Efficacy of a Brief Mindfulness Intervention to Prevent Athletic Task Performance Deterioration: A Randomized Controlled Trial

This quantitative study was used to investigate the effect of a brief one-session mindfulness training session on individual performance in a non-pacing, closed skill athletic task. A parallel trial design was employed and participants were randomly assigned to an intervention or control group. Participants in both groups conducted a questionnaire and performed two trials of the golf putting task. Between trials, the intervention group received a mindfulness intervention. This included psychoeducation, reflection upon previous experiences, an experiential exercise and putting applications. Quantitative results demonstrated that the intervention group were more successful in objective putting applications. The results suggest that practitioners could employ mindfulness to prevent performance deterioration and could produce psychological benefits after a brief training session.

Athlete Burnout Prevention Strategies Used by U.S. Collegiate Soccer Coaches

Strategies used by coaches to prevent the burnout of athletes in collegiate soccer were investigated in this qualitative study. A survey was given to 933 collegiate soccer coaches who described their use of burnout prevention strategies. Responses were analysed, categorized and interpreted deductively. The most frequently used strategies included managing and limiting physical stressors, reducing external stressors and promoting autonomy and relatedness within their given context. Conversely, motivational climate changes and secondary prevention strategies were infrequently reported. The results can help shape educational programming and educate coaches on a range of strategies that can be used to prevent burnout within their athletes.

Evaluating Approaches to Physical Literacy Through the Lens of Positive Youth Development

The authors explore the concept of physical activity and sport programs that promote positive youth development. Physical literacy is presented as the key discriminating component of long-term athlete development. Two conceptual approaches to physical literacy are presented and discussed: the holistic approach, encompassing cohesive developmental processes and outcomes, and a performance-driven approach, focused on physical performance. Both approaches are evaluated through a lens of positive youth development. Conclusions are drawn of the importance of integrating both perspectives, stressing the use of the holistic nature of physical literacy and the significance of giving attention to the measurement of physical performance. Clear implications are provided to practitioners; experiencing a range activities in different contexts through both deliberate play and practice, building positive relationships with peers, and finally the importance of the three P’s within a context of physical activity, Performance, Participation and Personal development.

Strength and Conditioning Practices in Adolescent Rugby Players: Relationships with Changes in Physical Qualities

Resistance training is important for both health and sporting performance during adolescence. However, limited information exists on the current resistant training practices of adolescent athletes and the influence of these practices on physical performance development. This study aimed to quantify resistance training practices in adolescent rugby players and evaluate the relationship between these practices and physical performance changes over a 12 week period. Findings demonstrated highly variable resistance training practices of adolescent rugby union players. Relationships between resistance training practices and 12 week change in physical performance demonstrated that resistance training volume load completed over the 12 weeks was related to power and strength development. These findings suggest
that current resistance training practices of adolescent rugby union players may not be optimal for enhancing physical performance. It is recommended that resistance training should be applied within adolescent rugby via the implementation of free-weight compound exercises for improving the physical qualities of youth players.


The purpose of this study was to encourage expert coaches to pictorially represent their coaching process in the form of models. Six expert canoe and kayak coaches (i.e. they had >20 years experience and held the highest national qualification for >10 years), produced a model of their coaching process and were then interviewed to elicit explanations of the model, including the ideas and values that informed it, and how it informed their practice. Core principles that informed all of the models were identified. The main principle underpinning all of the coaching process models was that of the ‘learning partnership’, which informed an ‘individualised’ and ‘orchestrated’ approach, influenced by the coaches’ knowledge, skills and values. Coaches recognised both structure and flexibility in their processes, made necessary by and understanding of environmental and contextual constraints. Coaches also recognised that their process was a cyclical prepare-perform-review process that occurred over seasonal cycles. In conclusion, the authors present a combined coaching process model that can be used as a guide that recognises the complexity of coaching and the need for flexibility and adaptability in application.

Sport Coaches’ Experiences of Athlete Injury: The Development and Regulation of Guilt

This study was used to explore coaches’ experiences of guilt in the context of athlete injury to address the lack of research on emotion in coaching. Ten experienced coaches from a range of sports were interviewed about their immediate, short-term and long-term experience and responses to athlete injuries. Many coaches report feelings of guilt when athletes were injured, not necessarily because they were at fault, but because of their position of perceived responsibility and accountability. Coaches also had different approaches to dealing with guilt, ranging from physically distancing themselves from athletes, to seeking forgiveness, to the initiation of legal action. This study is of one of the first to explore the development and management of guilt in coaches and shows how multifaceted and problematic such experiences can be. The authors draw attention to the idea of ‘duty of care’ in coaching and recommend further research to better define coaches’ responsibilities towards, and ways of coping with, athlete injuries.

Elite athletes’ experience of coping with emotional abuse in the coach-athlete relationship

Coping strategies used by elite athletes in response to emotional abuse experienced within the coach–athlete relationship were examined. In the moment that abuse occurred, the athletes adopted coping strategies that allowed them to deal with the feelings caused by the abuse privately and with a focus on maintaining performance. Over time, athletes accessed support networks and engaged in sense making to rationalize their experiences. Overall the study highlighted that athletes predominantly use emotion- and avoidance-focused coping strategies to deal with the abuse, whereas very few problem-focused coping strategies were reported. In order to break the cycle of emotional abuse in sport, interventions need to focus on equipping athletes with problem-focused coping strategies as well as build their resources around recognizing, responding to and reporting abuse. Key messages for coaches focus around: 1) emotional abuse being more common than expected and normalised, 2) by creating autonomy-supportive holistic climates athlete voice and control may be promoted, 3) the importance of appropriate safeguarding training.

Grit Happens: Moderating Effects on Motivational Feedback and Sport Performance

This study was designed to explore how the impact of the motivational climate on performance and motivation may be moderated by athletes’ trait characteristics, in particular focusing on athletes’ grittiness. Grit may alter athletes’ experience of the motivational climate by helping them remain oriented to their long-term quest in sport. The study used a motivational research paradigm to examine the effects of mastery- or ego-involving feedback on 71 high school adolescent soccer players’ (Mage = 15.81) performance on a kicking task. It also explored the potential moderating effects of grit on the relationship between motivational feedback and the athletes’ performance, desire to persist, and choice of task difficulty on a soccer task. Athletes performed significantly better receiving mastery- as opposed to ego-involving feedback. Further, grit was a significant moderator of the feedback-shooting performance relationship, with those scoring low in grit particularly benefitting from mastery feedback. For coaches, these results suggest that the feedback athletes receive matters, especially for those low in grit. Feedback should be timely and focus on effort, hard work, intensity and attention.

The Effect of Manipulating Training Demands and Consequences on Experiences of Pressure in Elite Netball

This study was designed to test whether manipulating training demands and consequences altered experiences of pressure. Elite Netballers (Mage = 26.14 years) performed a netball exercise in a randomized, within-subject design with four conditions: control, consequences, demands, and demands plus consequences condition. Consequences were introduced through manipulating judgement (by coaches and peers), forfeits and rewards. Demands involved manipulating the task, the performer and the environment. Compared with the control, self-reported pressure was significantly higher in the consequences and demands plus consequences condition but not in the demands condition. However, the demand and demand plus consequences condition resulted in significant decreases in performance accuracy, whereas the consequences and...