

BRIEF CONTENTS

Preface xii

Contributors xvii

- 1 Sport Psychology: Past, Present, Future 1**
Jean M. Williams, University of Arizona, Emeritus; Vikki Krane, Bowling Green State University

PART ONE—LEARNING, MOTIVATION, AND SOCIAL INTERACTION

- 2 Motor Skill Learning for Effective Coaching and Performance 19**
Cheryl A. Coker, Plymouth State University
- 3 A Positive Approach to Coaching Effectiveness and Performance Enhancement 40**
Ronald E. Smith, University of Washington
- 4 The Motivational Climate, Athlete Motivation, and Implications for the Quality of Sport Engagement 57**
Joan L. Duda, The University of Birmingham, UK; Darren C. Treasure, Competitive Advantage International, USA
- 5 The Self-Fulfilling Prophecy Theory: When Coaches' Expectations Become Reality 78**
Thelma Sternberg Horn, Miami University; Curt L. Lox, Southern Illinois University; Francisco Labrador, Wittenberg University
- 6 Leadership in Sport: The Critical Importance of Coach and Athlete Leadership 101**
Julia D. Sterrett, Lehigh University; Jeff Janssen, Janssen Sports Leadership Center

- 7 The Sport Team as an Effective Group 124**
Mark A. Eys, Wilfrid Laurier University; Shauna M. Burke, Western University; Paul Dennis, High Performance Coach, York University; Blair Evans, Wilfrid Laurier University

- 8 Communicating Effectively 140**
David P. Yukelson, The Pennsylvania State University

PART TWO—MENTAL TRAINING FOR PERFORMANCE ENHANCEMENT

- 9 Psychological Characteristics of Peak Performance 159**
Vikki Krane, Bowling Green State University; Jean M. Williams, University of Arizona
- 10 Increasing Awareness for Sport Performance 176**
Kenneth Ravizza, California State University at Fullerton; Angela Fifer, United States Military Academy
- 11 Goal Setting for Peak Performance 188**
Daniel Gould, Michigan State University
- 12 Understanding and Managing Stress in Sport 207**
Sheldon Hanton, Cardiff Metropolitan University, UK; Stephen Mellalieu, Swansea University, UK; Jean M. Williams, University of Arizona, Emeritus
- 13 Understanding and Using Imagery in Sport 240**
Robin S. Vealey, Miami University; Samuel T. Forlenza, Michigan State University

14 Cognitive Techniques for Building Confidence and Enhancing Performance 274

Jean M. Williams, University of Arizona, Emeritus; Nate Zinsser, United States Military Academy; Linda Bunker, University of Virginia, Emeritus

15 Concentration and Strategies for Controlling It 304

Jean M. Williams, University of Arizona, Emeritus; Robert M. Nideffer, Enhanced Performance Systems; Vietta E. Wilson, York University, Senior Scholar, Emeritus; Marc-Simon Sagal, The Winning Mind

PART THREE—IMPLEMENTING TRAINING PROGRAMS

16 Integrating and Implementing a Psychological Skills Training Program 329

Robert S. Weinberg, Miami University; Jean M. Williams, University of Arizona, Emeritus

17 Conducting Evidence Based Coach-Training Programs: A Social-Cognitive Approach 359

Frank L. Smoll, University of Washington; Ronald E. Smith, University of Washington

18 Gender, Diversity, and Cultural Competence 383

Diane L. Gill, Ph.D., University of North Carolina at Greensboro; Cindra S. Kamphoff, Ph.D., Minnesota State University, Mankato

PART FOUR—ENHANCING HEALTH AND WELL-BEING

19 When to Refer Athletes for Counseling or Psychotherapy 405

David Tod, University of the Sunshine Coast; Mark B. Andersen, Victoria University

20 Drug Abuse in Sport: Causes and Cures 421

Mark H. Anshel, Middle Tennessee State University

21 Athlete Burnout: An Individual and Organizational Phenomenon 444

J.D. DeFreese, University of North Carolina at Chapel Hill; Thomas D. Raedeke, East Carolina University; Alan L. Smith, Michigan State University

22 Injury Risk and Rehabilitation: Psychological Considerations 462

Jean M. Williams, University of Arizona, Emeritus; Carrie B. Scherzer, Mount Royal University

23 Career Transition among Athletes: Is There Life after Sports? 490

David Lavalley, University of Stirling, UK; Sunghee Park, Kookmin University, South Korea; Jim Taylor, San Francisco

24 Exercise Psychology 510

Rod K. Dishman, University of Georgia; Heather O. Chambliss, University of Memphis

Index 541

CONTENTS

Preface xii

Contributors xvii

1 Sport Psychology: Past, Present, Future 1

Jean M. Williams, University of Arizona, Emeritus; Vikki Krane, Bowling Green State University

History of Sport Psychology 2

1965–1979: Birth of Sport Psychology and Supporting Organizations 3

The 1980s: Increased Research, Professional Growth, and Acceptance 5

1990–2013: Progress in Research, Application, and Professional Issues 7

History of Sport Psychology in Eastern Europe 10

Future Directions in North American Applied Sport Psychology 11

PART ONE—LEARNING, MOTIVATION, AND SOCIAL INTERACTION

2 Motor Skill Learning for Effective Coaching and Performance 19

Cheryl A. Coker, Plymouth State University

Motor Learning Defined 19

Phases of Motor Skill Learning 20

The Cognitive Phase 20

The Associative Phase 21

The Autonomous Phase 23

Whole versus Part Practice 24

Teaching Several Skills: Blocked versus Random Practice 26

Teaching Several Variations of a Skill: Variable Practice 28

Intervention Strategies 31

Case Study 33

Situation #1 Sample Response 34

3 A Positive Approach to Coaching Effectiveness and Performance Enhancement 40

Ronald E. Smith, University of Washington

Operant Conditioning: The ABCs of Behavior Control 41

Positive and Aversive Approaches to Influencing Behavior 42

Positive Reinforcement: Getting Good Things to Happen 44

Performance Feedback: Providing Information Needed to Improve Performance 50

4 The Motivational Climate, Athlete Motivation, and Implications for the Quality of Sport Engagement 57

Joan L. Duda, The University of Birmingham, UK; Darren C. Treasure, Competitive Advantage International, USA

Achievement Goals: The Importance of How We Judge Our Competence 58

Doing It for the Joy: The Determinants of Intrinsic Motivation and Self-Determination 66

**5 The Self-Fulfilling Prophecy Theory:
When Coaches' Expectations Become
Reality 78**

*Thelma Sternberg Horn, Miami University;
Curt L. Lox, Southern Illinois University;
Francisco Labrador, Wittenberg University*

The Expectation–Performance Process 79
Sport Applications 86

**6 Leadership in Sports: The Critical
Importance of Coach and Athlete
Leadership 101**

*Julia D. Sterrett, Lehigh University;
Jeff Janssen, Janssen Sports Leadership Center*

**7 The Sport Team as an Effective
Group 124**

*Mark A. Eys, Wilfrid Laurier University;
Shauna M. Burke, Western University;
Paul Dennis, High Performance Coach, York
University; Blair Evans, Wilfrid Laurier
University*

The Nature of Sport Groups 125
Group Cohesion 125

8 Communicating Effectively 140

*David P. Yukelson, The Pennsylvania State
University*

Communication Defined 141
Communication in Sport 142
Communication and Groups 144
The Sport Psychologist as a Skilled Helper 152

**PART TWO—MENTAL
TRAINING FOR PERFORMANCE
ENHANCEMENT**

**9 Psychological Characteristics of Peak
Performance 159**

*Vikki Krane, Bowling Green State University;
Jean M. Williams, University of Arizona*

Overview of Peak Performance 160
Psychological Characteristics During Peak
Experiences in Sport 160
Flow and Peak Performance 161
The Individualized Zone of Optimal
Functioning 162
Psychological Attributes and Skills of Successful
and Less Successful Athletes 164
A Profile of Mental Toughness 167
Team, Coach, Family, and Organizational
Influences on Peak Performance 168
Conclusion: What It Takes to “Make It” 169

**10 Increasing Awareness for Sport
Performance 176**

*Kenneth Ravizza, California State University
at Fullerton; Angela Fifer, United States
Military Academy*

The Importance of Awareness in Athletics 177
Awareness as It Relates to Skill Development 178
Techniques for Developing Awareness 183

11 Goal Setting for Peak Performance 188

Daniel Gould, Michigan State University

Goal-Setting Research and Theory 188
Examining Athletes' and Coaches' Uses of Goal
Setting 191

Goal-Setting Guidelines 193
 A Goal-Setting System for Coaches 198
 Common Problems in Setting Goals 199

12 Understanding and Managing Stress in Sport 207

Sheldon Hanton, Cardiff Metropolitan University, UK; Stephen Mellalieu, Swansea University, UK; Jean M. Williams, University of Arizona, Emeritus

Cognitive-Behavioral Stress Management in Sport Psychology 207
 Causes of and Responses to Stress 208
 Measurement of Stress-Related Symptoms 211
 Explaining the Relationship of Stress to Performance 212
 Implications for Stress Management Interventions 216

13 Understanding and Using Imagery in Sport 240

Robin S. Vealey, Miami University; Samuel T. Forlenza, Michigan State University

What Is Imagery? 240
 Does Imagery Work to Enhance Athletes' Performance? 243
 How Does Imagery Enhance Athletes' Performance? 247
 How Do You Set Up an Imagery Training Program? 249
 Imagery Cookbook for Coaches and Practitioners 254
 Case studies 262

14 Cognitive Techniques for Building Confidence and Enhancing Performance 274

Jean M. Williams, University of Arizona, Emeritus; Nate Zinsser, United States Military Academy; Linda Bunker, University of Virginia, Emeritus

Key Definitions: Confidence, Mental Toughness, Optimism, Self-Efficacy 275

Common Misconceptions about Confidence 276
 Prerequisites for Gaining Confidence 277
 Self-Talk 280
 Identifying Self-Talk 284
 Techniques for Controlling Self-Talk 286

15 Concentration and Strategies for Controlling It 304

Jean M. Williams, University of Arizona, Emeritus; Robert M. Nideffer, Enhanced Performance Systems; Vietta E. Wilson, York University, Senior Scholar, Emeritus; Marc-Simon Sagal, The Winning Mind

Attention Control Training Principles 306
 Increasing Awareness of Types of Attention 312
 External Factors: Strategies to Minimize External Distractions 315
 Internal Factors: Strategies to Stay Focused 317

PART THREE—IMPLEMENTING TRAINING PROGRAMS

16 Integrating and Implementing a Psychological Skills Training Program 329

Robert S. Weinberg, Miami University; Jean M. Williams, University of Arizona, Emeritus

Are Psychological Interventions Effective in Improving Sport Performance? 330
 Who Will Benefit from Psychological Skills Training? 331
 Who Should Conduct the Psychological Skills Training Program? 332
 When Should You Implement a Psychological Skills Training Program? 334
 When Should Athletes Practice Psychological Skills? 334
 How Much Time Should Be Spent in Mental Training? 335
 Setting Up a Mental Skills Training Program 336
 Determining What Skills to Include 342

Evaluation of Program Effectiveness 345
Practical Pointers for Teaching Mental Skills 346
Ethical Considerations for the Coach and Sport
Psychology Consultant 351
Potential Problem Areas 351

17 Conducting Evidence Based Coach- Training Programs: A Social-Cognitive Approach 359

*Frank L. Smoll, University of Washington;
Ronald E. Smith, University of Washington*

Developing Coach-Training Programs 360
Measurement of Coaching Behaviors 361
Implementing Sport Psychology Workshops
for Coaches 367
A Final Word 373

18 Gender, Diversity, and Cultural Competence 383

*Diane L. Gill, Ph.D., University of North
Carolina at Greensboro; Cindra S. Kamphoff,
Ph.D., Minnesota State University, Mankato*

Overview and Framework 383
The Cultural Context of Sport 385
Gender and Sexuality 389
Race and Ethnicity 392
Cultural Competence in Sport Psychology 394

PART FOUR—ENHANCING HEALTH AND WELL-BEING

19 When to Refer Athletes for Counseling or Psychotherapy 405

*David Tod, University of the Sunshine Coast;
Mark B. Andersen, Victoria University*

The False Dichotomy of Performance
Enhancement Versus Problematic Personal
Issues 406
How to Start the Referral Process 408

When Referrals Don't Go Smoothly 409
Some Specific Athlete-Related Issues 410
Professional Development Tasks for Practitioners
and Students 415

20 Drug Abuse in Sport: Causes and Cures 421

*Mark H. Anshel, Middle Tennessee State
University*

Review of Drugs Banned in Sport 423
Rationale for an Antidrug Policy in Sport 427
How Widespread Is Drug Abuse in Sport? 427
Likely Causes of Drug Abuse in Sport 429
Strategies for Controlling Drug Abuse 431

21 Athlete Burnout: An Individual and Organizational Phenomenon 444

*J.D. DeFreese, University of North Carolina
at Chapel Hill; Thomas D. Raedeke, East
Carolina University; Alan L. Smith, Michigan
State University*

What Is Athlete Burnout? 445
What Is Not Athlete Burnout? 446
Why Does Burnout Occur? A Review of
Theoretically Informed Burnout Antecedents 446
Overtraining 446
Integrating the Burnout Knowledge Base: How
the Individual and Organization Fit 450
Preventing Athlete Burnout: Individual and
Organizational Intervention Strategies 453

22 Injury Risk and Rehabilitation: Psychological Considerations 462

*Jean M. Williams, University of Arizona,
Emeritus; Carrie B. Scherzer, Mount Royal
University*

Factors That Predispose Athletes to Injury 462
Interventions to Reduce Injury Vulnerability 467
Athletes' Reactions to Injury 469
Teaching Specific Psychological Rehabilitation
Strategies 478

23 Career Transition among Athletes: Is There Life after Sports? 490

*David Lavallee, University of Stirling, UK;
Sunghee Park, Kookmin University, South Korea; Jim Taylor, San Francisco*

History and Background 490

Theoretical Perspectives on Career Transition 491

The Conceptual Model of Career Transition 492

Stage 1: Causes of Career Termination 493

Stage 2: Factors Related to Adaptation to Career Transition 495

Stage 3: Available Resources for Adaptation to Career Transition 498

Stage 4: Quality of Career Transition 500

Stage 5: Intervention for Career Transition 500

24 Exercise Psychology 510

*Rod K. Dishman, University of Georgia;
Heather O. Chambliss, University of Memphis 510*

Exercise and Mental Health 511

Plausible Mediators or Mechanisms 516

Physical Activity Behavior Change 517

Social and Environmental Features 521

Index 541