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Winstanley, C.N.
As the field of applied sport psychology is witnessing a growth in interest in professional practice, it is also faced with the challenge of developing its professional status. As the foremost organization representing the domain of sport psychology in Europe, FEPSAC developed during the past years three major initiatives with which to take an active role in furthering the development of the field of ASP in general, and of its practitioners in particular (Wylleman, Harwood, Elbe, Reints, & de Caluwé, 2009). First, FEPSAC saw the initiation in 2003 of the Forum of Applied Sport psychologists in Topsport (FAST) which annually brings together professional practitioners from around Europe who provide ASP services at the elite/Olympic level with the aim of exchanging experiential knowledge. Second, FEPSAC published its Position Statement on quality of ASP services (FEPSAC, 2006) proposing a framework of Quality Management for high quality services of sport psychology consultants as professionals in the applied field of elite sport. In third instance, FEPSAC joined forces with the National Institute of Sport, Expertise and Performance (INSEP) and the Vrije Universiteit Brussel in combining their expertise on sport psychology/mental support service provision in elite and Olympic sport in the European Expert class Psychological Excellence for Elite Performance (PE4EP) (FEPSAC, 2013). The 2013 FEPSAC Conference on the development of expertise and excellence in applied sport psychology is the fourth major initiative in line FEPSAC has taken in order to support the development of applied sport psychology in Europe. This presentation will reflect on these as well as on new initiatives related to applied sport psychology in Europe as an essential part of FEPSAC’s future development.
KEY NOTE ADDRESS
KEY NOTE 1: Climbing Mount Snowdon:  
Career Development in Applied Sport Psychology  
Tod, D.  
Aberystwyth University, UK

The Welsh mountain, Snowdon, presents challenges to climbers depending on the route they take to the top. In applied sport psychology graduate students face a number of challenges as they strive to reach the top of their profession. In this presentation, I use climbing Snowdon as a metaphor for individuals pursuing applied sport psychology careers. Based on longitudinal research, practitioner accounts, and data comparing sport psychologists' journeys with clinical, counselling, and health psychologists' travels, I will outline some of the common challenges practitioners face in reaching their professional summit (or the jobs they dream of obtaining) and dealing with ethical, practical, and theoretical hazards and crevices during the journey. I will also identify practical implications on selecting suitable equipment that helps make the journey possible (to some realistically achievable height) and the value of having good “sport science” support.

KEY NOTE 2: Working at elite and Olympic level  
Collins, D.  
University of Central Lancashire, UK  
Grey Matters Performance Ltd

In this keynote I examine the challenges of working at high level in two sections. Firstly, I consider a number of potential dichotomies in the approach to service, such as mental skills coach V therapist, performance V well-being, scientist V practitioner, nice person V hard driver and client V self. Using a working structure grounded in Professional Judgement and Decision Making (PJDM – Martindale & Collins, 2010) the epistemological chaining, practice and self-presentational issues for applied practitioners are considered. I also set some challenges in terms of the styles adopted by some current, high profile practitioners, often from other disciplines, who represent a challenge to how we work in and publicise our profession. In the second section, I consider the link between theory and practice, suggesting that a pragmatic approach represents the most sensible if often neglected philosophical stance for applied research. Challenges for practice and practitioners are critically considered, including academic tenure, research assessment exercises, publicity, national sports institutes and grants-person-ship.

KEY NOTE 3: Can Olympic success be made?  
Policy lessons from an international comparative study SPLISS  
De Bosscher, V.¹,², Shibli, S.³, Bottenburg, M.², & Westerbeek, H.⁴

¹Vrije Universiteit Brussel, Belgium; ²Utrecht University, The Netherlands; ³Sheffield Hallam University, UK; ⁴Victoria University, Australia

Competition in elite sport has increased and the price of success has risen considerably. The notion of the ‘global sporting arms race’ is based on a growing awareness by nations that elite sporting success can be produced by investing strategically in elite sport. Nations are searching for effective keys to gain a competitive advantage in elite sport, by investing in a blend of ‘pillars’ or policy dimensions (De Bosscher et al., 2008). An international group of researchers has joined forces to develop theories, methods and practice on the Sports Policy factors Leading to International Sporting Success (SPLISS). This presentation is concerned with some preliminary findings on the strategic thinking behind a large-scale international comparative SPLISS-study (2011-2012), by comparing the elite sport policies and strategies in distinct nations such as Australia, the Netherlands, Japan, Belgium, Finland, and Denmark amongst others.
ROUND TABLE SESSIONS
SESSION 1

Education and Career development in applied sport psychology
Intro & Chair Roland Seiler, University of Berne

Education in sport psychology
Hatzigeorgiadis A¹, & Hutter V²

¹University of Thessaly, Greece; ²VU University Amsterdam, The Netherlands

The development of expertise for those interested in pursuing a career in applied sport psychology is rooted in the basics of education. Several postgraduate programs are offered throughout Europe with different emphasis on the applied focus and the development of applied expertise. This presentation aims at providing an overview of the European education regarding the growth of applied sport psychologists. First, information regarding two programs under the auspices of FEPSAC will be introduced. In addition to these programs, FEPSAC has taken the initiative to form a network for education in applied sport psychology (EASY-network). The main objectives of the EASY-network are: to get an overview of educational pathways that lead to applied sport psychology practice in Europe, to facilitate interaction between key persons and to contribute to the quality of education. All European countries have been contacted and data on education in applied sport psychology in different countries has been collected. The EASY-network will be presented as well as the preliminary results of the collected data.

From student to practitioner
Hutter, V.

VU University Amsterdam, The Netherlands

The transfer from sport psychology student to practitioner is a challenging journey. Typically trainee sport psychologists struggle with self-doubt, a (perceived) lack of skills, and a strong need for role-models and know-how. Supervision is supposed to help guide trainees through this rough stage of career development. Learning in supervision can be defined as learning on the basis of reflective practice. Supervision should develop self-directed learning by the supervisee (Siegers, 2002, pp. 31-32). In sport psychology, supervision aims to protect the welfare of the athlete clients, and to contribute to the development of competent, ethical sport psychology practitioners. (van Raalte & Andersen, 2000, ISSP position statement). Vana Hutter was the program-manager of a new education program in applied sport psychology in the Netherlands. She shares her experience with building sport psychology supervision from scratch. Moreover, she will present typical challenges in supervision of sport psychology trainees.
Career development in applied sport psychology
Taking the first steps as practitioner in applied sport psychology (ASP): An example from ASP student from a one-year education and supervised practice in Sweden

Johnson, U.
Halmstad University, Sweden

Based on the study by Stambulova and Johnson* from 2010 it is reported that applied sport psychology (ASP) literature reveals several publications on reflective practice and professional philosophies. Still, few studies focus how novice consultants make the first steps in their careers. The objective of this lecture is to discuss lessons learned by students during their one-year ASP education and supervised practice in Sweden. In total thirty-seven ASP students took part in the study. Information was gathered from the students' final reports on their six-month interventions with athlete-clients. Four categories were created named professional tools, consultant & client relationship, learning process and experiences, and professional philosophy and organized into three levels reflecting the students' learning process with the shifts from analysis to synthesis and from concrete to more generalized and strategic lessons learned. In the lecture results are discussed using career development, scientist-practitioner and cultural sport psychology perspectives.

Sharing expertise with other applied experts in sport psychology

Jannes, C.
UZ Gent, Sector Bewegingstelsel, Centrum voor Sportgeneeskunde & Psy4Sport, Belgium

According to the theory of Therapist Development (Rønnestad&Skovholt, 2003; Tod, 2007), experienced professionals start to develop congruence between their interventions and personalities. They generally have a positive feeling about their judgements and competence, and take responsibility for the client process. Whereas teachings of past professional elders have been incorporated, they often start to transmit their skills and knowledge to young specialists as mentor or supervisor. Sometimes, experienced professionals sense anxiety when they abort new competences and domains within or outside the field of sport psychology. Also, they have to develop skills to guide novice professionals or broaden their services in the constantly evolving world of sports. In Europe, several experienced professionals started to cooperate to improve their own level of expertise (e.g. BLOSO Expert plat form Sport psychologie, Belgium). In this short presentation, continued learning in experienced professionals, ways of mentoring or supervision, and possible new challenges will be discussed.
SESSION 2
Works settings of sport psychologists: similarities and differences
Intro & chair: Sidonio Serpa, Lisbon University, President of ISSP (International Society of Sport Psychology)

Working within sport federations

Harwood, C.

Loughborough University, UK

The purpose of this brief presentation is to share some of the main professional and personal challenges when delivering services within sporting federations and organisations as lead psychologist. Challenges related to organisational culture and structure, leadership and coaching practice, developmental initiative, ethics, resource allocation, scope of practice and inter-role conflict will illustrate the interplay between barriers to and opportunities for effective functioning as a practitioner.

Working in sport psychology in a national elite sport institute

Debois, N.

INSEP, Research Department, France

A specificity of the National Institute of Sport, Expertise and Performance (INSEP) is to gather sport psychology support services for athletes, education programs for athletes in sport sciences or coaching, continued professional development programs for expert coaches as well as research programs in sport psychology. Sport psychology support services include preventive clinical assessment and psychotherapies carried out by sport psychologists as well as psychological support for performance enhancement carried on by sport psychologists or applied sport psychology researchers. In such a context, psychological support for performance enhancement rests on direct intervention with elite athletes and/or coaches, sport psychology courses for expert coaches as well as for elite athletes with a sport vocational plan, and research in sport psychology. Intervention with elite athletes and/or coaches is not unconditional. Most of time, it starts on the coach initiative.

Clinical practice

Quignon-Fleuret, C.

INSEP, Medical Department, France

Clinical psychology in high level sport includes several kind of purpose. We can schematically distinguish: 1) prevention 2) care and 3) support in the sport activity. Therefore the clinical sport psychologist’s role is broad and its activity particularly important in such a sport center as Insep which counts about 550 athletes. Prevention is based on mandatory psychological interviews (i.e., legal obligation in France since 2006). Prevention also consists in improving awareness of professionals working in the high level environment (e.g., coaches, doctors, etc.) regarding psychology and difficulties athletes may face during their sport career. Care covers a wide range of support depending of each athlete’s need, from simple listening to actual psychotherapy follow-up. Finally many athletes ask for a more specific support in the context of their sport activities and performance plans.
A private practice, a challenge!

Menkehorst, H.
Head of Mental Training & Coaching Centre, The Netherlands

Starting a business of your own is a dream of a lot of (young)sports psychologists these days. Building a private practice means that you have to deal with your expectations, your competencies and your fear and anxiety. What is needed to be successful? The main factor is YOU. Your focus, commitment and confidence are the central factors. Besides that you will have to GROW to the future (Whitmore, Sir John. Coaching For Performance). This coaching model is used to clarify the aspects of developing towards and keeping a successful business. In this presentation we will elaborate on all aspects of having a business in sports psychology. Presenting yourself, your products, expanding your market and keeping control over your expenses and income.

Applied sport psychology in an academic setting

Rosnet, E.
INSEP, Head of Research Department, France

As usual, context drives work's characteristics. In academic settings, education and research are the two dimensions that are highlighted. The main stake (and challenge) is to keep the applied side of work alive. Having the opportunity to work directly with elite athletes, in addition to the academic duties, may be a solution. Education concerns definition of curriculum and courses in initial and/or continuing educational context that may concern students, psychologists, coaches or experts. It should include training courses to help students to formalize their work experience. Having its own experience increases realistic aspects by mentioning many real and vivid examples. Research allows firstly to check and valid some properties of the different techniques used and secondly to keep some distance with the expert's own interventions providing frequent opportunities to have a reflexive attitude. Having its own experience helps to keep in mind reality of practice, to adjust some theoretical aspects when confronting to specific adaptation, and to focus research on truly applied topics.

The academic work setting in sport psychology: A subjective perspective

Raab, M.
German Sport University Cologne, Germany

In this presentation a subjective perspective on one out of many academic work settings in sport psychology will be presented. This description will be based on a general requirement profile of researchers in current times combined with the specificities of working in applied and basic sport psychology units in Europe. Subjective experience of tasks and in reflection of the different roles in such research environments will be used to provide examples for the development of expertise as a researcher in sport psychology. Past, present and future challenges are discussed to provide a base for roads to excellence on continuing education in sport psychology as a science.
The career development of talented athletes

Elbe, A-M.
University of Copenhagen, Denmark

Working with young elite athletes requires certain skills and competencies as well as specific knowledge about talent development. In this talk the systematic model of sport psychological training (Beckmann & Elbe, 2008) will be presented and applied to the specific context of developing young talents. The assessment of sport specific personality factors relevant for sport performance in young elite athletes forms the basis of this model. Furthermore, it entails a systematic training of mental skills and a regular monitoring of stress and recovery levels (Kellmann, 2002). The model additionally encompasses advanced psychological skills training as well as crisis intervention. The presentation will highlight – from a practitioner’s perspective - which specific aspects need to be considered when working in talent development.

Working with parents: Developing the key stakeholder in youth sport

Harwood, C.
Loughborough University, UK

The purpose of this presentation is to share practical experiences of working with parents from youth tennis and football across different stages of player development. The importance (and challenges) of adopting a developmental and humanistic approach towards parents will be explored through case examples of education and support. In spite of the negative portrayal of selective sport parents within the media, recent research has offered a more balanced perspective of the challenges, needs and investments of parents as key stakeholders of the youth sport experience. This presentation will offer practitioners, coaches and sport organisation staff a number of practical implications and challenges that focus on helping parents to master key roles in supporting their child-athlete and their relationships with coaches.
SESSIO 4
Working at elite and Olympic level (part 1)

Intro & Chair: Elisabeth Rosnet, Head of Research Department, INSEP, France

Sport psychology consultancy at three Olympic Games: Facts and figures

Birrer, D.
Swiss Federal Institute of Sport Magglingen, Switzerland

Despite many reports on best practises regarding onsite psychological services, little research has attempted to systematically explore the frequency, issues, nature and client groups of such services at the Olympic Games (OG). The presentation will give an overview on sport psychology consultancy of the Swiss team for the OG of 2006, 2008 and 2010 by analysing the day reports of the official team sport psychologist. Across the OG, between 11% and 25% of the Swiss delegation used the provided services, and around 30% were coaches. An association was observed between previous collaboration, intervention likelihood and intervention theme. Conclusions were that sport psychologists at the OG should have developed ideally long-term relationships with clients to truly help athletes with general performance issues. Critical incidents, working with coaches, brief contact interventions and team conflicts are specific features of the onsite consultancy. Practitioners should be trained to deal with these sorts of challenges.

Sport psychology services at the Olympic Games: An Icelandic perspective

Kristjánsdóttir, H.
Reykjavík University, Iceland

Olympics are thought to be the sport event that is the most mentally challenging since it’s not similar to any other sports event in the world. Studies have shown that psychological factors have a major impact on the performance of athletes in the Olympic Games. Those athletes who are mentally prepared for what might meet them on-site and in competition are more likely to be successful than those who are less prepared. Partly because of this, many countries provide sport psychology servers for their athletes during the build-up and at the Olympic Games. In the presentation pre-Olympic and on-site sport psychological service of a sport psychologist of the Icelandic Olympic team will be described and discussed. The Icelandic delegation is very small and therefore in some respects quite different from many other delegations. The challenges that psychologists may face while delivering services on-site will also be discussed.
SESSION 5

Working at elite and Olympic level (part 2)
Intro & Chair: Elisabeth Rosnet, Head of Research Department, INSEP, France

On-site at the Paralympic Games in London 2012
Menkehorst, H.
Mental Training & Coaching Centre, The Netherlands

In this presentation the on-site activities of a sports psychologist at the Paralympic Games are the focus. How to prepare yourself to an upcoming big event as the Paralympic Games and how to deal with the Paralympic spirit. What are the specialities about the Paralympic Games? Once you are there, how to integrate in and getting to know the whole team. Your accreditation allows you to visit the athletes on competition or restricts you to a certain area, being not always available for advice or intervention. As an embedded sports psychologist on-site you have several roles to fulfil, even roles you never thought of. The evaluation of the Paralympic Games showed that these Games have been very successful for the Dutch team. How to go on to Rio 2016?

Sport psychology services for Paralympians: A Greek and a Cypriot perspective
Psychountaki, M.
University of Athens, Greece

This presentation is referring to the Psychological Preparation Program of Greek and Cypriot Paralympian athletes (events included were: track and field, swimming, shooting and sailing). It focuses on the skills and methods applied during a four-year preparation and emphasizes on the issues raised during that time. These issues concerned the athletic and personal lives of the athletes. Examples will be provided on how these problems can be tackled through a goal setting program. The athletic dimension/aspect of issues covers topics such as anxiety control, concentration improvement and self-confidence development. With regards to the personal lives issues, areas such as problem acceptance or functional daily distractions will be discussed. The whole intervention program was conducted and agreed on the basis that the most prominent feature was the holistic development of the athlete and not only the athletic achievement itself. It is worth mentioning that, since I was not accompanying the Paralympic team in the Games, provisions were made so that the athletes could communicate with me on the phone / Skype.
POSTER PRESENTATIONS
Resource materials and incentives/remuneration as correlates of job satisfaction among sports providers in Rivers State, Nigeria

Amasiatu, A.N. & Ezomoh, O.O.
University of Port Harcourt, Nigeria

Sport service providers need to be satisfied with their jobs for maximum output. The purpose of this study was to examine if resource materials and incentives/remuneration correlated with job satisfaction among sports service providers in Rivers State, Nigeria. The study was delimited to all sports service providers in Rivers State, Nigeria. Data were collected through the use of a self-developed, validated, Likert type questionnaire. Four trained research collaborators assisted in the administration and collection of the instrument to, and from the respondents. A convenience sampling technique was used to select 600 respondents. Descriptive statistics chi-square analyses were used. The results revealed that resource materials and incentive/remuneration were positively correlated to job satisfaction among the sports service providers in Rivers State, Nigeria.

2. Research on anger in a football school
de Angelis, M.

The purpose of this study was to examine anger in coaches in football schools. Participants were twelve, two female and ten male, coaches. The data were collected during the 2011/12 season at the A.S.D. Lupa Frascati football school with the coaches of all categories of the school. Every coach had two meetings with the sports psychologist. In the first interview participants were asked to talk about their "career" as a coach, their relations with A.S.D. Lupa Frascati, and to report any problems in the team. In the first interview the following tests were also administered: Projective tests - The human figure (Draw a Person, Machover 1949) and the experimental test of "My Team" and "My ideal team". In addition, the Profile of Mood States (POMS) and the State-Trait Anger Expression Inventory-2 (STAXI-2) were administered. Examination of the mean scores revealed a normal range in all the values, except for the factor Aggression - Anger which was slightly above average. With regard to the STAXI-2 a value of RS/VT = 47 was revealed, which refers to the portion of anger expressed verbally. The findings have been discussed with the coaches and the leadership of the A.S.D. Lupa Frascati soccer school.

3. Promoting autonomy support for increased sport participation of adolescents

Belando N., Huéscar, E., Cervelló, E., & Moreno-Murcia, J.
Miguel Hernández University of Elche, Spain

In the field of physical education, it is claimed that creating an environment in which students feel effective and participants are involved in decision making processes will create higher levels of satisfaction and self-determined motivation (Weiss, Amorose, & Wilko, 2009). The aim of this study was to analyze factors influencing the exercise behavior of Spanish adolescent students within the framework of self-determination theory (Deci & Ryan, 1985; 2000). The sample consisted of 698 physical education students between 12 and 16 years of age (M = 14.50, SD = 0.90) attending different educational centers in Spain. The following questionnaires and scales were completed: Perceived Autonomy Support in Exercise Contexts, Social Goals in Physical Education, Psychological Needs Satisfaction Basic, the scales "general intrinsic motivation" and "intention" of the Questionnaire of the Theory of Planned Behavior and the Habitual Physical Activity Questionnaire. Structural equation modeling showed that education of autonomy, autonomy support and social goals positively predicted autonomy, while support for autonomy and social goals positively predicted competence and relationships with others. Moreover, the three psychological mediators correlated with each other positively and positively predicted intrinsic motivation. Finally, intrinsic motivation positively predicted intention to continue practicing and this in turn predicted the student's rate of exercise (17% of variance explained). The results highlight the benefits of empowering people to make positive contributions to the practice of physical activity in adolescents.
4. A case study of gestalt mental training with a trap shooter

Bernardi, E.

This case study describes an experimental method of mental training created by the author based on studies in phenomenological existential gestalt. (Perls, Hefferline, Goodman, 1991; Buber, 1973; Kopp, 2001; Quattrini, 2007). One male trap shooter aged 20 years participated in the study. The duration of the intervention was 12 months (October 2011 - October 2012). Psychological interviews lasting about 90 minutes were conducted every 15 days to collect data about personality, relations with the coach, goal setting and experience of gestalt mental training. The intervention was divided into two parts: (a) the first six months were dedicated to the classical setting of psychotherapy (incubation) and, (b) the second six months were integrated into the shooting training sessions (phase of fire). Following the theoretical gestalt principles of this experimental method, work with the athlete was mainly focused on the experience, on the issue of contact and emotional effect, within the context of an emphatic relationship between athlete and therapist. The main gestalt techniques used were: metaphors, the here and now, mindfulness of breathing exercises, dialogue between the polarities, personal responsibility, and views. Performances improvements achieved by the athlete allowed him to go from the “first category” to the “excellence” category. This training also improved perceived self-efficacy and regulated anger levels. The main difficulties encountered in this case study were the acceptance by the athlete, error, judgmental thinking, and the difficulty for him to perceive his level of readiness.

5. Psychophysiological features of athletes in the Republic of Sakha (Yakutia)

Bryzgalova, E.

North-Eastern Federal University, Republic of Sakha

Training of high-class athletes is conducted at the level of the limit of physical and mental capabilities. While the best sporting results are achieved only by using loads, focused on the development of individual inclinations and considering all aspects of athletic talent. Fundamental regularities of the brain - the interhemispheric asymmetry can be included there. It is genetically determined, and at the same time, is influenced by sports training. The object of research: to research psychophysiological features of athletes in the Republic of Sakha (Yakutia) depending on sport. Method and methodology: Male athletes of various sports such as wrestling, boxing, volleyball, mas-wrestling (the national kind of sport), at the age of 17-23 years old were chosen for the research. The qualification of athletes varied from 1 class to masters of sport of international level. Two types of research have been conducted. The first is assessment of functional asymmetry of the brain based on sensory and motor reactions including tests for the identification of dominant hand, foot, eye and ear. Second, the identification of athletes’ somatotype, using the Rees-Eysenck index, recommended by Nickitiuk and Kornetov. For the calculation of the index stable parameters have been determined (body length and thoracic transverse diameter). The results: Wrestling and Mas-wrestling athletes have mesomorph body type, correspondingly (67.85%) and (44.5%). During motor and sensory tests was detected right hemisphere profile (which is corresponding to the higher activity of the left hemisphere of the brain) (68,18%) and (68,75%). Boxing athletes characterized by ectomorph somatotype (64.86%) and also had the right hemisphere profile (41.18%). The volleyball players by constitutional typology equally had ectomorph (50%) and mesomorphic (50%) types of body. As a result of the motor and sensory tests in this group of sportsmen the following distribution were found: 50% had a right profile, 45% - symmetric profile, and 5% had left hemisphere profile. Conclusions: thus, the obtained data of constitutional methods helped to gain fair view of the psycho-physiological features of the young athletes involved in various kinds of sports. It is known that sport increases the amount of biological human capabilities. Not only the functional activity improves, but also adaptive responses to the environment manifest the most intensively.
6. Positive mental training to preparing for London 2012 in 49er sailing teams – The SIOKO project

Budnik-Przybylska, D., & Przybylski, J.
University of Gdańsk, Poland

Sailing is one of the most complex sports in the world. Sailors not only think about their equipment and physical state, but they also have to consider the state of their playing field. Training is 95% physical and 5% mental, but being successful is 95% mental and 5% physical. Our presentation addresses methods which were used by sport psychologists working with the 49er sailing Olympic team, who took part in the project Strong & Mental Toughness Olympic Team – London 2012- SIOKO. It was a systematic preparation for London 2012 under the auspices of the European Union. The cooperation started in 2010 with two crews and the coach. Cooperation with one team was more intensive after the crewman changed. The Program of the Strong & Mental Toughness Olympic Team – London 2012- SIOKO consisted of five components: 1. Cognitive functioning 2. Emotional functioning (psycho-physiological) 3. Psycho-motor functioning. 4. Training team 5. Preventive care in the psychosomatic context. The emphasis was on proper communication in the team, positive imagery, breathing exercises using biofeedback, relaxation and goal setting. Cooperation was trained during workshops, individual and groups meetings. Participants were very satisfied with the provided services. The crew who cooperated more qualified for the Olympic Games in London 2012. They achieved 13th place, which was a good result for this young crew. Those athletes who worked less admitted that they could have used the time more effectively, because they were not ready for cooperation.

7. Relationships among birth order, goal orientation and achievement motivation in college athlete

Camus, Z., Lindsey, C., & Blom, E.
Ball State University, USA

Numerous studies have affirmed that, by interacting with his or her siblings, one's choices can greatly be influence (Côté, 1999). In the development of achievement motivation, Lindert (1977) found that sibling position had a significant influence on achievement. There is overwhelming evidence that the family is a major influence on young children's involvement in sport (Laker, 2002) and perhaps even the primary predictor of sport participation (Lewko & Greendorfer, 1978). It is hypothesized that birth order may have different consequences on a college athlete's goal orientation and achievement motivation. Therefore, the purpose of this study is to explore differences in goal orientation and achievement motivation based on birth order of NCAA Division I athletes. Participants completed a demographic questionnaire, the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda & Nicholls, 1992), and the Work and Family Orientation Questionnaire (WOFO; Helmreich & Spence, 1978), and were grouped by birth order (i.e., oldest, middle, youngest, and only-child). Preliminary analyses with 37 female student-athletes were conducted. T-tests were conducted to examine differences in goal orientation (i.e., task and ego) and achievement motivation (i.e., competitiveness, mastery, work orientation, and personal unconcern) between oldest and youngest athletes, using an alpha level of .05. No significant differences between groups were found; however, data will be collected from more participants.
8. Personal, athletic, and psychological factors in exercise: Analyzing the predictor variables of exercise behaviour

Carneiro, L., Rui Gomes A., & Silva, S.
University of Minho, Portugal

In the study of exercise, current psychological models do not explain the conversion of exercise intentions to effective exercise behavior (Mohiyeddini, Pauli, & Bauer, 2009). A weak relation exists between intention and behavior (intention-behavior gap). Considering these aspects, this study analyzed the predictor variables of effective exercise behavior, trying to explain the intention-behavior gap. This study involved 454 body builders, cardio-fitness exercisers and participants in rhythm activities, from a fitness center in the north of Portugal (45.3%) were males and 248 (54.7%) were females. Their age ranged from 15 to 61 years. Three sets of variables were evaluated: (a) personal (e.g., sex, age, and body mass index); (b) athletic (e.g., past exercise behavior and past weekly frequency of exercise); and (c) psychological (e.g., attitudes toward exercise, subjective norms toward exercise, perceived behavioral control, exercise intention, pros and cons of exercise, and exercise planning) variables. Regression analysis with blocked entry procedures was used in order to examine the predictor value of the three sets of variables in the explanation of exercise behavior. Regarding personal variables, age was a predictor of exercise behavior, explaining 7% of variance. For the athletic variables, past exercise behavior and past weekly frequency of exercise were predictors of behavior, explaining 19% of variance. For the psychological variables, subjective norms and perceived behavioral control were predictors of behavior, explaining 23% of variance.

9. Psychophysiological responses to group fitness training sessions: Does the loss of autonomy matter?

Codrons E.¹, Vandoni M.¹, Ricagno E.¹, Ottobrini S.¹, Martinelli L.¹, & Buzzachera C.²
¹University of Pavia, Italy
²North University of Parana, Brazil.

The purpose of this study was to examine the influence of the perceived autonomy on psychophysiological responses to group fitness training sessions in young adults. Thirty-five volunteers (20 men and 15 women; mean age: 22.6 ± 2.1, mean VO2max: 46.4±10.1 ml.kg⁻¹.min⁻¹) performed an incremental exercise test and three different group fitness training sessions in both self-selected (SELF) and prescribed, high (HIGH) and moderate (MOD) exercise intensities protocols. Physiological responses (i.e., HR) of the participants were continuously recorded throughout the sessions, and perceived exertions (Borg-RPE for the overall body, 6-20) and affective responses (Feeling Scale, Hardy & Rejeski, 1989) were assessed every 20 min. Differences in perceived exertion, physiological, and affective responses for the three group fitness training sessions were tested using a 2 [gender] × 3 [group fitness training session] × 7 [time] ANOVA with repeated measures. The physiological responses (i.e., % HR Reserve) to SELF and HIGH conditions were similar and significantly higher when compared with those during MOD condition (p<.05). As a consequence, the affective responses to MOD condition were more positive when compared to those during SELF and HIGH conditions (p<.05). Surprisingly, the perceived exertion responses to SELF condition were less strenuous than those during MOD and HIGH conditions (p<.05). The psychophysiological responses to group fitness training sessions of young adults are influenced by the loss of perceived autonomy. Specifically, group fitness training sessions where participants are allowed to choose their exercise intensity lead to lower perceptions of exertion and positive affective responses, which may in turn influence adherence.
10. Performing under pressure: Approaches to enhancing decision-making in cricket

Cotterill, S.
University of Winchester, UK

In sport, successful performance does not solely rely on proficient movement control, an effective decision on the optimal motor response is also required. Expert performance in sport occurs at the limits of human performance, and as such athletes often report that their motor reactions evolve from a given situation without any consciously controlled decision-making. In team sports the dynamics of decision-making are further complicated. For players on both teams playing well is underpinned by selecting the right course of action at the right moment and performing that course of action efficiently time and time again during the game in turn requires players to make both strategic (devising a plan) and tactical (making adjustments to the plan in real time). The game of cricket is characterised by significant time constraints that impact upon the execution of complex motor skills. Players are required to make very early and anticipatory decisions in order to have sufficient time to deploy their skills effectively. As a result understanding these constraints and how to optimize the decision-making ability of players is of primary importance. This is also important in relation to the strategic and tactical decisions that a team takes. This communication will reflect on the experiences of practitioner sport psychologists working within the sport of cricket and consider the approaches, interventions and techniques that have proven to be effective in enhancing the decision-making ability of cricketers at the elite level.

11. Drive for muscularity: A systematic review

Edwards, C.¹, Tod, D.¹, & Molnar, G.²
¹University of Worcester, UK; ²Aberystwyth University, UK

We systematically reviewed studies in which the drive for muscularity (DFM) has been measured. Relevant studies were identified by (a) using electronic databases, and (b) manually reviewing collated reference lists. Fifty two published peer-reviewed studies had measured DFM. Data tables were developed to reflect sample characteristics, research designs, and the relationships observed between the DFM and other measured variables. Variables were then recorded, based on accepted coding criteria, as statistically “related” or “not related” to the DFM, with the direction also coded. The DFM was consistently related to (a) gender, with males reporting higher levels than females (b), anxiety and body shame, (c) perceptions that the ideal physique involves high muscularity, (d) behaviours associated with increasing muscularity, including dietary manipulation and resistance training, and (e) the internalization of a muscular physique as the standard to which to aspire. The DFM was inconsistently correlated with self-esteem, physical characteristics, and actual-ideal discrepancies. Research has focused on white male students and been cross sectional and descriptive. Further theory-driven work is needed with a wider range of populations to enhance the conceptualization, measurement, and understanding of the DFM.

12. Cohesion, team mental models, and collective efficacy: Towards an integrated nomological network of team sports

Filho, E.¹, & Tenenbaum G.²
¹University “G. d’Annunzio” of Chieti-Pescara, Italy; ²Florida State University, USA

The present study addressed a longstanding, yet contemporary, question posited by leading figures in group dynamics across domains: “Is it plausible to integrate concepts of team dynamics into a holistic yet parsimonious model?” Accordingly, the aim was to propose and test an integrated view of team dynamics in sports. Leading frameworks on cohesion (Widmeyer, Brawley, & Carron 1985), team mental models (TMM; Eccles & Tenenbaum, 2007), and collective efficacy (CE; Bandura, 1997) were
reviewed relative to current evidence on team dynamics. College-aged soccer players (n = 340) representing 17 different teams (8 female, 9 male) participated in the study. They responded to surveys on team cohesion, TMM, CE, and perceived performance potential (PPP). Descriptive and structural equation modeling analyses indicated that cohesion, TMM, and CE were conceptually and statistically interrelated constructs. Specifically, the final model reflects the notion that (a) cohesion is exogenous to TMM (β = .75) and CE (β = .86), and (b) TMM and CE are correlated (r = .33) and have a direct impact of moderate magnitude on PPP (β = .30; β = .42, respectively). Total variance accounted for TMM, CE, and PPP was 56%, 74%, and 43%, respectively. Results suggest that team expertise starts with the establishment of team cohesion. Activities promoting heuristic (e.g., implicit) communication links, and a “team belief” on its capability to accomplish outcomes are subsequent steps in evolving team expertise. Future research involving neuroscience techniques (e.g., EEG) aimed at mapping teammates’ brain functioning during moments of action is recommended.

13. Behind the curtain: The influence of practice on the development of mental representation structure in early skill acquisition

Frank, C., Land, M., & Schack, T.
Bielefeld University, Germany

Expertise is characterized by both high-level performance and high-level order formation of representational frameworks in long-term memory. Research has elicited distinct differences in mental representations between athletes of different skill levels. However, research examining if and how mental representation structures develop over time in early stages of learning is lacking. Therefore, we investigated the influence of practice on the development of mental representation structure of the golf putt in novices, employing structural dimensional analysis of mental representation (SDA-M). Specifically, a practice group (n = 12) practiced golf putting over the course of five days compared to a control group (n = 12), which did not practice putting. Outcome performance and mental representation structure of the putt were recorded prior to and after practice as well as after a retention interval of three days. Results clearly demonstrate that mental representation structure changes as a result of practice. Specifically, along with performance improvements, mental representation structure of the practice group developed in direction of an expert structure, while no such adaptations were evident for the control group. Our findings suggest that practice leads to functional adaptations in one’s mental representation of a complex action. From this research, it is concluded that the modification of action-related knowledge in long-term memory plays an important role during early skill acquisition.

14. The effectiveness of a self-talk intervention on competitive performance in young swimmers

Galanis E., Theodorakis Y., & Hatzigeorgiadis A.
University of Thessaly, Greece

In recent years, the effectiveness of self-talk interventions for enhancing sport performance has received considerable support; however there is a lack of field experiments testing self-talk strategies in competitive environments. The purpose of the present study was to test the effectiveness of a 10-week self-talk intervention on competitive performance in young swimmers. Participants were 41 swimmers (mean age 14.59 ± 1.58 years) assigned into intervention (n = 21) and control (n = 20) groups. Participants’ swimming performance was recorded in two competitive occasions with a 10-week interval. In-between the two competitions, participants of the intervention group followed a self-talk training program three times per week. In particular, during the intervention participants were introduced to the use of instructional and motivational self-talk and were given the opportunity to develop and practice their own competitive self-talk plans. The results from the two competitions showed that the percentage of improvement of the intervention group (1.43%) was greater than that of the control group (0.05%), and revealed a significant (p < .05), moderate effect (Cohen’s D = 0.62). The findings of the present study, which was based on the implementation of an extended intervention
and the development of self-determined competitive self-talk plans, suggest that self-talk interventions can be effective in enhancing sport performance in the competitive environment. Furthermore, the present study which was the first to test the effectiveness of self-talk in enhancing competitive sport performance provide directions for the development of effective self-talk interventions.

15. Certified sports psychologist in Poland

Graczyk, M.

Polish Olympic Committee
Vice-President of the Polish Psychological Association,
Chef of the National Centre for Research & Applied Sport Psychology

Preparation of the Polish certification for Sport Psychologists took over 10 years. There were some important points in the history of that process worth mentioning. In 2002, a Sport Psychology Section was founded by the Polish Psychological Association (PPA). One of the tasks of the Sport Psychology Section was the preparation of the certification for psychologists who work in the field of sport. PPA is the principal organization of professional and academic psychologists founded in 1907, with over 5,000 members. PPA is responsible for certifying psychologists in various specializations. In 2005 the Psychology Team was founded by the Polish Olympic Committee, which has developed a two-year program of continuing education for sport psychologists. These initiatives and the increasing popularity of psychologists in professional sport have stimulated a number of universities to begin post-graduate studies in sports psychology. In 2009 the project, "A strong and mentally tough Polish Olympic Team", was developed and launched, which was attended by nearly 40 sports psychologists who had to perform more than 20,500 hours of workshops with Olympic athletes. The cost of the project was 1.5 million Euro. In 2012, the Managing Council of PPA approved the eligibility criteria for obtaining the Certificate of Class II Sport Psychologist, Class I and Master Class - Supervisor as well as the Honorary Certificate Sport Psychologist. They also approved the certification committee and 29 Sport Psychologists graduated. This poster will present the theoretical assumptions and the Polish certification procedure and eligibility criteria for sport psychologists.

16. The effects of group memberships on psychological well-being and performance in elite cricket

Green, J., Rees, T., & Peters, K.

University of Exeter, UK

Although group memberships are of key importance for health, well-being, and adjustment to life transitions, the influence of athletes’ group memberships remains largely unexplored, despite the numerous transitions experienced in sport. We examined the influence of group memberships on well-being and performance during important programme transitions in elite cricket. Two survey studies (Ns: 65 and 62) of elite cricket players, examined the extent to which belonging to multiple groups before a programme transition predicted the maintenance of those group memberships after transition, identification with the new programme, well-being and performance after transition. Across both studies, players with multiple groups before transition maintained those group memberships ($r_{s}=.39 - .57, ps<.01$) and enjoyed greater well-being ($r_{s}=.25 - .75, ps<.05$) after transition. These well-being effects were mediated by the continuity of the group memberships (bias corrected 95% CIs > .00 - .27). In addition, Study 2 demonstrated that players with multiple groups before transition identified highly with the new programme ($r_{s}=.38 - .62, ps<.01$) and enjoyed high levels of performance ($r_{s}=.55 - .82, ps<.01$). The impact of players’ multiple group memberships on performance was mediated by both the continuity of the group memberships and identification with the new programme (bias corrected 95% CIs > .01 - .27). The findings suggest that group memberships, and the resources they provide, are important for the well-being of elite cricketers and are a predictor of their adjustment to change following transitions.
17. After London, before Rio: Special issues related to the mental preparation of adolescent athletes

Gyömbér N., Lénárt Á., & Kovács K.
Semmelweis University, Hungary

The Olympic success strongly showed the importance and efficacy of mental preparation. Consequently, more and more talented adolescent athletes have become aware of this possibility and requested professional help. According to Erikson’s psychosocial development theory (1950) the stage of adolescence is the most critical. This phase also determines the sport career and performance. The specific mental preparation focuses on the following topics: aims and reflections, methods, development of communication skills, role and behaviour of parents, handling of extreme and exaggerated emotions and acting-outs, effects of biological and hormonal changes as well as provision of an intimate and safe environment. The process of team building is also highly different, which we present in the case study of the national female junior ice-hockey team (preliminary study). The preparation started in September of 2012 in cooperation with the coaches and the federation. The team was right before an important qualification tour in order to qualify for the „A“ level. In the diagnostic phase the ACSI-28 (Athletic Coping Skills Inventory); CSAI-2 (Competitive Sport Anxiety Inventory), Wartegg-test (projective test), sociometry and interviews were used. The national team consisted of 25 players aged 15-18 years. Both individual and group sessions as well as coach consultations were held. The applied psychological methods were: cognitive therapy, training exercises, psychodrama, and NLP. Coach consultations were mainly focused on the topic of credibility and consistency, frames, use of rewards and punishments. As a result the team built up a stronger group cohesion, they learned how to emotionally support each other and what to do in different crisis situations.

18. Career counselling during the retirement transition of athletes: Perceptions of the athletic career assistant

Haans, S.¹, Wylleman, P.², & Rosier, N.²
¹Dutch Olympic Federation
²Vrije Universiteit Brussel, Belgium

Career termination is a major transition that requires athletes to cope with the different demands of retirement. Facilitations for athletes during this phase have been emerging. Recommendations for programs, protocols and interventions on the retirement transition have been made in scientific literature. However, there is less interest in the practitioners and how the propositions are applied. Career assistants help athletes with the challenges and facilitate services. Therefore, the objective of this study was to analyse the professionals who assists the athletes who retire. A questionnaire was designed to analyze the different types of background, characteristics and experiences of athletic career assistants.

Fifteen European sport career assistants (7 males and 8 females; Mean age= 40.40, SD= 8.98 years) took part in this study. Results show that the average career assistant has a master- education and a background in psychology. Protocols are not often used and the general number of sessions is less than 5. The most used theoretical framework is developmental. The superior performed task is evaluation of the athletes’ social support and the least clinical assessment of grief and mourning. Process outcomes of good examples were due to early initial phase. Examples of a difficult transition were because of a bad interaction between the counselor and the athlete. These practical insights correspond with scientific literature. This study provides insight into the profession of Athletic Career Assistants in Europe and shows that there are similarities on general topics and tasks. However there are differences in their approaches and applied practice.
19. University of Muenster as a partner university of top level sports

Halberschmidt B., Staufenbiel K., & Strauss B.
University of Muenster, Germany

Currently 50 students of top-level sport squads are enrolled at the University of Muenster (WWU). The students face two challenges at the same time: Competing on a top level in sports and building up foundations for a later work life. Knowing about these challenges, the WWU became a partner university of top-level sports in 2002. In cooperation with many partners the WWU with its commissioner of top-level sports aims at supporting top-level athletes (A-, B- and C-Squad) by improving the conditions to combine academic studies and sports, including sport psychological care in the near future. The program has been evaluated in order to optimize the support for the athletes. In an online-based questionnaire socio-demographic data of top level-athletes were gathered (N = 42, 47 % female, M_age = 23, Squad membership = 38 %). The top-athletes feel challenged to combine studies and sport (M = 3.50; Likert: 1 “not at all” to 5 “very”). But they don’t feel that the time demands of training and study is very hard to deal with (M = 2.88). Further, the personal opinion and importance of the support services were rated. Individual planning and counseling are considered to be important (M = 4.03), harmonization of training and times of studies is important, too (M = 4.28). The athletes (n = 16) want a “meet & greet” with all athletes in the program more than twice a year. Overall, the evaluation provides evidence for the satisfaction of athletes with the offered services.

20. Differences in sport motivation in a sample of Czech recreational and competitive athlete

Harbichová, I., & Komarc, M.
Charles University in Prague, Czech Republic

Self-determination theory (SDT; Deci, Ryan, 1985) offers a unique theoretical framework to understand the multidimensional motivational processes in sport and exercise domain. The purpose of this study was to identify differences in motivational constructs of SDT in a sample of Czech university students with respect to gender and level of sport participation. Based on SDT and previous results (Fortier et al, 1995; Chantal et al, 1996) we hypothesized, that competitive athletes would exhibit lower levels of intrinsic and higher levels of extrinsic motivation than recreational athletes. Participants (N=244) completed a Czech version of Sport motivation scale (Harbichová, Komarc, 2012) which measures different types of intrinsic motivation (to know, to accomplish, to experience stimulation), extrinsic motivation (external regulation, introjection, identification), as well as a motivation. Results of multivariate analysis of variance (2 x 2 MANOVA) revealed significant difference in motivation with regard to gender and level of sport participation (p < 0.05). Follow-up ANOVAs showed that men scored significantly higher than women only in external regulation and a motivation. Difference between recreational and competitive athletes was significant only in external regulation with higher average scores in competitive group. Findings in our sample did not confirm the tenet of Cognitive evaluation theory (CET – mini-theory within STD) that competition undermines intrinsic motivation. On the other hand, our results highlight the importance of CET in explaining the effect of external events (such as competition) on the other types of motivation (extrinsic, a motivation). Interestingly, we did not find any differences in intrinsic motivation with respect to gender.
21. Towards removing performance barriers: 
Prediction of burnout in female elite soccer players

Johnson, U.¹, Ivarsson, A.¹, Wallden, M.², Ekstrand, J.², & Hägglund, M.² 
¹Halmstad University, Sweden; ²Linköping University, Sweden.

Based on the study by Stambulova and Johnson* from 2010 it is reported that applied sport psychology (ASP) literature reveals several publications on reflective practice and professional philosophies. Still, few studies focus how novice consultants make the first steps in their careers. The objective of this lecture is to discuss lessons learned by students during their one-year ASP education and supervised practice in Sweden. In total thirty-seven ASP students took part in the study. Information was gathered from the students’ final reports on their six-month interventions with athlete-clients. Four categories were created named professional tools, consultant & client relationship, learning process and experiences, and professional philosophy and organized into three levels reflecting the students’ learning process with the shifts from analysis to synthesis and from concrete to more generalized and strategic lessons learned. In the lecture results are discussed using career development, scientist-practitioner and cultural sport psychology perspectives.

22. The prevalence of mindfulness in contemporary athlete-counselling competencies and its relation to athlete-centered counselling

Jooste, J.
Tshwane University of Technology, Republic of South Africa.

There has been growing interest in the art and science of applying sport psychology. The contemporary role of sport psychologists is trending toward humanistic athlete-centered approaches within which the primary focus of performance enhancement has expanded to a more inclusive counselling approach entailing the caring of athletes’ mental health, psychological well-being, interpersonal issues, and injury rehabilitation. The purpose of this study is twofold: to identify current essential competencies for applied sport psychology practitioners (ASP) working with athletes; and to explore the relationship between practitioners’ dispositional mindfulness-based competencies and athlete-centered service provision. A cross-sectional mixed method study design will be used to identify essential athlete-counseling competencies customary to European and South African ASP practitioners (N = 20) (phase one). In phase two a random population-based sample of ASP counsellor – client dyads (Total participants N = 120) will be recruited to quantitatively explore the relationship between dispositional mindfulness (KIMS), perceived empathy (BLRI), and working alliance (WAI). The following hypotheses will be tested: (a) essential athlete-counseling competencies will have an underlying theme of counseling awareness and sensitivity within sport culture, which highlights collective properties of mindfulness; (b) (c) higher counsellor mindfulness scores will positively correlate with higher athlete-client rated Barrett-Lennard Relationship Inventory (BLRI); athlete-clients and counsellors’ ratings on the Working Alliance Inventory and counsellors’ dispositional mindfulness-based competencies will be positively correlated.
23. 2012 London Olympic Games: Motivational strategy used to improve Brazilian judo team performance

Lacerda, A.¹, Pereira, W.², & Mataruna, L.³

¹Veiga de Almeida University, Brazil; Brazilian Judo Federation
²Federal University of Rio de Janeiro, Brazil; Brazilian Judo Federation
³Coventry University, UK; Gama Filho University, Brasil; Brazilian Judo Federation

The Olympic Games represent the biggest sport event in the world and motivation becomes an important tool in emotional preparation of athletes. Providing a stimulating and bio-psychosocial monitoring we used the Strategist (Video-analysis System), Sport Psychology and Neuroscience areas of the Brazilian Judo Confederation to apply the motivational videos for athletes during training 10 days before to beginning of the Games. The planning and preparation were discussed based on interdisciplinary definitions as the one developed by Samulski (2002) where motivation “…is characterized as an active process, intentional and directed at a target, which depends on the interaction of personal factors (internal) and environmental (external)”. In order to produce the videos a questionnaire to identify competitions, fights and songs that were motivational for each athlete was elaborated. Participants were asked to complete a table with the main songs of choice in moments of competition and rate in different situations whether the music was designated to activate or relax them. Participants were athletes of the Brazilian Olympic team (n = 14) with an average age of 22.85 years. The results showed that in the women's team, five assigned to the song of choice extreme level of activation, one high and one moderate levels of activation. In male team, six assigned maximum level of activation, whereas one assigned high level of relaxation related to music. The findings suggest that the strategy of using songs and positive images through videos can be a good motivational tool to stimulate the mental fixation for the competition for the Brazilian judo players in the pre-games training.

24. Becoming a world-champion through deliberate practice: Case-study of an aesthetic mogul skier

Laurin-Landry, D.¹,², Michaud, C.¹, Maryvonne, M.¹, Récopé, M.², & Laurin-Landry, A.¹

¹Université du Québec à Montréal, Canada,
²Clermont Université, France

To become the most accomplish mogul skier, you have to be aesthetic in your skiing and jumps. One of the best World-Cup mogul skiers created a panel of aesthetic deliberate practices. These deliberate practices were designed to improve his current performance (Ericsson, Krampe&Tesch-Römer, 1993) by focusing on aesthetic critical ability. This case-study aims to present the construction of an original aesthetic instrumental system (Rabardel& Bourmaud, 2005) to have a mogul skiing style appreciated by the judges’ eyes. Two qualitative and retrospective semi-directives interviews with one Canadian mogul skier and a judge in mogul skiing. The athlete's aesthetic instrumental system is based on six deliberate practices: 1) watching video of others has an instrument to analyze what characterize the best World Cup moguls’ skiers; 2) Using his personal trampoline has an instrument to reproduce his observation; 3) Giving his son judging points when free skiing has an instrument to experience aesthetics skiing that are worth good points; 4) Watching videos of himself and having his father’s corroboration on his observation has an instrument to ensure that his skiing is aesthetic; 5) Visualization has an instrument to achieve perfection; 6) The use of a skiing Playmobile® has an instrument to develop a representation of how judges perceive his jumps. Finally, the instrumental system allows the deliberate practices to enrich one another and evolve simultaneously. This aesthetic instrumental system based on different deliberate practices allows the athlete to consciously identify the aspect that is critical for his performance and helped him becoming a World-Champion in mogul skiing.
25. When sports excellence gives way to spirituality and faith-play

Lecocq, G.
ILEPS-Cergy, France

If sport and excellence are closely linked, what happens for an athlete when she does not excel anymore? Between the optimal performance, the painful experiences and the somatic injuries that occur in sport, the first objective of this poster is to define spirituality as a result of two forms of athletic intelligence: enactive intelligence and sensori-motor intelligence. A study was conducted through a content analysis of eleven semi-structured interviews with women aged 19-23 years who have experienced traumatic injuries during their sports. The results allowed us to identify ways in which these two forms of intelligence are being revealed when an athlete is immobilized by a failing body and thus becomes excluded from sports arenas because of her lack of excellent results. The second objective of this poster is to provide the three components of a Faith Play Model applied to sport contexts, which explains the ways in which a traumatic experience helps opening towards new skills: (a) the ability to transcend, (b) the ability to (re)use spiritual resources in order to solve the existential questions that rise after painful and traumatic sport experiences, and (c) the ability to (re)discover a secure spiritual attachment. As a conclusion, we explain how investigating spirituality and Faith-Play in sport contexts gives the opportunity to build bridges among psychological actions concerned with addressing the salutogenic effects of injury. In this perspective, a comprehensive approach to sports injuries becomes an opportunity for an athlete to develop new forms of psychosocial health and subjective well-being, while she is getting back on the track to her competitive level.

26. From tears to 2012: a case study of an 18 month psychological skills based intervention with an international distance runner

Maher, J¹. & Fletcher, D.²
¹Loughborough College, UK; ²Loughborough University, UK

A single-subject case study design was used to deliver a psychological skills based intervention to an elite international distance runner with the aim of qualifying for the London 2012 Olympics. A semi-structured initial intake interview was carried out followed by a performance profile. Pre-competitive anxiety issues were cited as an area for development on the performance profile and this was supported by qualitative information from the initial intake interview. The client was asked to complete the CSAI-2 modified version (Jones & Swain, 1992) including intensity and direction subscales. Results revealed a debilitative cognitive manifestation of the clients’ experienced anxiety (Cognitive intensity: 30; Cognitive direction: -18). The Sport Imagery Questionnaire (SIQ) (Hall, Mack, Pavio & Hausenblaus, 1998) was then administered which highlighted Motivational General-Arousal (5.2) as the predominate type of imagery used. The intervention applied included: one-to-one meetings (face-to-face, phone and email contact), use of a personalised novel imagery script to enhance cognitive processes and modify affective responses, goal setting and use of a performance diary to engage in reflections, cognitive restructuring to align interpretations of events as facilitative, ‘what if’ scenarios (Bull, Albinson, & Shambrook, 1996) prior to competition to reduce the stress experienced when travelling aboard to competitions. Feedback from the athlete was obtained after: 1, 3 and 12 months respectively demonstrating positive reflections. Performance profile scores increased by 18.7% and after 3 months of the intervention a personal best time in first race abroad was achieved when using the imagery script. The intervention culminated in Olympic qualification.
27. Technology of the psychology preparation in sport

Malkin V., & Rogaleva L.
Ural State University, Russia

The most important task of the contemporary sport psychology is the creation of the system of psychological securing of training session and the participation of sportsman in priority competitions. To solve this task were created 4 programs. The first program: "The leading of the sportsman (team) on optimum level of psychological stability". The main psychological principle of realization of this program is the principle «Limitation» (number of attempts, time of carrying out) with taking into account per cent of individual effectiveness when carrying out exercise and principle «Permission to mistake». The second program: "Mental reliability forming of the sportsman in extreme situation of the competition". The main psychological principle is the principle «ONE attempt» in training and principle «Rule to risk». The third program: "Leading sportsman (team) to peak of psychological readiness". The main psychological principle is the principle «Planning mental strain in the training by preparation of the sportsman (team) to competition». The fourth program: "Regulation of the mental state of the sportsman during the preparation to competition". The definition of given programs principles allow to create the technology of decision of psychological tasks (forming mental stability, reliability and mental readiness) in training session directly. The use of psychotechnologies showed an improvement in the psychological stability from 27,3% to 53,1% (P<0,01) during the trainings and from 21,6% to 53,1% (P <0,05) on the competitions. Mental reliability was improved from 11,9% to 57,1% (P<0,01) during the trainings and from 8,3% to 39,1 (P< 0,05) on the competitions. The realization of these programs in teams of High and Super league allowed with more effectiveness to inclusion of psychological methods in training and competition process preparation sportsman, teams and had a positive estimation of coaches.

28. Developing body language training program for improvement junior tennis players’ self-confidence

Matikka, L.¹, Nieminen, M.², & Tanninen, J.³
¹University of Tampere, Finland, ²Karjalan Tennis, Joensuu, ³GraniTennis, Kauniainen

The current pilot study explores and applies a training program targeted at improving junior tennis players’ self-confidence. In addition to their tennis practice junior players (n=12, age 8-14 years) were exposed to body language training. Effectiveness of a body language training program (BLTP) was evaluated through (a) video analyses, (b) ITF coaching tennis self-confidence scales, and (c) national ranking system (Finnish Tennis Association, FTA). Body language training program (BLTP) consisted of special training sessions included in normal tennis practices and progressed through increasingly difficult contexts (i.e. closed skill vs. open skill). In first sessions the players created their personal body language impressions and started to apply these in the situations that they interpreted as successful ones. The purpose was to offer the players many opportunities to recognize their successful management in various situations during training and match play. Opportunities for celebration were for example after serve, which landed inside the intended target area (i.e. closed skill drill) and predetermined serve-return combination (e.g. serve to the forehand responded by cross-court return) followed by freely chosen next shots (i.e. open skill drill). The training sessions were videotaped. Edited videos were presented to the player groups and discussed with the participants. Preliminary results indicated an increase in self-confidence as well as the overall tennis performance. More precise results will be presented in the poster.
In the interests of securing a sustainable future for the world game, developing the next generation of elite footballers is a topic of considerable importance for all stakeholders of European football. The term “talent development” in football infers that young players are provided with an appropriate learning environment to translate their potential into excellence (cf. Williams & Reilly, 2000). Despite this notion, applied research to guide and inform the creation of optimal player development environments is limited. To redress this imbalance, the present study involved the delivery and evaluation of a theoretically grounded and empirically driven player development package geared towards shaping optimal developmental conditions within an elite youth football academy. Following a repeated measures design, 60 key stakeholders (i.e. 23 players, 11 staff, 26 parents) were surveyed regarding their perceptions of the quality of the development environment. Triangulated analysis of the baseline data provided a detailed map of organisational performance that identified the environments’ unique strengths and, importantly, areas that required optimisation. Working alongside the academy manager in a collaborative approach to psychological provision, bespoke, data-driven strategies were designed and implemented to optimise key areas related to links to the senior team, coaching feedback, and parental involvement. Post intervention analysis of key stakeholder perceptions revealed significant improvements in these areas; while social validation indicated much support for the efficacy of the development package. Although exploratory, this case study highlights the potential of the package as an authenticated mechanism to enhance elite player development via the application of evidence-based practice.

Although there is increasing research on practitioner development generally, there is limited research on postgraduate students’ early experiences of applied sport psychology (ASP) practice and training. Understanding these students’ perceptions of ASP practice, their motivation to embark on a practice career and how their perceptions and motivations change through training may add to knowledge on practitioner development, and provide useful information to guide ASP trainers. We examined the first steps of trainee ASP practitioners’ education. Multiple interviews (4) were conducted over 6 months with 7 full-time MSc students before, during, and after the ASP module. Interviews were transcribed verbatim and subject to a thematic content analysis. Initially, students were reliant upon educators for practical guidance, direction, and structure. They had high expectations they would work with elite athletes on completion of their MSc. Motivations to pursue a practice career included reflected glory; making a difference to people’s lives; to be appreciated by the athletes; rectifying failures as athletes; staying or moving into high performance sport as a coping mechanism related to a transition from being an athlete. Through training, students experienced emotional demands, pivotal experiences, changed service-delivery perceptions, and gained more realistic expectations about career prospects. The findings of this research could help prepare prospective students for the process of training.

Papaioannou, A., Hatzigeorgiadis, A., & Zourbanos, N.
University of Thessaly, Greece

Endless thoughts in the form of inner conversation deluge athletes’ mind during training and competition changing from positive to negative thinking and vice versa. The purpose of the present study was to explore the relationships between positive and negative self-talk and motivation regulations. Two hundred ninety two young football players (M = 11.63 years, SD = 1.55 years) completed a short form of the Automatic Self-Talk Questionnaire for Sport (ASTQS, Zourbanos, Hatzigeorgiadis, Chroni, Theodorakis, & Papaioannou, 2009) and the Youth Behavioural Regulation in Sport Questionnaire (YBRSQ) (Viladrich et al., submitted). The results revealed low relationships between intrinsic, indentified, introjected regulation and athletes’ positive self-talk, and moderate relationships between external, amotivation and negative self-talk. Overall, the results stressed the potential role of motivation regulations as personal factors that influence athletes’ self-talk.

32. The on-site sport psychology services provided to the Brazil Team at the 2011 Pan American Games and the 2012 Olympic Games

Pineschi, G.
Brazilian Olympic Committee

The Brazilian Olympic Committee (BOC) provided sport psychology services to the athletes and national teams during the 2011 Pan American Games and the 2012 Olympic Games. The author of this paper was part of the Brazilian delegation as an associate member of the BOC Sports Science Department and responsible for the provision of these services. Despite the large amount of literature on the Olympic experience of athletes and on best practices regarding on-site psychological services, few studies have detailed the number and types of interventions that a sport psychologist must carry out at the Olympic Games (Birrer, Wetzel, Schmid & Morgan, 2012). The objective of this poster, therefore, is to present an example of the work of a psychologist in the context of major sporting events, which, in this case, is the work carried out by the author at the 2011 Pan American Games and the 2012 Olympic Games, exploring the nature and the frequency of each type of intervention employed: (a) psychological evaluations; (b) mental training; (c) counselling; (d) group meetings with athletes; (e) meetings with coaches and team leaders. The number of people who had access to the psychology services was 19 athletes (9 men and 10 women; mean age = 27.95 years; SD = 9.12; range 17-49) from 5 sports, and 13 of them also were followed up by the psychologist during their training and/or competitions. There were a grand total of: 58 individual consultations, 5 group meetings with athletes and 10 formal meetings with coaches and team leaders. These interventions were well received by both athletes and coaches.
33. The significance of the junior-senior transition in the athletic career

Rosier, N., Wylleman, P., Croock, S., & Tekavc, J.
Vrije Universiteit Brussel, Belgium

While researchers have examined how talented athletes develop through (as well as after) their athletic career, few empirical data is available on the challenges talented athletes face during as well as after making the junior-to-senior transition. This is surprising as, on average, only one junior elite athlete in three makes a successful transition into senior elite level. Taking into account the multi-level factors of influence on career development, the Developmental Model of Transitions faced by Athletes (Wylleman & Reints, 2010) is used as conceptual framework to examine the transitions athletes face transitions at different levels of development (i.e. athletic, psychological, psychosocial, academic) during this period. As part of a larger survey into the junior-senior transition of Flemish athletes, the present study focused in first instance on the perspective of high performance directors of ten elite sport governing bodies. Results from semi-structured interviews showed not only that the high performance directors perceived the four levels of development to be of influence on the junior-to-senior transition, but also that the age at which athletes make this transition is sport-specific and thus in consequence, also the factors influencing the pre- and post-transition as well as the actual transition. A more detailed analysis revealed also that the junior-senior transition in different sports constitutes of two phases: from junior to promising athlete and from promising athlete to senior athlete. A further analysis of the data as well as recommendations for applied support to talented athletes will be presented.

34. The relationship between self-talk, team cohesion and leadership style: An exploratory study

Schneider, P.¹, Preis F.¹, Zourbanos, N.², Latinjak, A.³

¹Universität Leipzig, Germany
²University of Thessaly, Greece
³Universitat de Girona, Spain

The Automatic Self-Talk Questionnaire for Sports (ASTQS; Zourbanos, Hatzigeorgiadis, Chroni, Theodorakis & Papaioannou, 2009) is regarded as an effective instrument to determine the content and structure of self-talk (ST) in competitions. The ASTQS was translated and adopted in the German language (Schneider et al., in press). One line of inquiry is the examination of the factors that shape and influence athletes' ST (Hardy, Oliver, & Tod, 2008; Zourbanos, Hatzigeorgiadis, Tsiakaras, & Theodorakis, 2010). The present study extended previous research on the coaches' social support and the content of athletes' ST relationship (e.g., Zourbanos et al., 2010) and explored correlations between ST, leadership style, and team cohesion. Methods and Measures: A total of 407 athletes (170 female, 237 male) with a mean age of 24.57 years (SD = 5.98) participated in the study. The recruitment of subjects was carried out by the University of Leipzig and an online questionnaire. German versions of the ASTQS (Zourbanos et al., 2009; Schneider et al., in press), the Group Environment Questionnaire and the Leadership Scale for Sports were submitted. Results and Discussion: A significant relationship was found between negative ST (Worry, Disengagement) and Attractions to the Group Task Cohesion (r = .196, .245, p<.001) and between negative ST (Disengagement) and Group Integration Task Cohesion (r = -.202, p<.001). Instructional Leadership correlated significantly with all positive ST dimensions (.257 < r < .314, p<.001) and Social Support Leadership correlated with positive ST dimensions (Psych-up, Confidence, r = .132, .186 p<.01). Findings suggest different forms of cohesion may have different effects on athletes' thoughts. These results shed some light on the nature of the relationship between cohesion and athletes' ST and the antecedents of ST.
35. The effect of 8-months resistance, aerobic and combined training intervention on mental health of low risk cardiac patients

Shiakou, M.¹, Makris, A.¹, Galanis, E.², Theodorakis, Y.², & Hatzigeorgiadis, A.²

European University Cyprus
University of Thessaly, Greece

The exercise-related research interest regarding health issues in clinical populations has been growing impressively during the last decade. The purpose of this study was to test the effectiveness of an extended exercise intervention including different forms of exercise on physical and mental health of individuals with coronary disease. Seventy-five individuals, who went through thorough screening to ensure the safety of the processes, were initially selected and randomly assigned into one of four groups (control, aerobic exercise, weight training, aerobic exercise and weight training). Sixty three completed the intervention successfully. Their mean age was 62.75 (± 6.98) years. The intervention lasted 8 months during which each participant was exposed to an individualized exercise program depending on the condition and personal characteristics. Participants completed the SF-36, assessing dimension of physical and mental health, before and after the intervention. Repeated measures MANOVA showed a significant multivariate time effect, F (2, 58) = 4.09, p < .05, partial η²=.12, and a time by group interaction that approached significance, F (6, 118) = 1.86, p = .09, partial η²=.12. Examination of the pairwise comparisons showed that physical health increased for the two groups involved in aerobic exercise and mental health increased for the two groups involved in weights training. That the effect on mental health was greater for individuals involved in weight training condition could be possibly attributed to the higher sense of achievement that weight training can provide to participants, especially in clinical populations with coronary disease.

36. Sport psychological support of the German para-equestrian dressage team for the Paralympic Games 2012

Staufenbiel, K.¹, Bussmann, G.², & Strauss, B.¹

University of Münster, Germany; Olympic Training Center Westfalen

Para-equestrian dressage is a fairly new discipline in horse riding. In the Paralympic Games it was first introduced in 1996. Since then, an immense increase in professionalism can be registered. For the Paralympic Games 2012 the German para-equestrian dressage team was supported by two applied sport psychologists. With financial funding from the German National Institute for Sport Sciences (BISp) it was possible to offer sport psychological services before and after the Paralympic Games as well as to evaluate its outcomes. The sport psychological support of the para-equestrian team for the Paralympics 2012 consisted of four sessions before the Games and one session afterwards (each a day). In May 2012 the first day was held, mainly consisting of sport psychological diagnostics and getting to know each other. One month later, it included a workshop on stress regulation and on communication within teams. The third session focused on concentration and the preparation right before competitions whereas the fourth session was on teambuilding. Above coach-the-coach meetings and individual counseling with the athletes were held. After the successful Paralympic Games (seven medals in total) a wrap-up day was organized to look back and ahead and to evaluate the sport psychological services. Overall, the main success of the sport psychological support was the development of an effective communication within the team. Since the team was very heterogeneous (gender, age, profession and handicap) an effective communication was of great importance to facilitate the exchange of opinions and recourses within the team.
37. A cross-over from sport psychology to the psychology of music: An intervention study on undergraduate music students

Steyn B.J.M., Steyn M., Maree D., & Panebianco W.
University of Pretoria, Republic of South Africa

The primary aim of this research was to evaluate whether the cross-over from Sport Psychology to the Psychology of Music in terms of the knowledge base, intervention Psychological Skills Training (PST) protocols and psychometric measurements was meaningful. A second aim was to determine whether the intervention programme had an impact on the students’ music performance anxiety and concentration ability. A third aim was to ascertain whether the psychological skills levels and mindfulness levels per se have improved. Extensive research on psychological benefits of PST in sport has been conducted in Sport Psychology, with unambiguous positive results. Mindfulness training, and specifically the mindfulness, acceptance and commitment (MAC) approach has been applied in sport and as in the case of PST, it has not yet been fully utilized in the context of music. It is this specific combination of PST and MAC approach that were tested in a seven-week intervention programme on undergraduate music students. A quasi-experimental design was implemented in this research. Voluntary participation was adopted to ensure that the participants were fully engaged in and committed to this study. A convenience sample of 36 undergraduate music students from the Department of Music at the University of Pretoria was selected. The experimental group consisted of 21 students, and the remaining 15 students formed part of the control group. Within the experimental group significant improvements in performance anxiety, psychological skills and mindfulness indicated that the cross-over from the performance-evaluative context of sport to music was meaningful and successful.

38. Study into gender-specific transitions and challenges faced by female athletes

Tekavc, J.,1,2 Wylleman, P.,1 Cecic-Erpic, S., Rosier, N.,1 De Crook, S.1
Vrije Universiteit Brussel, Belgium; Univerza v Ljubljani, Slovenia

Introduction: The number of female athletes involved in elite sport has shown a substantial increase in the past decades. Since the theoretical frameworks of athletic career development (e.g., Wylleman &Lavalee, 2004) provide a gender non-specific description of athletes’ career development it remains a question whether female athletes career development is in any way specific in comparison to those models. The purpose of this study was to review the existing empirical data about female athletes’ specific career development using a developmental lifespan model (Wylleman &Reints, 2010) as a conceptual framework. Method: Different databases were used to obtain athletic career transition papers which reported on female athletes’ challenges, demands, and transitions throughout their athletic career development. Results: Female athletes’ specifics in their athletic career development were identified at the athletic level (e.g., in relative ages when the transitions typically occur, drop-out frequency), psychological level (e.g., reasons for retirement, gender role conflict), psychosocial level (e.g., becoming a mother), academic/vocational level (e.g., involvement into higher education, getting a job in the sport system), and financial level (financial challenges). Discussion: Research findings show that female elite athletes’ career development can be seen as specific in several aspects and that therefore a need exists for gender-specific transition models.
39. Psychological profile of injured and uninjured floorball players

Tranaeus, U. & Johnson, U.
Halmstad University, Sweden

A substantial quantity of research has been focusing on predictors and interventions in the sports injury prevention area. It is suggested that stress and psychosocial factors may predict sports injuries. However, many athletes remain uninjured during their athletic careers. Consequently it is of interest to know more about the psychosocial factors that preserve athletes uninjured. More specific, the objective was to investigate differences in stress and recovery strategies among the uninjured and injured players. In total, 401 non-professional male (n=203, age m=23.8, SD=4.56) and female (n=198, age m=21.5, SD=3.81) high level floorball players in Sweden completed a questionnaire regarding stress, sleep, mood and recovery strategies before the floorball season. The teams’ medical staff reported prospectively injuries during the season. 218 of the players (n=114 males, n=104 females) remained uninjured after the season (54%). The statistical analysis showed no significant differences between the uninjured and injured players regarding stress inside and outside sport, sleep, mood or recovery strategies. Although, previous researches suggest that stress and psychosocial factors may predict sports injuries, this was not shown in this population. Additional intrinsic factors, such as complementary psychosocial factors (e.g. resilient communication skills) might influence the player’s chance to avoid injury. It is of interest to evaluate uninjured players coping strategies and not just focusing on at-risk athletes in the future prevention research. This line of research has the potential to detect factors related to the salutogenesis of injury. Thus, provide important information to physiotherapist in the care of injured athletes.

40. Piloting exercise protocols for smoking cessation interventions

University of Thessaly, Greece

This pilot study is part of an ongoing project aiming at the development of an intervention involving exercise and self-regulation strategies for smoking cessation. The purpose of this pilot was to test for differences in physiological and psychological responses among two exercise protocols; one at moderate intensity and one at self-selected intensity. Participants were 12 adult non-systematically exercising smokers (7 males and 5 females; mean age 27.67 years) who were tested under the two conditions in counterbalanced order. The exercise involved cycling for 30 minutes after overnight smoking abstinence. Physiological measures and measures of smoking urge, and perceptions regarding the cycling protocols were implemented before, during and after the completion of the exercise session. On average, in the self-selected condition participants cycled at somewhat lower, as measured by output (watt) intensity (p=.05), showed lower heart rate (p<.05), but reported similar perceived exertion (p=.41). Smoking urge was significantly decreased during and immediately after exercising (p<.01), almost reached baseline levels after 30 minutes, and surpassed these levels after one hour; however, no differences in smoking urge were found as a function of condition (p=.85). The results suggest that, when allowed, participants chose somewhat lower, but still moderate, intensity to exercise. Choosing intensity was not related to differences in urge for smoking, nonetheless, choice led participants reporting the self-selected protocol as more favorable and more likely to adopt, confirming that providing choices may have an important motivational effect.

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41. Using big five personality traits and sensation seeking as predictors of high/low risk sport engagement

Tzortzinis T., & Karakitsou C.
Deree The American College, Greece

Recent research indicates that personality traits and sensation seeking can differentiate people engaged in sports with varying levels of risk. The main goal of this study was to examine the predictive power of the Big Five Personality traits and Sensation Seeking on males' involvement in sports' either low or high on risk. Ninety one Greek males, aged 18-59, were administered the Big Five Inventory and the Sensation Seeking Scale. Males were recruited from high-risk (52%: ski/snowboard & mountain climbing) and low-risk sports (48%: tennis & soccer). The results of the analysis showed that both groups were significantly different on all 6 measured variables. Logistic Regression analysis showed that Sensation Seeking and Neuroticism trait were the most significant predictors of type of sport engagement, with males engaged in high-risk sports scoring significantly higher. The full model containing all predictors correctly classified 80% of the cases. The present data indicated that extraversion, agreeableness, conscientiousness and openness did not have a significantly predicative contribution. Per contra, neuroticism and sensation seeking contribute significantly on predicting high-risk sport involvement. Explanations are considered for neuroticism differences between the groups and suggestions for future designs were provided testing the origin of the obtained differences. Implications for the better monitoring of sportsmen and the development of targeted interventions promoting safety are also addressed. The results of this study can guide further research on the development of instruments predicting sport preferences and engagement, in order guidance on the type of the sport decision to be provided by counselors.

42. Early involvement and pathway specialization: A dropout track in youth cross-country skiing

Więcław, G.¹, Konttinen, N.², Pihlaja, T.², & Hassandra, M.¹
¹University of Jyväskylä, Finland; ²Research Institute for Olympic Sports (KIHU)

Early sport specialization is criticized for its potential to impair long-term athletic development. One of the most frequently cited consequences is dropout from further sport participation. Early diversification within the Developmental Model of Sport Participation (DMSP) postulates that early sampling of various sports and late specialization produce less dropout. Still, empirical evidence supporting it remains scarce. The purpose of our study was to examine dropout rates among Finnish elite youth skiers in relationship to their developmental pathways and age of first involvement with organized cross-country skiing. The sample consisted of 152 skiers who raced competitively in 2009/2010 season. Data concerning demographics and sport history was collected through questionnaires. The participation status of skiers was followed-up three years later. We identified 28 distinct developmental pathways, which were assigned into specialized and non-specialized pathway categories. Based on the data distribution for age of first involvement, skiers were grouped into three categories: early (2-5 years old), normal (6-8) and late (9-13). Mean age was 7.41 years old (SD=2.509). The results of chi-square tests found no statistically significant association between dropout and pathway category (p=.099). Only the comparison between normal and late involvement groups showed a significant association between late engagement and dropout (p=.027). Thus, earlier involved skiers were less likely to drop out than skiers who started relatively late. Although the results are somewhat consistent with DMSP, they provide no clear support for early diversification hypothesis; rather they suggest optimal age window for first involvement in cross-country skiing.
Perception of performance qualities could be critical for the development of self-awareness and commitment to achieving performance goals. Such self-awareness, it is argued, enables the athlete to gain control over performance (Ravizza, 1989). However, little research has been conducted examining this topic area (Ravizza, 2010). The present research examined perceptions of performance qualities across 5 different factors, (a) technical, (b) tactical, (c) physical, (d) mental and (e) lifestyle in elite football academy players within the 2nd tier of English professional football. 16 academy players (mean age 17.25 ± 0.77) and 4 coaches (mean age 36.25 ± 4.65) completed a performance profile scoring system based on Butler & Hardy’s (1992) and Gucciardi & Gordon, (2009) models at the start of the season. The players rated their own abilities and the coaches also rated the players’ abilities. Significant discrepancies were apparent across the whole group with players’ perception of performance qualities rated significantly higher than the coaches’ perceptions (P=.000) and across all factors (a) P=.001, (b) P=.000, (c) P=.001, (d) P=.000, and (e) P=.004). Significant discrepancies between player and coach on the performance profile may result in poorer performances (Doyle and Parfitt 1996). Such discrepancies appear to predict failure, misplaced confidence (Butler et al, 1993) and a lack of self-awareness (Ravenette, 1977). The profile may raise the athlete’s awareness of his or her own constructions of self, and the awareness of coaches as to the athlete’s perception of performance (Weston et al, 2010, Weston et al, 2011a). This could enable the athlete’s construing to be understood better by the coach, and, thus engineer a more meaningful relationship and developed interventions which are closely allied to the athletes perceived needs (Butler, 1997).
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