**Artifact Review and Analysis**

Oliver Billon

Sport and Performance Psychology: University of Western States

SPP6570: Capstone

Dr. Wendell Otto

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**Artifact*:* Evaluate the predominant theories and emergent trends within the discipline of Sport and Performance Psychology**

**Artifact Description:** Finding theories that will be used when providing consultation sessions with athletes. Understanding how to create a good flow state to regulate and control anxiety. Being able to be supportive to build confidence for the athletes.

**Artifact Objectives:** Learning theories, confidence, controlling anxiety, communication

I chose these artifacts because when I initially started the program, there was no knowledge of the types of theories that may be beneficial for athletes. I was attempting to address the three different types of performance anxieties as it is very well known within the sport world. These three areas being perceived control, cognitive anxiety, and physiological anxiety. The significance of this artifact is to understand what drives the current emotions, physical and emotional aspect of the game, and future emotions.

Through my academic experiences, it has contributed to the development of this artifact as my time working with tennis athletes I saw first hand the level of confidence that really increase their cognitive anxiety which then turns into negative self-talk. The theory that I described in this artifact is Cusp Catastrophe model as it describes the effects of anxiety and performance. With this theory I found through a lot of observation that the negative performance in training or games impacts their anxiety level especially at a young age.

One of the issues that I saw during my time with a tennis athlete she put in the same amount of training as the other tennis players and when it came time for her to go against a top player in her class she became nervous with the effects of lacking self-confidence. The potential limitations or challenges that my artifact may face is the impact it may have on an athlete confidence level. For example, the transition from a regular season game to a playoff season game where the athlete must drive their mental and physical game to the next level, a loss may be really impactful in an athletes confidence level.

The ways this artifact can provide me the tools needed to succeed is through creating a flow state for an athlete. When I first selected this artifact I never got a chance to implement or apply it since I was just starting out in the program. Now that I was given the opportunity to perform mental skills training to athlete I understand the impacts especially with individual sport athlete have to deal with which was mostly the most challenging part attempting to communicate with each athlete. This artifact provides me the ability to understand how physiological arousal is impacted based on the degree of the game or if intensity increases as I will take the Cusp

Catastrophe model in the back of my head when working with sports teams. This will be two difference scenarios where it’s possible that an athlete is hard on themselves due to inability to meet their goals and based on their performance it’s impacted because of it, and they feel more anxiety because of the situation they have lack of experience in it. One of the courses COUN6141 allowed me to get full exposure when working with athletes. When speaking to my mentor regarding providing mental services for athletes and for this artifact in particular the connection of anxiety, performance, and physiological arousals, at times it depends on the athlete if they want to seek for help, they will reach out for the opportunity.

Lastly, capstone experience has contributed to my personal and professional growth because it reminded me where I started with the program not knowing much to understanding different approaches, theories, and techniques that could be used to assist in helping and providing directions when working with athletes.