



*Citation for published version:*

Arnold, R & Pummell, E 2014, 'Inaugural Psychology Section Editorial', *Journal of Applied Case Studies in Sport and Exercise Science*, vol. 1, no. 1, pp. 13-16.

*Publication date:*  
2014

*Document Version*  
Publisher's PDF, also known as Version of record

[Link to publication](#)

*Publisher Rights*  
CC BY

**University of Bath**

**Alternative formats**

If you require this document in an alternative format, please contact:  
[openaccess@bath.ac.uk](mailto:openaccess@bath.ac.uk)

**General rights**

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

**Take down policy**

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

## **PSYCHOLOGY SECTION EDITORIAL**

Welcome to the psychology section of the new *Journal of Applied Case Studies in Sport and Exercise Sciences* (JACSSES). We are delighted to be part of this exciting new venture on behalf of BASES, which aims to publish high-quality case studies that capture real-life accounts of scientifically informed professional practice. More specifically, we hope that, by publishing relevant case studies of applied practice in psychology of sport and exercise, we can make a contribution to the field in a number of ways.

First, applied case studies will provide a resource for those working in sport and exercise science and psychology. The aim is therefore to advance the continuing professional development of practicing professionals and provide exemplars for those undergoing supervised experience. It can be challenging for neophyte practitioners, in particular, to get a sense of how interventions are implemented in the real world. Applied case studies can help to fill this void: giving an insight not usually available through textbooks or typical research articles. The sharing of good practice, and what has worked well (or not), will advance understanding of optimal support provision amongst all practitioners. Second, the opportunity to submit and receive feedback on a case study should be of particular value to those preparing for accreditation with relevant psychology regulatory bodies (e.g. BASES, BPS, HCPC). The published articles should also provide a useful source of guidance for supervisors. Third, we hope that questions raised through the case studies published in *JACSSES* will stimulate new avenues of research. It is our vision that the psychology section will offer practitioners the opportunity to connect with, inform, and feed back to those researching in the field, so that scholarly outputs can be of most use to sport and exercise psychology consultancy. Fourth, published work should help to inform teaching and the development of curricula, providing the next generation of sport scientists with an insight into the link between science and practice. Finally, we hope that, through its open access structure, the psychology section of *JACSSES* will demonstrate high-quality, evidence-based sport and exercise psychology practice to the public and other relevant individuals. We hope that the readership will extend to: athletes, exercisers, parents, coaches, managers, health professionals, performance directors, governing bodies, sport scientists, sports medicine staff, and the media.

### **Case Studies in Sport and Exercise Psychology**

*JACSSES* aims to be inclusive in its scope, and the psychology section invites a diverse range of case studies that have a scientific basis. As such, good quality interventions conducted with individuals, pairs, groups, families, teams, communities, and sport, health or performance organisations are encouraged. The psychology section will welcome applied case studies conducted with performers in both one-to-one and team environments. In addition, we are also interested in case studies supporting other stakeholders: for example interventions with coaching or managerial staff. These examples are only intended to be indicative, not prescriptive.

As the psychology section develops, we hope to develop a truly international scope. We invite case studies from around the world, allowing practitioners from diverse backgrounds to draw upon knowledge and perspectives that they may not have previously considered. To

provide the best sport and exercise psychology services, and to share best practice, the knowledge we seek from the case studies must know no geographical or cultural bounds.

### **Guidance for Authors**

Individuals preparing their work for submission to *JACSSSES* are reminded to follow the guidance provided on the website. The use of article subheadings is encouraged and should help authors to ensure that they have covered the required content. Each sub-section is of equal importance but authors should be particularly mindful of the need to provide academic justification for their intervention. The expectation is not that each case study provides an extensive systematic review of literature, for this is not the purpose of the journal. Rather, case studies need to demonstrate how they have drawn intelligently from the literature, and evaluate the suitability of the evidence available.

**Abstract** - The abstract should briefly summarise the intervention provided: what the needs of the client were, how the practitioner supported them, and with what outcome.

**Introduction** – A brief overview of the purpose and background of the intervention. This should lead to a summary of the assumptions and principles of practice (e.g. consulting philosophy).

**Case overview** – A description of the client's background and reasons for seeking support should be included. Was the client referred via a stakeholder or did they contact the practitioner of their own volition? What were they aiming to achieve by seeking support?

**Needs analysis and justification** – This section should detail the process of needs analysis, and provide a rationale for the approach adopted with the client, as well as the results of this analysis.

**Case formulation** – Here the author should detail the decision making process which led to the identification of the chosen intervention, and the aims identified. This should draw upon research and theory, as well as the results of the needs analysis, to demonstrate to the reader why the adopted approach was selected. The author should explain which other interventions were considered and rejected. Clear consideration must be presented of the evidence-base, in order to demonstrate how research has informed the intervention where possible. A link may be made to the author's consulting philosophy, because this will be a key factor in how theory and evidence are deployed in the consultancy process.

**Intervention plan** – The detail of the intervention should be presented, such that the reader can determine what was done, when it was implemented, and how it relates to the stated aims. The timescale should be identified, along with the strategies used for the evaluation of progress.

**Evaluation of intervention and its outcomes** – The authors should aim to provide a critical reflection of the intervention: What worked and what did not work? What were the outcomes? Were there any unexpected outcomes (positive or negative)? What barriers or professional practice issues were encountered? An honest and reflective evaluation of the process is particularly useful to inform applied practice.

**Applied, research, and theoretical implications** – A discussion of best-practice recommendations, any research questions raised, and the possible implications of the case study to sport and exercise psychology should also be provided.

The above should serve as a guide only for authors and is intended to support, rather than replace, the guidance provided on the *JACSSSES* [website](#). Authors have license to deviate from these guidelines, as long as the critical elements demonstrating good practice are present. Prospective authors can enhance their chance of a positive review by writing clearly; thereby maximising their ability to express the pertinent points of their work, and precisely following the American Psychological Association (APA) guidelines with regards to formatting and referencing. In the psychology section of *JACSSSES*, when manuscripts are accepted, it will be the authors' responsibility to perform the final proof reading of their work.

### **Final considerations**

Authors are required to provide a statement of professional indemnity insurance on the title page of their submission, and should be prepared to make available further evidence on request of the section editor or reviewers. Ethics are also of paramount importance, and authors should ensure that they have adhered to the BASES Code of Ethics, or the guidelines of the regulatory body to which they belong. A statement to this effect must be included. *JACSSSES* has created an ethics panel to review submissions, but where possible authors are recommended to seek approval from a suitable institution or panel. This should be conducted at the earliest possible opportunity.

Upon receipt of a submission, a member of the editorial team will set up a blind peer review from two qualified reviewers. We anticipate a two-stage review process (i.e. submit - review - revise- review) to give authors every chance of acceptance. To this end, and in anticipation of a wealth of quality submissions, we ask interested reviewers to get in touch with the editorial team. We would like to thank the existing reviewers and associate editors (Dr Chris Wagstaff, Dr Tadhg MacIntyre, Claire-Marie Roberts, and Mustafa Sarkar) for their commitment to setting up the psychology section, and we look forward to working with them as the psychology section evolves.

Finally, we look forward to your submissions and welcome your feedback and enquiries. We hope that together we can make a significant contribution to the field of sport and exercise psychology.

Dr Rachel Arnold<sup>1</sup> and Dr Elizabeth Pummell<sup>2</sup>  
(Psychology Section Editors)

<sup>1</sup>Department for Health, University of Bath  
<sup>2</sup>School of Life Sciences, Kingston University