

The **PERFORMANCE EXCELLENCE PROGRAM (PEP)**

*Designed to Raise the Awareness
of the Valuable Role of Sport Psychology Outside of Sport*

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Colleagues, Welcome Back! We are pleased to present to you the 2nd volume of the Performance Excellence Program (PEP). Last issue we had a number of great resources and articles in relation to performance in business. In fact, our feature presentation was with Cynder Niemela - who went on to do a keynote presentation at AAASP.

As a result of the September 11th tragedy many of us have had our focus elsewhere. The world seems to be a different place now - with different thoughts, emotions, and happenings. Positive psychology and sport psychology techniques are more essential now than ever before. A number of programs, some of which AAASP and APA members are developing, are in the works to assist families. We are delighted that this issue of the Performance Excellence Program is dedicated to performance excellence in medical settings – a topic quite relevant in today's new world.

Many collaborative relationships have been established and continue to be established among professionals and future professionals in the medical and psychology fields. Sport psychology consultants continue to be a valuable resource for surgeons, psychiatrists, medical students, and many other health care professionals. We are proud to announce that some of our very own student members of AAASP and APA are leading the way in their research and practice within the medical field. So without further introduction please begin with our interview with Dr. Charlie Brown.

Professional Profile

Dr. Charlie Brown

Now, what could be a more positive beginning to this issue - an interview with a man named Charlie Brown!! Dr. Brown is an extremely passionate and insightful psychologist. He has been able to combine a number of his interests and develop a niche in performance consulting. We appreciate his willingness to participate in this project!

1) Describe your training (academic and applied)?

I started working in mental health as an undergraduate in 1970; I received my BA in psychology from Davidson College; Master's in Theoretical psychology at Appalachian State U.; PhD- University of Southern Miss. Counseling Psych; APA Intern - Western Missouri (broad focus- specialized in family systems); went back and did coursework in Sport Psych- UNC-G (worked with Dan Gould)

2) How did you get started in the field?

Got started through interest in athletics - ran triathlons; interested in impact of training upon relationships; presented on the topic at APA; went to Shane Murphy's workshop and met some people - felt like a natural evolution of what I wanted to do

3) How did you get started in the field of medical consultation?

Have been in private practice for over 20 years; worked a great deal with physicians and attorneys; began developing a specialization in sport psych; physicians referred to me for performance-related issues; have done work with the Carolina Medical Center; not a full time practice with surgeons- more people know me from my marital/family work.

4) What classes outside of traditional sport psychology do you suggest for students interested in pursuing this area of applied work?

Good background in counseling work; if you have a systemic perspective (body of knowledge of dealing with broad system perspective) it can help you with anything you do. Problems don't happen in a vacuum; if you understand the rules and patterns of the context you can be more effective as an agent of change. Many people have this contextual knowledge without formal training. Would say that most people that are successful have learned this through trial and error, much like early athletes learned mental skills. As consultants, we can lessen the learning curve.

5) What conferences do you attend?

AAASP; APA; ISSP; AFTA- American Family Therapy Academy; NCPA- State psychology association

6) Did you have a mentor to help you in your career?

2 mentors, Dr. Carrell Dammann, - family/systems; Dr. Dan Gould- sport psych

7) Describe some of your applied experiences (e.g. topics, interventions, population needs addressed) outside of sport psychology.

Real fun ones:

1) Priest who was an interim rector. Was considering a career move as dean of a cathedral or assistant to a bishop. Wanted to look at performance enhancement. Blast- Great experience.

2) Surgeons; people in Family practice; performance anxiety; don't like to label as pathology because they are already functioning at a high level

3) Dealing with Attorneys; trying to figure out how to maintain productivity without having as much of a burnout factor; focus on issues such as process goals, active recovery efforts, pacing.

8) What sport psychology techniques are most applicable to your line of work?

Goal setting is cornerstone of anything we do - a good process for anything; do a lot of work with performance routines; pre-performance routines; arousal management; refocusing

9) What resources have been most helpful in your career?

Outside Sport-

Strategies Of Psychotherapy- J. Haley. Haley's work with Milton Erickson

Steps to an Ecology of Mind - Gregory Batson

Tao te Ching- translation by Stephen Mitchell

The Little Prince- Antoine de Saint-Exupery

10) What mistakes have you made in consulting?

Oh, Boy. *"My successes bring me joy my failures bring me wisdom. Sometimes I wish that I wasn't so wise."*

Was asked to provide a training segment for large law firm retreat; I was questioning if I was charging too little, and the firm implied that I needed to bump up my charges; planned an elaborate Power Point presentation; none of the equipment worked and tech support was none existent; I bombed. Make sure that you have a substance and process that is not dependant on the dog and pony. If messed up have not taken the system into consideration. Not enough homework. Set up was not right. Need to know what you are getting into. Scariest thing to do is to turn business away; but it is critical to offer quality services in areas one is truly competent. Translates to integrity, which ultimately results in referrals.

11) What is your process to evaluate effectiveness both for yourself and your clients?

Start out with clarifying specific goals in initial meeting; what is it that you want to accomplish; used as reference points. Goals for self are to 1) present a good product 2) pursue excellence 3) develop specific content goals based on what they want. Process - want people to view me as person with integrity and with degree of excellence; want to be able to enjoy process, and hopefully have fun along the way

12) What have been the biggest challenges you have faced working outside of sport?

Gaining entry always biggest; have not actively marketed. Guided by genuine interest and passion and excitement about potential of performance enhancement; knowledge that comes by bridging various fields is exciting; sharing excitement; go in focusing on learning. early in career used to be far more egotistical. Have become increasingly aware of how great it is for people to let me into their lives; bottom line for change comes back to the relationship - 1996- Professional Psychology Research And Practice; Whiston and Sexton- did a meta analysis of counseling- regardless of approach- key factor was relationship; if working with couples and relationships, recommend John Gottman's *7 Principles For Making Marriages Work*. Good for any kind of significant relationship.

13) Do you have any advice for students who might be interested in getting into this area?

Get as broad of a base as you can; want to have confidence in what you do; danger in not knowing what you don't know; get good supervision

14) What are some professional issues students would need to consider if they are interested in gaining some applied experience in this area (e.g. insurance, licensing, fees etc.)?

Start with the end in mind; know what settings you want to work in - if you want private practice know the field.

15) What do you look for from prospective colleagues or hires?

Look for integrity. Look for people who have a passion for excellence; tempered with balance and a sense of humor.

16) Are there any types of internships?

Not sure

17) From your experience, are companies usually receptive to prospective employees with background in Counseling/Clinical or Sport Psychology?

Yes, my sense is that everyone is welcome. Whether or not they are going to lay out cash is another story; wife heavy in business sector; in house people that deal with performance principles; training, performance coaching; applying principles of sport psych



STUDENT SYNOPSIS

Stephanie Venne, MS

Former Student, California State University - Fullerton

I am very excited to be writing about my experiences in applying sport and exercise psychology concepts to the medical field. Before I tell you about the steps I have taken, I would like to share with you an experience that I recently had. I was in Rome this past summer and found myself very frustrated and practically frightened every time I had to cross a busy street (anyone who has been there knows what I am talking about!). Toward the end of my trip, I took a tour and noticed that when the tour guide crossed the street, she stood tall, put out one hand, waited for a slightest opening and crossed that street. I was amazed (and still a bit frightened to follow and might not have had she not been headed towards gelato)! A couple days later I was walking alone in the streets of Rome and came to an intersection. I adjusted my posture, took hold of my coca light, found a very modest break in traffic and crossed that busy street in Rome.

I relate this story to you because what we have in front of us is a small opening in traffic. The Performance Excellence Program takes strides into new arenas that some of us have never been in before. These arenas include classrooms, operating rooms, and the courtrooms, to name just a few. The time to build a bridge between our area of expertise and these other domains is now - we have that small opening in traffic and we can make it across the street. We just need to stand tall, believe we can, and take advantage of the opening!

In September of 1999, I took my first step towards bridging the gap. I happened to be sitting across from a surgical nurse who was a member of a cardiac team at a prominent medical center in Southern California. I was

listening to her talk about some of the challenges she was facing and difficulties she was currently having with her occupation. I had just started in the Sport Psychology graduate program at Cal State Fullerton, studying with Dr. Ken Ravizza. In only one month's time I had already gathered a tremendous amount of information from the lectures I had attended, the discussions I had had with Ken regarding his applied work, and the literature I had read in the area of Sport Psychology. As this young nurse spoke about the struggles she was having, I was amazed by the startling similarities between what she was dealing with and what athletes deal with. It was at that moment that I realized my true passion lied in learning not only how to work with athletes regarding performance enhancement issues, but also in learning how to transfer the concepts, strategies and techniques I was learning in the athletic domain to other domains, namely, the medical community.

I began meeting with this nurse and talking with her on a regular basis. In the beginning, I talked to her about my background and personal experience as a competitor on a PAC-10 athletic team. I then told her about the program I was in at CSUF and some of the concepts and theories I was learning about. In a sense, I was providing her with my credentials. After this, I listened more to the present situation she was dealing with, which involved being reprimanded by the head surgeon, feeling devastated and exhausted, doubting her abilities to perform, and feeling angry with herself. These feelings, she reported, had been persisting for several weeks. It sounded very similar to an athlete's "slump", as we would refer to it. After listening to her situation, I began to describe to her the similarities between her challenges and those that an athlete faces. I felt that making these similarities known would help in creating a connection that could later be referred to when relating sport psychology concepts. Both the nurse and the athlete are members of a team, headed by a "coach". The members of this team wear uniforms and there are starters and substitutions, as well as rules and temporal aspects to both the athletic game and the surgery to be performed. Quality practice is important for both individuals. Both the nurse and the athlete can get stuck in slumps and must learn how to compensate and adjust. The debriefing process is invaluable for both the nurse and the athlete. A final similarity between the two domains is that

both the athlete and the nurse have demonstrated that they are good enough to be there - there is a proven level of competence. That is, it is not the case that they do not have the ability to perform. Once these similarities were discussed and understood, the strategies and techniques that I had learned and applied in the athletic domain could then begin to be transferred. When we first started meeting, we talked a lot about the importance of having a mission. That is, knowing why you do what you do. This nurse, like most athletes, was dealing with and would continue to deal with a tremendous amount of pressure and adversity. Knowing why she was there and what she loved about her occupation would help provide intensity and direction to help her maintain focus during those tough times. Even if there were enough room in this newsletter, I could not attempt to put into words the emotion I saw on her face when she talked to me about why she was a nurse. It was not what she was saying, rather, how she was saying it that made me believe that she had a mission, it just needed to be stated and made more clear to her.

After talking about having a mission, I talked to her about the rules of the game, or, in her case, the rules of the surgery. Every athlete - every professional - plays a game. There are both explicit and implicit rules to this game and knowing the rules helps with role clarification. When we were children, we always had to know the rules before we played a game. We did not complain when someone told us that in order to play, we had to close our eyes, count to ten, and yell "Marco" until we finally touched someone replying with "Polo". We could have argued about the origin of the names "Marco" and "Polo"... "Why use these names?". But we did not. We knew the rules - they were stated. We Agreed. We played. In the same way, knowing the rules to the athletic competition and to the surgery allows one to focus on performance excellence.

Other strategies we discussed and continue to work on include having a routine, setting process goals, using a focal point, using the Breath, imagery, taking responsibility and creating a social support network. Some of these strategies seem to be working for the nurse, while others are not right for her. I felt it was important to give her several strategies to experiment with and, from those, she could pick a couple that worked for her.

She repeatedly mentions that the focal point strategy is her favorite, in which she places a green cloth napkin in place of the typical blue one when she sets up for a surgery. In the midst of the surgery, she has that napkin to go to if she needs to get back on track and remain focused.

For anyone who is interested in this movement, it is understandable that I am more than a bit excited to be in the initial phases of building a bridge. It might appear to some to be a small step on paper, but in reality, it is a huge step because it is a step. I have presented this information to several groups and the constant precaution I am made aware of is to not pretend to know more than I do and to not claim to have qualifications that I do not have.

I am not a psychologist. I am someone who, through personal experience and training, has gathered a great deal of information that many people can benefit from. I do not offer answers, rather, a different perspective that I have developed over the years.

I am in the process of learning more about the medical community and other corporate communities because I believe this knowledge is necessary if we are to truly build a bridge. That is to say, I would have a difficult time talking with a volleyball player if I knew nothing of that sport's lingo, rules, and characteristics. At the same time, I believe that there are times when we are given a small window of opportunity and that window must be entered. I felt compelled to enter into this new territory while being honest with this client and giving her all that I could offer, which was passion, personal experience, and a tremendous amount of information about the workings of the athletic world. I am very excited about this movement and encourage anyone who feels passionate about extending his or her knowledge to other communities to start now. Waiting for the perfect moment - or, to use the sport analogy I am most familiar with - waiting for the "perfect set" is a waste of time. There is no perfect set or perfect moment - the set is what we make it and the time to start is now! As I mentioned before, I believe that the window of opportunity is open for us to build a bridge between our domain of expertise and others. By starting with small steps, we will get across that street!



SPORT CONNECTION

Interview with Dr. Chris Shambrook – Sport & Exercise Psychologist
By Louise Friend, M.A.

Chris is aBASES Accredited Sport and Exercise Psychologist, a Registered Sport Psychologist with the British Olympic Association and has worked closely with the British Rowing Team for several years. Through the interview it was plain to see his enthusiasm in the growing nature of sport psychology and was keen to put forward his ideas and opinions on several topics.

1) What is your training (academic and applied)?

BSc Honors in Sport Science at Brighton Poly, 1988-91.

PhD University of Brighton, 1991-1995, 'The adherence to psychological skills training.'

BASES (British Association for Sport and Exercise Sciences) accredited in 1996.

Registered with the BOA in 1999.

Books - The mental game plan: Getting psyched for sport.

Associated to the Cheltenham and Gloucester College of Further Education and research now includes the area of adherence to imagery, collective efficacy, motivational climate and well being.

Works with GBR Rowing Team since 1997 and the England and Wales Cricket Board since 1997.

2) How did you get started in this field?

From my interest in my degree which focused on the psychological aspect of sport, personal experience in sport including football and basketball, my interest grew and my supervisor suggested a career in this area. I like to assist others in reaching their sporting potential.

3) What classes outside of traditional sport psychology do you suggest for students interested in pursuing this area of applied work?

Counseling, any classes to develop interpersonal skills.

Wide grounding in sport and exercise sciences.

Sport trivia and current affairs!

Own readings on individual interest – popular psychology books.

4) What conferences do you attend?

AAASP when possible.

BASES when not working.

BOA workshops, conferences and advisory groups.

5) Did you have a mentor to help you in your career?

Steve Bull, on-going and peer supervision.

6) Describe some of your applied experiences (e.g. topics, interventions, population, needs addressed)

Rowing – Sydney Olympics,

The topics building up to the Olympics were:

- Developing strong psychological foundations.
- Philosophy of athletes performing.
- 'What if' planning for specifically Olympic village (interviews with past Olympic performers) and reviews of previous games, crew conduct.
- Maintaining control of performance – clarification of what and how, simple and effective.
- Psychology of taking risks at the Olympics to make things happen.
- Building and maintaining confidence.
- Positive response from athletes, positive observations and good application of the preparation psychology – it was followed through, adherence was seen especially when the athletes were under intense pressure.

7) What sport psychology techniques are most applicable to your line of work?

No techniques necessarily, it's more about the philosophy. I believe in an overriding philosophy which techniques work towards.

This philosophy is helping athletes develop an awareness of how they think and behave. What those thoughts and behaviors mean in relation to their performance and how they can exploit and adapt those thoughts and behaviors to maximize performance. Maximize consistency in thoughts, feelings and behaviors.

8) What resources have been most helpful in your career?

Most of the applied sport psychology books have been helpful. A few resources I have used are; In Pursuit of Excellence, the Sport Psychology Journal, some with practical information and not only theory and books that help in the delivery.

9) How do you prepare for individual sessions, group sessions, and training sessions/seminars?

I apply the sport psychology techniques to myself and this can also vary depending on the type of session.

10) What mistakes have you made in consulting?

I once had a discussion with a coach about the mood of a team meeting that a coach was involved in. I made a passing comment on the response of the performers, which the coach then used. I misread the situation and gave the coach the opportunity to be negative and could have damaged my working ability with the team. I didn't need to pass comment and had discussed the meeting too quickly without taking in the realistic situation.

Not developed clear terms of engagement before working with individuals and team. This needs to be done and can be a regular mistake.

Always looking to assist through path of least resistance, always being intermediary for too long without getting parties to sit down and solve problems together, without dealing with it properly.

11) How do you make the connection between research and practice in your applied work?

Looking to design interventions that are based upon sound scientific and theoretical foundations.

Trying to apply spirit of research (test/re-test) to delivery of applied work. Apply the scientific process to the delivery of your work.

Trying to implement measures, based on research findings, which will help the athletes adhere to recommended interventions.

Working this way helps develop quality assurance of work delivered.

Not just giving an intervention, I also advise how to implement interventions. Not only WHAT but also HOW.

12) What is your process of evaluation (client and self)?

On-going discussion with client – use of own my consultant forms and original CEF's. These forms are more specific to what I want to know and are important as a sport psychologist.

Coach and support staff feedback.

Use performance measures e.g. average mean scored pre and post work. This is helpful to be accountable for performance and may be needed by your employers.

Annual reports.

13) Do you have a network of colleagues that you use to discuss issues of concern, new perspectives, ideas, etc? If so please describe the process.

Formal networks through BOA – Psychological advisory group, provides forum for discussing applied issues.

Informal peer supervision, through small network of colleagues. Gaining alternative perspectives and this can depend on the situations and issue drive.

Phone, e-mail to individuals and move on from there.

Chris Shambrook's Top Tips for developing Sport Psychologists:

Gain varied consultancy experience across all sports and populations.

Work towards developing your own philosophy of your sport psychology delivery.

Apply performance enhancement strategies to yourself.

Promote positive Sport Psychology at all times. Sport Psychology is still perceived as issue driven and reactive, but in reality we should be challenging that perception because we are trying to build strong psychological foundations rather than fix problems.

Move away from working confidentially when focusing on performance enhancement strategies, e.g. a fitness trainer would make a coaching team aware of the training program required by athletes so that coaches could help achieve the programs goals – a sport psychology program is surely of the same nature. Be smart about when you do/don't apply confidentiality clauses.

WHAT'S NEW

This article was a collaborative effort among the students of a graduate course on talent development. The course is an elective in the sport and exercise psychology specialization in the Master's of Arts degree in Kinesiology at California State University, Fresno (zimmer.csufresno.edu/~wgilbert). Dr. Wade Gilbert taught the class and directed the manuscript preparation. Dr. Gilbert is an assistant professor and coordinator of the sport and exercise psychology specialization. The students who contributed are listed in alphabetical order: Jonathan Akers, David Barton, Brigham Beatie, Jennifer Blanchfield, Christopher Campbell, Merrilee Conway, Kandiss Creighton, Robert Curran, Jeremy Davis, Ignacio Flores, Amy Johnson, Marianne Johnson, Colleen King, Greg Marchbanks, Megan McGee, Kit Moore, Kevin O'Sullivan, Rosanna Pagsanjan, Michael Powell, Mike Sholiton, Mario Vela, Tracy Walton, and Ilan Zuk. (Article was presented at CSU, Fullerton April 2001 by Greg Marchbanks)

Abstract (Journal of Performance Excellence – 2001 fall issue)

The purpose of this review was to analyze models of talent development and case summaries of elite performers for common talent development elements across domains. The Wheel of Excellence (Orlick, 2000) and the Pyramid of Success (Wooden & Jamison, 1997) are two well-known models that were selected for analysis. Across the two models and the 25 case summaries, eight common talent development elements were found: (a) commitment, (b) confidence, (c) desire, (d) focused connection, (e) genetics, (f) ongoing learning, (g) opportunity, and (h) support systems. Each element is best viewed as a composite of several related concepts that are often described in the literature. A description of each element, its related concepts, and a supporting example from one of the case summaries, is provided. Based on the present review, no single model of talent development appears to capture the complete range of internal and external elements required to fully develop talent.

SPECIAL THANKS

Dr. Charlie Brown, Stephanie Venne, Louise Friend, Greg Marchbanks

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RESEARCH on Health Care Providers by AAASP Student Members

Although interviews are helpful in learning about applying sport psychology principles to health care providers and other non-athlete populations, it is also important to make sure that interventions in all populations are evidence-based. Below are two published peer reviewed manuscripts of research performed by sport psychology students. What was learned was important information germane to working with ICU nurses and to Interventional Cardiologists. These students were AAASP members, who were on a research investigative team while they were Johansson-Gund scholars in the Sports Medicine Center at Mayo Clinic. They are now independent practitioners, having completed their PhDs.

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