

Talk and Walk – Managing Perceptions: An Event Rider’s Psychological Approach

This case study documents the applied psychological approach working with an Event rider during the last month of the Eventing competition season. The period covered is three weeks between two Events: A Baseline Competition that took place at the beginning of October and a Final Competition, taking place at the end of October. The end of October is also the end of the Eventing competition season. This case study focusses on how the interventions used were delivered and evaluated and has been specifically aimed to respond to assessor feedback. This paper would be adjusted for journal submission.

Client

Becky is 39 years old and lives with her long-time partner. She is in full-time employment, managing a group of about 25 people. Riding and Eventing (see Appendix 1) is a competitive hobby, stating she needs something to aim at. It’s not just about the pleasure of riding the horse. Rather having a purpose with the horse. She has always been involved in competitive sport, being an ex-rugby player, and got back into riding due to a knee injury developed whilst playing rugby. She competes on one horse and has younger horses in training. Becky considers herself to be very pragmatic with her horses. As much as they are a hobby, they must earn their keep. Her aim this season, is to complete a CIC 2* at the end of October 2019. Becky is fascinated by the marginal gains that can be made. She believes there is always something she can do better. She describes herself as a typical eventer, finding the show jumping stressful. She identifies that her time management is good, but she recognises that her behaviour changes leading up to the show jumping. For instance, she starts chain smoking. She also hates sitting around waiting for that phase of the event to start. Up to the level of competition BE100, she is very confident. The next level up, Novice and CIC 2* pushes her out of her comfort bubble which she finds stressful. She knows her horse is capable, and she has obtained the qualification criteria to compete at these levels.

Theoretical Approach

In-line with my professional philosophy, I worked within a person-centred approach and worked collaboratively with Becky, getting her to drive the discussions. I used the ABC (Activating Event, Belief, Consequences) from Cognitive Behavioural Theory (CBT) (Dryden & Branch, 2012). Typically, CBT is practitioner-led (Keegan, 2016) but using Socratic questioning enabled me to help Becky lead the discussion, outlining the challenges, behaviours and emotions she was dealing with. Scott and Dryden (2003) stated that the question approach emphasises breaking down the links between cognition, behaviour and emotions, which could help facilitate a change, assuming there is a link between behaviours and cognitive processes. The effect that the collaborative relationship I was building with Becky and is one of the key principles of CBT, developed through using ABC is powerful, and enables the opportunity for me to dispute the beliefs about the challenges Becky faces with the Show-Jumping phase (Dryden & Branch, 2012). The aim here was to allow the rider, Becky, to build some self-belief and self-confidence. Although ABC starts by considering what goes wrong and getting the facts about the situation, there are also areas to explore about what works well. It brings balance to the thought processes and identify parts of Becky’s riding that she would recognise as positive.

Allowing Becky to drive the conversation, it enabled her to have control of the changes and individualise her intervention, making it specific to Becky. As outlined by Ryan and Deci’s (2002) Self-

Determination theory, athletes with autonomy, competence and relatedness, helps them to be engaged and motivated in the activities. This approach enabled me to empower Becky, thereby strengthening her autonomy and how I interact with her, and my caring approach with Becky, it shows how I relate to her.

I was able to integrate CBT as a tool with Positive Psychology. Seligman (2002) argues that positive psychology offers a different way for an individual to move forward with positive qualities. Rather than looking back at trying to repair the worst aspects, engage in understanding processes and conditions which allow athletes to get the best out of themselves and to consider their strengths and positive aspects (Seligman & Csikszentmihalyi, 2000). This can help the athlete build self-belief and self-confidence.

This approach of integrating CBT with Positive Psychology and Self-Determination theory, allowed me to stay congruent with my philosophy, engaging in a person-centred framework, use the case formulation system of the Multilevel Classification System for Sport Psychology (MCS-SP) (Gardner and Moore, 2005).

Needs Analysis

The approach to assessing Becky's needs was observational and conversational. The assessment also included the use of measurements using questionnaires and psychophysiological measures. The observations and measures took place in both training and competition environments and provided a holistic view and better understanding of Becky.

Observation

I observed Becky at two different competitions to gain more insight; a pure Show-Jumping competition (end of September - a pilot to test out the wearing and use of the HR Monitor and to trial the timings of completing the questionnaires) and at the first eventing competition (the baseline competition) at the beginning of October. Observation enabled me to see how Becky responded to the use of the measures, at a competition where the result did not matter. As much as this pilot was a competition, Event riders compete at these mainly for practice purposes. Becky was using this as an opportunity to gain Show-Jumping practice, and it gave me an opportunity to observe her in a training environment to see behaviour, approach to preparation for, and completing the two Show-Jumping rounds. As Holder and Winter's (2017) study outlines observation enables the practitioner to see behaviour in different sporting settings. Both in the pilot competition and the first eventing competition, the observation provided insights into Becky's behaviour in, and orientation to, competition. In the pilot competition, I observed Becky negotiating with herself about which classes to compete in. 1 metre 10 centimetres class (1m10) was a definite choice but it was whether she was going to push herself out of her comfort zone (1m15). She described this as "the right thing to do" as this was the same height as the Show-Jumping phase in the Novice and CIC2* event that she was aiming to compete in. The other option would have been to take, as Becky stated, "the easy option (1m)". Becky demonstrated a lot of internal and external dialogue in relation to her decision-making processes. She was actively considering and processing the consequence, that doing the 1m15 class was as she said, "the right preparation for the baseline competition". In observing this dialogue, the fact that Becky is prepared to push herself out of comfort zone is a positive thing. She is examining the context of her next competition and preparing appropriately. At the pilot competition, Becky spent a lot of time watching the previous class and eventually decided on the 1m15 class. She was able to walk the course and I saw her stand in the middle of the arena, drawing the route she was going to ride with her finger.

At the baseline competition I observed, the timings between each phase didn't allow Becky time to over think. It also meant that Becky was unable to walk the Show-Jumping course and I overheard her speaking about what might go wrong. However, when she spoke about the cross-country phase, she articulated what she was going to do and how she was going to ride it. The decision for Becky to enter the level of competition would have been made at least four weeks prior to the event, in this case Novice, where all dressage tests, Show-Jumping and cross-country jump heights and speed required are pre-set (see Appendix 2). Unlike the pilot competition, Becky could not negotiate with herself on what class she would do.

One aspect I was conscious of, was that as a sports psychologist working with Event riders, there was not any countertransference (transferring my feelings about how I felt when I was Eventing, to the client) within the dynamic. I used to be an Event rider and found I was nervous before the Show-Jumping phase of the competition. I had to remain impartial to what I was observing as suggested by Cropley et al., (2016). This was also true when working with Becky. Particularly when discussing how she felt about the show jumping phase or even aware of my reactions or behaviour when watching her show jump.

Measurement Tools

Building in the findings from Study 1 & 2 and from an initial phone call with Becky, I wanted to document a baseline understanding of how she reacted when at competitions. I used a chest strap HR Monitor (Polar H10) and Becky's wristwatch as backup for HR data (Garmin watch) to see if there was any correlation between physiology and the questionnaire data. I was unable to measure HR Variability. This was not possible given that riders are competing more than 15 metres away which is a technological constraint. This would have required the rider to have the HR monitor connected via Bluetooth to the iPhone app and therefore carry the iPhone whilst riding, which is against the rules of competition. On both competition days, the Polar H10 data failed to collect data due to technical challenges with the iPhone App. Therefore, most of the HR data collected was using Becky's Garmin watch. Study 1 used CSAI-2. For this case study, two more recent, shorter questionnaires - the Sports Anxiety Scale-2 (SAS-2) and Sports Emotion Questionnaire (SEQ) were utilised. Both these questionnaires are more recent than CSAI-2 with the SAS-2 providing an insight into the athlete's trait anxiety and their response to competition and related performance (Ramis et al., 2015). The SEQ provides some knowledge about the emotions an athlete may be feeling before competition (Latinjak et al., 2013). Becky completed both the SAS-2 and SEQ questionnaires approximately an hour before completing the first round in the pilot Show-Jumping competition and before each phase of both the baseline and final Eventing competitions. Study 2 used the Test of Psychological Skills (TOPS) questionnaire. As defined by Hardy et al's (2010) study, there are some limitations with TOPS-2. The problems from TOPS have been removed and is a more up-to-date measure, providing a tool to help understand the psychological skills that athletes may deploy, so that appropriate interventions can be used. For the purposes of this case study I used the more recent Test of Psychological Skills-2 (TOPS-2) questionnaire.

This questionnaire was completed by Becky once at the end of the pilot Show-Jumping competition and again after the final competition at the end of October. Full results of both the baseline and final competition can be found in Appendices 3, 4, 5 and 6.

Becky

Becky spoke of the dressage and cross-country phases as easy to plan for. As Becky stated, "I am able to practice and practice and practice the movements" (sic) required in the dressage, whilst walking the cross-country course enables her to plan in detail the approach she takes. She knows she can prepare well for those phases. Timings at events do not always allow for her to be able to walk the

Show-Jumping course which was the challenge for Becky at the baseline competition. She discussed that she worries more about the consequences to the horse with Eventing, compared to competing in pure-Show-Jumping. At the pure Show-Jumping competition where we piloted the questionnaires, her emotional anxiety score was low, and there was a positive score shown for the emotions of excitement and happiness. Both these emotions scored 0 in the SEQ questionnaire for the Show-Jumping phase of both the baseline and final event. The baseline competition measures of SEQ and SAS-2 showed her anxiety was higher with the show jumping phase.

Case Formulation

As Keegan (2016) outlines, case formulation is unique to the individual. When using a person-centred approach, there is not a defined framework to use but as Keegan points out, as long as the practitioner is 'transparent' and uses a framework that is supported through credible theories, there is reliability and validity in the approach (op cit). I use the Multilevel Classification System for Sport Psychology (MCS-SP) approach developed by Gardner and Moore (2005), which I first used and describe in more detail within Case Study 3.

In line with Gardner and Moore (2005) classification, Becky sits within the Performance Development category and with the information gathered, I was able to formulate my case as outlined below (see Figure 1). She has no sub-clinical or clinical issues that affect her performance, with her focus on wanting to perform more consistently under pressure.

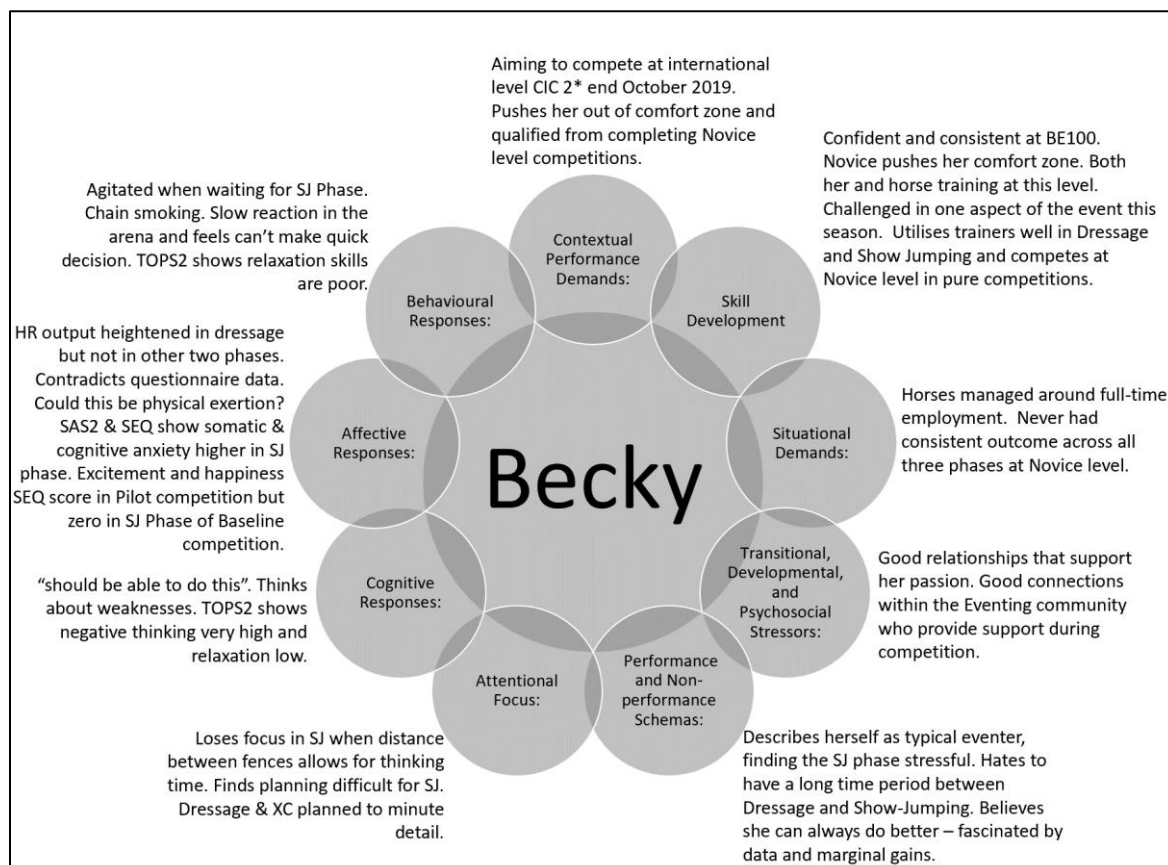


Figure 1: MCS-SP Case Formulation for Becky

Pilot and Baseline Competitions: Initial Results

Initial results from the baseline competition showed that Becky's temporal HR data (see Figure 2) produced a higher heart rate (HR) during the period of competition across all three phases. It was the

Dressage phase that showed the highest BPM (between 140 BPM and 150 BPM). The show-jumping and cross-country phases showed lower BPM (between 120 BPM and 125 BPM and between 120 BPM and 145 BPM respectively). The HR data presented does not support how Becky felt about the show-jumping phase, where she stated that she found this phase to be the most stressful.

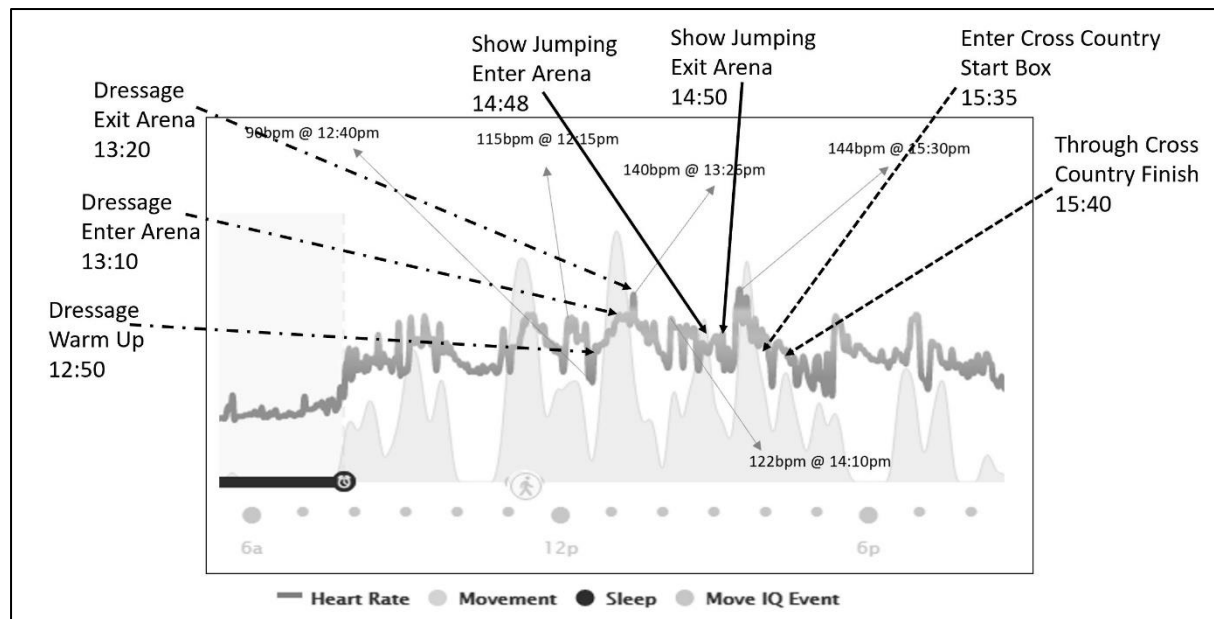


Figure 2: HR Data for Baseline Competition.

The HR data does not support the results from the questionnaires. It is difficult to state what is causing the higher HR for the Dressage phase. Based on feedback from Becky and the questionnaire data, it could be suggested that physical exertion is causing the higher BPM.

The SAS-2 and SEQ questionnaires scores for the baseline competition (see Figure 3 and Figure 4 **Error! Reference source not found.**), showed that Becky felt more anxiety prior to the Show-Jumping phase than the other two phases.

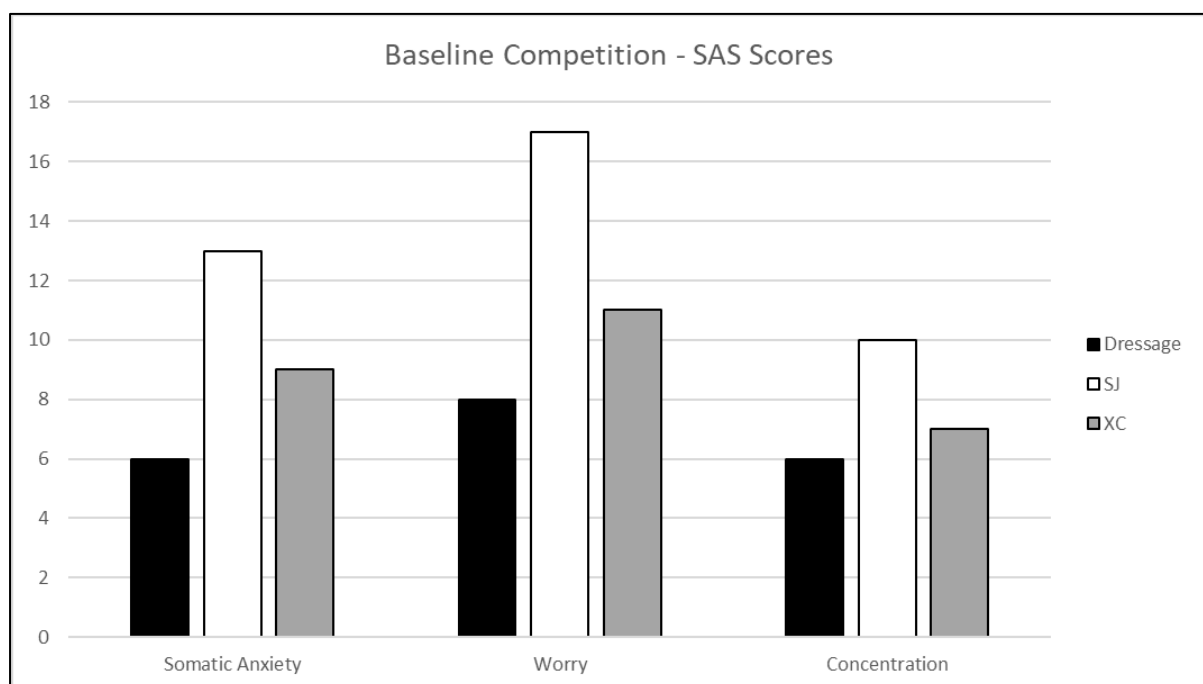


Figure 3: SAS-2 Scores for Baseline Competition

The SEQ Happiness and Excitement items scored 0 for the Show-Jumping phase compared to Dressage and Cross-Country phase (see Figure 3). The Anger item scored 0 across all three phases.

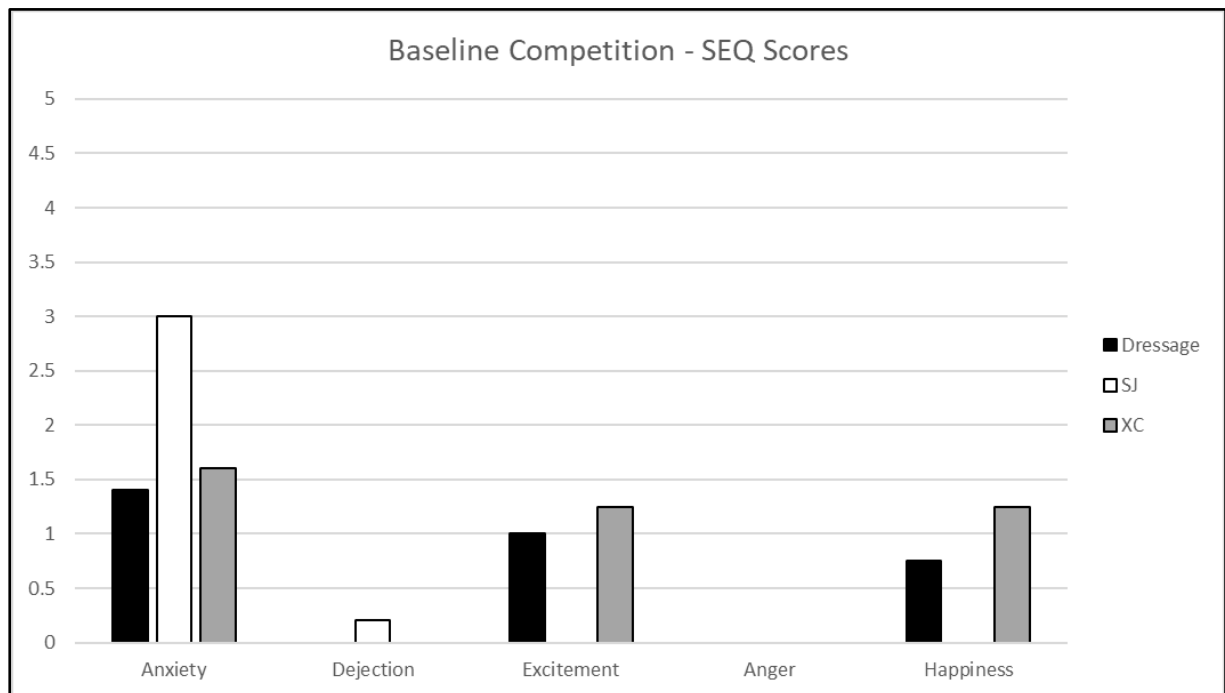


Figure 4: SEQ Scores for Baseline Competition

The TOPS-2 scores (see Figure 5) suggested that Becky's ability to relax within both training and competition contexts and to manage her negative thinking within the competition context, was challenged. However, her strengths seemed to lie in imagery, goal setting and emotional control.

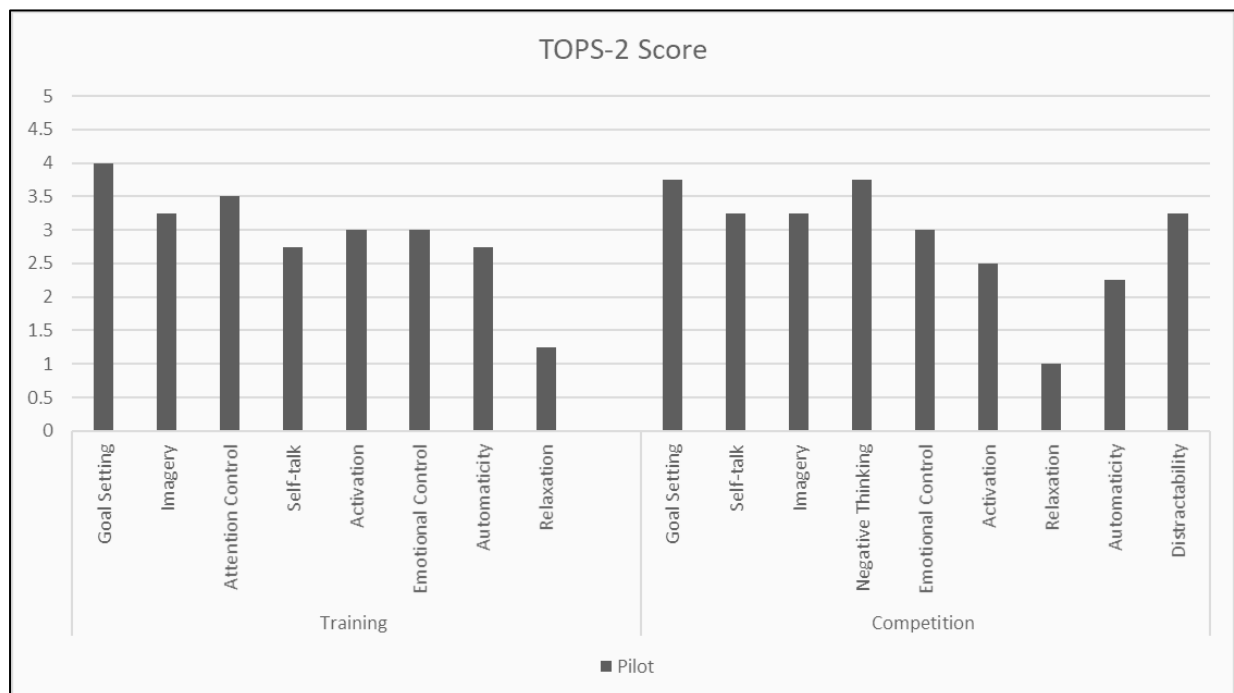


Figure 5: TOPS-2 Scores for Pilot Competition

With the physiological data, measured through HR, not matching the Becky's thought processes, measured through the questionnaires, the intervention needs to focus on education and management of Becky's cognitive processes.

Implementation

As there were only three weeks between the baseline and the final competition, the approach was to work and connect with Becky three times during that period. The sessions took place over the phone due to geographical challenges. During this time period, Becky also had training sessions and training competitions to practice the interventions she decided to work with.

In our first session, we discussed the initial results from the HR monitor and the questionnaires. Her immediate response was that she was happy with the Dressage and Cross-country phase. Both these phases she was able to plan to the "nth degree". She spoke of her methodical approach to training for the dressage and said, "Everything is constant, and I can easily visualise". Cross-country is similar where she can plan how she will ride it with the help of walking the course and going through every option. Becky stated she doesn't get excited or happy about Show-Jumping and finds it's the minute things that can distract her. A key aspect being when she cannot plan. She was unable to plan the Show-Jumping as she was not able to walk the course at the baseline competition. This can be quite a common occurrence when the time available in-between phases, doesn't allow riders to walk the course. This meant she didn't feel organised and wasn't able to visualise effectively. She discussed, that in cross-country she can think very quickly, but finds in Show-Jumping, she is over-thinking the outcome and feels that it restricts her ability to act fast and make quick decisions. Becky talked about a mantra she uses as she goes into the cross country start box – "make it happen" and considered bringing that into the Show-Jumping. Becky stated it had been good to reflect and spend some time on herself as all her training was focussed on getting the horse prepared.

In reviewing the physiological measures, the data could suggest that Becky's arousal levels were not demonstrating that she was up for competing. Becky made comment that on reviewing previous HR data through her Garmin watch, it has always been on the low side. This further supports that Becky's thoughts processes are causing her to perceive aspects of the competition to be more stressful.

From the feedback Becky provided, we discussed areas that seemed to work for her, mainly her ability to plan, visualising riding the Show-Jumping round, and the positive approach using the cross-country mantra. Becky also knew that at the final competition she would be able to walk the Show-Jumping course, and so her approach would include that as an assumption. Becky called the intervention "Talk and Walk" with the main focus to use this in the Show-Jumping phase, specifically to help her to ease her nerves, focus on the positive aspects of what she needed to do rather than what could go wrong. This was Becky's strategy for reframing her perception to effectively manage the anxiety she felt when preparing and competing in the Show-Jumping phase of the competition, like Salim et al's., (2015) study which found that positive reframing enabled athletes to approach a debilitating situation more positively.

The second session was a review of the previous week and how Becky had started to implement her "talk & walk" intervention. Becky had had the opportunity to test out the intervention at a smaller competition. It had enabled her to plan by walking the course, verbalising how she was going to ride the course (similar to the Talk Aloud Protocol (Calmeiro & Tenenbaum, 2011) and visualise her riding that round. We also discussed the following week and the opportunities she had to practice it further, including the use of the mantra "make it happen". She had focussed on practicing the intervention, getting it to become a habit with more opportunity to use it over the following days.

In our third session before the final competition, Becky reflected on the previous week. She had been pushed out of her comfort zone in her lesson, but she saw the benefit of this in preparation for the final competition. Becky had also completed some show jumping, using her “talk & walk” approach, where she had planned, talked and visualised the rounds. Becky outlined the final few days activities leading up to the final competition and we agreed my role, where I would remind her of a couple of things before entering the arena. These were the mantra and how she wanted the horse’s canter. My role at this juncture was acting as a discriminative stimulus, with the aim that Becky performs a certain behaviour like Eldar et al’s., (2018) study, where teachers displayed behaviour had an effect on student behaviour. The behaviour I displayed, the words I used, needed to be inline with the agreement I had with Becky, so that she illicited the behaviours that facilitated her performance.

At the final competition, Becky completed the questionnaires for the Dressage and Show-Jumping phase. Data was not collected for the cross-country phase at the final competition. Sadly, Becky was eliminated in the Show-Jumping for having two stops and falling off. Therefore, she was unable to complete the cross-country phase. Whilst Becky was walking to the arena for the Show-Jumping phase, as we had agreed, I was prompting her of her mantra and to focus on the canter.

Evaluation

The HR data for the final competition (Table 1 and Appendix 7) remained steady across the two phases that were measured and showed little difference to the Baseline competition. Data were not collected for the cross-country phase.

Phase	Enter Arena	Max HR during phase	Exit Arena
Dressage	145bpm (143bpm)	150bpm (150bpm)	120bpm (121bpm)
Show-Jumping	125bpm (120bpm)	130bpm (125bpm)	122bpm (120bpm)
Cross-Country	(122bpm)	(144bpm)	(122bpm)

Table 1: HR Data for Final Competition. Baseline competition HR Data in ()

Given the final competition was at a higher level than the baseline competition, it may have been suggested that Becky’s HR would be higher. The HR data for the final competition shows a similar pattern to the baseline competition. The HR Data for the Dressage phase is higher than the other two phases of the competition.

Like the baseline competition, when comparing the final competition HR data to the feedback from the questionnaires, the physiological data does not support the SAS-2 (Figure 6) and SEQ scores (Figure 7).

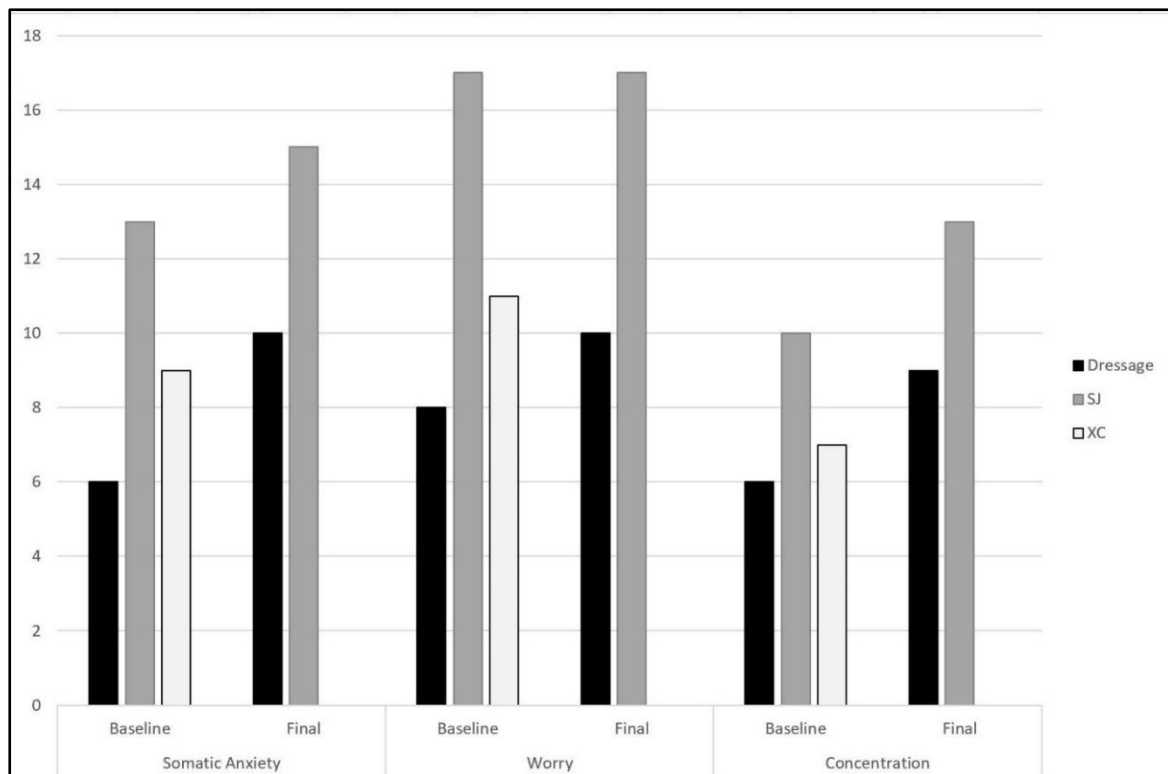


Figure 6: Baseline vs Final Competition SAS-2 Questionnaire Scores

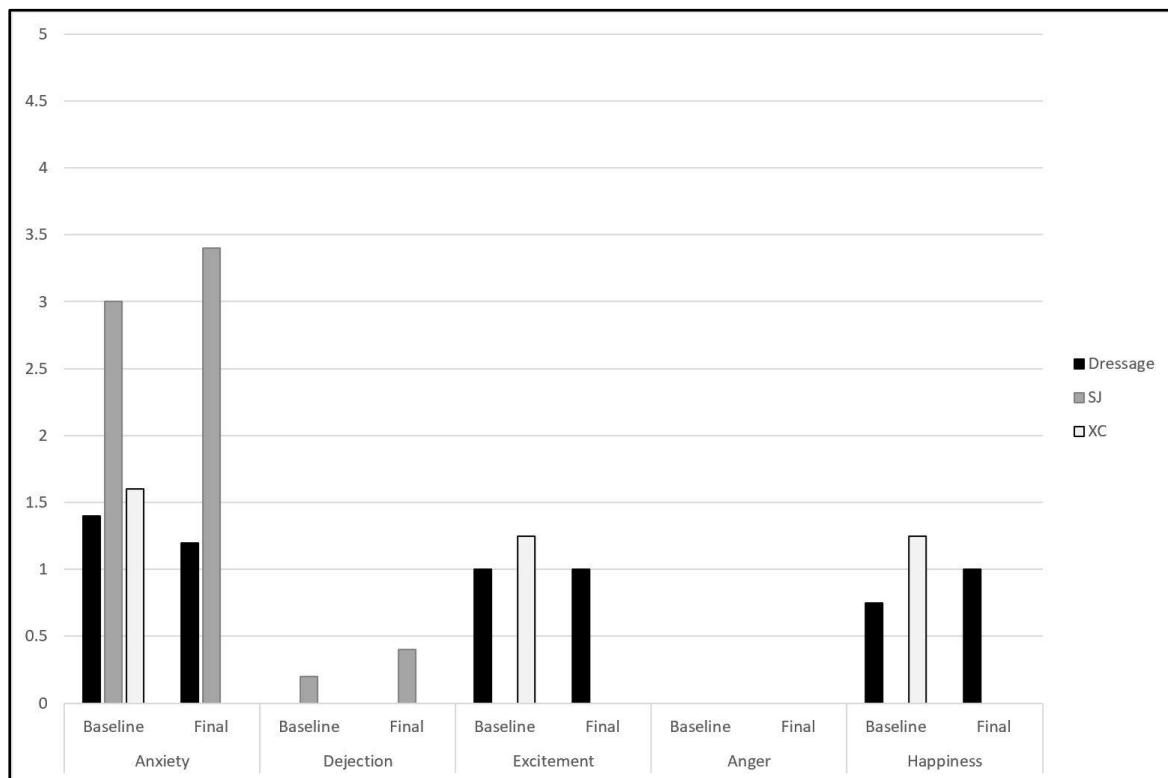


Figure 7: Baseline vs Final Competition SEQ Questionnaire Scores

The questionnaire data showed more anxiety across both the Dressage and Show-Jumping phases for both competitions. Due to the level of competition being a higher level in the final competition than in the baseline competition, it is possible to expect higher levels.

The main improvement was shown in the TOPS-2 relaxation scores, both in the training and competition context (Figure 8).

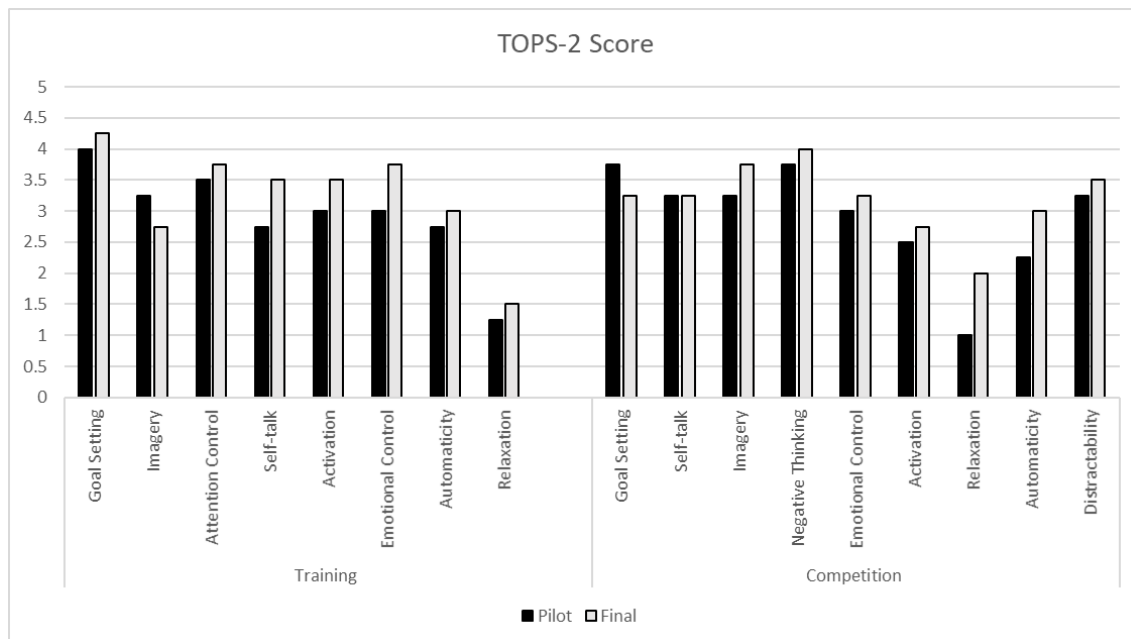


Figure 8: Comparison of TOPS-2 Scores between Baseline and Final Competitions

Relaxation strategies were not an area that Becky focussed on and as Wadey and Hanton study (2008) discussed, these strategies are not always suitable for specific sports which require activation and arousal such as in the Show-Jumping phase within Eventing, where riders need to be able to use the competitive anxiety in a facilitative way to help performance. Becky's "talk & walk" intervention helped her improve her visualisation and emotional control within the competition context as shown in the TOPS2 results. This suggests that the use of the intervention enabled her to be less tense, providing Becky with the perception of being more in control and more rational in managing her emotions to perform. This is a sport where two species must work and communicate with each other. There is always the possibility that as riders, the risk is that they are never really in full control due to the unpredictable nature of the prey species that they are sitting on (Christensen et al., 2005; Thompson et al., 2015). Allowing Becky to develop her own intervention made it personal, individualised and unique to her, giving her autonomy and control over it, linking to Ryan & Deci's (2002, 2017) self-determination theory. It also was congruent with my person-centred approach.

Feedback and Reflection

Becky stated she felt she had got a lot out of the process and was more organised in her mind for competition. The dressage phase went to plan. All the preparation had paid off. The Show-Jumping was mixed and in our review session after the final competition, we both reflected on areas that neither of us had considered. Firstly, how Becky distracts herself when there is more than an hour between the phases, suggesting that future work would be to consider pre-performance routines to manage that time more effectively. The final competition timings meant that Becky had five hours between the Dressage and Show-Jumping phases. Although Becky walked the cross-country as planned during this time, she spent a lot of time watching others completing the Show-Jumping and believes watching those that had a difficult round, had an impact on her. Even though Becky's HR did not change between the competitions, on reflection, she commented that she recognised her anxiety and worry levels increased (the final competition SEQ scores for Show-Jumping show an increase

Appendix 5) and that she didn't control what she was going to do. Although she had a plan, there was a need for better distraction during the time period leading up to the Show-Jumping phase. Hermansson and Hodge's (2012) study outlines the need for an athlete to have the mental discipline to be able to focus on the "immediate efforts and activities (task perspective)" (pg 131). Given the time constraint between the baseline and final competition, it is possible that Becky needed more time to practice her intervention and to plan and utilise distractions.

Secondly, (and perhaps ironically), neither of us had considered the scenario where everything went to plan, particularly in the Show-Jumping. The first thing Becky said to me after the Show-Jumping was "I said to myself, this is going really well!", just before the horse stopped before the fence. It suggests that this was enough to take away the focus from what she needed to do for the next fence. Her thoughts had distracted her, albeit positive thoughts and that was enough to take her attention away from the process of producing the correct canter for the Show-Jumping round. This is like Allen et al's (2013) study who suggested that emotional states can be considerably changed due to an unexpected event. The fact that Becky was pleasantly surprised by the performance suggests that had shifted her attention away from the processes of producing the correct canter, losing the focus on what needed to be done. Any thoughts, whether they are about how well or how poorly activities are going, is going to have an impact on concentration and disrupt the rider from optimum focus. This is similar to Hill et al's., (2010, pg. 27) study on attentional theories where they suggested that the "Processing Efficiency Theory (PET)" supports that any cognitive processing that is inefficient will impact on performance, unless the athlete makes more effort. Not only had Becky's thought processes been interrupted by her positive thought of "it's going well", the horse had now stopped at the fence, further distracting Becky and therefore challenging the effectiveness of her thought processes. There was still a challenge for Becky to remain focussed on the processes to deliver a performance. Her cognitive processes (regardless of whether they were positive or negative) were still a barrier. With more time, further work on training and awareness of managing those perceptions could take place.

Given the outcome of the weekend, Becky was still very angry and disappointed with the outcome. Her emotions were still raw after the weekend, questioning why she Events and what she wants to get out of Eventing, even to the extent she "felt a little lost". However, she did talk of using the anger and frustration to drive her winter training focus and that she needed to think more about herself, not just the horse during the winter. More available time with Becky, would allow me to understand more how these emotions can be used in a more positive manner to help not only in training but also in competition.

Conclusion

Within this case study, the physiological data did not match the questionnaires, and Becky's results showed the same pattern in both the baseline and final competitions. This case study suggests that coaches and sports psychologists working with riders, need to teach them about managing perception and their thought processes related to their performance, rather than using physical interventions. For instance, there was no focus at a somatic level, such as breathing exercises. Instead there was a requirement to focus on the cognitive process, such as the "Talk and Walk" intervention where planning, visualisation and self-talk helped Becky to manage the perception of being more in control.

Further considerations for coaches or sports psychologists who are engaging with equestrian clients may include understanding the challenge riders may have in managing the timing in between the phases (Dressage, Show-Jumping and Cross-Country) making it a complex dynamic. Coaches need to dovetail support into the sequence of those phases. Consider providing education and information on how pre-performance routines can be used to facilitate preparedness for each phase of the

competition, making effective use of the time before each phase to positively impact on performance; Work with the rider to manage the “what if” scenarios when everything slots into place and the plan is working, so that it does not distract the rider from the focus of completing that phase of the competition. Finally, as a coach or sports psychologist who has an equestrian background, being aware of any countertransference that may occur when working with riders, so as not to bias their feelings or thinking. There is no fixed menu for success in these competitions. Understanding both physical and cognitive stressors will help coaches to work with riders to develop interventions in preparation for the different phases within Eventing.

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Appendix:

Appendix 1: What is Eventing

Eventing is the ultimate test of a horse and rider – comprising three disciplines – Dressage, Cross Country and Show Jumping, the scores from each combine to produce an overall total.

Eventing (sometimes known as Horse Trials) takes place over one, two and three days depending on the level of competition – evolving from the training of cavalry horses the sport is rather like a pentathlon in that it combines different disciplines in one competition and is run on a cumulative penalty basis.

All horses and riders need to build up their levels of skill, the sport has different levels of competition ranging from Intro classes, to Pre-Novice, Novice, Intermediate and Advanced. As horses progress through each level gaining points and experience the level of the competition increases. It is one of very few sports where professionals and amateurs compete on a level playing field with even the most experienced riders having to start at the lower levels with the young horses. Eventing is an Olympic discipline and is among just a handful of sports where men and women are considered entirely equal - there is no distinction or single sex classes.

The first test is the dressage, which comprises a set sequence of compulsory movements in an area 20m wide and 60m long (40m long at lower level competitions). The test is scored by one or more judges who are looking for balance, rhythm, suppleness, and most importantly the obedience of the horse and its harmony with the rider.

The show jumping phase is one round of jumping over coloured poles with a maximum time allowed, and the objective to jump a clear round inside the time. The fences are not as big as at top-level show jumping but are substantial enough for horses who do not specialise in show jumping. At three-day event level, the show jumping phase will come on day three and can often mean tired horses that make more mistakes, which can be expensive as penalties are added for a knocked pole, a stop or exceeding the time allowed. At one- and two-day events, the show jumping phase comes before the cross country.

The third phase is the cross country where a course of natural obstacles, normally over several miles, must be jumped within a time allowed. Being over the time incurs penalties as do stops and falls. However, being under the time is of no benefit as it will often tire a horse unnecessarily. A good cross-country horse must be bold and straight as well as fast.

Appendix 2: Novice and CIC2* Jumping Dimensions (taken from British Eventing Rule Book)
(British_Eventing, 2019)

Novice Dimensions

6.2.6.3 Courses and Obstacles – Table 2 of 2						
	Combinations	Related Distances	Square Parallels	Water Jump	Water Tray	Notes
Novice, Open Novice & Pony Trials (PT) Max length: 450m Speed: 325mpm Max height: 1.15m Max Spread – Highest point: 1.40m Base: 1.90m	2 doubles or 1 double and 1 treble	At least one 4 or 5 stride	At least 1	No	Yes	Only 1 upright and 1 ascending spread at max height no others should exceed 1.10m. It is recommended that the first 2 fences are lower than 1.10m to allow horses to gain confidence.

CIC2* Dimensions – highlighted

FEI Jumping Dimensions, Distances, Speeds and Jumping Efforts
Extract FEI Eventing Rules - Annex C Jumping
Obstacles Maximum Dimensions - Distances - Speeds - Jumping Efforts

	Two star	Three star	Four star	Five star
Height	1.15 m	1.20 m	1.25 m	1.30 m
Oxer spread	1.35 m	1.40 m	1.45 m	1.45 m
Triple Bar spread	1.55 m	1.60 m	1.65 m	1.65 m
Distance	600 m	600 m	600 m	600 m
Speed	350 m	350 m	375 m	375 m
NB Max Obstacles/ Max Efforts	10-11/13	10-11/14	11-12/15	11-13/16

Appendix 3: HR Data for Baseline Competition

Phase	Enter Arena	Max HR during phase	Exit Arena
Dressage	143bpm	150bpm	121bpm
Show-Jumping	120bpm	125bpm	120bpm
Cross-Country	122bpm	144bpm	122bpm

Table 2: Approximate HR during the three phases of the Baseline Competition

Appendix 4: SAS-2 & SEQ Scores for Baseline Competition

Phase	Sports Anxiety Scale - 2			Sports Emotion Questionnaire				
	Somatic Anxiety	Worry	Concentration	Anxiety	Dejection	Excitement	Anger	Happiness
Dressage	6	8	6	1.4	0	1	0	0.75
SJ	13	17	10	3	0.2	0	0	0
XC	9	11	7	1.6	0	1.25	0	1.25

Appendix 5: SAS-2 & SEQ Scores comparing Baseline and Final Competition

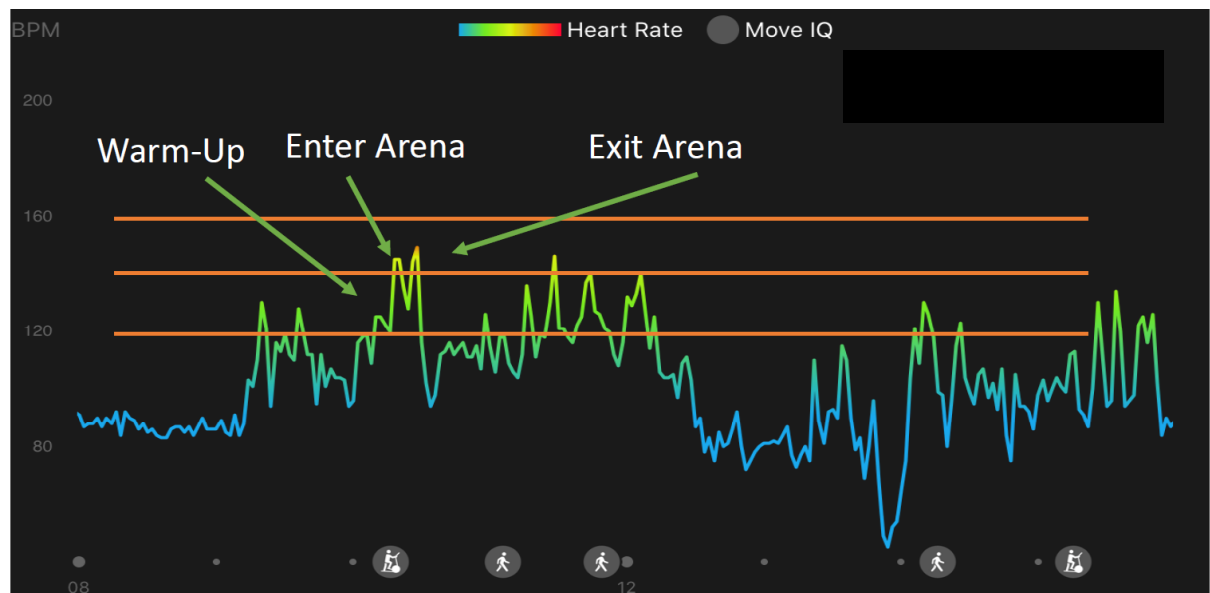
Phase	Sports Anxiety Scale - 2						Sports Emotion Questionnaire									
	Somatic Anxiety		Worry		Concentration		Anxiety		Dejection		Excitement		Anger		Happiness	
	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final	Baseline	Final
Dressage	6	10	8	10	6	9	1.4	1.2	0	0	1	1	0	0	0.75	1
SJ	13	15	17	17	10	13	3		0.2		0		0		0	
XC	9		11		7		1.6		0		1.25		0		1.25	

Appendix 6: TOPS-2 scores comparing Pilot and Final Competition

Competition	Training								Competition								
	Goal Setting	Imagery	Attention Control	Self-talk	Activation	Emotional Control	Automaticity	Relaxation	Goal Setting	Self-talk	Imagery	Negative Thinking	Emotional Control	Activation	Relaxation	Automaticity	Distractability
Pilot	4	3.25	3.5	2.75	3	3	2.75	1.25	3.75	3.25	3.25	3.75	3	2.5	1	2.25	3.25
Final	4.25	2.75	3.75	3.5	3.5	3.75	3	1.5	3.25	3.25	3.75	4	3.25	2.75	2	3	3.5

Appendix 7: HR Data for Final Competition

Dressage Phase



Show-Jumping Phase

