

# **Creating intervention-based research activities using a standardized workshop protocol**

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# Outline

- Literature
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  - Coach Training
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- Carron and Spink (1993)
- Workshop
- Recommendations

# Literature

## ■ Coach Knowledge

- Coaches' effectiveness has been defined by Côté and Gilbert (2009) as “the consistent application of integrated professional, interpersonal, and intrapersonal knowledge to improve athletes' competence, confidence, connection, and character in specific coaching contexts” (p. 316).
- Coaches' learn through three types of learning situations: mediated, unmediated, and internal (Werthner & Trudel, 2006).

# Literature

## ■ Coach Training

- Coaches who participate in training programs have athletes with increased self-esteem and self-worth, scholastic competence, ability to work with others, and improved communication skills (Fejgin, 1994; Newin, Bloom, & Loughead, 2008).
- Trained coaches are more likely to have athletes exhibit positive behaviors (CET: Smith & Smoll, 2002; MAC: Smith, Smoll, & Cummings, 2007).

# Literature

## ■ Coach Training Programs

- CET/ MAC: Ideal behaviours for youth coaches and mastery motivational climate (Smith et al., 1979; 2007).
- National Coaching Certification Program (NCCP)
- Carron and Spink (1993)
  - Introductory stage: present the rationale for the program and it's benefits.
  - Conceptual stage: offer a conceptual framework to move from theoretical constructs to practical application.
  - Practical stage: engage participants in developing practical strategies.
  - Intervention stage: implement the strategies.

# Carron and Spink (1993)

- This protocol has also been used in sport research.
  - Carron, Spink, & Prapavessis (1997) used the protocol with elite male soccer coaches to increase cohesion and adherence in their teams.
  - Newin, Bloom, & Loughhead (2008) used the protocol with youth ice hockey coaches to promote team building and communication among their players.
  - Falcão, Bloom, & Gilbert (in submission) used the protocol with youth coaches of underprivileged soccer and basketball players to promote health, education, and empower women through sport.

# Workshop

- Introduction stage:
  - The importance and benefits of promoting youth development and life skills in sport.
  - Principles of youth sport coaching (CET: Smith & Smoll, 2002).
  
- Conceptual stage:
  - Principles of Positive Youth Development.
  - ASPM framework (Fraser-Thomas, Côté, & Deakin, 2005) to guide the application of these concepts to practical interventions.

# Workshop

- Practical stage:
  - Participatory Research approach to engage non-academic participants in creating activities.
  - Activities were created to promote health, education, and empower women.
- Intervention stage:
  - Activities were designed to last 45min.
  - They were implemented every 4 weeks during the regular season.



# Recommendations

- A standardized protocol will provide methodological rigor to create intervention-based research activities.
- Provide coaches with mediated, unmediated, and internal learning situations (Werthner & Trudel, 2006).
- Research has shown coaches and athletes benefit from standardized coach training programs (Carron et al., 1997; Newin et al., 2008; Falcão et al., n.d.)

# Recommendations

- Standardized workshop protocols have been used in sport to train coaches on how to teach sport skills.
  - Adapt these protocols to train coaches on how to teach mental and life skills through sport and physical activity.
- Include coaches in the creation of the activities.
- Give participants a chance experience first hand the implementation of the activities and see their benefits.

Thank you

Questions / Comments