low number of existing measurement tools, however, it does reinforce the need for conceptual clarity around what mental health means in sport with the advancement of clearer and more concise definitions and conceptualizations. Mental health terms are used interchangeably in literature, which can deflect from the true essence of the research subject-area. Implications and future directions are discussed around the need for conceptual clarity of what exactly mental health encapsulates in sport. It is also vital for the development of an operational definition via a valid measurement tool specifically to assess the mental health of athletes.



The Effects of Mindful Sport Performance Enhancement (MSPE) on flow and swimming performance

Jennifer Meggs¹, Dr Mark Chen
¹*Lancaster University*

Objectives: The aim of the study was to investigate the effects of an eight week mindful sport performance enhancement (MSPE) program on competitive swimming performance and trait flow. Design: A randomised-control trial design involving 16 high-level, competitive adolescent swimmers were split into MSPE (n=9) and relaxation training (RT) (n=7) intervention groups for an eight week duration.

Methods: Participants completed trait measures of flow, anxiety and mindfulness and 50m swimming times before and after their respective programs.

Results: ANCOVA analysis revealed significant effects on both global trait flow, and the action-awareness merging (partial $\eta^2 = .60$) flow subscale for the MSPE group compared to the RT group. Further analysis also showed improvements in loss of self consciousness ($d=.90$) and state mindfulness curiosity between weeks 2 and 4 for the MSPE group.

Conclusions: Results suggest that mindful interventions can improve trait flow for sports participants. Practical implications and recommendations for future research are discussed.



UK Professional Male Cricketers' Mental Health and Support Experiences: A Qualitative Exploration

Daniel Ogden¹, Jamie Barker, Carolyn Plateau, Janine Coates

¹*Loughborough University*

Objectives: The objective of our study was to add to the extant literature in mental health in sport by exploring UK male professional cricketers' mental health experiences and their experiences of mental health support.

Design: The last decade in UK professional cricket has seen tragic events, powerful testimonies, and increased media attention surrounding mental health, yet the experiences of players and the support they receive has continued to receive limited academic attention. Thus, to bridge this gap, we ran a qualitative exploration to uncover player's experiences of mental health and mental health support.

Methods: Our qualitative exploration consisted of semi-structured interviews with 15 current and former male UK professional cricketers, who had 205 years of combined experience in professional cricket.

Results: Three key themes emerged from the data: (1) The emotional rollercoaster of a career in professional cricket, (2) local vs national level mental health support and, (3) nourishing vs malnourishing player's mental health.

Conclusions: While national level mental health support (i.e., Professional Cricketers' Association) was heavily endorsed, the support was found to be reactive. Thus, due to the continued perceived stigma and lack of openness that was found to exist at the local (county) level, players reported feeling uncomfortable to reach out for support around their mental health.

Our study has important practical implications for male UK county cricket, regarding the significant role and responsibility local level organisations have in breaking down the stigma and creating an open and supportive environment around mental health.



Psychological Skill Use for Performance Enhancement and Wellbeing in Youth Sport: Perceptions of British Sport Psychologists

Dr Sam Thrower¹, Dr Jamie Barker, Dr Adam Bruton, Dr Pete Coffee, Professor Jennifer Cumming, Mr Nicholas Dann, Professor Chris Harwood, Dr Karen Howells, Professor Camilla Knight, Dr Paul McCarthy, Professor Stephen Mellalieu

¹*University of Roehampton, London, England*

Objectives: The aim of the current study was to explore what can be learnt from sport psychologists working with young athletes in Britain. Specifically, the current study focused on: a) what are the most effective ways to build working relationships with young athletes and conduct needs analyses? and b) what psychological skills and techniques are most effective/ineffective when working with young athletes?

Design: An Interpretive Descriptive design was used to generate grounded knowledge that is relevant to applied practice contexts. Specifically, the goal of using ID as a research design was to create a sense-making structure for the eccentricities and variations that occur in the real world of sport psychology application.

Methods: The current study was conducted by a BPS DSEP working group and consisted of two phases: Firstly, group members participated in two focus groups (n = 6). Secondly, in-depth interviews were conducted with BASES or BPS accredited sport psychologists who had extensive experience of working with young athletes during childhood, early-adolescence, and/or mid-to-late adolescence (n = 10). Audio recordings were analysed using reflexive thematic analysis.

Results: Five themes were generated: Guiding philosophy and eclectic approaches, connecting with and understanding young athletes, adaptation and integration of psychological skill delivery, psychological skill effectiveness depends on the individual, and intervening indirectly within the wider system.

Conclusions: The current study offers unique and detailed insights regarding the consultancy process when working with young athletes. Such insights are crucial for neophyte sport psychologists in order to promote developmentally appropriate practice within this area.



Symposium Abstract - Tuesday 30th November 2021

Symposium: Social Identification and Group Membership

Identity Leadership and Transformational Leadership in Sport: A Systematic Review

Mr Steafan Deery, Dr Kyle Paradis, Dr Lee-Ann Sharp, Dr Noel Brick

¹*Ulster University, Jordanstown, N Ireland*

Purpose: To conduct a systematic review of identity leadership and transformational leadership in sport and their respective antecedents and consequences.

Background: Research on transformational leadership in sport psychology has been associated with better team functioning, greater athlete motivation, improved well-being, stronger team cohesion, and better team performance. Identity leadership research also highlights that groups with more strongly identified members perform better and strongly held social identities can protect and promote athletes' well-being.

Methods: Following PRISMA-P 2020 guidelines and MMAT, a systematic search of electronic databases (SportDiscus, Scopus, Science Direct, Web of Science, PsychArticles, and PsychInfo) returned 3342 papers. Inclusion criteria required research to be peer-reviewed, original studies published in English, examining transformational or identity leadership through athletes and/or coaches in sport, published or in press before August 31, 2021. Following initial screening, 90 studies were selected for full text review.

Results: Results within the review followed a narrative approach using thematic categories including group dynamics, performance, and well-being to code emerging patterns in study findings such as greater participant effort and performance, team self-efficacy, improved cohesion, increased motivation, higher commitment, shared team leadership, social support, resilience, performance satisfaction, psychological safety, leader trust, influence and intentional mobilization, and a sense of meaning and purpose. Patterns in research designs are also discussed to offer future research directions and areas to target for intervention around leadership development in sport.

Conclusions: This study is the first to synthesise and integrate research from both leadership approaches (identity and transformational) and their respective antecedents and consequences.



The role of social support and social identification in challenge and threat responses

Mr Jamie Gillman¹

¹*Staffordshire University*

Purpose: The aim of this presentation is to highlight the effect of social support and social identification on challenge and threat states to better understand the human stress response.

Background: Challenge and threat theories have largely focused on individual differences (e.g., personality) and personal factors (e.g., perceptions of control, self-efficacy, self-esteem) on approach to motivated performance situations (e.g., sporting competition, exams, presentations). Psychosocial factors such as social support and social identification are considered important in the transactional stress process and have an array of reported benefits across physical, psychological and performance related outcomes.

Methods: The current narrative review explores research and theory examining the links between social support and social identification with challenge and threat responses. As such, the presentation will analyse research aligned with recent theoretical conceptions (i.e., the revised theory of challenge and threat states in athletes; Meijen et al., 2020) with a view to advance current understanding of the stress response. In addition, a critical evaluation of this body of work is offered along with avenues for future research.

Conclusions: The findings from the literature highlight the valuable role that social support and social identification can have on challenge and threat responses. For instance, high perceptions of social support coupled with high levels of social identification can be beneficial when individuals are subject to stressful situations. Therefore, when understanding an individual's stress response, research and practice needs to examine the combination of both individual and social factors.



Teammates and Rivals: The salience of social identity in rapidly changing group boundaries

Miss Zoe Black¹, Dr Peter Coffee, Dr Chris Hartley, Dr Kacey Neely

¹*Glasgow Caledonian University*

Objectives: To investigate how dynamic contexts in sport, such as when teammates in relay events become rivals in singles events, affect the saliency of individuals' social identities (whether they identify as 'We' versus 'Me'), and what impact this has upon psychological and behavioural outcomes.

Design: Data were collected via online and face-to-face semi-structured interviews and then analysed using a qualitative description approach, to provide a straightforward description of the phenomenon.

Methods: Across two studies, the following participants were recruited through purposive sampling: (Study 1) Eight elite swimmers and (Study 2) six elite rugby seven's players and two members of their support team staff.

Results: Both studies concluded that the context (nature of competition and sport type) affected athletes' salient social identity and respective behaviours such that, when the shared social identity as teammates was salient, individuals cooperated, displayed helping behaviour and perceived an increase of social support. Conversely, when the individual identity was salient, individuals perceived their teammate as a rival and there was a reduction in perceived social support. Having other shared social identities (friendships) facilitated the transitioning process between identities as teammates and rivals.

Conclusions: During the period whereby individuals' transition from teammate to rival, group dynamics face increased risk of disruption. Sharing multiple group memberships and shared social identities protected individuals from the negative consequences of rivalry. Implications are discussed for how coaches and sport psychology practitioners can help develop multiple group memberships and shared social identities to protect transitioning teammates and rivals.



The influence of identity leadership principles on followers' challenge and threat states and motor performance

Mr Anthony Miller¹, Dr Matthew Slater¹, Dr Martin Turner²

¹*Staffordshire University, Stoke-on-Trent, United Kingdom*, ²*Manchester Metropolitan, Manchester, United Kingdom*

Objectives: It has been theorized that a follower can draw upon support from individuals they identify with when approaching competitive situations to improve psychophysiological challenge states, and performance potential. As such, we examine how perceptions of identity leadership influence resource appraisals, cardiovascular reactivity, and performance in a pressurised motor task across two laboratory experiments.

Design: In Study 1, a within-subjects double-blind experimental design with two conditions was adopted: identity leadership (IL) vs no identity leadership (no IL). In Study 2, 120 participants completed a 2 (identity leadership: IL vs. no IL) X 2 (appraisal: challenge vs. threat) between-subjects double-blind experimental design.

Methods: In Study 1, 80 participants participated in two leadership conditions a week apart, completed a motor performance task, and completed psychophysiological measures. In Study 2, 120 participants participated in one leadership condition, a motor performance task and psychophysiological measures.

Results: Study 1 and 2 indicated that when instructions align with identity leadership principles (vs. not), followers reported greater resource appraisals to, challenge cardiovascular reactivity to, and motor performance within a motivated performance situation. In addition, Study 2 identified that leaders using challenge (vs. threat) instructions led to challenge cardiovascular reactivity on approach to competition.

Conclusions: Advancing leadership and stress theory, we provide evidence that perceived identity leadership is salient for followers' resource appraisals, cardiovascular reactivity, and motor performance.



Workshops Abstract - Tuesday 30th November 2021

Psychological safety: Finding its place in sport

Mr Michael Cooke, Dr. Kyle Paradis, Dr. Lee Ann Sharpe, Dr. David Woods, Dr. Mustafa Sarkar

Background: An environment where an individual perceives they can express themselves without fear of negative consequences to self-image, status, or career, is characterised by psychological safety. Despite much of the literature emerging from business contexts, psychological safety may prove to be a productive avenue for thriving research in sport. Recent research demonstrates that psychological safety serves as a mediator between identity leadership and two subsequent pathways: (1) a team-oriented pathway whereby psychological safety inspired good teamwork, fostering team resilience and, in turn, enhancing athletes' satisfaction with their team's performance; and (2) an individual-oriented pathway wherein psychological safety buffered against athletes' burnout, thereby enhancing their well-being.

Key Points: As psychological safety is likely influenced from leadership of the group and the social environment, the objective of the workshop is to further explore and discuss the concept of psychological safety in a sporting context and its antecedents and consequences. The workshop aims to create dialogue on the following concepts: 1) current perceptions of psychological safety, its antecedents, and its outcomes in sport, 2) the potential domain sport specific nature of psychological safety, and 3) future research directions and implications for applied practice.

Conclusion: The workshop encompasses a series of interactive activities, whereby small groups of delegates discuss, contextualize, and offer feedback on the aforementioned concepts and themes. Delegate interaction and involvement is strongly encouraged throughout, with many opportunities to contribute to the discussion on psychological safety in sport.

Finally, empirical and practical examples of best practices for enhancing psychological safety are discussed.



Compassion through Action: Challenging Inequality in Sport and Exercise Psychology

Dr Emily Pattinson¹, Moira Lafferty, Daniel Brown, Vaithehy Shanmuganathan-Felton, Jenny Meggs, Laura Kiemle-Gabbay, Emily Stout, Lloyd Emeka, Louise Byrne, Jodine Williams

¹Newcastle University

Background: An individual's identity and background significantly impact their experience the world, however the importance of intersectional experience is often overlooked in sport and exercise psychology. Recent events such as COVID-19 and the Black Lives Matter movement have brought to the forefront the true impact of inequality in our society and created heated debate around the subject of equality. A recent study by the DSEP ED&I working group explored the ED&I experiences, perceptions, and training needs of those working or studying sport and exercise psychology.

Key Points: This workshop aims to bring together those voices and stories to provide a practical, interactive session with real life scenarios in sport and exercise psychology. The session aims to go beyond the basic awareness model and present practical examples to facilitate discussion and empower attendees to build the skills to recognise inequalities, respond appropriately and reduce discrimination in all its forms to drive cultural change in a meaningful way.

Conclusions: The workshop will cover key aspects of ED&I relevant to Sport and Exercise Psychology, along with covering basic legislation and support structures in place to protect athletes and practitioners. Attendees will also have the opportunity to reflect on their own knowledge and experiences in a non-judgemental space. At the end of the workshop it is expected attendees will have a more in-depth understanding of ED&I and how they can apply this to their workplace and personal development to facilitate meaningful inclusion for all.



Oral Presentation Abstracts - Tuesday 30th November 2021

Alphabetical by presenting author

Enhancing Parental Support in Youth Sport in the 21st Century: A Systematic Review of Parent-Education Programs

Miss Shannon Burke¹, Dr. Lee-Ann Sharp¹, Dr. David Woods¹, Dr. Kyle Paradis¹

¹*School of Sport, Faculty of Life and Health Sciences, Ulster University, Shore Road, Newtownabbey, Northern Ireland*

Purpose: There were two primary components of interest for this systematic review, which sought to examine aspects of parent-education program design. These components were (1) the theoretical underpinnings of parent-education programs in youth sport, and (2) the design processes for parent-education programs in youth sport.

Background: Recent developments in the area of parental involvement in youth sport have seen the introduction of parent-education programs, which aim to provide an appropriate avenue to promote healthy parental involvement, facilitate adaptive athlete outcomes, and help to relieve stressors placed on parents. However, to date the theoretical underpinnings and design processes utilised in such programs has received scant examination.

Methods: Following PRISMA guidelines, an electronic search was carried out in four pertinent sport and exercise psychology databases. Further, reference lists of eligible papers were also searched to identify any additional relevant articles. Retrieved papers (2,822) were subject to title and abstract screening. Following, 60 full-text articles were assessed for eligibility by the research team.

Conclusions: 12 articles met the inclusion criteria. An examination of underlying theoretical frameworks revealed only five studies (42%) explicitly stated how theory informed their interventions. Future researchers should consider adopting explicit use of behaviour change theories when designing parent-education programs. Further, seven studies (58%) implemented a short, one-off education workshop, with limited opportunities for parent-practitioner interaction. Complementing the utilisation of behaviour change theories, researchers should move towards developing and implementing longitudinal programs, with multiple sessions and forums, in addition to long-term follow-up support, to advance research in this area.



A Qualitative Investigation of Teachers' Perspectives on Life Skills Development in Physical Education

Dr Lorcan Cronin, Ms Rebecca Greenfield, Dr Anthony Maher

¹*Edge Hill University, Ormskirk, United Kingdom*, ²*Edge Hill University, Ormskirk, United Kingdom*, ³*Leeds Beckett University, Leeds, United Kingdom*

Objectives: Recent studies have highlighted how PE can enhance students' life skills, yet little is known about how students develop their life skills in PE and transfer such skills to other areas of their life. Therefore, the objectives of this study were to explore: 1) What life skills students develop in PE, 2) How these life skills are developed in practice, and 3) Do these life skills transfer to other life domains.

Design: A qualitative methodological design consisting of in-depth semi-structured interviews was employed to obtain detailed insights from PE teachers experiences.

Methods: Audio-recorded interviews lasting an average of 40 minutes were conducted with 11 teachers (Mean age = 37.9 years; Teaching experience = 14.1 years) from the northwest of England. The interviews were transcribed verbatim and thematic analysis using NVivo software was conducted to analyse the data.

Results: Six key themes emerged from the thematic analysis: 1) the key life skills developed through PE (e.g., teamwork, communication, leadership, & resilience), 2) the importance of life skills for differing students, 3) considering student's individual needs when teaching life skills, 4) practical strategies for life skills development (e.g., explicit & implicit learning, teachable moments, & role modelling), 5) the transferability of life skills to other domains (e.g., schoolwork & home life), and 6) key barriers to life skills development (e.g., time constraints & an exam focus).

Conclusions: The findings provide key insights into how teachers value life skills and support their development and transfer to other areas of student's lives.

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Exploring transplant recipients lived experience of sport participation and well-being: a qualitative study

Miss Sarah Findlay¹, Dr Elaine Duncan¹
¹*Glasgow Caledonian University, Glasgow, Scotland*

Purpose: Sport is thought to increase well-being, however, there is limited research exploring the effects of sport on the well-being of transplant recipients. The purpose of this study was to explore transplant recipient's lived experience of sport and how this might affect their psychological and social well-being.

Design/ background: The study design was underpinned by humanism, emphasising individuality and uniqueness of experience. Therefore, a qualitative approach was adopted to address the research aims.

Methods: Participants were required to meet a range of inclusion criteria such as having taken part in the World, European or British Transplant Games and being in a stable condition following solid organ transplantation. Four transplant athletes' (2 male, 2 female) were recruited through self-selection in response to an advert posted on Transplant Sport UK's official Facebook page. Qualitative data was collected using semi-structured interviews to allow for deep exploration of participants' experiences. All interviews were recorded and transcribed verbatim before being analysed using thematic analysis.

Results: Three main themes of 'gratitude and sense of obligation', 'psychological impact of sport' and 'impact of sport on social well-being' emerged from the data. The findings are discussed in relation to existing research of sport, well-being and transplant recipients.

Conclusions: Therefore, the study provides the first in-depth insight into transplant athletes' lived experiences of sport, using a participant-led interview style. Thus, addressing a gap in the literature and highlighting the holistic psychological benefits of sport for transplant recipients.

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Anti-Doping and the Influence of the Performance Team in Rugby League and Union

Mr Justin Hall¹, Dr Laurie Patterson¹, Professor Susan Backhouse¹
¹*Leeds Beckett University, Leeds, United Kingdom*

PURPOSE: To explore the anti-doping influence of support staff in elite rugby.

Background: UK Anti-Doping (UKAD) sanctions and media outlets have reported high incidence of doping violations within rugby league and union. Performance Team staff have an influence on doping attitudes and decision making.

Methods: Semi-structured interviews were conducted with seventeen Performance Team staff (n=9 Strength & Conditioning/Athletic Performance, n=5 Nutritionists, n=2 Physiotherapists/Sports Therapists, and n=1 Psychologist) at elite rugby league (n=10) and union clubs (n=7). Interview data was analysed using an abductive, reflexive thematic analysis approach (Braun & Clarke, 2006; 2019). Analysis began inductively, before deductively drawing comparisons to Social Identity Theory (Tajfel, 1974; 1979).

Results: Three main themes were constructed from the interview data. Theme 1 depicts the additional burden placed on rugby players to perform through injury and personal problems without complaint. Theme 2 illustrates the significant influence that team culture and social environments have upon player behaviour including substance use. Theme 3 describes the strain that anti-doping places upon the Performance Team staff in elite rugby, including pressure they feel to ensure the players they look after are 'clean'.

Conclusions: This study highlights the need for a more player-centred approach to anti-doping, where vulnerabilities are recognised and addressed via appropriate education and support. This contrasts the prevailing narrative of doping as cheating, addressed via punitive sanctions. The findings further underscore the need to move beyond compliance driven anti-doping approaches to protect the welfare of players and the integrity of sport.

Intolerance of Uncertainty as Mediator in The Relationship Between Irrational Performance Beliefs and Mental Health in Sport During The COVID-19 Pandemic

Dr Julius Jooste¹, Dr Sandy Wolfson, Prof Ankebe Kruger
¹*Northumbria University, Newcastle upon Tyne, United Kingdom*

Background: The termination of organised sport by governments around the world with the outbreak of the COVID-19 pandemic has caused athletes and coaches to experience unprecedented levels of uncertainty, insecurity, and psychological distress.

Objective: This study examined the extent to which irrational performance beliefs and intolerance of uncertainty co-occur to relate to mental health among a sample of athletes and coaches upon their return to sport following COVID-19 restrictions.

Design: The study adopted a single time-point correlational research design using an online Qualtrics survey.

Methods & Results: Despite the parity in views, independent samples t-test results showed three significant differences in the tested variables between athletes and coaches, which suggested that athletes are more likely to entertain depreciatory thoughts, and react more aversively to uncertainty, while coaches reported a better mental health state. Pearson's correlation analysis confirmed a significant positive relationship between composite irrational performance beliefs and intolerance of uncertainty scores, with both these variables being inversely related to mental health. Results from a simple atemporal mediation analysis verified that intolerance of uncertainty fully mediated the adverse influence of irrational performance beliefs on mental health.

Conclusion: Practitioners within the framework of Rational Emotive Behaviour Therapy are recommended exploring their orientation of changing irrational beliefs aligned to sport clients' perceptions and tolerance of uncertainty through the inclusion of emotion-focused cognitive therapy techniques. Findings may help sport psychology practitioners to better understand the significance of clients' dispositional reactions towards uncertain situations in their endeavour to promote mental health and well-being in sport.



The association between being physically active in childhood/adolescence and depression, anxiety, and well-being across the lifespan: a systematic review

Mr Chris Knowles¹, Dr Kyle Paradis¹, Dr Gavin Breslin², Dr Angela Carlin³, Dr Stephen Shannon³
¹*School of Sport, Ulster University, Belfast, United Kingdom*, ²*School of Psychology, Ulster University, Coleraine, United Kingdom*, ³*School of Sport, Ulster University, Londonderry, United Kingdom*

Purpose: To be the first systematic review to synthesise evidence for a longitudinal association between different types and domains of childhood or adolescent physical activity, and mental health outcomes across the lifespan.

Background: Twenty-Eight percent of the global population are insufficiently active. Physical activity can improve well-being and reduce symptoms of depression and anxiety – two leading contributors to the global burden of disease. Exercise psychology often focuses on the acute effects of physical activity, or short-term mental health outcomes spanning several hours to weeks. However, recent evidence has emerged suggesting that physical activity in childhood or adolescence may be associated with mental health outcomes (both positive and negative) several years in the future.

Methods: The review protocol was registered with PROSPERO (CRD42021242555). Included studies had prospective, quantitative designs wherein physical activity was measured aged 5-17 years with follow-up measures of depression, anxiety, and/or well-being recorded at least 12-months later. Systematic searches of CINAHL, Medline, PsycInfo, and Scopus returned 19,446 articles. After standardised screening, 501 were full text reviewed by two independent reviewers. A high level of heterogeneity was present throughout screening hence, a narrative review (following the SWiM guidelines) has been selected as the most appropriate means of data synthesis. The GRADE framework is being followed to assess the quality of the evidence.

Conclusions: Prospective findings may have implications for public health by highlighting the extent to which youth physical activity is a viable means of mental health support not only in the short-term but across the lifespan.



How Do New Runners Maintain Their Running, and What Leads to Others Stopping? A Longitudinal, Qualitative Exploration of New Runners' Experiences

Dr Alister McCormick¹, Pille Pedmanson¹, Kass Gibson¹, Paula Watson², Ben Jane¹

¹*Plymouth Marjon University, Plymouth, UK*, ²*Liverpool John Moores University, Liverpool, UK*

Objectives: While running is associated with many benefits, exercise adherence is an issue facing the profession. We aimed to understand and interpret the experiences of new runners and answer the question, "What experiences explain how new runners maintain their running or explain why they stop?"

Design: Longitudinal qualitative study.

Methods: Twenty people (all British, 14 female, 6 male) who were either new or returning to running were interviewed up to five times (65 interviews in total) about their experiences, with the time between the first and final interview ranging from 40 to 389 days ($M = 197$, $SD = 91$). Nine observations were conducted at a Couch to 5K programme, and six participants completed diaries. A reflexive thematic analysis was used to construct themes, structured and synthesised using the metaphor of a person running to an uphill destination.

Results: Motivational factors, barriers, and external support continuously and dynamically varied, much like the motivation, hill incline, and head/tail wind of a person running uphill, with a steep increase in incline captured by 'life getting in the way'. The journeys of some were characterised by a greater incline and less tail wind, reflective of social inequalities relating to gender, motherhood, disability, and health. The nature of the runner's 'why' was useful for interpreting the time course of their experience, with reasons tied to enjoyment, identity, and values supporting runners in overcoming greater adversity.

Conclusions: The implications for group-level and individual interventions, using a novel intervention structure based around our metaphor, are discussed.



Heightened interoceptive awareness in gym goers with symptoms of muscle dysmorphia

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Objectives: The pursuit of lean hyper-muscular bodies can lead many to engage in extreme diet and exercise regimes, often resulting in steroid use and development of muscle dysmorphia. Muscle dysmorphia is characterised by extreme body dissatisfaction that leads to compulsive behaviours to attain the ideal body shape. This research sought to investigate the relationship between interoceptive awareness, muscle dysmorphia symptomology, body dissatisfaction, muscularity-oriented eating and supplement use in resistance-training gym goers.

Design: Online questionnaire-based study. Inclusion criteria: Adults (18-65 years), resistance-training gym-goers. Total of 122 participants.

Methods: Scales included: Muscle Dysmorphic Disorder Inventory, Body Perception Questionnaire, Muscle-Oriented Eating Test.

Results: Gym-goers interoceptive awareness was significantly predicted by the collective effect of muscle dysmorphia symptomology, body dissatisfaction, muscularity-oriented eating, age and supplement use ($F(6,95) = 4.87$, $p = .001$, $r^2 = .24$). Increased resistance training positively correlated with interoceptive awareness ($r(118) = .42$, $p < .001$), body dissatisfaction ($r(118) = .21$, $p = .023$), muscularity-oriented eating ($r(105) = .29$, $p = .003$), and supplement use ($r(110) = .36$, $p < .001$).

Conclusions: These initial findings represent the first direct demonstration that increased muscle dysmorphia symptomology systematically relates to increased interoceptive awareness. Unlike previous research, which has linked eating disorder symptomology and negative body image with lower interoceptive awareness, our study shows the opposite in resistance training gym goers: a greater engagement with one's body can lead to heightened interoception. These findings may contribute to muscle dysmorphia diagnostic criteria that are distinct from other body image related disorders.



A Qualitative Analysis of a Successful Paralympic Performance Culture

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Purpose: The purpose of our study was to extend the literature on organizational culture in parasport by examining a successful parasport team's culture development, team culture, and impact on the team.

Background: Organizational culture in sports has been examined in the past and has been found to contribute to wellbeing, performance, and overall success. Although there is a variety of aspects that are considered important for a positive culture in able-bodied sport teams, little is known about the culture's development within parasport settings.

Methods: We used a descriptive case study approach, which allowed an in-depth exploration of how the team culture developed, the relevant mechanisms and the impact on the team. Repeated semi-structured phone interviews were conducted which offered opportunities for building rapport, clarification, and elaboration of interesting aspects.

Conclusions: The results revealed that culture development was linked to a facilitative leadership and the availability of important resources, that supported the team to create their shared values and mechanisms, including a behavioral framework and other visual objects. These components were considered important to maintain their agreed culture over time and to benefit the team's wellbeing, progress, and cohesion. Our study offers insight regarding culture development in parasport and practical implications for managers and practitioners, including: (1) the use of facilitative leadership practices and providing decision-making opportunities to the team, (2) the use of sport psychologists as facilitators during the culture's development and as role models by being part of the culture, and (3) the use of a team-led behavioral framework.



The potential for supervised practice at MSc level: reflections from the HERizon physical activity intervention for adolescent girls

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Purpose: To reflect on an applied MSc placement that involved 1-to-1 physical activity behaviour change support for adolescent girls (HERizon), highlighting strengths and considerations when undertaking supervised practice at MSc level.

Background: The BPS recommends limiting practical activity of MSc students to education rather than intervention, and avoiding 1-to-1 support. Within an appropriately supervised environment however, applied placements at MSc have potential to provide a "safe" introduction to 1-to-1 consultations and equip students with the foundational skills for stage 2 (or equivalent) training.

Methods: HERizon aimed to support adolescent girls (aged 13-16 years) to become more physically active, through 12 weeks of 1-to-1 online behaviour change support. HERizon was delivered by MSc placement students (n=7) and stage 2 trainees (n=5), under the coordination of a PhD researcher and supervision of an HCPC-registered psychologist. Students were trained in counselling skills, mental health awareness, safeguarding, record-keeping and data protection, with structured protocols provided in an intervention manual. Weekly group reflection took place via Zoom, with stage 2 trainees facilitating peer support sessions for MSc students.

Conclusions: HERizon demonstrated how structured, supervised delivery frameworks can provide vital skill development to prepare MSc students for stage 2 training. As well as 1-to-1 counselling skills, students developed a heightened ethical awareness and ability to critically reflect, plus increased competence in dealing with unexpected situations and making appropriate use of supervision. Practical experiences were gained in a safe, supervised environment, that also provided stage 2 trainees with development opportunities in group facilitation and peer support.



Exercise motivation regulation and engagement with fitness social media in young adults: a mixed-methods investigation

Miss Hannah C. Wood¹, Dr Paula M. Watson¹

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Objectives: To examine the relationship between type of exercise motivation (informed by Self-Determination Theory) and engagement with fitness social media (FSM) in young adults.

Design: A mixed method explanatory sequential design was used comprising a cross-sectional questionnaire (phase 1) that informed subsequent semi-structured interviews (phase 2).

Methods: Phase 1 used a causal comparative design to measure the impact of two independent variables (introjected regulation and autonomous motivation) on FSM usage. 152 participants (aged 18-30 years, 84% female) completed a questionnaire measuring exercise motivation (BREQ-3) and FSM usage. ANOVA and Pearson's chi-squared tests were used to investigate relationships between motivation and FSM variables. Phase 2 involved semi-structured interviews with nine purposely selected participants (on the basis of very high autonomous motivation scores in phase 1) to explore their experiences and views of FSM. Interviews were analysed using thematic analysis.

Results: The mean level of autonomous motivation was high across the total sample, with the most highly autonomously motivated individuals unexpectedly showing higher frequency of FSM use and intensity (emotional connectedness). Interview participants (all highly autonomously motivated) reported that FSM was a dangerous place and to navigate it you have to be a critical consumer, although the extent to which individuals were motivated/demotivated by FSM varied.

Conclusions: In this autonomously motivated sample of young adults, FSM use was highest amongst those who had very high autonomous motivation for exercise. Highly autonomously motivated individuals described different motivational responses to FSM, whilst demonstrating a high awareness of how to safely navigate the FSM environment.

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Examining the Mechanisms Underlying the Relationships Between Physical Activity, Perceived Stress, Anxiety and Depressive Symptoms in Adolescents

Miss Laura Wright¹, Dr Jet Veldhuijzen van Zanten¹, Dr Sarah Williams¹

¹*University of Birmingham*

Objectives: Adolescent physical activity is often associated with lower stress and fewer anxiety and depressive symptoms. However, the mechanisms explaining these associations are not fully understood. The present study examined the indirect relationship between physical activity, stress, and anxiety and depressive symptoms in an adolescent population. It was hypothesised that the relationship between adolescents' physical activity, stress, anxiety and depressive symptoms, would operate through self-esteem, stress appraisals and distress tolerance. **Design:** A cross-sectional design was employed, and structural equation modelling implemented.

Methods: 293 adolescents (Mage=16.23 (SD=1.41) years), recruited via schools and other youth groups and organisations, completed an online questionnaire pack assessing physical activity, self-esteem, stress appraisals (i.e., perceived resources, challenge and threat appraisals), distress tolerance, perceived stress, and general anxiety and depressive symptoms. Path analysis using AMOS software tested separate hypothesised models for anxiety and depressive symptoms.

Results: Results supported the hypothesised models in which physical activity was associated with higher self-esteem, more adaptive stress appraisals, and higher distress tolerance which were related to lower perceived stress. In turn, lower perceived stress was associated with lower anxiety and depressive symptoms. Models revealed a good fit to the data for both anxiety, $\chi^2(12)=33.859$, $p=.001$, CFI=.980, TLI=.924, SRMR=.029, RMSEA=.079 (90% CI=.048 – .111), and depressive symptoms $\chi^2(12)=28.900$, $p=.004$, CFI=.982, TLI=.933, SRMR=.0361, RMSEA=.069 (90% CI=.037 – .102).

Conclusions: Although the cross-sectional design does not imply causation, findings suggest physical activity may reduce adolescent perceived stress, anxiety, and depressive symptoms through greater self-esteem and more adaptive stress appraisals.

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Five Minute Challenge Presentations - Tuesday 30th November 2021

Alphabetical by presenting author

Having impact, and doing it quickly: The Place of Single-Session Cognitive Behavioural Therapies in Sport Psychology Practice

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Sport psychologists are often required to work with athletes in situations where time is at a premium (Pitt et al., 2015). Furthermore, sport psychologists frequently report delivering much of their work via 'brief contacts' (Birrer et al., 2012) rather than via multiple sessions in a structured manner. Single-session-integrated cognitive-behavioural therapy (SSI-CBT) presents a structured and efficacious model of practice for those seeking to make an impact in the often time constrained and dynamic setting of elite sport while adopting a cognitive-behavioural approach. Cognitive behavioural techniques and approaches are highly prevalent within sport psychology practice (Hemmings & Holder, 2009), however there is little literature demonstrating how sport psychologists may deliver these interventions briefly within either single session or brief contact. Based on applied practice working with athletes across numerous settings adopting the framework of SSI-CBT, we briefly put forth key points that can help both neophyte and experienced practitioners adopt a 'single-session mindset' to help deliver brief interventions with athletes more effectively. Furthermore, we call for more practitioners to produce research detailing how effective brief interventions are delivered in real-world sporting contexts.



The Active Gaming Spectrum

Mr Sam Kirk¹, Dr. Andrew Manley¹

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Purpose: The active gaming spectrum (AGS) aims to organise and unify the available technology and terminology in the field of active gaming (AGF).

Background: Active video games, exergames, games for health, motion-based video games, health video games, exercise video games and exertion games, are terms that are often used interchangeably in the literature. Amidst this confusion is a lack of clarity that leads to misinterpretation across the evidence base. When the intention is reducing physical inactivity, sedentary behaviour and BMI, we need to be able to clearly identify, analyse, and compare the differences, benefits, and risks between a video game, a digital game and a physical game. Which with current terminology and multi-disciplinary debate, could all be broadly and incorrectly interpreted as exergames.

Methods: A narrative review was conducted to structure the key terms, technologies, and issues in the literature, while also exploring "if", "how" and "why" these interrelated factors may be problematic. Although the review was not intended to be exhaustive or systematic, it proposes a foundational model to unify, orient and galvanize the AGF.

Conclusions: Solitary researcher and methodological limitations notwithstanding, the resultant AGS structure ranges from fully digital (non-active videogames) to fully physical experiences (sport). Researchers can leverage the AGS to unite and collaborate; building a database of active games to assess, standardise, and disseminate efficacy, engagement, behaviour change capacity, and practicality. Applied practitioners/enterprise can leverage the AGS to identify innovation opportunities, inform intervention design, and collaborate with academia on product development, knowledge exchange, and impact projects.



Unpacking Interpersonal stress and well-being in competitive sport: Confessional tales of a Doctoral Researcher

Mr Richard Simpson¹, Dr Faye Didymus¹, Dr Toni Williams¹

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Purpose: The objectives of this paper are to present a series of tales on how an early-career researcher has started to unpack the underexplored topic of interpersonal stress and well-being in competitive sport.

Background: Understanding psychological stress and well-being has been a long-standing endeavour for sport psychology researchers, practitioners, and performers. In addition to the copious knowledge accumulated on individual experiences of stress (e.g., stressors, appraisals, emotions, and coping) and its associated outcomes (e.g., well-being), emerging literature has turned to interpersonal psychology (e.g., dyads, contagion). A lens that has progressed conceptual understanding of transactional stress. In doing so, research has unearthed how dyadic (e.g., coach-athlete) and triadic (e.g., coach-athlete-practitioner) relationships are collectively experienced, coped with, and managed by the people within them. Such progress is reflected on herein to synthesize how these concepts have been understood and applied within the research process.

Methods: Through confessional tales, the researcher highlights his first-person experience of the dilemmas, uncertainty, and tensions in exploring interpersonal stress and well-being in sport. These tales unpack the conceptual, methodological, and moral difficulties experienced in the research process and are focused on three key areas: understanding the research landscape, emotional contagion within triadic interviews, and handling counter-transference in research.

Conclusions: In summary, these confessional tales highlight the lessons learned when trying to understand an underexplored research area. Key recommendations are provided for sport psychology researchers and practitioners that reinforces the importance of broadening conceptual and methodological horizons, and in developing greater understanding of interpersonal stress management tools.



Poster Abstracts

The Effects of a Brief Online Rational Emotive Behavioural Therapy (REBT) on Coach Wellbeing and Coaching Effectiveness

Mr Ryan G Bailey¹, Dr Martin J Turner¹

¹*Manchester Metropolitan University, United Kingdom*

Objectives: Research into the psychology of coaching has been somewhat neglected in comparison to research within the psychological development of athletes. The purpose of the present study was to examine the effects of a brief online Rational Emotive Behavioural Therapy (REBT) programme on coaching wellbeing and effectiveness. This is the first reported application of an REBT programme with coaches. In previous research, mental skills training (MST) programmes have been used to help coaches deal with stressors. However, other methods of behaviour change, such as REBT, have not been explored to date.

Methods: Participants from British Canoeing's coaching staff (n = 4) took part in a three-session REBT programme which comprised of education of the ABC(DE) model of REBT, disputation of irrational beliefs, and the development of new, effective rational philosophies. Each session lasted approximately 30-40 minutes with intermediary homework tasks between sessions. Participants completed four measures (Leadership Scale for Sport, Irrational Performance Beliefs Inventory, Warwick-Edinburgh Mental Wellbeing Scale, and Cognitive Mediation Belief Scale), pre and post-intervention, and at follow-up one month after the intervention.

Results: Following visual inspection of the data (percentage change), it was found that the intervention was successful in improving wellbeing, positive coaching behaviours, emotional and thought control, and reduced irrational beliefs in the first instance.

Conclusions: Long-term effects are less conclusive and require further research to gain added confidence in the findings. Limitations and recommendations for future research are discussed.



A systematic review of performance and mental health correlates of emotion regulation in sport

Ms Georgia Bird, Professor Jennifer Cumming, Dr Mary Quinton

¹*University Of Birmingham, United Kingdom*

Purpose: Underpinned by the Process Model of Emotion Regulation and Keyes' two-continuum model of mental health, this systematic review protocol (PROSPERO: CRD42021244876) is designed to synthesise research examining the relationship between athletes' emotion regulation strategy use and indicators of performance, mental health (emotional, psychological, and social wellbeing), and mental illness. The secondary aim is to identify which type of emotion regulation strategy is related to which domain of performance, mental health, and mental illness. Finally, the tertiary aim explores what measures have been used to assess athletes' strategy use.

Background: Emotion regulation plays an important role in mental health and illness outcomes but less is known about its use within a sport context beyond performance.

Methods: Key search terms include "emotion regulation", "athlete", and "sport", using Boolean operators. To be included, studies must be quantitative, use emotion regulation as the predictor variable, and explore relationships. Studies will be excluded if they are investigating injured or retired athletes, within the context of COVID-19 confinement, or originate from grey literature. This review follows Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines and conducts quality assessment in line with the National Institutes of Health Quality Assessment Tool for Observational Cohort and Cross-Sectional Studies.

Conclusions: Through narrative synthesis, this review contributes new knowledge on emotion regulation strategies used by athletes and possible correlates of strategy use. It may provide insights into how mental health is promoted in sport and what are the most appropriate methodological measures for strategy use in this context.



Meta-analysis of the leadership-team cohesion relationship: Coach versus athlete leader differences

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¹*Bangor University, Bangor, United Kingdom*, ²*Liverpool John Moores, Liverpool, United Kingdom*

Purpose: The present study conducted a meta-analytical review of the leadership-cohesion relationship, with the primary aims of quantifying the influence of coach and athlete leaders and assessing likely moderating variables.

Background: Although leadership research has emphasised the influence of coaches, there is an emerging understanding of the impact of athlete leaders. Unfortunately, the literature has not considered these two leadership sources in concert, precluding a comparison of their potentially distinct roles.

Methods: To reduce publication bias, data sources included both published journal articles and unpublished doctoral theses indexed in Google Scholar, PubMed, and PsycINFO. Only full-text English language papers that administered a quantitative measure of leadership and cohesion were eligible, 37 studies were identified. A random effects model was applied to account for within-study error and between study variation.

Results: Significant ($p < .001$) mild to moderate positive relationships existed for both coach and athlete leadership with overall ($n = 35$; $r = .28$; $r = .27$, respectively), task ($n = 35$; $r = .30$; $r = .30$, respectively), and social ($n = 33$; $r = .23$; $r = .24$, respectively) cohesion. Moderation analyses revealed significantly ($p < .001$) larger positive relationships between transformational leadership with overall ($r = .37$) and task cohesion ($r = .44$), compared to the multidimensional model of leadership ($r = .27$; $r = .29$, respectively).

Conclusion: These findings emphasise the importance of developing high-quality leadership for enhancing team unity. Thus, ensuring effective leadership development programmes tailored to both coaches and athletes, should be a priority for sports organisations.



A breakdown in the working alliance during the coronavirus pandemic: a critical evaluation of an applied case study

Mark Eastup¹ (Presented by Dr Robert Morris)

¹*Mark Eastup, Widnes, United Kingdom*

Purpose: This poster summarises case reflections of a neophyte sport and exercise psychologist using a client-centred humanistic approach. It takes place during the midst of COVID-19 Pandemic in an amateur rugby league team.

Background: The case covers some of the challenges faced when trying to implement the above approach over a four-month period and explores what effect the pandemic could have had on this way of working. It evaluates The Working Alliance when using a client centred humanistic approach within the environmental context of COVID-19 and what effect this has on the applied sport psychologist's service-delivery. The Working Alliance is the way in which the client and practitioner organise and structure their professional relationship.

Method: The case study critically reflects on the experience after the placement had finished using Gibbs' Reflective Cycle. It will hopefully provide insight to pitfalls new practitioners can face in the field and how they reflect on these experiences.

Conclusion: The case-study concludes that the context of the environment may have impacted the way the psychologist used the approach; within this particular case-study the working alliance suffered as a consequence.



The Role of Rapport in Applied Client/Practitioner Relationships: An Interpretive Phenomenological Analysis

Iain Gair¹, Dr Tim Holder²

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The aim of this study was to explore the lived experience of established applied sport psychology practitioners in relation to the perceived function of rapport. Participants were 6 male and 1 female sport psychology practitioners purposefully samples for this study. Participants were interviewed individually to gain an understanding of their

experiences and perception of the role of rapport. The data were thematically analysed using interpretive phenomenological analysis. Six superordinate themes emerged in the study: uncommon attentiveness; identifying common ground; imitativensness; courteousness; connecting; and, exchange of information. Results suggest that the themes may serve a useful heuristic for reflection in, and on, applied practice. Future research should direct itself toward the development the practitioner self-awareness and objectivity in this fundamental component of applied service delivery if professional practice within sport and exercise psychology is to advance itself to standards commonly acknowledged in other disciplines. Consideration should be given to extant literate without sport psychology to inform and improve service delivery



‘Keep the pace! You’ve got this!’: The Content and Meaning of Impactful Crowd Encouragement at Mass Running Events

Miss Sophie Gibbs-Nicholls¹, Mr Alister McCormick¹, **Ms Melissa Coyle**¹

¹*Plymouth Marjon University, Plymouth, UK*

Objectives: This study aimed to identify helpful and unhelpful encouragement at mass-participation running events and explore the meaning that runners found in encouragement, to support evidence-based, high-quality, and impactful crowd encouragement.

Design: Phase 1 used post-race surveys to identify helpful and unhelpful encouragement content for runners participating in 10km and half marathon events. Phase 2 used interviews to interpret the meaning that runners found in encouragement.

Methods: In Phase 1, 627 participants answered the 10k survey, and 234 answered the half-marathon survey. In Phase 2, a semi-structured interview explored 14 runners’ experiences of encouragement. Reflexive thematic analysis was used to construct themes of meaning.

Results: Helpful encouragement was either instructional or motivational, and unhelpful encouragement was often distance-related or ‘misplaced’ motivational support. Three interview themes were constructed. These highlighted the reciprocal relationship between the crowd and runners, whereby quality of support was reflected in runners’ emotions and behaviour. Runners drew pride in their participation and belief in their capabilities from the crowd, and they wanted to ‘give back’ through their performance. Personal and authentic support was particularly valued. Although support was widely appreciated, at times it created a pressure to ‘perform’.

Conclusions: The findings shed light on crowd encouragement in a real-world setting. As a novel intervention based on the findings, it is recommended that crowds, event organisers, and psyching teams give encouragement ‘with IMPACT’ (Instructional; Motivational; Personalised; Authentic; Confidence-building; Tailored to the distance). Crowds should also demonstrate the ‘core conditions’ of authenticity, empathy, and being non-judgmental within their encouragement.



A review of the physical and mental health outcomes from physical activity interventions on individuals with severe mental illness (SMI) in forensic, residential or inpatient settings

Miss Jessica Hassan¹, Dr. Stephen Shannon², Prof. Mark A Tully³, Dr. Claire McCartan⁴, Prof. Gavin Davidson⁴, Dr. Gavin Breslin⁵

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Purpose: To assess the effectiveness of physical activity intervention programmes on the physical and mental health of patients with severe mental illness (SMI).

Background: Patients with SMI are less likely to be physically active and side effects of medication increase the risk of obesity, cardiovascular and respiratory diseases. It is also reported that those with mental illness have a reduced life expectancy of 15-20 years. Participating in physical activity has been shown to improve psychiatric symptoms as well as reducing Body Mass Index (BMI) and blood pressure. With a lack of evidence in forensic settings, a systematic review of forensic, residential and inpatients with SMI was conducted to aid the development of sustainable physical activity programmes.

Methods: A systematic search across six databases and the grey literature was conducted. The initial search yielded 10,798 articles. Studies included if they; recruited those with SMI, involved physical activity intervention, and reported on mental and physical health outcomes. Through data extraction the included articles ranged in physical activity intervention, i.e. walking activities, aerobic group based activity and fitness session with an educational component.

Conclusion: Physical activity programmes were shown to reduce weight and blood pressure as well as psychiatric symptoms. However, inconsistencies are present due to the small number of studies (12), lack of long term follow up and lack of adherence. Therefore, the need for further research into effective ways to encourage physical activity participation is required.



Psychological well-being and exercise addiction: The treatment effects of an REBT intervention for females

Miss Sarah Knapp¹, Dr Anthony Miller¹, Dr Martin Turner, Leon Outar

¹*Staffordshire University*

Objectives: The objective of this research was to explore the effectiveness of Rational Emotive Behaviour Therapy (REBT) for females who are at risk of exercise addiction. The main research question was: Does an applied REBT intervention reduce exercise addiction symptomology, and irrational beliefs in female exercisers?

Design: Replicable of typical research in REBT, the present study used a single-case design.

Methods: A screening questionnaire measuring exercise dependence, irrational beliefs, unconditional self-acceptance (USA) and psychological distress was used to recruit three participants. Participants attended six 45-minute, weekly REBT sessions online. Self-report data were collected (3 weeks) prior to, during and after (2 weeks) the REBT intervention. Both visual and statistical data analyses were conducted.

Results: Visual analyses suggested a reduction in irrational beliefs and psychological distress, and an increase in USA, which was maintained 2 weeks after the intervention. Exercise addiction symptomology reduced during the intervention and this was maintained for two out of the three exercisers during the follow-up period. Statistical analyses revealed significant reductions for self-depreciation beliefs in two participants and a significant increase was found in USA for the other participant from post-intervention to follow-up. Social validation data supported these findings.

Conclusions: This study is the first to report the effectiveness of REBT for female exercisers and provides a foundation for REBT practitioners to continue exploring the issues surrounding exercise addiction further. REBT appears to be an effective treatment option for people who are showing signs of exercise addiction and moreover, substantially improves their psychological wellbeing.



Blowing the Whistle – Can the theory of planned behaviour explain intention to report initiation activities?

Professor Moira Lafferty¹, Professor Caroline Wakefield²

¹*University Of Chester, Chester, United Kingdom*, ²*Liverpool Hope University, Liverpool, United Kingdom*

Objectives: Despite no-tolerance policies, evidence suggests that sport team initiations remain a prevalent part of university sport, often in an environment that can be described as a dome of silence (Waldron & Kowalski, 2013). People rarely challenge or report observed acts of initiation activity, citing reasons such as fear, lack of understanding and uncertainty of the reporting process. The present study uses the theory of planned behavior to explore intention to report at the internal or external level.

Design: Online scenario-based survey with scale and open ended questions.

Method: 71 student athletes were recruited. Participants completed a measure of social identity before being randomly presented with one of three scenarios depicting an initiation activity. Participants then completed a series of measures exploring their likelihood of reporting/whistleblowing internally (within the University) or externally (Governing Body) relative to subjective norms, attitude and perceived behavioural control.

Results: For all scenarios (low to high severity) the likelihood of internal reporting was higher than reporting externally. Results of linear regressions showed that only attitude towards the activity in the low initiation scenario was a predictor of likelihood to report internally. None of the TPB components were predictive of intention to report internally or externally for either the medium or high severity situations.

Conclusion: These results give critical insight into how initiation activities are viewed and importantly what factors mitigate the reporting of such acts. Contrary to findings outside of sport the theory of planned behavior is not predictive of whistle blowing when examining initiation activity.

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The effects of irrational and rational self-talk on performance during an endurance wall-sit task

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Objectives: Endorsing irrational beliefs is proposed to be detrimental to one's psychological wellbeing. Yet, the precise effects of irrational and rational self-talk on acute performance remain equivocal and appear mediated by numerous factors (e.g., skill/sport type). Our study explored the nuanced effects of irrational and rational self-talk on endurance performance and anxiety.

Design: Using a within-subjects cross-over design, forty-eight participants with no prior history of serious knee injuries were invited into the laboratory on three separate occasions (i.e., baseline, irrational and rational self-talk) to complete a wall-sit task.

Methods: During the baseline condition participants completed the Irrational Performance Beliefs Inventory and Sport Anxiety Scale-2 (SAS-2). Participants self-selected the order of their experimental self-talk (irrational and rational) trials, after each individual trial completing further SAS-2 measures and self-talk usability and facilitation questions.

Results: Data indicated higher anxiety scores in the irrational self-talk condition compared to the rational alternative, although performance did not differ significantly between conditions.

Conclusions: Extending previous research by attesting the notion that irrational self-talk maybe considered as helpful as rational self-talk for athletes required to perform tasks requiring physical exertion and low cognitive demands (e.g., running), reflecting a more nuanced understanding into the acute effects of irrational and rational self-talk on performance reported previously. The first study to investigate the impact of irrational and rational self-talk statements on endurance task performance, has implications for sports professionals to better operationalize the knowledge that endorsing rational and irrational self-talk may offer differing motivational and/or performance enhancing qualities for endurance performers.

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Psychological Flourishing and Mental Ill-Health in English Premier League Football

Kristin McGinty-minister¹, Dr. Francesca Champ, Dr. Martin Eubank, Dr. Martin Littlewood

¹Liverpool John Moores University

Objectives: The present study aims to: (1) attain support staff's perceptions, knowledge, and understanding of mental ill-health and psychological flourishing, and (2) explore current provision methods and strategies to facilitate psychological flourishing and treat or protect against mental ill-health in English Premier League (EPL) academies.

Design: The current study is grounded in an interpretivist paradigm and informed by ontological relativism and epistemological constructivism (Smith & Sparkes, 2018). This approach was deemed most appropriate for addressing the exploratory purpose of the research as it allowed for detailed understanding of how support staff conceptualised, interpreted, and managed mental ill-health and flourishing.

Methods: Purposive sampling was utilised to select eight participants from four EPL academies. The research team employed semi-structured interviews based on the Dual-Continua Model of Mental Health (Keyes, 2002) and engaged in reflective thematic analysis to understand the data.

Results: Three over-arching themes were co-constructed: (a) Conceptualizations of Mental Health, (b) Mental Health Support, and (c) Looking to the Future. Findings demonstrated that the EPL academies had a low level of

mental health literacy, adopted a deficit model to conceptualise mental health, and did not have clear strategies to treat and prevent mental ill-health or promote psychological flourishing.

Conclusions: These findings can be attributed to a hyper-masculine culture that stigmatises help-seeking, a lack of understanding of the full spectrum of mental health, and limited resources offered at club and regulatory body level. Implications for sport psychologists, professional football organisations, and the EPL will be presented.



The Postponement of the 2020 Olympic and Paralympic Games and its Impact on the Mental Health of Athletes and Coaches

Kristin McGinty-Minister¹, David Shearer, Brendan Cropley, Ross Hall
¹*University Of South Wales*

Objectives: We aimed to: (1) examine the impact of postponing the Tokyo 2020 Olympic and Paralympic Games on the mental health of athletes and coaches; and (2) explore strategies that athletes and coaches utilised to manage the stressors associated with postponement of Tokyo 2020.

Design: The study was grounded in ontological relativism and epistemological constructivism, addressing the exploratory nature of this study by allowing a comprehensive understanding of how COVID-19 impacted upon Olympic and Paralympic athletes and coaches.

Methods: Participants (n = 10) were athletes and coaches who intended to compete at Tokyo 2020. Participants engaged in semi-structured interviews (M = 60.04 minutes) exploring their experiences in relation to the aims of the study. The research team engaged in reflexive thematic analysis (Braun & Clarke, 2019) to comprehend the data and co-construct themes.

Results: There was a reported lack of well-being provision for coaches, who supported athletes at the expense of their own well-being. Athletes and coaches reported anxiety, sadness, stress, decreases in happiness, and a lack of awareness of mental illness symptomology or declines in well-being. The postponement of the Games engendered negative thoughts and feelings due to its potential effects on retirement, compounding the impact of pandemic- and retirement-related stress. Despite these challenges, participants reported acquiring novel skills to improve their well-being, such recognising and talking about their struggles.

Conclusions: Participants required extended and targeted well-being support throughout and following their pandemic and Tokyo 2020 experiences. Implications for support delivery and changes to NGB psychology provision are discussed.



Challenges Accessing Physical Activity from a Transgender Perspective: A Systematic Review

Dr Emily Pattinson¹, Han Newman, Laura Kiemle-Gabbay
¹*Newcastle University*

Objectives: The trans, non-binary and intersex community face numerous barriers that make physical activity difficult to access meaning they are less physically active than their cis-gender counterparts, compounding existing health and wellbeing inequalities experience by this group.

Design: The current study conducted a systematic review of sporadic literature relating to trans, non-binary and intersex people experiences of physical activity with the aim of understanding how individuals negotiate and experience physical activity environments.

Methods: Systematic searching of 8 databases and screening highlighted 30 academic papers for review.

Results: Narrative synthesis of the experiences of trans, non-binary and intersex individuals formed a three-layer model of influence. The first layer encapsulated the systemic and systemic influences such as transphobia and trans moral panic. The second layer included external influences such as others behaviour, gendered spaces and exclusionary policies. The third layer was made up of internal influences such as internalised transphobia and gender concealment.

Conclusions: The focus on fitting gender non-conforming individuals into a binary system through gendered spaces, pressures to switch teams or provide 'proof' of gender conformity sets a dangerous precedent of the physical activity space as unwelcoming and unsafe for those who do not conform to the gender binary. If there is ever a hope of addressing the health inequalities faced by the trans, non-binary and intersex community, the focus must move away from conformity and the debate of 'fairness' towards true inclusion and creating an environment where gender minorities can feel safe to engage with physical activity.



An Exploration of Potential Risk Factors, Help-Seeking Intentions, and Mental Ill-Health Symptoms in Elite Female Footballers in England

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Objectives: To explore the unique mental health challenges faced by elite female footballers currently competing in the Women's Super League (WSL) and Women's Championship; the top two tiers of women's football in England. More specifically to, (1) To explore anxiety, depression, and eating disorder symptoms using validated questionnaires recommended by the International Olympic Committee in the Sport Mental Health Assessment Tool 1 (IOC SMHAT-1) and (2) To explore players' reasons for low mood, coping mechanisms, access to support, and help-seeking intentions

Methods: Between November 2020 and March 2021, researchers asked elite female footballers competing in the WSL and Women's Championship to complete an anonymous online questionnaire which included personal and player characteristics as well as the Patient Health Questionnaire (PHQ-9), Generalised Anxiety Disorder scale (GAD-7), Brief Eating Disorder Questionnaire (BEDA-Q), and General Help-Seeking Questionnaire (GHSQ).

Results: One hundred players participated (56= WSL; 44 = Women's Championship). Eleven displayed moderate to severe anxiety symptoms on the GAD-7, 11% displayed moderate to severe depression symptoms according to the PHQ-9 and using the cut-off score of 4 on the BEDAQ, 36% displayed disordered eating symptoms. Further findings surrounding help-seeking intentions, coping mechanisms, and available psychological support will be presented at the time of the conference.

Conclusion: Further research is warranted to explore elite female footballers lived experiences of mental health challenges, as well as their experiences seeking support from the psychological professionals in their club.



What makes an effective applied sport psychologist? A systematic review

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Purpose: to systematically review evidence which directly measured sport psychology consultant (SPC) effectiveness in applied contexts.

Background: The profession of sport and exercise psychology (SEP) has been calling for increased accountability to evaluate and document effective practice for many years reflected in the growing number of regulatory bodies within the profession worldwide. Despite the consensus that we require an evaluation of practice to 'move the profession forward', the systematic and empirical evaluation of sport psychology consultants (SPC) at the individual level is limited (Martindale & Collins, 2007; Sharp & Hodge, 2013). This raises the question of how applied SEP can ensure they are effective in what they do, and how they go about doing it.

Methods: Following PRISMA guidelines, searches were conducted in the following databases, across all years: Psychology Database, PsycInfo, PsycArticles, Sports Medicine and Education Index, CINAHL, and MEDLINE. 18 studies were included in the narrative synthesis, 12 were qualitative, four quantitative and two mixed methods. Studies were critically appraised using different tools depending on the type of study. No studies directly measuring SPC effectiveness in relation to client outcomes were found. Instead, studies examined the concept of effective SPC and were grouped into the following themes: defining effective SPC, the perceptions of effective SPC, measuring effective practice, and improving SPC effectiveness.

Conclusions: The question regarding what makes an effective SPC, beyond being a 'nice person', remains unanswered. Future research could look to develop a comprehensive measure of effectiveness which directly relates to client outcomes.



What do the public want from sport and exercise psychologists?

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Objectives: Identifying client preferences for therapy can improve psychotherapy outcomes and significantly reduce dropout rates. However, preferences in the sport and exercise psychology (SEP) domain have not been examined.

Design: non-experimental, cross-sectional.

Methods: A global sample of 92 respondents (58% Female, 42% Male; from the UK, Ireland, Europe, India, South Africa, Chile) indicated their preferences for SEP via an online survey consisting of two modified versions of The Cooper-Norcross Inventory for preferences (C-NIP). Individuals were also asked to rank 10 statements of SEP characteristics/behaviours in order of preference.

Results: an overall strong preference for present orientation, low preference for warm support, and no preference for therapist directiveness or emotional intensity. Mental health professionals (MHP) demonstrated a strong preference for emotional intensity whereas non MHP did not. Most participants indicated a preference for: 1-1 sessions (70%), occurring weekly (46%), the amount depending on review (78%). Individuals were split between sessions lasting 60 (46%) and 50 minutes (42%). The most important SEP characteristic/behaviour was 'provides a practical service tailored to my individual needs'. Finally, both versions of the C-NIP were reliable with Cronbach's a .85 and .74.

Conclusions: Individuals engaging with SEP hold their unique set of preferences regarding the activities and practitioner they would like to experience. SEP could commit to a collaborative preference assessment dialogue with clients via cautious use of either version of the modified C-NIP. Future research with a larger sample is required to determine the construct validity of both measures.



Understanding athletes' perceptions of mental health

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Objectives: The aim of this study was to explore athlete's understanding of the concept of mental health (MH), where athletes acquire information about MH, and how they understand the relationship between MH and sport. Design: Semi-structured interviews were chosen to enable the athletes to explain their perspective of the concept of MH. This is a topic that has not been explored previously throughout the literature in the area of sport and therefore a qualitative approach was deemed most appropriate.

Method: Semi-structured interviews were used to explore 6 elite athletes' perspective of MH. All participants were classified as elite performance athletes. Interviews were recorded, transcribed verbatim and analysed using inductive thematic analysis.

Results: 8 subthemes were identified which formed three themes. Elements of MH and coping were subthemes of understanding; impact on sport, evolving state and environment were subthemes of experience and personal, shared experience and culture were subthemes of acceptance of MH

Conclusion: The results indicate that athletes' understanding of MH was attached to their ability to cope with current stressors and challenges they experienced. However, athletes appear to have an issue with defining this understanding due to the complexity of their experience with MH. These findings highlight the need to develop a language surrounding MH that will enable athletes to speak freely about MH and engage with support services.



Athletes' Psychological Needs and Burnout Across a Competitive Season: a Latent Difference Scores Analysis

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Background: Sport can paradoxically be a source of both psychological needs satisfaction and psychological needs frustration, having implications for mental health outcomes such as burnout. We apply Self-Determination Theory (SDT) to explain temporal relationships between athletes' psychological needs satisfactions and psychological needs frustrations and burnout.

Method: A two-wave longitudinal study was conducted with data collection separated by a three-month period, including 184 athletes (age = 24.04, SD = 5.56, 68% male, 32% female) representing a range of sports and competitive levels. Following Confirmatory Factor Analysis, a latent difference scores (Δ) model (LDSM) specifying longitudinal relationships between burnout and individual needs satisfactions and needs frustrations was tested (e.g., Model 1 = competence needs satisfaction; Model 2 = competence satisfaction).

Results: Following one minor revision all LDSM models were within the recommended cut-off points for adequate fit. Significant within-variable changes were observed for all needs satisfaction and needs frustration variables. In Models 3 (autonomy frustration) and 6 (relatedness satisfaction), evidence of casual links was found. Higher burnout at timepoint 1 predicted an increase in autonomy frustration ($\beta=.13$, $p<.05$), and, higher relatedness satisfaction at timepoint 1 reduced burnout levels later in the season ($\beta=-.22$, $p<.001$).

Conclusions: Our study outlines the need for continuous tracking of athlete burnout levels throughout competitive seasons, and for fostering needs-supportive climates that also minimise autonomy-controlling behaviours. Doing so may result in the enhancement of needs satisfaction and protection against athlete burnout.



A platform for youth voice in MST4Life™: A vital component of process evaluations

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Objectives: To explore the factors that impact successful delivery of the MST4Life™ programme, a sport psychology informed mental skills training intervention, from the perspective of young people experiencing homelessness. Engaging participants in evaluating programme implementation contributes to developing effective and meaningful programmes as well as provides opportunity for empowerment and positive development of participants beyond the programme itself.

Design: An instrumental case study design was used, underpinned by a critical realist philosophy.

Methods: Qualitative data were collected from 45 participants (female n=20, male n=13, not reported n=12; average age=20.3years), between April 2015 and July 2018, across 14 MST4Life™ programmes. Participants took part in diary rooms to discuss their experiences and thoughts on MST4Life™. This was via audio or video recording or writing answers down. Data were analysed using reflexive thematic analysis to answer the research question: what key factors support young people's engagement in MST4Life™ and how could the programme be improved?

Results: Three main themes were developed: 1) programme content: A move towards meaningful and engaging activities; 2) creation of a supportive, safe, and empowering environment; and 3) challenges and barriers to young peoples' engagement in the programme.

Conclusions: Results show that the environment purposefully created by programme facilitators and frontline service staff helps young people experiencing homelessness to feel supported, valued, and fosters continued programme engagement. This study highlights strengths-based delivery style as a key ingredient of MST4Life™, along with meaningful and transferrable content that frontline services can implement when developing programmes and services for disadvantaged young people.



“I must do this!”: A latent profile analysis approach to understanding the role of irrational beliefs and motivation regulation in mental and physical health

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Objectives: Irrational performance beliefs and motivation regulation are proposed to be relevant to one another, and could be important for individual health. However, research is yet to align irrational beliefs and motivation, and explore how this alignment relates to health. The core aim is to examine the latent profile structure of irrational beliefs and motivation, and how these latent profiles associate with health markers in exerciser participants (study 1), and student-athletes (study 2).

Design: Using a cross-sectional data collection approach, we take a person-centred approach to determine whether irrational beliefs and motivation form differentiable latent profiles, and whether these latent profiles relate to key health markers.

Methods: 650 exercise participants (study 1) and 781 student-athletes (study 2) completed questionnaires concerning irrational beliefs, motivation regulation, psychological distress. The student-athletes also completed a measure of physical health. Latent profile analysis (LPA) identified individual subgroups drawn from data concerning irrational beliefs and motivation.

Results: Across the two studies, a two class profile was revealed. Class 1 characterised by high irrational beliefs, high controlled motivation, low autonomous motivation, high amotivation, and poor health outcomes. Class 2 characterised by low irrational beliefs, low controlled motivation, high autonomous motivation, low amotivation, and better health outcomes.

Conclusions: Participants who held irrational beliefs, whose engagement in the respective activity (exercise or sport) was driven by more external types of motivation regulation, or who were not motivated to engage, were more likely to report greater symptoms of psychological distress (study 1 and 2), and poorer physical health (study 2).



Mental Fitness in Elite Sport: The Role of Therapy in Football Academies

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Purpose: This study's aim is to better understand how sport professionals in football academies perceive therapy might contribute to the constructive growth and development of their academy students.

Background: Athletes often represent the embodiment of 'living the dream', however often there is little understanding about their mental health. With growing media awareness of mental health, football is increasingly using psychologists within their professional team environments. The limited research articles exploring the role and purpose of psychological therapy in youth sports environments suggests that mental health and wellbeing issues in elite sport are influenced by sporting organizations, family, and coaches. The use of counselling skills has also been suggested as a critical component to developing youth-athletes mental health and wellbeing.

Methods: Seven-Fifteen semi-structured interviews with sport professionals working in football academies are being conducted to understand their opinions and attitudes of the use of therapy within academies. Sport professionals include, but are not limited to coaches, player welfare, educational leads, and nutritionists. Purposive sampling within the football industry is adopted to create an in-depth understanding of therapy within one sport. Reflexive Thematic Analysis is being conducted as a person-centered theoretical assumption is guiding my research.

Conclusions: Preliminary findings suggest strong support but limited understanding of the therapist's role within football academies and provides new insight into the research field. Provisional implications for practice are discussed, with a view to consider how football academies might up-skill information around psychological support, including therapy, as well as further development opportunities.



A Systematic Review of the Perception of Mental Health in Youth Sport and the Role Therapy Plays Within This

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Purpose: Mental health within children and young people is of growing concern, with a number of strategies explored to improve their wellbeing.

Background: Despite growing media interest into the effects of organized sport on children and young people's mental health, there remains a dearth of research.

Methods: A systematic review was conducted into the qualitative research studies related to mental health and the role of therapy within youth sport development. Searches were conducted within five electronic databases: PsychINFO; CINAHL Plus; Physical Education Index; Scopus; and SportDiscus. Ten studies were included in the final synthesis. Thematic synthesis of qualitative research was utilized to analyze the papers.

Conclusions: The results of the thematic analysis revealed three main themes and seven subordinate themes. The three main themes that indicated support for mental health within youth sport were: collaborative multi-disciplinary support; developing knowledge and education of mental health; and determining the psychological skills required and the approach to support youth athletes. This poster highlights a collective agreement amongst the four key domains of: youth-athletes, coaches, family, and sport organizations, that mental health is an important issue within youth sport. However, there was also recognition of the limited knowledge and understanding provided within the industry. An overriding principle connecting the themes highlights communication in imparting knowledge, providing transparency, and ensuring the delivery of psychological skills. Implications for therapy and directions for future research include the provision of flexible holistic support, tailored athlete-centered therapeutic practice, and therapy acting as a platform to connect the four domains.



The impact of sport-related concussion on mental health, cognition, and quality of life

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With the ever-increasing prevalence of sport-related concussion and the potential negative consequences associated, the importance of understanding this type of head injury is paramount. Although there is evidence that links concussion with poorer mental health, impaired cognition, and reduced quality of life, research has never assessed these simultaneously, as the present project does. Additionally, while physical pain is often accompanied by concussion, it is surprising that this is rarely incorporated in this area of research, again, something that this project addresses. Participants self-report whether they have sustained concussion (control vs. post-concussed) with post-concussed participants completing the PCSS to assess their symptomology retrospectively. Well-validated questionnaires such as the CESD, STAI and PANAS record symptoms of depression, anxiety and affect, respectively, while the SF-12 measures quality of life. Participants also complete a cognitive battery which assesses areas of memory (short-term, long-term, prospective) and executive function (working memory, inhibitory control, cognitive flexibility). We have also conducted interviews with the intention of uncovering the true attitudes and potential misconceptions of concussion in amateur sport with the aim of alleviating these and better protecting sportspeople. This poster will present the four studies that have been written up and are currently under review in academic journals. Most noteworthy is the argument that concussion is responsible for impaired cognition whereas physical pain is accountable for poorer mental health and reduced quality of life, something that is important to know when involved with athletes that have sustained concussion, are in pain, or both.



The effects of smart phone video analysis on focus of attention and performance in practice and competition

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Objectives: Research has consistently found that focus of attention (FOA) affects motor learning and performance. However, much of the previous work has used artificially manipulated FOA of novice participants performing

laboratory tasks. We aimed to investigate the effects of smart phone video analysis, which commonly occurs in natural practice settings in golf, on skilled player's FOA and performance in both practice and competition.

Design: This study employed a mixed experimental design. The between participants factor was the use of video analysis (practice with video vs practice only) and the repeated measures factor was time point (pre-intervention vs post-intervention).

Method: Altogether, 19 skilled golfers (handicap: $M = 5.79$, $SD = 5.80$) took part in a four-week practice intervention with ($n = 10$) or without ($n = 9$) the use of smart phone video analysis. Driving range performance and competition performance were measured pre- and post-intervention. Practice diaries provided measures of FOA during the intervention period.

Results: The practice with video group displayed a significantly more internal FOA throughout the intervention period than the practice only group. This resulted in a significant time by group interaction for driving range performance that showed an increase in performance for the practice only group and a decrease for the practice with video group. However, the performance effects did not transfer to competition scores.

Conclusions: Findings enhance our understanding of the effects of video analysis on FOA and question whether FOA effects transfer from on range practice to on course performance.



A mixed-methods study exploring sport psychology consultants' self-care perceptions and strategies

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Objectives: To explore sport psychology consultants' (SPCs) self-care perceptions and engagement. SPCs face many career-related stressors and cannot care for their clients if they do not care for themselves.

Design: Mixed-methods design. Qualitative data captured the participants' unique experiences and were used to elaborate on the results from quantitative data.

Methods: Opportunistic sampling was used to gather 76 SPCs (50 female, 26 male). In study 1, an online survey was conducted using the Professional Self-Care Scale to measure SPCs' self-care engagement strategies.

In study 2, semi-structured interviews with 10 SPCs (8 female, 2 male) were used for a deeper exploration of a) SPCs' self-care engagement and b) their perceptions of self-care.

Results: Study 1 showed that SPCs engaged in different self-care strategies. Female SPCs scored higher in four of the five sub scales; however, this gender difference was not statistically significant, $F(5, 70) = .84$, $p = .53$; Wilk's $\Lambda = .943$, partial $\eta^2 = .06$.

Study 2 using thematic analysis confirmed that SPCs engaged in different self-care strategies and provided insights into their unique experiences. Four themes were identified: the individualised nature of self-care and the feeling of responsibility for SPCs to "practice what they preach", self-awareness and its relationship with self-care, personal and professional support systems acting as a form of self-care and challenges to self-care engagement.

Conclusions: Overall, both studies reported that SPCs engaged in self-care but this engagement did not come without its challenges, highlighting the need for development of self-care awareness in SPCs' training.



A systematic review of the qualities of sport psychology consultants

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Objectives: To systematically review the current literature on the qualities of sport psychology consultants (SPCs), including physical, professional characteristics and personal qualities.

Design: Mixed-methods narrative synthesis.

Methods: This review followed the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA). Relevant databases on ProQuest and EBSCO were searched resulting in 159 studies. After screening, 21 studies met the inclusion criteria and were included in the review.

Results: The 21 studies included 2.095 participants: 1.748 athletes, 181 SPCs, 79 coaches, 75 parents and 12 medical team members. Gender was reported in all but one study: 1.121 were males, 884 were females and for 15 participants their gender was unknown.

The most desirable qualities reported were presented under two categories: changeable qualities and fixed characteristics. Changeable qualities included personal qualities like empathy, trustworthiness and self-awareness, professional training and sport-specific knowledge. Fixed characteristics included a preference of SPCs having the same race, gender and age with clients.

Conclusions: The data highlighted the need for further exploration of personal qualities. SPCs can gain sport-specific knowledge and practise counselling related skills but they cannot change their race, gender and race to be more effective.

