CPD sample profile – Early career Sport and exercise psychologist

1.1. Profession: Early-Career Joint Academic/Applied Sport and Exercise Psychologist

1.2. CPD number: CPD XXXX

2. Summary of recent/work practice

I have been employed as a university lecturer since obtaining my PhD in 2010. I contribute mainly to an undergraduate curriculum in sport and exercise psychology/sport and exercise sciences, but also to several modules (Professional Practice, Applied Sport Psychology, Research Methods) on a Masters degree in Sport and Exercise Psychology. I typically supervise around 6-7 undergraduate students, and between 1-2 MSc students.

My academic career is heavily directed towards understanding social-psychological factors influencing sport performance and particularly group dynamics within teams. As an early-career researcher submitted to REF 2014, I am extending my activities as an independent researcher with other internal departments (e.g., department of psychology) alongside forging collaborations within my own. I review submitted journal articles for several periodicals and maintain membership of two professional organisations (British Psychological Society: BPS, British Association of Sport and Exercise Sciences: BASES) to help keep up-to-date with current developments in my field.

From an applied perspective, I provide consultancy as part of our Department's "Sport Science Support Unit" which involves delivery of educational workshops to teams, and tailored interventions to individuals and teams in both "brief contact" and more protracted situations. This work is regularly peer-reviewed by other registered sport and exercise psychologists/sport and exercise scientists who meet bi-monthly, and is appraised more intermittently by the director of the "Sport Science Support Unit".

3. Personal statement

A log of my CPD is regularly updated on a Microsoft OneNote document and is stored securely online (Evidence 1). I find that this format is very flexible and one which can accommodate both planned and unplanned development activities across many different devices (i.e., desktop computer, laptop and phone) and sources (e.g., web, photographed documents). The log is useful for my annual staff review with my line manager (Evidence 2), which enables me to reflect on previous activities and

help establish short- and longer-term objectives. In brief, the document comprises (a) summary of development needs, (b) record of activities undertaken, and (c) reflections on the learning derived from those activities.

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

Service users are anyone who is directly or indirectly affected by my practice (e.g., staff and students on the MSc and BSc programmes, members of the research community internal/external to my organisation, clients/members of the public). My CPD activity draws upon a range of both planned and unplanned activities relevant to my current and future practice. Formal planned activities are typically discussed with my line manager during my annual appraisal (which occurs around August each year). This has involved discussion of both yearly goals, such as attending BPS and/or BASES organised workshops and attending/presenting at conferences (Evidence 3), and longer-term objectives (e.g., research sabbatical).

Bi-monthly peer supervision sessions have been particularly valuable in learning from and facilitating my professional development. Discussing and reflecting on cases presented by myself and others provides a safe and encouraging climate in which I can explore and develop my knowledge and competencies. Alongside the review of case work with clients, being peer-reviewed, and peer-reviewing others' lectures also provides constructive feedback about pedagogical approaches which together with personal and student evaluations (Evidence 4) provides a well-rounded assessment of delivery to this particular audience.

Attendance at conferences, reading, and reviewing journal articles help keep me abreast of current research and practice developments. Where this material is increasingly communicated electronically I have created a Twitter handle and undergone some Social Media training (Evidence 5) to help develop my understanding and competency in what I envisage to be an important medium for professional engagement in the future.

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

I feel that past and continuing CPD activities have collectively contributed to enhanced practice and benefitted my service users. I illustrate this with some examples from my CPD log (Evidence 1), and reflections on those activities.

Motivational Interviewing Workshop

The taught and practical elements of this workshop (see Evidence 3) helped develop my understanding that not all athletes may be "ready" to receive psychological support, particularly if they are being "encouraged" by the coach or the manager of the team for example. By attending to and enhancing athletes' motivation and self-efficacy for change, the workshop has helped to contextualise my practice further. The rating of self-efficacy (for example) on simple scales, also affords a user-friendly tool to monitor change over a period of time, potentially positively reinforcing the changes that the athlete is making. Incorporating this knowledge into my applied practice has helped improve my working alliance with service users, made me more attuned to the process of change, which I feel has impacted positively on clients within the "Sport Science Support Unit" as shown by their feedback (Evidence 6).

Reading Journal Articles

I recognise the privilege of being able to access a wide range of journal articles as part of my role in Higher Education, and really appreciate their value in maintaining an evidence-based approach to my practice, and facilitating students' understanding of sport psychology. In presenting examples of my own case-based work, together with helping students understand, and integrate the use of empirical evidence to support their case studies, students regularly report a positive learning experience in appreciating the application of research to practice. Moreover, while the use of theory and research to support interventions will normally be less visible to clients, the research that I've done on group dynamics, and the literature read in relation to Personal-Disclosure Mutual-Sharing, have informed some team-based interventions. This reading has helped my understanding of the process of delivering such an intervention, and the contextual factors that need managing to effectively deliver it (e.g., team members who may not wish to get involved). (See Evidence 6, and Evidence 7)

DSEP Conference

Attendance at the DSEP 2013 conference was beneficial to service users in a number of ways. First, I supported an MSc student in presenting their dissertation to a generally appreciative audience (Evidence 3), and following some constructive feedback, we are together in the process of writing this up for publication. In addition, the conversations and networking that accompanied this event has illustrated to me the potential for conducting some action research, and involving potential clients (e.g., sport academies) more comprehensively in the development, process, and evaluation of interventions. More broadly, reflections on the eclectic mix of presentations and symposia and particularly the symposia on peer supervision, has highlighted the value in receiving some of my own regular counselling to facilitate my personal development. Together with taking a formal (humanistic) counselling qualification, this is something that I am in the process of negotiating with my line manager.

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	7 pages (saved as PDF, CD)	1,2,4
2	Staff Review (appraisal)	3 double-sides pages, Hard Copy	2,3,4
3	Workshop/conference attendance	Scanned certificates/abstract booklet, 6 pages, CD	2,3
4	Module evaluations	6 double-sides pages, Hard Copy	2,3,4
5	Social media training	Scanned certificate, copy of reflection and screen shots, 4 pages, CD	2,3
6	Client feedback	2 pages, scanned, CD	2,3,4
7	Reflective Diary	3 pages, scanned CD	2,3,4