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COPING WITH UNCERTAINTY

A workshop to apply Salutogenesis in sports to cope with a crisis of uncertainty

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Learning objectives

After this workshop you will be able to ...

1. Welcome & Introduction

2. Knowledge acquisition

3. Knowledge transfer

4. Knowledge application

5. Perspective taking

6. Evaluation & Farewell

- ...describe and define the salutogenetic approach
- ...identify SoC's relevance for health promotion and performance enhancement
- ...differentiate between the three SoC components
- ...identify strategies that can be applied to strengthen the SoC components
- ...check and evaluate psychological counseling guidelines and strategies (e.g., Bertollo et al., 2020) published during the COVID19 pandemic for completeness
- ...develop coping strategies based on the salutogenetic approach
- ...identify and explain differences in coping strategies according to the SoC components
- ...apply the developed strategies to the elite sport setting
- ...put themselves in the place of the athlete /the learner and to consider different barriers during the learning process

1. Welcome & Introduction **Longitudinal, multifaceted, unpredictable, noncontrolled change-event:**

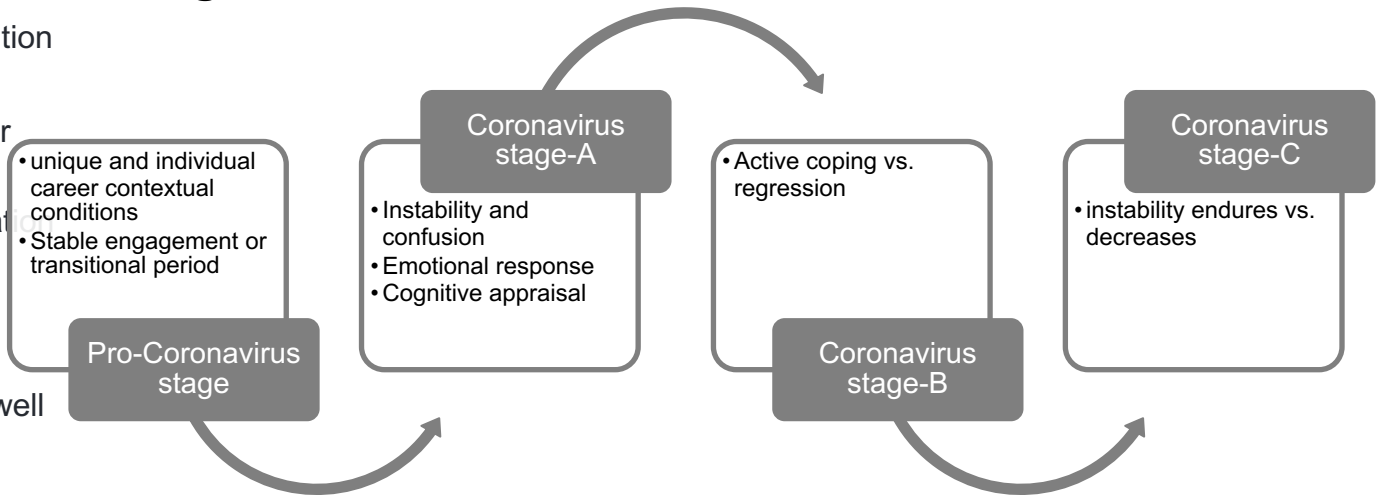
2. Knowledge acquisition

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6. Evaluation & Farewell

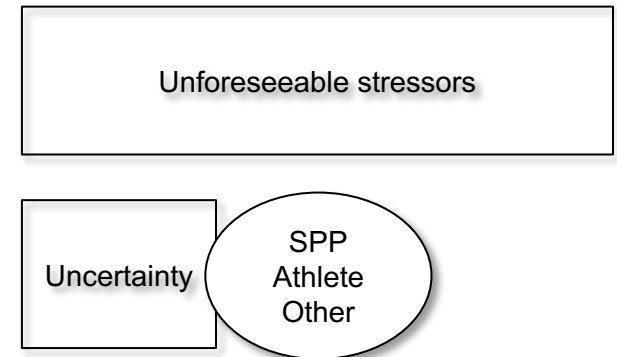


(Samuel et al., 2020)

1. **Welcome & Introduction** **Athletes and their social support network face an uncertain future due to:**
2. Knowledge acquisition
3. Knowledge transfer
4. Knowledge application — **Stress due to instability and confusion**
5. Perspective taking — **Active coping vs. regression**
6. Evaluation & Farewell — **Unforeseeable instability**

Figure 1

Crisis of uncertainty for athletes and their social network, e.g., sport psychological practitioners (SPP).



1. Welcome & Introduction Imagine a river. You jump in and you float with its' flow.
Suddenly, a stream pulls you under the surface.
2. **Knowledge acquisition** Panic!
3. Knowledge transfer Someone at the bank may help you to get out of the water.
4. Knowledge application
5. Perspective taking **But the question is not:** “What does the helper need to assist you?”
6. Evaluation & Farewell

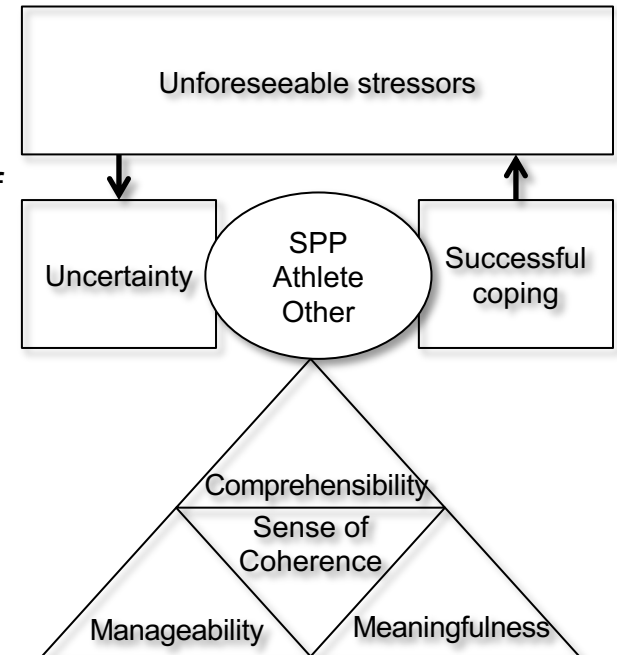
The salutogenetic question is: “What could have been done before jumping in a river to help yourself?”

(Antonovsky, 1993a)

- 1. Welcome & Introduction
 - 2. **Knowledge acquisition** – **Comprehensibility** refers to the cognitive component of the SoC and encompasses being able to identify stressors correctly and choosing an appropriate coping strategy.
 - 3. Knowledge transfer – **Manageability** relates to a feeling of self-efficacy and illustrates a feeling of trust in one's coping skills to effectively manage stressors.
 - 4. Knowledge application
 - 5. Perspective taking – **Meaningfulness** describes a motivational-emotional drive, which supports individuals in activating a specific coping strategy and in identifying a stressor as an acceptable challenge.
 - 6. Evaluation & Farewell
- (Antonovsky, 1993b)

Figure 2

SoC support to cope with the unforeseeable.



COVID 19 = career transition barrier

1. Welcome & Introduction
2. **Knowledge acquisition**
 - Unanticipated
 - Shared
3. Knowledge transfer
 - Uncertainty
4. Knowledge application
 - External
 - Possibility of a serious illness
5. Perspective taking
6. Evaluation & Farewell

(Stambulova etl al., 2020)

Scenarios for Olympic and Paralympic athletes:

1. Welcome & Introduction

2. Knowledge acquisition

#1

It is a good time for me to retire now.

3. Knowledge transfer

4. Knowledge application

#2

I can take a pause and strategically prepare for the next Olympic/Paralympic Games

5. Perspective taking

6. Evaluation & Farewell

#3

COVID 19 won't stop me to prepare for Tokyo 2020.

(Stambulova etl al., 2020)

Stress due to the COVID19 pandemic

1. Welcome & Introduction **Table 1.** Means (and standard deviations) of perceived stress, functional and dysfunctional psychobiosocial states prior to and during COVID-19 pandemic.

2. Knowledge acquisition	Prior to COVID-19		During COVID-19		
	Women	Men	Women	Men	
3. Knowledge transfer	Perceived stress	13.70 (6.60)	12.10(5.90)	19.50 (5.86)	16.63 (5.58)
	Functional psychobiosocial states	2.56 (0.53)	2.65 (0.60)	1.86 (0.69)	2.04 (0.72)
	Dysfunctional psychobiosocial states	0.87 (0.46)	0.87 (0.51)	1.46 (0.73)	1.29 (0.74)

4. Knowledge application
 Notes: Prior to COVID-19 sample for perceived stress: Women = 926, Men = 1406; prior to COVID-19 sample for functional psychobiosocial states and dysfunctional psychobiosocial states: Women = 70, Men = 181; during COVID-19 sample for perceived stress, functional, and dysfunctional psychobiosocial states: Women = 595, Men = 537. Perceived stress could range between 0 and 40; functional/dysfunctional psychobiosocial states could range between 0 and 4.

(di Fronso et al., 2020)

5. Perspective taking
- Closed sporting facilities (64%)
6. Evaluation & Farewell
- Missing social contacts (37%)
 - Staying in shape (26%)
 - Issues concerning motivation (24%)
 - Missing social contacts in the sport context (20%)
- (N = 95; Lautenbach, Leisterer et al., 2020)

Stress due to the COVID19 pandemic

1. Welcome & Introduction *Findings. Table 1. Focus points and themes*

2. Knowledge acquisition

3. Knowledge transfer

4. Knowledge application

5. Perspective taking

6. Evaluation & Farewell

Themes	Focus Points	f	%
Thoughts	Thoughts about the future	12	31.5
	Self-awareness	10	26.3
	Value awareness	9	23.6
	Thoughts about the past	7	18.4
	Total	38	100
Emotions	Anxiety	12	40
	Anger	4	13.3
	Longing	4	13.3
	Depression	3	10
	Sadness	2	6.66
	Stress	2	6.66
	Confidence	1	3.33
	Loneliness	1	3.33
	Fear	1	3.33
	Total	30	100
Management Strategies	Physical Training	17	40.47
	Mental Training	14	33.33
	Take up a hobby	7	16.66
	Trainer support	4	9.52
Performance Expectations	Total	42	100
	Decreased	13	72.22
	Constant	3	16.66
	Increased	2	11.11
	Total	18	100

(N = 18; Interview study; Tinganz, 2020)

Comprehensibility

1. Welcome & Introduction **Examples**
 2. Knowledge acquisition
 3. **Knowledge transfer** Regularly repeated psychoeducation to achieve a mental health literacy within the athletic community⁴
 4. Knowledge application
 5. Perspective taking
 6. Evaluation & Farewell
- Retrieving information from sources of high credibility²
- Adapting timetables, not goals¹

Manageability

1. Welcome & Introduction *Examples*
2. Knowledge acquisition
Learning how to use relaxation techniques^{2, 4}
3. **Knowledge transfer**
4. Knowledge application
Exploration of what keeps athletes effective and disciplined in training²
5. Perspective taking
6. Evaluation & Farewell
Including family and friends as social-emotional support network⁴

Meaningfulness

1. Welcome & Introduction ***Examples***

2. Knowledge acquisition

Investing time into neglected but important things that support their goal achievement¹

3. **Knowledge transfer**

4. Knowledge application

Developing a mental health policy⁴

5. Perspective taking

6. Evaluation & Farewell

If needed, here is space for your instructions.

1. Welcome & Introduction
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3. **Knowledge transfer**
4. Knowledge application
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5. Perspective taking
6. **Evaluation & Farewell**

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GOOD BYE!

Thank you very much for your participation,
contributions and idea exchanges!

Stay resilient and be well!

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