

North American Coach Development Summit

Panel Presentations *June 18-20, 2018

- Panels are presented in alphabetical order as submitted by the lead author

Integrating psychological skills training in a United States Tennis Association player development program

E. Earlyynn Lauer, Rebecca A. Zakrajsek, Larry Lauer, Mark Lerman & Scott Haustor; Western Illinois University

Player Development (PD) programs are common in high performance settings and are often initiated and facilitated by sport National Governing Bodies (e.g., Professional Golf Association, 2017; U.S. Club Soccer, 2016; United States Tennis Association, 2017). Young athletes in these programs are often exposed to demanding practice and competition schedules with the expectation that they will achieve lofty performance goals (Farrey, 2008). This high performance environment undoubtedly adds pressure to young athletes' sporting experiences, so it is important to teach athletes psychological skills and strategies to cope with performance stress (i.e., mental training) alongside physical, technical, and tactical training (Lauer, Zakrajsek, & Lauer, 2017; Orlick, 1986). This is in line with Standard 24 of the National Standards for Sport Coaches (NASPE, 2006). Very few researchers have assessed psychological skills training (PST) within PD programs. Therefore, the purpose of this panel is to discuss a recently developed PST program that was integrated within a United States Tennis Association (USTA) PD program. PST sessions were tailored toward the mission of the PD program, the psychological demands of youth tennis, and staff members' perceptions of athletes' needs. Psychological skills and strategies were introduced in a classroom setting and reinforced by staff members in other training venues (e.g., on court). This panel will consist of members from the USTA who developed and implemented the PST program as well as researchers who were involved in the program evaluation. Members of the panel will discuss the development, administration, evaluation, effectiveness, challenges, and recommendations for future implementation of similar PST programs. The moderator will ask open-ended questions to panel members to facilitate discussion, and attendees will be invited to ask questions. Members of the panel will focus on providing practical information for coaches, coaching educators, practitioners, and researchers on developing and implementing a PST program for youth athletes.

Prospective student-coaches, current student-coaches, and coaches' use of social media

Brian Gearity, Brian Gearity, Clayton Kuklick, Michael Kasales & Lindsay Kibler; University of Denver

The purpose of this panel session is to (a) present some of the literature on social media use for students/coaches in order to (b) engage in a collaborative panel and audience dialogue on understanding the social, political, and ethical issues around social media use and to (c) prepare student/coaches to use social media effectively. While researchers and popular literature offer recommendations for athletes on how to use social media effectively, to stay out of trouble or lose scholarships, the body of knowledge on how to use social media for prospective students, current students, and coaches at all levels is sparse. Coaches often tell athletes that they represent the "program", but do (and should) academic programs, professors, and coach developers at national governing bodies/non-profits concern themselves with how their students/coaches use social media? Anecdotally, it can be observed that coaches use social media, such as Twitter and Facebook, to promote a positive image through the sharing of achievements and motivational quotes, however, this in itself is a tactic embedded with social, political, and ethical issues. Therefore, to address the issues and concerns surrounding the use of social media, in this panel we will hear from a program director of a Master's degree in Sport Coaching, a professor in that program, a graduate who teaches in that program and is currently pursuing a doctorate in leadership, and a more recent graduate who is applying to doctoral programs. In summary, this panel offers a diverse, timely, and much needed start of a dialogue on a ubiquitous, but overlooked technology in sport and education.

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The national standards for sport coaches: Reflecting on the past and considering the future

Lori Gano-Overway, Bob Benham, Andy Driska, Anthony Moreno & Pete VanMullem; Bridgewater College

Over the years, The National Standards for Sport Coaches (NSSC; NASPE, 2006) has helped to identify quality sport coaching within the United States by providing clear directions of the fundamental competencies that quality coaches should possess. By identifying the underlying knowledge and skills for quality coaching, the intent of the NSSC was to provide insight into a) what administrators, athletes, and the public should expect of sport coaches, b) what content coach educators should consider to provide quality training for sport coaches, and c) what coaches should do to continue their own professional growth and development. While the NSSC have helped to promote coaching as a profession and provided guidance for many coach education programs, it is time to update the standards to better reflect current practices as well as consider how the NSSC can reach a broader audience (e.g., coaches, athletes, administrators). Therefore, SHAPE America developed a NSSC Task Force to a) consider revisions to the structure and content of the standards, b) consider situating the standards in a broader framework for quality coaching, and c) clearly articulates the purpose of the standards and disseminate this message widely across the U.S. coaching landscape. The purpose of this panel is to have members of the Task Force discuss their work and present the revised NSSC. Specifically, members of the Task Force will a) explain how the standards were revised to incorporate the latest coaching science research, the ever-evolving practices in coaching, as well as sport coaching frameworks developed by other international organizations, b) present the coach responsibilities and underlying standards that make up the revised NSSC, and c) discuss preliminary plans for disseminating the NSSC to a wider audience. We will also provide time for attendees to ask questions and offer feedback regarding the revisions to the NSSC.