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## CPD Sample Profile – Mid career Sport and exercise psychologist

**1.1 Profession:** Mid-Career Joint Academic/Applied Sport and Exercise Psychologist

**1.2 CPD number:** CPD XXXX

### 2. Summary of recent/work practice

Having spent 8 years at one institution, I moved to a new academic institution 3 years ago, to take up a position as a Senior Lecturer in Sport Psychology. This role has involved me co-ordinating the MSc programme in sport and exercise psychology, and leading the “research and knowledge exchange activities” of a small team of sport and exercise psychologists.

Most of my teaching load is now at MSc level (I have responsibility for the Professional Practice and Applied Sport Psychology modules) and I have supervised a number of PhD students to completion and have begun to supervise Stage 2 trainees recently. Although the focus of my work has shifted somewhat from “doing” to “supervising and administrating”, as a registered psychologist it’s important to me to maintain the “doing”. More often than not, this involves negotiating and contracting with different clients, and agreeing a suitable mechanism for evaluating the service(s) delivered. Typically, I then supervise the delivery of applied work by DSEP stage 2 candidates. Besides the typical 1-2-1 delivery of sport psychology we have been looking creatively at alternative ways of “delivering” support – for example, the use of webinars - and in relation to exercise psychology, an evidence-based “app”.

As a research active academic I am continuing to disseminate peer-reviewed work whether that is at conferences, in journals, or text books. Often this work is collaborative, undertaken with PhD students I supervise. I collaborate with a number of individuals within, and external to the organisation in regard to research projects associated with sport psychology “service delivery”. I organise the department’s research seminars and steer the sport and exercise psychology group’s research and enterprise activity.

### 3. Personal statement

I keep a regular log of my continuing professional development activities in two files: one a box file of my annual peer reviews, conference attendance, certificates, research-oriented activity (e.g., research bids), and an electronic file, which

comprises less planned, more spontaneous activity of reflections upon readings, notes on peer-review sessions, and electronic feedback from service users such as other staff, MSc students and clients. Evidence 1 of this CPD profile contains the information from my CPD log, together with supporting evidence.

**Standard 2: A registrant must demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice**

I engage in an eclectic mix of both formal (e.g., workshop attendance) and less formal (e.g., journal reading and reflection) activities that are associated with my current practice and assist in my continued personal and professional development. These are designed to meet the HCPC requirements for CPD. Formal CPD activities (e.g., peer supervision workshops – see Evidence 2) are typically agreed during my annual appraisal with my line manager (Evidence 3). This appraisal helps reflect on my performance during the previous year, and set developmental objectives for the forthcoming year (and sometimes beyond). I also engage in spontaneous CPD as opportunities arise. An example of this are staff development events, (e.g., data protection course, intellectual property, Evidence 4), the availability of which may not be known at the time of appraisal, but help contribute to my development. Less formal CPD includes reviewing/reading journal articles as part of the sport and exercise psychology journal club (Evidence 5) and for peer-reviewed publications, attending and reflecting upon several of the psychology division's research seminars (Evidence, 6), and engaging in regular peer supervision. I've enjoyed working alongside colleagues in computing in developing a prototype of an "app" (Evidence 7) which for me at least, offers a new way in linking evidence to practice. I also regularly cycle to work and compete at a local tennis club. These activities not only help me keep a healthy work-life balance but this experiential learning helps deepen my understanding of the psychological variables that influence, and are influenced by, sport participation. I'm also a voracious reader, and I'm increasingly cognisant that gains in understanding can be accrued from inter-disciplinary research/practice.

Service users are anyone who directly, or indirectly, is affected by my practice and include staff and students on the MSc programme, PhD supervisees, stage 2 trainees, members of the research community, and individuals/teams with whom I consult.

**Standard 3: A registrant must seek to ensure that their CPD has contributed to the quality of their practice and service delivery**

**Standard 4: A registrant must seek to ensure that their CPD benefits the service user**

*Peer Supervision Workshops*

At my last appraisal it was identified that peer supervision training would be beneficial to both myself and the department, and I accordingly attended a series of 4 workshops organised by the British Psychological Society. With a small, but increasing amount of time spent supervising Stage 2 trainees, I felt this was an opportunity to enhance my own understanding of supervisory approaches and for this to provide a tangible benefit to those I supervise. The opportunity to provide, receive, and observe supervision from a range of psychologists not just in sport and exercise (e.g., counselling, clinical, and forensic) was really valuable and my confidence in providing and leading supervision has improved considerably. Besides theory, there has been ample opportunity to translate these experiences into my own practice. An example of this is, engaging in “actstorming” where a presenter describes a situation that they are finding challenging, and in an empty chair, peers can provide a “rapid-fire” range of alternative strategies that they might “play out” in that scenario. Our sport and exercise psychology group has found that really helpful, and prompted good dialogue.

### *Reading and Narrative*

For a long time now, enhancing client’s awareness of their experience as part of an intervention has formed an important component of the applied work I engage in. In reading athletes’ autobiographies (e.g., Michael Phelps, Paula Radcliffe), I’ve started to appreciate the way in which stories organise our thoughts, feelings, and behaviours. Timothy Wilson’s book “Re-direct” has also been influential in opening my eyes to how we might begin to help clients “edit” their stories. I’ve started to attend more closely to the stories athletes tell and in complementing these autobiographies with reading on narrative psychology and practice, my interest in using “story” as a form of intervention is developing. At the time of writing I’ve registered my interest for a workshop on narrative practice in Brighton, and feel that collectively this accumulating knowledge alongside practical experience will develop my competence in providing an alternative way in which to help clients understand and ultimately change their approach to competition

### *Research Bid*

Preparing a small research grant to the British Academy has really developed my thinking about the research I do in two particular ways: one of ‘cost’ the other of ‘impact’. More fully appreciating the costs (in terms of both personal and material resources) involved has led me to be more judicious about the work I propose, particularly in relation to piloting work to establish the effect sizes (and associated power) of novel investigations. I’ve not “escaped” the important of impact attached to REF2014, and with the likelihood that this agenda will continue into REF2020, understanding the benefits of the research I’m proposing (in this case, a therapeutic writing exercise) helps me translate the implications of this research to potential stakeholders (e.g., athletes, coaches). Not only has this knowledge been beneficial to me, but I feel contributes to informal discussions with PhD students about their

research, and their own development post-PhD. These informal observations have also been corroborated in the annual PhD review detailing the activities undertaken and a review of progress (Evidence 8).

Summary of supporting evidence submitted:

Evidence number	Brief description of evidence	Number of pages, or description of evidence format	CPD standards that this evidence relates to
1	CPD log	12 pages, electronic copy, CD	1,2,3,4
2	Peer Supervision workshops	Scanned certificates and photocopied action plans, 8 pages, electronic copy, CD	2,3,4
3	Appraisal documentation	2 x 5 pages, Hard Copy.	2,3,4
4	Staff development workshops	Scanned attendance certificates, 3 pages, electronic copy, CD	2,3,4
5	Sport and Exercise Psychology Journal Club	Article titles and reflections, 8 pages, electronic copy CD	2,3
6	Psychology Division's Research Seminars	3 pages, electronic copy, CD	2,3
7	Brief and development of an "exercise app"	Contract, design brief, and "mock up" of app to date, electronic copy, 12 pages	2,3,4
8.	PhD applicant's annual review	4 pages, scanned electronic copy.	2,3,4