

Editorial

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Editorial

Welcome to the latest issue of the *Sport & Exercise Psychology Review*.

Welcome to the latest issue of the Sport & Exercise Psychology Review (SEPR). With this first issue of 2023, SEPR is in its 18th year as the official publication for the Division of Sport and Exercise Psychology (DSEP) with BPS. Following editorships of David Lavalley (2005-2007), Marc Jones (2007-2010), Iain Greenlees (2010-2013), Paul McCarthy (2013-2017), and Chris Wagstaff (2017-2023), James Newman and Shuge Zhang are now co-editing the SEPR with support from Lloyd Emeka and Martin Jones as editorial board members. We have recently held a writing for publication session as part of the DSEP's 2023 Network and Learn series webinar and would like to engage more early career researchers/practitioners, research students, and trainee practitioners to publish their novel work in the SEPR. Equal weight will be placed on empirical, review, or research note submissions that have a theory or a practice focus. We also encourage those who are interested in reviewing articles for SEPR to contact us to offer their unique perspectives on sport and exercise psychology.

In this issue, we open with an expert opinion paper from Carla Meijen and colleagues who explore 5 psychological strategies to resist slowing down or stopping during endurance activity. This opinion piece carefully reviews the evidence base for goal setting, motivational self-talk, relaxation, distraction, and pacing. It also highlights how these strategies are well positioned to form brief-contact, educational interventions for those who do not have access to sport and exercise psychology.

In the second article, Nikki Crawley presents a qualitative case study of the environmental factors that can impact psychosocial needs and development of players at a football academy. The paper yields interesting insights on the environmental constraints to psychosocial development of football academy players with clear implications for applied practice.

We then shift to the realms of supervisory practice with an article from Janaina Fogaca and colleagues. Specifically, Fogaca et al. argued a range of challenges and barriers exist in sport and exercise psychology practitioner supervision and identified a gap in understanding the resources and supports that are essential to effective practitioner supervision. These researchers, therefore, conducted a mixed-method investigation of sport, exercise, or performance psychology practitioner supervisors. Results revealed various direct and indirect resources and supports and called for attention from higher education or sport institutions and professional organisations (e.g., BPS, BASES).

To follow, the subject of anger-based aggression and violence in team contact sports is addressed within the article by John Kerr. The author uses a violent incident from a rugby league match as a framework to understand why anger-based aggression and violence can arise in sport and provides an overview of different approaches for applied practitioners to consider when helping athletes with aggression and/or violence management.

Next, Liam Burnell and colleagues introduced a recently developed personality profiling tool (i.e., the Spotlight) and reported an evaluation study of users experience and perceived benefits of engaging with the Spotlight personality profiling. Burnell et al. presented several advantages of the Spotlight compared with other existing personality profiling tools (e.g., MBTi) and highlighted the need to understand personality profiling effectiveness from an end users' perspective. The issue closes with a focus on season-ending sport injuries and how bad news is delivered by Kyan Sharshari and colleagues. This article investigated the message strategies to deliver bad news to college athletes from sports medical professionals. It provides an important insight into how 'bad news' messages can be best communicated to athletes.

The articles in this issue have showcased contributions from a global authorship. The wide scope of our field is reflected in each of these articles with research areas covering multiple domains and with applicability to researchers, practitioners and educators. We hope you enjoy this new section and look forward to receiving your manuscripts for the next issue in SEPR.

Shuge Zhang, Lloyd Emeka and James Newman