The Oxford Handbook of Sport and Performance Psychology

Routledge International Handbook of Sport Psychology

Advances in Sport and Exercise Psychology

Psychological Factors in Physical Education and Sport

The Implementation and Impact of a Self-Regulation Intervention on the Levels and Experiences of Stress, Burnout, Well-Being, and Self-Regulation Capacity of University Student-Athletes with Moderate to High Levels of Burnout

Wellbeing and quality of life in elite sports: Towards evidence-based approaches for psychological health promotion and proactive support

Sports and Exercise Psychology

The Athlete Burnout Questionnaire

Current Perspectives on Social Comparisons and Their Effects

The Biophysical Foundations of Human Movement

The Influence of Psychological Techniques, Factors, and Strategies

The Effects of the Covid-19 Pandemic on Sport: Mental Health Implications on Athletes, Coaches and Support Staff

Antecedents of Burnout Among Collegiate Tennis Players

Acceptance and Commitment Approaches for Athletes’ Wellbeing and Performance

Sport Psychology

An Exploration of the Relationship Between Burnout and Depression in Intercollegiate Athletes

Professional Practice in Sports Psychology

The Recovery-Stress Questionnaire for Athletes

A Performance-Oriented Approach to Sport Psychology

Biological Foundations of Human Movement

Professional Practice in Sport Psychology

The Athlete Burnout Questionnaire Manual

Burnout Symptoms Among Collegiate Certified Athletic Trainers

Psychological and Motor Associations in Sports Performance: A Mental Approach to Sports

Biographical Data on Social Comparisons and Their Effects

Statistical Manual (DSM-V, American Psychiatric Association, 2013) symptoms of depression, with at least one being a depressed mood or loss of interest. The current study demonstrates there is a strong relationship between sport burnout and depression in intercollegiate athletes, indicating a possible overlap in symptoms. Thus, the findings suggest that the two constructs may be more similar than previously understood. Further, an increased understanding of the relationship between burnout and depression in sport may assist with prevention or screening, as well as contribute to better management and treatment of burnout and depression in athletes.
sport psychology, human motivation, and the role of exercise, there are three main sections to the text: Performance Enhancement, Performance Inhibition, and Individuals and Teams. The first of these sections addresses the psychological make-up of high level performers, focusing on variables such as concentration, relaxation, goals, and self-confidence. The section on Performance Inhibition includes chapters on choking under pressure, self-handicapping, procrastination, perfectionism, helplessness, susceptibility to burnout, and sleep disorders. The last of these chapters is universally applicable, individual differences based on gender, ethnicity, age, and motivation are emphasized in the concluding section on Individuals and Teams. Throughout, there are case studies of well-known athletes, and a variety of sports to illustrate topics that are being explored.

The Youth Athlete: Taylor & Franks

The fourth edition of Advances in Sport and Exercise Psychology retains the book's defining reputation as the pre-eminent resource in the field and provides a comprehensive and critical examination of the current research in the psychology of sport physical activity, and wellbeing. This revitalized text, including new authors and contributors, is in Sport and Exercise Psychology. 

Elite sport can be an unforgiving and harsh environment. This book explores psychological subclinical syndromes (e.g., burnout), as well as a comprehensive overview of research on disorders as well as maladaptive syndromes. However, there is currently no comprehensive emerged field of clinical sport psychology and mental health in athletes. This thorough volume delivers such an understanding of stress, burnout, well-being, and lead to burnout (DeFreese & Smith, 2014). Many studies have shed light on the burnout process of athletes (Goodger, Goode, and Chappell, 2007; Gustafsson et al., 2011; Lonsdale, Hodge, & Rose, 2009) Aim. The overall aim of this research was to investigate the intervention process and impact of an individual sport-based, person-centered self-regulation intervention on the stress, burnout, well-being, and self-regulation capacity of student-athlete students with moderate to high levels of burnout (Article 2). The objective of the second study was to investigate the intervention process and experiences of four student-athletes by chronologically presenting their story in order to address how they developed their self-regulation capacity over the course of the season, and the strategies they used to influence their experiences of stress, burnout, and well-being (Article 3). Finally, the objective of the third study in this phase was to investigate the integration and adaptation of the Cognitive-Affective Stress-Based Burnout Model (CASBBM) to facilitate positive changes in student-athletes participating in an individual self-regulation intervention to alleviate burnout symptoms (Article 4). Methods. Screening phase. To address the objective of the study conducted in the screening phase, 147 student-athletes from different sports at two Canadian universities completed the Athlete Burnout Questionnaire Manual (Smith, 2001) and a demographic questionnaire one month prior to the start of their athletic season. The second phase of this study was to implement and assess the impact of a self-regulation intervention on the stress, burnout, well-being, and self-regulation capacity of university student-athletes experiencing moderate to high levels of burnout. Four studies guided by specific objectives were carried out over two phases (Gustafsson et al., 2011; Lonsdale, Hodge, & Rose, 2009) Aim. 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throughout their athletic season to develop their capacity to manage their thoughts, feelings, and behaviors on a daily basis and to cope with adversity, including stressful situations that contributed to their stress and burnout symptoms. In addition to participating in these multiple intervention sessions, they partook in a pre- and post-intervention interview. All sessions and interviews were audio-recorded, transcribed verbatim, and subjected to a deductive and inductive analysis (Hsieh & Shannon, 2005), following steps to strengthen trustworthiness. Self-report measures of stress, burnout, well-being, and self-regulation capacity were also completed by the eight student-athletes at four time points to fulfill the objective of the first study in this phase. Descriptive statistics and repeated measures ANOVAs were performed to assess levels and identify any significant changes across the four time points. Results were triangulated with data from the qualitative data analysis (Article 2). With regards to the second study, the researcher used the results of the descriptive and inductive qualitative data analysis to select four cases based on their distinct profiles and conveyed their intervention experiences by constructing chronological, first-person narratives (Article 3). For the third study, a broader level of qualitative data analysis was performed to compare and contrast the data with the components of the CASBMBM to examine its applicability as an intervention tool (Article 4). Results. As shown in Article 1, few student-athletes (1.4%) had elevated burnout scores on all three burnout subscales. However, several of them (17%) scored high on two of the three subscales of the ABQ, revealing signs of burnout. No significant differences emerged with regards to student-athletes’ year of university sport participation, academic year, and academic program. However, women had higher levels of emotional and physical exhaustion than men. Furthermore, exhaustion scores were significantly higher for swimmers and basketball players than for hockey players and fencers. Finally, fencers had significantly higher levels of sport devaluation than hockey and volleyball players. Article 2 indicates that the intervention had a positive impact on the student-athletes’ stress, burnout, well-being, and self-regulation capacity. At the onset of the intervention, the participants had moderate to high levels of stress and burnout as well as low levels of well-being and self-regulation capacity. As the intervention progressed, the student-athletes reported increased self-regulation capacity and well-being, and reduced stress and burnout. The qualitative data corroborated these changes. Through detailed narratives, Article 3 demonstrates how the student-athletes learned to develop their self-regulation capacity by implementing various processes such as goal-setting, planning, time management, cognitive restructuring, self-control, visualization, and self-reflection. The participants shared concrete examples illustrating how they learned to become more aware and autonomous, and proactively mobilize resources in order to manage the many academic and sport demands they faced throughout the season. Concurrent with their increased capacity to self-regulate, the athletes experienced positive outcomes such as lower perceived stress and burnout, higher well-being, and improved performance. Lastly, Article 4 shows that the extensive data emerging from the multiple intervention sessions and pre- and post-intervention interviews supported, for the most part, the components of the CASBMBM (Smith, 1986). However, the model was not sufficient or comprehensive enough to account for the student-athletes’ changes in their burnout process as a result of the intervention. As such, the DCASBMBM, an adapted and dynamic version of the CASBMBM, was created, reflecting both positive and negative aspects of personal characteristics, situations, cognitive appraisals, multidimensional responses, coping, self-regulation, and outcomes that evolved as a result of participating in a self-regulation intervention. The DCASBMBM can serve as an intervention tool to help prevent and remediate symptoms of stress and burnout.

Burnout Symptoms Among Collegiate Certified Athletic Trainers Human Kinetics

This title describes current research findings in the study of human performance. Experts from all fields of performance are brought together, covering domains including sports, the performing arts, business, executive coaching, the military, and other applicable, high-risk professions.

Biophysical Foundations of Human Movement Frontiers Media SA

Early sport specialization, in which athletes compete in one sport nearly year round at a young age, is common in today’s athletic culture. Several national sport organizations advise against early specialization due to its potentially increasing the risk of burnout and maladaptive motivation outcomes (COD et al., 2009; CSFL, 2016; NASPE, 2009). However, the few empirical studies that have examined the association of specialization with burnout, engagement, or motivation have found mixed results (Gould et al., 1996; Russell & Symonds, 2015; Strachan et al., 2009). This might be in part due to researchers not differentiating between early and late specialization. Theoretically, early specialization creates greater risk of maladaptive outcomes compared to late specialization based on the Developmental Model of Sport Participation (Cote & Vinerma, 2014). Purpose: This study examined if differences existed between early, late, and non-specializers on burnout, engagement, and motivation. Methods: Two samples of athletes participated in this study. The first sample was comprised of 276 female club soccer players with an average age of 14.94 (SD = 1.39). There were 112 early, 22 late, and 113 non-specializers. The second sample consisted of 106 wrestlers and swimmers (70 male and 36 female) with an average age of 15.67 (1.38) years. Of the sample, 30 were early, 25 were late, and 51 were non-specializers. Athletes completed a sport-specific demographic survey that included questions assessing their sport involvement and specialization status. In addition, athletes completed the Athlete Burnout Questionnaire (Raecke & Smith, 2003), the Athlete Engagement Questionnaire (Lonsdale et al., 2007), and the Behavioral Regulation in Sport Questionnaire (Lonsdale et al., 2008). A series of one-way ANOVAs were used to examine differences between early (i.e., 13 or younger), late, and non-specializers on burnout, engagement, and motivation. Cohen’s d was used to measure effect size. Results: For the soccer athletes, ANOVAs found no significant differences between specialization groups and burnout (p Assessment in Applied Sport Psychology KGl Global Assessment in Applied Sport Psychology is a comprehensive resource that will help practitioners gain a deep understanding of assessment in order to build trusting relationships and effective intervention plans that address the needs and goals of their clients.

Psychological and Motor Associations in Sports Performance: A Mental Approach to Sports Taylor & Francis

In this issue of Psychiatric Clinics, Guest Editors Silvana Rigoli and Andy Jagoda bring their considerable expertise to the topic of Sport Psychiatry: Maximizing Performance. Top experts in the field cover key topics such as defining the role of the sport psychiatrist, achieving peak performance, the pathophysiology of brain injury and behavior, and more. Provides in-depth, clinical reviews on maximizing performance from a Sports Psychiatry perspective, providing actionable insights for clinical practice. Presents the latest information on this timely, focused topic under the leadership of experienced editors in the field. Authors synthesize and distill the latest research and practice guidelines to create these timely topic-based reviews. Contains 13 relevant, practice-oriented topics including motivation and burnout in sports; nutrition, eating disorders, and behavior; sleep disturbances; selection and interview criteria for drafting players; and more.


This Handbook examines the study of failure in social sciences, its manifestations in the contemporary world, and the modalities of dealing with it—both in theory and in practice. It draws together a comprehensive approach to failure, and (visible) forms of cancelling out and denial of future perspectives. Underlining critical mechanisms for challenging and reimagining norms of success in contemporary society, it allows readers to understand how contemporary regimes of failure are being formed and institutionalized in relation to policy and economic models, such as neo-liberalism. While capturing the diversity of approaches in framing failure, it assesses the confusions and shifts which have occurred in the study of failure over time. Intended for scholars who research processes of inequality and invisibility, this Handbook aims to formulate a critical manifesto and activism agenda for contemporary society. Presenting an integrated view about failure, the Handbook will be an essential reading for students in sociology, social theory, anthropology, international relations and development research, organization theory, public policy, management studies, queer theory, disability studies, sports, and performance research.

Computational Methods and Algorithms for Medicine and Optimized Clinical Practice Psychology Press

"This comprehensive book presents an integrated study of human movement and applies this knowledge to human performance and physical activity across the lifespan. The Biophysical Foundations of Human Movement, Second Edition, considers basic methods and concepts, typical research questions, key historical developments, professional training and organizations, and suggestions for further reading within each subdiscipline. The authors offer a unique perspective on the subdisciplines by exploring not only the basic science but also the changes in human movement and movement potential that occur throughout the lifespan as well in response to training, practice, and other lifestyle factors."