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Athlete Within a Consultant's Professional Philosophy**

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HOLISTIC SPORT PSYCHOLOGY:
INCORPORATING THE HOLISTIC GROWTH OF THE ATHLETE WITHIN A
CONSULTANT'S PROFESSIONAL PHILOSOPHY

By

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ABSTRACT

The present qualitative study aimed to explore the integration of holistic athlete development into sport psychology service delivery. Using the framework of professional philosophy from Poczwardowski, Sherman, and Ravizza (2004), five holistic sport psychology consultants were interviewed about their service delivery. Five athletes were also interviewed about their experiences working with these consultants. Deductive and inductive content analyses (Patton, 2002) were used to examine the data collected. Results offer three perspectives as to the meaning of holistic sport psychology: (a) Managing environmental effects from non-sport domains to the athlete's performance; (b) developing the individual beyond the athlete; and (c) recognizing the dynamic relationship between an athlete's mental, emotional, physiological states, and their behaviour. Themes from the consultants' beliefs, values, theoretical paradigms to behaviour change, models of practice, roles, operating standards, intervention goals, and intervention techniques and methods are also presented and discussed within the context of various service delivery topics.

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CHAPTER 1

INTRODUCTION

As reflective reports of applied sport psychology consulting experiences become more prominent in the literature, a trend has emerged highlighting the need to develop the athlete holistically. Supporting this trend are a select number of sport psychology consultants who have incorporated the holistic growth of the athlete as an intervention goal to ensure not only continued athletic excellence of their athletes, but also to address the psychosocial issues related to their non-performance identity domains.

Targeting such non-performance domains however, has been suggested to be outside not only the roles and responsibilities of the sport psychology consultant, but beyond their professional abilities as well (Ferraro, 2004; Halliwell, 1989). This is due to the fact that many who practice sport psychology do not hold licensure in clinical psychology (Gardner & Moore, 2006). This study will not be a forum for such debate; regardless of the perceived professional boundaries in applied sport psychology, there are in fact sport psychology consultants who have incorporated the holistic growth of the athlete into their intervention services.

Service delivery in applied sport psychology is also an area which has received increasing interest. Partington and Orlick (1987b) have suggested that examination of service delivery elicits ethical, scientific, educational, and professional merit. As a result, numerous sport psychology consultants have offered their rendition of key components to their delivery of sport psychology services (e.g., Botterill, 1990; Dorfman, 1990; Halliwell, 1989; Orlick, 1989). In an attempt to synthesize these reports, Poczwardowski, Sherman, and Ravizza (2004) developed their framework of professional philosophy. This framework suggests that

understanding a consultant's service delivery entails examining five key components which are hierarchically and interdependently linked: (a) personal core beliefs and values, (b) theoretical paradigm concerning behaviour change, (c) model of practice and consultant's roles, (d) intervention goals, and finally, (e) intervention methods and strategies.

The purpose of this study was to examine the delivery of sport psychology services which incorporate the holistic growth of the athlete, hereafter referred to as holistic sport psychology. Specifically, this research sought to answer the following research questions: (a) what are the personal beliefs and values of holistic sport psychology consultants? (b) What are their theoretical paradigms regarding behaviour change that guide their practice? (c) What are their models of practice? (d) What roles do these consultants see themselves fulfilling? (e) What operating standards do they establish regarding their practice? (f) What are the intervention goals of holistic sport psychology consultants? And (g) what are the intervention techniques and methods that they use?

Conducting research in this area is long overdue as applied sport psychology consultants continue to assert the necessity of addressing balance, perspective, and the holistic growth of the athlete in their respective practices (Botterill & Patrick, 2003; Orlick, 1998). Furthermore, research that has given athletes a voice reveals that it is an appreciated and welcomed service when sport psychology consultants address issues outside of sport (Anderson, Miles, Robinson, & Mahoney, 2004; Weigand, Richardson, & Weinberg, 1999).

Adopting the impetus from Andersen (2000), this research provided insight as to how holistic sport psychology consultants actually *do* sport psychology. By looking at factors beyond intervention goals and strategies to more foundational and philosophically-based aspects of service delivery, it was hoped that this research would provide greater awareness of the process

of delivering sport psychology services. Qualitative semi-structured interviews were conducted with five experienced holistic sport psychology consultants. Interviews with athletes who had worked with these consultants were also conducted as an additional source of data.

After a brief review of literature regarding holistic consulting, service delivery in sport psychology, and consultant professional philosophies, the research questions and methodological issues of this study are described. In the remaining chapters of this thesis, two articles and a general discussion are presented.

CHAPTER 2

REVIEW OF LITERATURE

Holistic Consulting

Since its inception, the field of sport psychology has been synonymous with the athletic performance enhancement of elite athletes. But as an increasing number of applied sport psychology consultants have come to discover, improving an athlete's capabilities in the sporting context begins, and is facilitated by, the growth and improvement of the athlete as a human being. Miller and Kerr (2002) summarized by stating that "performance excellence is attained only through optimal personal development" (p. 141). Andersen, Van Raalte, and Brewer (2001) explained how the field of sport psychology has begun shifting away from performance enhancement to include personal counselling and clinical issues. They suggested that sport psychology may eventually come to resemble counselling psychology over performance enhancement training. This reflects Vealey's (1988) call for a more holistic approach to sport psychology service delivery. As such, a number of sport psychology consultants have expanded their intervention services to not only include the goals and strategies for improved athletic performance, but for the improved living of the individual behind the athlete.

The consultants who were interviewed for this study will be referred to as holistic sport psychology consultants. They have announced either in books or articles, that to truly improve athletes' mastery of the mental and emotional elements of their performances, they must simultaneously address these elements in their non-sport domains of life. This in turn, leads to an improved mastery of sport psychology. Commenting on his experiences with professional

hockey, Botterill (1990) addressed this point of how focusing on elements outside the sporting realm is a prerequisite for improved athletic performance:

Due to the many pressures and fluctuations of professional hockey, it is often satisfaction and effectiveness in these off-ice activities that enable players to start to approach their potential on the ice. Mental fitness, like physical fitness, can be looked at as a set of capacities and a state. Even trained and developed capacities can be masked or lost if one's state is not good. So what is happening away from the rink can be every bit as important as what is happening in training, preparation, and competition. (p. 359)

Orlick (1989) made similar comments addressing his experiences from the field:

Anything that affects an athlete on a physical, personal or emotional level affects performance. If you have a good relationship with an athlete he or she will share ongoing concerns, and if you follow his or her lead that concern will take precedence for a time. Thus you may discuss family relations, coach/athlete conflicts, adequate diet or rest, overload, media concerns, recovery from injury, coping with loss, transition to a professional career, or retirement from sport. (p. 361)

Studies from applied sport psychology practitioners have informed the field that athletes are indeed in need of sport psychology consultants who incorporate services into their interventions that address elements outside of their sporting domains. Recently, in a review of post-Olympic experiences, Jackson, Dover, and Mayocchi (1998) interviewed eighteen Olympic gold medalists to investigate how their lives were impacted by their accomplishments. Jackson and colleagues found that there were many negative consequences faced by the Olympic champions such as difficulty in coping with their status, subsequent athletic and career disappointments, stress from increased and unwanted demands, and pressure from others. From

their experiences, it is clear that athletes need to develop themselves beyond athletic performance enhancement if they are to adequately prepare for athletic success.

Along similar lines, Sullivan and Nashman (1998) reported that experiences of United States Olympic Committee (USOC) sport psychologists working with Olympic athletes revealed that non-performance issues were included as the athletes' primary stressors. Life balance, suicide prevention, relationship issues, and consequences of failure were reported as psychosocial concerns of the athletes. It is conceivable that by developing the whole person behind the athlete, these issues would subside.

Despite these psychosocial concerns which are beyond the scope of performance enhancement, Sullivan and Nashman (1998) reported that the intervention strategies most frequently utilized by the USOC sport psychologists were from the school of performance enhancement. Even though some of their participants commented that as sport psychologists, they were concerned with aspects of the athletes' development beyond athletic competence, traditional mental skills training was the primary approach to their service delivery. They reported breathing techniques, focusing, positive self-talk, imagery/visualization, and goal setting as techniques utilized by the majority of sport psychologists.

Applying mental skills training techniques to complex issues has been addressed by Bond (2002) and Neff (1990). They noted that often mental skills alone are inadequate tools to address an athlete's personal and even athletic concerns. Rather, exploring all the multifaceted dimensions of the athlete's identity, that is addressing the whole person, acts as the stepping stone to improved athletic performance. As Corlett (1996) stated, "performance enhancement is not always about mental training" (p. 93). In a commentary on the evolution of her sport psychology consulting, Cogan (1998) concluded:

I find myself more often integrating sport and personal issues than focusing purely on performance enhancement...I can understand the “big picture” in an athlete’s life rather than limiting myself to more circumspect performance issues. I like the complexities of understanding an athlete more completely. I also am able to observe progress over time and see that I can make a difference in the athlete’s life, not just his or her sport involvement. (p. 142)

Suggesting that the initial presenting issue (e.g., excessive anxiety) is rarely the underlying core issue, Bond (2001) stated that his “experience in the field clearly points to a need for holistic psychological development programs for elite athletes that include lifestyle management, personal development, group and relationship dynamics, clinical interventions, and performance-enhancement training” (p. 218). This was reiterated in a later article (Bond, 2002) whereby Bond asserted that mental training could be performed by the coach, parent, teacher, or even the athletes themselves. As for the sport psychology consultant, Bond proposed that:

The essence of an effective applied sport psychology program must be an understanding and recognition that the elite athlete or coach is a functioning ‘person’ as well as a sportsperson. In fact it could be argued that the person may be more important than the sportsperson. The person existed before the athlete/coach and will be there long after. Surely the role of the applied sport psychologist is to understand, assist, and support the development of the whole person, not just the athlete? How superficial is it to develop and implement a sport psychology program based around simple performance enhancement strategies? (p. 23)

Sport psychology consultants are not the only group calling for a holistic approach to sport psychology service delivery. Athletes themselves are becoming more vocal as to their

appreciation of consultants who take an interest in elements of their lives outside of the performance realm. Anderson et al. (2004) in an assessment of sport psychology service delivery, revealed that athletes appreciated consultants who addressed issues outside of sport psychology (e.g., fitness and nutrition), as well as issues outside of sport (e.g., academic life). In a similar study, Weigand et al. (1999) showed that athletes appreciated sport psychology consultants who extended their services beyond performance enhancement and athletic excellence, into areas such as personal counselling.

With its emphasis on the development of the athlete away from sport, holistic sport psychology may represent a shift in direction of expected services in applied sport psychology. Traditionally, sport psychology has been “seen as primarily offering performance enhancement and the teaching of psychological skills (e.g., relaxation, mental rehearsal, positive self-talk, goal setting)” (Andersen et al., 2001, p. 13). The purpose of such skills is to reduce performance anxiety and sharpen an athlete’s focus on their athletic tasks. Holistic sport psychology, in line with Corlett’s (1996) conception of Socratic consulting, differs from traditional sport psychology in that the primary emphasis of holistic consulting is the development of the individual apart from their athletic endeavours. The athlete is then better prepared to meet the challenges awaiting them in the performance realm because a strong foundation enhances the capabilities of psychological skills (Botterill & Patrick, 2003).

Service Delivery

Since sport psychology consultants and athletes alike have called for a holistic approach to sport psychology services, the question then warranted is: How does one deliver a holistic sport psychology intervention? The answer to this question begins with determining the constructs that define service delivery in applied sport psychology. The delivery of applied sport

psychology services has received increased attention in the related academic literature (e.g., Andersen et al., 2001; Poczwadowski, Sherman, & Henschen, 1998), and has subsequently been addressed from a number of different angles. Traditionally, the effectiveness of intervention strategies and methods (e.g., goal-setting or relaxation) had been the topics of examination (e.g., Singer, Hausenblas, & Janelle, 2001; Weinberg & Gould, 1995). Furthermore, because of its grounding in psychology, service deliveries from varied theoretical paradigms have been considered (e.g., Hill, 2001; Ravizza, 2002; Streat & Streat, 1998). Conventionally, effective characteristics of sport psychology consultants have been reviewed (e.g., Anderson, et al., 2004; Orlick & Partington, 1987) as well as more practical issues of service delivery including developing consulting skills, maintaining confidentiality, payment, scheduling mental skills training sessions and the practitioner-athlete relationship (e.g., Andersen et al., 2001; Gould & Damarjian, 1998; Petitpas, Giges, & Danish, 1999; Simons & Andersen, 1995). Finally, effective sport psychology service delivery and consultant characteristics have been examined from the perspectives of consultants (e.g., Botterill, 1990; Ravizza, 1990), coaches (e.g., Partington & Orlick, 1987a), and athletes (e.g., Anderson et al., 2004; Dunn & Holt, 2003).

Professional Philosophy

In an attempt to synthesize and delineate the important components of applied sport psychology services, Poczwadowski et al. (2004) conceptualized a framework of professional philosophy in which to organize these various facets of service delivery. They defined their concept of professional philosophy as follows:

Professional philosophy refers to the consultant's beliefs and values concerning the nature of reality (sport reality in particular), the place of sport in human life, the basic nature of a human being, the nature of human behaviour change, and also the consultant's

beliefs and values concerning his or her potential role in, and theoretical and practical means of, influencing their clients toward mutually set intervention goals. (p. 449)

Guiding one's sport psychology practice from a philosophical belief system has been emphasized previously as an important consideration for sport psychologists (Rotella, Boyce, Allyson & Savis, 1998). Corlett (1996) in comparing technique-driven (Sophist) and philosophy-guided (Socratic) practices suggested that incorporating an awareness of a consultant's philosophy will bring about immediate professional efficacy as well as long-term personal development for the consultant.

The structure of professional philosophy proposed by Poczwardowski et al. (2004) incorporates five main categories: (a) personal core beliefs and values, (b) theoretical paradigm, (c) model of practice and the roles of the consultant, (d) intervention goals, and (e) intervention techniques and methods (See Appendix A). These components are hierarchically and interdependently linked whereby the components are influenced by more fundamental components. For example, personal values will influence the theoretical paradigm which in turn influences model of practice and so on. A further defining characteristic inherent to Poczwardowski's et al. model is that the components at the foundational levels are more internal and stable whereas those components nearer to the peak are dynamic and external. That is, personal core beliefs and values, theoretical paradigm and model of practice tend to remain consistent across athletes and situations whereas roles, intervention goals, methods and techniques are often (although not always) dictated by the needs of the athlete or coach or by situational factors.

The literature has provided an incomplete and sporadic glimpse of what it means to deliver holistic sport psychology services. However, as will be shown, this account is a

culmination of puzzle pieces not necessarily all from the same puzzle. The literature has yet to provide a comprehensive account of a holistic sport psychology professional philosophy.

Therefore, while it may be possible to speculate about various characteristics of these components, a complete depiction of a holistic professional philosophy remains absent.

Following is a deeper understanding of each component as well as how they may be hypothetically represented in a holistic approach to sport psychology service delivery based on a review of the sport psychology literature.

Personal Core Beliefs and Values. Poczwardowski et al. (2004) stated that “it is an individual’s innermost beliefs and values regarding the world and human behaviour that form the foundation for that individual’s professional practice” (p. 449). These inner core beliefs outline the consultant’s views on such topics as free will versus determinism of human nature, people being rational versus irrational, and whether people are fundamentally good or bad.

Given the foundational importance of this component, it is disturbing to note that core beliefs have not received much attention from the academic community as few sport psychologists have taken the time and effort to outline their personal core beliefs. Patrick (2005) discussed how his belief system included notions that humans want to be good and that their actions are a representation of their personal values guided by early socialized and subjective experiences. He believed that humans are ultimately responsible for their decisions although environmental influences cannot be discounted as some individuals are more privileged and thus can exert greater control over their lives. Finally, Patrick believed that humans’ ability for present mindfulness has been diminished by a socialized occupation with the future and past.

Complementing core beliefs at the foundational level of Poczwardowski’s et al. (2004) professional philosophy framework are values. These personal values have profound importance

for the consultant because they too guide his or her practice. Examples of such values include: respect for human life, respect for truth, respect for privacy, respect for freedom and autonomy, respect for promises and commitments, concern for the weak, the vulnerable, or the helpless, concern for the growth and development of people, concern for human dignity and equality, and concern for gratitude and development of people (Blocher, 1987).

Poczwardowski et al. (2004) commented that these values have the innate ability to lead the consultant in choosing a specific model of practice or adopting certain roles. They also will guide the consultant's theoretical paradigm. Again relying on Patrick (2005) to provide a commentary of personal values adopted by a holistic sport psychology consultant, it is revealed that humility, authenticity, and work ethic are significant values that guided his practice of applied sport psychology. Similar values were cited by Bond (2002) where he professed to be guided by his senses of humility and commitment.

Personal core beliefs and values are the most foundational components in Poczwardowski's et al. structure of professional philosophy. They are therefore the most integral component of a responsible and effective applied practice. Yet they have been the most neglected in the sport psychology literature pertaining to service delivery. Therefore, in order to understand a holistic approach to sport psychology services, deeper examination of holistic consultants' personal core beliefs and values is needed.

Theoretical Paradigm Concerning Behaviour Change. As psychology is one of the parental disciplines of sport psychology, Poczwardowski et al. (2004) stated that it is important that a sport psychology consultant's service delivery be grounded and shaped by one or a number of psychological theoretical paradigms. These paradigms are the organizing constructs that bridge a consultant's practice between philosophical beliefs and values, to subsequent behaviour.

Therefore, the theoretical paradigm that a consultant adopts will influence the rest of their service delivery.

Like any other sub-psychology discipline, sport psychology consultants have shown that their services can be shaped by any one or more of the psychological paradigms. Interventions in applied sport psychology have been suggested to be most frequently delivered according to cognitive behavioural principles (Murphy, 1995). However, literature from research and applied sources have shown that sport psychology services can be effectively delivered according to various paradigms, for example, psychoanalytic (Strean & Strean, 1998), behaviourist (Hill, 2001), and feminist theory (Bredemeier, 2001).

The humanist paradigm however, has been singled out as the theoretical model which targets “holistic development of individual human potential as the primary concern” (Hill, 2001, p. 107). It is therefore expected that many of the holistic sport psychologists embrace humanist principles. For example, Ravizza (2001, 2002) detailed how his practice is structured to incorporate such existential principles as self-awareness, freedom and responsibility, and the search for meaning.

Rogers (1961) emphasized the need for congruence, unconditional positive regard, and sensitive empathy in the counselling process. These characteristics have been characterized as dominant features to the service delivery of various holistic sport psychology consultants (Henschen, 1991; Lloyd & Trudel, 1999; Yambor & Connelly, 1991). Miller and Kerr (2002) further advocated for the use of an athlete-centered paradigm to facilitate holistic growth:

An athlete-centered model is defined by a philosophy where performance excellence is facilitated by personal excellence, rather than achieved at its expense. An athlete-centered

model contests the assumption that striving for personal development precludes athletic excellence or that athletic excellence is viable only through personal sacrifice. (p. 146)

The literature has revealed a number of perspectives linking humanist psychology to a holistic approach to sport psychology services. But a number of facets remain unclear: How are the personal principles and core beliefs of the consultant manifested in their theoretical paradigm? Are there shared principles between the various humanist perspectives that elicit a holistic approach? Is it inherently unachievable to deliver a non-humanist holistic service such as from psychodynamic or behaviourist paradigms? These questions further represent the incompleteness of a comprehensive account to holistic sport psychology consulting.

Model of Practice. Danish, Petitpas, and Hale (1992) defined a consultant's model of practice as the "framework one has adopted and the strategies and techniques learned" (p. 404). Poczwardowski et al. (2004) expanded the concept by stating it as "what consultants believe their 'mission' is and what they are expected to do (their primary role) while helping athletes and coaches achieve their full performance potential and personal growth" (p. 453). They claimed that a consultant's model of practice was a direct consequence of their deeper layers of professional philosophy (personal core beliefs, values, and theoretical paradigm). Additionally, it is an influential factor to the roles, and subsequent goals, strategies, and methods exercised by the consultant.

Within their structure of professional philosophy, Poczwardowski et al. (2004) declared that model of practice (and subsequent components) are influenced not only by the foundational layers of a consultant's professional philosophy, but by outside factors as well. Recall that a feature of their structure was that the peripheral components can be externally influenced by the needs and desires of the athletes/team/coaches, and are thus dynamic in that they may vary from

one person, context, or situation to another. Even within a single intervention, the consultant's model of practice may change due to fluctuating performance or personal growth goals.

Poczwadowski et al. (2004) reviewed the five most widely used models: (a) psychological skills training (PST) model, (b) counselling model, (c) medical model, (d) interdisciplinary sport science model, and (e) supervisory consulting model. Reviewing the literature on holistic consulting reveals that the medical model and the supervisory consulting model are thus far, the only models that have not been associated with holistic consulting. Orlick's (2008) *Wheel of Excellence* equates excellence with an individual's ability to achieve quality focus. By incorporating such skills as distraction control and positive images, coupled with a confident and committed attitude of ongoing learning and mental readiness, an athlete is able to reach optimal focus. Similarly, Vealey's (1988) holistic model called for incorporating facilitative skills such as interpersonal skills and lifestyle management, and foundational skills such as self-awareness and motivation into a holistic service delivery model. Both Orlick's and Vealey's models would represent psychological skills training models.

Counselling models have also been associated with holistic development of the athlete. Brown, Cairns, and Botterill (2001) introduced the model of *Perspective* whereby excellence is achieved through such means as living authentically, defining the self, and experiencing life fully. Henschen (2001) stated that he involves himself in not only the athlete's performance domain, but in their social, intellectual, and spiritual domains as well. Danish et al. (1992) outlined their *Life Development Intervention* model as one that enhances athletes' performance both inside and outside sports by counselling athletes successfully through critical life events and non-events.

Anderson et al. (2004) discovered that athletes appreciate consultants who address issues outside of sport psychology like fitness and nutrition. This is characteristic of the interdisciplinary sport science model and it too has been utilized by a number of holistic consultants. Vealey (1988) stated that her holistic approach embraced an interactional paradigm whereby she acknowledged that physical fitness, physical skill, and perceptual skill may impact performance as much as psychological skill. Likewise, Weiss' (1991) *Wheel of Child Development* includes physical, biological, and social factors along with psychological growth and development.

Poczwardowski et al. (2004) implied that the counselling model is most suited to holistic approaches to sport psychology service delivery. Yet, upon review of literature, it appears that the holistic approach may transcend these model classifications. This could be due to the external influence of the athlete's needs which change from athlete to athlete and across different situations which thus, change the consultant's model of practice. The questions that need to be examined then are: What are the shared characteristics of these models which may define a holistic approach to sport psychology services? And, how is a holistic model shaped by both a consultant's theoretical paradigm, and by the needs of the athlete which are external to a consultant's professional philosophy?

Roles of Consultant. Poczwardowski et al. (2004) asserted that whereas the model of practice may reside more within the consultant, the roles the consultant fulfills are directed by the athlete or coach. Thus, it is difficult to delineate every possible role from the perspective of a specific approach (i.e. holistic). Singer (1984) introduced a number of different possible roles for the sport psychologist: scientist, scholar, intermediary, psycho diagnostician, analyst, optimizer, counsellor, consultant, and spokesperson. Furthermore, Hardy and Parfitt (1994) identified

facilitator, educator, mediator, friend, problem-solver, and general “odd jobs” person as additional roles.

Various roles corresponding to their models of practice have been explained by a number of holistic consultants. For example, Danish et al. (1992) cited counselling, aiding in goal setting, and teaching *life skills* as roles inherent in their Life Development Intervention model. Additionally, Miller and Kerr (2002) proposed that a consultant following an athlete-centered model be a source of knowledge in psychosocial development across the lifespan, educate coaches about development issues, make unique contributions to the personal growth of the athlete, and encourage self-awareness in coaches and athletes.

Poczwardowski et al. (2004) further mentioned that certain operating standards can be viewed as an attempt to clarify the numerous aspects of the consultant’s role in sport settings. However, these operating standards appear to as diverse as the potential roles of consultants. Ravizza (1990) cited principles related to remaining flexible, adjusting to the situation, confidentiality, and player selection as significant operating standards. Bond (2001) spoke of operating principles relating to client-practitioner relations, adopting a process focus to excellence, time and energy commitments, planned obsolescence, and maintaining a professional relationship. It is unknown however, if these operating standards are significant specifically to the holistic approach or if they are merely professional values that consultants have adopted to guide their practice in general.

As each consultant’s philosophies have been shaped by different experiences, it is expected that there be a wide selection and variation of consultant roles and operating standards. It could be postulated however, that certain roles and standards are particularly relevant when the consultant is dedicated to the holistic growth of the athlete. Therefore, an examination of such

roles and standards is warranted as the common themes that emerge from certain holistic consultants might help delineate a holistic delivery to sport psychology services.

Intervention Goals. “There are as many intervention goals as the number of different behaviour issues and problems that athletes and coaches report” (Poczwadowski et al., 2004, p. 457). Poczwadowski et al. stated that intervention goals are often directed by the needs and aspirations of athletes and coaches; but they can also be grounded in the more foundational components of a consultant’s professional philosophy as well. They commented that often intervention goals can be categorized into performance enhancement, health and healthy lifestyle, personal growth and development, daily living, team effectiveness, and organizational service.

The sport psychology literature contains numerous explanations of intervention goals that correspond to a holistic consultant’s model of practice (e.g., Amirault & Orlick, 1999; Botterill & Patrick, 2003; Danish, Petitpas, & Hale, 1993; Weiss, 1991). But it could be hypothesized that to develop an athlete holistically would be to provide a service that caters to the entire array of intervention goals. An example of such a comprehensive holistic service delivery was delineated by Bond (2001, 2002) who explained the intervention goals of the Australian Institute of Sport psychology program. They included personal development training (e.g., communication and assertiveness training), lifestyle management (e.g., time management, goal setting, balance), performance enhancement training (e.g., arousal control, imagery), group and team dynamics (e.g., role clarification, team image), and critical interventions (e.g., self-image, grief and trauma interventions), all as intervention goals.

However, there still remain questions surrounding how a holistic consultant actually operates within these intervention goals: How do they balance the needs of the athlete and

subsequent direction of the intervention with their intervention goals directed by their model of practice? How are they balanced with the performance enhancement goals that are often the centre point sport psychology services? How do the theoretical paradigm and personal beliefs and values of the consultant influence these goals?

Intervention Techniques and Method. At the most peripheral level of Poczwardowski's et al. (2004) structure of professional philosophy is intervention methods and strategies. Poczwardowski et al. commented that these tools of behaviour change are influenced by the contextual setting, sport psychology research, and the consultant's professional philosophy. Thus, since it is still a matter of professional philosophy, it is reasonable to postulate that holistic sport psychology consultants may utilize a certain style, or deliver these strategies in a certain manner that is consistent and dictated by their resolve to develop the whole person within the athlete.

Botterill (1990), Henschen (1991), and Yambor and Connelly (1991) all spoke of how they encouraged their athletes to use the mental skills they learned in their sport psychology sessions in other areas of their lives as a means of developing the whole person. But as Bond (2002) stated, sport psychology consultants must go beyond mental skills training in order to be an effective consultant. Halliwell, Orlick, Ravizza, and Rotella (2003) went beyond the mental skills to include a number of facilitative consulting skills. Among them included: effective listening and communication, staying fit, staying positive, keeping focused in the present, ensuring coach and athlete commitment, and keeping a low profile and confidential approach. It is unknown however, whether reflections like these as well as those provided by other holistic consultants (e.g., Botterill, 1990; Orlick, 1989; Ravizza, 1990) are specified to develop the athlete holistically, or are they strategies for a more generalized approach to sport psychology

service delivery. Perhaps the notion of mental training techniques is no longer perceived as effective service delivery. Rather, consultants like Ken Ravizza and Gloria Balague as cited in Simons and Andersen (1995) have stated that their approaches are much more experiential and philosophy-based than technique driven. This approach however, would still allude to a certain style based on principles grounded in one's professional philosophy.

The question then in examining these techniques and strategies revolve not only on the nature of these strategies but how they are delivered. How are they influenced by the more foundation components of one's holistic professional philosophy? What relationship is there between a consultant's past experiences, and external demands from the athlete and sport psychology research?

Conclusion to Review of Literature

Miller and Kerr (2002) proposed a new philosophy toward sport psychology service delivery. One that envisions "performance and personal excellence as co-existing in the high-level sport setting, where appropriate personal and athletic development occur within the sport experience. In this way, sport itself is conceptualized as an experience where personal excellence occurs alongside performance excellence." (p. 145). In order for sport psychology consultants to incorporate the essence of this holistic philosophy into their services, the components of service delivery that characterize the holistic approach must first be identified, examined, and understood. Therein was the aim of this study. Using the framework of professional philosophy introduced by Poczwardowski et al. (2004), the purpose of this study was to examine the delivery of holistic sport psychology services. Specifically, this research sought to answer the following research questions: (a) what are the personal beliefs and values of holistic sport psychology consultants? (b) What are their theoretical paradigms regarding behaviour change

that guide their practice? (c) What are their models of practice? (d) What roles do these consultants see themselves fulfilling? (e) What operating standards do they establish regarding their practice? (f) What are the intervention goals of holistic sport psychology consultants? And (g) what are the intervention techniques and methods that they use?

It was hoped that this study would provide an opportunity to develop a more comprehensive understanding of the service delivery of holistic sport psychology. It was a response to the call to provide a manner of sport psychology service which extends beyond the traditional preoccupation with performance enhancement. It was expected that insights would be gained as to how and what holistic sport psychology consultants actually *do* when they integrate the holistic development of the athlete into their service delivery.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to examine the delivery of holistic sport psychology services. Using Poczwadowski et al.'s (2004) structure of professional philosophy as a framework for service delivery, qualitative interviews were conducted with purposefully selected holistic sport psychology consultants. Additionally, interviews with athletes who had experienced their services were also conducted. Data was analyzed deductively and inductively for themes regarding the practice of a holistic sport psychology service delivery. It was hoped that the results from this study would fill the void in the literature of detailing a comprehensive account of holistic applied sport psychology service delivery. Furthermore, results of the study will act as a guide for those consultants, particularly novice consultants, who wish to incorporate the holistic growth of their athletes into their services.

The Researcher's Voice

My interest in the research topic stemmed from stories and tales I heard during my undergraduate experience told by experienced sport psychology practitioners. I was continually struck by how often the focus of their interventions was not targeted at performance enhancement or improved athletic competence. Rather, their services revolved around creating or maintaining a healthy human being behind the athlete. For example, I remember a case study session where we discussed a swimmer who had seemingly lost her enjoyment, and subsequently her motivation, for competing even though the Athens Olympics was only a month away. The eventual answer to her dilemma included helping her reconnect with those important to her away

from swimming, working on communication skills to help voice her concerns to her coach, and helping her put her athletic career in perspective in relation to the rest of her life. Thus, by addressing the needs of the whole person, she was given the necessary foundation for improved athletic excellence; this is what I initially perceived to be holistic sport psychology.

I have since attempted to deliver sport psychology interventions similar to my early mentors. Doing so has given me a deeper appreciation for the art and science that helps develop the athlete holistically from a sport psychology service delivery point of view. This excerpt from Bond (2001) best describes my interest in the research topic:

The experience of sport psychology practitioners confirms that the initial presenting issue is rarely the underlying core issue. For example, the athlete who presents with a seemingly straightforward concentration or performance anxiety problem may not be assisted effectively with a traditional dose of relaxation training and visualization of effective performance content and outcomes. The core issue may be much more complex. As practitioners, we must constantly be asking “Why?” Why is the athlete experiencing concentration difficulty? Is it because he or she is having difficulties with an upcoming university examination or some problems in a relationship or at home? Perhaps the athlete is overtrained or still grappling with recovery from an injury. Perhaps the athlete is still in the early stages of learning or consolidating the technical skill. The athlete may carry an excessive fear of failure that has resulted from early experiences in his or her sporting career. In short, there may be many reasons why a particular athlete is experiencing some difficulty or other.

Why Qualitative Research

Examining the effectiveness of sport psychology strategies and methods has been largely quantitative in the sport psychology literature. This is necessary as practitioners must have empirical validity of their techniques in order to build credibility as a profession. But as the techniques are based on science, the process of delivering them in an effective manner is an art. As Streaan (1998) suggested, qualitative research offers particular opportunities to describe such processes. The goals of this study were to develop new, and elaborate on existing, concepts of holistic service delivery in sport psychology. Streaan asserts that these goals may be accomplished through qualitative inquiry. Furthermore, this study utilized in depth interviews which are a tool of qualitative research (Patton, 2002).

Constructivist Inquiry

Consideration of a researcher's paradigm is an important measure because it illuminates the reader's audience to the ontological and epistemological viewpoints of the researcher. Furthermore, the research paradigm also directs the methodological procedures utilized (Guba & Lincoln, 1998). Regarding the nature of reality, it is assumed that each of the consultants in this study has shaped their holistic approaches based relatively on their training, their experiences in the field, and their subsequent formulated professional philosophies. The results are multiple forms of constructed realities as to what it means to deliver a holistic sport psychology service. Additionally, it was through the subjective interpretations of the researcher that created a representation of holistic sport psychology service delivery. Guba and Lincoln have asserted that a relativist ontology with a subjective epistemology denotes a constructivist paradigm to research.

CHAPTER 4

RESULTS

The following section of this thesis is presented in the form of two scholarly articles. The first article is entitled “**Holistic Sport Psychology: Investigating the Beliefs, Values, Theoretical Paradigms, and Models of Practice of Holistic Consultants.**” It will address the meaning of holistic sport psychology as well as discuss the first three research questions concerning the beliefs, values, theoretical paradigms, and models of practice of holistic consultants. This article will likely be submitted to *The Sport Psychologist* in their “Professional Practice” section.

The second article entitled “**Holistic Sport Psychology: Investigating the Roles, Operating Standards, and Intervention Goals and Strategies of Holistic Consultants**” will address the remaining research questions concerning the roles and operating standards of the holistic consultants as well as the intervention goals, techniques and strategies. It too will likely be submitted to *The Sport Psychologist* as part two of the first article.

Article 1:

HOLISTIC SPORT PSYCHOLOGY:
INVESTIGATING THE BELIEFS, VALUES, THEORETICAL PARADIGMS, AND
MODELS OF PRACTICE OF HOLISTIC CONSULTANTS

Running head: HOLISTIC SPORT PSYCHOLOGY

Holistic Sport Psychology:
Investigating the Beliefs, Values, Theoretical Paradigms, and Models of Practice of Holistic
Consultants

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Abstract

Incorporating the holistic development of the athlete into an applied sport psychology intervention has been brought to attention recently in the literature (e.g., Bond, 2002; Ravizza, 2002). But how these consultants practice holistic sport psychology is unclear. The purpose of this study was to examine the internal components of holistic sport psychology consultants' professional philosophies (Poczwadowski, Sherman, & Ravizza, 2004). Qualitative interviews with five purposefully selected holistic sport psychology consultants were conducted. In general, the meaning of holistic consulting can be interpreted according to three perspectives: (a) Managing the psychological effects to the athlete's performance from non-sport domains; (b) developing the core individual beyond their athletic persona; and (c) recognizing the dynamic relationship between an athlete's mental, emotional, physiological states, and their behaviour. The corresponding beliefs, values, theoretical paradigms to behaviour change, and models of practice of holistic consultants were also presented to help delineate the holistic approach to sport psychology.

Holistic Sport Psychology: Investigating the Beliefs, Values, Theoretical Paradigms, and
Models of Practice of Holistic Consultants

Holistic Sport Psychology

Since its inception, the field of sport psychology has been synonymous with the athletic performance enhancement of elite athletes. But as an increasing number of applied sport psychology consultants have come to discover, improving an athlete's capabilities in the sporting context begins, and is facilitated by, the growth and improvement of the athlete as a human being. Or as Miller and Kerr (2002) stated, that "performance excellence is attained only through optimal personal development" (p. 141). Andersen, Van Raalte, and Brewer (2001) explained how the field of sport psychology has begun shifting away from performance enhancement to include personal counselling and clinical issues. They suggested that sport psychology may eventually come to resemble counselling psychology over performance enhancement training. This reflects Vealey's (1988) call for a more holistic approach to sport psychology service delivery. As such, a number of sport psychology consultants have expanded their intervention services to not only include the goals and strategies for improved athletic performance, but for the improved living of the individual behind the athlete.

The consultants who were interviewed for this study will be referred to as holistic sport psychology consultants. They have announced either in writing or verbally that to truly improve athletes' mastery of the mental and emotional elements of their performances, they must simultaneously address these elements in their non-sport domains of life. This in turn, leads to an improved mastery of sport psychology. Commenting on his experiences with professional

hockey, Botterill (1990) addressed this point of how focusing on elements outside the sporting realm is a prerequisite for improved athletic performance:

Due to the many pressures and fluctuations of professional hockey, it is often satisfaction and effectiveness in these off-ice activities that enable players to start to approach their potential on the ice. Mental fitness, like physical fitness, can be looked at as a set of capacities and a state. Even trained and developed capacities can be masked or lost if one's state is not good. So what is happening away from the rink can be every bit as important as what is happening in training, preparation, and competition. (p. 359)

Studies from applied sport psychology practitioners have informed the field that athletes are indeed in need of sport psychology consultants who incorporate services into their interventions that address elements outside of their sporting domains. Recently, in a review of post-Olympic experiences, Jackson, Dover, and Mayocchi (1998) interviewed eighteen Olympic gold medalists to investigate how their lives were impacted by their accomplishments. Jackson and colleagues found that there were many negative consequences faced by the Olympic champions such as difficulty coping with their status, subsequent athletic and career disappointments, stress from increased and unwanted demands, and pressure from others. From their experiences, it is clear that athletes need to develop themselves beyond athletic performance enhancement if they are to adequately prepare for athletic success.

Along similar lines, Sullivan and Nashman (1998) reported that experiences of United States Olympic Committee (USOC) sport psychologists working with Olympic athletes revealed that non-performance issues were included as the athletes' primary stressors. Life balance, suicide prevention, relationship issues, and consequences of failure were reported as

psychosocial concerns of the athletes. It is conceivable that by developing the whole person behind the athlete, these issues would subside.

Despite these psychosocial concerns which are beyond the scope of performance enhancement, Sullivan and Nashman (1998) reported that the intervention strategies most frequently utilized by the USOC sport psychologists were from the school of performance enhancement. Even though some of their participants commented that as sport psychologists, they were concerned with aspects of the athletes' development beyond athletic competence, traditional mental skills training was the primary approach to their service delivery. They reported breathing techniques, focusing, positive self-talk, imagery/visualization, and goal setting as techniques utilized by the majority of sport psychologists.

Applying mental skills training techniques to complex issues has been addressed by Bond (2002) and Neff (1990). They noted that often mental skills alone are inadequate tools to address an athlete's personal and even athletic concerns. Rather, exploring all the multifaceted dimensions of the athlete's identity, that is addressing the whole person, acts as the stepping stone to improved athletic performance. As Corlett (1996) stated, "performance enhancement is not always about mental training" (p. 93). In a commentary on the evolution of her sport psychology consulting, Cogan (1998) concluded:

I find myself more often integrating sport and personal issues than focusing purely on performance enhancement...I can understand the "big picture" in an athlete's life rather than limiting myself to more circumspect performance issues. I like the complexities of understanding an athlete more completely. I also am able to observe progress over time and see that I can make a difference in the athlete's life, not just his or her sport involvement (p. 142).

Suggesting that the initial presenting issue (e.g., excessive anxiety) is rarely the underlying core issue, Bond (2001) stated that his “experience in the field clearly points to a need for holistic psychological development programs for elite athletes that include lifestyle management, personal development, group and relationship dynamics, clinical interventions, and performance-enhancement training” (p. 218). This was reiterated in a later article (Bond, 2002) whereby Bond asserted that mental training could be performed by the coach, parent, teacher, or even the athletes themselves. As for the sport psychology consultant, Bond proposed that:

The essence of an effective applied sport psychology program must be an understanding and recognition that the elite athlete or coach is a functioning ‘person’ as well as a sportsperson. In fact it could be argued that the person may be more important than the sportsperson. The person existed before the athlete/coach and will be there long after. Surely the role of the applied sport psychologist is to understand, assist, and support the development of the whole person, not just the athlete? How superficial is it to develop and implement a sport psychology program based around simple performance enhancement strategies? (p. 23).

Sport psychology consultants are not the only group calling for a holistic approach to sport psychology service delivery. Athletes themselves are becoming more vocal as to their appreciation of consultants who take an interest in elements of their lives outside of the performance realm. Anderson, Miles, Robinson, and Mahoney (2004) in an assessment of sport psychology service delivery, revealed that athletes appreciated consultants who addressed issues outside of sport psychology (e.g., fitness and nutrition), as well as issues outside of sport (e.g., academic life). Similarly, Weigand, Richardson, and Weinberg (1999) showed that athletes

appreciated sport psychology consultants who extended their services beyond performance enhancement and athletic excellence, into areas such as personal counselling.

Service Delivery

Since sport psychology consultants and athletes alike have called for a holistic approach to sport psychology services, the question then warranted is: How does one deliver a holistic sport psychology intervention? The answer to this question begins with determining the constructs that define service delivery in applied sport psychology. The delivery of applied sport psychology services has received increased attention in the related academic literature (e.g., Poczwadowski, Sherman, & Henschen, 1998; Andersen et al., 2001), and has subsequently been addressed from a number of different angles. Traditionally, the effectiveness of intervention strategies and methods (e.g., goal-setting or relaxation) had been the topics of examination (e.g., Singer, Hausenblas, & Janelle, 2001; Weinberg & Gould, 1995). Furthermore, because of its grounding in psychology, service deliveries from varied theoretical paradigms have been considered (e.g., Hill, 2001; Streaan & Streaan, 1998; Nesti, 2004). Conventionally, effective characteristics of sport psychology consultants have been reviewed (e.g., Orlick & Partington, 1987; Anderson et al., 2004) as well as more practical issues of service delivery including developing consulting skills, maintaining confidentiality, payment, scheduling mental skills training sessions and the practitioner-athlete relationship (e.g., Simons & Andersen, 1995; Anderson et al., 2001; Gould & Damarjian, 1998; Petitpas, Giges, & Danish, 1999). Finally, effective sport psychology service delivery and consultant characteristics have been examined from the perspectives of consultants (e.g., Botterill, 1990; Ravizza, 1990), coaches (e.g., Partington & Orlick, 1987a), and athletes (e.g., Anderson et al., 2004; Dunn & Holt, 2003).

Professional Philosophy

In an attempt to synthesize and delineate the important components of applied sport psychology services, Poczwardowski et al. (2004) conceptualized a framework of professional philosophy in which to organize these various facets of service delivery. They defined their concept of professional philosophy as follows:

Professional philosophy refers to the consultant's beliefs and values concerning the nature of reality (sport reality in particular), the place of sport in human life, the basic nature of a human being, the nature of human behaviour change, and also the consultant's beliefs and values concerning his or her potential role in, and theoretical and practical means of, influencing their clients toward mutually set intervention goals. (p. 449)

Guiding one's sport psychology practice from a philosophical belief system has been emphasized previously as an important consideration for sport psychologists (Rotella, Boyce, Allyson, & Savis, 1998). Corlett (1996) in comparing technique-driven (Sophist) and philosophy-guided (Socratic) practices suggested that incorporating an awareness of a consultant's philosophy will bring about immediate professional efficacy as well as long-term personal development for the consultant.

The structure of professional philosophy proposed by Poczwardowski et al. (2004) incorporates five main components: (a) personal core beliefs and values, (b) theoretical paradigm to behaviour change, (c) model of practice and the roles of the consultant, (d) intervention goals, and (e) intervention techniques and methods. These components are hierarchically and interdependently linked whereby the components are influenced by more fundamental components. For example, personal values will influence the theoretical paradigm which in turn influences model of practice and so on. A further defining characteristic inherent to

Poczwardowski's et al. model is that the components at the foundational levels are more internal and stable whereas those components nearer to the peak are dynamic and external. That is, personal core beliefs and values, theoretical paradigm, and model of practice tend to remain consistent across athletes and situations whereas roles, intervention goals, methods and techniques are often (although not always) dictated by the needs of the athlete or coach or by situational factors.

Miller and Kerr (2002) proposed a new philosophy toward sport psychology service delivery: One that envisions "performance and personal excellence as co-existing in the high-level sport setting, where appropriate personal and athletic development occur within the sport experience. In this way, sport itself is conceptualized as an experience where personal excellence occurs alongside performance excellence." (p. 145). In order for sport psychology consultants to incorporate the essence of this holistic philosophy into their services, we need to first identify and examine the components of service delivery that characterize the holistic approach. Therein is the purpose of this research which is to examine the beliefs, values, theoretical paradigm, and models of practice of holistic sport psychology consultants' professional philosophies.

Methodology

Participants

The holistic development of the athlete is not necessarily a shared objective in applied sport psychology as some or many consultants may see it as beyond their role or training as a sport psychology consultant. Therefore, careful consideration had to be taken by the researcher to seek out "holistic" consultants who would be best able to address the research questions. Purposeful sampling requires the researcher to establish the criteria necessary for participants to

be included in the study (Merriam, 1988). Thus, sport psychology consultant participants were sought out based on the following criteria: (a) Acknowledgement of their holistic approach to sport psychology service delivery in the academic literature; (b) a minimum of 10 years applied consulting experience to ensure adequate experience working with athletes and reflection on their services; and (c) are, or had been, employed at an academic institution (i.e., university) and had taught sport psychology-based courses. The following four consultant participants were recruited and are listed along with their nationality and number of applied years experience at the time of the interview: Dr. Cal Botterill, (CAN), 30 years experience; Dr. Keith Henschen, (USA), 37 years experience; Dr. Tom Patrick (CAN), 15 years experience, Dr. Ken Ravizza, (USA), 29 years experience. One additional consultant participant was recruited through snowball sampling (Patton, 2002): Roger Friesen (CAN), 22 years experience.

Instrument

Semi-structured interviews were conducted with each participant. The interview guide was divided into six sections: Beliefs and Values, Theoretical Paradigm, Model of Practice, Intervention Goals, Intervention Strategies, and Additional Practice Philosophies (See Appendix B). Introductory and concluding questions were also asked. Each section was designed to engage the consultant in the various components of their service delivery as outlined by Poczwardowski et al (2004). The guide consisted of standard questions asked to all consultants as well as individualized questions customized based on topics found in literature authored by the selected consultant participants. Pilot interviews were conducted to help verify the effectiveness of the interview guide for drawing out the kind of responses needed to answer the research questions. Probes and requests for elaboration were utilized by the researcher throughout the interviews to provide more in depth responses on certain topics. Interviews were digitally recorded and

transcribed verbatim producing a total number of 193 double-spaced pages of data. Interviews typically lasted between 90 and 150 minutes.

Making Contact Procedure

Potential participants were contacted via telephone. They were informed of the general premise of the research and asked if they were interested in participating. If they expressed an interest in participating, they were sent a detailed letter of information (Appendix C) and consent form (Appendix D) specifically outlining the purpose of the research and their role as a participant within it. Rubin and Rubin (2005) suggest the quality of an interview is dependent on the relationship between interviewer and interviewee. Fortunately, those participants selected were well known by either the researcher or the researcher's supervisor. This resulted in an accommodating relationship between researcher and participant which facilitated the interview process.

Four of the participants were interviewed in person and one via telephone. Interviewing participants in person added to the interview process as this allowed the researcher to react and respond to the facial expressions and body language associated with the participant's verbal responses. Interviews were conducted within the homes of the participant or in their university offices. To allow the participants an opportunity to reflect in advance about the types of topics they would be asked about, the researcher sent them copies of the interview guide prior to interviewing them. All participants allowed their names and involvement to be made public.

Data Analysis

Following completion of the interviews, transcripts were read and reread by the researcher. Interview transcripts were then analyzed using NVivo 7 software. The researcher coded phrases, quotes, and sayings into meaning units (Tesch, 1990). These coded meaning units

were then classified into themes, each representing an aspect of the consultant's professional philosophy (beliefs, values, theoretical paradigm, or model of practice). Finally those units that were thought to be associated with the concept of holistic sport psychology were selected to form the data base of this study. Data was predominantly analyzed inductively to allow emergent and unexpected meaning units to develop. There was also a component of deductive analysis as the researcher was particularly attentive to the aforementioned subject matter originating from concepts presented in the literature and prior knowledge of the consultant's professional philosophies.

Trustworthiness

Patton (2002) suggested that triangulation provides credibility to qualitative research analysis. Thus, this study used analyst triangulation as the emergent themes and classifications were monitored and reviewed by a supervisory researcher. Establishing credibility can also be achieved through member checking (Lincoln & Guba, 1985). Interpretations and conclusions that were made by the researcher throughout the study were sent back to the participants to ensure the correctness of the interpretations and conclusions.

Patton (2002) also suggested that "because the researcher is the instrument in qualitative inquiry, a qualitative report should include some information about the researcher" (p. 566). Thus for the sake of introducing the possible biases of the researcher, the following background information about the primary author and researcher is presented. This study was conducted to fulfill the thesis requirement in obtaining a graduate degree in sport psychology. Therefore, I, the researcher, am admittedly a neophyte researcher and still relatively naive to the many nuances which characterize quality research. I am also a novice practitioner of applied sport psychology (less than five years experience in the field). My applied experience commenced with a directed

studies course in my undergrad which included a supervised practicum experience. A further requirement of the course was a presentation of my own professional philosophy which, as with most novice practitioners, was similar to my mentors. Through many formal and informal discussions with my early mentors (both of whom were recruited as participants), I was introduced to a style of service delivery that seemed to prioritize the growth and development of the athlete as a person over performance enhancement. However, when seeking literature that may expand on the nuances of such an approach, I found very little that satisfied my young, eager curiosities. This served as the impetus for this study.

Results

The results section begins with a conceptual framework of holistic sport psychology. It answers the question of what it means to develop the athlete holistically in the context of an applied sport psychology intervention. This is followed with a presentation of pertinent concepts to holistic sport psychology inherent within the consultants' beliefs, values, theoretical paradigm to behaviour change, and model of practice.

Holistic Sport Psychology

In understanding what it means to practice holistic sport psychology, results from the interviews indicate that there are three central perspectives as to how this may occur. The first perspective is recognizing that non-sport environments may affect the athletic capacity. For example, tension from an argument with a significant other may manifest itself within the practice or competition environment. The second perspective is recognizing that performing well athletically is facilitated by developing the core of who the athlete is as a person. That is, by developing the individual, they are able to fully excel in all facets of their life including athletics.

The third perspective acknowledges that we as human beings function along four dimensions (behaviour, mind, emotions, and physiology), and that seeking behaviour change (in the form of improved athletic performance) involves an appreciation for how all other dimensions affect each other. For example, a runner's cognitive imagery may impact their physiological arousal state which helps her feel more confident resulting in an improved race.

Environmental effects. As athletes go through life and training, certain factors affect their mental and emotional states thus affecting how they perform. These factors can come from all of life's domains such as relationships, school life, or culture. Holistic consultants are aware of these domains and their effects on the client and consequently seek to help the athlete manage them effectively. For example, the stress from a recently failed relationship may be affecting the athlete's focus on the tennis court causing them to make mistakes and lose their composure. Another example provided by Cal Botterill is that relationship conflicts within the dressing room can be equally distracting to performance:

I knew from teaching my basic sport psychology course that there was a lot of basic work in psychological effects that was critical. And for sure when I started work with professional teams that was my job. I mean we hardly ever got too much on psychological skills. We were spending all our time helping the trainer who's having a bad hair day or everybody's taking him for granted or someone's got an injury, or the coach is in a bad mood or whatever. And so my job was to tackle the psychological effects in the environment by working with all of the people to produce a more conducive setting for excellence. So it's a holistic job, I always felt it was.

Developing the core individual. The second perspective of holistic sport psychology means the holistic consultant helps the athlete develop their core being—the essence of who they are behind the athlete. By this perspective, the holistic consultant helps develop a foundational level of identity within the athlete. In developing the core individual, the athlete persona is thereby developed itself. Roger Friesen explains:

What I'm interested in is working with a person to maximize their gifts and abilities and to understand why they do anything; and that inevitably will lead to improvements in one's way of living and how we carry ourselves and how we conduct ourselves and if that means improvement as an athlete, then that's fantastic.... But without looking at the core of who we are, it's unlikely that somebody will have the foundation to deal with the stress and pressure of being an Olympian, for example. And so what I do, what I'm interested in is trying to develop skills within anybody who I'm working with to look at how they function as an individual, in all aspects of their life.

Cal Botterill describes how this perspective derives from a consultant's interest in the person apart from the athlete:

I was always more concerned with the person, the holistic person first before I ever started getting in the details of what they wanted to achieve or how they were going to do it. And so somehow it was almost like an instinct in me to either care about that or spend some time on that before we launched into performance enhancement details.

Throughout my career, I felt more and more confident that that was significant and then I think when Matt Brown who was my student at the University in Calgary did the study in *Perspective* [Brown, Cairns, & Botterill, 2001] I became really convinced that foundational psychology is really important.

The whole being. The final perspective considers the sport experience as an interaction between behaviour, thoughts, feelings, and physiology. The holistic consultant is aware that the person functions across these dimensions and that all of these aspects can affect the sporting performance. As Ken Ravizza describes:

I would see myself as holistic...my consulting stuff comes from... Eastern philosophy and primarily Hatha yoga. And what yoga is all about is the unity between the mind, body, and emotions, and spirit....So let's take a baseball player playing catch—a very basic fundamental skill. That I can play catch, that's the physical part. The mental part becomes when I start playing catch, I start throwing to a specific area, so I go left shoulder, chin, right shoulder, left shoulder, chin, right shoulder. The emotional playing into it with the breathing; that we incorporate the breath with it so that there's more purpose and focus and awareness of what I'm doing.

Adopting this holistic perspective, the consultant has an appreciation for the other sport scientists on the athlete's support team. Their job, as Tom Patrick, explains is to help develop those areas of the athlete that are often beyond the scope of the consultant's practice but nevertheless impacts the effectiveness of the sport psychology intervention:

Whenever I've used the term holistic, there's another way to look at this, and that's that a lot of my practice now is in conjunction with or in collaboration with other sport scientists, other sport science practitioners, and it's not just looking at the athlete as a whole person from a psychological point of view; but getting back to the whole notion that the nature of an athletic performance is in it of itself a multidisciplinary phenomenon.

Professional Philosophy of Holistic Sport psychology

Practicing according to these three holistic perspectives involves a certain professional philosophy towards sport psychology that those consultants interviewed for this project exemplify. This philosophy according to Poczwardowski et al. (2004) should include (among other components) the consultants beliefs and values, theoretical paradigm to behaviour change, and model(s) of practice. The following results help to delineate these components underlying a holistic approach to applied sport psychology. They are not a compilation of all of the consultants' philosophies nor are they a case study on any one consultant. Rather, these results represent those components that foster a general approach to holistic sport psychology.

Beliefs

At the foundation of the professional philosophies of the holistic sport psychology consultants, are certain personal beliefs. These beliefs address some of the more philosophical aspects of human nature and serve as the origin for the subsequent components of the holistic approach to sport psychology.

Athletes are regular people. At the heart of relating to the athlete as a whole person is first acknowledging that the athlete is still in fact a regular person. Athletes may be people with extraordinary physical talents and capacities, but as Keith Henschen describes, they are still regular people:

Athletes are not special people; they are people with special physical talent, but they're still people. And they still have the same needs and problems as the rest of us. They may come to you because of their athletic needs, but they're really coming because of their personal needs. It may come through athletics but that's not the real reason.

The holistic approach begins by realizing that although sport psychology consultants are dealing with a very elite and specialized group of people, they are still regular people and in many ways need to be regarded in the same manner as they would anyone else.

Multiple selves. Another prominent belief of holistic consultants is that each individual person is a compilation of multiple selves. Each self has its own roles, responsibilities, needs, wants and stressors but they all interact and affect each other. The holistic consultant respects the athlete's personhood by acknowledging that if one self within the athlete's identity is suffering, joyous, or otherwise cause for distraction, the athletic self of the individual will undoubtedly be affected. Ken Ravizza comments:

They're a total person. They're more than just the athlete. They're a person, they're a family member, they're a student, and then they have a job, and then they're an athlete. Now, they've got a lot of strokes for being the athlete and a lot of their identity comes from that, but the key thing is they're a person that happens to do this [sport]. And respecting their personhood is key.

Similar comments were made by Tom Patrick as he describes that the traditional sport psychology adage of "leaving external distractions at the the door" is an impractical proverb for those who take into account the multiple selves of the athlete because the external is always with the internal identity of the athlete:

So one would have to acknowledge that the person's self is present in any role that they play. So when an athlete is in a training environment or a competitive environment, there's a learning that has occurred for them as far as how to react, how to act, strategies to follow, routines to practice and apply but the person also brings themselves to that environment. So you can't separate one's personal identity from their athletic identity. So

I've always viewed that in an environment such as sport, we in fact are still a multiple self. We're always constructed from multiple identities and some of those identities are socially specific or environmentally specific or situationally specific, however you wanna state it. But you just can't take the person out of it.

"There's just no leaving that at the door kinda thing?" (Researcher)

I don't think so. I think you do bring it there and eventually it will manifest itself somehow and to me that's been a strong belief of mine as far as human behaviour.

Real self through stress. The reason athletes are so affected by their other selves in athletics is that the holistic person is always the one competing—the proposition presented is that there is no separate athletic persona apart from the individual. As Ken Ravizza mentioned above, holistic consultants must respect the personhood of the athlete. In order to acknowledge the personhood however, the consultant must first learn how to discover and recognize that core being of the person. The consultants in this study believe that observing the client in moments of extreme stress gives way to understanding the true nature of the person. When in a crisis, all the facades that people generate are stripped away and what is left as Tom Patrick describes, is the core being:

When they're facing stressful situations as well, they're going to go back to a more dominant self or dominant response as we like to say. But I think that's also when you're going to see that true self, that inner self, or the personal identity outside of the equation. And although they practice routines, I think ultimately when the stress is at its highest, you're going to get the true self. So if we're not working at understanding the person that is competing then I think we're not truly helping them to the degree that we possibly can.

Roger Friesen explains that this revelation of the real self occurs because as athletes enter stressful situations, they are unable to maintain the layers of personality that submerge their true self:

But the reality also is that when we get put into increasingly difficult and stressful situations, those layers get peeled away whether we want them to or not. And so if as a consultant, I'm in the context where all the layers have been stripped away, then that's where I want to be. Because that's where you get to see the true essence of someone. Because [for example]... you can choose what layer you wish to expose to me, because this is a completely neutral environment; there's nothing here that's threatening, there's nothing here that's causing stress or pressure, but guaranteed if we were in a very different situation, those layers would come undone whether you want it to or not.

Socialization. Observing athletes in stressful situations is not the only means of discovering the whole of who they are. As an additional means of understanding the true essence or core being of the athlete, some of the holistic consultants believe that understanding how the client was socialized as a child and teen is paramount in understanding who they are. It is in understanding the socialization process that took place when the athletes were young that holistic consultants gain insight into the dominant responses of their athletes. Tom Patrick explains that:

There are these underlying beliefs that we have that are then socially learned that I think, in fact, are really heavily related to our parents and our home life if you will. And no matter how much coaching [they've] gone under over the years, athletes will also be bringing those more personal socialized attitudes and beliefs to the sporting environment....So by the time I start working with them, they're 16, 17, 18, there's already been a tremendous amount of socialization that has taken place. So I think at the

end of the day, one has to acknowledge that in fact their core beliefs have been pretty well defined and they bring a certain set of responses to many situations regardless of whether it's their sport or outside their sport in school.

Therefore, in attempting to understand the athlete holistically, the holistic consultant cannot neglect the socialization and early experiences the athletes have had even before their identity had an athletic identity component. Cal Botterill comments on the implications of early childhood experiences:

I'm not a Freudian in the true sense but I always thought that he was really right about one thing.... He was really right about the fact that young, early experiences are critical for people. And no one should ever kid themselves because a child was two or three that something won't bother them for the rest of their lives. I've taught Growth and Development as you know, and I believe the experiences from age three to six or seven are incredibly powerful. If you look at the Growth and Development literature, a big part of human development happens during those years so I think Freud was right in that the early years are incredibly critical.

Values

Poczwardowski et al. (2004) stated that sport psychology consultants "often inform their practice with a number of values of profound personal importance" (p. 449). When given the opportunity to reflect on their values, the consultants in this study chose to reflect on a number of qualities that they try to exemplify in their practice. Those qualities that relate to their holistic approach are: (a) caring, (b) authenticity, and (c) professionalism.

Caring. According to the holistic consultants in this study, adopting a caring or unconditional positive regard for the athlete is perhaps the most fundamental value that the holistic sport psychology consultant needs to possess. If the consultant is unable to establish that sense of caring for the individual, they will likely find it difficult to invest in the relationship and subsequent journey toward enhanced performance. However, because of the holistic approach, Ken Ravizza explains that for him the caring for the athlete can be such an intense and exhaustive gesture that he often becomes weary from displaying so much care and empathy.

I care about people. Sometimes I care too much and it gets me in trouble.

“What do you mean?” (R)

Sometimes I care and if you care too much, you get into their pain, and it hurts and that's difficult at times. But I don't know any way around that.

“That's necessary for how you...” (R)

For them and for the humanistic approach that I take in my work, that's going to come with the territory. And I've had a hard time with that one. And I always will. Because you care about people. And it's not objective, you're immersed in it. You're immersed in it. If you talk to most of the sport psych people who have really worked at the Olympics, not just gone to the Olympics, but have really worked, afterwards, you're pretty much exhausted. You're pretty much mentally and physically drained from the whole experience. Because it's so intense for such a duration of time.

Caring about the whole person is nevertheless necessary as it is doubtful athletes will invest in the relationship if they do not feel genuinely cared for by the consultant, as Cal Botterill describes:

If you're any kind of a caring person, you enjoy meeting some of the family of the people you work with. And if you don't do that, then you don't really care about the person. If you don't care about their loved ones then you're not a tuned-in professional.

“That caring is necessary for your job?” (R)

Absolutely. I think the minute they think you haven't got time for them or whatever, you're toast. Because let's face it; they're more important to you than you are to them. Even though they might even be desperate, there may be a point where they say, “My wife would really like to talk to you about this.” And you say, “Well no, I'm too busy.” You're toast.

Authenticity. Representing yourself authentically as a consultant is an important value to holistic consultants. By being authentic, Roger Friesen describes:

It's all one package for me. What I am as a person, I am as a consultant. So as I am in the class; all the same. It's gets confusing if you have...I mean, I may change representation obviously; but I think life gets way too complicated if we have personas that apply in different contexts. That's a dangerous place to live. That's a dangerous way to live, and I'm not interested. Life is too short, I'd rather spend my energy on maximizing my gifts and abilities and helping other people uncover their dreams and passions. That's way more important than trying to create a presence that will fit some context. So in that incident, it's the same thing that applies when I go into a social context, it's the same. So what I am anywhere is what I am there.

Ken Ravizza gives his perspective on being authentic as a consultant:

I think knowing myself has been helpful. And knowing myself in the sense that there are certain parts that I don't know, and probably never will and that's evolving and that's okay

but at least understanding that, I think is important. I think accepting my own frailties as a human being and for me personally, I think at times sharing those with athletes that I don't have my shit all together either. You know. But that works for me, and that ties back to knowing yourself because I think the biggest thing in this work is you have to bring yourself to the dance.

As mentioned, part of developing the athlete holistically entails developing the core of who they are as human beings aside from athletes. This journey becomes possible when athletes come in closer touch with their authentic selves—their core selves. Cal Botterill explains how a consultant can nurture this process by being authentic themselves with the athlete:

As soon as I am authentic as a counsellor or as a teammate, people like to be around me. Because I'm not pushing any crap at you, I'm just being who I am and I'm interested in who you are. And we can spend three quarters of the time on that rather than on performance enhancement. But because we just did it, your performance is going to be enhanced because you related to someone who didn't have baggage and was open to helping you with anything on your mind. So authenticity is huge, it's huge in relationships; it's huge in the ability to be comfortable in your own skin in a performance environment.

When a consultant is authentic with their clients, he or she is free to be honest with their athletes. This authenticity liberates them to share their true thoughts and opinions. Keith Henschen comments:

I value the honesty aspect of it; I don't want to tell people what they want to hear, I want to tell people what I think they need.... I'm not afraid to tell people things that I disagree with.... When you don't know, fess up. "I don't know, but I can find out for you." And

that's important because these high level athletes will see through garbage as fast as you can throw it at them. They know you don't know. And just be totally forthright.

Finally, presenting yourself authentically as a consultant elicits a sense of humility within the consultant which helps in connecting with the athlete and thereby strengthens the relationship. Tom Patrick explains:

You get caught up talking about excellence and performance excellence and I think there's a potential there to start demonstrating a persona that's not real. Like you show up and it's not real and so as much as I try to be professional, I like to try to be real. What I mean is I like to have fun, I try to verbalize my shortcomings at times just to position myself not as the all knowing guy but as "I'm in the trenches with you. I've just taken care of a different role" so to speak. Because a lot of times in our field, I've seen a lot of this bigger than life persona and I think it makes it difficult for athletes to want to work with you, or when they're working with you to be real with you, or to really tell you what they're thinking or to, tell you what they're scared about.

Professionalism. "I think you can easily become great friends with your clients and that's no problem as long as you meet the professional role. That's always been important to me." Cal Botterill's statement depicts the delicate balance that must be maintained if a consultant is to care for, and be authentic with, their client. Showing that level of care and presenting yourself authentically to the athlete may begin to push the limits of many consultants' professional boundaries since the working relationship will transcend the performance arena and into personal domains. In effect, the working relationship often includes a personal friendship style of relationship. As such, holistic consultants possess the value of professionalism to ensure a

meaningful, yet professional, relationship. Roger Friesen explains the level of professionalism that needs to balance his authentic representation of self in consulting:

Obviously there are professional boundaries that one has to respect and pay attention to. So when I said earlier that I make myself vulnerable to my clients, I do that to a certain point. I do that enough to create and establish a connection and to establish trust. And there's no way on God's green earth that I'm going to reveal my entire life to them because that's not the place. And that would definitely not be a very professional relationship so it's not for them to know everything about my life nor do I want to know everything about their life. I want to know as much about their life as is needed to remove barriers as it relates to their performance.

Theoretical Paradigm Concerning Behaviour Change

A statement which summarizes the style of theoretical paradigm regarding behaviour change was articulated by Keith Henschen, "I would be more eclectic more than just one style. I mean I've begged, borrowed, and stole things that have worked with other people and tried them and if they work for me, then I incorporate them." When asked about whether they follow a certain paradigm concerning behaviour change, each consultant was hesitant to admit to following one particular style more than another. Instead, they described how they incorporated various strategies, beliefs, and concepts from many paradigms to create their own unique style of consulting and adapt it to each athlete and their specific needs. To continue with Keith Henschen's sentiments:

We go through all those courses and we learn about all those theoretical positions and they're all great. They've been great people. Do they all have it right? They can't have because we got too many theories so what you do is you say, "Okay, this fits with me,

this fits with me,” and then maybe you spend ten years tinkering with all this stuff and then you pretty much know what does work with you and what doesn't work with you.

Within their position of eclecticism however, there are certain themes that are central to their holistic approach to consulting that certainly do originate within specific theoretical paradigms.

Existential psychology. The most dominant existential psychology theme that emerged from the interviews with these consultants was the notion that athletes must lead the intervention. More specifically, the athletes' experiences must be the source of information concerning how to facilitate performance enhancement. As Ken Ravizza describes:

What comes out of the sport experience? Once again that goes back to my existential approach in terms of understanding the whole consulting experience... it's about looking at the sport experience and letting it show itself to you and then figuring out how you're going to modify these skills that you have to help the athlete deal with what he or she is dealing with in that situation.

One of the implications that emerges from this is that the athlete is the expert with respect to his or her own experiences and it is the consultant's role to facilitate and help the athlete learn from their own experiences. To quote Cal Botterill:

We're there to help people discover what will work for them. And I believe that's absolutely huge and it's one of the biggest areas of mistake that some of the sport psych professionals made in the first part of this boom era that we've had. They've gone out thinking they've had all the answers and they presented that way and they lectured that way and they neglected to nurture the most important concept which is that this is a performer and *they* [italics added] need to figure it out and apply it. I mean what you think about their perspective doesn't matter, what they think about their perspective does.

Humanism psychology. It was clear that humanist psychology influenced the holistic approach to sport psychology many of the consultants interviewed reported being influenced by people like Maslow and Rogers. Relating back to the holistic sport psychology perspective of developing the core individual, Cal Botterill states:

I became really convinced that foundational psychology is really important. And if the foundation is taken care of, as Maslow suggested many years ago, people can actualize, people can focus, and they can relate, and do all the wonderful things that humans can do but if you don't treat them holistically and help them with that part of it, I think it can be frustrating and futile sometimes.

A perspective that was shared by many of the consultants was that excelling in sport came by way of maximizing the gifts (not necessarily physical) innate within each individual—helping people actualize. Roger Friesen describes how he uses humanist psychology:

All of us have been created and designed in certain ways that makes us unique. So you have gifts and abilities that make you unique, and that holds true for everybody. So there is something innate in us that if we start to uncover and start to unlock, and then start building on that, that's ultimately when people start living passionate and inspired lives.... So if I, as a consultant, am able to help people uncover that, and if I can help them uncover kinda living meaningful and purposeful lives, and then start making choices and decisions very intentionally that are in line with that, that's what I'm most interested in. That's essentially in line with the humanistic approach—developing the core of who we are and looking at how we develop personal responsibility and all of that.

Model of Practice

Tom Patrick comments about not practicing from a specific model represent the general opinion of the consultants interviewed about their holistic approach to sport psychology:

I don't have a model of practice anymore.... I don't have any now because I think every situation is different, every athlete is different. I can't think about a model, it's just not my thing. Even epistemologically in terms of me as a researcher self, I'm not model based, I'm social constructionist so just that in and of itself I go into a certain situation knowing that whatever I'm coming out with is constructed by the athlete and the coach. It really can't be model based if that's your view of the world per se.

The consultants in this study found it difficult to place their practice within a specific model. Instead, their client-centered approach called for letting the athlete and/or coach dictate their approach to consulting. This is in line with Poczwardowski et al. (2004) as they stated that models can vary depending on a variety of external influences. However, for the consultants in this study, there certainly are specific characteristics in their styles that resemble some of the key attributes of certain models—specifically counselling, and interdisciplinary.

Counselling model. Poczwardowski et al. (2004) suggested that the counselling model may be most conducive for the holistic growth of the athlete. This proposition is supported by the findings of the current study. One of most prominent themes from the interviews in this study was the notion that the relationship between the holistic consultant and the athlete is paramount for successful practice. Ken Ravizza states, “I gotta build a relationship and... if I don't get the relationship and that person doesn't know that I care, it's not going to happen.” Investing in the relationship allows the consultant the opportunity to develop the core being behind the athlete. Roger Friesen describes:

Behind those layers are many other layers that we're able or willing to show people depending on whether we trust them, whether we respect them, whether we feel secure.

So the more of those pieces are in place, the more likely we are to reveal our other deeper level layers if you wish to people. So that happens just by way of relationship.

In this way, their consulting style resembles a counselling model of practice as the quality of relationship is stressed in counselling-based interventions (Hill, 2001).

Interdisciplinary sport science model. Following the conception that developing the athlete holistically means acknowledging the interaction between the athlete's physical, emotional, mental, and physiological states, some of the consultants interviewed followed an interdisciplinary model as their practice took into account other disciplines beyond psychology such as physiology. Tom Patrick explains how he is able to practice within an interdisciplinary sport science model:

I think it also should be stated that [the holistic approach] could also be interpreted as a multidisciplinary understanding that a lot of athletic performance issues are not simply psychological phenomenon. So it really asks that practitioners learn to practice in conjunction with other professionals from other disciplines more frequently. I mean we all know that this is potentially a model that has been becoming a little more prominent but I think at times unfortunately, what happens is that practitioners that are associated with an interdisciplinary team or a performance enhancement team, they really aren't actually sharing ideas before making conclusions. So that's one way which I always say, "Well maybe that's not being quite facilitated so I'll take responsibility to ask the questions myself first. And I will reserve judgement until I feel the doctor, the massage therapist; they've all weighed in first. So then when I make a decision or considering next

steps, I can incorporate their assessment of things as well.”... I’ve learned to value incredibly the involvement of some very talented competent practitioners from other sport science medicine disciplines.

Discussion

The purpose of this study was to examine the internal components of holistic sport psychology consultants’ professional philosophies. By interviewing holistic sport psychologists, a number of themes emerged which serve to characterize a sport psychology service delivery which incorporates the holistic development of the athlete. In general, the meaning of holistic consulting encompasses three perspectives: (a) managing the psychological effects from non-sport domains to the athlete’s performance; (b) developing the core of the individual beyond their athletic persona; and (c) recognizing the dynamic relationship between an athlete’s mental, emotional, physiological states, and their behaviour. The corresponding beliefs, values, theoretical paradigms to behaviour change, and models of practice were also presented to help delineate the holistic approach to sport psychology.

Characteristics of the Consultant

Research on the characteristics of effective sport psychology consultants was first introduced by Orlick and Partington (1987) and Partington and Orlick (1987). By interviewing Canadian athletes and coaches about their recent Olympic experiences with their respective sport psychology consultants, they presented a list of effective and ineffective consultant characteristics. Similar reports have since been compiled by Dunn and Holt (2003), Anderson et al. (2004) and Lubker, Visek, Geer, and Watson, (2008). The values that the holistic consultants

in this study adopted (i.e., caring, authenticity, professionalism) could be interpreted as characteristics.

To say that a consultant needs to be “likeable” (Orlick & Partington, 1987) or “personable” (Anderson et al., 2004) seems obvious. Common sense would dictate that an athlete and a consultant would not be able to work effectively together if there was not a general sense of agreeableness between the two. However, it is likely that there are consultants in the field who genuinely lack the interpersonal skills that help facilitate rapport with the athlete, thus making it conceivable that a consultant does not have to be completely likeable to still do an effective job. The holistic approach to sport psychology however emphasizes the need for the consultant to be likeable in the eyes of the athlete. Results from this study show that the relationship between athlete and consultant is an important aspect in the holistic approach as it characterizes the counselling model of practice. It is doubtful that an athlete would allow the holistic consultant to help develop their inner core being without having a genuine positive regard for their consultant as this can be a deeply personal process. Therefore it is imperative in the holistic approach that the athlete has a genuine good feeling about interacting with the consultant.

The consultants’ ability to relate well to their athletes is also an important factor. Two themes from this study that influence the holistic consultants’ ability to relate well to their athletes include their belief that athletes are regular people and their value of authenticity. Bond (2002) warns sport psychology consultants not to put athletes on a pedestal. He agrees with the belief that athletes are regular people as stated by Keith Henschen in the results. Bond asserts that “elite athletes are people first with all the good and not so good characteristics common to others....The sport psychology professional must keep an objective awareness of the place of sport and athletes in the bigger world” (p. 29). It is therefore important for the holistic consultant

to present themselves in a manner which makes them capable of relating to the person behind the athlete however prestigious they may be. Furthermore, by being authentic the holistic consultant removes any personas which may seem insincere and would thus distance the athlete from the consultant. Therefore, authenticity as Cal Botterill commented enhances the consultant's ability to relate to the athlete which then sets the stage for an effective intervention.

Finally, Orlick and Partington (1987) stated that effective sport psychology consultants "have the knowledge and ability to pass on applied skills that are of direct use to athletes" (p. 7). Naturally the worth of a consultant depends on their ability to share their expertise with the athlete. However, it appears that for some holistic consultants, their existential paradigm dictates that the source of expertise in a holistic intervention resides within the athlete and his or her own experiences. As Ravizza (2002) states, his "job is to facilitate their understanding of experiential knowledge and help them develop and refine various techniques that come from the experiential wisdom" (p. 6). Therefore, holistic consultants must be knowledgeable of how to guide the athlete in learning from their own experience. This does not however, impede the consultant from drawing on their own expertise. In fact, because of the three different perspectives to holistic consulting, results from this study suggest that holistic sport psychology consultants are knowledgeable in psychology, kinesiology, and principles of sport psychology. This can have implications for how novice holistic sport psychology consultants are trained.

Training in Holistic Sport Psychology

It could be postulated that each perspective of holistic consulting represents a different background discipline in which the holistic consultant is competent. Managing the psychological effects from non-sport domains demands the consultant be knowledgeable about sport psychology principles (e.g., awareness, motivation). Developing the core individual implies that

the consultant has adequate knowledge of psychology. Finally, respecting the interaction of the athlete's mental, emotional, and physiological states to their performance implies competence in kinesiology. Therefore, corresponding with Bond (2001), results from this study suggest that holistic consultants should have training in the three disciplines of sport psychology, psychology, and kinesiology.

According to William and Scherzer (2003), sport psychology training is largely situated within sport psychology and kinesiology academic programs. Though the training received in such disciplines is necessary for competent practice, training in relevant aspects of psychology must not be neglected for those who wish to practice holistic sport psychology. Bond (2002) explains:

My view is that there is a continuum of applied psychological services with an increasing need for psychological competence, training, and experience as one progresses from performance enhancements mental skills training through personal development training, lifestyle management skills, group dynamics to critical interventions. Obviously performance enhancement requires good teaching skills but not a great deal of competence as a psychologist, whereas critical interventions require a great deal of skill and experience as a psychologist. (p. 24)

Psychology in Holistic Sport Psychology

As psychology is one of the parental disciplines of sport psychology, Poczwadowski et al. (2004) state that it is important that a sport psychology consultant's service delivery be grounded and shaped by one or a number of psychological theoretical paradigms. These paradigms are the organizing constructs that bridge a consultant's practice between philosophical

beliefs and values, to subsequent behaviour. Therefore, the theoretical paradigm that a consultant adopts will influence the rest of their service delivery.

Like any other psychological discipline, sport psychology consultants have shown that their services can be shaped by any one or more of the psychological paradigms. Applied sport psychology interventions have been suggested to be most frequently delivered according to cognitive behavioural principles (Murphy, 1995). However, Hill (2001) has explained that sport psychology services can be effectively delivered according to various paradigms, such as psychoanalytic, behaviourist, and humanist.

As was shown from the interviews, holistic consulting borrows mostly from the ideas and principles of existential and humanist psychology. The idea that the athlete's experience must lead the intervention characterizes the existential approach. In this way, the intervention becomes meaningful for the athlete:

In this [existential] approach the athletes' existence and the experiential knowledge that they obtain in their pursuit of excellence are paramount. As a consultant, all the great concepts, theories, and techniques in the world will be ineffective if I cannot make them relevant and meaningful in the individual athlete. (Ravizza, 2002, p. 5)

The implication from this perspective is that within the working relationship between consultant and athlete, the *athlete* plays the role of the expert while the consultant is a guide who helps direct the athlete's knowledge toward meaningful action. This is in line with Nesti's (2004) conception of existential sport psychology "because the psychologist must resist the temptation to provide the solution or to suggest the best choice" (p. 77).

Bond (2002) warned against the tendency for a consultant to act as a "guru" within the working relationship: "After all, the competent psychologist should not be there to provide the

definitive answer; we should facilitate the client finding their own answer” (p. 31). Results from the interviews showed that a by-product of integrating the value of authenticity within one’s practice was that these holistic consultants are often humble. This humility acts as a catalyst for helping the consultant keep from imposing their wisdom on the athlete and allows the athlete’s experience to dictate the intervention, path, or solution. The concept of letting the athlete’s experience guide the intervention may have been best captured in Lindsay, Breckon, Thomas, and Maynard’s (2007) reflection about applied practice:

In these sessions there have been times when my inner solutioneer has screamed so loud that I have caved in and offered its wisdom to the client. Often it is accepted unconditionally and, to an extent, it generally works for them. When I am strong and brave enough to resist the urge to give advice, however, when I am willing to resist the urge to fill the awkward silences, I find that my clients leave with more personalized and useable solutions. I believe that they leave feeling more confident in themselves, that *they* have been able to solve something that has plagued them, and, thus, it reduces the likelihood that they will become dependent on sessions in the consultancy chair. (p. 347)

The humanistic paradigm has been suggested as the theoretical model which places “holistic development of individual human potential as the primary concern” (Hill, 2001, p. 107). Concurrently, a number of humanistic themes emerged from the data in this study. For example, humanist principles relating to therapist characteristics emerged from the interviews with the holistic consultants. Rogers (1961) emphasized the need for the consultant to show congruence, and unconditional positive regard. This emulates the values of authenticity and caring as expressed by the consultants in this study. Rogers also emphasized the need for the consultant to be empathetic to the client’s world. By allowing the athlete’s experiences to lead the

intervention, the consultants in this study also demonstrate empathy for their client. Additionally, the importance of the relationship between consultant and athlete emerged as a theme from the data when addressing the counselling model from which many of the holistic consultants operated within. As Hill (2001) remarks, “while all psychological models stress the importance of the relationship between the client and the practitioner, few specify the nature of this relationship as completely as the humanistic model” (p. 110).

Holistic Sport Psychology Consultant-Athlete Relationship

The interplay between the values of caring, authenticity, and professionalism reported by the holistic consultants in this study implies a unique relationship between consultant and athlete. These holistic consultants reported that genuinely caring for their athletes is not only a by-product of how they practice, but a necessary component to their practice. Henschen (2001) states his “holistic philosophy requires that [he] get to know many individuals at a very personal level and learn to care sincerely for them” (p. 85). However, Poczwardowski et al. (1998) warn that when a consultant is “emotionally involved in a client’s issue, effective handling of the problem may suffer.” The danger is that the consultant may come to over-identify with their athletes’ results (Andersen et al., 2001) or they may find themselves in an inappropriate relationship with their athlete (Stevens & Andersen, 2007). At the other extreme, the consultant risks distancing themselves too far from matters of importance to the athlete (Bond, 2002).

The solution that the holistic consultants in this study have learned, is adopting a value of professionalism to help moderate their caring. The consultant must be the consummate professional *and* the supportive confidant. They must show that they care for the athlete regardless of their performance and yet still be committed to helping the athlete achieve their

performance goals. As Bond (2002) states, “Obviously this issue involves finding the appropriate balance between being the professional and being one of the team” (p. 26).

Conclusion

It is hoped that this study has provided an informative clarification of holistic sport psychology by providing a more complete understanding of what it means to incorporate the holistic development of the athlete into a consultant’s service delivery. Poczwardowski’s et al. (2004) framework of professional philosophy was found to be an effective framework for discussing and reflecting upon the various facets of holistic sport psychology. A potential limitation of this study is that the participants selected for this study have had many conversations about the practice of sport psychology with each other possibly resulting in a narrow perspective of holistic consulting. As such, future studies should include reflective narratives or case studies from other consultants exemplifying how they deliver holistic sport psychology services. Specifically, these studies should emphasize the consultant’s beliefs and values which lead them to deliver holistic sport psychology.

In closing, I would like to reiterate Miller and Kerr’s (2002) proposal for the field of sport psychology to take the next step in its development and “adopt a philosophy that envisions performance and personal excellence as co-existing in the high-level sport setting, where appropriate personal and athletic development occur within the sport experience” (p. 145). The field of sport psychology must redefine itself by moving away from a preoccupation with performance enhancement to a more holistic perspective.

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Article 2:

HOLISTIC SPORT PSYCHOLOGY:
INVESTIGATING THE ROLES, OPERATING STANDARDS, AND INTERVENTION
GOALS AND STRATEGIES OF HOLISTIC CONSULTANTS

Running head: HOLISTIC SPORT PSYCHOLOGY

Holistic Sport Psychology:
Investigating the Roles, Operating Standards, and Intervention Goals and Strategies of Holistic
Consultants

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Abstract

The holistic development of the athlete has only been briefly addressed in the literature as an element of certain sport psychology interventions (e.g., Bond, 2002; Henschen, 2001). Using the framework of professional philosophy from Poczwardowski, Sherman, and Ravizza (2004), Friesen and Orlick (2008) presented the beliefs, values, theoretical paradigms, and models of practice of holistic sport psychology consultants' professional philosophies. The purpose of this study was to examine the roles, operating standards, intervention goals and techniques of holistic sport psychology consultants' professional philosophies. By interviewing holistic sport psychology consultants, as well as athletes who had worked with the consultants, a number of themes emerged which characterize a sport psychology service delivery that incorporates the holistic development of the athlete. This study addresses holistic sport psychology consultants' roles, operating standards, intervention goals, and interventional techniques and methods to thereby expand the knowledge of holistic sport psychology.

Holistic Sport Psychology: Investigation the External Components of Holistic Consultants'

Professional Philosophies

Introduction

Since its inception, the field of sport psychology has been synonymous with the athletic performance enhancement of elite athletes. But as an increasing number of applied sport psychology consultants have come to discover, improving an athlete's capabilities in the sporting context often begins, and is facilitated by, the growth and improvement of the athlete as a human being. Miller and Kerr (2002) summarized the belief in this position by stating that "performance excellence is attained only through optimal personal development" (p. 141). Andersen, Van Raalte, and Brewer (2001) explained how the field of sport psychology has begun shifting away from performance enhancement to include personal counselling and clinical issues. They suggested that sport psychology may eventually come to resemble counselling psychology over performance enhancement training. A number of sport psychology consultants have expanded their intervention services to not only include the goals and strategies for improved athletic performance, but for the improved quality of living for that individual.

Vealey (1988) identified the need for a holistic approach to be incorporated in psychology skills training. This included embracing an interactional paradigm between the athlete and his or her environment as well as emphasizing personal development within the athlete. Vealey proposed incorporating foundational skills (relating to volition, self-awareness, self-esteem, and self-confidence) and facilitative skills (in the form of interpersonal skills and lifestyle management skills) to psychological skills training interventions.

Danish and Nellen (1997) drew upon on previous studies (e.g., Danish & Hale, 1981; Danish, Petitpas, & Hale, 1992) to delineate a Life Development Intervention framework. This framework is largely based around the concept of *life skills* where positive skills (whether physical, behaviour, or cognitive) learned within a sporting context are transferred to other life environments (families, schools, workplaces, communities). Danish and Nellen presented specific roles that the sport psychologist or physical educator must fulfill while implementing this framework centred on the holistic development of the athlete through goal setting and counselling.

Bond (2001) stated that his “experience in the field clearly points to a need for holistic psychological development programs for elite athletes that include lifestyle management, personal development, group and relationship dynamics, clinical interventions, and performance-enhancement training” (p. 218). Bond presented his case in a later article (2002) where he asserted that mental training could be performed by the coach, parent, teacher, or even the athletes themselves. As for the sport psychology consultant, Bond proposed that:

The essence of an effective applied sport psychology program must be an understanding and recognition that the elite athlete or coach is a functioning ‘person’ as well as a sportsperson. In fact it could be argued that the person may be more important than the sportsperson. The person existed before the athlete/coach and will be there long after. Surely the role of the applied sport psychologist is to understand, assist, and support the development of the whole person, not just the athlete? How superficial is it to develop and implement a sport psychology program based around simple performance enhancement strategies? (p. 23).

More recently, a study by Friesen and Orlick (2008) proposed that the holistic approach to sport psychology could be interpreted according to three perspectives. The first was labelled *Environment Effects* whereby the holistic sport psychology consultant aims to manage possible psychological effects to the athlete's sport performance originating from the athlete's non-sport domains. For example, an athlete may be in the midst of writing exams in school which could leave the athlete tense or distracted while playing tennis. The second perspective was labelled *Developing the Core Individual* which was used to explain how the holistic psychology consultant directed his or her services to the growth of the athlete's personal core being. The result is the individuals' improved functioning across all endeavours including sport. For example, helping the athlete understand that their athletic persona is just one of many which make up who they are as a human being helps relieve some of the stresses while performing because their self-worth is no longer in jeopardy. Finally, Friesen and Orlick proposed that holistic sport psychology could be interpreted as recognizing the athlete's *Whole Being* whereby sport is a multidimensional phenomenon composed of an athlete's thoughts, emotions, physiology, and behaviour. Therefore, the consultant strives to deliver a sport psychology intervention which is in collaboration with other sport science practitioners.

Addressing the internal components of professional philosophy introduced by Poczwardowski, Sherman, and Ravizza (2004), Friesen and Orlick (2008) presented some of the beliefs, values, theoretical paradigms regarding behaviour change, and models of practice from five experienced holistic sport psychology consultants. Their beliefs included: seeing athletes as regular people, recognizing the multiples selves within each athlete, and recognizing that an athlete's core self can be better known by observing them in stressful circumstances and being mindful of how they were socialized as children and teens. Values that were important to how

holistic sport psychology consultants practiced were those of caring, authenticity and professionalism. Their theoretical paradigms were an eclectic composition borrowing mostly from existential and humanistic psychology. Finally their models tended to gravitate around counselling and interdisciplinary sport psychology models.

In order for sport psychology consultants to incorporate the essence of holistic sport psychology into their services, the components of service delivery that characterize the holistic approach must first be identified, examined, and understood. Therefore, the purpose of this study was to examine external components of holistic consultants' professional philosophies to sport psychology service delivery. This expands upon the previous work by Friesen and Orlick (2008) who studied inner components of holistic consultants' professional philosophies. This study provided an opportunity to develop a more comprehensive understanding of holistic sport psychology service delivery. The focus was on how and what holistic sport psychology consultants actually *do* when they integrate the holistic development of the athlete into their service delivery.

Methodology

Participants

The holistic development of the athlete is not necessarily a shared objective in applied sport psychology as some or many consultants may see it as beyond their role or training as a sport psychology consultant. Therefore, careful consideration had to be taken by the researcher to seek out "holistic" consultants who would be best able to address the research questions. Purposeful sampling requires that the researcher establish the criteria necessary for participants to be included in the study (Merriam, 1988). Thus, sport psychology consultant participants in

this study were sought out based on the following criteria: (a) Acknowledgement of their holistic approach to sport psychology service delivery in the academic literature; (b) a minimum of 10 years applied consulting experience to ensure adequate experience working with athletes and reflection on their services; and (c) are, or had been, employed at an academic institution (i.e., university) and had taught sport psychology-based courses. The following four consultant participants were recruited and are listed below along with their nationality and number of applied years experience at the time of the interview: Dr. Cal Botterill, (CAN), 30 years experience; Dr. Keith Henschen, (USA), 37 years experience; Dr. Tom Patrick (CAN), 15 years experience, Dr. Ken Ravizza, (USA), 29 years experience. One additional consultant participant was recruited through snowball sampling (Patton, 2002): Roger Friesen (CAN), 22 years experience.

Recruited consultant participants were additionally asked to select a potential athlete participant with whom they had worked with and to approach them on behalf of the researcher to inquire as to their interest and willingness to participate in an interview for this study. Consultant participants were asked to select athletes who, in their opinion, had grown both as an athlete and as a person due in part to the sport psychology services they received from their consultant. Additionally, retired athletes were preferred as it was felt that they might have a broader perspective of how they had grown because of the service. These criteria led to the recruitment of five athlete participants ranging in ability from varsity team university sport to Olympic and professional athletes in different sports.

Instrument

Semi-structured interviews were conducted with each of the consultant participants. The interview guide was divided into six sections: Beliefs and Values, Theoretical Paradigm, Model

of Practice, Intervention Goals, Intervention Techniques, and Additional Practice Philosophies. Introductory and concluding questions were also asked. Each section was designed to engage the consultant in discussion and reflection on the various components of their service delivery as outlined by Poczwardowski et al (2004). The guide consisted of standard questions asked to all consultants as well as individualized questions based on topics found in literature authored by the selected consultant participants. Pilot interviews were conducted to help verify the effectiveness of the interview guide for drawing out the kind of responses needed to answer the research questions. Probes and requests for elaboration were utilized by the researcher throughout the interviews to provide more in depth responses on certain topics. Interviews were digitally recorded and transcribed verbatim producing a total number of 193 pages of data. Interviews typically lasted between 90 and 150 minutes.

Athlete interview guides (see Appendix E) were designed to help articulate how the athletes had grown both as athletes and holistically across various life domains. The guide also sought to determine what they felt their consultants did to facilitate that growth. The athlete interview guides were comprised of standard questions as well as individualized questions based on the themes that emerged from their corresponding consultant interviews. The interview questions revolved around the roles the consultant played, the strategies they used, and characteristics about the consultant or the service delivery that helped facilitate holistic development. Interviews were digitally recorded and transcribed verbatim producing a total number of 59 pages of data. Interviews typically lasted between 30 and 70 minutes.

Making Contact Procedure

Potential consultant participants were contacted via telephone. They were informed of the general premise of the research and asked if they were interested in participating. If they

expressed an interest in participating, they were sent a detailed letter of information specifically outlining the purpose of the research and their role as a participant within it. Rubin and Rubin (2005) suggest the quality of an interview is dependent on the relationship between interviewer and interviewee. Fortunately, those consultant participants selected were well known by either the researcher or the researcher's supervisor. This resulted in an accommodating relationship between researcher and participant which facilitated the interview process.

Four of the consultant participants were interviewed in person and one via telephone. Interviewing participants in person added to the interview process as this allowed the researcher to react and respond to the facial expressions and body language associated with the participant's verbal responses. Interviews were conducted within the homes of the participants or in their university offices. To allow the participants an opportunity to reflect in advance about the types of topics they would be asked about, the researcher sent them copies of the interview guide prior to interviewing them.

Athlete participants were approached on behalf of the researcher by their respective sport psychology consultants. The consultants introduced them to the study and explained its objectives to them at which point the athletes were free to decide whether or not to participate in the study. Consultant participants also forwarded information letters and consent forms to the athletes (see Appendices F & G). Those who agreed to participate informed their consultants who then forwarded the athletes' contact information to the researcher. Four of the athlete participants were interviewed via telephone and one athlete participant was interviewed in person. Athlete participants were sent a copy of the interview guide prior to their interviews.

Data Analysis

Following completion of the interviews, transcripts were read and reread by the researcher. Interview transcripts were then analyzed using NVivo 7 software. The researcher coded phrases, quotes, and sayings into meaning units (Tesch, 1990). These coded meaning units were then classified into themes, each representing an aspect of the consultant's professional philosophy (beliefs, values, theoretical paradigm, or model of practice). Finally those units that were thought to be associated with the concept of holistic sport psychology were selected to form the data base of this study. Data was predominantly analyzed inductively to allow emergent and unexpected meaning units to develop. There was also a component of deductive analysis as the researcher was particularly attentive to the aforementioned subject matter originating from concepts presented in the literature and prior knowledge of the consultant's professional philosophies.

Trustworthiness

Patton (2002) suggested that triangulation provides credibility to qualitative research analysis. For the purposes of this study, two forms of triangulation were used: triangulation of sources, and analyst triangulation. This study used triangulation of sources by combining interviews from both consultants and athletes. Additionally, this study used analyst triangulation as the emergent themes and classifications were monitored and reviewed by a supervisory researcher. Establishing credibility can also be achieved through member checking (Lincoln & Guba, 1985). Therefore, interpretations and conclusions that were made by the researcher throughout the study were continually sent back to the participants to ensure the correctness of the interpretations and conclusions.

Patton (2002) also suggested that “because the researcher is the instrument in qualitative inquiry, a qualitative report should include some information about the researcher” (p. 566). Thus for the sake of introducing the possible biases of the researcher, the following background information about the primary author and researcher is presented: This study was conducted to fulfill the thesis requirement in obtaining a graduate degree in sport psychology. Therefore, I, the researcher, am admittedly a neophyte researcher and still relatively naive to the many nuances which characterize quality research. I am also a novice practitioner of applied sport psychology (less than five years experience in the field). My applied experience commenced with a directed studies course in my undergrad which included a supervised practicum experience. A further requirement of the course was a presentation of my own professional philosophy which as with most novice practitioners was similar to my mentors. Through many formal and informal discussions with my early mentors (both of whom were recruited as participants), I was introduced to a style of service delivery that seemed to prioritize the growth and development of the athlete as a person over performance enhancement. However, when seeking literature that may expand on the nuances of such an approach, I found very little that satisfied my young, eager curiosities. This served as the impetus for this study.

Results

The results section is divided into the four targeted components of professional philosophy: (a) roles, (b) operating standards, (c) intervention goals, and (d) intervention techniques and methods.

Roles

The consultants in this study reported that they were willing to fulfill virtually any role needed by their athletes. More specific to the goal of holistic development, there were four roles in particular that these consultants felt helped them achieve their goal: (a) friend, (b) Jack-of-all-trades, (c) educator, and (d) observer.

Friend. Becoming friends with the athlete allowed the consultants to connect to the whole person behind the athlete persona. The most dominant role that emerged from the interviews was that of friend as that role was believed to facilitate the support, caring, and authenticity that was so valued by the consultants (Friesen & Orlick, 2008). As Ken Ravizza explains:

I always want those people to leave feeling that they've made a friend in the whole situation. Someone they can trust.

“And then support?” (R)

Um-hmm.

“Why is that important?” (R)

First of all, I think all people need that. They need unbiased types of situations where people will give them straight answers, who are not emotionally involved in their personal life on a daily basis, and also be candid with them.

Being a friend to the athlete placed the consultants in a position where athletes felt they could trust the genuineness of the consultant. Keith Henschen comments:

I offer that I'm there if they need me. That's been very successful for me. And I've been able to balance the friendships with the coaches and the players. I'll go play golf with them if they want to play golf. I bet with them just like everybody else does. I spar with them, you know verbally; they like that. I like that.

"It's what friends do." (R)

Yeah, exactly, I treat them just like I would somebody that's a friend. At first, they look and they say, "Ah, I dunno," and then eventually they say, "Hey, he's real." That's the trust. You don't have anything at this level if you don't have their trust.

That support and authentic connection is appreciated by athletes. Athlete 1 explains:

He's been one of my closest friends for many years, since I was playing and since I've not been playing. And we get along well, we have similar interests and yet our philosophy on the sport psych stuff is different enough that it's pretty interesting. And he's been very supportive of me personally and professionally and I've always felt like it was an authentic connection and he had my back no matter what.

Athlete 5 commented how important it was to have someone who played the role as friend at the Olympics:

When we were at the Olympics and he flew home...I seriously remember thinking at the Olympics, "Oh my gosh, my only friend has left, my only ally, the one guy that was really on my side isn't here anymore." And it scared me. So maybe I was a little too dependent. I don't know. But I so much liked how he was there.... I just thought that he was calming to everybody.

The role of friend in the holistic approach was a change from the traditional expert-student approach which has come to be expected by some athletes. Athlete 4 describes:

At first, it was different than anything else I ever had. At first, it felt like a waste of time, because it was almost too subtle, it was too not focused enough because [when] you're the athlete coming from a aggressive personality background, you want... that often stereotypical sport psychologist who wants to trick you into doing certain things. So that's

what you expect when you hear it. This was different. This was more of a friendship approach as opposed to a big-brother-overlooking-you approach, so that was kinda the adjustment....He was a mentor/friend is how I would put it. I could talk to him about anything. It didn't have to sport related, nor did he expect it. He didn't [say], "We're going off track here." It was whatever you wanted to say, you could spill the beans. Half my talking with Tom was like, "How was your day?"

In playing the role of the friend, the consultant is able to use a more informal and relaxed style of consulting which was appreciated as indicated by Athlete 4:

Tom would have us over sometimes; we'd have tea at his place. For Christmas, I would buy Tom a gift. He would buy me a gift. It was more than just a professional relationship, it was actually a relationship. And Tom would occasionally email you; he would actually initiate email too. Sometimes just, "Hey, how's it going?" As opposed to you always having to do that. Whereas I could see most people in his position won't do that. It'll probably be more from a service/pay fee approach where you're on the clock and every time he's billing you....You never got the impression that he was doing it for the money or that he had to do that. You got the impression that he wasn't a paid friend—you got the impression that he was actually a friend.

Jack-of-all-trades. Working with the whole person beyond the athlete acknowledges that there are potential psychological effects to performance coming from all types of different sources (e.g., relationships or school). Holistic consultants never know what types of psychological effects they will be called on to address. Therefore, they must be willing and somewhat able to fulfill a variety of odd job roles. Roger Friesen explains how playing a variety of odd-job roles helped managed the cohesion within a team he once worked with:

So when I was with my athlete and that whole staff in Athens, then I assumed the role of butler, cook, and housekeeper for them. Simply because if I hadn't then the whole thing would have spiralled out of control. And so it was an intervention tool to keep people from killing each other.

"Just giving them a little structure?" (R)

Yeah, structure, but also, have you had a roommate?

"Yep." (R)

So, you understand that kitchens can be a volatile place when it comes to roommates right? So how that kitchen is managed can determine to a large extent whether a relationship functions or not. And so if you come into a context that is already dysfunctional and then introduce kitchen which seems strange when you just talk about it; but simple things can lead to major catastrophe very quickly. And so it was evident that's where things were going so I stepped in and said, "That's it, I'm cooking, I'm doing the grocery shopping, I'm taking care of the kitchen. You can give me your meal requests and I'll be happy to comply, but I'm managing that space." And that was simply an intervention method to avoid catastrophe. So I'll play any role.

Educator. Another prominent role was that of educator. However, the term is not used in the traditional sense of teaching mental skills. Rather, in order to understand the athlete's core being, holistic consultants act as facilitators who guide the athlete's process of self-knowledge. By doing so, they exhibit their existential influences as they emphasize the necessity for the athlete to learn from their past experiences. Tom Patrick explains:

My job is to facilitate the learning from experience.... My job really is not so much prior to the event; my job is in the debriefing of what occurred. So that they learn everything they can from it, identify things that they may be able to do a little bit differently, or things that we may need to train a little differently.... So that accentuates my idea that existential for me is having athletes learn from the experience or ensuring that they've optimized the learning from the experience.... So going back to the question you asked, I think that's what it is: it's assisting the athlete learn from their experience. Okay it's not a black and white thing... when I start working with a group, I might do some education just to bring people up to speed a bit and see where they're at but eventually it's getting each athlete on their own journey of discovery.

Observer. One of the roles reported by the consultants was that of observer. At the core of each of the three perspectives of holistic consulting introduced by Friesen and Orlick (2008) was awareness: awareness of how non-sport domains affect the sport performance, awareness of how one is growing as an individual, and awareness of how our cognitive, emotional, and physiological states affect our actions. Therefore the role of observer is important in helping to facilitate awareness. Roger Friesen comments:

So observation for me, I don't know if it was innate or if it developed because I was curious about things but that's a part of me that has gone into everything. So part of my

skill, part of my gift that I bring to my role as a consultant is that I'm very intuitive, I'm very perceptive, I'm very observant. There are very few things that I will miss.

Operating Standards

Poczwadowski et al. (2004) suggested that a consultant's operating standards help clarify numerous aspects of the consultant's role within an intervention. Often, these standards or *professional values* (A. Poczwadowski, personal communication, May 1, 2007) define a consultant's practice as they address not so much what the consultant does within his or her practice, but rather *how* they practice. Seven operating standards are believed to be significant to the holistic approach to sport psychology: (a) the consultants' relationship to the sport science team, (b) the consultant's relationship to the coaching staff, (c) the consultant's scope of practice, (d) the readiness of the athlete, (e) personalizing their services, (f) being culturally aware, and (g) managing the consultation setting.

Sport psychology consultant – sport science team relationship. Addressing the athlete as a whole being, the holistic consultant considers their mind, emotions, physiology and behaviour. Cal Botterill explains that there must be an understanding and appreciation for the other sport science practitioners (e.g., nutritionists, physiologists) because their work affects the whole athlete.

Every element is important. And so when you get into elite sport, the support team is huge. And the nutritionist is as important as the physiologist, who is as important as the sport psychologist and as the coach etc. And so there are all sorts of situations where the team didn't work as a real team as much as they should. I really believe we've continued to suggest that we provide interdisciplinary support for our athletes, but in reality we often don't. We end up being uni-disciplinary—I give you my best opinion in my area

and she gives her best in hers. And you gotta think about how the holistic athlete is trying to interpret this, “Oh my God, I gotta do this, and that.” Whereas if the three people got together and said, “What should we talk about today with this athlete?” and have a collective directive, it would be a lot better than these separate pieces of information. And in fact, your particular advice may be spurious; it may be problematic if you don't understand what's happening in nutrition or physiology or whatever...So the holistic thing is there in that regard as well.

Often the sport science team can provide input into whether the athlete is under-recovered or injured and therefore how they will function emotionally and mentally. Keith Henschen comments on how it is necessary to be in good form with the training staff:

I get most of my information from the physiotherapists or the trainers. I spend a lot of time in the locker room and training room, because those are the guys that are with [the athletes] all the time. They can tell who's struggling and who's not struggling and so forth. And I make sure that I'm friends with them.

Sport psychology consultant – coach relationship. Because holistic development is usually beyond the expected service of most sport psychology consultants, often coaches do not expect them to address more encompassing issues. Therefore, it helps when coaches recognize how useful sport psychology can be for the person behind the athlete. As Keith Henschen comments, “Coaches many times are narrow in their perspective of what sport psychology can do and then once they understand what it can do, they open up more and more.” One way this occurs is when the holistic consultant tries to develop the coach holistically themselves. For example, Keith Henschen related a story of how he supported a coach who underwent a surgical operation similar to one that Keith himself once had. “Now to me, that’s part of the services

because if you do that, you ingrain yourself in them, not only in the performance area, but in the personal area as well.”

Scope of practice. The most controversial aspect of holistic sport psychology may be that because of its wide-ranging perspectives, it could initially be viewed as outside the scope of typical practice for sport psychology practitioners. This is particularly true when sport psychology consultants are recruited solely to help an athlete with performance enhancement. However, the consultants in this study have learned that because the performer and the holistic self cannot be separated, as soon as the consultant is dealing with the athlete, they are dealing with of the entire person. Nevertheless, this does not imply that holistic consultants are without professional boundaries. Consider a story from Roger Friesen which exemplifies the awareness holistic sport psychology consultants must have for their scope of practice:

If it gets into issues that I'm not equipped to deal with, that's where referrals come in because I'm not qualified or experienced, nor do I want to deal with everything that comes along. For example, in the early days of my consulting, I had an athlete who came to me initially because she was lacking motivation which is pretty typical, pretty common, and in some ways, a simple issue to deal with from a sport psychology perspective. And so she came in to see me once a week; and the fourth week she came in and sat down and started sobbing uncontrollably. And I was completely taken aback because as far as I knew we were talking about motivation and how to rekindle the enthusiasm and inspiration that this person has had in their life as an athlete. It turned out that what was really the issue was that this person had had an abortion a year previous and no single person on earth knew about this; not the partner that she had, not her parents, not her friends, not a single person, nobody but her and the physician. And it was

destroying her. And so the issue wasn't motivation, the issue was something entirely different and so we needed to establish trust, and it took four weeks for her to feel that she could trust me and that's when she talked to me about the abortion. And so, we spent the hour dealing with that whole process. And the end of it was that I referred her to counselling services which was equipped to deal with those kinds of issues. So professional boundaries, you have to be very respectful of that.... Ethical is one thing, but just in terms of maintaining a professional decorum, I mean there are things that I will just not go there with clients but I will make myself vulnerable enough so that they will develop a sense of trust and rapport. And yeah, so I think in my life, I think I have been very good and I have been very aware and very thoughtful of what those parameters look like. And I probably have pushed those parameters more than many people would but I know what I'm comfortable with.

The quote above also addresses the notion of making referrals to clinical psychologists when holistic consultants feel the athlete has issues beyond their competence. Ken Ravizza describes:

An athlete I had worked with, I had done everything I could do to help him through what he was going through. And generally if I provide everything I can do and we're not getting anywhere, it's time for a referral.... We took the opportunity to get a clinical person involved just to make sure everything was in check with what was going on there and the [two] of us worked together with this athlete. I wanted to give him every resource.... So a network support system has been huge for me.

Therefore, even though holistic consultants extend their services to meet the athlete's holistic needs beyond sport, they are not however without professional boundaries. Both Ken Ravizza and Keith Henschen in their interviews discussed their boundaries as being those issues which

extend beyond their training and competence. Mostly these issues are viewed as those best suited for clinical psychologists to help resolve such as eating disorders, substance abuse or spousal abuse. To summarize, Tom Patrick explains how a practitioner's scope of practice essentially must reside within a practitioner's competence and their lived experiences:

Scope of practice, I tend to lean towards the existential counselling approach which means I'm not into the behavioural components and I'm not into discriminative stimulus' and reinforcement schedules and those types of things. Again, it's not to suggest that that's a wrong way to practice, it's just not what I've done a lot of. Because it's one thing to study behavioural psychology and it's one thing to know how it's applied to sports and then to practice it. I just wouldn't have a very good experience with it. I also bring my performing artist self to what I do. And a lot of it is lived experience but we gotta be careful with that—that I can still anchor the things I'm trying to help athletes learn about. Between the lived experiences of elite performers, a lot of the theory and research that I continue to read and stay current on, and then my own lived experience as practitioner, and also as a person myself—I think it's trying to find a blend to those three.

Readiness. Not all athletes who holistic consultants work with are ready or expecting to work on themselves holistically. Keith Henschen suggested athletes may be unaware of how sport psychology can help in other life domains. Ken Ravizza proposed that athletes stereotypically aren't the most introspective group of people to begin with; while Roger Friesen offered that some might be uncomfortable with being confronted by their inner core self. As Cal Botterill mentions, "That's the biggest challenge initially is learning to be comfortable with the fact that not everybody's going to be in love with what you do." Keith Henschen additionally believes it may be a sign of maturity within the athlete:

I mean eventually I've had athletes that feel that way initially but then as I say, as they learn to trust you, as they learn to understand what it's all about instead of just a small picture, then many times they move in another direction or are a little more broad in what they're seeking to learn. [For example,] professional athletes sometimes will come and say, "I want this" but eventually they understand that when they're done, when they retire, they're going to be people in society as well, they need to mould some of these skills into other aspects.

The readiness of the athlete to engage in holistic introspection acts as a prerequisite to the quality of working relationship and subsequent success of the intervention. Roger Friesen explains:

Getting to know their philosophy, their world view, the paradigms from which they function; so it's learning how to uncover all of that. And that for me is non-negotiable. And that also inevitably will be part of the criterion for how I choose to work with someone because not everybody is interested in that. And so if somebody's not interested in that, it doesn't mean I'm not going to work with them, but my work with that somebody will look very different and will likely be short-term. Because if what

they want is just tools and skills to do whatever they can to get on the podium then that's fine, but my work with that kind of person will probably be quite limited. But if people are willing to engage and invest, then that's ultimately who my clients end up being.

Because that's what's important to me and that's how I understand performance.

From an athlete's point of view, Athlete 4 comments on the readiness factor of engaging in holistic development through sport psychology service delivery:

I guess you can say he eased in some of the holistic side over time. But it took a while because at first you have to gain a bit of maturity before you can do that. At first that's not what you'd expect sport psychology to be. Some athletes... weren't at the maturity level yet where they could take the subtleness of Tom's expertise and make use of it. It was kind of like, "Well, this is irrelevant because we're not even talking about sports anymore." But I was able to understand how it all related into sport but outside of sport too. And that's where it helped out the most is once I made that connection.

Personalization. Earlier, it was highlighted that helping the athlete learn from his or her own experiences is an important role for the holistic sport psychology consultant. This approach to sport psychology implies that the service holistic consultants deliver is personalized because the athlete's own experience is leading each intervention. Ken Ravizza explains:

I value the other person's experience, and the individual is important. And it's going to come from them. It's not necessarily going to come from me giving them the magic answer. I can throw some things out there, but it's gotta resonate and come from their experience and where they're coming from, I think that's important.

Letting the athlete's experience guide the intervention places the responsibility on the consultant to be aware of his or her own biases and beliefs such that they do not interfere with helping the athlete articulate their own experiences. Tom Patrick comments:

I'm helping them reflect about themselves. So again, I think that's a more holistic approach because it allows them to do things on their own terms based on who they are as opposed to me imposing my own beliefs about things because I think we all do that. Like just as an athlete brings themselves to what they do, I think we do as well as practitioners. So I have to monitor that and make sure that it's not on my terms but it's on their terms so just me knowing myself a bit on those things and making sure that it's not what I think, it's what they think.

An implication is that the consultant must be very reflective in their discussions with athletes as to not offer generic advice that fails to recognize the individual needs of the athlete. In that way, as Tom Patrick continues, the holistic consultant's approach is always deliberate and purposeful:

I find a lot of practitioners get into...these kinds of rhythms of similarity.... In other words, they read about something; I'll give an example, let's say they read about biofeedback. They read this great article on biofeedback, and then they start thinking, "You know what, this may have some relevance to this athlete or sport perhaps." The funny thing is that if they don't provide enough distance between stimulus and response, everything becomes about biofeedback. Everything becomes about the most recent topical thing. You know, it's like everything became about recovery, everything became about biofeedback, and I think we have to be very careful that we're not being very generic about what we're doing. Do I give the same advice to a multiple world champion as I would with a 16 year old up and coming developmental athlete? Even

though it's the same sport, they're two very different people with two very different views of themselves and the world they're in at the current time that you're working with them. And I would think that my approach has to be very different.

Cultural awareness. Recognizing the culture within which the athlete is a part of is another operating standard for developing the whole athlete. There are two cultures in which the holistic consultant is aware of: the sport culture, and the ethnic culture. Ken Ravizza's addresses the importance of knowing the sport culture of the athlete as the cultural demands from the sport can shape the person's experience with it:

I think one thing that's really helped me is... understanding the team as a sub-culture, understanding what's of value to that team. Golf is a different culture than baseball. It's a different world. Football's a different culture than baseball. I remember my first presentation to [a baseball team], the guys said it was great but I gotta cuss more. I said, "Well I can work on that, that's not an issue." But once again, that's the culture. You cuss with a group of golfers or another group, it may be a problem. Understanding the culture and what the demands of the culture are and what goes on in individual sports, team sports, team sports like baseball which is an individual sport within a team sport.... All of those cultural differences...dealing with hockey players is different than dealing with figure skaters. Different demands, different situations and you gotta adjust so you're coming from the sport experience instead of applying sport psychology to sport.

Cal Botterill recommends that novice practitioners have a wide range of internship experiences spanning a number of different sports such that they become sensitized to the variety of sport cultures:

As a professional it's important to be aware of the cultural group you're going into; sport, business, whatever. And the more you can learn about that the better it'll go. So the only difference is that you do more prep when you don't know the culture because you need to have the little cues, the little ideas that suggest that you've done your homework and you know something about what they're into. One opinion is when you start your career, you're better to go into fields where you don't know the culture and you have to learn it. Because I think when you go to ones where you know it, you're often sloppy and sometimes you can get drawn into a semi-coaching kind of style rather than being a true performance enhancement consultant. So I think I was lucky; even though my primary sport was hockey I had extensive experience in basketball which initially I knew nothing about and had to learn to appreciate and sit on the bench and learn all the jargon and cheerlead and support and all the rest.... And the performers love it when you do and they accept that you don't know a lot when you start but if you start to show an interest in them and in those factors, things go well. So yeah, I think it's important to respect the culture, but also to learn it, because sometimes within the culture there are issues.

Understanding the ethnic culture of the athlete also plays a part in understanding the athlete holistically. As Keith Henschen describes, in some contexts it could be more important to understand the athlete's ethnic culture than their sport culture:

You gotta understand the culture. But not so much the culture within a team; it's more than less the culture of the individual. Point: I'm big, I'm white; our United States track team in some events is black. Is there a culture within that culture? Absolutely. Do I have to understand that culture? Yes. Is it easy to get accepted by that culture? No,

because of the years of discrimination. So yeah, you just can't walk in and do things that you normally would do. NBA: 80% of the players are black. Is that an issue? It could be, but it doesn't have to be if you do it the right way. But you have to be aware of the culture as well.... Adding to that, we have five different international players. Is that a challenge? Yeah, it is. Because in some countries, sport psychology is purely research based. In other countries it is clinical psychology based; very few of them come from an applied base. Does it take a while to get them to understand what you do and what you don't do? Yeah. Probably the biggest one that I've had, the black female athlete is very unsure, untrusting of a big white sport psychology person. Does it take some effort? Absolutely. But you have to recognize it first, and understand the culture before you can make any in roads.

Consultation setting. The setting of consultation sessions is also an important consideration for the holistic consultant. One of the defining characteristics of the setting is that contrary to a more clinical approach, the holistic consultant prefers to consult outside the office. Tom Patrick explains:

I never meet with athletes in my office. There's something that's kinda cold about the office environment for me. Plus for me as a practitioner, not having my laptop in front of me, the phone ringing. I like to get away too cause it helps me be present when I'm sitting with the athlete. Whereas if I'm at the office, there are a lot of distractions.

As with most sport psychology consultants, the consultants in this study will hang around the training and competition environments as many teachable moments occur within this context. But sometimes, as Tom Patrick continues, it is good to converse with athletes outside the performance arena as this may help give perspective to their presenting issues:

I really try to keep it relaxed; I try to change the environment.... And just being out in nature is another thing I try to do a lot. I always try to have sessions outside, fresh air, fresh environment. Again, maybe a different self comes forward, maybe more of the person comes forward and less of the athlete. Maybe they're more open and not as guarded.

Having the consultation sessions in the home of the consultant is not out of the ordinary for holistic consultants as being able to provide a relaxed and informal environment is a crucial prerequisite for their holistic consulting style. Athlete 5 comments on her experience:

And I went to his house on Sundays and that's where I learned all my imagery and all the relaxation techniques and stuff, it was just there in his living room. And his family was home, I would meet his wife at the door and his two kids were kinda my age and I kinda got to know them to say, 'Hi.' So it wasn't like walking into a doctor's office or some kind of clinical setting. It was just a real comfortable situation.

An additional feature to the consultation setting is that holistic consultants typically stay away from presentations or lead group meetings. They admit to being more effective in one on one situations where they are able to bring out the personal experiences of the each individual athlete. It is difficult to address any other self than the athlete in a group meeting setting. As Roger Friesen describes, the consultant is unable to take into account the effects from the athlete's other selves in a group meeting:

Where I'm most effective is one on one. I can do presentations and I do them all the time, but I fully understand that I will have limited value. And I'm not interested in limited value. Life is too short. Furthermore there will be people in that room that don't care. But for whatever reason, and there could be a hundred different reasons, there's a

barrier and that barrier hasn't come down. And so I also know that when I'm doing presentations or even when in the classroom, there are some students that are just tuned out. Maybe because of some barrier or maybe because of fatigue, or maybe something going on in their personal lives that I have no idea about. But for whatever reason, they're tuned out. And so if people are tuned out then there's no point in expending energy on them. So once we get one on one, we can either remove barriers or we can understand the barriers and that opens things a little bit and maybe at one point, someone else can open the door for them completely.

A final feature of the consultation setting involves the frequency of contact once the athlete has transitioned out of sport. As Tom Patrick describes, the role of the holistic consultant is to remain in touch with the athlete to ensure a successful transition:

When the athlete retires from sport, I usually keep working with athletes for at least twelve months. Maybe it's another way of being holistic. I don't view career transition as a separate thing to what I do. So they retire from sport, I keep working with them as close as possible to the frequency of contact. It'll be different usually, although we try to get them involved in the sporting environment anyway. But the idea is let's keep working together for another year....I value working with the person beyond their career.

Intervention Goals

Poczwadowski et al. (2004) suggested that intervention goals may run the gamut from performance enhancement to healthy lifestyles to personal growth and beyond. An underlying presumption of holistic sport psychology may be that personal growth is the primary intervention goal. However, the consultants interviewed were quick to mention that their primary mission is to help the athlete reach their physical potential. The intervention goal of personal growth which

characterizes the holistic approach is relegated to being the means by which the athlete reaches their physical potential.

Reaching one's physical potential. In discussing the scope of practice with the consultants, it is interesting that the primary objective mentioned by these holistic consultants was to help the athlete reach their athletic dreams—that they are still in fact *sport* psychology consultants. Tom Patrick describes his purpose in working with the athlete:

I'm here to help people achieve or reach their physical limit.... I wanna help people realize their physical potential. That's it. The reason I think that relates is that in sport, it's all about the physical. And at the end of the day, certainly with the performance enhancement teams that I work with, well we probably have a pretty good idea of where that person's physical limit could be but my job is to not really care about that. My job is just to help that individual get there. Because if you reach your physical potential, you are in a very very small group of people. And it doesn't matter if it's fifth or eighth or fifteenth in the world, that's special stuff. It's beyond anything I've ever been able to do in sport. Ha-ha. So again... why do you work with athletes Tom? Cause I want to help them live their dream. That's it.

Personal Growth. In their quest to help the athlete reach their physical potential, the holistic consultant works through the whole athlete—the part of them that is not defined by their sport experience. Tom Patrick explains:

But I'm really a member of the coaching team with my job being to help athletes with the psychological aspects of their sport and themselves but that the self work is personal learning based. I'm helping personal growth.

“Is that personal growth reside within the realm of sport psychology?” (R)

I think so.... I think a great athlete is a great person. It's that holistic notion again that you can't separate the personal and the sport self. You can't take the sport out of the athlete. So I think because of that belief, I often find myself having to, and willingly of course, working with the person.

Techniques and Methods

Finally, what may be the most impactful aspects of a consultant's professional philosophy are their preferred techniques and methods. With over 130 years of collective applied experience, the consultant participants naturally reported an abundance of techniques and methods when describing their service delivery. Many of these applied sport psychology strategies however were related specifically to developing the athlete holistically. These techniques and methods represent the holistic sport psychology consultant's "tools of the trade."

Emotional preparation and recovery awareness. The interaction between emotions, cognitions, physiology, and behaviour is a perspective of holistic sport psychology. Traditionally, sport psychology has focused on the relationship between cognitions and performance behaviour. Holistic consultants however, also work diligently with emotions and physiology as a means to develop the whole athlete. An example of such is emotional preparation and recovery awareness.

Imagery has long been associated with mental preparation in sport psychology and for good reason, as plenty of research demonstrates its potential value. However, what often gets overlooked in the imagery exercises is the emotion component. Cal Botterill argues that emotions need to be a part of the imagery process as well. He believes that when an athlete mentally rehearses a response to their expected emotions (via imagery, hypnosis, or discussing possible situational scenarios) the athlete is better prepared for their performance:

I think it's still important to periodically review emotions....When you're working with a high performing athlete, the first questions become about emotional preparation.

"You're going to go to the Olympics. Do you know what to do if you feel afraid, angry, guilty, sad, too happy?" I mean they can all hurt you. So you better have rehearsed a response to this which is emotional inoculation. So the teams that I work with, I try to ensure that you're emotionally ready for all those feelings because I've seen every one of those feelings cost somebody what they wanted to do at the Olympics. So you learn to emotionally prepare.

Cal Botterill explains the kind of emotional inoculation that occurs when incorporating emotions into visualizations:

Well, the biggest place that happens is with game day preparation. I mean I learned from a veteran professional athlete. He said, "It's simple Cal, get scared early." I said, "What do you mean?" "Get scared early; if they're fast or physical, get scared early. Rehearse a response to it and when the game comes along, you can't wait to get on the ice because you've seen the solution, you got a smile on your gut and you're ready to roll." That's emotional inoculation. It's simple. It's like physical inoculation, you give yourself a shot, a little bit of the germ, your immune system gets comfortable with it, and is ready to combat it and you're stronger so that whenever you actually face it, you kick it's butt. And it's the same with emotional inoculation. As soon as you have the discipline to trigger difficult emotions or things that might trigger them and rehearse a good response, you're incredibly more powerfully prepared for the contest.

Recovery awareness represents another mode of monitoring the interaction between an athlete's mental, emotional, and physiological states, and their behaviour. The holistic consultants in this study also monitor their athletes' recovery state. Cal Botterill explains:

One of the most prevalent issues these days is the principle of psycho-physiology. I mean, what is happening with you now. Because after years of watching people pushing athletes to train and work harder, now we have 70% of them that are under-recovered. It's almost always one of my questions, one of my comments, "Where are you at? Are you rested? What's happening? Is there a psychology to it that will help? Is there a physiology that's required here for you to rebound and do what you want to do?"... I might go in with all these ambitions for them but if I sense they're physically drained, it's a totally new agenda. It's your agenda now, we've got to get you understanding your state, accomplishing some recovery, and getting your health back, because the next thing you know you're going to end up with the flu and viruses because your immune system is beaten down and so on. So, another objective is now for me is to try and help performers assess their [physical] state.

Being aware of one's physiological state is holistic not only in the sense that it derives from looking at the athlete as a whole being, but it is also holistic because accomplishing quality recovery comes from synchronizing the athlete's multiple selves to achieve recovery. As Cal Botterill mentions, once you begin talking about recovery, "you're instantly into personal life." Thus in terms of recovery, the holistic consultant ensures that the athlete is recovering as a person, and not just physiologically as an athlete. The implication then is for the consultant to help the athlete reflect on a recovery schedule that is in tune with their emotional, mental, and physiological needs. It must energize them, not compound the problem. Cal Botterill continues:

The whole idea of learning to manage your system, your psycho-physiological system is still naive and we had two athletes that took breaks this fall...and one break was a total disaster, they travelled too much, did the wrong things or whatever, and they came back and they're totally more tired than when they left. They didn't even know what to do with the second one, and I said, "Look, let's start planning right now. You're going to go home, what are you going to do with family? What are you not going to do? You're going to get pulled around by them. When are you going to get away to the beach? When are you going to spend some time in nature? When are you going to just stretch out and get some sleep?" I just got an email this morning, they got two breaks and the physiologist said, "Well, we gave them two breaks." But those two breaks were like night and day as far as getting to know themselves, and managing their system, and get what they needed for recovery. So again, it's one of the roles for somebody with psychological training, is to alert them that just telling someone they have a break isn't always the answer if they don't know how to manage it. And it is both rest, passive rest, and just doing things that you love doing is the second part which nurtures energy recovery and triggers it again so that you end up with both components of recovery, accomplished emotional and physical.

Athlete 3 who had undergone a successful planned recovery period shares her insights on how it helped her regain her identity as an individual beyond the athlete:

I think one of the biggest lessons I learned was there was a point in my racing where I didn't know if I wanted to do it anymore. And so, talking to him about it with him going, "Well, yeah. You gotta figure this out, you have to want to do it, not feel like you need to do it." And that was a good lesson.... And at the end of it in a couple of weeks, I

think I said I was going to take a month off but it ended up being 10 days, and it was within those 10 days when I realized that I really loved what I do. I just needed a break.

Foundational questioning. Often, the types of issues that athletes are approaching consultants with are foundational in nature in that they are rooted more deeply than solely within the athlete's athletic persona. These issues are connected to the identities of the athlete apart from their athletic self. As Ken Ravizza comments:

You're going to get a lot of "I'm not sure why I'm doing this anymore." You're going to get a lot of that at the higher levels and a lot of perfectionism issues. "I'm so hard on myself, I'm so critical, I'm so judgemental." You get a lot of, "Why am I doing this? I've lost my passion." Those would be the big ones. I mean, right off the top of my head, those are the big themes that keep coming up over and over and over again. They're not coming to you with questions like is it more effective to do internal or external imagery. I've never been asked that, I mean it's not relevant.

Therefore, leading the athlete to reflect upon their foundational being is a key strategy used by the holistic sport psychology consultant. This reflection helps keep the athletic performance in perspective thereby reducing the stress of competition. Athlete 3 describes his views on the topic:

You have to have a solid foundation of who you are as an individual because there will be experiences that you will go through or tendencies that will come up and if you were prepared or not, just the magic of pressure in a high situation, your subconscious or something will pull you to your weaker side. And if you were not developed in all different areas whether it was relationship management, whether it was focus and attention to detail, whether it was all these other things—if you were weak in these

areas, you'd get to a competition and you'd start getting stressed out; whether you knew it or not. And if you were weak, you wouldn't be focused on what you needed to do. And also if you didn't have a sense of personal self, you wouldn't have the confidence, you'd be in a cafeteria and you'd have self-doubts and you'd be saying, "Who am I? Everyone's looking and laughing at me because I'm a loser."

Similar comments are expressed by Athlete 2:

His whole approach is yourself as a person, like we're training ourselves as an athlete and a person. And I guess striving for excellence outside of sport in everything; like in schoolwork and in interpersonal relationships and things like that. You need those basic foundations in order to even begin working as an athlete. And of course, a lot of discussions were based around that—Working on your core level, your emotional level, and your psych level. Your foundation below transcends sport.

Holistic consultants ask athletes specific questions to help them reconnect with their foundational self—the essence of who they are beyond the athlete. Cal Botterill describes how this type of questioning comes up in his practice:

I don't know how many times in my career I've had an athlete come in burdened or frustrated or stressed or exhausted or whatever, and I just go to those three questions: I mean, one: who are you? We haven't talked about that for a while. Are you just a speed skater? ... So like ten or fifteen minutes later, [the athlete remarks,] "Oh, there's a bit more to me than I thought, there's more to me than my next race." Now, where's your support? Hopefully it's someone's family, but if it isn't, there must be people that you can call anytime and they'll give you the straight goods, you know you can count on. Another deep breath [by the athlete], "Phew, yeah you're right I can always count on

them." Well then I said look after those relationships, make sure they're there for you. And then finally, how do you want to live and compete? I mean are you going to have your tail in a knot over every rivalry or are you going to be okay with competition like Tiger Woods and say, "Bring it on, I'm loving this, this is the joy of life." So that same athlete might walk out half an hour later with a totally different posture and body language because they've unburdened a whole bunch of irrational perceptions and got back to the foundation. And the foundation is: who the heck am I? What do I love doing? Where's my support? And how am I going to approach life?

A similar process of foundational questioning is utilized by Tom Patrick:

The second thing that I believe in is ensuring the athletes are working from a foundation. So the questions I like to ask athletes are: what do you value? What are you all about? What motivates you?' They may answer like, "I like to know that I've laid it on the line," or "I like to know that I was the hardest working athlete." So you start to understand a little bit about what makes them tick and you can use a foundation effectively, especially when we're trying to get athletes to start detaching themselves from outcomes and goals all the time. And you start to bring back their behaviour to a more foundational approach. Getting them excited to give effort, give optimal effort today, and getting them excited just to express themselves in practice today. So I try to ask those questions as a way of getting to know the athlete. So... I'll often ask them things like, 'Why do you do what you do? Like why do you do this? What's this all about for you?' I ask them things like, "What are you prepared to work for?" I'm trying to get a sense of the underlying processes that describes why they do what they do.

Athlete 4 describes how foundational questioning helped for him when he was about to transition out of sport because it helped articulate his identity outside of sport:

I noticed you had a question on Identity, and that's when those discussions really started to come out. Tom felt that I never fully had the triathlete identity and he knew that. And I knew that too. I always was "[name] the political activist," "[name] the journalist," "[name] the aspiring business person."... I just did what I had to do in triathlon and when I was done training I did whatever else I was passionate about.

Similarly, Athlete 2 learned how to cope with his job because his experiences with holistic sport psychology:

I work as a plumber right now and it's not something that I want to do forever. I generally don't like it but it pays the bills, right? You know, my experience in working with sport psychology has taught me to accept that this is my place and time right now and to go at as best I can despite not being 100% driven to do it. And at the same time, I'm also thinking in my head as I do it that if this is not where I want to be then why am I doing it? I think those thoughts are fuelled by my work in sport psych

Reflection. A prominent tool in the holistic tool box is reflection. The holistic consultant helps the athlete engage in reflection to discover things about themselves and their environment.

Roger Friesen explains:

People need the ability to be reflective about what they're doing and why. So that means questions have to revolve around that so it get people to start thinking about how they make decisions, why they make decisions, and why they find themselves in certain places—are they there by intention or by default, so what did that look like? It's asking questions to uncover those kinds of things. And if reflection has not been part of their

way of operating, then that in itself is a skill and it takes a process to even get the person to a place where they can start becoming aware of how they function.

Helping the athlete engage in reflection for some people is not an easy task. Roger Friesen explains that the consultant must be able to establish an atmosphere of trust within the athlete and also be knowledgeable as to how to lead the reflection process.

The person I'm sitting with, they have to trust me that I in fact have the best for them in mind. They have to trust themselves; they have to be willing to take a look at some things that most people don't want to take a look at. People have a bit of hesitance to really look inside them because they are often afraid of what they might find there. So that's part of it, but the other part of it is simply learning how to ask those kinds of questions. So that like I mentioned earlier, in our culture, people aren't necessarily taught to be reflective; that's not how our culture is set up. And so it's a skill that is actually being lost. So to be observant of the world around us and to be observant of our own self, that's a skill that is slowly being evolved out of us, and we kinda have to put that skill back into people and so that's how you uncover that stuff.

An implication from delivering a more reflection orientated service is that the consultant and athlete are given the opportunity to reflect about their past experiences in a more deliberate manner. Tom Patrick explains:

A lot of the athletes want answers. I try to provide distance between when they ask a question and when there's an answer given. So when an athlete asks me a question, I like to go and think about it myself as well. You know, not always have the response in my back pocket.... And I don't think I'm very good at, personally, at being very different and being very individual if I don't get away and think first. If it's a

Wednesday and I'm at training and an athlete asks me about something, "Tell you what, this is really important stuff," I would say to them, "I need to think about it myself. I want you to do the same, and why don't we get together on Friday for coffee. You bring your thoughts; I'll bring mine and let's see where that goes." And I'd always say to them as well, "Don't worry, I have ideas." But I just want a day to just really think clearly about things. I've found that actually doesn't hurt the process for me, it actually helps because I'm not coming across as this know-it-all expert.

Therefore, reflection helps facilitate a more personalized sport psychology approach as it draws upon their individual experiences and perceptions of performance.

The impact of going through reflection has helped athletes in various ways. Athlete 2 comments that he employs a similar approach now when coaching his own athletes:

I think that did change how I coached quite a bit.

"Could you give me some examples?" (R)

Well, I'd spend more time with my athletes talking and working out different things rather than excessive athletic discipline. Because I used to be a bit of a rough coach when I coached my players...not too a big degree but now I think I have more of an understanding approach with them. And I challenge them to really think about what they're doing rather than going through the motions.

Many of the athletes reported that reflection helped bring about new perspectives for how they functioned as athletes and as people in general. Athlete 5 discusses how her sport psychology consultant helped her gain some perspective that freed her to compete without pressure:

He was one of the first people I ever met where he actually said, "Look, this isn't life or death. Just relax." Because it's so easy to get so wound up.

“He was able to give you some perspective.” (R)

Yeah. And “This is just a part of your life; don’t let it overcome *everything* [italics added].” And you know he was the first to just make me realize that everything’s going to be okay, that I wasn’t always going to be in trouble with someone.... When you’re at that level and you’re always around the most elite judges in the county and in the world and at these big meets it’s all the governing bodies and all the top people there and a lot of times TV and stuff, just everyone else is kinda on edge. And so to have him be a little more laid back, but I think on purpose to say, “Whatever happens happens. It’s going to be okay. Life goes on; it’s going to be okay.” And just kind of realizing that, I mean it sounds stupid because it’s so obvious, but when you’re younger, you feed so much off the adults around you. And so just realizing that and having someone truly believe that was just very comforting. And just that alone, being more comfortable is half the battle.

Through reflecting with his consultant, Athlete 4 was able to come to grips with the selfish nature of elite sport:

I remember telling him that I take issue with competitive sport now, like man those guys are wasting their time, like what are they doing? And because now, I always struggled that sport was so self-centred. And I don't want to come across as some righteous person and I'm still self-centered... but I definitely took issue with that self-centeredness of the athlete.... Because as an athlete, you have to care only about yourself. When I was training, my relationship with my parents suffered, my friends, all our relationships all suffered because everything revolved around me. Did I eat enough, did I get enough sleep, I left parties early all the time, I didn't drink, I wasn't a very good boyfriend to girls I was in relationships with because I was always, "Gotta go,

gotta go, gotta train." And it was all about me me me me me. And even my parents, they would help me fund my habits and I never thought about it twice. But when I looked back I'm like, "Man competitive athletes are dicks. I mean they're great people, they're funny, they're great to hang out with, but they are self-centered assholes." So I really started taking an issue with competitive sport. And now I look at competitive sport and I'm like, I almost feel that these people are misguided but that's how Tom in a way got me out of sport because otherwise I feel I might still be hacking away at this endlessly with no end in sight. That was one thing that I mentioned to Tom, this new perspective I had on sport.

Acting authentically. Once the consultant helps the athlete gain an understanding of who they are at their core, the consultant's job then is to help the athlete live and perform more authentically with who they are. Tom Patrick explains:

I get a sense of their beliefs and then what I do is I look to see when they're acting consistently with their beliefs. And then I look to see when they're not. Then I try to figure out in conversation with them what gets in the way. What is interfering with their ability to just simply act consistent with what they believe and the things they value? So that whole kind of circular ongoing process is kind of something that I really try to work with the athlete on because I think if we get clear about those things then we can start to address their personal side of sport.

Roger Friesen adds:

So the things we do are merely an expression of what's inside of use to live. And so if people are living authentically and with integrity, then what they do is an expression of themselves, and if they truly understand what that looks like, and if somebody really

captures the true essence of who they are and how they function then inevitably it's that person who will excel in whatever context they find themselves in. So what we do can only be an expression of what's inside of us.

As the holistic consultant helps the athlete perform more consistently with who they are, so too must the consultant be authentic themselves within the working relationship. Cal Botterill remarks:

People who have some authenticity within themselves will be incredibly well received. There's a body language difference and your teammates appreciate that you're comfortable with yourself, that you don't have any baggage or manipulative angle on them that they suddenly start to relax and be a bit more okay as well. It's the number one thing that more people could be better at is authenticity. And in our field, if we're not good examples, then that's not a very good indictment for the field. And I think a lot of people haven't been very good at it. They've tried to be Tom Petko or they've tried to be Tom Peters or they're trying to be aggressive or "I got all the answers" or whatever. I think those approaches have a very limited shelf life; they may get some initial surge or energy or focus. But just like motivational speakers, three weeks later, it's long gone.

Athlete 2 describes how his change to a more authentic performance affected his teammates:

One thing we worked a lot on was communication within the team. And verbalizing my thoughts and celebrating with emotion and things like that. I would say that has changed my relationships with people in some respects. I'll be quicker to celebrate things, like emotionally, like I used to be a bottled up player... I would earn a point and then just move on and just not do anything about it, not show any emotion win or lose, but I

eventually changed that into completely harnessing and celebrating a point. And that would fuel my teammates.

Finally, living authentically and in tune with the needs and wants of one's inner being is a product of reflection training as Roger Friesen describes:

Whenever I'm confronted with something, I'm going to have a reaction, that's just the way it is and so if I train myself to ask questions like: Is my response or reaction right now helping or is it not helping? Is it getting me to where I want to go? And if it's not, then I need to take a look at what that is and either make some immediate adjustment or make a note that there's something in my behavioural pattern that's not helping but it will take a bit more effort to change, resolve, or modify whatever is required. And so that again becomes part of the process, and that's also something that I talk with clients about a lot. So I just slowly train them to be aware and to observe how [they are] reacting to things.

Social support. The holistic consultants described in their interviews that developing the athlete holistically is an important element in creating a quality team environment. Cal Botterill comments:

I think along the way we got to help people feel good enough about themselves that they can become good team people. I mean, in a relationship, who wants to go across the ocean with someone whose boat leaks? I mean it's just a matter of time until the relationship breaks down cause you have too many hang ups or too many problems or you have too many dependencies.

Cal Botterill sees developing the athlete holistically necessary to create a real team environment. Borrowing from Lencioni's (2002) book, *The Five Dysfunctions of Team*, Botterill feels having a

holistic athlete is the only way to overcome the first two dysfunctions: a lack of trust, and the absence of conflict:

But Lencioni, he's really settled in on a little more detail on it and five distinct dysfunctions that you got to avoid. And it's very good. You got to be a whole person to function in that environment because the first level is trust, and the answer is that it's not a love-in, you got to trust that you're going to be there for one another in a professional way... that's the first level. The second level is where it hits the fan and that is...the absence of conflict. Like when you don't say what you think. What's happened to your team? It means you think you have something better but you don't say it. Because you're afraid they might not like it or whatever. So he's right on about this element, and I think I've always sensed it in my teambuilding, but it's part of the reason why it's so important to be okay with yourself.

As the holistically developed athlete helps improve teamwork, so too does the team environment help to develop the athlete holistically. From his interview, Cal Botterill adds that connecting with those people “helps you feel whole and then you can be a complete person when you go out.” Practically, Botterill describes a number of ways that the sport psychology consultant can help the athlete reflect on their support sources. The first of which is simply showing an interest in the athlete’s support network.

I just start it all the time by showing interest and asking, “What's your girlfriend's name, What's she doing? How many kids you got?” Whatever and you know what, it's the easiest thing in the world, you just have to be genuine. I just talked to very prominent Canadian athlete and asked about his daughter who just started kindergarten, I mean, he wouldn't care whether we talked about anything else in the world, he just lit up.

Sometimes athletes have lost perspective and have drifted away from those that give them that needed unconditional support. In such cases, Botterill helps the athlete by reflecting on who it is that they need to reconnect with:

And the key question in perspective is, who is it that supports you unconditionally?

Sometimes it isn't family, sometimes family is conditional. So it's a teacher you had or a friend you had. And then I say "Have you got in touch with them?" "No I haven't in a long time" I said, "Email them, give them a phone call." I mean we don't need a hundred friends but we need three or four that we can call anytime.... And what that person will do is remind them of the essence of who they are and they're back on track.

Finally, involving the athlete's support team in team functions can help enhance performance.

Cal Botterill related the story of how involving the wives and girlfriends of hockey players helped the team throughout the playoffs:

What paved the way for us to have a final four run, was the coach at the time had said at the beginning [to the wives and girlfriends], "It's a long run. When we start and when we get going in playoffs... we need your support. It's huge. You're critical to the guys in terms of their recovery and mindset and everything and Cal's going to talk about some of the strategies that we're using for both preparation and recovery and so you understand what we're doing and teamwork." It was one of the most effective sessions in my whole career. And we had a good run; we went well in the playoffs. And there's no doubt in my mind that the support from families was a big part of it on occasion.

Balance. Helping the athlete organize their lives in order to balance their time and energy between sport and other aspects of their lives is also a strategy used by holistic consultants. Doing so allows the athlete to nurture their various selves such that their athlete self is unburdened by outside influences. Tom Patrick remarks:

If we're trying to get endurance athletes to recover well and they're in the middle of exams it's just pretty difficult. And I think again going back to understanding the relationship between the person, and this is another great example of why I'm a holistic person, sometimes the answer is just get the training periodized differently so that they're not in high stress sport and high stress life at the same time. Verses again why I tended to stay away from using the word 'skill.' To me, in that situation, there's no skill that can help that athlete train at that high level and have academic demands on them at that high level. It's just too much demand.

Athlete 4 describes how keeping a balanced life a priority through his sport experience helped him transition out of sport when the moment came:

After I didn't have a breakout performance I thought it was time to step down. But the beauty when I stepped down, because I had kept my hand in other things, because of that perspective that I had, the transition was like piece of cake. Like I know another athlete on the team.... She put all her eggs in one basket where it's all she did. She went home and in her off time she played video games or you know not do anything that was building another area of life, and I think she's struggling a lot more now in terms of opportunities, careers, I think she works now at Starbucks, or she's worked at retail. Whereas I've been working at newspapers, I've been meeting people or worked for big companies and moving around; and I attribute that because I had a little bit more

perspective at a younger age and I was aware that I had to not put all my eggs into one basket.

Discussion

The purpose of this study was to examine the external components of holistic sport psychology consultants' professional philosophies. Interviews with holistic sport psychology consultants about their professional philosophies, as well as athletes whom they had worked with, led to a number of themes which helped characterize a sport psychology service delivery that incorporates the holistic development of the athlete. Friesen and Orlick (2008) presented the internal components of holistic sport psychology consultants' professional philosophy. The current study presents the corresponding consultant roles, operating standards, intervention goals, and interventional techniques and methods which help to expand the knowledge of holistic sport psychology.

Range of Services

Bond (2002) stated that the range of services that a consultant aims to fulfill in an intervention context should be clarified at the beginning of the consultation. The data from the consultant interviews in this study indicate that holistic sport psychology consultants play a variety of roles in order to cater to a wide range of services (i.e., friend, observer, Jack-of-all-trades, and educator). The role of friend for holistic consultants may be analogous to the role of counsellor (Hardy & Parfitt, 1994) or being socially involved (Dunn & Holt, 2003). As reported in Friesen and Orlick (2008), many of holistic consultant follow a counselling model of practice. It is interesting to note that many of the qualities that characterized the friendship between consultant and athlete are also prominent in a counselling relationship. For example, the

consultant qualities of trusting, supporting, and authentic as reported in the friend role are indicative of a good counsellor.

The holistic consultants also discussed the role of educator. Educating athletes on how to choose and use appropriate psychological skills is a common role of the sport psychology consultant and where appropriate, holistic consultants included teaching of such skills in their services (e.g., Danish & Nellen, 1997). However, as shown in the results of this study, holistic consultants are equally concerned with facilitating the athlete's quest to know themselves. This includes helping the athlete to learn and grow from their past experiences. As Ravizza (2002) stated, "I value the athlete's experience as part of my job is to facilitate that knowledge of that athlete" (p. 5). This is representative of the holistic consultants' influence from existential psychology as reported in Friesen and Orlick (2008). Facilitating the athlete's self-knowledge further emphasizes the important role of observer since the consultant must be perceptive in what experiences may be particularly critical for the athlete.

Finally, the Jack-of-all-trades role was mentioned as an important role for holistic sport psychology consultants. Similar to the role of 'odd-job' person as presented by Hardy and Parfitt (1994), the Jack-of-all-trades role is an important position. "The psychologist must be prepared to be involved in a range of nonpsychologist activities as part of the overall commitment to the team" (Bond, 2001, p. 227). By embracing such a role, the consultant is able to strengthen the relationship with the athlete because athletes appreciate many of the tasks performed from this role (Anderson et al., 2004).

Tools of the Trade

Corlett (1996) contrasted the difference between Sophist (technique-driven) consulting and Socratic (personal examination) consulting in sport psychology. He likened Sophist

consulting to mental skills training whereby specific techniques are employed in order to produce successful performance results. He likened Socratic consulting to methods of self awareness and personal reflection. Mental skills, Corlett suggests, will always have a place in sport psychology as relaxation or goal setting may often be what the athlete simply needs to take the next step in reaching their goals. However there are often times when sport psychology consultants need to help athletes reflect on their personal philosophy to take the next step. Corlett states:

Often, though, problems are presented to sport psychologists that cannot be solved meaningfully by mental training techniques. There are clearly times when a fundamental change in an athlete's relationship to sport is a viable solution. Sometimes, the problem at its fundamental level is not the athlete alone, but interactions of the athlete with coaches, parents, and the sport itself. When such problems arise, all the sophist has to offer is a bandage, a superficial solution that slows the bleeding without determining why the bleeding occurred in the first place or stopping it permanently. It is here where technique alone fails the athlete and the sport itself. It is here where reference to higher philosophical ground is needed. It is here where sport psychology is most difficult in terms of what it is trying to do and how it should do it. (p. 90)

From the results of this study, holistic consulting is in line with Corlett's conception of Socratic consulting as holistic consulting is that which occurs when higher philosophical ground is needed in an intervention. Many of the techniques of holistic consulting (i.e., foundational questioning, reflection, acting authentically) are a means of developing self-knowledge. This includes an awareness of the athlete's own belief system and philosophy, an awareness of the psychological effects from non-sport domains, and an awareness of how their emotional, mental,

physiological states are interacting. They are a means of discovering what meaning the athlete attaches to their performance and abilities. This type of practice is in line with the holistic consultants' existential paradigm as presented in Friesen and Orlick (2008).

Botterill and Patrick (2003) in their discussion on *perspective* highlighted three opportunities in which an individual may become more aware of their core being. They proposed that when an individual has a solid awareness of their own identity, sources of support, and values, they enhance their perspective on life and sport and thus free themselves to perform to potential. Additionally, Botterill (2004) stated the often the first priority of the sport psychology consultant when working with a team is to become aware of the psychological effects which may be affecting the athletes. For example, he suggests observing the interactions between the athlete and his or her sport science staff, coaching staff, teammates, and especially family. Furthermore, Ravizza (2001) also advocated for the importance of awareness in monitoring the whole being. "This awareness is an integral part of the holistic approach. The athlete is not just a body, but also a total functioning human being" (p. 206). As such, Ravizza (2006) encourages athletes to 'check in' as a means of monitoring the effect of their emotional states, thought processes, and physiological states on their performance. Therefore, using awareness and self-knowledge is a critical strategy in holistic consulting in all its variations. It characterizes holistic consulting as part of what Corlett (1996) described as a Socratic method of sport psychology.

Leaving the Setting

Ending an intervention with an athlete or team is usually the last process between consultant and athlete. The circumstances under which the working relationship ends are different for each athlete and team. Ravizza (2001) explains that the most difficult closures are those that are terminated by third parties such as sport governing bodies or coaches. In such

cases, Ravizza explains that leaving the setting is a difficult process as the decision is outside of the consultant's and athlete's control. Termination in this way can be difficult for the holistic consultant not only because the consultant is no longer a part of this athlete's journey to excellence, but also because a genuine friendship may be lost. This emphasizes the importance of a positive sport psychology consultant – coach relationship as having the coach's support may prevent termination under certain circumstances.

Referrals also represent a manner in which the intervention comes to a close. As introduced in the results of this study, holistic consultants are very mindful of their scope of practice—the professional boundaries which they establish. Even though holistic consultants may have a broader range of services, they admitted there are still some areas in which they do not feel competent to be professionally involved (e.g., spousal abuse or eating disorders). However, as Andersen and Tod (2006) noted, “referring athletes to mental health practitioners does not mean sport psychologists need to stop working with their clients” (p. 484). This notion was exemplified in Ken Ravizza's story about referring an athlete to a clinical psychologist. Many of the holistic consultants stated in their interviews that they maintain a network of clinical counsellors who may be in a better position to meet the athlete's needs.

Finally, at some point all athletes leave high performance sport simply because they are unable to continue to compete at that level. In the results, Tom Patrick mentioned that in such circumstances, he preferred working with the athlete a year after their transition out of sport. Poczwardowski, Sherman, and Henschen (1998) noted that appropriate strategies are needed when an athlete leaves sport. This may include “additional sessions, homework assignments, reminder cards, and phone calls” (p. 202). Similarly, Taylor, Ogilvie, and Lavalley (2006) mentioned that coping strategies, social support, and preretirement planning are valuable

resources for the transitioning athlete. Meeting the athlete's needs through personalization of their services as well as acting on their values of caring and professionalism should ensure that the holistic consultant makes every effort to help the athlete make a smooth transition out of sport to another meaningful pursuit.

One complexity mentioned in the literature is the notion of planned obsolescence or working to have their services become obsolete (Bond, 2002). A number of holistic consultants (e.g., Bond, 2002; Henschen, 1991) have mentioned that ideally the athlete will master the skills their consultant has taught them thus negating any opportunity for dependency. In some respects, this position seems to be contradictory to holistic consulting. If the holistic consultant is concerned with the growth of the athlete, and in truth, the individual beyond the athlete, it would seem sensible to conclude that the holistic consultant would remain open to the notion of remaining a friend, sounding board, or advisor to the athlete to continually provide support and facilitate their growth. This could be a topic for further examination.

Consultation Evaluation

Poczwadowski et al. (1998) stated that "evaluation is an essential element to expanding theoretical and practical knowledge of what really works, with whom, and in which context" (p. 200). Holistic consulting like other styles of intervention is subject to measures of effectiveness to demonstrate its validity. It is logical to assume that the effectiveness of an intervention is determined by whether or not the intervention goals are reached. The results from this study indicated that the two interventional goals primarily sought by holistic consultant are reaching one's physical potential and personal growth. This corresponds to Bond (2002) as he discussed his own measure of effectiveness. He describes how the progression of the athlete's skills as it relates to performance is a measure by which he uses. This corresponds with the goal of reaching

one's physical potential. Anderson, Miles, Mahoney, and Robinson (2002) stated that "performance and results will increasingly become the yardstick against which all sports support people, including sport psychologists, maybe judged" (p. 443). Therefore, it appears that within certain contexts holistic consultants are also bound by the objective measure of performance and results.

The novelty of holistic consulting however is in its focus on the development of the athlete as a human being. As indicated from the results, personal growth is also a primary intervention goal for holistic consulting and thus acts as a measure of effectiveness. However, measuring personal growth as an indication of consultation effectiveness is rare in sport psychology research. In addressing the issue of how the athlete's well-being may act as a measure of effectiveness, Anderson et al. (2002) stated that "well-being is a complex multidimensional construct that can involve emotional and physical dimensions. Measurements of subjective well-being may include assessment of happiness, life satisfaction, positive affect, and quality of life" (p. 442). Perhaps the dual goal format of performance and personal growth is best summarized by Halliwell, Orlick, Ravizza, and Rotella (2003):

Our ultimate goal is to help people reach their personal goals and live a higher quality of life. We guide the development of strong mental and emotional skills, and balance in living. Our quest is to help people excel at the mental game for both short- and long-term gains, which includes improved performance, health and happiness. If they achieve athletic or performance 'success' and there is no benefit to health or happiness, we don't see that as being truly successful. (p. 11)

Conclusion

It is hoped that this study provided a more detailed clarification of holistic sport psychology by continuing an examination started by Friesen and Orlick (2008), using Poczwadowski's et al. (2004) framework of professional philosophy in the context of holistic sport psychology. Specifically, the consultant roles, operating standards, intervention goals and intervention techniques and methods were investigated by interviewing experienced holistic sport psychology consultants. A limitation of this study is that the data for this research was comprised of the experiences of a limited number of consultants describing general work within specific contexts. Future studies should include reflective narrative or case studies from holistic consultants exemplifying the details of how they actually deliver holistic sport psychology services. Specifically, these studies should include the consultants' professional philosophies in their entirety from beliefs to techniques as well as the situational factors surrounding their practice.

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CHAPTER 5

DISCUSSION and CONCLUSION

The purpose of this study was to examine the delivery of holistic sport psychology services. By interviewing holistic consultants about their professional philosophies along with athletes whom they had worked with, it was hoped that a clearer picture of how to *do* holistic sport psychology would emerge. The results from this study led to a better understanding of the various beliefs, values, theoretical paradigms to behaviour change, models of practice, roles, operating standards, and intervention goals and techniques that are adopted and practiced by sport psychology consultants in their quest to develop the athlete holistically through the delivery of sport psychology services.

Holistic Sport Psychology

Vealey (1988) identified the need for a holistic approach to be incorporated in sport psychology skills training. This included embracing an interactional paradigm between the athlete and his or her environment as well as emphasizing personal development within the athlete. In the current study, the two perspectives of holistic sport psychology which emerged labelled *Environmental Effects* and *Developing the Core Individual* could represent similar perspectives to those discussed by Vealey. However, Vealey's interactional paradigm remains grounded within the sport context. For example, she suggests that consultants prepare athletes for the competition environment effects to the athlete's performance and recommends competition planning as a means to manage these effects. Therefore, while introducing how environmental effects may affect performance, Vealey did not address those effects which may originate from environments outside the sporting context which was discussed by the consultants in this study.

Furthermore, Vealey proposed her holistic approach as incorporating foundational skills (e.g., volition, self-awareness, self-esteem, and self-confidence) and facilitative skills (e.g., interpersonal skills and lifestyle management skills). She proposed that these skills should be a part of psychological skills training interventions. The Life Development Intervention framework introduced by Danish et al. (1992, 1993) which highlight the transfer of life skills learned through sport to other areas of life is similar in conception. These perspectives of holistic sport psychology could resemble the concept of *Developing the Core Individual* presented in this study. The difference however comes via the model of practice through which each is delivered. The perspectives proposed by Vealey and Danish et al. are grounded within an educational approach. That is, the consultant teaches the athlete certain skills. The concept of *Developing the Core Individual* presented in this study however, is predominantly grounded within a counselling model. This perspective is nurtured through exercises which promote self-discovery, reflection, and knowledge of self where the consultant acts as a guide facilitating the athlete's journey of self-growth. This difference can be compared to the contrasting styles of Sophist and Socratic sport psychology proposed by Corlett (1996) where the Sophist style revolves around skill and technique development whereas the Socratic style is based on self-knowledge. As discussed throughout the study, holistic consulting according to the consultants interviewed was delivered through helping the athlete reflect and act authentically with who they were at their core level, not through an expert consultant imparting skills and techniques for the athlete to learn.

Bond (2001) stated that his "experience in the field clearly points to a need for holistic psychological development programs for elite athletes that include lifestyle management, personal development, group and relationship dynamics, clinical interventions, and performance-enhancement training" (p. 218). Accordingly, the Australian Institute of Sport (AIS) developed a

sport psychology service provision program which encompasses those elements listed above. This denotes a positive shift in perspective of sport psychology service delivery occurring at a national training centre. This AIS program as outlined by Bond represents an environment where sport psychology services can be delivered in unison with the professional philosophies of holistic sport psychology consultants.

Finally, the holistic perspective of relating to the *Whole Being* of the athlete (i.e., mind, emotion, physiology, behaviour) implies that sport psychology consultants must be a cooperative member of the sport science team. Documenting the integration of sport psychology into a functioning interdisciplinary sport science team however, has received little attention in the literature beyond sporadic references (e.g., Gordon & Henschen, 1989; Loehr, 1990). Collins, Doherty, and Tolbot (1993) represent one of the few studies of sport psychology practice integrated within a sport science team. Their case study which documented the experience of a sport science team collaboration indicated that “the sport psychology consultant must be aware of the wide range of factors that may lead to performance problems, many of which fall clearly within the realms of other disciplines” (p. 295). More recently, Reid, Stewart, and Thorne (2004) proposed that within such sport science teams, the sport psychology consultant must be both the source of psychological considerations and facilitate the actual cooperation and functionality of the team.

Lessons for Holistic Consulting

As important as holistic consulting is to the development and well-being of the athlete, there remains a consideration worth mentioning. The Freudian adage, ‘sometimes a cigar is just a cigar’ in the context of holistic sport psychology can be interpreted to mean, ‘sometimes a performance issue is just a performance issue.’ According to Anderson et al. (2004) as well as

Weigand et al. (1999), sport psychology consultants with a holistic approach are indeed appreciated by the athletes with whom they work. However, the same authors also mention that some of the athletes interviewed in their studies expressed their desire for consultants to not push athletes to ‘open up.’ It can be overwhelming for athletes to go to their consultant for advice about poor concentration skills and have the consultant dive straight into potential personal issues such as relationship problems (though in some cases, that may in fact be the source of the athlete’s poor concentration). Experienced sport psychology consultants who are effective have learned the art of application and are sensitive as to when and how to address personal issues or matters pertaining to an athlete’s foundational self in an appropriate fashion. That is, they are attentive to the readiness of the athlete to explore holistic development as was presented in this study. Therefore, consultants must be careful not to ‘push’ their holistic perspectives on athletes who are seeking advice relating solely to performance. Doing so will hurt the consultants’ credibility and rapport with the athlete and ultimately, their effectiveness as well. As Halliwell et al. (2003) stated, “patience is an important quality that yields much greater results than pushing yourself on people. You can’t force readiness, but you can remain open, respectful and available” (p. 36).

Another lesson emerging from the interviews in this study details the importance of practicing from a professional philosophy. Weiss (1991) explained that she values a theory-to-practice and practice-to-theory integration in her approach to sport psychology. Likewise many sport psychology texts (e.g., Anshel, 2003) have attempted to bridge sport psychology theory and practice. While there will always be value in theory-to-practice approaches, holistic consulting in its current state may be more rightly classified as a philosophy-to-practice approach. Considering that little research has been published on how to meet the holistic needs of athletes, practicing from a holistic philosophy may be more accurate for describing holistic consulting as “the

consultant's philosophy can serve to provide direction when confronted with the unique situations where there is not an established textbook solution" (Poczwardowski et al., 2004, p. 446). Therefore spending time reflecting on how one's philosophy affects their practice, especially their beliefs and values (e.g., Lindsay, Breckon, Thomas, & Maynard, 2007), appears to be a necessary component to holistic sport psychology.

The final lesson from this study addresses the learning experiences of sport psychology consultants. The implications for training sport psychology consultants according to holistic principles were introduced in the first article. It was suggested that sport psychology consultants be trained in the disciplines of psychology, kinesiology, and sport psychology in order to meet the holistic needs of the athlete. Similarly, in the second article, it was suggested that a sport psychology consultant be able to be to operate across a wide range of services stemming from performance enhancement, through personal development, and ending with critical interventions. For the novice consultant fresh out of graduate school, this broad range of services may lead to anxiety as the challenge far exceeds the skills required to face the task. What then is the novice sport psychology consultant to do on their way to learning how to meet the holistic needs of their athletes with whom they are working?

Werthner and Trudel (2006) introduced three learning situations in coach development which could be adjusted for the context of sport psychology consultant development: mediated, unmediated, and internal learning situations. The mediated learning for the novice sport psychology consultant has largely occurred already from academic programs and applied course work. But as Corlett (1996) suggested, novice practitioners often feel unprepared by their academic training in matters where skills and techniques are inadequate in meeting the athlete's needs. Therefore, the novice sport psychology consultant must be diligent in establishing quality

unmediated learning situations (in the form of social peer interactions) and internal learning situations (in the form of self-reflection).

Tod, Marchant, and Anderson (2007) discussed the merit of social interactions between peers to service delivery competency. This emulates the thoughts of the consultants interviewed in this study as debriefing within a professional network has provided valuable learning opportunities for them. Ravizza (2001) explained that the support gained from these networks may be technical, emotional, or philosophical in nature and his comments reflect the implication for novice practitioners, "I think one of my greatest assets have been my use of colleagues to support me in my work because without their support, I would not have been able to be as effective as I have been" (p. 213). Similarly, Patrick (2005) shares his experiences learning from the professional folklore which occurred in his professional circles:

As a neophyte practitioner in the field, the conversations that I had with my mentors and colleagues were influential in the development of my professional practice in sport psychology. These interviews were mostly informal exchanges of information that occurred at conferences, in competition settings, or during telephone conversations. Sharing stories from the field began to emerge for me as an important aspect of my development, as the professional folklore helped to inform my practice in situations where my own professional experience was in the formative stages. (p. 11)

Self-Reflection in Sport Psychology Practice and Research

Finally, the novice practitioner may enhance their internal learning by frequently engaging in self-reflection exercises concerning their service delivery. Therefore awareness and reflection are not only important skills for the athlete to possess as the results from this study indicate, but so too are they valuable skills for the consultant to practice on themselves. In fact, it

is worth mentioning that much of the literature used to situate the premise of this research was in some form of reflective narrative. Patrick (2005) suggested that:

Practitioners of sport psychology must continually develop an awareness of the influences affecting one's approach, thinking and feelings about issues pertaining to consulting and working with athletes. Understanding one's self and being open to growth and learning allows for the foundation of successful, purposeful work within the area of sport psychology. (p. 35)

Regarding novice practitioner development specifically, Holt and Streat (2001) as well as Tonn and Harmison (2004) have promoted self-reflection as a valuable tool to help recognize the strengths and weaknesses of a novice consultant's service delivery. More recently, Cropley, Miles, Hanton, and Niven (2007) suggested that reflective practice provides a framework by which novice consultants can learn about how to actually *do* sport psychology.

Weiss (2008) called for more evidence-based research claiming that "it is imperative that consultants and clinicians move away from anecdotal accounts or working with athletes...and move toward providing data-based evidence of impact of their particular methods" (p. 71). This perspective however is countered by Anderson, Knowles, and Gilbourne (2004) who argue that if reflection is a valued ability and technique, so too then should be reflective forms of research. The results from this study show that adapting a consultant's service delivery to meet the individual needs of each athlete is a prominent theme in holistic sport psychology as shown by such themes as the existential principle of letting the athlete lead the intervention, the operating standard of personalization, and using techniques that integrate the individuality of each athlete. Reflective narratives on consultants' profession philosophies (e.g., Ravizza, 2002) or specific interventions (e.g., Holt & Streat, 2001) or a combination of the two (e.g., Lindsay et al., 2007)

represent quality means by which to understand or study holistic sport psychology. Reflective narratives provide examples of how the consultants customized the various aspects of their practice to meet the individual needs of the athlete or team in a specific intervention context.

Strengths and Limitations

The primary strength of this research is that it represents the first in depth study to examine holistic sport psychology thus providing knowledge on a topic which had been only vaguely conceptualized and lacking in definitive structure. Secondly, this study represents the first piece of research to discuss the practice of sport psychology across the complete framework of professional philosophy as introduced by Poczwadowski et al. (2004). Finally, the themes from this study represent a host of concepts (particularly intervention techniques) that extend beyond traditional sport psychology research topics (e.g., motivation, imagery, self-talk, etc.).

Limitations from this study largely stem from issues regarding athlete participants. It was difficult to access current athletes as participants and thus retired athletes were asked to participate. However, many athlete participants in the study seemed too far removed from the sport psychology interventions to give detailed accounts of their experiences. Additionally due to financial and travel constraints, most of the athlete interviews occurred via telephone and did not yield the same quality of interview as face-to-face interviews would likely have. Finally, the lack of contact time before hand to foster rapport with the athletes, led to interviews where, as Thomas, Nelson, and Silverman (2005) predicted, the participants seemed too untrusting to “open up and describe their true feelings, thoughts, and intentions” (p. 350).

An additional limitation stemmed from the selection of consultant participants. The consultants selected for this study admittedly have very similar professional philosophies as many of them have worked with each other in some capacity. Although this could be perceived

as a strength since they would yield consistent results, consultants from outside this professional network would have added valuable perspective.

Directions for Future Research

The holistic development of the athlete is a relatively unexplored aspect of sport psychology intervention research. The consultants interviewed in this study were steadfast in their belief that as Miller and Kerr (2002) suggested, performance excellence comes via personal excellence. For the sake of professionalism however, the field of sport psychology must continue to monitor the effectiveness of its intervention strategies. Anderson, Miles, Mahoney, and Robinson (2002) suggested that the following aspects be considered when evaluating interventions: quality of support from consultants, the athletes' psychological skill proficiency and well-being, athletes' responses to support, and performance (both subjective and objective). This would be the next step in holistic sport psychology intervention research. Of particular importance would be to capture the perspective of the athletes in the intervention. This study was primarily centred on the professional philosophies of holistic sport psychology consultants; data from athlete interviews were used only as secondary support. By placing athlete perceptions at the core of holistic sport psychology research, it is expected that researchers could gain a more valuable insight into the effects of holistic development on performance enhancement. Since personalization plays such a key role in holistic interventions, reflective narratives, case studies, ethnographies, or participatory research represent appropriate research strategies.

Conclusion

What is holistic sport psychology? It is a manner of consulting which (a) acknowledges and manages the psychological effects from non-sport domains to the athlete's performance, (b) seeks to develop the core individual beyond the athlete identity, and/or (c) accommodates for the

interaction between an athlete's psychological, emotional, physiological states and their behaviour. It is a manner of consulting that occurs from adopting a professional philosophy similar to that which was outlined throughout this study. Situated within the field of applied sport psychology, holistic consulting represents a shift away from the era of mental skills training with its emphasis on performance enhancement to an era of self-knowledge and personal excellence.

Beyond the holistic development of the athlete, researching the practice of sport psychology will continue to be an interesting and worthy pursuit as the field of sport psychology continues to define itself and work through the growing pains of being a relatively new field of profession. As this study incorporated the perspectives of some of the most experienced practitioners in the field as well as perspectives from elite athletes, it is hoped that this study has provided a clearer insight as to how to actually *do* holistic sport psychology.

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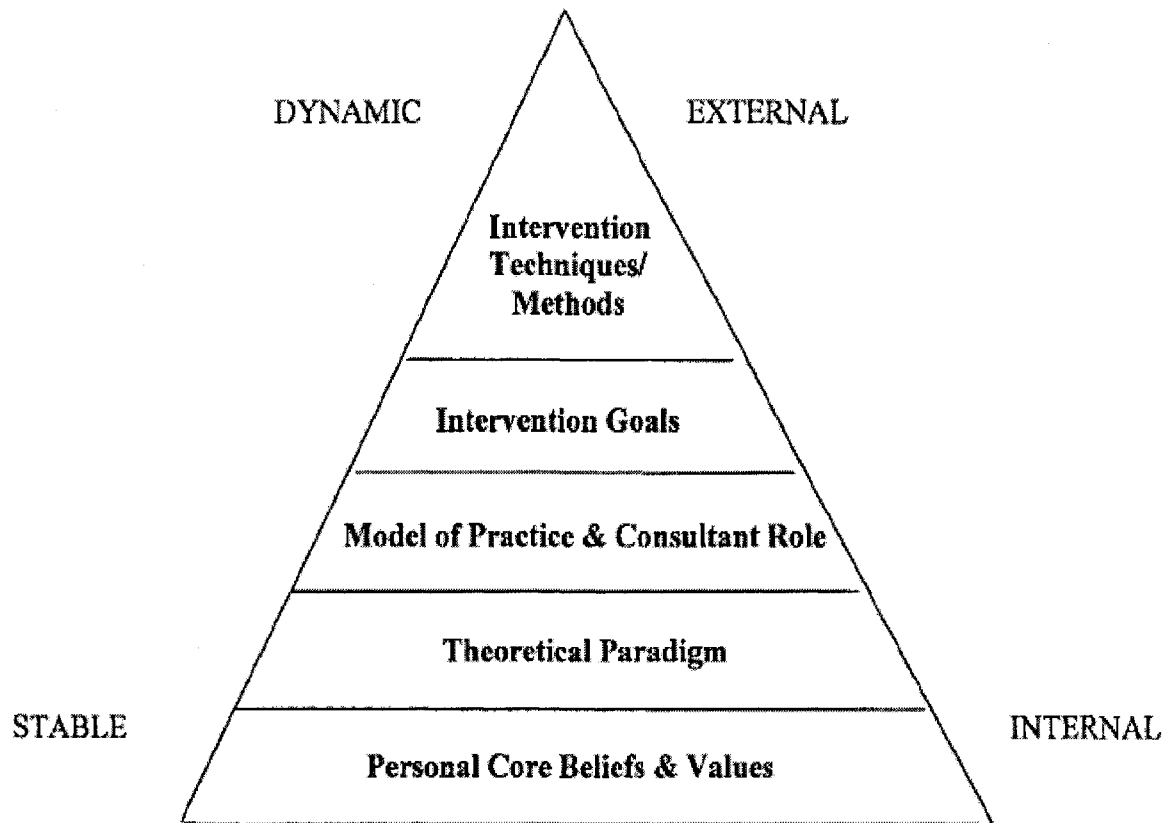
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Appendix A

Professional Philosophy (Poczwardowski, et al., 2004)



Appendix B

Interview Guide: Sport Psychology Consultant

Interview Guide

Study: Holistic Service Delivery in Applied Sport Psychology

Case No: _____

Time of interview: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____

Questions:Section 1 (Demographic Information)

1. How long have you been consulting?
2. How long have you been teaching?
3. What sports have you worked with?
4. What is your academic training background?
 - Follow up questions:
 - i. Where did you attend school?
 - ii. What was your major(s)?
 - iii. What are the professional associations you are affiliated with?

Section 2 (Holistic Consulting)

5. Do you see yourself as a holistic consultant? That is, a consultant who is centered on the development of the whole person/athlete and not just on performance enhancement?
6. How or why do you distinguish your consulting style as holistic?
7. Do you think developing the athlete holistically falls within the roles and responsibilities of the sport psychologist? Explain.
8. Do you think athletes need to develop other areas in their life to excel in the performance domain? Explain.

Section 3 (Professional Philosophy)

9. Tell me about your personal values that guide your practice.

Follow up questions:

- i. What are your personal values?
- ii. What has shaped/influenced your values?
 1. experiences
 2. people
 3. other sources
- iii. How are they conducive to a holistic sport psychology service delivery?
- iv. Do you perceive your values to affect all other aspects of your service delivery? If so, how? If not, why?
- v. Do they change or have they changed?
 1. From neophyte to experienced practitioner (Why do you think this happened)?
 2. From individual athletes to team settings?
 3. From players to coaches to parents?

10. Tell me about your personal core beliefs that guide your practice.

Follow up questions:

- i. To what extent are humans free to choose their own paths verses having their actions determined by their environment?
- ii. Are humans fundamentally good or fundamentally bad?
- iii. Other significant personal core beliefs.
- iv. What has shaped/influenced your beliefs?
 1. Experiences.
 2. People.
 3. Other sources.
- v. Have they changed over your years of consulting?
 1. From neophyte to experienced practitioner (Why do you think this happened)?
 2. From individual athletes to team settings?
 3. From players to coaches to parents?
- vi. How are they conducive to a holistic sport psychology service delivery?
- vii. Do you perceive your core beliefs to affect all other aspects of your service delivery? If so, how? If not, why?

11. It has been suggested that sport psychologists need to be guided by one or a combination of psychological theoretical paradigms (e.g., cognitive behavioural, existentialism, feminism, etc). Do you see your practice as being guided by any such paradigms or corresponding principles?

Follow up questions:

- i. What are the defining characteristics?
- ii. How is it conducive to a holistic sport psychology service delivery?
- iii. Do you think a holistic service delivery could be delivered from other theoretical paradigms?
- iv. How have your personal core beliefs shaped your theoretical paradigm?
- v. How have your values shaped your theoretical paradigm?

- vi. Do you perceive your theoretical paradigm to affect all other aspects of your service delivery? If so, how? If not, why?
12. Many consultants have organized their services into what has been called a model of practice (e.g., Orlick's Wheel of Excellence or Danish's Life Development Intervention Model). Do you have a similar organizational construct that has guided your practice?
- Follow up questions:
- i. What are the defining characteristics?
 - ii. How is it conducive to a holistic sport psychology service delivery?
 - iii. What experiences shaped or influenced its creation?
 - iv. To what extent is it influenced by outside factors (athlete, coach, organization)?
13. Tell me about your potential roles as a consultant.
- Follow up questions:
- i. Roles frequently played in past interventions
 - ii. How are they conducive to a holistic sport psychology service delivery?
 - iii. How do the roles relate to your model(s) of practice?
 - iv. What is the balance between client directed, and self-directed roles?
 - v. Tell me about your operating standards (professional values).
 - vi. How do your operating standards define your holistic approach?
14. Tell me about intervention goals that you frequently use in interventions.
- Follow up questions:
- i. What are commonly set intervention goals?
 - ii. Do they always revolve around sport psychology or do they sometimes address other sport science domains (nutrition, fitness, etc.).
 - iii. How are they conducive to a holistic sport psychology service delivery?
 - iv. How do you introduce holistic growth orientated goals into a setting that is preoccupied with performance enhancement?
 - v. How are they balanced between your perceived roles and model of practice and the needs of the athlete/coach/organization?
15. Tell me about the intervention strategies and methods that you often use.
- Follow up questions:
- v. What are commonly used strategies?
 - vi. What is the nature of these strategies/methods (are they directed at performance enhancement/personal growth/etc)?
 - vii. How did you learn them? (Past experiences/manuals/ philosophically guided)?
16. We've talked about your professional philosophy by focusing on five general components (personal beliefs and values, etc). Are there any other aspects of your service delivery that we should touch on?
- Follow up questions:

- i. General aspects of service delivery.
- ii. Holistic aspects of service delivery.

Section 4 (Service Delivery)

17. What personal characteristics do you have that you think help in your delivery of sport psychology services?
18. How do you think you and your service delivery differ from other sport psychology practitioners who focus solely on performance enhancement?
19. How do you know you're doing a good and effective job as a sport psychologist?
20. Is there any difference in your holistic service delivery when you work with a team as opposed to individual athletes? Explain.
21. Each sport has a certain culture attached to it (e.g., hockey, gymnastics, etc.). Do you find your holistic service delivery more conducive to certain sports more than others?
22. Do aspects of your holistic service delivery change pending what gender the athlete/team is? Explain.
23. Do you sometimes have athletes that do not want other areas of their life discussed? If yes, does your consulting style change? How?
24. Do aspects of you holistic service delivery change pending what level of competition you are working with?
 - Follow up questions:
 - i. Amateur.
 - ii. Amateur Elite.
 - iii. Professional.

Section 5 (Athlete Participant)

25. Why do you feel the athlete participant you have helped me recruit for my study is ideal for this research study?
 - Follow up questions:
 - i. Growth outside of sport
 - ii. Improved athletic competence.
26. Using the athlete participant as an example, take me through your professional philosophy in action.
27. Do you think you've made a difference in this athlete's life? Explain.
 - Follow up questions:

- i. Growth outside of sport.
- ii. Improved athletic competence.

Section 6 (Closing Questions)

28. Is there anything else that you feel we should talk about that would help me understand your professional practice?
29. Would you like to clarify or re-visit any questions?
30. Would you like to add any comments?

*** Each interview guide was adapted for each consultant participant based on prior literature published by the consultant. This ensured that the questions were relevant and specific to the consultants' intervention experiences.

Appendix C

Information Letter, Sport Psychology Consultant
Holistic Service Delivery in Applied Sport Psychology

Dear Participant,

I have become sensitized to the importance of incorporating the holistic development of the athlete into the delivery of sport psychology services. Specifically, I am interested in examining the personal core beliefs, values, theoretical paradigms, models of practice, roles, intervention goals, strategies, and methods of holistic applied sport psychology consultants.

This research will present a number of case studies of holistic sport psychology consultants and isolate important features and potential implications regarding the practice of sport psychology. It is hoped that the current study will help to further inform our field and that the interviews and document analyses will become a learning experience for all involved.

I feel that having you as a participant would contribute greatly to this study. I have selected you as a potential source of information based upon... (EACH POTENTIAL PARTICIPANT WAS GIVEN A LIST OF SOURCES OR DOCUMENTS WHICH LED THE RESEARCHER TO SELECT THE CONSULTANT AS A POTENTIAL PARTICIPANT).

I am seeking to conduct a case study of each participant. Included within each case study are interviews with the consultant concerning their professional philosophy, an interview with an athlete who has worked with the consultant, and finally, a document analysis of literature written by the consultant which may include journal articles, books, university course material, etc. Each consultant participant will be interviewed approximately two to three times. Interviews will be conducted in person, or possibly via video conferencing or by telephone and will range in length from approximately 45-60 minutes. Interviews will be recorded on videotape or audiotape. Furthermore, consultant participants will be asked to recruit one athlete participant whom they perceive to have grown both in and out of sport as a result of their intervention services. These athlete participants will be interviewed to understand the experiences of working with a holistic consultant. The identities of the athletes will be kept confidential. Upon request, I will also hide the identities of the consultants however it is likely that the consultants may be recognized based on the results from their interviews.

Thanks in advance for your consideration.

Best Wishes,

Andrew Friesen, BA, MA Candidate
University of Ottawa

For additional questions, please contact myself or:
Dr. Terry Orlick
University of Ottawa
Telephone: (613) 562-5800 ext. 4272
excel@zoneofexcellence.ca

Appendix D

Consent Form, Sport Psychology Consultant

Holistic Service Delivery in Applied Sport Psychology

This consent form, a copy of which has been given to you, should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

This is to certify that I, _____, agree to participate in the study concerning holistic service delivery in applied sport psychology, as conducted by Mr. Andrew Friesen, a master's candidate from the University of Ottawa, under the supervision of Dr. Terry Orlick. I am aware that I was identified, by the researcher, as an excellent candidate for research in this area.

The research involves interviews and document analyses designed to explore the nature of a holistic approach to the delivery of sport psychology services. By virtue of the positive focus of the inquiry, no risks are perceived from participating in this study. The potential benefits of this study are increased self-awareness of one's practice and an opportunity to pass important lessons and insights on to aspiring sport psychology practitioners. Each participant will be interviewed two or three times in person or by video conferencing. Follow up questions may also be presented via telephone or email. Interviews will range in length from approximately 45 – 60 minutes and will be recorded on videotape and/or audiotape.

I understand that interviews and document analyses will target (but will not necessarily be limited to), the following topics: my definition of holistic sport psychology, my professional philosophy including my personal core beliefs and values, my theoretical paradigm, my model(s) of practice, my roles as a consultant, my intervention goals, strategies, and techniques.

I understand that the researcher will ensure the following conditions of my participation:

- 1) I understand that my participation is voluntary, and I may withdraw from the study at any time, for any reason, without consequences. This includes after the interviews have taken place.
- 2) I understand that I have right to decide whether to make my identity and participation in this study known to the general public, or whether to remain anonymous. If I choose to remain anonymous, my identity will be coded, however the data collected from my responses might make my participation in the study identifiable by the general public.
- 3) I understand that my identity and participation within the study will be made known to the researcher, the academic community and the general public.
- 4) All records, including transcripts and audiotapes, will be stored in a secure, locked location and will only be accessed by the researcher. All records will be destroyed five years following the completion of this study.
- 5) I may refuse to answer any of the interview questions.
- 6) The researcher will fully and clearly answer any questions that I have about the study.
- 7) At my request, results of the study will be provided to me and explained.
- 8) Verbatim transcripts of my interviews will be provided to me to examine. I retain the right to correct, or erase any words or comments that I see fit within a time frame of two weeks from my reception of transcripts.
- 9) There will be no remuneration for my participation in this study.
- 10) I will receive a signed copy of this consent form.

11) I understand that the results of this study may be published in professional journals.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation. If you have further questions concerning matters related to this research, please contact:

Andrew Friesen
Phone:
Email:

If you have any questions concerning your rights as a possible participant in this research, please contact Dr. Terry Orlick at excel@zoneofexcellence.com

If you have any questions concerning ethics, please contact:
Research Grants and Ethics Services
Tabaret Hall (room 159)
550 Cumberland St.
Ottawa, ON
K1N 6N5
Canada
Phone: (613) 562-5840
Fax: (613) 562-5338
Email: research@uottawa.ca

Participant: _____

Signature: _____ Date: _____

Researcher: _____

Signature: _____ Date: _____

Appendix E

Interview Guide: Athlete

Interview Guide

Study: Holistic Service Delivery in Applied Sport Psychology

Case No: _____

Time of interview: _____

Date: _____

Place: _____

Interviewer: _____

Interviewee: _____

Questions:

Section 1 (Initial Information)

1. What sport do you participate in?
2. How long have you worked with your sport psychology consultant?
3. Why did you begin working with a sport psychology consultant?

Section 2 (The Effects of the Consulting Experience)

4. How has sport psychology as delivered by your consultant helped you reach new levels of performance in your sporting domain?
 - Follow up questions:
 - i. What kind of roles did the consultant play (teacher, counsellor, etc)?
 - ii. What goals were set for your performance?
 - iii. What kind of mental skill or strategies did the consultant teach? (Or what did the consultant actually do?)
 - iv. What kind of perspective or attitude did the consultant help you achieve?
5. How has sport psychology as delivered by your consultant helped you reach new levels of excellence in areas other than sport?
 - Follow up questions:
 - i. Has it helped your relationships? Explain.
 - ii. Has it helped your academic life? Explain.
 - iii. Has it helped your spiritual life? Explain.
 - iv. Has it helped you in your other career(s)? Explain.
 - v. Has it helped your career transitions? Explain.
 - vi. Has it helped your general quality of life? Explain.

- vii. Are there any other examples of how what you learned through your sport psychology sessions with your consultant helped you with the non-performance areas in your life?
6. What are some of the key lessons learned from your experience with this consultant?
7. Did the consultant ever address performance issues related to nutrition, or physical fitness or other aspects not related to sport psychology? If yes, explain.

Section 3 (The Nature of the Consulting Experience)

8. Have you received sport psychology services from other consultants? If yes, how does this consultant's service delivery compare to other interventions you received by other consultants?
9. What are some of the personal characteristics of the consultant that were particularly effective or facilitative in your growth as an athlete and/or as a person?
10. Can you comment on the nature of the relationship between you and the consultant?
Follow up questions:
 - i. Was there on-going contact (after performance career ended—if applicable)
 - ii. Did it resemble conversations or teaching/instruction or something else?
 - iii. What are some general characteristics of the relationship?

Section 4 (Closing Questions)

11. Is there anything else that you feel we should talk about that would help me understand your experience working with a holistic consultant?
12. Would you like to clarify or re-visit any questions?
13. Would you like to add any comments?

*** The interview guide was adapted for each athlete participant based on prior knowledge of the interactions between consultant and athlete as referenced from their consultant's interviews. This ensured that the questions were relevant and specific to the athlete's intervention experiences.

Appendix F

Information Letter, Athlete

Holistic Service Delivery in Applied Sport Psychology

Dear Participant,

I have become sensitized to the importance of incorporating the holistic development of the athlete into the delivery of sport psychology services. Specifically, I am interested in examining the personal core beliefs, values, theoretical paradigms, models of practice, roles, intervention goals, strategies, and methods of holistic applied sport psychology consultants.

This research will present a number of case studies of holistic sport psychology consultants and isolate important features and potential implications regarding the practice of sport psychology. It is hoped that the current study will help to further inform our field and that the interviews and document analyses will become a learning experience for all involved.

I feel that having you as a participant would contribute greatly to this study. You have been identified by [CONSULTANT] to be a potential participant. [CONSULTANT] believes that you have grown both in and out of sport as a result of receiving sport psychology services from [CONSULTANT]. Therefore, it would greatly aid my study to document your experiences working with [CONSULTANT].

I am seeking to conduct a case study of each consultant participant. Included within each case study are interviews with the consultant concerning their professional philosophy, an interview with an athlete who has worked with the consultant, and finally, a document analysis of literature written by the consultant which may include journal articles, books, university course material, etc. Each athlete participant will be interviewed once. Interviews will be conducted in person where possible, but may occur via telephone or email exchange. In person interviews may last from approximately 45-60 minutes. Interviews will be recorded on videotape or audiotape. Your identity as a participant in this study will be kept confidential.

Thanks in advance for any consideration given.

Best Wishes,

Andrew Friesen, BA, MA Candidate
University of Ottawa
Telephone:
E-mail:

For additional questions, please contact myself or:
Dr. Terry Orlick
University of Ottawa
Telephone: (613) 562-5800 ext. 4272
excel@zoneofexcellence.ca

Appendix G

Consent Form, Athlete

Holistic Service Delivery in Applied Sport Psychology

This consent form, a copy of which has been given to you, should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

This is to certify that I, _____, agree to participate in the study concerning holistic service delivery in applied sport psychology, as conducted by Mr. Andrew Friesen, a master's candidate from the University of Ottawa, under the supervision of Dr. Terry Orlick. I am aware that I was identified, by _____, as an excellent candidate for research in this area.

The research involves an interview designed to explore the nature of a holistic approach to the delivery of sport psychology services. By virtue of the positive focus of the inquiry, no risks are perceived from participating in this study. The potential benefits of this study are an increased self-awareness of one's personal and athletic growth, and an opportunity to pass important lessons and insights on to aspiring sport psychology practitioners. Each participant will be interviewed once (maybe twice) in person or by telephone or by email. Follow up questions may also be presented to clarify interview answers. Interviews will range in length from approximately 45 – 60 minutes and will be recorded on audiotape.

Interviews will include (but will not necessarily be limited to), the following topics: personal and athletic growth as a result of sport psychology services received, specific strategies or techniques taught by the sport psychology consultant, perceptions of effective characteristics of the sport psychology consultant.

I understand that the researcher will ensure the following conditions of my participation:

- 1) I understand that my participation is voluntary, and I may withdraw from the study at any time, for any reason, without consequences. This includes after the interviews have taken place.
- 2) My identity will not be disclosed during my participation in the study or in the written results. I will be identified by number only and all potentially identifying information will be excluded from the written results. However, my identity and interview responses will be recognized by my sport psychology consultant who recommended my participation in the study.
- 3) All records, including transcripts and audiotapes, will be stored in a secure, locked location and will only be accessed by the researcher. All records will be destroyed five years following the completion of this study.
- 4) I may refuse to answer any of the interview questions.
- 5) The researcher will fully and clearly answer any questions that I have about the study.
- 6) At my request, results of the study will be provided to me and explained.
- 7) Verbatim transcripts of my interviews will be provided to me to examine. I retain the right to correct, or erase any words or comments that I see fit within a time frame of two weeks from my reception of transcripts.
- 8) There will be no remuneration for my participation in this study.
- 9) I will receive a signed copy of this consent form.
- 10) I understand that the results of this study may be published in professional journals. However, no information will be presented that would allow individual participants to be identified.

Your signature on this form indicates that you have understood to your satisfaction the information regarding participation in the research project and agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation. If you have further questions concerning matters related to this research, please contact:

Andrew Friesen
Phone:
Email:

If you have any questions concerning your rights as a possible participant in this research, please contact Dr. Terry Orlick at excel@zoneofexcellence.com

If you have any questions concerning ethics, please contact:
Research Grants and Ethics Services
Tabaret Hall (room 159)
550 Cumberland St.
Ottawa, ON
K1N 6N5
Canada
Phone: (613) 562-5840
Fax: (613) 562-5338
Email: research@uottawa.ca

Participant: _____

Signature: _____ Date: _____

Researcher: _____

Signature: _____ Date: _____