

**Please Take a Moment to Complete the Domain & Content
Knowledge Self-Assessments Before the Start of the Presentation**

Sport Psychology's Thread in Coach Education

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INTRO TO COACHING EDUCATION



- **Introduction:**

- Recent Growth of Coaching Education (CE) Programs
 - Many with sport psychology (SP) backgrounds
- Broad Context of Athlete Preparation & SP's Role
- Need For a Holistic Approach to Our Educational/ Consulting Practices

- **Presentation Objectives:**

- Introduction to coaching education (CE)
- Review current trends in CE
- Outline the National Standards for Sport Coaches (NASPE, 2006)
- Discuss connections between sport psychology and relevant CE benchmarks
- Explore ways sport psychology consultants can provide service to the coaching community

INTRO TO COACHING EDUCATION

- **Sport Involvement & Athlete Development**

- self-esteem, intrinsic motivation, enjoyment, adaptive achievement beliefs, healthy lifelong habits

(e.g., Conroy & Coatsworth, 2006; Petitpas et al., 2005; Scanlan & Lewthwaite, 1986)

- **Role of the Coach**

- better retention, achievement + developmental outcomes

(e.g., Barnett, Smoll, & Smith, 1992; Smoll, Smith, Barnett, & Everett, 1993; McCullick et al., 2009)

- **Importance of Coaching Education**

- recognition of complexity of requisite knowledge & skills

(McCullick, et al., 2009)

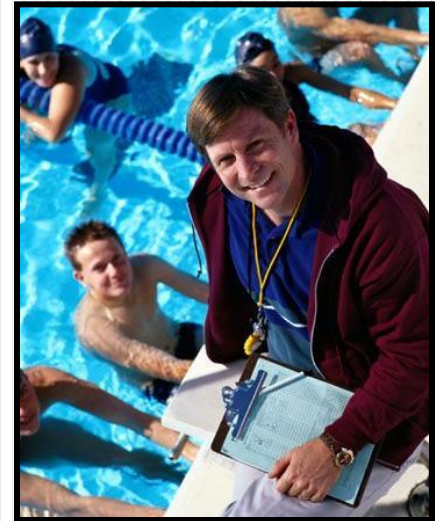
- continuing growth in sport participation

(NFHS, 2012)



INTRO TO COACHING EDUCATION

- **State of Coaching Education** (*Vickers & Schoenstedt, 2011*)
 - **Increased Requirements for Formal Coaching Education (CE)**
 - **Lack of Standardized Certification Criteria → Development of CE Curriculum Frameworks & Strategies**
 - United Kingdom Coaching Certificate
 - The New Zealand Coach Development Framework
 - Coaching Strategy for Ireland
 - International Sport Coaching Framework (ICEE/ASOIF)
 - National Standards for Sport Coaches (US)
 - **Example CE Programming**
(*Cassidy & Kidman, 2010; Wright, Trudel & Culver, 2007*)
 - National Coaching Certification Program (CAN)
 - National Coaching Accreditation Scheme (AUS)
 - American Sport Education Program (US)
 - sport-specific programs (e.g., US Soccer)
 - regional programs (e.g., MHSAA CAP)



Modern Theories of Coaching Education

MODERN THEORIES OF COACH EDUCATION

- Coaching as Pedagogy
- Foundation in teaching skill, technique, and strategy
(Drewe, 2000) at all levels.
- What does teacher education look like?

“You haven’t taught until they have learned.” – John Wooden

MODERN THEORIES OF COACH EDUCATION *CONT.*

- Classroom vs. Experience-Based Knowledge
- Deep Learning (*Entwistle, 1981*)
 - (*Schempp, McCullick, & Mason, 2006*)
- Theory of Experiential Learning (*Kolb, 1984*)

MODERN THEORIES OF COACH EDUCATION *CONT.*

- Community of Practice (*Wenger, 1998*)

“a community of practitioners deeply engaged in sharing knowledge and experience.”

- Mutual engagement
 - Joint enterprise
 - Shared repertoire
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- Role of SPC...

NATIONAL STANDARDS FOR SPORT COACHES

- **In 1995, NASPE published its 1st edition of the National Standards for Athletic Coaches**
 - later, the **National Standards for Sport Coaches (NSSC)**
 - structured framework for CE programs and initiatives
 - developed from scientific and practical coaching knowledge sources
 - reviewed and approved by sport experts, organizations, and governing bodies
- **Revised in 2006, the NSSCs now include 40 standards within 8 general domains of essential coaching competencies**



National Association for
Sport and Physical Education

NASPE Sets the Standard

NATIONAL STANDARDS FOR SPORT COACHES (NASPE, 2006)

Domains 1-4

Philosophy & Ethics (4)	Safety & Injury Prevention (7)	Physical Conditioning (4)	Growth & Development (3)
Identify, model and teach positive values learned through sport participation	Recognize injuries and provide immediate/ appropriate care	Design programs of training, conditioning, and recovery that properly utilize exercise physiology and biomechanical principles	Apply knowledge of how developmental change influences the learning and performance of sport skills
Demonstrate ethical conduct in all facets of the sport program	Ensure all necessary protective equipment is available, properly fitted, and used appropriately		

NATIONAL STANDARDS FOR SPORT COACHES (NASPE, 2006)

Domains 5-8

Teaching & Communication (8)	Sport Skills & Tactics (3)	Organization & Administration (7)	Evaluation (4)
Plan and implement daily practice activities that maximize time on task and available resources	Know the skills, elements of skill combinations, and techniques associated with the sport being coached	Demonstrate efficiency in contest management	Implement effective evaluation techniques for team performance in relation to established goals
Utilize appropriate instructional strategies to facilitate athlete development and performance		Manage all information, documents, and records for the program	

Sport Psychology and the National Standards for Sport Coaches

INTEGRATION OF SPORT PSYCHOLOGY

- Rationale for inclusion
 - Importance of an athlete-centered coaching philosophy
 - Professional accountability for fair play by all
 - Developmental considerations to enhance physical, **social**, and **emotional** growth
 - Emphasis on a positive coaching style
 - Maximize learning and enjoyment
 - Foster self-determined and satisfied athletes

DOMAIN 1

PHILOSOPHY & ETHICS

- *Standard 1:* Develop and implement an athlete-centered coaching philosophy
- *Standard 2:* Identify, model, and teach positive values learned through sport participation
- *Standard 3:* Teach and reinforce responsible personal, social, and ethical behavior of all people involved in the sport program

DOMAIN 2

SAFETY & INJURY PREVENTION

- *Standard 11*: Identify and address the psychological implications of injury

DOMAIN 4

GROWTH & DEVELOPMENT

- *Standard 16:* Apply knowledge of how developmental change influences the learning and performance of sport skills
- *Standard 17:* Facilitate the social and emotional growth of athletes by supporting a positive sport experience and lifelong participation in physical activity
- *Standard 18:* Provide athletes with responsibility and leadership opportunities as they mature

DOMAIN 5

TEACHING & COMMUNICATION

- *Standard 19:* Provide a positive learning environment that is appropriate to the characteristics of the athletes and goals of the program
- *Standard 20:* Develop and monitor goals for the athletes and program
- *Standard 23:* Utilize appropriate instructional strategies to facilitate athlete development and performance
- *Standard 24:* Teach and incorporate mental skills to enhance performance and reduce sport anxiety
- *Standard 25:* Use effective communication skills to enhance individual learning, group success, and enjoyment in the sport experience
- *Standard 26:* Demonstrate and utilize appropriate and effective motivational techniques to enhance athlete performance and satisfaction

IMPLICATIONS FOR SPORT PSYCHOLOGY PROFESSIONALS

- Sport psychology is one component within the broader context of coaching education
- Get to know and appreciate the many components of athlete preparation
 - Remain within your role as a sport psychology professional
- Build collaborative and respectful relationships with coaches

Integrating Multidisciplinary Knowledge for Effective Work with Athletes and Coaches

A MULTIDISCIPLINARY APPROACH

- Our professional development in other fields
 - Undervalued, underserved, and underdeveloped?
- Sport Science Discipline Intersections
 1. Philosophy & Ethics
 2. Sport Safety & Injury Prevention
 3. Physical Conditioning
 4. Growth and Development
 5. Teaching & Communication
 6. Sport Skill & Tactics
 7. Organization & Administration
 8. Evaluation
- Know the difference between informative multidisciplinary awareness, knowledge and application
- Integration and impact in application

IMPLICATIONS FOR THE SPC & SPE (*SPORT PSYCH EDUCATOR*)

Multidisciplinary connections and advisory group

Professional roles for the well rounded sport and exercise psychology students

- SPC's in sport and exercise
- Sport psychology educators
- Coaching educators and coaching education development
- Sport science directors with NGB's and sport organizations

Embrace cross disciplinary plans of study

- Sport sciences (e.g., exercise physiology, biomechanics, sport nutrition)
- Teaching studies (e.g., pedagogy, curriculum design)
- Growth & Development (e.g., youth development, motor learning)
- Organization & Administration (e.g., business, leadership, sport management)

Self-evaluation of Competency

What is the breadth and depth of your cross discipline knowledge?

How do you gain cross discipline knowledge?

How do you maintain your cross discipline knowledge?

How do you integrate cross discipline knowledge into your teaching and consulting?

RESOURCES

- NASPE & AAHPERD websites (*www.aahperd.org/naspe/*)
- National Coaching Conference (*www.team usa.org*)
- International Council for Coach Education (*www.icce.ws*)
- International Council of Sport Science and Physical Education (*www.icsspe.org*)
- USACoaching.org
- CS4 – Canadian Sport for Life (*www.ltad.ca*)
- Routledge Publishers
 - The Sports Coach as Educator: Re-conceptualizing Sports Coaching edited by Robyn Jones
 - Foundations of Sports Coaching by Paul Robinson
 - The Sociology of Sports Coaching edited by Jones, Portrac, Cushion, & Ronglan

Wrap Up

Thank You

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