

CPD COURSE

MOVE THE MIND

COURSE CONTEXT AND BACKGROUND

The World Health Organization defines mental health as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (WHO 2004). However, a vast amount of available data shows that large parts of the population are not in such a state of good mental health but are temporarily or permanently affected by various forms of mental disorders.

According to the WHO’s definition, mental disorders represent disturbances to a person’s mental health that are often characterized by some combination of troubled thoughts, emotions, behaviour, and relationship with others. It is important to understand that this is a major health problem, with one in four people in the world being affected by some problem with their mental health at some point in their lives (WHO 2014). Meaning that mental disorders are the leading cause of disability and the third leading cause of overall disease burden after cardiovascular disease and cancer in Europe. For which the individual, social and economic costs have been described in great detail.

The COVID-19 pandemic has exacerbated this problem and has also shown to large parts of the population how vulnerable each and every one of us is in terms of both, our physical and mental health. At the same time the potential mental health benefits of sport and physical activity have also gained more public recognition during the COVID-19 pandemic. Physical activity and sport have been widely recommended as tool to maintain a good mental health status.

A detailed knowledge base can be found at [www.move-the-mind.eu](http://www.move-the-mind.eu)

In this context, it is important that up-to-date coach and instructor education addresses not only the physical aspects of health and the delivery modes of activities in a sporting context. But that, in addition, coaches and instructors understand and exploit the potential mental health benefits of sport and physical activity. Coaches and instructors working at sport participation and health-oriented sports levels need to be empowered to design sports and physical activity programmes that unfold preventive mental health and well-being effects.

COURSE AIMS AND OBJECTIVES

The course aims to building the required capacities in sports coaches and instructors to help working-age adults to better cope with the challenges of everyday life - and especially in times of social crisis - by harnessing the positive impact of physical activity and sport on mental health.

The course is delivered in the form of a practice-oriented continuous professional development (CPD). It means that the course does not constitute an initial education, but it aims at coaches and instructors who already have undergone prior education.

The course is taught as a standalone capacity-building for continuous professional development. But it can be also linked or integrated into existing sport coaching or instructor education programmes to enrich these towards a more holistic approach.

TARGET GROUPS

The target group of the CPD course are professional and volunteer sports coaches and instructors. The focus is on those working at sport participation and health-oriented sports levels with working-age adults\*. Coaching at competitive and elite sport levels are deliberately excluded in this course.

Due to the preventive approach of the course, people with specific mental illnesses may be part of target group. However, they are not explicitly in the focus.

*\*The definitions of sport participation and health-oriented sports vary between sports and between sport systems. From our perspective, it includes what is often referred to as recreational sports, sport for all and grassroot sports. It is mainly characterised by an active participation of*

	<p><i>working-age adults in sports or health-related physical activities performed during leisure-time at community level that is not necessarily competitive.</i></p>
<p>COURSE SPECIFIC ATTITUDES, SKILLS AND KNOWLEDGE, AND ENTRY RECOMMENDATIONS</p>	<p>Course participants should hold the following minimum requirements:</p> <ul style="list-style-type: none"> <li>▪ Holding a valid sport coaching / instructor certificate recognized at national or regional level for sport participation or health-oriented sports.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ Being subscribed as a student / learner in a current sport coaching or instructor programme recognized at national or regional level for sport participation or health-oriented sports.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>▪ Having a basic pedagogical competence in sport or similar practical experience.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>▪ Showing openness and assuming basic responsibility for fostering mental well-being through sport.</li> </ul>
<p>FORMAT AND DURATION</p>	<p>The format of the course delivery is hybrid. It entails both online and offline learning units.</p> <ul style="list-style-type: none"> <li>▪ The online learning consists of video-based self-learning units of 5 to 10 minutes. Their main aim is to introduce knowledge. The online learning units are hosted on the Move the Mind learning platform.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>▪ The onsite learning units comprise 6 hours teaching units with practical training sessions. Their main aim is to deepen knowledge from the online learning units and to build practical implementation skills.</li> </ul>
<p>LEARNING HOURS</p>	<p>The total recommended learning comprises 16 hours of which 8 hours are self-study time.</p>
<p>CERTIFICATION AND ACCREDITATION</p>	<p>A successful participant receives a Move The Mind Certificate. The certificate is aligned with the European Union's EUROPASS Certificate Supplement. It provides information that makes it easier for employers and other educational institutions to understand the qualification. It describes the purpose of the qualification, the scope, the level, and the learning outcomes. The certificates are provided in the form of printed and digital certificates. They can be shared with a single click to more than hundred social media platforms, and they are embeddable on websites.</p>
<p>RECOGNITION</p>	<p>The course is built in a way to allow recognizing or integrating it in existing sport participation coaching programmes. It is developed aligned with the European Union's EQUAVET Quality Cycle to facilitate recognition. However, the recognition of the learning outcomes lies in the sole responsibility of the respective coach education provider.</p>
<p>LEARNING APPROACH</p>	<p>Our capacity building and learning approach is anchored in the development of the right mindset and skills towards helping the target group to harness the positive impact of physical activity and sport on mental health. For it, the course aims at an active and open learning environment that is rooted in a capacity-building philosophy that emphasizes the learners' critical role in constructing meaning from new information and prior experience.</p>

However, the framework does not prescribe a training or teaching method. This will be developed by the course’s trainers according to the particular context or setting. Yet, our capacity building approach allows our trainers to exploit a flexible but interconnected teaching and learning systematic to reach its superior capacity building goals. With it, the programme is adaptable in its implementation approach and can be tailored towards specific context in practice and individual learning needs.

This alternative design for professional development and personal capacity building provides the advantage to be highly learner-centred and reflective. It ensures that the learning is context-oriented and yields at relevant and implementable solutions rooted in practice and adapted to the local context.

The programme imparts down-to-earth content and practical instruments that can be applied straight away. It includes inspiring rich practices of different background and context, together with mentoring opportunities with experienced change agents to help learners to understand how to apply the theory towards impact in practice.

Our learner-centred approach recognizes individual differences in learners, and it emphasizes individual learners' interests, abilities, and learning styles. The approach places our trainers in the position of flexible facilitators of learning for individuals rather than imposing a rigid teaching style. Therefore, our learning units are not rigidly declined as this would rather constrain our learning approach.

The objectives are to impart to the learners the basic knowledge and skills required to establish and facilitate their own training programmes in the context of our course objectives.

TEACHING MATERIALS

The course teaching materials include course presentations, a learners’ guide, course handouts and background reading documents. The course teaching materials follow an open access policy and are available for download. Their use is licensed under the Creative Commons License CC BY-NC-SA 4.0. The learning materials are templates that can be adapted by the trainers towards the learning needs and assets at learning group and individual learners’ level.

ASSESSMENT PRINCIPLES

The course implements an assessment for learning instead of an assessment of learning. It means that all assessment strategies promote learning and an active engagement of the learners. Therefore, we focus on a formative assessment approach that occurs on a continuous basis throughout the course participation.

For it, our trainers provide the learners with multiple opportunities of group and individual dialogue for supportive feedback and reflection related to the new skills or knowledge acquired. This helps them to deeply dive into the learning. It assists in the development of independent learners and results in deeper thinking and long-term retention of the learned concepts.

This is complemented by a variety of self-assessment opportunities in the online learning units. It means that the learners assess their own work to improve performance as they identify discrepancies between current and desired performance. This self-assessment is an essential component of cognitive and constructivist theories of learning and motivation. It is important for the knowledge construction and conceptualized in a cyclical, ongoing process of self-monitoring, self-evaluation, and identification and implementation of instructional correctives.

MODULES

A	MOVE THE MIND INTRODUCTION - AN INTRODUCTION TO SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING
B	MOVE THE MIND ENVIRONMENT - SETTING UP AN APPROPRIATE ENVIRONMENT TO EXPLOIT SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING

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C	MOVE THE MIND TOOLS - EXPLOITING PRACTICAL TOOLS AND RICH PRACTICES TO IMPLEMENT SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING
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MODULE A

MOVE THE MIND INTRODUCTION - AN INTRODUCTION TO SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING

LEARNING UNITS A
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A	MOVE THE MIND INTRODUCTION - AN INTRODUCTION TO SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING
A.0	Introduction to the course   Expert Interview
A.1	Concepts and definitions of mental well-being and mental health
A.2	General and specific challenges around mental well-being and mental health
A.3	Sport and physical activity benefits related to mental well-being and mental health
A.4	Laws, ethics and safeguarding in the context of mental well-being
A.5	Communication to foster a mental well-being culture in sport clubs

MODULE B

MOVE THE MIND ENVIRONMENT - SETTING UP AN APPROPRIATE ENVIRONMENT TO EXPLOIT SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING

LEARNING UNITS B
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B	MOVE THE MIND ENVIRONMENT - SETTING UP AN APPROPRIATE ENVIRONMENT TO EXPLOIT SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING
B.0	Introduction   Expert Interview
B.1	Fostering intrinsic motivation
B.2	Setting up a supportive and safe environment
B.3	Creating positive coaching conversations in supporting mental well-being
B.4	Developing a positive coaching approach for improving mental well-being
B.5	Introduction to a holistic training delivery
B.6	Developing quality relationships

MODULE C

MOVE THE MIND TOOLS - EXPLOITING PRACTICAL TOOLS AND RICH PRACTICES TO IMPLEMENT SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL HEALTH AND WELL-BEING

LEARNING UNITS C

C	MOVE THE MIND TOOLS - PRACTICAL TOOLS AND RICH PRACTICES TO IMPLEMENT SPORT AND PHYSICAL ACTIVITY AS A TOOL TO PROMOTE MENTAL WELL-BEING
C.0	Module Introduction   Expert Interview
C.1	Introduction to behavioural change strategies
C.2	Introduction to mindfulness techniques in sport training sessions
C.3	Introduction to unspecific and specific effects of sport and physical activity on mental well-being
C.3.1	Activities that give us a sense of self-efficacy and mastery
C.3.2	Activities that help us relax, calm down and recover
C.3.3	Activities of high intensity that exhaust us
C.3.4	Activities that take us out of and back into our comfort zone
C.3.5	Activities that activate and train our sensory perception

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