

PLO Artifact # 4 Reflection

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SPP6570: Capstone

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PLO #4: Create Performance Enhancement Interventions Incorporating a Variety of Research Supported Techniques to Enhance Performance and Improve Overall Wellness

Artifact: SPP 6522: Sport and Performance Psychology Interventions Final Role Play Case Study

Introduction

The artifact for this PLO is the Intervention Design Course Final Project, focused on designing a comprehensive, research supported performance enhancement intervention plan for an athlete named Jeff. I completed this assignment during my seventh term in the program, while honing the practical application of intakes, needs analysis, and case formulation. The purpose of the artifact was to demonstrate my ability to assess an athlete's needs, conceptualize psychological barriers, and design targeted, evidence based interventions to support performance and wellbeing. This artifact works well because it reflects the foundation of my intervention design skills and shows that I am capable of translating psychological theory into practical, structured work with an athlete.

Theoretical Foundations

When this intervention plan was created my theoretical foundation centered on cognitive behavioral theory, attentional control theory, goal setting theory, self efficacy theory, and pieces of mindfulness based interventions. The artifact connects Jeff's challenges to cognitive restructuring, attentional focus strategies, breathwork, and pre performance routines, all based on my theoretical orientation. My understanding of how CBT supported these theories may have been topical but it is present. I also focus on learning skills and attentional focus, which are central to my understanding of performance. Across the program, my ability to interpret theory has evolved significantly. From a CBT/ REBT foundation I understand how and why intervention design requires a relational and contextual lens, one that helps the athlete highlight,

identify and examine thought patterns and their impact on behavior in performance. However, I once applied CBT with disdain, thinking it reductionist, and I now consider readiness for change, cultural context, and emotional capacity, all of which create a more complex picture of the athlete.

Artifact Significance and Insights

The artifact has significance as my first attempts to think and fashion interventions like an actual practitioner. It allowed me to practice the core components of intervention design: intake, needs analysis, case conceptualization, intervention design and implementation. I gained a clearer understanding of how cognitive, emotional, and physiological processes influence performance and how mental skills must be intentionally layered and practiced for meaningful change. This artifact also helped me recognize emerging trends within sport and performance psychology, including the integration of mindfulness, acceptance based work, and athlete wellbeing as part of a holistic performance model. After the completion of this artifact, I felt ready to meet with athletes and try to understand them as people and performers.

Strengths, Weaknesses, and Challenges

There were several strengths in the artifact. I demonstrated a broad approach to needs analysis and case conceptualization, organization, and a commitment to grounding every intervention in theory. I also began to analyze performance problems from multiple angles and propose interventions addressing the cognitive and behavioral components of performance. The artifact shows my commitment to understanding athletes and integrate multiple psychological constructs.

At the same time, the artifact reveals limitations. My CBT theory was heavy on cognitive approaches as I did not quite understand the importance of incorporating the emotional,

developmental, or relational complexities of athlete functioning. Cultural considerations were limited, and my interventions used lacked the input I would now seek from an athlete. If I were to redo the artifact today, my intervention plan would include more athlete awareness scales, be more specific to treat the foundational issues first, rather than everything all at once, reflecting the human capacity to incorporate behavior changes slowly.

Future Direction

Looking forward, I plan to continue refining my ability to design interventions that are both evidence based and designed with each athlete as the focus. I have begun to incorporate psychophysiological regulation, focus and attentional work and ask athletes for their feedback on interventions. This PLO remains central to my career goals, as my work as a mental performance consultant will continue to rely on creating thoughtful, research driven interventions that enhance performance while protecting athlete wellbeing.

Integration of Course Concepts and Ethical Considerations

This artifact synthesizes concepts from multiple courses including applied sport psychology, cognitive behavioral theory, intervention design, the MST curriculum, based on my theory of performance excellence. Ethical principles are present in this artifact, evidenced by my effort to stay within the scope of performance enhancement and avoid clinical intervention. I now approach intervention design with greater awareness of boundaries, consent, athlete feedback and a less aggressive approach to behavior change. If I were to revise the artifact, I would incorporate explicit ethical reasoning and documented safeguards to ensure responsible service delivery, and follow up from Jeff to ensure his sense of autonomy and competence. I was not so cognizant of the importance of the components when I began to write these early interventions.

Conclusion

The Intervention Final Project captures my most abstract understanding of intervention design prior to working with athletes. It highlights both my foundational theory and application, but leaves room for my now much more nuanced approach. This artifact demonstrates my ability to meet PLO 4 through the creation of structured, research supported interventions that promote performance and wellness. I was able to create a sufficient intervention plan relying solely on printed, fictional cases with no client input. Now, I know if I were to meet with Jeff, I could use the cognitive skills that created this artifact, as well as our human connection to create a case conceptualization that captured Jeff as a person and athlete and targeted his unique strengths and desires for improvement.

References

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