



UNITED STATES CENTER FOR
COACHING EXCELLENCE

2018 North American Coach Development Summit

June 18-20, 2018

Orlando, FL

2018 North American Coach Development Summit

Welcome

Welcome to the North American Coach Development Summit, formerly the National Coaching Conference. The Summit brings together professionals who educate, develop, train and supervise coaches along with coaches, sport scientists and sport science researchers interested in professional coach development. The theme for the 2018 North American Coach Development Summit is Right Coach, Right Coach Development. Therefore, the program features practical application of research-based coaching information and best practice models that demonstrate the integration of sport science knowledge related to athlete and coach well-being, development and performance at all levels of sport from participation through peak performance. We hope you enjoy the Summit.

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UNITED STATES CENTER FOR
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Vision:

All sporting organizations have a systematic, integrated, continuous approach to the development of coaches that is guided by theory and best practice, and led by qualified coach developers. The profession of coaching is elevated to a status where coach developers and coaches are fully prepared for the sporting environment in which they work.

Mission:

The mission of the USCCE is to strengthen the quality of coach development systems through guided program development, training and support for coach developers, and the accreditation of coach education and training provision all of which are based on cutting edge sport coaching practices.



Monday June 18

Don't miss the Opening Reception at the

US Tennis Association's National Campus



The reception will include an optional walking tour of the campus, the Legacy Award Ceremony, appetizers and a cash bar.

Buses for the opening reception will leave from the Renaissance Hotel beginning at 5pm. Be sure to sign in at the registration desk if you will be riding the bus. Buses will return between 7:30-8pm

Driving directions available in the online program and at the registration desk

Driving Directions for [USTA National Campus](#) from the Renaissance Orlando Airport Hotel

Visitors parking is available. Walking tours of the Campus will leave at 5:30pm from the Welcome Center. (ADA accommodations are available)
The reception will be held at the Lodge, directly opposite from the welcome center.

Note: additional marked routes include toll roads

← from USTA National Training Center, USTA Blvd, Orlan...
to Renaissance Orlando Airport Hotel, 5445 Forbes Pl, ...

20 min (9.8 miles)
via Narcossee Rd

USTA National Training Center
USTA Blvd, Orlando, FL 32827

- Continue to Lake Nona Blvd
2 min (0.7 mi)
- Continue on Lake Nona Blvd. Take Narcossee Rd and FL-528 W/FL-528 Toll W to Forbes Pl
17 min (9.0 mi)
- Drive to your destination
45 s (0.1 mi)

Renaissance Orlando Airport Hotel
5445 Forbes Pl, Orlando, FL 32812

These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly. You must obey all signs or notices regarding your route.

**USTA
PLAYER DEVELOPMENT**

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North American Coach Development Summit

Exhibit Hall



ROWMAN &
LITTLEFIELD



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UNIVERSITY

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2018 North American Coach Development Summit

Keynote Speakers

Keynote Speakers – Vienna Ballroom

Monday June 18th at 12:15pm

Global Leadership & Innovations in Coach Development: An International Showcase: Keynote Panel



John Bales, President, International Council for Coaching Excellence (ICCE)
Glenn Cundari, Technical Director, Professional Golf Association (PGA) Canada
Masamitsu Ito, Ph.D., Nippon Sport Science University, Tokyo, Japan; Deputy Director, NSSU Coach Developer Academy
Andrew Abraham, Ph.D., Leeds Beckett University, United Kingdom; FA Coach Development
David Piggott, Ph.D., Leeds Beckett University, United Kingdom; FA Coach Development

This international panel of leaders in coach development from around the world will share innovations, ideas and research that is shaping coaching education and coach development in their countries and organizations.

Don't miss the Conversations with Colleagues session immediately following the keynote

Tuesday June 19th at 12:15pm

Developing 'Right Age, Right Stage' Coaching Education

Christopher Packert, M.Ed., U.S. Ski & Snowboard Coach Development Manager



An expert in curriculum design and development, U.S. Ski & Snowboard's Coach Development Manager, Christopher Packert will explore educational theories that can help frame the foundation of curriculum development. He will introduce educational models that provide the structure for developing sound curriculum, and he will showcase elements of U.S. Ski & Snowboard's new Level 100 Coach Certification course as an example of a curriculum that was built upon this framework.

Don't miss the Conversations with Colleagues session immediate following the keynote

2018 North American Coach Development Summit Keynote Speakers

Wednesday June 20th at 9:35am

Leveraging Social Learning: Communities of Practice & Coach Development

Diane Culver, Ph.D, University of Ottawa, School of Human Kinetics



A top researcher and coach developer with experience working in Olympic sport, Dr. Diane Culver's will explore social learning theory and communities of practice for supporting individual and organizational learning value and capability. Based on the needs of coaches in specific contexts, examples and strategies will be provided to showcase how coach developers and other stakeholders can support coach learning by adopting this approach.

Don't miss the Conversations with Colleagues session immediately following the keynote

Additional Program Highlights

Additional invited presentations to look for during the concurrent sessions include:

Engaging with positive psychology: Possibilities for sports coaches and coach developers

Abbe Brady, St. Mary's University

An update for coach educators from the US Center for Safe Sports

Katie Hanna, Director of Education & Outreach

A look back and the challenges ahead: Coaching and coach education in the United States

Meg Stone, Eastern Tennessee State University Center for Excellence

A look at coach development within the FA (Football Association)

Andrew Abraham & Dave Piggott, Leeds Beckett University

An update for coach educators from True Sports/ US Anti Doping Agency

Jennifer Dodd, Senior Manager, US Anti Doping Agency

Re→ Act: When doping hits close to home

Kelsey Erickson & Laurie Patterson, Leeds Beckett University

Making a difference in youth sports: A discussion with NAYS, Up2Us, Coaching Corp & PCA

Kate Nematullahi, National Alliance for Youth Sports Thomas Padro, Up2Us

Suzanne Stillet, Coaching Corp Tina Syer, Positive Coaching Alliance

Innovations in coaching education: An update from NGB's leading the way

Ken Martel, USA Hockey

Jay Demings, USA Basketball

The US Tennis Association and coach development: An invited panel

Lead by Larry Lauer, USTA

2018 North American Coach Development Summit Legacy Award Winner

Coach Educator/Developer Legacy Award is given to individuals who have been in the profession for at least 20 years and has made a significant contribution to academic and/or professional practice knowledge in coaching education and coaching science as evidenced by a distinguished record of academic publications, applied publications, the development of outstanding educational materials and programs, and/or via major contributions to sport organizations as well as provide significant service to professional organizations in coach education/development within the United States.

Judith Young was one of the leaders engaging in the late 1980s/early 1990s during her time as NASPE executive director supporting and sponsoring the National Coaching Congress, which eventually became today's North American Coach Development Summit. She oversaw two versions of the National Standards for Sport Coaches published while at NASPE and after the first version was published, pushed the NASPE membership to hold organizations accountable to the standards by supporting and organizing the then NASPE-sponsored organization, the National Council for Accreditation of Coaching Education (NCACE). She kept seeking to improve coaching and the environment for athletes, particularly youth, by ensuring that quality coaches were at every level of sport. She is the embodiment of positive change for coaches in the US. The USCCE is happy to honor Judith Young with the 2018 Coach Educator and Coach Developer Legacy Award.



Please be sure to join us at the opening reception Monday evening June 18th at the USTA National Campus to honor Dr. Young

2018 North American Coach Development Summit

Program Key

Full Assembly Sessions in the Vienna Ballroom

Keynotes – Hear from invited leaders and innovators making a difference in coaching education and professional coach development.

'Conversations with Colleagues' – A new addition for 2018, in response to a request from 2017 attendees, this year's keynote events will be followed by facilitated but informal breakout sessions for in-depth conversations about the application and implications of the keynote topics for our profession and for individuals as professionals.

Concurrent Sessions

Summit attendees can choose which session to attend from the concurrent session types

Unconference Sessions – These innovated sessions are participant driven and designed to provide an opportunity for engaging, and participant-driven discussions on relevant topics facing today's sport community, at large. We invite you to attend these topical sessions to share your expertise, explore challenges and brainstorm solutions through an open and unfiltered exchange of ideas.

Speaker Submitted Sessions – Speaker submitted sessions were selected based on the quality and relevance of presentation abstracts. Full details about each presentation are included in the author abstract section.

15 Minute Lectures- presenters have 15 minutes to share information about current research or professional best practice topics. Lectures will focus on either Research to Practice or Great Practices.

Workshop -Presenters will share an in-depth exploration of a topic and will provide hands on opportunities to share professional practice strategies with an emphasis on application.

Panel - Panel sessions bring together experts on a topic to explore current themes and ideas and to spark audience interaction.

Poster Session – Posters represent completed, conceptual and works in progress by professionals and students. We invite you to enjoy an afternoon snack, visit the poster session and speak with the authors.

Master Classes – Master classes are small group sessions designed to explore a specific topic in depth with professional peers lead by peers. The opportunity to participate in master class sessions is included in the Summit registration, however sign up for these classes was required due to limited space. Some sessions also required pre-summit homework. Out of respect for the presenter's hard work and preparation for the master classes, please do not join a session unless you have spoken to the master class leader well in advance of their session to see if attending is possible. Those who registered for one or more Master Class should have gotten a pre-event email from the class leader.

USCCE North American Coach Development Summit 2018
Monday June 18, 2018

	Vienna Ballroom	Munich	Milan AB	Milan CD	
8-10 am	<div style="border: 1px solid black; padding: 5px; background-color: #f8d7da;"> <p align="center">8:30-10:30am Master Class PRE REGISTRATION REQUIRED Navigating the NCACE Accreditation Process <i>Lori Gano Overway & Mary Motley</i></p> </div>				
8:30-10:30am					Registration opens at 10am
11:10-11:45am					USCCE Presidential Address
11:45am- 12:15pm					Lunch (included in reg)
12:15-1:15					Coaching Education & Development International Keynote Panel
1:15-2pm	Conversations with Colleagues: Discussing ideas from the Keynote Panel				
2-2:05pm	2-2:05 Transition				
		Unconference Conversation	15 Minute Lectures	Workshop	
2:05-3:05pm		Engaging Athletes as Coaches	The disposition to tend and befriend: Potential interventions to strengthen coach caring and its impact on student-athlete performance <i>Leslee Fisher et al</i> Blended high-performance coach development programmes: What can we learn from the 'bleeding edge' of practice in the UK? <i>David Piggott et al</i> Consequences of emotionally abusive coaching: A digital story of athletes' experiences <i>Linda Woolverton et al</i> Cheating and moral reasoning in elite youth soccer players <i>Dean Culpepper et al</i>	Coaching the coaches: Seeking to enhance coach development process and practice <i>Liam McCarthy et al</i>	
3:05-3:15	3:05-3:15 Transition				
	Invited Workshop	Unconference Conversation	15 Minute Lectures		
3:15-4:15	Engaging with positive psychology - possibilities for sports coaches and coach developers <i>Abbe Brady</i>	Challenges in Youth Sport	Using behavior profiles as a self-reflection tool <i>Erica Pasquini</i> Has Title IX enhanced coach development? <i>Sean Dahlin</i> Improving a sport coaching master's program through NCACE level 5 accreditation <i>Scott Douglas et al</i> The intersection between sport for development theory and critical pedagogy: Applicable for sport for development and peace <i>Lindsay Kibler et al</i>		
4:15-4:20	4:15-4:20 Transition				
4:20-5pm	US Center for Safe Sports <i>Katie Hanna</i>				
5:30-7pm	OPENING RECEPTION at USTA National Campus Cash bar, light h'our dourves, campus tours & Coach Developer Legacy Awards				

USCCE North American Coach Development Summit 2018
Tuesday June 19, 2018

	Vienna Ballroom	Amphitheatre	Munich	Milan AB	Milan CD
	7:30 -8:30 am Continental breakfast (included)				
8:30-9:30am	8-9:30 Master Class PRE REGISTRATION REQUIRED Making sense of mentorship : What it is, its uses and abuses in coaching education, and what next <i>Andrea Woodburn</i>			Workshop There's nothing more practical than a good theory: Developing coaching expertise in practicum <i>Andrew Gillott et al</i>	15 minute lectures Player monitoring tool helps coaches stay ahead of the game <i>Ryan Conners et al</i> What athletes want <i>Matthew Lehrer et al</i> Planning practice: Intentional coaching in three dimensions <i>Mark Stanbrough</i> Nurturing high-performance sport coaches' learning and development using a narrative-collaborative coaching approach <i>Michel Milistedt et al</i>
9:30-9:35am	9:30-9:35am Transition				
9:35-10:35am			Unconference Conversation Discussing LTAD	15 Minute Lectures Coaches' conceptualization of punishment and discipline in sport <i>Joseph Gurgis et al</i> Gratitude in sport: The use of a gratitude letters in coaching education <i>Brian Zuleger</i> Coaching education student coaching efficacy: The impact of three coaching contexts <i>Charles Wilson et al</i>	Presentation The National Standards for Sport Coaches: Reflecting on the past and considering the future Examining the next update <i>Lead by Lori Gano-Overway</i>
10:35-10:45am	10:35-10:45 Coffee break				
10:45-11:45am		Invited A look back & the challenge ahead: Coaching & coach educationn the United States <i>Meg Stone</i> A Look at Coach Development within the FA (Football Association) <i>Andrew Abraham & David Piggott</i>		Panel Integrating psychological skills training in a United States tennis association player development program <i>Lead by Earlynn Lauer</i>	15 minute lectures A realist evaluation of assessment approaches in coach education: What works for which coaches in what circumstances and why? <i>Liam McCarthy et al</i> A critical assessment of a sports coaching undergraduate program <i>Brett Nichols et al</i> Training to analyse applying expert-novice paradigm in coaching <i>Yulia Fetisova</i> The development and implementation of an elearning solution for swimming Australia' silver and gold coach development programs <i>Andrew Dawson</i>
11:45-12:15	Lunch (included)				
12:15-1:15	Keynote Developing 'Right Age, Right Stage' Coaching Education <i>Chris Packert</i>				
1:15-2:00pm	Conversations with Colleagues: Keynote Applications				
2:00-2:05pm	2:00-2:05pm Transition				
2:05-3:05pm		Invited True Sport US Anti Doping Agency <i>Jennifer Dodd</i> Re--> Act <i>Kelsey Erickson & Laurie Patterson</i>	Unconference Conversation Creating Safer Sports Environments	15 minute lectures The disconnect of self-perception among coaches <i>Charles Bachand</i> Philosophies, styles and practices of accomplished female high school coaches <i>Graeme Connolly et al</i> Univeristy coaches' perspectives on their use of reflective tools as part of their ongoing development <i>Francoise Rodrigue et al</i> Positive pedagogy for sport coaching <i>Richard Light et al</i>	Workshop Coaching up the coach educators: Beyond the what to the how <i>Karen Collins et al</i>
3:00-3:45pm	3:00-3:45 Poster Session & Coffee Break				
3:45-4:45pm		Invited Panel Making a Difference in Youth Sports A Discussion w/ NAYS, Up2 Us, Coaching Corp, & PCA <i>Kate Nematullahi, Thomas Padro, Suzanne Stillett, Tina Syer</i>		15 minute lectures Implementation of a formal coach education program: A case study in wheelchair sport <i>Siman Pack et al</i> Utilizing all the coaches in the room: Reorienting your coaching staff meetings towards an athlete-centered and coach development approach. <i>Vai Aliberti Jr et al</i> Sports coach: From knowledge to an effective competence <i>Rue Resunde</i> Developing coaches to grow wrestling: Lessons-learned from 10 years of coach development programming <i>Andy Drisko et al</i>	Workshop How Cirque du Soleil creates a High Performance Environment <i>Matthew Sparks</i>
4:45-5:15pm	USCCE Delegate Assembly				
				5:30-7pm Master Class: PRE REGISTRATION REQUIRED The Coaching Lab: A unique approach to practical coach education <i>Julie McCarthy & Sarah Lopez</i>	5:30-7pm Master Class: PRE REGISTRATION REQUIRED Coaching the coach: coach development conversations using solution-focussed coaching <i>Andrew Dawson</i>

USCCE North American Coach Development Summit 2018

Wednesday June 20, 2018

	Vienna Ballroom	Munich	Milan AB	Milan CD
7:30 -8:30 am Continental breakfast (included)				
8:30-9:30am	Invited Panel	Panel	Workshop	8-9:30am Master Class PRE REGISTRATION REQUIRED Developing coaches to develop the whole athlete <i>Sarah McQuade & Linda Low</i>
	Innovations in Coaching Education: An Update from NGB's Leading the Way <i>Ken Martel, USA Hockey Jay Demings, USA Basketball</i>	Prospective student-coaches, current student-coaches, and coaches' use of social media <i>Lead by Brian Gearity</i>	Coaching for culture: Creating inclusive teams <i>Anna Baeth et al</i>	
9:30-9:35am				
9:35-10:35am	Keynote Leveraging Social Learning: Communities of Practice & Coach Development Diane Culver			
10:35-11:20am	Conversations with Colleagues: Applying CoP across Contexts			
11:20-11:30am Transition				
11:30am-12:30pm	Invited Panel		Workshop	Panel
	The US Tennis Association & Coach Development: A Panel Discussion <i>Lead by Larry Lauer</i>	National Coaching Report Task Force Meeting	Trauma sensitive and responsive coaching (TSRC) <i>Carrie Hastings</i>	More than X's and O's: Best practices to keep you student-athletes safe <i>Lead by Laura Pascoe</i>
12:30-12:35pm Transition				
12:35-1:35pm			Workshop	15 minute lectures
			The coach-mentor blueprint: A guide to creating positive coach-to-player relationships <i>Micahel Vaughan -Cherubin</i>	Right coach development to produce the right coach <i>Kathy Ginter et al</i>
				Inspiring excellence through inclusion: Positive coaching as a mechanism to build inclusive sport environments <i>Brian Brown et al</i>
				Urgent need for trauma-sensitive coaching approaches <i>John McCarthy et al</i>
Ideas and strategies for improving online coaching education <i>Steven Dingman et al</i>				
1:40-2:00pm	Closing Ceremony			

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Experience luxurious, modern accommodations at The Renaissance Orlando Airport. The welcome experience includes surprise and delight features at check-in with striking marble floors and grand piano.



Meeting Experience

The Renaissance Orlando Airport Hotel proudly introduces an innovative experience for the meeting attendee.



Guest Room Experience

When the sun sets, your perfectly appointed guest room offers rejuvenation for the mind and body.



Unique Experience

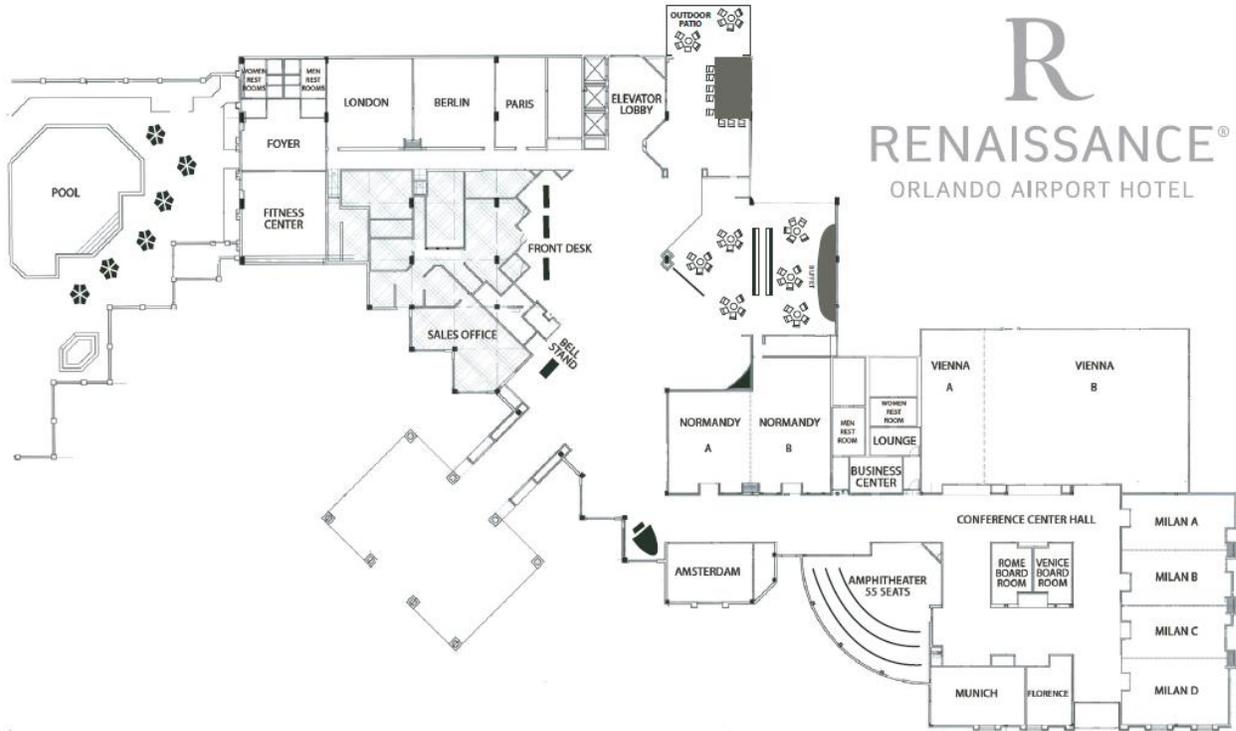
Our staff will help you arrange it all adding the little touches to make your experience here with us unique.

Renaissance Orlando Airport Hotel

For more information contact Jeanne Duran | Jeanne.duran@renaissancehotels.com | 407-513-7226



RENAISSANCE®
ORLANDO AIRPORT HOTEL



	LxWxH	Sq. Feet	Theater	Schoolroom	Conference	UShape	Reception	Banquet
Vienna Ballroom	85x49x13	4,200	500	270		82	450	280
Vienna A	28x49x13	1,400	144	84		38	150	80
Vienna B	68x49x13	2,800	275	130		56	300	160
Milan Ballroom	72x29x10	2,100	220	138		68	225	170
Milan A	18x29x10	520	52	30	18	21	45	30
Milan B	17x29x10	500	52	30	18	21	45	30
Milan C	17x29x10	500	52	30	18	21	45	30
Milan D	20x29x10	580	60	30	20	24	45	40
Amphitheater	26x38x12	1,275		55				
Munich	36x15x9	577	54	24	24	22	38	30
Florence	18x15x9	293			8			
Normandy	32x29x12	1,600	80	84		48	225	100
Normandy A	29x26x12	600	70	30	20	20		40
Normandy B	38x26x12	1,000		54	35	32		60
Amsterdam	28x18x10	504	30	21	15	15	30	30
London	28x26x10	728	72	40	18	18	50	40
Berlin	28x26x10	728	72	33	18	18	50	40
Paris	28x16x10	448	40	21	18	16	20	20
Madrid (2nd Floor)	22x12x9	356			8			
Rome	14x14x8	189			8			
Venice	14x14x8	189			8			

North American Coach Development Summit

Great Practice 15 Minute Lectures * June 18-20, 2018

- **Great Practices 15 minute lectures are listed in alphabetical title order with the abstract submitted by the lead author**

Coaching education student coaching efficacy: The impact of three coaching contexts

Charles Wilson, Drew Zwald & Daniel Czech; Georgia Southern University

Coaching educators/developers face a dilemma in designing coach education programs. Research has repeatedly shown that coaches benefit from exposure to authentic situations for experiential learning, as opposed to pure classroom or lecture situations (Bertram, Culver, & Gilbert, 2017; Cushion, Armour, & Jones, 2003; Sullivan, Paquette, Holt, & Bloom, 2012; Werthner & Trudel, 2006). Yet, finding a balance between what is practical and the theoretical can be difficult. Constraints on time, space, equipment, and opportunities to actually coach are among the challenges facing coach developers, especially in higher education. It would be helpful to determine what coaching contexts have the greatest impact given the constraints coach developers face.

One important aspect of coach development is coaching efficacy. Feltz, Chase, Moritz, & Sullivan (1999) define coaching efficacy as coaches having the confidence in their ability to encourage learning and performance of their athletes. The purpose of this presentation is to share the impact of three different coaching contexts- coaching in the community, coaching peers from a physical activity class, and coaching peers in the same class- on higher education coaching education students' coaching efficacy through the Coaching Efficacy Scale II (CES II) (Myers, Feltz, Chase, Reckase & Hancock, 2008).

Each of the three presenters incorporated a different coaching context in one of their undergraduate coaching education courses. Following IRB approved protocol, at the end of the student coaching, the students were invited to participate in this study by a graduate assistant without the instructor present. Students were given a demographic questionnaire and the CES II. We will discuss the results, noting differences in coaching efficacy, and discuss the impact of both coaching context and previous coaching experience. Furthermore, we will discuss as implications for future coach education program design.

Developing coaches to grow wrestling: Lessons-learned from 10 years of coach development programming

Andy Driska; Michigan State University

Over the past ten years, the National Wrestling Coaches' Association and the Institute for the Study of Youth Sports at Michigan State University have paired to conduct coaching leadership academies for wrestling coaches. The first leadership academy began in 2010 and has served nearly 500 collegiate wrestling coaches. A new program to serve interscholastic coaches began in fall 2017, which adds wrestling-specific leadership training for coaches that have already completed NFHS Level 1 training. Leadership academies pair an online course with a two-day in-person workshop, and emphasize "off-the-mat" coaching leadership issues such as marketing, fundraising, recruiting, building relationships, developing athletes as people, athlete leadership, mental health, and program organization and administration. Academy participants also complete a 360 performance-review, where job performance is evaluated by athletes, peer coaches, parents, and supervisors. These multifaceted programs have helped wrestling coaches to develop the program administration skills to grow the sport of wrestling. Presenters will share examples of online modules, 360-reviews, and in-person workshops, while highlighting enduring principles and lessons-learned.

North American Coach Development Summit

Great Practice 15 Minute Lectures * June 18-20, 2018

Has Title IX enhanced coach development?

Sean Dahlin, Mackenzie Wojciechowski & Donna Pastore; Georgia Southern University

In accordance with Côté and Gilbert's (2009) definition of coaching effectiveness (i.e., integration of three types of knowledge to assist athletes' success through the 4 Cs based on coaching context), the developmental pathway of effective coaches is complex (Cushion, Armour, & Jones, 2006) and idiosyncratic (Gearity, Callary, & Fullmer, 2013) focused on lifelong learning (Nater & Gallimore, 2010). Such is no different when coaching women's sports teams if not more so with potential demands female coaches face that their counterparts may not (Bruening, Dixon, & Burton, 2013) in terms of work/life balance with different family obligations (Dabbs, Dixon, & Graham, 2016) and the stigma of less coaching opportunities for females. When looking specifically at the NCAA Division III level alone, less than half of the head coaches at 43.4% in intercollegiate women's athletics are female (Acosta & Carpenter, 2014), demonstrating that a majority of head coaches in women's athletics are male.

From research gathered on six current female NCAA Division III effective team sport head coaches of women's athletics programs, the purpose of this presentation is to examine and make meaning of the perceptions of the developmental pathways taken throughout these coaches' careers. By way of semi-structured interviews with the six aforementioned participant coaches, three overarching themes were found by the constant comparative approach (Merriam, 1998): Coaching Females vs. Coaching Males, Female Coaching, and Title IX Pioneers. To provide greater understanding regarding the three themes highlighted above, subthemes are outlined in relation to the findings. Implications and future research recommendations will be discussed as well.

Ideas and strategies for improving online coaching education

Steven Dingman & George White; Southern Arkansas University

The Department of Health, Kinesiology, and Recreation (HKR) at Southern Arkansas University (SAU) continues to grow as we meet the needs of the region and nation by continually assessing what and how we offer our curriculum to the clientele.

This presentation will describe the model that our department developed as a way to ensure quality online instruction in the Coaching Education program. Through shared ideas, the department has overcome some common challenges and developed solutions to provide quality programming for our students. The presenters will share the solutions we use that allow us to provide quality coaching education using a variety of faculty resources, assessment data and sound online programming strategies. We will explore the impact of continual quality improvement and quality assurance as they relate to our online graduate program.

The objectives for the presentation are as follows: Upon completion of the presentation, all participants will

1. Understand how a philosophy of continuous quality improvement can improve online instruction and the student experience in the online environment.
 2. Examine how a Departmental Course Template can provide students and faculty with a consistent environment
 3. Examine how we use our assessment plan to guide continuous quality improvement and quality assurance.
 4. Illustrate how student reflection and program evaluation impacts continuous quality improvement and quality assurance
 5. Recognize how the development of interactive course "routines" can assist in meeting student needs
 6. Understand how implementing self-evaluation and peer evaluation of courses can improve quality
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North American Coach Development Summit

Great Practice 15 Minute Lectures * June 18-20, 2018

Implementation of a formal coach education program: A case study in wheelchair sport

Simon Pack & David Hedlund; St. John's University

The aim of this study was to analyze the promotion of long-term coach development through the use of a coach education program in wheelchair curling. It has been widely noted in the literature that formal and specialized coaching education opportunities are limited in adapted sport (e.g., Cregan, Bloom, & Reid, 2007; DePauw & Gavron, 2005; McMaster, Culver, & Werthner, 2012; Tawse, Bloom, Sabiston & Reid, 2012). With a lack of these formalized programs, coaches often seek out more informal learning opportunities (Cregan et al., 2007) or may rely on their own playing experiences (Bates, 2007). The unique knowledge necessary to coach wheelchair athletes in certain sports goes above and beyond the traditional knowledge most coaches must possess (Tawse et al., 2012). Therefore, the specialized nature of wheelchair curling and the strategic, tactical, and physical differences from able-bodied curling bodes well for a formalized coaching education program. In most instances this lack of a formal education program for wheelchair curling leaves most coaches attempting to apply their knowledge of able-bodied curling to the game of wheelchair curling. Coaches must also be knowledgeable on the classification criteria for their particular sport and must be able to potentially manage various impairments within the same team. Funding is also a major issue for the establishment of a wheelchair sport coach education program. This presentation will go through the steps of implementing a coach education program with a national sport governing body setting for the use of wheelchair curling coaches. There were many unique challenges along the way, but the broader benefits for long-term coach development were paramount to the success of this particular program. Further discuss will be directed at wider implementation for other sports beyond wheelchair curling and navigating the challenges of aspiring coaches.

Improving a sport coaching master's program through NCACE Level 5 accreditation

Scott Douglas & Brett Nichols; University of Northern Colorado

National accreditation is a process of assessment that ensures program quality, marketability, and a pathway for developing coaches to increase their coaching skill, knowledge, and employability. In 2015, a newly established (2011) online Sports Coaching M.A. program began exploring the idea of applying for national accreditation. Soon thereafter, the newly appointed Program Coordinator attended the National Council for Accreditation of Coaching Education (NCACE) Portfolio Preparation Workshop at the 2015 National Coaching Conference in Seattle. Seeking visibility and validation, and with the goal of earning Level 5 NCACE accreditation, the program initiated a review of each course offering, learning objective, and corresponding assessment to submit as evidence toward addressing each of the 40 National Standards for Sport Coaches (NASPE, 2006). The purpose of this presentation is to highlight the challenges of organizing and submitting the original folio to NCACE, the subsequent "Conditional Approval" status with reviewer recommendations for program enhancement, and submittal of the rejoinder to address these comments and concerns. While preparing responses to reviewer comments, modifications were implemented by the program coordinator including changing the sequence of two courses in the program of study and upgrades to assessments of learning objectives within individual classes. Also, more comprehensive pre, mid, and post-internship supervisor and self-assessments of the coaching internship experience were added. In agreement with Smith and Hayduk (2010), the accreditation process is a time-consuming and detail oriented task but necessary to maintain a quality product within the dynamic profession of sport coaching. This accreditation process also served to inform internal program reviews at the university level. Accreditation, however, is not the end of the assessment process. Coaching education programs should establish procedures for continued assessment and accountability while supporting faculty development and constantly looking at ways for graduates to gain a deeper understanding of the role of coach.

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Inspiring excellence through inclusion: Positive coaching as a mechanism to build inclusive sport environments

Brian Brown, Rick McGuire & Amber Selking; University of Missouri

Cultural issues have and continue to be critical elements in the sport world that affect both individual and team development and performance (Schinke & Hanrahan, 2009). Helping coaches and athletes not only understand but also embrace the power of diversity stems from a better comprehension on how to build inclusive sport environments that optimize individual differences toward a common goal. Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued by fully participating. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. Buckingham and Coffman (1999) uncovered game-changing principles of what is now called Transformation Leadership. They identify essential elements of the role that the Transformational Leader plays in creating and activating the conditions most likely to promote engagement within teams, such as creating an inspiring vision/mission and developing shared goals/standards. Value and respect occurs when intentional efforts include underrepresented groups in matters of importance.

This presentation will offer an overview of a positive coaching system, which is grounded in research from sport psychology (Cox, 2011), positive psychology (Compton & Hoffman, 2013) and traditional coaching theory (Vernacchia, McGuire, & Cook, 1995), and explore how its tenants can be leveraged to design more inclusive sport environments that inspire excellence in both individual and group performance. Today's social climate requires an attention to inclusion as a mechanism to build stronger communities through sport, and right coach development around this topic will help ensure that right coaches are positioned to lead this charge. Tangible ideas for "thinking right" about diversity and inspiring excellence through inclusion will be shared, clearly positioning these ideas amid the broader framework of the positive coaching system.

Nurturing high-performance sport coaches' learning and development using a narrative-collaborative coaching approach

Michel Milistetd & Pierre Trudel; Federal University of Santa Catarina

Introduction: On sports field, the growing of specialized knowledge and the advances in technology require that coaches will never stop learning to adapt to these new demands on XXI century. According to Trudel, Gilbert, and Rodrigue (2016), coaches how want to keep learning should deliberately reserve time to reflect. However, in high-performance contexts, coaches are overwhelmed by their daily tasks and therefore will have difficulty to take the time to pause and reflect. The goal of this study was to analyse the role of a Personal Learning Coach (PL Coach) to support a high performance coach in his learning journey. Methods: An agenda of coaching conversations was developed during the first semester of 2017. Participants were a Brazilian High-Performance Tennis Coach (HP Coach) and a Personal Learning Coach (PL Coach). A narrative-collaborative coaching approach (Drake, 2015, Stelter, 2014) was the strategy used to support the learning process. Narrative-collaborative coaching is composed of moments of symmetry between a coach and a coachee, where their dialogue is driven by a strong emphasis on meaning-making, values, aspirations and identity issues. The dyad (HP Coach and PL Coach) had 27 meetings (one per week /1.5 hour / 80% by Skype). Results: Starting from a strength based approach, the dyad decided to focus on the HP Coach's communication skills to improve (a) his coaching and enhance the capacity to lead athletes and (b) his interactions with the coaches under his responsibility at the club. Discussions, readings and different applied learning activities were used during several cycles of discovering, applying and integrating new knowledge. Both the HP Coach and PL Coach perceived a major positive change in the HP Coach's communication skills as well as his ability to reflect. Recommendations to HP coaches, coach developers, and administrators are explored.

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Planning practice: Intentional coaching in three dimensions

Mark Stanbrough; Emporia State University

This presentation will look at three dimensions of coaching- physical, mental, and heart/life skills. All coaches coach the physical dimension but only 20% intentionally and systematically coach in the 2nd and 3rd dimensions (Duke, 2014). Special emphasis will be placed on developing practice plans that intentionally coach beyond the first dimension of physical. Evidence and ideas will be presented to help coaches integrate psychological components and life skill lessons into daily routines to help athletes develop holistically. The practice plans will emphasize: (1) having fun, which is the number one reason athletes participate, (2) positive conditioning that stresses conditioning is positive and should be desired for improvement, (3) mental skills training that can be implemented by the coach and athlete for improved performance, and (4) character development which will develop life skills and may be the most important thing coaches do. The practice plans will align with the National Standards for Sport Coaches- what coaches should know, value and be able to do. As a coach that coaches the athlete to be a total person, your challenge is to intentionally coach in all three dimensions- physical, mental, and developing the heart with life skills. By intentionally implementing all three dimensions into your practices, you will make a positive difference in many lives.

Player monitoring tool helps coaches stay ahead of the game

Ryan Conners & Jeremy Elliott; The University of Alabama in Huntsville

Athletic coaches are always looking for the next strategy or tool to help them gain an advantage over their competitors. In recent years, technology has been incorporated into athletics at all levels. Heart rate monitors are a good example of equipment that has gained significant popularity for individualized training and recovery for athletes. However, a relatively new piece of equipment that has exploded onto the scene is the Polar Team Pro system (PTPS), which takes the equipment to the next level by allowing for simultaneous analysis of a group of individuals. The PTPS incorporates global positioning system (GPS) tracking, motion tracking, live heart rate monitoring, and accurate data analysis to be used in a team setting. The information provided by the system allows for everyone on the coaching staff to obtain real time data during a practice or game and the information is saved through a cloud-network based system so it can be accessed online at a later time. This unique training tool enables coaches to evaluate the effects of their coaching strategies and techniques through measurable health and fitness outcomes. In addition, the PTPS can be used for player safety and recovery, which are always top priorities for successful coaches. This article will highlight how the PTPS can be used for smart coaching, player development, safety monitoring of athletes, and provide a cost-effective coaching tool in today's sport setting.

Right coach development to produce the right coach

Kathy Ginter & Jolynn Kuhlman; Indiana State University

Do you think pencils are a thing of the past? Not when it comes to curriculum writing. During the past 25 years coaching has become a recognized profession and academic majors in coaching have burst onto the scene, not only in sport, but numerous other disciplines. What once was looked down upon as a job has become a frontrunner as a profession! When it comes to sport coaching there is not one governing body accepted by all, therefore the content of academic sport coaching programs vary greatly. Some college based programs have used the National Standards for Sport Coaches (NASPE) as a starting point for program development. The challenge in coaching program development is to keep up with the changing aspects of the coaching profession. Indiana State University's (ISU) coaching program is no exception to this. ISU's Master's in Coaching began as a program catering to the development of high school coaches. With the elimination of the Master's degree in Teacher Education the profile of the students changed from high school coaches to those seeking collegiate or elite level coaching positions. This shift necessitated a revision to the existing program to address the needs of these students. Due to the ever-changing world we live in the curriculum must be dynamic. A 2-year post-graduation assessment is critical to keep the program on the cutting edge. ISU is constantly reflecting and assessing the program to make sure that we are meeting the needs of the students who are out working in the field. This interactive Great Program Practices

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presentation will allow those in the academic area of coaching to discuss program content as it relates to our ever-changing world in curriculum development in order to develop the right program to produce a right coach.

The development and implementation of an eLearning solution for swimming Australia silver and gold coach development programs

Andrew Dawson; Victoria University

Coaches are the key performance managers in sport and yet we know little about how to best develop their abilities that is sustainable for the coach, beneficial for the athlete and affordable for the sport organization that employs them. Recent research by Cushion et al. (2010) and Dawson et al. (2013) has revealed that coaches develop themselves both personally and professionally by engaging in a blend of formal learning (e.g., accredited/certified courses such as degrees or sport certification), non-formal learning (e.g., attending workshops, seminars, conferences, structured mentoring) and informal learning (e.g., observation of other coaches, talking to other coaches, reading, internet searches and watching on-line video). This presentation focuses on the development and implementation of Swimming Australia's blended learning program for Silver and Gold coach education. This program represents a major step forward in the management of how Australian Swimming coaches learn and develop themselves as it provides them with an opportunity to access learning opportunities normally restricted to a limited number of face-to-face coach education courses.

The intersection between sport for development theory and critical pedagogy: Applicable for sport for development and peace

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

The International Council for Coaching Excellence (2013) has defined sport for development as a participation pathway where the focus is on life skills, fundamental skills, and to have fun. Within this realm is sport for development and peace (SDP), where sport is used as a tool for creating social change, educating communities on health and teen pregnancy, navigating challenges within a community, and developing participants' problem solving skills in oppressed or underserved populations (Jeanes & Spaaij, 2016). One way in which researchers have explored how to best facilitate SDP outcomes is by using Sport for Development Theory (SFDT), which consists of applying impact assessments, engaging stakeholders, implementing moral values and cultural activities into sport practices, and creating a positive learning environment (Lyras, 2007). Despite the notion that SFDT may be an effective approach, the aforementioned components of SFDT does not explain how to implement the model into practice. Thus, in practice, coaches place emphasis on what participants learn rather than how they are learning and have difficulty engaging the approach due to neocolonial coaching methods that may not be conducive to the environment in which SFDT may be implemented (Jeanes & Spaaij, 2016). One way to overcome the aforementioned problems is to use Freirean's work on critical pedagogy that explains the elements coaches can use to increase oppressed individual's creativity and expand on alternative ways of living and learning (Jeanes & Spaaij, 2016). Therefore, the purpose of this presentation is to explain the integration of SFDT and Freirean's critical pedagogical approach to advance coaching practices in the SDP context. In this way, the insights provided in this presentation can be used by coaches in the SDP context and coach developers who are responsible for developing coaches in the SDP context. Practical strategies integrating SFDT and Freirean's pedagogy will be presented.

Using behavior profiles as a self-reflection tool

Erica Pasquini; Sam Houston State University

The coach expectancy cycle is a four-stage model that explains coaches' feedback behaviors (Horn, Lox, & Labrador, 1998). In the first stage coaches' make judgments of players based off of previous experience. In the second stage coaches' behaviors are affected by these judgments. In the third stage athlete performance is impacted by coaches' unequal behaviors and in the fourth stage coach expectations are reinforced creating a continuous cycle. From youth to collegiate sport, research has consistently shown coaches provide more frequent instruction,

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encouragement, and correction to athletes they believe to be high expectancy when compared to their low expectancy counterparts (Pasquini, Thompson, Gould, Speed, & Doan, 2016; Solomon, 2008). Aside from the challenge of changing one's coaching behaviors, recognizing the discrepancy in behaviors toward athletes is one of the most difficult hurdles for coaches. The purpose of this presentation will be to explore a self-reflection technique that can be used to help coaches identify their distinct feedback discrepancies between high and low expectancy athletes. From video analysis, personal feedback profiles that include frequency of instruction, correction, and encouragement given to both high and low expectancy athletes can be created. Once coaches have concrete data on their behaviors, these profiles can be a useful tool for coaches to engage in self-reflection and develop strategies so all athletes have the chance to reach their potential. During this presentation, there will be brief discussion surrounding literature using this reflection tool. Further, examples of behavior profiles will be shown and instruction on how these profiles were made will be given. Finally, an overview of how these tools can be used and the impact they have had on previous coaches will be discussed.

Utilizing all the coaches in the room: Reorienting your coaching staff meetings towards an athlete-centered and coach development approach

Val Altieri, Jr. & John McCarthy; Boston University

This presentation will focus on our "coaches meeting" format that has evolved over the past ten years of our program. Its purpose is to better meet our participants' needs and to develop the new group of coaches that work with us each year. Traditional coaching models portray head coaches as experts. Additionally, they are expected to be in charge of and directive toward their assistant coaches and players (Kidman, 2001; Jones, 2004). Such coach-centered models place a heavy but unrealistic burden on head coaches at all levels of sport. Leading coaching scholars have converged on ways to frame the roles and responsibilities of the coach that lead to better practice (Hall and Gray, 2016).

This presentation will focus on how coaches can structure a reflective "coaches meeting" with their coaches and athletes more collaboratively (Gilbert & Trudel, 2001). The shared value that these meetings bring can lead to a more robust Community of Practice CoP (Lave & Wenger, 1991). The approach we will describe shows a coaching process where all make meaningful contributions and share vital information about participant interactions and behavior. To be more responsive to player needs and development we aim to harness the power and insights of the group to formulate a plan for going forward. Head coaches become as Jones and Wallace (2006) have described as that of "orchestrator". "Jones et al. (2009) highlighted the important role mentors can play in guiding coach learning through questioning and problem setting" (as cited in Hall & Gray, 2016, p. 10). The coaches meeting becomes a site for coach development, and provides the impetus for assistants to contribute to the improvement of the group but it is still the function of the group leader or head coach to facilitate. We will share strategies and formats for how we guide coach reflection.

What athletes want

Matthew Lehrer, C.B. Sands-Bohrer, Bruce H. Smith; Community Rowing, Inc.

While an assumption exists that athletes of varied developmental levels want dissimilar attributes in their coach, the data tells a different story. Based on nearly 5,000 feedback surveys from a wide range of athletes, from youth to adults, recreational and highly competitive athletes, we learned that creating an environment that is respectful and supportive of our athletes; needs is a key to successful coaching.

There are four qualities and skills that ensure this success are (1) quality instruction, (2) having the right knowledge presented, in a professional manner', (3) consistent message, (4) set expectations at the organizational, program and athlete level as well as between coaches, (5) commitment to team/athletes, (6) being engaged, caring and safe, (7) organized and efficient, and (8) using a simple methodology to plan and reflect.

As the largest public access rowing organization in the world, Community Rowing, Inc. (CRI) delivers more than 300,000 hours of rowing to more than 10,000 rowers annually. The foundation for our programs rest entirely on the

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shoulders of our coaches and their execution of these key qualities and skills on a daily basis. Our challenge at CRI is to provide consistent, high quality coaching to a wide range of athletes with a staff of over 100 coaches, most of who are part-time, seasonal or are new to coaching.

In this session, attendees will learn strategies for coaches to communicate and demonstrate these four key skills in different contexts and how to design feedback loops that bring light on opportunities for improvement for individual coaches, entire teams and the larger organization

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- **Research to Practice 15 minute lectures are presented listed in alphabetical title order with the abstract submitted by the lead author**

A critical assessment of a sports coaching undergraduate program

Brett Nichols & Scott Douglas; University of Northern Colorado

The field of coaching education has been growing in the United States of America since the turn of the 21st century. While this growth has coincided with an increased knowledge base on coaching roles, coaching practices, and effective coaching, this growth has not led to an equal amount of growth in the research in coach education (Cassidy, Potrac, & McKenzie, 2006). Furthermore, the amount of research on the development and assessment of coach education curricula is limited (Cassidy, et al., 2006). The purpose of this research was to critically examine a revised version of the undergraduate Sport Coaching major curriculum at a university in the Western United States. This major was first developed only utilizing previously taught courses in exercise science and physical education, and as such, the curriculum was stretching to meet the National Standards for Coaching Education (NASPE, 2006). As a result, seven new classes were created expanding the curriculum to better meet the coaching standards and to explore topics such as leadership, ethics, international sport, methods for working with either high performance athletes or children, and officiating. The assessment of this program involves several steps. First, a curriculum map was created connecting course objectives and course content to the coaching standards. Secondly, surveys were administered (data collected in Spring of 2018) to program alumni, current students, coaches at various levels of sport, and other important stakeholders. These surveys were analyzed to determine which standards are being met, which concepts, coaching roles, and course content could be expanded, and to create a list of possible changes to the program. Follow-up interviews occurred when appropriate. Recommendations will provide guidance for faculty to develop course content that addresses all of the coaching standards, meet the needs of our students, and prepare students to successfully enter the coaching profession.

A realist evaluation of assessment approaches in coach education: What works for which coaches in what circumstances and why?

Liam McCarthy, David Piggott & Julian North; Leeds Beckett University

In recent years, the English Football Association (FA) have adopted innovative approaches to coach education programme design and assessment practices across their full range of coach education provision.

It is acknowledged that there has been a shift in coach education principles; where the coach was once required to be responsive to the coach education programme, the coach education programme is now required to be responsive to the coach.

This is particularly true of the UEFA B diploma, where the impact on assessment practice is such that learners are now assessed by way of portfolio and presentation, based on an 18-week period of blended learning (face to face delivery combined with in-situ coach educator visits). This represents a sea-change away from inauthentic, simulated assessment days where peer-coaching on a given topic operates as a gatekeeper to certification.

While these changes to coach education programmes demonstrate a response to the literature (Abraham and Collins, 1998; Abraham, et al., 2009; Mallett et al., 2009; Nelson, Cushion and Potrac, 2013; Harvey et al, 2013), which had previously questioned the impact of coach education on coaching practice, little is known about the efficacy of the new approach.

The purpose of the study is to provide an explanatory account of what is happening on the UEFA B diploma, with a specific focus on assessment, using a realist methodology (Pawson and Tilley, 1997).

Where traditional evaluations may ask the question, “does the assessment process work?”, the present study seeks to understand “what aspects of assessment work in coach education programmes, for what coaches, and why?”.

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The purpose of the presentation is to share insight from the early stages of the research, including data gathered from expert interviews, document analysis and a review of grey literature. The intention is to share robust theories related to how the assessment strategy is designed to bring about specific outcomes, while demonstrating how innovative methodologies can lead us to greater insight.

Blended high-performance coach development programmes: What can we learn from the 'bleeding edge' of practice in the UK?

David Piggott; Julian North, AJ Rankin-Wright, & Liam McCarthy; Leeds Beckett University

Following a brief historical sketch of coach development in the UK, this paper draws on our experience of evaluating modern high-performance coach development programmes to challenge the prevailing critique from the research (i.e. that coach education often fails to connect with coaches and therefore lacks impact and penetration). In the UK, the lessons from the research seem to have been understood and actioned in a number of recent 'flagship' programmes. In particular, this paper comments on the design of the Premier League's Elite Coach Apprenticeship Scheme (ECAS), the English Institute for Sport's World Class Pathway Coach Accelerator Programme (PCAP) and the FA's re-launched 'B Licence' (i.e. level 3), all of which are, or have been, subject to recent or ongoing evaluations. All of these programmes have begun to blend formal, non-formal and informal delivery approaches and rethink assessment strategies in order to better meet the needs of coaches. Theories and mechanisms underpinning the design of these programmes are explained and lessons are drawn for the development of similar programmes in different contexts.

Cheating and moral reasoning in elite youth soccer players

Dean Culpepper, Lorraine Killion, Samantha Roberts & Clay Bolton; Texas A&M University-Commerce

Cheating and corruption in sport is an escalating global issue. It may be naive to think that cheating and corruption does not occur in youth sports, and it is here where coaches may have the most influence to curtail the behavior. As the occurrences and consequences of corruption grow across sport, it is important to determine if and when coaches should discuss cheating and corruption. The purpose of this study was to determine group differences for elite soccer players for cheating and sport moral reasoning. Three age-specific (U-14, 15, & 16) teams from a Major League Soccer academy program (n=48, mean age = 16.24) completed a survey on the acceptability of cheating and sport moral reasoning. A MANOVA was performed, and significant differences were found, Wilk's Lambda = .623, $p < .001$. Post hoc tests determined that the differences occur at the youngest level in both cheating and sport moral reasoning ($p < .001$). The data revealed that the younger elite athletes view bending the rules to win as acceptable, but not breaking them, as opposed to the two older groups who viewed cheating as acceptable. As expected, sport moral reasoning was low across age groups and while statistically different ($p < .001$), scores were similar to prior published values on elite athletes. These results suggest that there may be a point in development where interventions can occur; moreover, it is imperative to understand when such interventions should occur. These findings indicate that coaches have an opportunity to teach and train athletes about cheating and corruption before their attitudes and beliefs change. Education should happen before age fourteen-ideally in Middle School and/or Junior High. These suggestions would also concur with previous research on moral development (Kohlberg Stages of Moral Development) and support interventions before the Conventional stage where social behavior is influenced by peers and norms.

Coaches' conceptualization of punishment and discipline in sport

Joseph Gurgis & Gretchen Kerr; University of Toronto

Introduction: Despite the condemnation of the use of exercise as punishment (EAP) by various health and sport organizations, it appears coaches continuously rely on this approach to manage behaviour. Coaches have been discouraged from using EAP, with the belief that it is illogically related to improvements in sport performance, increases the risk of injury, may discourage youth athletes from lifelong participation in exercise and physical

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activity (CCES, 2013; NASPE, 2009), may increase athletes' performance anxiety, and decrease athletes' self-confidence (Albrecht, 2009). Given the well-documented negative effects of punishment in the psychology and child development literature (Gershoff, 2002), it is curious that EAP continues to be used in sport.

Objective: The purpose of this research was to better understand the ways in which coaches conceptualize the use of exercise as a behavioural management tool and to explore their reasons for the use of EAP.

Methods: Semi-structured interviews were conducted with two samples of Canadian coaches, one involving inter-university coaches and the other involving youth sport coaches. The inter-university sample included five hockey coaches and four basketball coaches while the youth coach sample consisted of three male coaches from an elite baseball team. All interviews were audio-recorded, transcribed verbatim, and thematically analyzed.

Results: The findings indicated the majority of coaches were unable to differentiate between punishment and discipline, with a majority of coaches erroneously accepting punishment and discipline as interchangeable concepts. Exercise was reportedly used as a strategy to correct undesirable athlete behaviours. Interestingly, coaches were unable to generate positive alternative behaviour modification strategies to replace EAP.

Implications: The findings suggest there is a need to educate coaches about positive disciplinary strategies as alternatives to punishment, an aspect that is currently not addressed within most educational programmes. This study offers coaches recommendations about alternative coaching practices within a pedagogical disciplinary framework.

Consequences of emotionally abusive coaching: A digital story of athletes' experiences

Linda Woolverton, Clayton Kuklick & Brian Gearity; University of Denver

Each year, more and more athletes reveal stories of abuse occurring within the coach-athlete relationship. Despite the increase in physical and sexual coach abuse research, studies on emotional abuse in the coach-athlete relationship are beginning to gain traction (Stirling & Kerr, 2008). Research is slowly unraveling the definition and meaning behind emotional coach abuse, however, due to the lack of a valid and reliable scale, no longitudinal studies have been published. Further, without a way to capture and measure the prevalence of emotional abuse we cannot hope to create meaningful education to prevent it, correct it, or remove it from the coaching realm. The purpose of this presentation is to offer insights into the world of abused athletes using digital storytelling as a way to collect, interpret, and present data. Digital storytelling utilizes a variety of multimedia, such as graphics, animation, audio and video, and can offer an authentic view of athletes suffering without the constraints of formal interviewing sessions. The goal is to shine light on emotional abuse in the coach-athlete relationship and emphasize the long-term effects of blatant verbal assaults and micro-aggressive maltreatment on athletes. This presentation will show the path from minor emotional coach abuse at an individual or team level, which hides behind an accepted institutionalized practice, to a lifelong battle with psychological repercussions such as anxiety and depression. The audience will personally witness the internal struggle to navigate and survive the wrath of emotionally abusive coaching through digital storytelling. This presentation provides a novel way for researchers, through digital storytelling, to explore the phenomenon of emotional coach abuse and begin to advance toward creating a scale to capture, measure, evaluate, correct, and prevent it in the future.

Gratitude in sport: The use of a gratitude letters in coaching education

Brian Zuleger; Adams State University

This presentation will teach coaching educators how to incorporate the use of gratitude letters as an activity in coaching education based on longitudinal applied research conducted with undergraduate and graduate students in coaching education courses (on campus and online). This presentation will present research on using gratitude letters to educate coaches based on findings from an on-going longitudinal study. The research is based on the gratitude visit positive psychology intervention (Seligman, Steen & Park, 2005). They found that the gratitude visit intervention improved happiness measures in participants for up to a month (Seligman, et al., 2005). The current research is exploratory in nature and requires the participants to write a gratitude letter and then reflect on that

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process. Improved happiness in coaches could improve well-being, which has a direct benefit to them as person and a coach and it can have an indirect impact on athletes as coaches are in better moods. Researchers have found that gratitude has a positive impact on athlete's well-being (Chen, 2013; Chen & Kee, 2008). Part of the application of this research and the activity in the coaching education course is center around how to create a culture of gratitude within the program. This presentation will provide education on best practices based on the presenter's own research and experiences teaching undergraduate and graduate coaching education courses (on campus and online) for six years at two different universities. The goal of this presentation is to help coaching educators better understand how to implement the use of gratitude letters into coaching education (both academic and non-academic) to educate coaches on how to create a culture of gratitude within their programs based on findings from previous and current research.

Philosophies, styles and practices of accomplished female high school coaches

Graeme Connolly, Jessie Counts & Samantha Clayborn; Augusta University

The success of an athletic team depends to a great extent on the quality of the leadership and coaching skills of the coach (Wang & Straub, 2012). Consequently, coaches, practitioners and scholars have shown great interest in studying effective approaches of successful coaches and their personal philosophies and styles and associated recipes for effective coaching practice.

This study was designed to better understand the complex nature of high school team sport coaching in the southeastern U.S. and the evolution of the philosophical approaches and styles adopted by highly experienced and successful female coaches. Specifically, the purpose of this research was to better comprehend the nature of effective coaching practice by examining the coaches' beliefs, values, attitudes and opinions with respect to their coaching in particular, and coaching effectiveness in general.

Seven accomplished high school girls team sport coaches (all females) were purposely selected based upon criteria established by the researchers. Data collection consisted of individual open-ended, semi-structured formal interviews and informal follow-up interviews and email correspondence. The qualitative data were entered into the maxQDA software and analyzed using techniques for data management and reduction (Miles and Huberman, 1994). Trustworthiness was addressed through data triangulation, member checks, and an audit trail.

A total of three themes (The 3 I's) emerged from the systematic evaluation of the data: (1) Interpersonal (Building Relationships); (2) Intrapersonal (Internal Dialogue); and, (3) Intentional (Clear Expectations). These over-arching themes and associated sub-themes identified key principles and best practices of these multiple State Championship winning coaches. The analysis also found that certain elements of the coaching philosophies and styles of these coaches evolved significantly and purposefully over time- transitioning from more of a command style in the earlier stages of their careers into more of a cooperative style as they became more experienced and seasoned practitioners.

Positive pedagogy for sport coaching

Richard Light University of Canterbury, NZ & Stephen Harvey; Ohio State University

There is a range of interpretations of Positive Pedagogy across a number of areas but all are underpinned by the idea of providing positive experiences of learning and building on what learners can do. Positive Pedagogy (PPed) for sport coaching draws on constructivist perspectives on learning, Positive Psychology, and medical sociology. In particular, Antonovsky's salutogenesis and sense of coherence model (1979, 1987) and Seligman's (2012) theoretical model of happiness provide a framework for coaching focused on maximizing athlete learning through positive experiences while contributing to the development of the whole person. This presentation outlines this PPed framework with a focus on its use as an innovation for individual sports typically coached through coach-centered approaches. PPed emphasizes what the learner can do and how s/he can draw on existing individual and social resources to meet learning challenges through reflection and dialogue to enhance comprehension, manageability, and meaningfulness (Antonovsky). It builds on advances made in athlete-centered coaching (ACC) and game-based approaches (GBAs) to coaching for team sports over the past few decades. The presenters will

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demonstrate how the core learner-centered principles of ACC and GBAs have been adapted and applied to create the PPed framework for individual sports. In addition, the presenters will outline practical examples of how PPed can be utilized by coaches to improve athlete performance, both individually and collectively, at a range of developmental levels through the mobilization of the five features of Seligman's PERMA model: Positive emotions such as joy and happiness, Engagement in learning, the building of Relationships and a sense of belonging, Meaning, and opportunities for Achievement. The presentation will conclude by recommending coaches of individual sports use PPed to: a) foster positive attitudes toward learning, b) empower athletes, and, c) contribute toward their positive whole-person development, all as a consequence of improving performance.

Sports coach: From knowledge to an effective competence

Rue Resunde; Brazil

The coach needs extensive knowledge to be competent. This presentation aims to highlight pedagogy as a knowledge aggregator of the different sport sub disciplines and foster greater effectiveness in the training process. It elects a philosophy of professional performance based on an education to the athlete autonomy and co-responsibility in the training process. There is need of evidence for training planning based on the organization of exercises, a communication strategy and the implementation of an evaluation strategy. These ideas are reinforced by the good relationship between the ideas (leadership philosophy), the behaviors to implement these ideas (leadership practice) and the indicators used to measure the success of the ideas defended (leadership criteria). Examples of teaching sports skills in volleyball, soccer and handball are presented.

The disconnect of self-perception among coaches

Charles Bachand; University of Central Florida

A coach's self-perception can make being coached by her one of the best experiences of an athlete's life, or one of the worst nightmares they will ever go through. This amazing or horrible experience is not limited to the self-perception of the coach; it is also linked to their perception of what is right and wrong in terms of how other coaches conduct themselves. This potential divide between the coach's perception of self and their perception of others will not only harm the coach, but all those involved with him, especially his athletes.

Since the understanding of self has been of interest to psychologists, inconsistencies between one's self-perceived attributes (self-perception) and the behavioral feedback from external sources (perception of others) have been incompatible (Higgins, 1987). Psychological focus has extended in many different directions, but little understanding has emerged to explain why an individual's self-perception would differ from their view of another individuals conducting themselves in the same manner.

Research conducted by Bringer, Brackenridge, and Johnston (2002) demonstrated that a coach's perception of what is acceptable in a sexual manner with their athletes was different than what they perceived as acceptable for others. The purpose of this pilot study is to examine the hypothesis that coaches perceive their individual style of coaching to be appropriate compared to their perception of other coaches using the same perceived style, which they perceive as inappropriate.

The disposition to tend and befriend: Potential interventions to strengthen coach caring and its impact on student-athlete performance

Leslee Fisher, Leslie Larsen, Matthew Bejar & Terilyn Shigeno; University of Tennessee

According to Peterson and Seligman (2004), those positive character traits that manifest in caring relationships with others or what Taylor (2000) called a disposition to tend and befriend include love, kindness, and social intelligence. In positive psychology terms, these three traits make up the strengths of humanity. While kindness

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includes generosity, nurturance, care, compassion, altruistic love, and niceness (Peterson & Seligman, 2004), for the purposes of the current presentation, we explore care and the role it could play in positive coaching and student-athlete performance. Using the findings from a series of Consensual Qualitative Research (CQR; Hill, 2012) studies exploring how U.S. Division I (DI) head and assistant coaches defined and implemented caring practices (Fisher, Bejar, Larsen, Fynes, & Gearity, 2017; Fisher, Shigeno, Bejar, Larsen, & Gearity, accepted for publication; Knust & Fisher, 2015), we suggest potential deliberate interventions that coach educators could use to encourage caring in the context of sport. These intervention ideas are based on a model of the care-performance relationship found in our data and are informed by positive psychology concepts.

Training to analyse applying expert-novice paradigm in coaching

Yulia Fetisova; Victoria University

Understanding coaching expertise plays a crucial role in coach education. Considerable research has applied the expert-novice approach to better understand expertise in various sports such as swimming, basketball, golf, tennis and others. Less attention, however, has been given to coach-specific knowledge and their ability to diagnose skill errors. The aim of this research was to investigate the knowledge base and diagnostic ability of the tennis serve technique in expert and novice tennis coaches and to provide a training program for coaches to improve their diagnostic skills.

The study included three parts: Internal model task, diagnostic task and training intervention. The methodology was based on expert-novice paradigm as one of the most popular models for examining expertise. A mixed-method model was applied to analyze the data. The main methods were interview, video-based analysis, online questionnaire and video-based training program. The data from this investigation was analyzed using the grounded theory methodology, quantification of qualitative data.

Results indicated a knowledge gap between expert and novice tennis coaches. Experts demonstrated not only deeper knowledge of the technique but also reported a higher level of understanding in relationships between elements of the serve. Findings from this study provide coach developers with improved awareness of coach performance and learning. The training intervention can be applied to improve diagnostic skills of coaches in other sports.

University coaches' perspectives on their use of reflective tools as part of their ongoing development

François Rodrigue & Pierre Trudel; University of Ottawa

Authors have claimed that reflective practice is essential to the process of becoming a successful sport coach (Knowles et al., 2014). Telfer and Knowles (2009) listed several reflective tools available for coaches, such as reflective journals, reflective cards, and concept maps. To continue the study of effective reflective practice, we attempted to answer the following question: What do university team sport coaches experience when engaging in systematic reflective practice?

A collective case study of six team sport coaches was conducted (Stake, 2000). Each coach selected a reflective tool based on his/her needs. Over one year, the primary researcher acted as a facilitator and helped the coaches implement their reflective tool through face-to-face sessions. Data were collected using archival data collection of the coaches' reflections and semi-structured interviews examining the coaches' perceptions.

The main results show that two coaches used concept mapping, one to clarify the principles of his system of play and the other to better understand player development. Two coaches used a reflective journal, one to improve her leadership and the other to strengthen his program management. Another coach used an audio journal to reflect on his teaching and his leadership. Finally, one coach used reflective cards to assess his coaching of practices. In general, coaches found that consistent use of reflective tools was challenging but helped them clarify their thinking process.

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The effectiveness of a reflective tool seems to be contingent on the coach's perception and preferences seeing that their adherence was personal and the facilitation consistent. Results suggest that coach developers must avoid imposing one reflective tool and rather facilitate the most convenient one. Some reflective tools are perhaps more conducive to certain coaching topics. In conclusion, this study advances the knowledge on the facilitators' role in implementing reflective practice with coaches (Gallimore et al., 2014).

Urgent need for trauma-sensitive coaching approaches

John McCarthy & Val Altieri, Jr.; Boston University

Emerson, Sharma, Chaudry, and Turner (2009) note that, "Trauma exposure is ubiquitous in our society" (p.123). As a result, gaining a working knowledge of the signs of, and sharing some basic strategies for incorporating trauma-sensitive coaching practices into our work is of vital importance in the field of coach education. The need for trauma-sensitive coaching is amplified especially because team sport, as a community setting, has the structure and potential to provide a place of belonging and healing for youth (Bergholz, Stafford & D'Andrea, 2016).

The National Standards for Sport Coaches emphasize the importance of Safety and Injury Prevention (Domain 2) and understanding Growth and Development (Domain 4), but most coaches are ill-prepared to adequately understand and deal with the lasting consequences of trauma on young people and how it can disrupt their ability learn and to fit easily into our demanding sport culture (NASPE, 2006). Sadly, too often traditional coaching methods may further harm youth or oftentimes leads to coaches excluding youth from the very activity that could be life altering in a positive way.

This session will be a primer for coaches to learn to: 1) recognize behaviors that may indicate a trauma exposure; 2) To be able to adapt their coaching in ways that will make it less likely they will risk further harming or "triggering" emotional escalations of youth. Coaches will learn about key recommendations from Bergholz et al. (2016) both "Leading with C.L.E.A.R. communication" and adopting vital coaching strategies to prevent escalations. These approaches can aid all young people, regardless of their backgrounds to develop key social and emotional skills.

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- **Panels are presented in alphabetical title order with the abstract submitted by the lead author**

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

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

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

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

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

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

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

*Lori Gano-Overway, Melissa Thompson, Andy Driska, Anthony Moreno & Pete VanMullem;
Bridgewater College*

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

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- **Workshops are presented listed in alphabetical title order with the abstract submitted by the lead author**

Coaching for culture: Creating inclusive teams

Anna Baeth, Katlin Okamoto & Jill Kochanek; University of Minnesota

Diversity is an important aspect of successful teams, however, the development of understanding and acceptance takes intentional coaching and deliberate planning. This workshop will focus on how coaches at all levels can prepare to address situations pertaining to race, religion, sexual orientation, and various cultural differences in ways that promote inclusivity within their teams and programs. This is a hands-on workshop for coaches of all sports and is intended to help coaches think more broadly about how to define social justice and how to integrate it into their coaching practices. Participants are encouraged to think about the intentionality of creating a team or sporting culture and practices they might use to do so. Coaches will leave the session with a series of tangible exercises they can complete with their athletes to focus on team culture, as well as a set of practiced skills for handling the day-to-day cultural conflicts that occur in coaching.

Coaching the coaches: Seeking to enhance coach development process and practice

Liam McCarthy & Abbe Brady; St Mary's University

Coach development as a function of sports organizations is receiving a growing amount of attention in recent years, both in the UK and internationally. Sport England (the national agency for sport in England) have set out (in a new four-year strategy) to ensure that 25% of the national coaching workforce has access to a coach developer by 2019, and 75% by 2021 (Sport England, 2016). They are not alone in their ambition to better support coaches, with national governing bodies of sports placing great focus in this area too, with the recruitment of mentors (e.g. The FA) and regional coach developers (e.g. UK Coaching). While there is, much emphasis placed upon the need to support and develop coaches, there is limited support for coach developers themselves in carrying out the role.

In this workshop, we propose that the complexity of coaching practice (what coaches do) should be acknowledged and appreciated. We take the position that coaching practice is both unpredictable and stable, as well as structured and dynamic (North, 2017). We understand that models exist to support coaches make sense of their coaching world. However all too readily, coach development can become a tool for judging coaches against single concepts, to which the realities of coaching practice will never stand up (North, 2017).

We propose a kinder, more appreciative approach to coach development specifically focusing on how coach developers might assist with effective coach reflection. Whilst the importance of reflective practice for learning and development has been acknowledged (Bolton, 2014; Schon, 1983) and it is now embedded in many formal coaching qualifications (Cropley, Miles, & Peel, 2012; Knowles, Borrie, & Telfer, 2005; Nelson & Cushion, 2006), issues abound about how best to respectfully introduce and support quality reflective practice without it becoming overly academic, depersonalized, prescriptive and/or process driven.

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Coaching up the coach educators: Beyond the what to the how

Karen Collins & Tina Syer; University of New Hampshire

Coach training and development is an important component of creating positive sport experiences for athletes. Research in coaching education and development calls for a multi-method approach to training coaches, consisting of both formal and informal methods (Avner, Markula, & Denison, 2017; North, 2010;). Further an emphasis on the person-centered approach to training coaches is paramount (Turnnidge & Cote, 2017). Finally, given the varied experiences and time constraints of coaches, Nash and colleagues call for professional development for coaches, which is both individualized and flexible (Nash, Sproule & Horton, 2016).

Sport organizations rely on the skills of their coach trainers to help implement these recommendations and aide in the development other coaches (i.e. train the trainer models). In doing so, sport organizations may have expert technical and tactical coaches, coaches with high level of playing experience and great stories about sport, and individuals with a great deal of sport knowledge. However, organizations often have a void in coach trainers who are experts in pedagogical practice and content delivery. Further, organizations spend time working with coach trainers on what content needs to be delivered and consequently little time is spent teaching the coach trainers how to deliver the content. Therefore, the focus of this workshop is to help participants gain a broader understanding of how to build and implement key facilitation and presentation skills. Specifically, workshop objectives highlight facilitation skills (i.e. attending, observing, listening, questioning) and problem-solving skills (e.g. moderating difficult program attendees). Through role-play, individual assessment, and peer critique, participants will have an opportunity to practice such techniques. Finally, an emphasis on understanding both multiple modes of delivery and adult learning styles will be addressed.

How Cirque du Soleil creates a high performance environment

Matthew Sparks; Cirque du Soleil

This workshop will explore professional development in the high performance environment of the *Cirque du Soleil*. Topics related to athlete management, collaboration, coaching philosophy, emotions and the creative process will be discussed. Participants will explore the parallels between Cirque and Sport and have an opportunity to explore how the concepts discussed can be used to enhance professional leadership development.

The coach-mentor blueprint: A guide to creating positive coach-to-player relationships

Michael Vaughan-Cherubin; U.S. Soccer Foundation

Coaches play a deeply influential role in the development of their players. Certainly, coaches are tasked with teaching techniques and tactics of their sport. However, coaches are also given the responsibility to be role models, teaching valuable life-skills and developing character. While many organizations have developed materials for training coaches on the techniques and tactics of their sport, precious little is available for coaches to guide them in their dual role as a coach and a mentor. It is with this lens that the U.S. Soccer Foundation embarked on a two-year journey to develop a Coach-Mentor Blueprint, capable of teaching coaches how to develop strong positive relationships with their players.

This NAA workshop session will review some of the thinking behind the creation of the Coach-Mentor Blueprint, and provide a shortened version of the training that was created to accompany it. Attendees will the critical qualities a coach-mentor must embody, and the techniques they can use to gain the trust and make a positive impact on their participant's lives. The youth of today need champions, and as sport-based youth development organizations continue their work, our hope is that the Blueprint will encourage them to train passionate and effective coach-mentors.

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There's nothing more practical than a good theory: Developing coaching expertise in practicum

Andrew Gillott & Kate Baker; UK Sport/The English Institute of Sport

This workshop will explore the application of research to a unique learning programme, developed in 2017 to meet the needs of world-leading coaching practitioners in our nation's Olympic pathway. The programme was created first and foremost as a response to the critical needs of coaching teams as they develop sport-specific curricula to support athletes as they transition in to World Class programmes.

The central issue in learning is becoming a practitioner, not learning about practice.

The programme has emerged as a fascinating piece of applied research, drawing upon cornerstone learning and development principles to meet the highly-individualized needs of coaches and coach developers, in practicum. As a learning community, the use of vignettes, drama, role-play and stories from the frontline to recreate lessons-learned is intended to compel coaching practitioners to take new positions and perspectives and to develop dynamic, novel solutions to idiosyncratic events.

During this 60-minute workshop I will explore the underpinning thinking tools; the process of designing practical learning encounters; the experience of programme participants so far, and what I have learned in developing this programme.

Trauma Sensitive and Responsive Coaching (TSRC)

Carrie Hastings; Play Like a Champion Today Educational Series

Young people today are exposed to a variety of situations that may induce trauma. Coaches should become aware of the prevalence of this reality and especially how it impacts athletes within the context of sport. The Play Like a Champion Today Educational Series has researched this arena and has created resources to educate coaches on the types of situations that may induce a traumatic reaction as well as ways to identify common behaviors in athletes that may manifest following trauma.

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Poster Session * June 19, 2018

- **Posters will be on display from 10am until 4pm on Tuesday June 19, 2018**
- **Poster authors will be with their posters for conversation and questions during the poster session/coffee break on Tuesday June 19 from 3-3:45pm (refreshments provided)**
- **Posters are presented listed in alphabetical title order with the abstract submitted by the lead author**

Coaches initial formation: An extracurricular course in the university for trainee coaches

Yura dos Santos, Leilane Lima & Larissa Galatti ; University of Campinas, Brazil

This report is about an extracurricular university course for trainee coaches, students of Sports Science in a Brazilian university. In Brazil, to be a coach, it is necessary to have a degree in physical education, but researches indicate that the curricular program does not meet specific demands of the coach profession, being the purpose of the course to develop specific knowledge and competences of the practice, based on suggestions described in documents of the International Council for Coaching Excellence (ICCE). The sessions are weekly and include workshops, focus groups to share experiences and sensations about the course. As a complement, training sessions are observed for each trainee coach, followed by debriefing with them. The subjects of each session were: (i) 'Learn and Reflect' with the aim of the students to understand the importance of continuous formation and reflection as a process of learning and self-assessment; (ii) 'Set Vision and Strategy, Shape the Environment' so that students understand the characteristics of different contexts of practice and develop the competence to analyze their contexts, set work goals, prepare a safe environment and define criteria for practitioners' success; (iii) 'Conduct practices' to guide practice, observe practitioners performance and provide feedback; (iv) 'Structure competitions, Read and React to the field' for the development of competence to make adjustments in training and competition; (v) 'Building relationships' focusing on leadership, people management and establishing relationships; and again (vi) 'Learn and Reflect', focusing on the self-assessment and development of their work philosophies. The course activities are based on experimentation, interaction, discussion and reflection of the students. It is possible to see that students are developing their knowledge and competences about coaching when in discussions they share situations problems that they experience in practice and together they negotiate solutions based on what they experience in the course.

Coaching to perform now and transition later: A 3-model theory on the NFL transition experience

Amber Selking & Rick McGuire; Selking Performance Group

In a 2009 study, 78-percent of retired NFL players had filed for bankruptcy, divorced, struggled with chemical dependency, or experienced a combination of the three within two seasons of retirement (Pendergast, 2016; Torre, 2009). The purpose of this study was to explore the process of the transition experience out of the National Football League (NFL) for former NFL athletes, and to develop a resulting theory. By using the Classic Grounded Theory methodology (Glaser & Strauss, 1967), a three-model theory emerged around the phenomenon of transitioning out of the NFL. However, it is not just NFL players who struggle with transitioning; thus, this model has applicability beyond the gridiron. The transition out of elite sport is a challenging experience for most athletes, one often wrought with emotion, uncertainty, and disruption (Stambulova et al., 2009). When the lights go out on one's athletic career it is often associated with one's very identity, and it can be traumatic to one's psychoemotional states, relationships, and self-identity (Wylleman, Alfermann, & Lavallee, 2004).

This presentation will offer an overview of the resulting three-model theory, and share how it may be leveraged by current coaches and support staff to help athletes not only optimize their current sport experience but also help prepare them to more successfully navigate the transition experience when it occurs. This model will assist coaches in better understanding the depth of the psychomeotional experience of transition while simultaneously providing a

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framework through which they can guide athletes before, during, and after the actual transition. It is uniquely linked with supporting performance sciences, thereby increasing the likelihood of current and former athletes engaging in the mechanisms proposed to aide the transition. By rightly developing the coach on the topic of transition, they become the right coach for those navigating this challenging season of life.

Creating a coach developer academy

Lynda Bowers; West Virginia University

The purpose of this project is to present a curriculum model for the USCCE that could be used as a tool to train coach developers. This project is intended for coaching educators interested in curriculum development for coach developers. The author uses the ICCE coach developer framework and the mission of the USCCE to create a curriculum for experienced coaches who want to transition into professional coach development. Prior projects have used the ICCE framework to create programs that can be adapted and contextualized (Langdon & Wilson, 2016). The current project utilizes the ICCE framework to create the USCCE Coach Developer Academy - Level I. Specific courses were constructed to meet the core tenets of the ICCE framework: professional knowledge, intrapersonal skills, and interpersonal skills (Crisfield, 2014).

The curriculum goes beyond traditional coaching education to train coach developers in facilitation, assessment, mentoring, program design & evaluation, and leadership & personal development. The proposed curriculum is a 12-month blended learning (face-to-face workshops, online courses, practical experiences) program. The beginning of the USCCE Coach Developer Academy would, theoretically, begin at the USCCE summit each summer and end the following summer. It is the author's hope that the current project serves as a conversation-starter within the coach education/developer community. It should be scrutinized by professionals with the intention of creating a quality curriculum that could be endorsed by the USCCE and adopted by institutions of higher learning or NGBs.

Exploring the everyday realities of professional practice for coach educators: A case-study of a soccer coach educator (working for the English Football Association)

Ashley Allanson; Ohio University

To date, there has been a paucity of research addressing the everyday realities of professional practice for coach educators (Allanson, Nelson, & Potrac, in press). In this regard, there has, unfortunately, been little in the way of a concerted response to Jones and Wallace's (2005) suggestion to better understand the nuances, ambiguities, and complexities of practice before providing guidelines to practitioners. This research seeks to provide some in-depth insights into the ways in which Andy (a pseudonym), an English Football Association (FA) coach educator with 17 years experience of delivering introductory, intermediate, and advanced level courses, understands and continues to make sense of his work, especially as this related to his relationships with key contextual stakeholders (e.g., coach learners, fellow coach educators, external course assessors, and various FA representatives). Towards this end, a narrative biographical (Kelchtermans & Ballet, 2002) approach was utilized to explore Andy's understandings of his career experiences and, in particular, the meaning these experiences had for him. Indeed, following the lead of Kelchtermans (2009) in education, this research forms part of a broader project that seeks to explore the interaction between coach educators and the professional contexts in which they work. Analysis of the data led to the development of two key, but inter-related, themes regarding the dynamic, emotional, and frequently micro-political nature of Andy's work as a coach educator. In order to make sense of Andy's experiences as a coach educator, Hochschild's (1983) classic work on emotional labor is principally, although not exclusively, utilized as an analytical tool. In conclusion, it is hoped that this study can not only contribute to the embryonic work addressing coach education from a critical sociological perspective (Jones et al., 2011), but it may also assist in the preparation, education, and continuing professional development of coach educators.

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Factors affecting division I collegiate softball players graduation rates

Annie Lockwood & Brett Nichols; University of Northern Colorado

Collegiate athletics is a place where athletes can develop socially, intellectually, and physically in order to grow as athletes and as people (Routon & Walker, 2015). If coaches focus on various developmental characteristics, female college sports can be a place where educational innovations thrive and programs cultivate smart, independent, and confident women who graduate and become successful beyond the college playing field (Comeaux, 2012). In order for this to happen it is important for college coaches and coach educators to better understand the factors behind the graduation rates of female athletes. In this project, coaches and student athletes were surveyed about factors that contribute to graduation rates in softball players at the collegiate level. Twelve coaches and forty athletes from five different schools responded. Coaches and athletes considered travel schedules and lack of sleep as two factors that hinder their academic success. Lost class time was connected to, athletes having to play catch up in their course, thus leading to inconsistent and often unhealthy sleep schedules. Two factors that coaches and athletes reported contributing to academic success were the abundance of academic resources provided at NCAA Division I institutions, and athletes' strong time management skills. This research provides a valuable glimpse into the academic successes and challenges for softball players working towards graduation. Coaches can utilize this information in their programs by considering what other coaches report at their institutions, while also getting first-hand information from current student-athletes. The results suggest that coaches would benefit from self-reflection on their current coaching practices, and coaches should pursue meaningful conversations with support staff members on their campuses. Increased reflection and opening lines of communication may be helpful to improve the relationships with their athletes, to facilitate successful athlete development, and improve graduation rates as well as the overall experience for their athletes.

Golf professionals' approaches to coaching adult athletes

Bettina Callary, Cape Breton University, Nova Scotia, Canada; Scott Rathwell, University of Lethbridge, Alberta, Canada; Bradley W. Young, University of Ottawa, Ottawa, Canada; Glenn Cundari, PGA of Canada

The International Sport Coaching Framework 1.2 (2013) notes that more meaningful, authentic and enriched athlete experiences arise when coaches employ strategies that are considerate of age-cohort nuances. Adults are the fastest growing cohort of athletes in North America, yet little research has been conducted in understanding how coaches work with adults. Callary, Rathwell, and Young (2015, 2017, in press) have shown that the context of coaching adults is unique, with specific needs and coaching approaches. Partnering with PGA of Canada, the purpose of this poster is to examine how golf coaches are catering to their adult clientele. 165 golf professionals (143 m, 22 f) completed a survey assessing their use of adult-oriented coaching practices. Coaches believed they almost always gave positive feedback ($M = 6.21$ out of 7, $SD = 0.66$), listened to their athletes ($M = 6.16$, $SD = 0.61$), gave individualized instructions ($M = 5.91$, $SD = 0.93$), created practices that were intrinsically motivating ($M = 5.73$, $SD = 0.76$), took steps to efficiently maximize practice time ($M = 5.67$, $SD = 0.74$), explained the rationale for drills ($M = 5.66$, $SD = 0.82$), were professional and relatable ($M = 5.64$, $SD = 0.96$), and shared their accumulated experiences ($M = 5.51$, $SD = 0.92$). Coaches believed they often facilitated self-directed learning ($M = 5.24$, $SD = 0.95$), oriented learning to solve problems ($M = 5.49$, $SD = 0.87$), tailored lessons to meet athletes' individual needs ($M = 5.39$, $SD = 0.89$), and accommodated adults' busy schedules ($M = 5.35$, $SD = 1.18$). Coaches sometimes helped athletes with competitions ($M = 4.59$, $SD = 1.04$). These findings provide a profile of the extent that particular adult-oriented teaching principles are in play in an adult golf coached context. Discussion focuses on implications for coach developers and coach education programming.

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Improving movement through the corrective exercise continuum

Brett Cook; Kentucky Wesleyan College

This presentation will examine the use of the corrective exercise continuum for improving movement and performance in athletes of all ages.

Leaders must lead: The role and responsibility of high school administrators in assuring right coaches are providing right sport experiences

Bryan Thomsen, Rick McGuire & Amber Selking, Positive Coaching, LLC

As general system theory applied to the social sciences posits, all elements of a system are connected and, therefore, influence one another (Hammond, 2003). A team, school, or organization can be viewed as a social system in which each part has an impact on the others: administrators, coaches, players, parents, and others are all interconnected and influencing on a constant, consistent basis. Lattner (2015) stated that a top-down, bottom-up, and culturally relevant approach to not just programming but rather, program integration, is critical in addressing the systemic and sustainability challenges when developing quality sport experiences. When it comes to developing right coaches through the right coach development, adopting a systems approach of its integration and effectiveness is a critical concept.

This presentation explores the critical role that high school administrators have in addressing the systemic, pervasive challenges of sport at the high school level: participation, attendance, parents, and most importantly, coaching behaviors. As the leader of a district, building, or department, it is the responsibility of the administrator to ensure that all coaches are utilizing scientifically-proven strategies to ensure that district goals and purposes are being met, as well as optimizing performance for every athlete they have the privilege of coaching. By leveraging a positive coaching system grounded in research from sport psychology (Cox, 2011), positive psychology (Compton & Hoffman, 2013), and traditional coaching theory (Vernacchia, McGuire, & Cook, 1995), this presentation will demonstrate how a rural school district has developed a continuing educational program for coaches that is fully integrated into the day-to-day operations of the school, and has had significant impact on the district, staff, and students. In its third year of implementation, this program has proven to address the systemic challenges of high school athletics while creating a sustainable model for right coach development.

Life skills development through sport: Conceptions and pedagogical practices of youth sports coaches

Carlos Ewerton Palheta, Michel Milistetd, Eduardo Nunes & F. Milan; Universidade Federal de Santa Catarina – UFSC

The life skills terminology can be represented as behavioral, cognitive, intrapersonal, and interpersonal skills developed to promote success in different environments of life such as home, school, and neighborhood. Sport shows itself as an excellent environment for the development of life skills due to the need to respect the rules, partners, and opponents, characteristics that enable the transmission of personal and social values. However, the contribution of these aspects depends of how sports activities are structured and offered to the practitioners. Then, these conditions highlight the importance of the role of sports coach on life skills development through sport. Therefore, it is important to know the characteristics of the coaches who propose to use sport as a tool for transmitting values and to understand their conceptions and pedagogical practices of life skills development. The objective and methodological procedures presented below belong to a master degree project that is in progress.

Objective: To verify the sports coach's contribution in the development of life skills in young athletes, through the identification of their principles, conceptions, and pedagogical intervention.

Methodological procedures: The participants will be eight coaches from a youth sport program intentionally

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designed to promote life skills development. The data collection will occur through two procedures: (a) semi-structured interview and (b) systematic observation. The interviews will be conducted using a road map that includes four categories: (1) training philosophy, (2) relationship with young athletes, (3) strategies for development of life skills through sport, and (4) the ways that he/she evaluates his/her activities and the athletes learning process. The systematic observation will occur with the use of an instrument of handwritten records "The Coach Analysis and Intervention System (CAUS)". It is expected with this procedure to verify if the pedagogical practices of the coaches are consistent with their declared statements during the interview.

Mindfulness is collegiate athletics: A case study at the University of Denver

Christina Bastian, Brian Gearity, Elizabeth Orman & Clayton Kuklick; University of Denver

Although the practice of mindfulness has a long history, research into mindfulness as a mechanism to enhance athletic health and performance is new (Gardner & Moore, 2004). Mindfulness is an "open-hearted, moment-to-moment non-judgmental awareness" (Kabat-Zinn, 2005, pg. 24). Mindfulness has also been theorized as a multi-dimensional concept which includes observing, describing, acting with awareness, nonjudgment and nonreactivity to inner experiences (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006).

Research regarding a multi-facet structure of mindfulness in sport is limited while the process of establishing a mindfulness program in the collegiate setting is absent. While the existing research is beneficial, we lack normative data and descriptive statistics. Additionally, we do not know how they understand, plan, and implement mindfulness. A better understanding of these factors could be beneficial for academic, health and performance outcomes. Therefore, our research agenda sought to review the current literature and utilize a case study on a mindfulness program in a D1 college.

In this "Research to Practice Presentation", attendees will learn the latest literature on mindfulness in sport. Attendees will be given concrete, real world take home applications of mindfulness including structuring mindfulness around practices, in S&C workouts, and the injury/rehabilitation process. While the focus of the presentation will be a "how to" integrate mindfulness for athletes, we will identify ways for coaches to also use mindfulness to enhance their own coaching performance.

Perceptions of youth coaches: A study about education and relevant knowledge to coaching practice

Leilane Lima, Yura Santos, Paula Nicolau, Riller Reverdito & Larissa Galatti; Faculty Physical Education Faculty - University of Campinas

The purpose of this study was to analyze the perceptions of youth coaches about the importance of Physical Education graduation to the development of their practice. Also, to identify relevant knowledge to their intervention and sources of acquisition knowledge.

Qualitative research was conducted with 44 school level coaches, graduated in Physical Education, in the state of Mato Grosso, Brazil (79.5% men, 20.5% women), with an average age of 35 years. An online questionnaire was used to data collection. For closed questions, a descriptive and frequency analysis was performed through the IBM spss-20 software. The open questions were analyzed according to thematic analysis.

For 43.2% of coaches, university has low relevance, considering that the generalist aspect does not supply the specific demands of their performance, beyond the lack of theoretical and practical sports content. Informal learning situations demonstrated more relevance to education. 56.1% of coaches highlighted practical situations experienced with young people, internships, contact with experienced coaches and courses on sports training (physiological and psychological aspects) as relevant to their performance. However, they understand that only this education is not enough, and it is necessary to improve their practice in specific courses of sport modality. In this sense, specific knowledge, access to physical-motor, tactical, technical and psychological contents, organizational aspects and personal attributes of coaches are pointed out as necessary for coaching. The internet (61.4%), in-person training courses (22.7%) and distance (9.1%) were cited as the main learning sources.

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In their perception, graduation does not provide the specific demands of their roles. Non-formal and informal situations were highlighted as the ones that most contributed to coaches' performance. It is important to provide consistent learning situations with the practice context of coaches, and further research is needed to investigate the coach of the school.

Psychological flexibility, implicit preference, and coaching: A review of relational frame theory and coaching applications

Patrick Smith; University of Nevada, Reno

Technologies developed by behavioral psychology, in the area of Relational Frame Theory, have been slow to be adapted to coaching applications while finding success in other training and teaching domains. This poster will highlight some of these technologies that are being adapted for coaching applications, research validating the performance-enhancing effects, and the author's current line of research to further investigate how to make coaching instructions more effective. Goal takeaway for researchers is highlighting new potential avenues for applied and basic investigations. For coaches and administrators, introduction to evidence-based technologies that can improve coaching and instructional outcomes across group sizes and levels.

Super-sized linemen in college football: The importance of health-related fitness education

Rick Ferkel & Lawrence Judge; Central Michigan University

The large stature and body mass of college football lineman can be associated with a number of post-competitive pathogenic chronic health consequences such as metabolic syndrome and cardiovascular disease. It is important that a policy is implemented to provide athletes with a reconditioning plan they can use to reduce and/or avoid this problem in the future. Conceptually, problems associated with over-sized athletes is easily accepted, however, the practicalities of solving the problem have not been fully realized. The purpose of this presentation is to define the magnitude of the problem in active NCAA collegiate linemen and create potential educational and fitness interventions.

Although competitive collegiate student-athletes might be assumed to be sheltered from risks of cardiovascular disease, a study by Buell et al. (2008) found a high incidence of metabolic syndrome and other associated adverse biomarkers for heart disease in current collegiate football linemen. Of the 70 athletes participating in the study, 34 were identified as having metabolic syndrome according to measures of blood pressure, waist circumference, fasting glucose, high-density lipoprotein, and triglycerides. If the present physical activity of current football linemen does not seem to give enough protective benefit to avoid metabolic syndrome, this creates an even greater concern for these athletes when they discontinue participation in football. The findings of Buell et al. (2008) should generate significant doubt about the presumed health of current as well as post-competitive collegiate football linemen.

While the National Collegiate Athletic Association (NCAA) has made strides within its legislation in the areas of drug testing and educational programs to protect the health of intercollegiate athletes, a program to educate and retrain college football linemen should be implemented to combat the health risks faced at the completion of their eligibility as a result of the lifestyles habits adopted as a student-athlete.

The science of the art of coaching: Examining the decision-making process of a competitively successful endurance running coach

Marshall Milbrath & Scott Douglas; Benedictine University

This presentation adds to the body of literature on coach decision-making and its application to coach education. Sport coaching is a complex process that involves attuning to multiple domains of the athletic experience. Many coach education efforts have traditionally relied on sharing sport-specific knowledge alongside sport science topics. However, emerging evidence suggests that coaches are increasingly interested in effective application of coaching knowledge through pedagogical best practices (Stoszkowski & Collins, 2016). Coaching as a whole is considered

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context-dependent with no two situations meriting the same approach (Côté, Young, North, & Duffy, 2007). Technical coaching literature in endurance running has stated that there are as many coaching approaches as there are coaches, many of which are adapted from successful coaches (Adelizi, 1992; Harter, 1993; Stevenson, 1987; Warhurst, 1985). While similar sources of knowledge are found throughout technical coaching literature, the acknowledged diversity in the application of this knowledge prompts questions regarding how competitively successful coaches coach, and how coaching knowledges contribute to these methods. Using the coaching decision framework by Abraham, Collins, and Martindale (2006) this qualitative case study examined the decision-making process of a competitively successful endurance running coach. Findings revealed that scientific, sport-specific, and pedagogical knowledges all contribute to the participant's coaching process in varying degrees and that he uses these knowledges with the expressed purpose of fulfilling goals of and within his endurance-running program. Further evidence suggests that the participant applies these knowledges with expressed appropriateness to both endurance running and individual athletes. Further research should examine this topic through collective case studies to investigate this Piagetian generalization in other contexts. In application, further understanding of the decision-making process may aid coaching education efforts by providing a systematic method by which coaches are taught to apply coaching knowledge during the coaching process.

The sports coaching professionalization in Brazil: Characteristics of a scenario under construction

F. Milan, Ricardo Quinaud, Carlos Ewerton Palheta, Michel Milistetd & Eduardo Leal Nunes; Federal University of Santa Catarina

Even regulated, the profession of sports coach in Brazil still faces the reality of improving professional qualification, something that challenges its professionalization. In this challenge, inherent elements to its professionalization can be considered: (1) a specialized body of knowledge and an appropriate educational process; (2) a professional association of regulation and protection of its members, as well as an ethics code guiding the profession. In this way, the aim of the study was to describe the profession of sports coach structure in Brazil in relation to the two scenarios mentioned, discussing ways to become professional. In the Brazilian context, the body of knowledge is considered generalist, with no ecological validity, coming from the curricula of the Bachelor of Physical Education, formal education. Consequently, the educational processes have been based on technical-methodological methods, without considering the coaches' learning and experiences. As for the second scenario, there is a Brazilian Association of Sports Coaches, which instead of a cohesive position between the modalities and the coaches, it converges to the reality of some modalities (e.g.: soccer). This lack of dialogue also interferes with the elaboration of a unique ethics code for sports coaches in Brazil. Currently, this profession has as an ethics code that is established by the Federal Council of Physical Education, being a profession of this area. Because of its broad characters and some modalities having their own ethics codes, the coach's adherence to this ideal has been low. Thus, it is important to devote attention to a professional education, a specialized body of knowledge, and structure and career path. Furthermore, there is a need for an ethical and explicit value system, an independent professional association body, a professional practice situated, and the clarity and definition of its role as a profession, which goes beyond the mere "social" recognition.

Using sport science to improve coaching: A case study of Felisha Johnson's road to Rio

Lawrence Judge, Phil Cheetham & Rick Ferkel; Ball State University

Conclusions from biomechanical data can make a significant difference in the performance of athletes if properly understood by coaches. Recent research on the shot put has yielded valuable kinematic information for elite athletes. Stepwise regression analysis indicated that release velocity, the orientation between shoulder-hip axes (S-H) at release, release angle, rear knee (RK) angle at rear foot touchdown (RFTD), and RK at front foot touchdown (FFTD) significantly contributed to the outcome of the throw. By utilizing this scientific approach, the coach can determine the velocity of release (13mps) and angle of release (36 deg) necessary for elite performance. More accurate technical adjustments can be made, and training stimuli can be devised to better accommodate the athlete's target performance. Technology used in training to assist technical adjustments must provide immediate and

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straightforward feedback, be accessible enough to permit remote coaching, be invisible to the athlete (not interfere with their training), and be accurate. The Trackman Doppler radar system was utilized in the present study for tracking trajectories of shot put throws to optimize angle, speed, and height of release. Immediate feedback in training and competition based on the evidence of the laws of physics is both convincing and motivating to athletes. The purpose of the present study was to examine the effect of an evidence-based comprehensive training protocol that utilized knowledge of results, integrated physical capacity development and technical interventions based on a quantitative biomechanical analysis. No known studies have quantitatively examined the progress of a track and field thrower that has undergone a comprehensive training program incorporating the integrated use of sport science technology and experienced coaching methods. The USATF shot put project is an example of cooperation between sport science and coaching helped to produce Felisha Johnson's Olympic trial's (19.23) performance in track and field in the women's shot put in 2016.

Utilizing educational leave to enhance coaching education programs

Drew Zwald, Hal Wilson & Dan Czech; Georgia Southern University

During my Educational Leave, I observed, evaluated and interacted with recreation, school, collegiate and professional sport coaches in the United States and Europe. In addition, I reviewed and observed coaching education programs in colleges, universities and sport programs in the United States and Europe. The data, knowledge and experiences was reported to the faculty, integrated into various coaching education courses and curriculum, provided new opportunities for partnerships in coaching education, offered new student practicum experiences and helped recruit future students. After my educational leave, I incorporated my experiences, revised my teaching content and pedagogy and changed my courses and syllabi. The new information helped our school make curricular changes in our coaching education programs to maintain our nationally accredited undergraduate Level 3 program and obtain a Level 5 accreditation with our graduate online coaching education program. In addition, the experience provided collaborative research to submit peer-reviewed articles and professional conference presentations.

What can we learn from the “non-sport” coaching? A systematic review of “non-sport” coaching research and how it can contribute to sport coach development

Andrew Dawson; Victoria University

Historically, coaching has been around as long as sport itself (Phillips, 2000). A more recent development, however, is the emergence of coaching in a diverse range of other domains such as life coaching, academic coaching, career coaching, business coaching, executive coaching, and health coaching to name a few (Grant & Stober, 2006). Along with the rapid rise of non-sport coaching practice there's been considerable research into both its practice and efficacy as a method for supporting individual development and professional learning from professional disciplines such as business/management, education and psychology (Grant 2014). This aim of this investigation is to systematically review the non-sport coaching literature and suggest a research agenda that will inform sport coach development and professional learning.

What's the coach's role in eSports?

Erica Pasquini; Sam Houston State University

The world of eSports is booming. The gaming industry supersedes film and music industries, generating \$100 billion dollars in revenue a year, projected to reach \$107 billion by 2017 (Warman, 2015). Gone are the days of gamers being lonely individuals playing videogames in their parent's basements. Rather, videogaming is now part of a collaborative and diverse market. Because of gaming success, many universities recognize the importance of introducing eSports teams on university campuses across the nation. Over 20 universities, such as The University of Utah and the University of California, Irvine are beginning to offer college scholarships. As these teams continue to gain popularity, the role of the eSports coach comes into question. Unlike traditional team sports, these players are learning as an individual before coming to college to join a unified team with a common goal. The purpose of the

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following presentation will detail research that examines an eSports coaching program of high school students aiming to attend university. Participants attended a camp where they were introduced to a team and a coach. Players participated in multiple team building events as well as mock tournaments. Post camp qualitative interviews were conducted and player statistics were analyzed to detect change in play style. Qualitative themes included feeling increased communication ability and cohesion. Themes were supported by an ANOVA that analyzed players pre and post camp kills, deaths, and assists. Researchers found that player kills decreased ($p < 0.01$), deaths decreased ($p < 0.05$), and assists ($p < 0.01$) increased from the period prior to the camp to after. This suggests that the camp may have imparted a more team focused approach to playing the game. Further suggesting that in eSports, the role of the coach may switch from a skill building focus to one of interpersonal communication and team building.



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