

## A Scoping Review of Literature on Sport Coach Education Programs: An International Perspective

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### Outcomes

Participation in sport coach education programs (CEPs) can influence changes to coaches' philosophies, applied practices, and impact on athletes.

Coaching philosophy is the combination of coaches' knowledge, skills, attitudes, and intentions towards coaching in their contexts. These philosophies can be either reinforced (e.g., coaches recognized the strengths underlying their existing practices), or refined and evolved (e.g., learning how to balance coaches' own coaching values with the needs of their athletes and the context). Coaches can increase their knowledge, confidence, and self-efficacy related to domains such as interpersonal strategies (e.g., developing coach-athlete relationships and teaching life skills), sport-specific strategies, and other topics like risk prevention and healthy active living. The applied value of these philosophy changes can be seen through changes in coaches' applied practices (e.g., integration of CEP-specific curriculum models and strategies).

Changes in applied practices are more likely when CEP-content is curated and adapted to coaches' contexts, or integration of strategies to coaches' already-existing practices is allowed. In addition, when programs do not include post-CEP support (e.g., mentoring, feedback), coaches may be less likely to change behaviours or adopt effective program implementation. Common challenges to changing applied practices include infrastructure-related barriers (e.g., limited environmental resources to implement programs) and time limitations (e.g., busy program schedules, overburdened coaches).

Finally, these changes in applied practices can lead to coaches' impacts on athletes. Depending on the content of CEPs and how well this content is applied by coaches, athletes can show improvements in life skills use, pro-social behaviours, and satisfaction of basic psychological needs.

Original report written by: Shaikh, M., dos Santos, Y.Y.S., Rodrigue, F., Ciampolini, V., Culver, D.M., Larissa, R., Galatti, L.R., Seguin, C., Brasil, V.Z., Nash, C., Milistetd, M., He, C. & Fournier, K. (2020).

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