

International Society of Sport Psychology

International Society of Sport Psychology Registry (ISSP-R)

Educational Qualifications

Degree	Please specify details and form of evidence according to applicant handbook	Appendix number(s)
A Bachelor degree in psychology, sport science or a related field.	Title of BSc/BA degree: BSc Psychology (Hons) Newcastle University 2010-2013	1
Master of Science/Arts degree in an area directly related to psychology or sport science.	Title of MSc/MA degree: MSc Psychology of Sport and Exercise Loughborough University 2013-2014	2, 3
ISSP -R Education Modules	Module diplomas: Insert confirmations in Appendix	TBC

<p>Relevant professional courses</p>	<p>Diplomas and short descriptions:</p> <p>Primary Practicum in Rational Emotive Behaviour Therapy <i>The Primary Certificate Practicum is the first level of training in Rational Emotive Behaviour Therapy. It is an intensive three-day training course that has been specifically developed to introduce the fundamental concepts of REBT in addition to 12 hours of supervised practice.</i></p> <p>Foundation in Solution Focused Practice <i>A 2-day course for professionals who want to enhance their helping and counselling skills and for their personal development. The course introduces participants to basic SF skills in everyday life and work, teaches a basic history, philosophy and uses of the model, explains the assumptions and principles of the model and how to use essential SF techniques.</i></p> <p>Youth Mental Health First Aid <i>For everyone who works with, lives with or supports young people aged 8-18, the YMHFA course teach you the skills and confidence to spot the signs of mental health issues in a young person, offer first aid and guide them towards the support they need. In doing so, you can speed up a young person's recovery and stop a mental health issue from getting worse. The course teaches you to listen, reassure and respond, even in a crisis - and even potentially stop a crisis from happening.</i></p> <p>ACT in the Workplace <i>A 2-day workshop which provides unique insights into how ACT is delivered as a skills training program to help improve mental health in workplace settings, and the knowledge and skills to deliver this type of ACT-based training to working populations. This train-the-trainer course is particularly designed for psychologists, counsellors, therapists, and other mental health or occupational health/human resources professionals who are in a position to deliver workplace interventions designed to improve employees' psychological well-being.</i></p>	<p>4</p>
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Applied Experience (independent, supervised and after postgraduate degree)

	Sport, dates	Number of contact hours	Supervised (y/n)
<i>One to one work (list)</i>	American football Archery Athletics Badminton Basketball Boxing Cricket Cycling Golf Gymnastics Rowing Soccer (inc. disability) Swimming (inc. para) Tennis Ultimate frisbee Total	3.5 15 13.5 2 1 22 11 5 5.5 4.5 9.5 140 35 15.5 8 291	Y
<i>Team/group-based work (list)</i>	Rowing Rugby players Soccer players (inc. disability) Multiple sports Hockey players Parents – various sports Coaches- hockey, soccer, rowing Total	9 8 205 1 17 28 23 291	Y
Sum of hours		582	
Supervised practice as part of a postgraduate programme (word limit: 100)	After completing my MSc degree in 2014 I have been enrolled on the British Psychological Society's Qualification in Sport and Exercise Psychology since February 2016, supervised by an HCPC registered sport and exercise psychologist. I am due to complete the qualification in the summer of 2020. A regular attendee at peer supervision events (such as the DSEP applied hubs), I have gained varied supervisory experience which has allowed me to reflect on and refine my professional philosophy over the 3-4 years. Combining these forms of supervision, each year I received approximately 50 hours of supervision.		

Example 1 (word limit 400)

Details (sport, number of contact hours)

I worked (15 contact hours) with a 21-year-old male archer.

Main themes of the work

The work centred around reducing anxiety, developing self-confidence (strengths-based approach) and acceptance of identity. This was achieved through the development of a pre-performance routine.

Reflections on effectiveness

With regards to objective indicators of intervention effectiveness, from pre-intervention to post-intervention and 10-month follow up, my work with the archer showed a visual reduction in anxiety symptoms measured via the SAS-2 (Smith, Smoll, Cumming & Grossbard, 2006). I ought to have collected questionnaire data more frequently to monitor intervention effectiveness more closely. Further, I ought to have administered more questionnaires covering psychometric qualities of relevance to the intervention goals. For instance, measures of self-confidence, task and ego orientation and potentially approach vs. avoidance goals would have been useful. It is difficult, however, to predict at the outset of support exactly which psychological components will be targeted over the course of a long-term intervention and thus which should be measured at baseline.

I'm unable to comment on performance outcomes since I did not measure this explicitly. In hindsight, this would have been interesting and valuable data, particularly since archery is a closed, individual sport where fewer external factors can influence performance in comparison to open, team sports for instance. Performance outcomes could thus be more easily attributed to the individual's internal factors in archery. If I work within archery again, I would definitely look to collect data relating to shooting performance / scores.

Subjective indicators were some of the most illuminating when judging intervention effectiveness with this client; at the start of the support he reported feeling anxious towards social activities and actively avoided being part of groups or making new friends. During monthly social validation conversations, the client reported feeling increasingly comfortable in social situations (Page & Thelwell, 2013). He shared stories about the social activities he had engaged in and spoke fondly of the friendship group and the relationships he was developing. Upon collecting feedback at the end of the support the client believed our work, the coping strategies discussed and the confidence he had developed were important in enabling him to become more sociable. He was happier and enjoying life more as a result of his more active social life.

Through working with this client and reflecting on my work with him, I have learnt the value of thorough, objective psychometric monitoring and complementing this with careful listening and observation of the client's life outside of their sport and social validation protocols.

Example 2 (word limit 400)

Details (sport, number of contact hours)

I worked (15 hours) with male rowers aged 15-16.

Main themes of the work

I delivered a series of educational workshops which covered the 5Cs; confidence, communication, commitment, control and concentration (Harwood, 2008). A workshop was also delivered to parents and the rowers' coach. Finally, I conducted 1-1s with players at the end of the programme.

Reflections on effectiveness

Intervention aims were to educate rowers, parents and the coach on relevant components of sport psychology and provide helpful strategies relating to these areas. The parents (n=6) and coach (n=1) who attended the dedicated workshop were emailed with a link to provide feedback on the presentation and materials they received. Out of a possible 7 responses I received 2. Reflecting on this procedure for collecting feedback, increasing the number of individuals responding would be valuable for improving the reliability of the feedback received. Whilst less convenient for the responder, one way of achieving this could be to collect feedback immediately following the workshop via pen and paper method (Lonsdale, Hodge, & Hargreaves, 2006).

Social validation (Page & Thelwell, 2013) feedback was collected from rowers at the end of the support and those rowers who completed performance profiles at the start of the intervention (which included the 5Cs attributes) re-completed this profile. Comparable results were provided immediately during the 1-1 conversation as I ensured the original profile was to hand. This process provided some tentative evidence of the degree of effectiveness of the workshop series I delivered. A challenge to measuring effectiveness was the inconsistency of attendance at each workshop across the group of rowers; some attended every session whilst others did not. Some rowers had completed a performance profile; others did not. This reflects some of the real-world challenges faced in sport psychology with regard to delivery and evaluation.

Example 3 (word limit 400)

Details (sport, number of contact hours)

Within my embedded role at a professional football club I worked at a system level to bring about change in process to increase perceived and actual support to long-term injured football players. It is difficult to judge how many contact hours were devoted to this work due to the nature of my role.

Main themes of the work

Increasing perceived support to two long-term injured football players.

Reflections on effectiveness

When evaluating the impact of this intervention, a measure of performance was not possible or appropriate since the players were injured. A mixture of quantitative and qualitative methods were utilised; measuring players' perceived relatedness (i.e., social support / quality of relationships with coaches and teammates at the club) and a semi-structured social validation interview (Martin & Hrycaiko 1983; Page & Thelwell, 2013). The relatedness questions were taken from Tian, Han and Huebner's (2014) questionnaire measure of adolescent students' basic psychological needs satisfaction, which were modified for the academy football context (i.e., "I get along well with my teachers and classmates at school" was changed to "I get along well with my coaches and teammates at the academy"). The social validation interview comprised of concise, likert-scale questions (e.g., "since receiving your initial scan results, do you feel like you have received the support you have needed? 1 = not at all, 7 = definitely"), open ended questions (e.g., "what could have been better? What did you find useful and why?") and solution-focused scaling probes (e.g., "why have you answered 6 and not a 4? What more could have been done to take your answer up to a 7?"; see Høigaard & Johansen, 2004). The interview enabled a systematic and unambiguous exploration of intervention effectiveness (Shaw & Wright, 1967), covering perceived importance of the intervention goals (Wolf, 1978), satisfaction with the intervention procedures (Milne, 1987) and the quality of the outcomes / overall usefulness of the intervention (Kazdin, 1977; Wolf, 1978). Namely, perceptions of the source of support and players' perceived impact and usefulness of the different kinds of support they received were explored.

The process of evaluation was interesting and useful for highlighting the effectiveness of the intervention at achieving intervention goals. The open-ended elements of the evaluation process also highlighted unexpected benefits. To improve the process of evaluation in this work, I could have involved the players more so in the creation of the intervention goals which would have tailored the programme of support and social validation process to their individual needs.

Example 4 (word limit 400)

Details (sport, number of contact hours)

I worked (22 contact hours) with a 19-year-old male boxer.

Main themes of the work

Irrational beliefs, anxiety and psychological skills.

Reflections on effectiveness

Within my work with this client the agreed intervention goal was to reduce pre-performance anxiety. The intervention aimed to achieve this by altering performance beliefs. Therefore, a secondary intervention goal was to reduce irrational performance beliefs. To monitor intervention progress towards, and overall effectiveness at achieving these goals the sport anxiety scale-2 (SAS-2, Smith, Smoll, Cumming, & Grossbard, 2006) and irrational performance beliefs inventory (iPBI, Turner et al., 2015) were administered throughout the support, at the end of support and at 11-month follow-up. Throughout the support and within the final session, social validation feedback was informally gained.

The questionnaire data collected showed a decrease in all three indicators of anxiety (somatic, worry and concentration disruption), and irrational beliefs, from pre-intervention to post-intervention. A further decrease across all three indicators of anxiety and irrational beliefs was observed at the 11-month follow-up. Arguably I should have collected questionnaire data more frequently, in order to monitor intervention effectiveness more closely. However, I am wary of asking clients to complete questionnaires too frequently for fear of this de-personalising the support and the client becoming bored of answering the same questions repeatedly. The questionnaire data I did collect is encouraging; intervention goals appear to have been achieved and maintained over a long-term period. To have collected data relating to the overall aim of the support (i.e., anxiety) as well as the mechanism hypothesised to achieve the aim (i.e., irrational beliefs) adds greater support for the effectiveness of the intervention itself.

Changes in the data were complemented by observations shared by the client in relation to his boxing; by the end of the support he reported that he was fighting more freely with greater clarity of thought. He felt more in control of his actions and performance. Between rounds he was capable of taking onboard more information from his coach and in general before fights he reported feeling less nervous and more confident. These reports and comments bring the quantitative data to life, as the client describes in his own words the improved concentration (i.e., reduced concentration disruption) and confidence (i.e., reduced worry) in a way which shows how meaningful the changes are to him, and how these have specifically related to his boxing and performance.

References

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Letters of Reference

	Specify sport, employer, time and focus of the work (word limit 100 words)	Appendix number
Letter 1	<p>Sport: Soccer</p> <p>Employer: Professional Soccer Academy</p> <p>Time: December 2017 – Present</p> <p>Focus of work: Delivering educational / psychological skills programme to academy players and parents, supporting coaches in their development of a challenging and supportive environment, supporting staff and players 1-1 where required, collecting psychometric data from players longitudinally for the purposes of PhD research</p>	5
Letter 2	<p>Sport: Boxing</p> <p>Employer: Private client</p> <p>Time: February 2017 – August 2018</p> <p>Focus of work: Pre-performance routines, reducing anxiety, developing awareness of super-strengths, challenging irrational beliefs</p>	6

**Supervision (minimum 40 hours).
Please specify for each supervisor**

Supervisor Name, qualification, area of expertise	Number of hours	How was it organized and delivered?	Key learning points (word limit 100)
<p>Name: Name of Supervisor 1 Qualifications: BSc, MSc, Ph.D, CPsychol, CSci, AFBPsS, HCPC Registered Expertise: Performance Psychology, Hypnosis, Theory of Challenge and Threat States, Applied Sport Psychology, REBT</p>	60	In person, over the phone and via Skype	My supervision has enabled me to significantly develop my own reflective practice. In doing so, this has supported my (ongoing) development of my philosophy of practice. His advice and stories of working within applied sport and exercise psychology has also supported me in challenging some of my own assumptions and misconceptions, which has supported my growth as a person and a practitioner.
<p>Name: Name of Supervisor 2 Qualifications: BSc, MSc, Ph.D, CPsychol, CSci, AFBPsS, EuroPsy Reg., FHEA, HCPC Registered Expertise: Theory of Challenge and Threat States, Applied Sport Psychology, REBT</p>	30	In person, over the phone and via Skype	This supervision has involved discussing more than the PhD; as an applied practitioner sharing a preference for CBT / REBT methodology, our discussions have supported my appreciation of the idiosyncrasies of working in this why. PhD supervision has taught me a great deal relating to research practices and data analysis.
<p>Name: Name of Supervisor 3 Qualifications: BSc, MSc, Ph.D, CPsychol, AFBPsS, HCPC Registered Expertise: Occupational Psychology, Theory of Challenge and Threat States, Applied Sport Psychology, REBT</p>	40	In person at my place of work	My supervision enables me to reflect on some of the challenges presented by the applied environment we share. This helps me to overcome / work with these challenges, through a mixture of him prompting me to generate my own ideas and solutions, as well as his learned experiences. Having previously held the same dual role at the club, hearing his experiences and advice has helped me to reflect on my own expectations of myself and my practice.

<p>Name: Group/Peer Supervision at Staffordshire University, Loughborough University, Leeds Beckett University Qualifications: N/A Expertise: N/A</p>	<p>35</p>	<p>Lecturers at each University emailed to publicise the group supervision event, and I was asked to present on my applied work / cases</p>	<p>At peer supervision I have learned from other trainee / early career sport and exercise psychologists whilst sharing stories of our successes and challenges. This process has helped normalise my feelings and reflections and reassured that I am not the only person experiencing these challenges; they are a normal part of being a trainee sport psychologist and completing this form of training.</p>
<p>Supervisory endorsement. Please specify name of supervisor</p> <p>Name of supervisor</p>			<p>Appendix number</p> <p>7</p>

Consulting Philosophy

My professional philosophy (word limit 750)

The way my core beliefs and values drive my philosophical approach, way of working and professional decision making has become clearer to me throughout my applied practice training. Reflecting on my instincts and emotions, the factors which drive my decision making, and the source of my opinions and preferences has illustrated how strongly I value authenticity, client input/autonomy, collaboration and well-being. Respecting others' privacy, freewill, freedom of expression and believing that clients possess (and can develop) the resources, self-knowledge and strengths to overcome challenges and achieve goals underpin my approach. As a side effect of developing my reflective practice, when reflecting on events in my life generally, I have noticed those values which drive my professional practice arise within my personal life. For instance, when I lead my sports team I do so democratically, and when I support friends and family, I notice I respond to their self-criticism through exploring and highlighting strengths and evidence of their achievements. This observation demonstrates authenticity and genuineness which underpin the way I work; who I am is how I work.

Tod's (2007) comments on the development of sport psychology practitioners, and Rønnestad and Skovholt's (2003) theory of therapist development have resonated with me throughout my training. I notice I have progressed away from feeling extremely responsible for client outcomes and pressured to give advice/provide solutions to problems (to prove value/worth). I think this has come about thanks to heightened awareness of my own competencies and "soft skill-set" (i.e., relationship development, demonstrating and receiving trustworthiness). This awareness and general confidence have helped me develop and strengthen an identity as a "psychologist", an identity built on my ability to deeply listen to others, to notice not just what others say but also what they do not say, details in use of language, and be sensitive to others' emotions. Growing my awareness of the value I can add has been important for this, which has come from sharing my observations, and not assuming what I notice is noticed by others. Recognising what is "normal" for me to notice is not "normal" for others to, and these differences are what make me suitable for the label of "psychologist". I have also noticed that I work less rigidly, although to an extent this ability to work flexibly has been forced by my working environment. Taken together, these changes mean I have progressed, in my opinion, from "novice" towards a more "experienced professional" (Rønnestad & Skovholt, 2003); I'm developing greater trust in my professional judgement and feel comfortable enough within my work to challenge individuals where appropriate, although I can certainly improve this further.

Training within, using and reflecting on both problem-focused (REBT) and solution-focused (SFBT) therapeutic approaches has confirmed the complementarity of my core beliefs/personality, the logic of the cognitive behavioural paradigm, and the notion that individuals have the resources and ability to resolve their own problems. Helping to guide clients through a process of self-discovery, seeking exceptions, highlighting strengths and challenging evidence behind unhelpful beliefs (thereby involving education of the core tenets of the cognitive behavioural approach), are common themes within my practice.

My current role within academy football provides the opportunity to work within an interdisciplinary sport science model (Pocwardowski, Sherman, & Ravizza, 2004). Embedded within a single sport, my work is informed by its specific technical, tactical and physical demands as I work with coaches and

members of the sport science and medical teams. The educational sport psychology programme I deliver to players relates to the context and demands of football and demonstrates my working within the psychological skills training model of practice. Supporting young players 1-1 according to their needs prompts me to work both educationally and with a strengths-based approach (e.g., Ludlam, Butt, Bawden, Lindsay, & Maynard, 2016), and reactive work supporting coaches falls within the counselling model of practice.

Looking ahead to my continued professional development, I am looking forward to reaching a level of self-efficacy and experience which enables me to comfortably combine my theoretical knowledge and knowledge from experience. I will know I've reached this point when I trust my instinct and experience fewer moments of self-doubt. Completing my PhD will enable me to grow my profile and develop my proficiency with monitoring and evaluating the impact of my work. I hope to complete further training within solution-focused brief therapy and gain an official qualification within counselling skills. I hope to gain experiences working in different formats, e.g., contractually, within different sports, and in depth within a single team. Eventually I see myself supervising trainees throughout their professional development.

References

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Two Case Studies

Case study 1 (word limit 500)

I supported a 15-year-old female tennis player “Lucy” throughout 13 1to1 sessions, plus 1 observation over 5-months. This work was completed earlier in my applied practice training and reflects when I felt increased pressure to provide quick solutions to “problems”. There are indicators here of my preference for strengths / solution-focused approaches. At the time of supporting Lucy, I had received training in REBT but not with SFBT.

Summary and Critical Reflection:

Themes in the intake interview which formed the needs assessment were unhealthy negative emotions (anxiety) and fear of failure, maladaptive perfectionism and negative/self-deprecating self-talk. Since support was requested to explicitly help with Lucy’s anxiety, this area was prioritised. Lucy’s anxiety was conceptualised within REBT’s ABC assessment; an appropriate methodology aligning with my core values relating to well-being (Ellis, 1957). Throughout the intake, counselling skills were used to build rapport; Lucy’s strengths were highlighted (i.e., positive asset search, positive regard Rogers, 1957; Zigelbaum, 2014), we collaborated when creating therapy goals (Bordin, 1979), and emotional and factual listening allowed me to summarise, clarify and reflect to confirm understanding and enable Lucy to feel that she had been heard (Rogers, 1957).

Questionnaire data corresponding with intervention goals were gathered to supplement the initial assessment and provide baseline measures; the sport anxiety scale-2 (SAS-2, Smith, Smoll, Cumming, & Grossbard, 2006) and the irrational performance beliefs inventory (iPBI, Turner et al., 2015).

Giving Lucy a sense of control over her beliefs and thus emotions (Ellis, 1957), by socialising the ABC model was an initial intervention aim. I taught the ABC model and terminology (e.g., demands, preferences, rBs, iBs), to allow easier discussion of concepts (Dryden & Branch, 2008; Jones, 2017). Logical, empirical and pragmatic disputation techniques were then explored and practiced. Consultancy progressed onto positive, strengths-based work (Wood, Linley, Maltby, Kashdan, & Hurling, 2010). Towards the end of the support, I observed Lucy at her first competitive singles match post-injury, which was followed by a match review session, a summary of the work covered to date, and the changes measured by the questionnaires.

On reflection I believe Lucy and I rushed through the ABC model too quickly, reached the disputing stage too quickly, and spent too little time on each individual iB (derivative) and each disputing technique. At the time of the consultancy, I felt I was being patient, and teaching Lucy at a reasonable pace. But this may have been in comparison to my experiences on the REBT course; attendees used REBT with each other in brief 5-10-minute interventions. In retrospect, I rushed to fit Lucy’s presenting problem into the ABC model, rushed through educating her on the ABC model, and rushed through the various disputing techniques and iBs. Whilst REBT is active directive and promoted as an effective brief intervention which can offer immediate effects (Dryden, 1995; Ellis, Herrmann, & McWhirter, 1996; Turner & Barker, 2013),

I believe on this occasion, my eagerness/enthusiasm forced me into using REBT and “treating” Lucy’s anxiety with too many solutions too quickly.

The intervention goals and questionnaire measures were at odds with REBT philosophy. REBT does not seek to reduce anxiety; rather to change anxiety into concern (Dryden & Branch, 2008; Jones, 2017). Using the SAS-2 (Smith et al., 2006) conflicts with REBT theory and philosophy; alternate well-being measures may be more appropriate when looking to document changes made to the consequences and action tendencies in clients following REBT intervention. The importance of understanding the core principles of the methods I employ, and ensuring each aspect of my work aligns philosophically, was highlighted to me on reflection of my work with Lucy.

References

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Case study 2 (word limit 500)

Over a period of two seasons I supported a 14/15-year-old football player “James”. My interactions with him involved multiple observations, group (educational) workshops and 1-to-1 support.

Summary and Critical Reflection:

The initial needs assessment involved the collation of information and concerns from multiple sources; the player himself, his coach and the medical department (i.e., triangulation, Barker, McCarthy, Jones, & Moran, 2011). In “season 1” during a multi-disciplinary meeting, James’ coach expressed concern regarding James’ well-being, given the number of reoccurring injuries he was experiencing, James’ tendency to under-report his level of pain and play through his injuries. James was also asked to play in the age group below to support his development. I approached James to initiate 1to1 support with the initial aim of fact checking the observations and comments made by the coach to generate a fuller understanding of James’ needs.

The support provided to James was never intended to be performance focused. Rather, the purpose of our 1to1 conversations and the relationship that would subsequently develop was to provide him with a safe, secure and confidential environment where he could feel comfortable expressing how he felt and ask for support, thus supporting his well-being. Naturally this did involve talking about his footballing performances in a way such that he was nudged towards taking a more positive/optimistic outlook. Through solution-focused questioning and probing, James was exposed to the practice of highlighting positive elements of his performances and being optimistic about taking those performances into games. We discussed the small indicators of success and explored the self-referenced sources of competence specific to him which he could direct his attention towards and expect to see.

Given that the purpose of my work was to offer support and generate a means of checking in with James to monitor his well-being, certainly within season 2 I adopted a solution-focused approach within my 1to1 conversations with James. This counselling-based strength/solution-focused style of therapy (Høigaard & Johansen, 2004) appeared effective, especially the use of scaling which provided a quick indicator of “where James was” in relation to his *best hope*. For James, this hope was him feeling happy, playing and enjoying his football again. Our shared and detailed understanding of James’ best hope; what that would look like and feel like for him, meant we had a framework around which we could efficiently talk in any context (e.g., the gym, pitch-side or in the corridors of the academy). It provided a quick indicator of James’ well-being and the subsequent solution-focused questions helped guide James towards a more positive and optimistic outlook.

My movement towards this way of working reflects my developing specialism in working with young people; in my experience exploring strengths and signs of progress towards a goal is a more engaging conversation than exploring the details behind problems which young people often don’t want to talk about. This change also reflects my requirement and ability to adapt to my working environment; I have very little time and contact with players 1to1. The solution-focused approach and scaling/best hope framework provides an efficient and succinct guide for formulating a helpful conversation and shifting a person’s perspective from problems to signs of solutions. Finally, I’ve learnt that the approach suits my

core values since it lends itself well to the notion of collaborating with players and it actively involves recognising and evidencing that individuals have the resources and “solutions” to their own problems.

References

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Appendices

Appendix 1 – BSc Certificate

Insert scanned copy of proof of completion here

Appendix 2 – MSc Certificate

Insert scanned copy of proof of completion here

Appendix 3 – MSc Module Titles and Learning Outcomes (2014)

Insert details if necessary

Appendix 4 – Professional Course Certificates

Rational Emotive Behaviour Therapy – Primary Practicum

Insert scanned copy of proof of completion here

Change – Foundation in Solution Focused Practice

Insert scanned copy of proof of completion here

Youth Mental Health First Aid Course

Insert scanned copy of proof of completion here

ACT in the Workplace

Insert scanned copy of proof of completion here

Appendix 5 – Letter 1

Letter of Reference

Name

12.12.19

Driven and reliable, her technical knowledge and commitment to the professional development of herself and others make her a strong asset to the academy and the sport science team. She keeps up to date with the latest sport and exercise psychology research and uses this to inform her work with players, coaches and parents. Through working across a number of age groups and with players, coaches and parents, she has demonstrated good organisation and communication skills; she enthusiastically delivers concise, constructive and engaging messages to a range of individuals. Her passion, sense of humour and ability to work flexibly within a dynamic working environment have enabled her to develop strong relationships with players and staff alike. Consequently, she has a good understanding of the players; earning their trust and buy in has allowed her to support their well-being and development through both individual support and group education. She has shown variety in her way of working at the academy, using a range of methods, tools and techniques to influence the environment and support the development of players across the foundation and youth development phases.

Throughout her time at the academy, she has developed a strong understanding of other disciplines, the club's values and philosophy, which she references, applies and role models within her work. The effective working relationships she has developed with staff are thanks to her approachable and empathetic nature and her collaborative way of working. Punctual and well organised; balancing the demands of a full-time applied role and her PhD, she demonstrates an astute and considered approach to her work; planning, evaluating and reflecting on her practice to drive her own development.

Signed: Name

Head of Academy Sport Science

Appendix 6 – Letter 2

Client Testimonial

Client: Male Boxer

Date: 06/08/18

Throughout the program I was able to learn so much about myself as well as having the benefit of improving my sporting performance. The support was excellent and there wasn't one thing I didn't enjoy. Every session was exciting, and I was learning new things all of the time. It was great how the sessions were broken down, divided specifically to help me attain my goals. The fact that I got given a feedback summary after every session was brilliant and that alone really helped me to maintain and improve my understanding of what I was learning about. The ability to also email/message the consultant was extremely helpful, for if there as any issues I had, she was always there to help me and talk about them.

I am extremely satisfied with the program and all the support that I received. She was always there when I needed her, and she put in her very best effort to help me succeed and reach my goals. She always went the extra mile. Her positive attitude and down-to-earth personality played a huge factor in the programme as it made each session very enjoyable and always had me looking forward to the next! She is very knowledgeable in her area and I couldn't recommend anyone else who would do the job better. Thank you.

Appendix 7 – Supervisory Endorsement

Supervisory Endorsement

Supervisor: Name

Date: 04.12.19

Supervisee: Name

She has generated a myriad of experiences from her work, particularly within professional football. To this end, she regularly experiences ethical challenges and unpredictable situations, which has developed her competence and approach in dealing with them. Moreover, her work within football has facilitated her understanding of organisational issues and her proficiency at influencing processes at this level. The variety of her work (including work within disability football) has challenged her thinking and approaches to the extent where she has an evolved skillset around developing rapport and interventions.

Conducting PhD research within an applied environment, alongside a full-time practitioner role has provided an opportunity for her to develop an efficient protocol for assessing and conceptualising client needs. As such, in addition to having a skillset where she can identify and assess client needs / requirements / expectations in a self-selected individualised context, she can procedurally prioritise clients from a large sample. This insight into client needs supports the efficiency of the development of intervention goals, with clients who already have a trusted working relationship with her, buy-in to sport psychology and knowledge of the language, skills and concepts which would comprise her intervention work with them, thanks to her encompassing role at the club.

She displays an extremely competent approach to planning her work, in an evidence-based and theoretically underpinned manner. Her commitment to developing her own knowledge and competence across a range of approaches has meant she is capable of tailoring interventions to the age and needs of her clients. Through working with both youth and adult performers, as well as individuals holding a variety of roles within sport, varied experiences have allowed her to adapt in the delivery of intervention skills and techniques.

She demonstrates very good skills to develop rapport and maintain her working relationships. Indeed, this is evident by the number of medium to long-term clients she has worked with. Working as a psychologist full-time, embedded within a professional football club, she has displayed competence in establishing, building and maintain relationships in her applied practice; not just with players (from 9 to 16), but with coaches, support staff and parents. This is evidenced by the formal and informal feedback she has sought and received throughout her time at the club.

Her planned and considered approach to her work is demonstrated through the monitoring and evaluation protocols she puts into place with her clients. Within the dynamic environment of professional football, procedural monitoring and evaluation processes can be a challenge. Thus, working within this environment has meant she has developed more creative and flexible methods of documenting the impact of her work.

Signed: Supervisor Signature