

<b>Title</b>	<b>Apply advanced principles of applied sport psychology</b>		
<b>Level</b>	<b>5</b>	<b>Credits</b>	<b>6</b>

<b>Purpose</b>	People credited with this unit standard are able to: explain the relationship of locus of control and attribution to motivation; explain the processes of developing advanced psychological methods; and plan, implement, and evaluate advanced strategies to assist athletes consistently perform in a state of optimal arousal.
----------------	---

<b>Classification</b>	Recreation and Sport > Recreation and Sport - Coaching and Instruction
-----------------------	--

<b>Available grade</b>	Achieved
------------------------	----------

<b>Entry information</b>	
<b>Critical health and safety prerequisites</b>	Unit 5366, <i>Apply the basic principles of applied sport psychology</i> , or demonstrate equivalent knowledge and skills.

### Explanatory notes

#### Definitions

*Autogenic training* is the use of self-suggestion and visualisation to relax both the mind and body.

*Catastrophic expectations* are the use of worst case scenarios to help put the situation into perspective.

*Meditative relaxation* is the use of meditation to relax the mind and body.

*Modal ten or clock relaxation* is similar to progressive relaxation in that it identifies body tension and allows body parts to relax.

*Sleep tapes* are a recorded script onto a tape in a slow monotone voice that will help a person drift off to sleep. Relaxation music may also be recorded.

*The Everly Method* is the use of breathing exercises and self-suggestion in order to calm the body.

---

## Outcomes and evidence requirements

### Outcome 1

Explain the relationship of locus of control and attribution to motivation.

#### Evidence requirements

- 1.1 Locus of control is defined and possible loci are explained.
- Range stable, unstable, internal, external.
- 1.2 The relationship between locus of control and attribution for performance is explained in relation to the effect of this attribution on the athletes' motivation.
- 1.3 The effect of past experiences on locus of control, attribution for performance, and motivation is explained.

### Outcome 2

Explain the processes of developing advanced psychological methods.

#### Evidence requirements

- 2.1 Refocusing plans and the process of developing them is explained.
- Range identify possible distractions, identify a strategy to regain focus for each distraction, implement and monitor effectiveness of strategies, modify strategies according to results of monitoring.
- 2.2 Uses and types of imagery are explained.
- Range uses of imagery – develop sports skills, rehearsal, develop psychological skills, develop other psychological methods, self-awareness, injury rehabilitation, problem solving; types of imagery – external, internal.
- 2.3 Ways in which imagery works is explained.
- 2.4 Process of developing imagery is explained.
- Range development of sensory awareness, development of vividness, development of manipulation control, implementation into competitive and non-competitive environments, use of props, rate of imagery in relation to its use.
- 2.5 Uses of self-talk are explained.
- Range anxiety and stress management, confidence and attention and/or concentration; pre-competition and refocusing plans; optimal arousal.

- 2.6 Process for developing self-talk is explained.
- Range process – identify current self-talk patterns, identify ways to stop negative self-talk, counter negative thoughts with rational positive self-talk, use cue word to help focus and develop feeling of optimal arousal, put things in perspective.
- 2.7 Processes for developing relaxation techniques are explained.
- Range autogenic training, meditative relaxation, sleep tapes, Everly Method, modal ten or clock relaxation method, catastrophic expectations.
- 2.8 Processes for developing objective focusing and funnel vision are explained.
- Range objective focusing – select an object from the sport and observe all its features, break when attention wanders, repeat;  
funnel vision – focus on a spot on the wall for a limited period of time, note all other movement without taking eyes off the spot, repeat.

### Outcome 3

Plan, implement, and evaluate advanced strategies to assist athletes consistently perform in a state of optimal arousal.

### Evidence requirements

- 3.1 Psychological skills which need development and/or maintenance to assist athletes perform in a state of optimal arousal are identified.
- Range performance profile, comparison of good and poor performances.
- 3.2 Individual psychological skills training programmes are developed according to the skills identified as needing development and/or maintenance and within the knowledge and resources of the learner coach.
- Range skills, methods, time, progression, supervision, assistance, consideration of other athletes.
- 3.3 The programmes are implemented, and the athletes' 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 competitive situations, discussion with the athletes.
- 3.4 Programmes are modified according to the results of monitoring.

- 3.5 Programmes are evaluated according to their ability to enhance the consistent performance of the athletes' in a state of optimal arousal.

Range records of performance, review of athletes' diaries, comparison of current abilities with original performance profile.

<b>Planned review date</b>	31 December 2012
----------------------------	------------------

#### 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
--	------

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.

#### 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.