To the Graduate Council:

I am submitting herewith a thesis written by Noah Gentner entitled "Athletes' and Coaches' Perceptions of Sport Psychology Services at the University of Tennessee, Knoxville." I have examined the final copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Human Performance and Sport Studies.

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A Thesis

Presented for the

Master of Science

Degree

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Noah Benjamin Gentner

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DEDICATION

This thesis is dedicated to my family and friends. First, to my parents: Don and Sharon and my brother, Josh. Each of you has given me the most wonderful gift a person can receive and that is your undying love and acceptance. You are the reason I am able to wake up every morning and strive to be the best person I can be. I hope that every day I am able to make you proud and in some way show you how much you mean to me and how much I love you.

To my friends. Someone once said that if during your lifetime you can find just one friend that you really connect with then you will have lived a rich life. If that is the case I am the richest person alive because I have more friends than I can count. Without the lessons and love I have received from each and every one of you I would not be who I am today. Although we are not all able to live close to each other anymore, I can see each one of you every day when I look in the mirror and see my smile. I love all of you and consider myself the luckiest person in the world because I have you as friends.

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ABSTRACT

In this study, athletes' and coaches' perceptions of Sport Psychology services at the University of Tennessee, Knoxville were studied. 119 athletes and coaches competing at the NCAA Division I level participated in the study. Using a questionnaire developed from Partington and Orlick's (1987b) Consultant Evaluation Form, participants were asked to rate their consultants on effectiveness and consultant characteristics. Additionally, they were asked to rate the importance of several Sport Psychology topics. Overall, the results were favorable with athletes and coaches identifying "fit in with team," "useful knowledge," and "easy to relate to" as the three most important characteristics of effective consultants.

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CHAPTER I

INTRODUCTION

Over the past twenty years, the field of Sport Psychology has witnessed tremendous growth. Many athletes and coaches have begun to use Sport Psychology services and the number of sport psychology consultants has increased dramatically. In addition, the recent formation of the Association for the Advancement of Applied Sport Psychology (AAASP) and the increased numbers of consultants employed by the United States Olympic Committee (USOC) have contributed to this expansion of the field.

In the last 15 years, AAASP membership has grown to over 650 members, dedicated to the promotion of Applied Sport Psychology. Furthermore, the United States Olympic Committee (USOC) has increased its efforts to provide Sport Psychology consulting for elite amateur athletes and coaches. This was done via the Sport Science Division of the USOC, which started a Sport Psychology registry identifying sport psychology consultants who were qualified to work with U.S. amateur athletes (Clarke, 1983; Waitley, May, & Martens, 1983). In 1987, the USOC established a permanent Department of Sport Psychology, offering education and intervention services to athletes and coaches through the Olympic Training Center in Colorado Springs.

With the numbers of athletes and coaches using Sport Psychology services steadily increasing, the need for a comprehensive definition of Sport Psychology has become apparent. Weinberg and Gould (1995) defined Sport Psychology as the scientific

study of people and their behavior in sport and exercise activities. They went on to suggest that sport psychology consultants are professionals who seek to understand and help elite athletes, children, the physically and mentally disabled, seniors, and average participants achieve peak performance, personal satisfaction, and development through participation. More recently, Williams and Straub (1998) identified the distinction between Sport Psychology and Applied Sport Psychology. They defined Applied Sport Psychology as a sect of Sport Psychology which focuses on identifying and understanding psychological theories and techniques that can be applied to sport and exercise to enhance the performance and personal growth of athletes and physical activity participants. Therefore, sport psychology consultants focus on teaching individual athletes and teams the psychological skills necessary for effective performance.

Since the inception of Sport Psychology, several studies have been conducted with the goal of testing the effectiveness of mental training. As of 1999, over 200 published studies have examined the relationship between mental training and sport performance (Martin, Moritz, & Hall, 1999). Looked at collectively, these studies have shown that mental training can improve the physical performance of a sport skill (Driskell, Cooper, & Moran, 1994; Feltz & Landers, 1983). Recently, studies have begun to examine the effectiveness of one of the techniques most often employed by sport psychology consultants: Psychological Skills Training (PST) (Weinberg and Gould, 1995). Weinberg and Gould (1995) defined PST as the process of teaching athletes the psychological skills needed for improved performance. Most coaches and athletes agree that sport is at least 50% mental (Weinberg and Gould, 1995); therefore, the use of PST

can be very effective in enhancing one's performance. Research regarding the effectiveness of PST programs has supported this notion. Several studies have shown the effectiveness of PST programs in sport settings (Anderson, Crowell, Doman, & Howard, 1988; Burton, 1988, 1989; Crocker, Alderman, & Smith, 1988; DeWitt, 1980; Fenker & Lambiotte, 1987; Hamilton & Fremouw, 1985; Hellstedt, 1987; Hughes, 1990; Meyers & Schleser, 1980; Miller & McAuley, 1987; Smith, 1986). In addition, PST has been shown to decrease competitive anxiety in female collegiate gymnasts and teams using PST have reported higher levels of social cohesion than teams not using PST (Cogan & Petrie, 1995). Collegiate tennis players also reported improved performance after PST interventions (Daw and Burton, 1994). Finally, PST has been shown to be effective with collegiate wrestlers and lacrosse players (Gould, Petlichkoff, Hodge, & Simons, 1990; Brewer & Shillinglaw, 1992).

The success of PST programs has further increased athletes' and coaches' interest in Applied Sport Psychology. Accompanying this increased interest have been calls for greater consultant accountability (Dishman, 1983; Gould, 1990; Gould, Murphy, Tammen, and May, 1991; Smith, 1989; Vealey, 1988); that is, the need for consultant and program evaluations. Unfortunately, despite these recent pleas, there has been very little research published that examines athletes and coaches perceptions of the effectiveness of PST programs.

History of Applied Sport Psychology at the University of Tennessee

Over the last twenty years the Sport Psychology program at the University of Tennessee, Knoxville (UTK) has experienced tremendous growth. Dr. Craig Wrisberg began informal work with Women's athletic teams at the University of Tennessee, Knoxville in 1981. In 1983, Dr. Wrisberg initiated informal contact with Men's athletic teams on campus. A proposal for formal work with University athletes and teams was generated in 1991 and was accepted in 1992. This began the first formal contact between Dr. Wrisberg and the Men's Athletic Department. The success that Dr. Wrisberg and his graduate students had with the Men's Athletic Department led to an expansion of services to include the Women's Athletic Department in 1994. More recently two Graduate Assistantships with the Athletic Departments have become available for Sport Psychology graduate students and a former doctoral student has obtained a full time position as a sport psychology consultant for the Men's and Women's Athletic Departments. Due to this growth, the number of athletes and coaches utilizing Sport Psychology services at UTK has steadily increased in recent years. In fact, over the last two years the number of sessions with athletes and teams has increased by over 200 percent.

With the increase in the number of athletes and coaches utilizing Sport Psychology services at UTK, it is extremely important for the program to maintain credibility and accountability. One way of doing this is through consultant and program evaluation. Prior to this study, there were no formal evaluation procedures for sport

psychology consultants at the University. Therefore the present study represents the first systematic evaluation of Sport Psychology services at UTK.

The results from this study should benefit current and future athletes, coaches, and consultants at the University as well as other consultants in university settings across the country. With the increasing numbers of athletes and coaches using the Sport Psychology services offered at UTK, it is critical that those involved in the program continue to work toward the goal of providing the best services possible for athletes and coaches.

Additionally, consultants should attempt to better understand cultural differences affecting athletes and coaches so they can provide appropriate and effective services to athletes of varying races, religions, genders, ethnicities, and sexual orientations. Therefore, improved cultural sensitivity was also a goal of the present study. The Sport Psychology program at the UTK is housed within the Cultural Studies in Education Department, setting it apart from all other Sport Psychology academic programs in the country. Cultural Studies focuses on an analysis of the social practices and power relationships of both individuals and groups (Sarder & Van Loon, 1997). Applied to sport, such a cultural studies perspective challenges and critiques existing sport norms and practices and how they impact sport participants (Hall, 1996). Cultural Studies challenges consultants to consider issues of class, ethnicity, gender, race, and sexual orientation when dealing with athletes. Furthermore, this view challenges consultants to critically look at their own biases and how they might impact their effectiveness with

certain athletes. Therefore, this study was designed to help consultants at UTK better understand how they affect athletes and coaches.

Statement of Problem

Despite the abundance of evidence supporting the effectiveness of mental training programs, there are very few studies in the Sport Psychology literature examining athletes' and coaches' perceptions of sport psychology consultants and the services they provide. Despite the large number of athletes and coaches currently using services at UTK there has been little evaluation research conducted within the Sport Psychology program. Therefore, the goal of the present study was to evaluate the Sport Psychology services currently offered at UTK.

Statement of Purpose

The purpose of this study was to evaluate athletes' and coaches' perceptions of the sport psychology consultants at UTK and the services they provide. Additionally, the current study was aimed at identifying any differences between athletes' and coaches' perceptions of sport psychology consultants' effectiveness. Finally, the study hoped to examine differences in athletes' and coaches' perceptions of consultants' effectiveness as a function of gender and ethnicity.

Definition of Terms

In this study, the following definitions and, in some cases, operational definitions were employed:

Applied Sport Psychology: A segment of the field of Sport Psychology that attempts to identify and understand psychological theories and techniques that can be applied to sport and exercise for the purpose of enhancing the performance and personal growth of athletes and physical activity participants (Williams & Straub, 1998).

Self-regulation: The ability to control one's psychophysiological responses (Weinberg & Gould, 1995).

Group cohesion: The ability of a group to stick together and remain united in working toward a common goal (Weinberg & Gould, 1995).

Imagery: A mental training technique that requires athletes to use all of their senses to re-create or create an experience in their mind (Vealey & Greenleaf, 1998).

Arousal regulation: The ability to control one's intensity level of behavior (Landers & Boutcher, 1998).

Psychological Skills Training Program: A systematic mental training program implemented by a sport psychology consultant (Weinberg & Gould, 1995).

Consultant Evaluation Form: An evaluative tool developed by Partington and Orlick (1987b) used to evaluate sport psychology consultants and the services they provide.

Concentration: The focusing of attention on relevant cues in the environment and the maintenance of that attentional focus (Weinberg & Gould, 1995).

Relaxation: The ability to lower arousal levels by controlling physiological, psychological, and behavioral responses (Williams & Harris, 1998).

Goal setting: The ability to define a specific standard of proficiency on a task, usually within a specified time limit (Gould, 1998).

Self-talk: Any thoughts or internal dialogue occurring before or during a performance or practice (Zinsser, Bunker, & Williams, 1998).

Stress management: The ability to cope with stress caused by outside influences (Williams, Rotella, & Heyman, 1998).

Thought management: The ability to control one's thoughts during or before competition or practice (Zinsser, Bunker, & Williams, 1998).

Biofeedback: A technique used to teach people to control physiological or autonomic responses using electronic monitoring devices that detect and amplify internal responses not ordinarily perceived by humans (Weinberg & Gould, 1995).

Crisis intervention: A short-term intervention method used with individuals whose coping abilities are overwhelmed (Williams, Rotella, & Heyman, 1998).

Assumptions

This study was conducted with the following assumptions:

1. Each participant read and completed the questionnaire to the best of his or her ability.
2. Each participant answered the questions on the questionnaire accurately and honestly.

3. Any participant who did not understand all of the consultant characteristics and Sport Psychology topics listed on the questionnaire asked the administrator for clarification.

Limitations

The following limitations existed in this study:

1. Only NCAA Division I athletes from the University of Tennessee, Knoxville were used in the study. Therefore, findings from this study cannot be generalized to other athletes utilizing Sport Psychology services at other Universities.
2. Participants were not asked to identify the gender of their consultant. Consequently, no conclusions can be made regarding athletes' and coaches' perceptions of the effectiveness of consultants or their services as a function of consultant gender.
3. Someone other than the principal investigator administered several of the questionnaires. The principal investigator gave this administrator in depth instructions regarding proper procedures for administering the questionnaires. However, because the principal investigator was not there, he cannot be sure that the proper procedure was followed.
4. Despite attempts to survey a diverse group of athletes and coaches, very few questionnaires were completed by people of color. Thus, the results may not fully represent the perceptions of people of color.

5. The questionnaire only contained consultant characteristics that were identified by Partington and Orlick (1987b) as positive. Participants were not asked to rate any negative qualities of consultants.

Significance of the Study

Despite the recent growth of Applied Sport Psychology, there has been very little Sport Psychology research focused on athlete or coach evaluations of consultants (Gould, Murphy, Tammen, & May, 1989; Gould, Tammen, Murphy, and May, 1991; Orlick & Partington, 1986, 1987; Partington and Orlick, 1986, 1987a, 1987b; Suinn, 1985). According to Gould, Murphy, Tammen, and May (1991), there is a special need to examine the effectiveness of consultants who provide services to athletes and coaches since there is currently a dearth of literature related to this topic. Additionally, there is a need to assess any differences in the needs of coaches and athletes. What research is available suggests that there are no differences in Olympic level athletes' and coaches' perceptions of sport psychology consultants (Gould et al., 1991). Murray (1997) found however, that because of their developmental stage, collegiate athletes were also interested in non-performance issues, and Murray and Mann (1998) suggested that coaches were more interested in leadership and motivation than performance enhancement training.

This study was designed to investigate any differences between athletes' and coaches' perceptions of sport psychology consultants at UTK. With the increasing number of female athletes participating in competitive athletics (Coakley, 1998), it is also

important to assess any differences in the types of services that male and female athletes desire. In addition, there is currently a lack of research investigating whether there are any differences between male and female athletes' perceptions of sport psychology. Furthermore, gathering information regarding the type of services both females and males prefer may help to debunk some of the myths about the differences between male and female athletes. According to Coakley (1998), such stereotypes include "females' need to be protected" and "males' belief that they need to protect females in sport."

The Sport Psychology program at UTK offers Sport Psychology services to every athlete on campus as well as to other members of the surrounding community. Evaluating these services can help current and future sport psychology consultants-both here and elsewhere-provide more effective services to athletes.

Those who stand to benefit most from this study are the consultants currently providing services at UTK as well as the athletes and coaches currently using those services. However, future consultants should also benefit from the information gathered in this study. Additionally, future athletes and coaches should benefit from the improved services provided by more knowledgeable consultants.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In recent years, the field of Applied Sport Psychology has experienced tremendous growth. The number of sport psychology professionals is steadily increasing, as is the use of psychological skills training (PST) by athletes, teams, and coaches. Furthermore, there has been an increase in applied research describing and evaluating PST interventions (Anderson, Crowell, Doman, & Howard, 1988; Brewer & Shillinglaw, 1992; Burton, 1988; 1989; Cogan & Petrie, 1995; Crocker, Alderman, & Smith, 1988; Daw & Burton, 1994; DeWitt, 1980; Fenker & Lambiotte, 1987; Gould, Petlichkoff, Hodge, & Simons, 1990; Hamilton & Fremouw, 1985; Hellstedt, 1987; Hughes, 1990; Meyers & Schleser, 1980; Miller & McAuley, 1987; Smith, 1986). While the results provide positive support for the use of PST in the sporting context, there is an increasing need for evaluation of the effectiveness of consultants who are providing these services to athletes (Gould, Murphy, Tammen, & May, 1991). As the field of Applied Sport Psychology continues to grow, greater attention must be given to such professional accountability.

Orlick and Partington (1987) and Partington and Orlick (1987a) were among the first to identify characteristics of effective consultants as perceived by Canadian Olympic athletes. Additionally, Partington and Orlick (1987b) developed the Consultant

Evaluation Form (CEF) (see Table 1). The CEF allows athletes and coaches the opportunity to evaluate sport psychology consultants and the services they provide. Partington and Orlick (1987b) administered the CEF to 104 Canadian Olympic athletes, and their findings supported the reliability and validity of the CEF. Therefore, they determined that the CEF was a valuable evaluative tool for sport psychology consultants. In addition, the CEF can help consultants improve their services by providing them with valuable information about their clients.

Gould, Murphy, Tammen, and May (1991) furthered Sport Psychology evaluation research using the CEF. Gould et al. (1991) attempted to evaluate U.S. Olympic sport psychology consultants and the services they provide. The CEF was administered to U.S. Olympic athletes, coaches, consultants, and administrators. Generally speaking, the consultants received positive evaluations from athletes, coaches, and administrators. Additionally, the CEF helped Gould et al. (1991) identify consultant characteristics and Sport Psychology topics that were valued by athletes, coaches, and administrators. Finally, Gould et al. (1991) suggested the need for further evaluative research within the field of Sport Psychology. The present study represented an attempt to extend Gould, Murphy, Tammen, and May's (1991) study and evaluate consultant characteristics and services at a large university with a prominent athletic program.

In this chapter, the increasing need for consultant and program accountability through evaluations is discussed. Literature regarding previous consultant evaluations is

Table 1
The Sport Psychology Consultant Evaluation Form (Partington & Orlick, 1987b)

Name_____ Consultant's Name_____
Sport_____
Please rate your sport psychology consultant on each of the following characteristics by using a number from 0 to 10 as seen on the scale below.

not at all										yes, definitely
0	1	2	3	4	5	6	7	8	9	10

1. Consultant Characteristics — Ratings

Had useful knowledge about mental training that seemed to apply to my sport.	_____
Seemed willing to provide an individual mental training program based on my input and needs.	_____
Seemed open, flexible, and ready to collaborate/cooperate with me.	_____
Had a positive, constructive attitude.	_____
Proved to be trustworthy.	_____
Was easy for me to relate to (e.g., I felt comfortable and that he/she understood me).	_____
Fitted in with others connected to the team.	_____
Tried to help me draw upon my strengths (e.g., the things that already worked for me) in order to make my best performance more consistent.	_____
Tried to help me overcome possible problems, or weaknesses, in order to make my best performance even better and more consistent.	_____
Provided clear, practical, concrete strategies for me to try out in an attempt to solve problems, or improve the level and consistency of my performance.	_____

1. How effective was this consultant?

	hindered/ interfered									helped a lot
effect on you:	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
effect on team:	-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5

2. Do you have any recommendations to improve the quality or effectiveness of the sport psychology consultation service being offered (write suggestions on back of this evaluation sheet).

reviewed, primarily focusing on Gould, Murphy, Tammen, and May's (1991) evaluation of Olympic sport psychology consultants. In addition, the use of the CEF (Partington & Orlick, 1987b) is discussed. Finally, the importance of consultant evaluations is examined from a Cultural Studies perspective.

The Sport Psychology Consultant Evaluation Form

The Sport Psychology Consultant Evaluation Form (CEF) (Table 1) (Partington & Orlick, 1987b) was developed as a way to aid consultants in assessing their effectiveness with athletes. It provides an opportunity for consultants to monitor their services and can be used as a tool for athletes, coaches, and administrators to use in evaluating consultants. There are several ways consultants can have their services evaluated. Partington and Orlick (1987b) suggest an interdependent evaluative model in which athletes, coaches, administrators, and sport psychology consultants are all actively involved in discussions about how the overall effectiveness of the mental training program can be improved. The CEF is one tool that can aid in this evaluative process.

Prior to developing the CEF, four studies were conducted in order to identify characteristics of and services provided by effective sport psychology consultants (Orlick & Partington, 1986, 1987; Partington & Orlick, 1986, 1987a). Orlick and Partington (1986, 1987) conducted intensive interviews with 75 Canadian Olympic athletes who had competed in the 1984 Los Angeles and Sarajevo Olympics. Each athlete was asked questions regarding the extent of their contact with a sport psychology consultant, the types of interventions used by their consultant, the sport psychology consultant's

effectiveness, and recommendations for using a sport psychology consultant in the future. The athletes identified several characteristics that were common to each of the successful sport psychology consultants. These included: being likeable and having something very applied and concrete to offer, being flexible and knowledgeable enough to meet individual athlete needs, being accessible and having the ability to establish a rapport with athletes, having multiple contacts with athletes, and conducting several follow-up sessions with athletes (Orlick & Partington, 1987). Orlick and Partington (1987) also identified several characteristics of unsuccessful consultants. These included: poor interpersonal skills, poor application of topics, lack of sensitivity and flexibility to individual needs, limited one-on-one contact with athletes, inappropriate use of knowledge and skills at competition sites, beginning interventions too close to competition dates, and infrequent contact with athletes.

Using the results from the four previous studies (Orlick & Partington, 1986, 1987; Partington & Orlick, 1986, 1987a), Partington and Orlick (1987b) developed the CEF as a tool to aid consultants in monitoring and improving their services. Moreover, Partington and Orlick (1987b) designed the CEF as an evaluative tool to be given to coaches, athletes, and anyone else involved in a mental training program. Included in the CEF are questions pertaining to the amount and type of athlete-consultant contact, as well as items regarding consultant characteristics (Partington & Orlick, 1987b). The 10 consultant characteristics include: "had useful knowledge about mental training to apply directly to my sport," "individualized a mental training program to fit my needs," "open and flexible," "positive," "trustworthy," "easy to relate to," "fitted in with team," "helped

me draw upon my strengths," "helped me overcome problems," and "provided clear, practical strategies" (Partington & Orlick, 1987b). Each item is rated on an 11-point Likert type scale, ranging from 0 ("not at all") to 10 ("yes, definitely"). Additional items concern the duration of athlete-consultant contact and overall effectiveness of the consultant. Overall effectiveness is assessed by two criteria, consultant's "effect on you," and consultant's "effect on team." Both are rated on two 11-point scales ranging from -5 ("hindered/interfered") to 0 ("no effect") to +5 ("helped a lot") (Partington & Orlick, 1987b).

Partington and Orlick (1987b) found that the items dealing with consultant characteristics were reliable, valid, and useful for understanding athletes' perceptions of consultant effectiveness. They also found that the set of 10 consultant characteristics were internally consistent (coefficient alpha, $\underline{r} = .94$) and reliable (test-retest reliability coefficient, $\underline{r} = .81$). Validity of the consultant characteristics scale was shown by the significant correlation coefficients obtained between the total scale score and each of the two criterion ratings (effect on you, $\underline{r} = .68$; effect on team, $\underline{r} = .57$; $\underline{p}$'s $< .001$). Finally, Partington and Orlick (1987b) identified a "model" sport psychology consultant that emerged from use of the CEF as:

- Someone who provides clear, practical, concrete strategies for the athlete to try out in an attempt to either solve problems or improve the level and consistency of the athlete's performance;
- Someone who is easy for the athlete to relate to;
- Someone who fits in with everyone connected with the team;

- Someone who provides a minimum of several hours of individual sessions for each athlete during the year;
- Someone who attends at least two or three competitions (national and international) with the team (or athlete) (Partington & Orlick, 1987b).

This prototype for effective Sport Psychology consultation is consistent with information gathered in previous interviews with athletes (Orlick & Partington, 1986, 1987) and coaches (Partington & Orlick, 1986, 1987a), thus consensually validating the CEF.

They also suggest establishing a positive rapport with the coach prior to the first meeting, as well as meeting with the team during appropriate times (when the athletes are rested, relaxed, and attentive) (Partington & Orlick, 1987b). Partington and Orlick (1987b) also recommend that the consultant conduct his or her mental training program for one full season prior to administering the CEF.

In previous interviews with athletes (Orlick & Partington, 1986, 1987) and coaches (Partington & Orlick, 1986, 1987a), it was found that successful consultants working with amateur athletes were rated extremely high on almost all of the positive personal and mental training qualities defined previously. Athletes and coaches viewed the most successful consultants as those who not only possessed each of the positive personal and mental training qualities, but who also used them for the greatest benefit. These findings were further supported with the use of the CEF. Partington and Orlick (1987b) found that the most effective consultants received ratings of nine or ten on all items in the CEF. Thus, they suggest that any item receiving a rating of eight or lower should be carefully looked at and targeted for possible improvement.

In summary, if sport psychology professionals are truly dedicated to answering the call for greater accountability, they must give greater attention to program evaluation and professional accountability (Gould, Murphy, Tammen, & May, 1991). Moreover, it appears that the CEF can be an effective tool for consultant evaluation. If used properly, the CEF can help consultants identify their strengths and weaknesses. Partington and Orlick (1987b) offer the following exhortation for consultants: "By subjecting ourselves to critical client evaluation, we open ourselves to growth and to fulfilling the real needs of our clients. Taking this step is a clear indication that we are committed to pursuing personal excellence in our consultation field in the same way that athletes are committed to pursuing excellence in their field of sport" (1987b, p. 316).

Need for Accountability

With an increasing number of sport psychology consultants offering services, there is a need for greater professional accountability (Gould, Murphy, Tammen & May, 1991). In 1991, AAASP instituted professional guidelines for certified consultants. The guidelines provide minimum professional training and experience needed for individuals who wish to provide performance enhancement services to athletes and teams. Included in these guidelines are:

- a doctoral degree from an accredited institution of higher education,
- knowledge of scientific and professional ethics and standards,
- knowledge of Sport Psychology subdisciplines of intervention/performance enhancement, health/exercise psychology, and social psychology,

- knowledge of biomechanical and physiological bases of sport, historical philosophical, social, and motor behavior bases of sport,
- sport psychopathology and its assessment,
- basic counseling skills,
- skills and techniques within sport or exercise,
- skills in research design, statistics, and psychological assessment, and
- knowledge of biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, and individual behavior (Williams, 1998).

Additionally, consultants are required to undergo a supervised consulting experience.

Despite these increased standards, greater accountability within the field of Applied Sport Psychology remains an issue (Dishman, 1983; Gould, 1990; Gould, Murphy, Tammen, & May, 1991; Smith, 1989; Vealey, 1988). Dishman (1983) argues that the validity of the professional model of Sport Psychology, which assumes that consultants are providing tangible results, is unclear. Sport psychology consultants teach athletes mental skills, which can presumably aid athletes' performance. However, since the learning of these skills cannot be measured, it is difficult to measure the effectiveness of interventions. What can be measured are athletes' and coaches' perceptions of sport psychology consultants' effectiveness. Therefore, despite studies showing the effectiveness of Sport Psychology interventions (Brewer & Shillinglaw, 1992; Cogan & Petrie, 1995; Daw & Burton, 1994; Gould, Petlichkoff, Hodge, & Simons, 1990), there is an increasing need for individual consultant evaluations.

Partington and Orlick (1987b) identified this need and suggested an increase in consultant and program evaluations. They identified several reasons why evaluating Sport Psychology consulting is important.

- Ethically, it is important to understand what is going on in order to ensure maximum assistance to athletes and other clients and to protect them from possible harmful effects of psychological interventions.
- Scientifically, the knowledge base of our discipline could be enriched from empirically verified experiences reported by sport psychology consultants who are working with our most talented athletes.
- Educationally, it would be desirable to know what skills provide the necessary ingredients for change, in order to guide future preparation of sport psychology consultants.
- Professionally, it is important to learn how to improve effectiveness.
- It is important for professional associations to know how to assess professional practice for reasons of accreditation and investigation of complaints.

Partington and Orlick (1987b) also suggest that, "evaluation leading to improved effectiveness of sport psychology consultants should be of concern to the national and multinational bodies that have a clear vested interest in high level sport achievement, as well as for those who want to ensure that athletes have a positive re-entry to society upon retirement" (1987b, p. 309).

With the increasing interest in Applied Sport Psychology, it is clear that greater attention must be given to program and consultant evaluations. This should include open communication between consultants, athletes, and coaches as well as formal evaluation procedures involving questionnaires and interviews. Finally, more research needs to be done regarding the effectiveness of various aspects of the work sport psychology consultants do with athletes (e.g., performance enhancement, personal counseling, etc.).

Previous Sport Psychology Consultant Evaluation Literature

Despite the recent calls for greater professional accountability within the field of Applied Sport Psychology, there has been very little Sport Psychology research done evaluating consultants and the services they provide to coaches and athletes. Suinn (1985) and Gould, Tammen, Murphy, and May (1989) examined U.S. Olympic sport psychology consultants and the services they provided. However, these studies were limited in that they only examined consultants' self-perceptions of the effectiveness of their services. Both studies neglected to examine consultant effectiveness as viewed by coaches, athletes, and administrators involved in mental training interventions.

In 1985, Suinn examined the techniques most often used by sport psychology consultants. He conducted open-ended interviews with 11 sport psychology consultants who were significantly involved in mental training for U.S. athletes competing in the 1984 Olympics. He asked consultants to identify the intervention techniques that they employed the most with U.S. Olympic athletes. The study found that consultants used

the following interventions most frequently: concentration, relaxation, self-regulation, visualization, coach/athlete communication, goal setting, self-talk, stress management, thought management, biofeedback, and crisis interventions. Additionally, Suinn (1985) offered several recommendations for the field of Applied Sport Psychology. He suggested that credentialing would increase the credibility of the field. Introductory workshops and clinics as well as continuing education were suggested as ways to educate novice as well as more experienced consultants. Finally, he suggested increasing the availability of consultants by employing full-time, continuous assignments for consultants, thus allowing them to improve rapport with clients.

While Suinn (1985) cited several cases where Olympic athletes credited their sport psychology consultant with helping them achieve their goals, he failed to gather any concrete information from athletes to evaluate the quality of sport psychology consultants and/or the services they provided. Unfortunately the lack of such evaluative information makes it difficult to determine the effectiveness of the psychological interventions used by sport psychology consultants in this study.

Gould, Tammen, Murphy, and May (1989) further examined U.S. Olympic sport psychology consultants and the services they provided. While attempting to remedy some of the shortcomings of Suinn's (1985) previous study, Gould et al. (1989) examined Sport Psychology services offered to U.S. amateur athletes through the USOC. USOC sport psychology consultants were asked to fill out questionnaires assessing demographic and background information, the nature of their services, the effectiveness of their Sport Psychology services, and any problems with their services. The questionnaire consisted

of objective and open-ended questions divided into three sections: a demographic and background information section, a Sport Psychology services section, and evaluation and future directions of Sport Psychology services section. The demographic section included questions assessing consultants' general background (e.g. age, academic degree, and professional membership/associations). The Sport Psychology services section assessed the types of services offered, hours of service provided per year, and to what groups the consultant provided these services. The evaluation and future directions section assessed consultants' perceived effectiveness of psychological services, problems encountered while providing services, and suggestions regarding how the USOC could enhance the quality of their Sport Psychology program. When asked to evaluate the overall effectiveness of their services on a 10-point Likert scale, consultants rated themselves highly ($M = 7.21$). Additionally, when asked to rate their overall effectiveness on individual athletes and teams employing the 11-point Likert scale used in Partington and Orlick's (1987b) Consultant Evaluation Form, consultants again rated their overall effect on individual athletes ($\underline{M} = 9.4$) and teams ($\underline{M} = 8.7$) very highly. While the consultants' self-evaluations were extremely encouraging, the study still failed to assess athletes' and coaches' evaluations of consultants and their services.

In addition to the Suinn (1985) and Gould et al. (1989) studies, Orlick and Partington (1986, 1987) and Partington and Orlick (1986, 1987a) attempted to identify characteristics of effective sport psychology consultants. Canadian Olympic athletes were asked a series of interview questions covering four general areas: the extent of the athletes' involvement with sport psychology consultants (e.g., Did you ever have contact

with a sport psychology consultant?), the types of activities in which the athletes took part with the sport psychology consultant (e.g., How did you meet the consultant?), the sport psychology consultant's effectiveness (e.g., How did the consultant fit in with you, the coach, and the team?), and recommendations for using the sport psychology consultant in the future (e.g., For next year, would you recommend retaining this consultant for your team?). Interviews revealed that successful consultants were perceived as having good interpersonal skills, the ability to work with individual athletes' strengths, and they provided follow-up consultations. Canadian Olympic coaches identified successful consultants as those who had good listening skills, related well to athletes, and had useful, relevant Sport Psychology knowledge. While not statistically significant, these data show that athletes and coaches may have different views regarding characteristics of effective consultants. Unfortunately, the researcher did not assess any differences in the perceptions of male and female athletes. Overall, this research provided valuable information regarding athletes' and coaches' perceptions of effective Sport Psychology consultation. However, the most important contribution of this research was that it led to the development of the CEF (Partington & Orlick, 1987b). The CEF was developed as a tool used to evaluate sport psychology consultants and the services they provide. Initially, it was developed for use with Canadian Olympic athletes. However, Partington and Orlick (1987b) and Gould, Murphy, Tammen, and May (1991) suggest that it could be effective for use with a variety of athletes.

Gould, Murphy, Tammen, and May (1991) used the CEF to evaluate U.S. Olympic sport psychology consultants and the services they provided. Unlike previous

studies, this investigation assessed athletes', coaches', and administrators' evaluations of sport psychology consultants, and also obtained consultants' self-perceptions. The information gathered in the study was extremely important because it identified consultant traits perceived as valuable. Additionally, it helped identify Sport Psychology topics, that athletes, coaches, and administrators believe to be important in a psychological intervention. Gould et al. (1991) significantly advanced evaluation research within the field of Sport Psychology with this study. Rather than simply identifying the types of interventions used by consultants, they evaluated both the consultants and the quality of their interventions. This provided future consultants with a better idea of what athletes, coaches, and administrators wanted in a sport psychology consultant and in a mental training program.

In this study, Gould et al. (1991) believed that coaches, athletes, administrators, and consultants rated USOC consultants moderately high on overall effectiveness ($\underline{M}$ = 7.15, 7.35, 6.95, 7.18, respectively). Coaches' ratings of consultants' effect on individual athletes and effect on team were also very high ($\underline{M}$ = 9.58, 9.13, respectively). Athletes' ratings for consultants' effect on individual athlete and effect on team followed suit ($\underline{M}$ = 9.69, 8.46, respectively). Consultants showed similar self-ratings ($\underline{M}$ = 9.40, 8.71, respectively) as did administrators ($\underline{M}$ = 9.20, 8.60, respectively). The results gathered from this study were very encouraging in that coaches, athletes, administrators, and consultants rated the effectiveness of USOC consultants extremely favorably. Statistical analyses showed no significant differences between athletes' and coaches' ratings for effectiveness. It is worth noting that every group rated consultant effectiveness with

individual athletes higher than effectiveness with the entire team. These results seem consistent with previous interviews with Olympic athletes (Orlick & Partington, 1986, 1987) and coaches (Partington & Orlick, 1986, 1987a) in which both athletes and coaches preferred consultants' work with individuals over that with teams.

Gould et al. (1991) also found that athletes and coaches rated their consultants highly on all of the consultant characteristics contained in the CEF. Consultants received the highest ratings for "trustworthiness" and "being positive and constructive." Overall, consultants received the lowest ratings for "fit in with the team." Despite the high overall ratings, athletes expressed some difficulty relating to their consultants. This could have been due to the demographic makeup of the consultants. The mean age of the consultants was 42.6 years, which is significantly higher than the age of most amateur Olympic athletes. Additionally, 82% of the consultants were male, which may have caused problems for some female athletes. Another obstacle in athlete-consultant relations may have been the racial makeup of consultants and athletes. While the racial background of the consultants was not given, it can be assumed that the majority of the consultants were white. This is a safe assumption considering the predominance of white consultants within the field of Sport Psychology (Lee & Rotella, 1991). Therefore, some of the athletes of color may have found it difficult to relate to the white consultants who may not have been sensitive to their needs.

Gould et al. (1991) gathered additional information regarding the correlations between consultant characteristics and the consultant's overall effectiveness with individual athletes and the team. In terms of the coaches' ratings, "fitting in" and "the

ability to draw on athlete's individual strengths" were perceived to be the most important characteristics for effective consulting with an individual athlete as well as with an entire team. The athletes' ratings showed that "the ability to draw on athlete's individual strengths" and "being positive and constructive" were the most important factors in effective individual counseling. "Fitting in" with the team was the most important factor for effective team counseling. These results are consistent with the views of many contemporary applied sport psychology consultants (May & Brown, 1989; Ravizza, 1988; Salmela, 1980). Ravizza (1998) indicates that the inability to "fit in" with a team might hinder a consultants' effectiveness to the point that s/he has to discontinue services. It is worth noting that the correlation between athletes' ratings of consultant characteristics and the consultants' effect on the team was much lower than the correlation between athletes' ratings of consultant characteristics and the consultants' effect on the individual. Again, this is consistent with previous findings that athletes seem to prefer individual sessions to team sessions.

Finally, Gould et al. (1991) examined athletes' and coaches' ratings of particular Sport Psychology topics. They found that athletes and coaches were most interested in imagery and visualization techniques, concentration and attention training, stress management, relaxation training, self-talk strategies, and arousal regulation. It is encouraging that most of these topics are consistent with the topics identified by Suinn (1985) in his survey of sport psychology consultants who worked with 1984 U.S. Olympic athletes. With one exception, all the above topics that athletes and coaches participating in the Gould et al. (1991) study rated as most important fell in the top five of

the most used topics by consultants participating in the Gould et al. (1989) study. These results are very auspicious for sport psychology consultants.

Gould et al. (1991) found that the topics garnering the least amount of interest for athletes and coaches included substance abuse, family/marital concerns, career termination and planning, crisis management, personal self-esteem development, coping with foreign travel, and eating disorders. Unfortunately, Gould et al. (1989) found that three of these topics (personal self-esteem development, career termination and planning, and family/marital concerns) were used more than half the time by consultants. This highlights the additional need for consultant and program evaluations to help consultants and athletes work together to improve the effectiveness of mental training programs.

Each of the topics rated by athletes and coaches as most important were among those identified by Gould, Tammen, Murphy, and May (1989) as performance enhancement topics, while all but one of the least important topics fell under the category of nonperformance topics. Therefore, it seems that athletes and coaches prefer to focus on performance issues when working with a sport psychology consultant. Again, this is valuable information for current and future consultants who are dedicated to providing the best possible services to athletes and coaches. Finally, athletes participating in the study rated facilitating team cohesion and morale fairly low with respect to the other topics. This evidence further supports the notion that athletes prefer individual consultations as opposed to team sessions.

Overall, the results of the Gould et al. (1991) study are very promising for the field of Applied Sport Psychology. Coaches and athletes involved with USOC sport

psychology consultants viewed their consultants and the services they provided very favorably. Moreover, 73% of coaches and 91% of athletes indicated that they would retain their consultant for future work (Gould et al., 1991). It is of additional interest that the validity and reliability of Partington & Orlick's (1987b) CEF was upheld. This is important because the CEF was initially developed for use with Canadian Olympic athletes. However, Gould et al. (1991) found that the CEF can be useful with other samples of elite athletes.

Cultural Studies and Applied Sport Psychology

There have been several published papers in recent years that have addressed issues confronting sport psychology consultants working with athletes of differing cultural backgrounds (Henschen, 1991; Lee & Rotella, 1991; Petrie, Cogan, Van Raalte, & Brewer, 1996; Yambor & Connelly, 1991). However, most of them have addressed gender differences (Henschen, 1991; Petrie, Cogan, Van Raalte, & Brewer, 1996; Yambor & Connelly, 1991). While such research is needed, there are very few papers that specifically explore other issues of diversity such as race, ethnicity, sexual orientation, class, and religion. As indicated by Martens, Mobley, and Zizzi (2000) the absence of attention to such issues is not surprising considering the lack of emphasis placed on training sport psychology consultants who can provide culturally appropriate and sensitive applied services for multicultural populations. This problem is further compounded by the predominance of white, male, middle-class professionals within the field of Sport Psychology (Lee & Rotella, 1991). In an age when consultants are asked to

work with athletes of varying backgrounds, the lack of diversity in the current consultant population may hinder the progress of the field.

Gould, Murphy, Tammen, and May (1991) found that U.S. Olympic athletes had trouble relating to their predominantly white USOC consultants. This is troublesome because as Orlick and Partington (1987) found, the ability to relate to athletes is an important characteristic of successful consultants. Therefore, steps must be taken to eliminate this problem. Increasing the diversity of consultants can go a long way toward addressing the problem. Additionally, increasing the cultural sensitivity of consultants may help to bridge any gaps that exist between consultants and athletes from different backgrounds.

In the meantime, if consultants are to become more culturally sensitive and provide the best services to all athletes they must learn to integrate their knowledge of Sport Psychology with knowledge of multiculturalism and social justice issues. Consultants must begin to consider how class, race, ethnicity, sexual orientation, gender, and religious beliefs shape individuals. Such an approach – Cultural Studies – focuses on the analysis of the social practices and power relationships of both individuals and groups (Sarder & Van Loon, 1997). Applied to sport, such a cultural studies perspective challenges and critiques existing sport norms and practices and how they impact sport participants (Hall, 1996). This knowledge can help consultants better understand their clients, especially if they are from differing backgrounds. Moreover, consultants can improve their self-awareness through applying a cultural studies perspective to their work. Improving self-awareness can help consultants better understand themselves and

begin to identify beliefs and biases they possess that may affect their consulting. In addition, consultants can begin to understand the beliefs and biases of athletes that may influence their response to an intervention. Overall, integrating Cultural Studies with Sport Psychology can only help consultants become more culturally sensitive, thus increasing their potential effectiveness with athletes from differing cultures and backgrounds.

If used properly, evaluative tools such as the CEF can help applied sport psychology consultants integrate a cultural studies perspective into their Sport Psychology practice. Consultants can use the demographic information at the beginning of the CEF to identify trends between and within different athlete groups. Once these trends are identified, consultants can use this knowledge to improve their services to varying populations. Sport psychology consultants have the opportunity to work with athletes coming from many different backgrounds that may prefer different consultant characteristics. The CEF provides consultants with the opportunity to identify these characteristics. Furthermore, it has been shown that some counseling techniques are more effective with certain groups than with others (Thompson & Rudolph, 2000). Therefore, it can be assumed that certain interventions might be more effective with certain cultural groups than with others. Using the CEF can help consultants better understand these cultural differences and apply this knowledge to their consulting to better serve all types of athletes.

However, understanding these issues is not enough. Consultants must also understand how these issues can affect their relationships with athletes. Culturally

sensitive consultants should be concerned with issues of power, asking their clients questions such as: "Who has power in our relationship?," "Who has the power in the relationship between you and your coach?," and "What do you do if you do not have power?." Asking these questions can help consultants become more sympathetic to their clients' needs, thus making them more effective.

In summary, integrating Cultural Studies into Sport Psychology can help consultants better understand any cultural differences that may exist between themselves and their clients. Often unbeknownst to the consultant, such differences may hinder the effectiveness of the consultant and the psychological intervention. Furthermore, it seems that cultural differences between athletes and consultants may affect the athlete's ability to relate to the consultant, thus hindering the effectiveness of the intervention. Applying a Cultural Studies perspective to Sport Psychology consulting may help to eliminate some of these problems. If used properly, tools such as the CEF can help consultants understand and deal with any cultural differences between them and athletes that may hinder their effectiveness.

Summary

As the previous review indicates, there have been very few studies conducted evaluating athletes' and coaches' perceptions of the effectiveness of sport psychology consultants and the services they provide. Various studies have demonstrated the effectiveness of psychological interventions while others have been successful in identifying the most commonly used interventions. However, few have evaluated

athletes' and coaches' perceptions of sport psychology consultants and the interventions they employ. With the increased interest in Applied Sport Psychology, consultant and program evaluations are an important means of increasing professional accountability and improving the effectiveness of service provision.

Partington and Orlick's (1987b) CEF provides one vehicle for increasing professional accountability. The CEF has been shown to be effective with Canadian Olympic athletes (Partington & Orlick, 1987b) as well as with U.S. Olympic athletes (Gould, Murphy, Tammen, & May, 1991). Therefore, it appears that this instrument is currently the most effective means for evaluating athletes' and coaches' perceptions of sport psychology consultants and the services they provide. Additionally, the CEF provides athletes and coaches an opportunity to identify Sport Psychology topics they deem important to a mental training program. Finally, following the suggestion of Duda and Allison (1990), the present study examined differences in athlete perceptions of consultants as a function of gender and ethnicity.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to evaluate athletes' and coaches' perceptions of the Sport Psychology services offered at the University of Tennessee, Knoxville (UTK). In this chapter, a description of the participants, the experimental design, and the methods and procedures employed is provided.

Participants

The participants selected for this investigation were 119 (84 females and 35 males) Division I intercollegiate varsity athletes and coaches at UTK. The athletes (n = 107) and coaches (n = 12) represented six varsity sports: Women's Golf (5 athletes, 1 coach), Men's Golf (7 athletes, 2 coaches), Women's Softball (18 players, 4 coaches), Men's Baseball (20 players, 1 coach), Women's Swimming (15 athletes, 2 coaches), and Women's Rowing (42 players, 2 coaches). All but two of the athletes and coaches had met with a sport psychology consultant at UTK for at least one team or individual session. Tables 2 and 3 depict the number of participants who had either individual or team sessions with a consultant at UTK. Most participants had met with a consultant for at least one individual session and 3-4 team sessions on average. Twenty-seven

participants had met with a consultant for an individual session more than ten times. Fifty-eight (49%) of the 108 participants had never had an individual session with a consultant at UTK while 23 (19%) had 1-2 sessions. Thirty-six (31%) of the participants had 1-2 team sessions with a consultant at UTK and 31 (26%) participated in 6-10 team sessions. There were 108 participants who identified themselves as white, two identified themselves as African-American, four as Asian-American, and five as Hispanic.

Since the athletes participating in the current study were at the collegiate level, they were considerably younger than the Canadian and U.S. Olympic athletes used in the Partington and Orlick (1987b) and Gould et al. (1991) studies. Additionally, while most Canadian and U.S. Olympic athletes are required to meet with a consultant, collegiate athletes at UTK and in the U.S. at large are given the choice. Table 4 contains the most cited reasons why athletes and coaches chose to visit a sport psychology consultant at UTK. Table 5 shows the reasons, cited most often, why athletes and coaches chose not to visit a consultant at UTK.

Table 2
Number of Individual Sessions

	Number of Individual Sessions				
	0	1-2	3-5	6-10	> 10
Number of Participants (N = 118)*	58	23	16	6	15

* 1 participant did not answer these questions.

Table 3
Number of Team Sessions

	Number of Team Sessions				
	0	1-2	3-5	6-10	> 10
Number of Participants (N = 118)*	2	36	22	31	27

* 1 participant did not answer these questions.

Table 4
Athletes' and Coaches' Reasons for Visiting a Sport Psychology Consultant at the University of Tennessee, Knoxville

Reason	Number of responses
Improve confidence	22
Improve mental toughness	22
Enhance performance	19
Build team unity	12
Mandatory meetings	5
Relaxation	5
Improve focus	4
Personal reasons	4
Stress management	3

Table 5
Athletes' and Coaches' Reasons for Not Visiting a Sport Psychology Consultant at the University of Tennessee, Knoxville

Reason	Number of responses
Time constraints	28
Happy with current performance	25
Uninformed about Sport Psychology services offered	10

Methods and Procedures

Prior to data collection, the head coaches of all varsity sports UTK were contacted via written letter (Appendix A). The letter explained the purpose of the study and asked coaches to sign a form (Appendix B) giving the principal investigator permission to administer the questionnaire to the coach and team during a team meeting. Seven coaches signed and returned the consent form. Upon receiving the signed consent form from the coaches, the principal investigator contacted each coach to schedule a convenient time to administer the questionnaire to the athletes and coaches.

The principal investigator met with each team individually (with the exception of Men's Baseball) and administered the questionnaire. All coaches and athletes present at the team meetings were asked to fill out a questionnaire regarding his or her perceptions of the Sport Psychology services offered at the University of Tennessee, Knoxville. Each participant was given an informed consent document (Appendix C) that explained the intent of the study. After signing the informed consent document the participants were given the questionnaire (Appendix D). The participants were instructed to fill out the questionnaire to the best of their ability. Participants were instructed to evaluate any

Sport Psychology services they had received at UTK. Those participants who had met with more than one consultant were instructed to evaluate the consultant who had provided them with the most effective services. Participants who had not received any Sport Psychology services were asked to identify traits they believed were important for successful sport psychology consultants to possess. All participants were also asked to identify Sport Psychology topics that they believed were the most important for successful interventions. The principal investigator remained present throughout the entire data collection process, making himself available to answer any questions. Upon completing the questionnaires, participants returned them to the principal investigator who then stored them in a locked drawer. Due to time constraints the principal investigator was not able administer the questionnaires to the Men's Baseball team. Therefore, a third party administered questionnaires to this team while on a road trip. This person was a certified athletic trainer who worked with the team. He was chosen because of his ability to gain access to the players and coaches during a road trip. Additionally, it was believed that as a trainer, and not a coach or sport psychology consultant, his relationship with the players and coaches would not affect their responses to the survey. Prior to leaving for the trip, the principal investigator provided this individual with thorough instructions regarding the procedure for administering the questionnaire.

The Questionnaire

The questionnaire used for the present study was developed from Partington and Orlick's (1987b) Consultant Evaluation Form (Table 1). The CEF was developed for use with Canadian Olympic athletes and allows the respondent to evaluate the effectiveness of his or her sport psychology consultant. Although it was developed for use with Canadian Olympic athletes, the CEF has been shown to be reliable and valid for use with other groups (Gould, Murphy, Tammen, & May, 1991). Athletes and coaches were asked to rate their sport psychology consultant relative to the "effect on you" and "effect on team" using an 11-point Likert scale with –5 representing "hindered/interfered" and +5 representing "helped a lot." The questionnaire also asked athletes and coaches to rate their consultant on ten consultant characteristics. These included: "useful knowledge," "individualized mental training based on athlete needs," "flexible-ready to collaborate/cooperate," "positive-constructive," "trustworthy," "easy for athletes to relate to," "fitting in with team," "help draw on strengths," "help athletes overcome problems," and "provided clear, practical concrete strategies." These characteristics were rated on an 11-point Likert scale with 0 representing "not at all" and 10 representing "yes, definitely."

Additional questions were added to closely replicate Gould, Murphy, Tammen, and May's (1991) study. Athletes and coaches were asked to rate the importance of several Sport Psychology topics taken from that study. These included: facilitate team cohesion/morale, improve interpersonal athlete/coach communication, arousal regulation, imagery/visualization techniques, relaxation training, stress management, biofeedback,

concentration/attention training, self-talk strategies, thought management training, motivation training, behavior modification, cope with foreign travel, depression, career termination/planning, psychological recovery from injury, eating disorders, crisis management, substance abuse, personal self-esteem improvement, family and marital concerns, and interpersonal conflicts. These topics were rated on an 11-point Likert scale with 0 representing "not important" and 10 representing "very important." Finally, respondents were asked to list any additional topics or services that they would like to have available at UTK.

Variables Assessed

Participants' ratings of consultant effectiveness on individual, and consultant effectiveness on team were compared across the following subsamples: participant (athlete or coach) and gender. Additionally, correlations between consultant characteristics and effect on individual and consultant characteristics and effect on team were found. In addition, overall ratings of importance of Sport Psychology topics were assessed.

Overall means were calculated for effect on individual, effect on team, each consultant characteristic and each Sport Psychology topic. Means were also calculated for effect on individual and effect on team across the subsamples of gender and participant. Additionally, t-tests were run comparing perceptions of overall effectiveness on the individual and on the team; these were run across the subsamples of gender and

participant. Finally, additional suggestions from participants regarding Sport Psychology services offered at UTK were also analyzed.

CHAPTER IV

RESULTS

Introduction

The purpose of this investigation was to assess athletes' and coaches' perceptions of the Sport Psychology services offered at the University of Tennessee, Knoxville (UTK). In this chapter, the method of data analysis is discussed followed by a presentation of the results. Additionally, a summary of responses to the open-ended question, "List here anything else that you would like to see a sport psychology consultant offer to you here at the University of Tennessee, Knoxville," are reported.

Data Analysis

Data from the completed questionnaires were entered into the statistical program, Statistical Package for the Social Sciences (SPSS) for analysis. Means and standard deviations were calculated for effect on individual, effect on team, consultant characteristics, as well as each of the Sport Psychology topics. Additionally, independent sample t-tests were run comparing consultant effectiveness with individual and team, by participant, and by gender. In addition, correlations were run between each of the consultant characteristics and effectiveness on individual and team. Finally, responses to the open-ended question were coded and the number of occurrences of each response was recorded.

It should be noted that t-tests were used instead of a multivariate analysis of variance (MANOVA) to analyze the results of this study. Unfortunately, the use of two t-tests increased the experiment-wise alpha. Experiment-wise alpha represents the probability of making a Type I error (Pagano, 1994). With each successive t-test run, the experiment-wise alpha level is increased, making the probability of making a Type I error more likely (Thomas & Nelson, 1990). Due to the number of t-tests run, the Bonferroni adjustment was used to maintain an alpha level of $p < .05$ for the analyses (Thomas & Nelson, 1990). The Bonferroni adjustment is defined as the experiment-wise alpha (.05) divided by the number of t-tests done ($N = 2$ in this case). Therefore, differences in means in this study were considered significant at the .025 (.05/2) level.

Results

In the present study, data were collected assessing athletes' and coaches' perceptions of Sport Psychology services at UTK. Table 6 contains the ratings of the psychological services provided at the University of Tennessee on Partington and Orlick's (1987b) Consultant Evaluation Form 11-point effectiveness scale. Overall, it can be seen that the consultants were rated favorably. Additionally, there appeared to be minimal difference between the ratings for consultant effectiveness on individuals and on the team.

Table 6
Overall Ratings of Psychological Services

	M	SD
Effect on individual athlete	7.98	1.66
Effect on team	8.02	1.50

Tables 7 and 8 contain the mean ratings of subgroups on the 11-point effectiveness scale (Partington & Orlick, 1987b). These are compared across participant and gender. Additionally, independent samples t-tests and were run in order to determine whether there were differences between subgroups. In each t-test, the independent variable was the subgroup and the dependent variables were the effect on individual athlete and effect on team.

Results from the t-tests revealed no significant differences for effectiveness on individual across participant and gender ($t(92) = -1.05$, $p < .30$; $t(92) = -0.76$, $p < .45$, respectively). Additionally, no significant differences were found for effectiveness on team across participant and gender, ($t(92) = -1.53$, $p < .13$; $t(92) = 0.69$, $p < .95$, respectively).

Overall ratings of consultant characteristics on Partington and Orlick's (1987b) 11-point scale are shown in Table 9. It can be seen that consultants were rated favorably on each of the characteristics with "positive attitude" ($\underline{M} = 9.52$), "trustworthy" ($\underline{M} = 9.29$), and "open and flexible" ($\underline{M} = 9.09$) receiving the highest ratings. "Fitted in with team" ($\underline{M} = 8.30$), "useful knowledge" ($\underline{M} = 8.73$), and "easy to relate to" ($\underline{M} = 8.76$) received the lowest ratings but were still relatively high.

Table 7
A Comparison of Subgroups' Ratings of Psychological Services (Participant)

	Participant			
	Athlete		Coach	
	M	SD	M	SD
Effect on individual athlete	7.92	1.64	8.50	1.78
Effect on team	7.94	1.48	8.70	1.57

Table 8
A Comparison of Subgroups' Ratings of Psychological Services (Gender)

	Gender			
	Male		Female	
	M	SD	M	SD
Effect on individual athlete	7.77	1.84	8.06	1.59
Effect on team	8.04	1.73	8.01	1.40

Table 9
Overall Consultant Characteristic Ratings

Consultant Characteristics	M	SD
Useful knowledge	8.73	1.67
Provided individualized program	8.82	1.60
Open and flexible	9.09	1.34
Positive attitude	9.52	0.99
Trustworthy	9.29	1.36
Easy to relate to	8.76	1.61
Fitted in with team	8.30	2.10
Helped draw on strengths	8.95	1.42
Helped overcome problems	9.03	1.25
Provided clear, practical strategies	8.78	1.52

Table 10 depicts the correlations between the ratings on consultant characteristics and the ratings of effect on athlete and effect on team. As the table shows, all the correlations were significantly different from zero. Hence, all the characteristics are related to effectiveness perceptions by athletes and coaches. However, "fitted in with team," and "easy to relate to," showed the highest correlations for both effect on athlete and effect on team.

Overall importance ratings for Sport Psychology topics are found in Table 11. As shown in the table, topics labeled by Gould et al. (1989) as performance enhancement topics received higher overall ratings than topics labeled as nonperformance topics. These performance enhancement topics include: imagery/visualization techniques,

Table 10
Relationship Between Consultant Characteristics and Consultant Effectiveness Ratings

Consultant Characteristics	Effect on athlete	Effect on team
Useful knowledge	.486	.397
Provided individualized program	.392	.225
Open and flexible	.401	.247
Positive attitude	.321	.230
Trustworthy	.314	.224
Easy to relate to	.561	.341
Fitted in with team	.519	.443
Helped draw on strengths	.396	.267
Helped overcome problems	.336	.254
Provided clear, practical strategies	.477	.260

concentration/attention training, relaxation training, stress management, self-talk strategies, and arousal regulation. Each of these topics, with the exception of arousal regulation, was perceived as very important. The nonperformance topics include: substance abuse, career termination/planning, personal self-esteem development, and eating disorders. With the exception of personal self-esteem development, each of these topics was rated much lower than the performance enhancement topics. Finally, it is worth noting that the lowest rated item, "substance abuse," also had the highest standard deviation of any item.

Table 11
Overall Ratings of the Importance of Sport Psychology Topics

Topic	M	SD
Facilitate team cohesion	8.16	2.29
Improve interpersonal athlete/coach communication	8.12	2.10
Arousal regulation	7.01	2.52
Imagery/visualization techniques	7.76	2.17
Relaxation training	8.13	2.12
Stress Management	8.30	2.13
Concentration/attention training	8.11	2.26
Self-talk strategies	8.12	2.01
Thought management training	8.03	2.02
Motivation training	8.04	2.16
Behavior modification	6.95	2.51
Depression	6.63	2.68
Career termination/planning	6.52	2.77
Psychological recovery from injury	6.91	2.89
Eating Disorders	6.14	3.39
Crisis management	6.60	2.89
Substance abuse	6.00	3.51
Personal self-esteem Improvement	7.58	2.65
Interpersonal conflict	6.95	2.91

Table 12 contains athletes' and coaches' responses to the open-ended question that asked them to "list anything else they would like to see sport psychology consultants offer at the University of Tennessee." Forty-one (34%) of the 119 participants, including seven coaches and 34 athletes, responded to the open-ended question. Twenty-four (59%) of the respondents expressed contentment with the services and stated that they were provided with everything they wanted. However, several athletes and coaches did offer suggestions for how to improve existing services. The most requested item (n = 5) was increasing availability of consultants. The other requests that had frequencies greater than 1 were spending more time dealing with non-sport related issues (n = 3) and improving the marketing of services to incoming athletes (n = 2).

Table 12
Athletes' and Coaches' Suggestions for How to Improve the Current Sport Psychology Services at the University of Tennessee

Suggestion	Number of responses
Increase availability of consultants.	5
Spend more time dealing with non-sport related issues.	3
Improved marketing of services to incoming athletes.	2
Utilize personal experiences of the consultant to improve interventions.	1
Teach more coping strategies.	1
More work on coach/athlete communication.	1
More team cohesion work.	1
Increase number of individual sessions.	1
Spend more time on relaxation techniques.	1
Increase number of team sessions during the season.	1

CHAPTER V

DISCUSSION

Introduction

The purpose of this study was to assess athletes' and coaches' perceptions of Sport Psychology services offered at the University of Tennessee, Knoxville (UTK). The participants, 119 collegiate athletes and coaches were asked to fill out a questionnaire evaluating the Sport Psychology services they have received at UTK. Participants rated their consultants on several characteristics and on the overall effectiveness of the consultant on individual and team. Additionally, participants rated the importance of several Sport Psychology topics. Effectiveness ratings were compared across subgroups of gender and participant. In this chapter, the results are discussed relative to current theory and practice in Sport Psychology. In addition, conclusions and recommendations for future research are offered.

Effect on team and individual. The evaluation of results gathered in this study are encouraging for sport psychology consultants at UTK. Overall, consultants received favorable ratings for effect on individual and effect on team. However, while most of the effectiveness ratings were greater than eight, they were not at the level Partington and Orlick (1987b) feel that the most successful consultants would receive (i.e. nine or ten for all items on the CEF). Therefore, it is clear that improvement can still be made in consulting services at UTK. Despite the discrepancy between the results found in the

current study and those found by Partington and Orlick (1987b) it is important to note that the teams that participated in the current study work most closely with Graduate Student consultants. Therefore, the current study was assessing athletes' and coaches' perceptions of Graduate Student consultants while Partington and Orlick (1987b) assessed athletes' and coaches' perceptions of experienced Olympic consultants. Considering this difference in consultant experience, the ratings found in the current study are very favorable.

Results from the independent sample t-test suggest that consultants' effect on individual and effect on team were perceived as high regardless of the source of the rating. Therefore, there was no significant difference between athletes' ratings and coaches' ratings. These findings are consistent with results found by Gould et al. (1991), which found no difference in effectiveness ratings of athletes and coaches. These results are very encouraging in that they show that consultants at UTK are perceived as equally effective by both coaches and athletes.

It should be recognized that results of the t-test showed that gender had little effect on athletes' and coaches' ratings of overall effectiveness. These results are promising because recently consultants at UTK have been asked to work with athletes of different genders. Henschen (1991) and Yambor and Connelly (1991) stated that consultants might experience some difficulty when working with athletes of a different gender. Yambor and Connelly (1991) postulated that many prevalent stereotypes might hinder the effectiveness of female consultants working with male athletes, including the myths that women are less knowledgeable than men when it comes to sports and that

women can be overbearing and intrusive. Henschen (1991) lists sexual attraction, dependency, and the father figure syndrome as possible obstacles male consultants might face when working with female athletes. While these articles highlight several obstacles that consultants should be aware of, they fail to debunk any of the stereotypes they mention. However, despite these obstacles, it appears that consultants at UTK are perceived as equally effective by both genders.

Visual inspection of the data shows that both athletes and coaches in the present sample gave consultants slightly higher ratings for effect on individual than on team. These results are consistent with those found by Gould et al. (1991). A possible explanation for this may be that consultants received the lowest rating for "fitted in with team," which had a higher correlation with effect on team than any of the other consultant characteristics. This is one of the most compelling results from this study and it suggests that the ability to fit in with a team may be a significant factor influencing a consultant's effectiveness. In other words, consultants' failure to "fit in" with teams may limit their overall effectiveness with the team. Gould et al. (1991) note that in the American amateur sport setting where coaches have traditionally been viewed as team motivators and amateur psychologists, there may be some confusion regarding the role of a sport psychology consultant. Ravizza (1998) states that consultants who offer too much coaching advice to athletes run the risk of losing the support of coaches. Therefore, it is important for consultants to understand that their expertise is in the field of mental training and to leave the coaching to the coaches.

Consultant characteristics. Across the 119 participants (coaches and athletes) the sport psychology consultants at UTK were rated highly on a diverse set of skills such as "trustworthy," "positive attitude," "open and flexible," and "helped overcome problems." The vast majority of the ratings for consultant characteristics had means greater than eight. While Partington and Orlick's (1987b) suggest that the most effective consultants would receive ratings of nine or ten on all consultant characteristics, these ratings are quite high considering Graduate Students do the majority of consulting with athletes at UTK. Despite the high ratings, the results suggest that increased effort needs to be put into helping consultants better fit in with the teams they are working with. Increasing consultants' cultural sensitivity through cultural studies and multicultural training should aid in this process. Moreover, increasing the diversity of the consultants providing services may have a positive effect. Martens, Mobley, and Zizzi (2000) suggest that increasing the diversity of a field currently dominated by white, middle class, males may increase the popularity and effectiveness of sport psychology consultants. With the addition of two Graduate Assistantships (one female and one male) within the Athletic Departments and the increased emphasis on Cultural Studies, the Sport Psychology program at UTK is taking steps to address this issue.

Correlations between characteristics and effectiveness. Correlations between the CEF consultant characteristics and the athletes' and coaches' ratings of effectiveness on individual and team, all were found to be related to both effectiveness on individual and team. However, the correlations obtained in this study were significantly lower than those reported by Gould et al. (1991). One explanation for this difference may be that

Gould et al. (1991) used a sample of U.S. Olympic athletes who, at that stage in their career, may have different ideas of what is important in a consultant than do a sample Division I collegiate athletes. Despite these lower correlations, the numbers do provide some validity for including these characteristics in Partington and Orlick's (1987b) CEF. However, additional work is needed to identify new characteristics related to effective consulting. Gould et al. (1991) suggest that additional psychometric testing of the CEF may be needed to identify characteristics that are tapping similar constructs. Further, they suggest that the current number of characteristics on the CEF may need to be reduced and other variables that are independent may need to be added.

The results of the correlations show that "fitted in with team," "easy to relate to," and "useful knowledge," were the most important characteristics of effective consultants. Unfortunately, consultants received the lowest overall ratings for all three characteristics. These results are consistent with those found by Gould et al. (1991) which showed that consultants working with Olympic athletes received low ratings for "fitted in with team," "useful knowledge," and "easy for athletes to relate to." These results suggest that while athletes and coaches see sport psychology consultants at UTK in a generally positive light, improvements can still be made. The high correlations between the three characteristics listed above and effect on individual and team found in this study as well as in the Gould et al. (1991) study also suggest that improvements in these three characteristics would have a very positive effect on the services that consultants provide.

Consistent with this belief is Ravizza's (1998) contention that consultants with sport-specific knowledge are able to provide more effective services than consultants

lacking that knowledge. He suggested that consultants who do not have previous experience with the sport should gain additional training in physical education, read about the sport, talk to people who participate in the sport, and attempt to learn some sport-specific skills. Therefore, it is recommended that current and future consultants place a greater emphasis on these three characteristics in order to improve their ability to work well with athletes and coaches.

It seems that the most compelling results of this study were that consultants received the lowest overall ratings for "fitted in with team," "useful knowledge," and "easy to relate to." Moreover these three characteristics showed the highest correlations with effectiveness on individual and effectiveness on team. Therefore, it appears that if consultants are to improve their overall effectiveness, they must improve these three important characteristics. Consultants should follow Ravizza's (1998) advice regarding gaining relevant sport-specific knowledge through personal experience, reading, or talking to those who do participate in the sport. Unfortunately, there is little information in the Sport Psychology literature regarding the characteristics "fit in with team" and "easy to relate to." Therefore, it is clear that increased efforts are needed to further define these characteristics and how consultants can improve on them.

Sport Psychology topics. When asked about the Sport Psychology topics that they believe are important, the athletes and coaches listed "stress management," "facilitate team cohesion," "relaxation training," "improve interpersonal athlete/coach communication," and "self-talk strategies," as the most important. The least important topics included, "substance abuse," "eating disorders," and "career termination/planning."

Again, as suggested by Gould et al. (1991), it is not surprising that nonperformance topics were rated as less important for athletes and coaches at the Division I NCAA level of competition. However, consultants should be aware that they may have occasion to talk to such athletes about one or more of these issues (Heyman & Anderson, 1998). When this happens, consultants must remain within their level of training and expertise. For many sport psychology consultants this means referring athletes with nonperformance issues to a more qualified licensed psychologist, psychotherapist, or psychiatrist (Heyman & Anderson, 1998).

The findings regarding athletes' and coaches' ratings of the importance of Sport Psychology topics are important in that they inform sport psychology consultants about the types of topics that athletes and coaches most desire at this stage in their career. Gould et al. (1991) also suggest that such information can help consultants better meet the needs of athletes and coaches by focusing on the topics these individuals deem to be important.

It is also important to note that athletes and coaches perceive performance related topics as more important than nonperformance topics. This is not surprising considering the dedication of athletes and coaches at the highest level to performance excellence (Gould et al, 1991). This dedication to excellence dates to the ancient Greeks and Romans, who competed in sports that required excellence from athletes or faced death, and persists for many current day athletes (Coakley, 1998). However, Gould et al. (1991) propose that because of this dedication to performance excellence, consultants should emphasize nonperformance personal development concerns to a greater degree since they

tend to not be the primary focus of athletes and coaches at this point in their lives. This athlete-centered approach is similar to Orlick's (2000) belief that consultants should help athletes find balance in their lives, thus preventing overload and increasing athletes' happiness and life quality.

Open-ended responses. When asked to list anything else they would like to see sport psychology consultants at the University of Tennessee offer them, 24 of the 41 (59%) participants who responded expressed contentment with the current services they were receiving and offered no suggestions. The number of these responses suggests an overall satisfaction with current services. However, several athletes did offer suggestions for improved services. The most cited suggestion was to increase the availability of consultants. It appears that athletes and coaches believe in the effectiveness of Sport Psychology services and would like to have the opportunity to use them more often. It also suggests that consultants may not be as available as athletes and coaches would like. Unfortunately, with recent changes in the NCAA rules consultants are still limited in the amount of time they can spend with athletes. Additionally, graduate student consultants' time is limited by the academic demands of their graduate program.

Several athletes also expressed a desire to spend more time on nonperformance issues. This is interesting considering the low ratings the nonperformance Sport Psychology topics received. However, this information may further support Gould et al.'s (1991) claim that consultants should emphasize these nonperformance topics with athletes and coaches as well.

Conclusions

1. The findings of this study clearly show that sport psychology consultants at the University of Tennessee are viewed favorably by a sample of athletes and coaches who worked most closely with them.
2. Athletes and coaches perceived that the three most important characteristics of effective consultants are "fitting in with team," "useful knowledge," and "easy to relate to."
3. Consultants at the University of Tennessee received the lowest ratings for the characteristics "fitting in with team," "useful knowledge," and "easy to relate to."

Recommendations

The following recommendations are offered for the consideration of future investigators:

1. Perceptions regarding the effectiveness of sport psychology consultants of athletes and coaches from different levels of sport competition (e.g. high school, NCAA Division I, II, III, and professional, etc.) should be examined.
2. Issues of class, race, ethnicity, gender, sexual orientation, and religion should be considered when conducting Sport Psychology evaluation research. In addition, researchers should examine power dynamics in the relationships between athletes, coaches, and consultants.

3. Future studies should include qualitative investigations that explore the meanings of the characteristics of "fitted in with team," "useful knowledge," and "easy to relate to."
4. Future studies should investigate the effect that the sex of the consultant has on athletes' and coaches' perceptions of them.
5. Additional research should examine perceptions of other members of the Athletic Departments (i.e. Athletic Directors).

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APPENDICES

Appendix A

Coach Information Sheet

Dear Coach,

My name is Noah Gentner. I am currently a masters degree student in Sport Psychology working with Dr. Leslee A. Fisher and Dr. Craig Wrisberg. For my masters thesis I would like to examine athletes' and coaches' perceptions of Sport Psychology services at the University of Tennessee, Knoxville. More specifically, I will ask coaches and athletes to fill out a questionnaire evaluating any Sport Psychology services they have received here at the University of Tennessee, Knoxville. Coaches and athletes who have not received any Sport Psychology services will be asked to identify characteristics, which they believe are important for successful sport psychology consultants to possess. Additionally, coaches and athletes will be asked to rate the importance to them as an athlete or coach, of various Sport Psychology topics.

The purpose of this letter is to request your assistance in this study by allowing me to administer the questionnaire to you and your team during a team meeting. The questionnaires will take approximately 15 minutes to complete. All athletes and coaches who participate in the study will be protected by informed consent procedures and will be free to withdraw from the study at any time without prejudice or penalty. At no time will any participant's identity be revealed in published reports.

I realize that you and your athletes' time is a valuable commodity. I assure you that I will do everything in my power to minimize the time required of each person who chooses to participate in this study.

Thanks for taking the time to read this letter. Please indicate your response by completing the attached form and returning it in the enclosed campus envelope. Upon receiving your response, I will contact you by phone to schedule an appropriate time to administer the questionnaire.

Sincerely,

Noah Gentner
144 HPER Building
University of Tennessee, Knoxville
Knoxville, TN 37996
(865) 974-8768
ngentner@utk.edu

Appendix B

Coach Consent Form

I, _____ (print name), grant permission for Noah Gentner to attend a team meeting where he will administer a questionnaire to my athletes and me. Furthermore, I understand that participation in this study is voluntary and any of my athletes or I may withdraw at any time without penalty or prejudice.

Name: _____ (print name)

Signed: _____ (Signature)

Witnessed: _____ (Date)

Noah Gentner
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University of Tennessee, Knoxville
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Appendix C

Consent Form

I acknowledge that the research procedures described on the attached form have been explained to me and that any questions that I have asked have been answered to my satisfaction. I have been informed of all procedures in the study. I know that I may ask now, or in the future, any questions I have about the study or the research procedures. I have been assured that records relating to me will be kept confidential and no information will be released or printed that would disclose my personal identity without my permission. I understand that I am free to withdraw at any time.

_____ _____

(Signature of Participant) (Name of Participant)

_____

(Date)

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Appendix D

The Sport Psychology Consultant Evaluation Form (as adapted from Partington & Orlick, 1987; Gould, Murphy, Tammen, & May, 1991)

The following is a questionnaire, which will be used to gain a better understanding of your perception of Sport Psychology services at the University of Tennessee, Knoxville. Please take a few minutes to answer the following questions. All information given will be confidential and your participation is greatly appreciated.

Age: _____ Ethnicity: _____ Sport: _____ Gender: _____

Please circle the approximate number of individual sessions you have had with a sport psychology consultant at the University of Tennessee, Knoxville.

0 1-2 3-5 6-10 more than 10

Please circle the approximate number of team sessions you have had with a sport psychology consultant at the University of Tennessee, Knoxville.

0 1-2 3-5 6-10 more than 10

If you have seen a sport psychology consultant at the University of Tennessee, Knoxville please list up to three reasons why.

1.
2.
3.

If you have not seen a sport psychology consultant during your time at the University of Tennessee, Knoxville please list up to three reasons why.

1.
2.
3.

1. If you have seen a sport psychology consultant, please rate your Consultant on each of the following characteristics by using a number from 0 to 10 as seen on the scale below. If you have seen more than one consultant, please rate the characteristics of the person who helped you the most. If you have not seen a Consultant, please rate how important each of these characteristics would be for you.

not at all yes
definitely

0 1 2 3 4 5 6 7 8 9 10

Consultant Characteristics	*Ratings*
• Had a useful knowledge about mental training that seemed to apply directly to my sport.	_____
• Seemed willing to provide an individual mental training program based on my input and needs.	_____
• Seemed open, flexible, and ready to collaborate/cooperate with me.	_____
• Had a positive, constructive attitude.	_____
• Proved to be trustworthy.	_____
• Was easy for me to relate to (e.g., I felt comfortable and that he/she understood me).	_____
• Fitted in with others connected with the team.	_____
• Tried to help me draw upon my strengths (e.g., the things that already worked for me) in order to make my best performance more consistent.	_____
• Tried to help me overcome possible problems or weaknesses in order to make my best performance even better and more consistent.	_____
• Provided clear, practical, concrete strategies for me to try out in an attempt to solve problems, or improve the level and consistency of my performance.	_____

2. How effective was your consultant?

	Hindered/ Interfered									helped a lot
Effect on you:	-5	-4	-3	-2	-1	0	1	2	3	4	5
Effect on team:	-5	-4	-3	-2	-1	0	1	2	3	4	5

3. Please rate the importance to you as an athlete or coach, of the following Sport Psychology topics by using a number 0 to 10 as seen on the scale below.

not important very important

0 1 2 3 4 5 6 7 8 9 10

Topic	*Ratings*
Facilitate team cohesion/morale	_____
Improve interpersonal athlete/coach communication	_____
Arousal regulation	_____
Imagery/visualization techniques	_____
Relaxation training	_____
Stress management	_____
Concentration/attention training	_____
Self-talk strategies	_____

Thought management training	_____
Motivation training	_____
Behavior modification	_____
Depression	_____
Career termination/planning	_____
Psychological recovery from injury	_____
Eating disorders	_____
Crisis management	_____
Substance abuse	_____
Personal self-esteem improvement	_____
Interpersonal conflicts	_____

4. List here anything else you would like to see a sport psychology consultant offer to you here at the University of Tennessee, Knoxville.

Thank you for your participation!!

VITA

Noah Benjamin Gentner was born in South Bend, Indiana, on February 10, 1977. He graduated from South Bend Clay High School in June of 1995. Noah attended Indiana University in Bloomington, IN, where he received a Bachelor of Arts degree in Psychology with a minor concentration in Chemistry in May 1999. While at Indiana University, Noah was inducted into the Phi Eta Sigma and Alpha Lambda Delta National Honor Societies. Throughout his high school and college career, Noah participated in many competitive sports, including soccer, tennis, and basketball. Through his athletic endeavors and Psychology studies at Indiana University, Noah discovered the field of Sport Psychology, thus providing him with an avenue through which he could pursue his two passions: sports and Psychology.

In August 2000, Noah entered graduate school at the University of Tennessee, Knoxville to study Sport Psychology. While matriculating that year, he was awarded the A.W. Hobt Memorial Award for excellence in teaching for his work as a Graduate Teaching Associate in the Physical Education department. In early August 2001, Noah will graduate with a Masters of Science degree in Human Performance and Sport Studies. In late August 2001, he will begin studies in the doctoral program in Sport Psychology at the University of Tennessee, Knoxville.