

<b>Title</b>	<b>Apply the basic principles of applied sport psychology</b>		
<b>Level</b>	<b>4</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	<p>This unit standard is intended as an introduction to applied sport psychology.</p> <p>People credited with this unit standard are able to: explain the purpose and basic concepts of applied sport psychology; develop performance profile of an athlete; describe the process of developing basic psychological methods; and plan, implement, and evaluate a basic strategy to assist an athlete to perform consistently in a state of optimal arousal.</p>
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<b>Classification</b>	Recreation and Sport > Recreation and Sport - Coaching and Instruction
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<b>Available grade</b>	Achieved
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### Explanatory notes

- For the purposes of this unit standard, *concepts* of psychological skills include:
  - motivation – which may be intrinsic and/or extrinsic;
  - goal orientation – which may relate to competitiveness, social approval, and/or task mastery;
  - anxiety or stress management – which may include inverted U theory, drive theory, state anxiety, and/or trait anxiety;
  - confidence – which may be global and/or specific;
  - attention and/or concentration, which may be internal, external, narrow, and/or broad.
- For the purposes of this unit standard, *methods of developing psychological skills* include:
  - motivation – including goal setting, anxiety, or stress management (which may include pre-competition plans, re-focusing plans, and/or relaxation);
  - confidence – which may include goal setting, and/or arousal control;
  - attention and/or concentration – which may include self-talk, imagery, pre-competition plans, re-focusing plans, simulation, dress rehearsal, objective focusing, and/or funnel vision.

### Outcomes and evidence requirements

#### Outcome 1

Explain the purpose and basic concepts of applied sport psychology.

**Evidence requirements**

- 1.1 The purpose of applied sport psychology is explained in relation to participants in sport.
- Range performance enhancement, enjoyment, development of life skills.
- 1.2 Psychological skills are described and differentiated.
- Range psychological skills – motivation, goal orientation, confidence, attention and/or concentration, anxiety or stress management.
- 1.3 Psychological methods are described and differentiated.
- Range psychological methods – pre-competition plans, re-focusing plans, relaxation techniques, goal setting, self-talk, imagery.
- 1.4 Basic concepts of psychological skills are described in relation to sport.
- Range concepts include – motivation, goal orientation, anxiety or stress management, confidence, attention and/or concentration.
- 1.5 Methods of developing psychological skills are explained.
- Range methods include – motivation, anxiety or stress management, confidence, attention and/or concentration.

**Outcome 2**

Develop performance profile of an athlete.

**Evidence requirements**

- 2.1 Performance profiles are described and their purpose explained.
- Range profiles – assessment, strengths and weaknesses, all aspects of performance relative to a sport and the individual; purposes – context for psychological skills, baseline measurement, identification of goals, plan for training and preparation for competition, progress assessment.
- 2.2 Components of the performance profile and assessment themes are determined.
- Range components – physical, technical, tactical, psychological skills; assessment themes – current performance, best ever performance, potential improvement, consistency of performance.
- 2.3 Performance profile is compiled in consultation with the athlete.
- Range interview athlete, observe athlete in practice and competition situations.

2.4 Athlete's reports of good and poor performances, including preparation prior to these performances, are compared.

Range mental state, physical state.

2.5 Optimal arousal is described in relation to the individual and particular performance situations.

2.6 Psychological skills needing development and/or maintenance to assist an athlete to consistently perform in a state of optimal arousal are identified from the performance profile and comparison of good and poor performances.

### Outcome 3

Describe the process of developing basic psychological methods.

#### Evidence requirements

3.1 Uses of goal setting are identified and described.

Range planning tool, focus attention on areas needing improvement, enhance motivation, provide feedback about performance, assist prediction of future performance.

3.2 Types and qualities of goals are described.

Range types of goals – short-term, long-term, performance, outcome; qualities – specific, measurable, challenging, realistic, positive.

3.3 The goal setting process is described.

Range assess current ability, identify goals, prioritise goals, develop strategy to achieve goals, identify potential barriers and how to overcome them, make commitment to achieve goals, monitor and record implementation of goal achievement strategy, modify strategy according to results of monitoring.

3.4 Pre-competition plans and the process of developing them are described.

Range process – evaluate preparation prior to good and poor performances, identify a plan to develop optimal arousal, implement and monitor plan in increasingly stressful environments, modify plan according to results of monitoring.

3.5 Techniques for developing relaxation are described.

Range progressive relaxation – tense and relax, relax only; centering.

**Outcome 4**

Plan, implement, and evaluate a basic strategy to assist an athlete to perform consistently in a state of optimal arousal.

**Evidence requirements**

4.1 Individual psychological skills training programme is developed according to the skills identified as needing development and/or maintenance, and within the knowledge and resources of the learner coach.

Range training programme includes – psychological skills, psychological methods, time, progression, supervision, assistance, consideration of other athletes.

4.2 Programme is implemented, and the athlete's psychological states are monitored in relation to consistent performance in a state of optimal arousal.

Range monitoring methods include – observation at practice and in competitive situations, diary, including comments on psychological state at practice and in competitive situations, discussion with the athlete.

4.3 Programme is modified according to the results of monitoring.

4.4 Programme is evaluated according to its ability to enhance the consistent performance of the athlete in a state of optimal arousal.

Range records of performance, review of athlete's diary, comparison of current abilities with original performance profile.

<b>Planned review date</b>	31 December 2012
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**Status information and last date for assessment for superseded versions**

Process	Version	Date	Last Date for Assessment
Registration	1	17 May 1996	31 December 2012
Revision	2	19 February 1998	31 December 2012
Review	3	12 February 2001	31 December 2012
Rollover and Revision	4	20 November 2006	31 December 2012
Rollover and Revision	5	20 May 2011	N/A

<b>Consent and Moderation Requirements (CMR) reference</b>	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

**Please note**

Providers must be granted consent to assess against standards (accredited) by NZQA, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Requirements for consent to assess and an outline of the moderation system that applies to this standard are outlined in the Consent and Moderation Requirements (CMRs). The CMR also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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**Comments on this unit standard**

Please contact Skills Active Aotearoa Limited [info@skillsactive.org.nz](mailto:info@skillsactive.org.nz) if you wish to suggest changes to the content of this unit standard.