UK Coaching/1st4Sport/Mind's 'Mental Health Awareness for Sport and Physical Activity' eLearning Course

Impact Evaluation

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Glossary

CIMSPA – The Chartered Institute for the Management of Sport and Physical Activity

CPD- Continuing Professional Development

IQR- Interquartile Range

LJMU – Liverpool John Moores University

Md - Median

MSc- Master of Science

PTSD -   Post- Traumatic Stress Disorder

Executive Summary

This report presents the results of an independent external evaluation of UK Coaching/1st4Sport/Mind's 'Mental Health Awareness for Sport and Physical Activity' eLearning course. The work was carried out by researchers from the Physical Activity Exchange at Liverpool John Moores University on behalf of UK Coaching.

What did the 'Mental Health Awareness for Sport and Physical Activity' eLearning course involve?

One in four people in the UK will experience a mental health problem each year (Mental Health Taskforce, 2016). Physical activity has been proven to have a positive impact on both children's and adult's mental health outcomes (Brown et al. 2016). Targeted at coaches, sports administrators and volunteers, the course aimed to raise awareness and increase understanding of mental health and mental health problems within the coaching community. By completing the course, UK Coaching hoped that coaches would be better equipped with knowledge, skills and confidence to support people living with mental health problems and could create a positive coaching environment that ensures participants enjoy the benefits of keeping active and keep coming back for more.

The eLearning course was launched in 2019 and was developed in partnership with UK Coaching, 1st4Sport and Mind. The course was initially based on a three-hour face-to-face workshop delivered as part of Mind's wider 'Get Set To Go' programme and split into four modules: (i) understanding mental health, (ii) the impact of sport and physical activity on mental health, (iii) barriers and solutions, and (iv) talking about mental health. Each module has its own objectives and completion of the course was estimated to take approximately 2-3 hours with three CPD points from CIMSPA awarded on completion. The eLearning course was completed by 21,628 coaches between April and September 2020.

Evaluation overview

The impact evaluation sought to understand how and to what extent the eLearning course increased participants': (i) understanding of mental health and the importance of sport and physical activity on mental health, (ii) awareness of the barriers to participating in physical activity by those with mental health problems, (iii) confidence in talking to people with mental health problems about physical activity and mental health, (iv) confidence in adapting sport and physical activity sessions to individuals with mental health problems, and (v) confidence in addressing the stigmas associated with mental health problems relating to physical activity.

In addition to exploring impact on the participants' overall knowledge and understanding, the evaluation sought to determine the wider impact of the course on participants' attitudes and behaviours when coaching individuals with mental health problems and how the course may, or may not, have influenced any changes.

A mixed-methods design was deployed, incorporating an outcome survey (n=188), focus groups (n=13), concept mapping techniques (n=8) and stakeholder interviews (n=6). The data collection took place between November 2020 and February 2021.

Key Findings

The evaluation found that UK Coaching's 'Mental Health Awareness for Sport and Physical Activity' eLearning course was successful in achieving its stated aims and that it made a valuable contribution to the knowledge of the coaches with whom it engaged. In particular, the course facilitated an increase in awareness of mental health and mental health problems, an increase in knowledge and understanding around how to communicate with people with mental health problems, and an understanding of different mental health problems and the barriers that surround them.

- 94% of coaches highlighted that the course was relevant to their needs

- 88% of coaches said that learning from the course led to some or significant difference to their coaching practice, with *supporting someone in crisis* and *responding to conversations about mental health* sub-modules seeing the most significant difference

- Key learnings from the course for coaches included *"warning signs", "starting the conversation", "not being an expert", "signposting"*.

- *"Warning signs"* included coaches' awareness and understanding of changing behaviour in participants which may indicate they were experiencing problems.

- *"Starting the conversation"* was highlighted as a key learning and coaches explained that they felt more confident and knowledgeable about how to talk to their participants about mental health.

- *"Signposting"* was a key learning for coaches, whereby they reported feeling more knowledgeable about where to direct participants for further help, while recognising that they were *"not an expert"*.

- A further key learning was *"coach wellbeing"* with the course highlighting to coaches the importance of focusing on their own mental wellbeing to help themselves and be the best coach to their participants.

- Coaches recognised and discussed situations where their coaching practice and behaviours have changed because of the course learning. Examples of this included being more confident to encourage participants with mental health problems to speak, being able to signpost to relevant services and being more aware of ways to speak to individuals with mental health problems.

- Coaches were highly likely to recommend the course to others, demonstrating satisfaction with course quality, delivery mode, and content.

- Coaches spoke positively of their experience of taking part in the eLearning course; particularly around its interactivity, length and content.

- Several coaches and stakeholders highlighted the course's "introductory" nature being a good starting point for mental health awareness, particularly amid the current COVID-19 pandemic where mental health is currently a growing concern.

- 60% of learners had not received any previous mental health training

Recommendations

Finally, some recommendations from participants and stakeholders which may enhance and develop the eLearning programme going forward are suggested.

- Real life sport-specific case studies (use of video)

- Tablet and mobile phone friendly

- Extra course for children/young people/ parents

- Extra course for elite sport focus

- Shorter course, more interactive and reduce heavy click flow

- Maintenance of free access

Chapter 1

Introduction and Context

This report presents the findings of an independent, external evaluation of UK Coaching's 'Mental Health Awareness for Sport and Physical Activity' eLearning course. It describes the implementation of the course and its impact on coaches and external partners/stakeholders with whom it engaged in the UK.

1.1 UK Coaching

UK Coaching, through their commitment to people, passion, and progress, take the lead on coaching excellence. Through various online and face-to-face workshops, UK Coaching work to enable coaches to develop their skills, allowing them to connect with the people they coach; putting their dreams, feelings, needs and well-being at the heart of coaching.

1.2 Mental health awareness for coaches: Setting the context

1.2.1   Physical activity and mental health

Physical activity is well recognised as a key factor for the prevention and management of mental ill-being, including, but not limited to, mental disorders such as depression, anxiety, and post-traumatic stress disorder (PTSD) (Teychenne et al., 2020). Despite the positive impacts of physical activity on both children's and adult's mental health outcomes being well established (O'Connor et al., 2009; Brown et al., 2016; Department of Health and Social Care, 2019); many people remain insufficiently active.

There is evidence that suggests that people with mental health conditions are less active than the general population (Schuch et al., 2017) but little is understood about how mental health issues may interfere with the psychological processes through which people initiate and maintain physical activity engagement (Roessler et al., 2017) . It is important that we try to learn and understand this link to prioritise how we can best engage people with mental health problems to support them in sport and physical activity.

1.2.2   Coaching people with mental health problems

Previous studies have been conducted to explore the perceived role of the sports coach when coaching people with mental health problems. Mazzer and Rickwood (2015) found that coaches recognised that they had a role to play in identifying concerns, facilitating help-seeking behaviour and

promoting engagement in sport, while Ferguson et al. (2019) found that coaches perceived their role to be diverse; as mentor, educator, confidant and motivator.

Several studies found that coaches recognised that they would benefit from additional training in mental health, to boost their ability to assist confidently and effectively, leading to positive benefits to participants mental wellbeing and sporting experience (Mazzer and Rickwood, 2015; Ferguson et al., 2019).

1.2.3 Using eLearning for Continuing Professional Development (CPD)

There has been little research conducted investigating how coaches would like to receive mental health education. Breslin et al. (2016) investigated how best to deliver mental health education in a sport setting and reported uncertainty over who should deliver training, the resources that should be made available, and who should be trained. Ferguson et al. (2019) more recently explored coaches' preferences for education in relation to mental health, where coaches had varying opinions over whether face-to-face or online delivery would be more appropriate. Coaches remarked that accessibility online to utilise at a convenient time would make training more appealing, as time restrictions and competing responsibilities were cited as barriers to taking part (Ferguson et al., 2019).

1.3 UK Coaching's 'Mental Health Awareness for Sport and Physical Activity' eLearning course

The 'Mental Health Awareness for Sport and Physical Activity' eLearning course is just one of many educational programmes that UK Coaching deliver. Developed in partnership by UK Coaching, 1st4Sport and Mind in 2019, the eLearning course is based on a three-hour face-to-face workshop delivered by Mind as part of the wider 'Get set to Go' programme (https://www.mind.org.uk/about-us/our-policy-work/sport-physical-activity-and-mental-health/get-set-to-go/). The workshop provides mental health awareness training for coaches, sport administrators, volunteers, and front of house staff. The eLearning course was created to broaden the reach of face-to-face mental health training by providing an online digital learning opportunity to the wider sport and physical activity sector.

The main objective of the eLearning course is to raise awareness and increase understanding of mental health and mental health problems within the coaching community. One in four people in the UK will experience a mental health problem each year (Mental Health Taskforce, 2016). By completing the course, UK Coaching hope that coaches will be better equipped with knowledge, skills and confidence to support people living with mental health problems and create a positive coaching environment that ensures they enjoy the benefits of keeping active and keep coming back for more.

The main objectives of the 'Mental Health Awareness' eLearning course are to:

1. develop learners' understanding of mental health and the importance of sport and physical activity on mental health.
2. increase learners' awareness of the barriers to participating in physical activity by those with mental health problems.
3. develop learners' confidence in talking to people with mental health problems about physical activity and mental health.
4. develop learners' confidence in adapting sports and physical activity sessions to individuals with mental health problems.
5. develop learners' confidence in addressing the stigmas associated with mental health problems relating to physical activity.

Coaches are recruited to participate in the course through multiple routes, including self-referral in response to promotional activities (i.e. advertisement through social media).

The eLearning course is delivered online across four modules;

- Understanding mental health
- The impact of sport and physical activity on mental health
- Barriers and solutions
- Talking about mental health

The course begins with an introduction and some pre-course questions to explore learners baseline knowledge and understanding of mental health in relation to sport and physical activity. Each module has its own set of objectives and aims to meet these using various interactive features such as 'drag and drop' exercises and videos/case studies.

The online nature of the course means learners can complete it at their own pace although UK Coaching advise that the course can take approximately 2-3 hours to complete. Learning is saved along the way so learners can leave and return to the modules at their leisure and revisit content when they desire. Completion of the course typically costs £18, although UK Coaching have different offers on at different times to attract participants to take part. The course attracts three CPD points from the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

Chapter 2

Evaluation Framework and Methods

2.1 Aims & objectives

The eLearning course launched in 2019 and was offered to participants free of charge during the summer of 2020. Utilising a mixed-methods approach, the external evaluation focused on the impact of the course on its participants who took the course between April to November 2020. In line with the outcomes of the course specified by UK Coaching, the evaluation sought to explore how and to what extent the eLearning course increased participants': (i) understanding of mental health and the importance of sport and physical activity on mental health, (ii) awareness of the barriers to participating in physical activity by those with mental health problems, (iii) confidence in talking to people with mental health problems about physical activity and mental health, (iv) confidence in adapting sport and physical activity sessions to individuals with mental health problems, and (v) confidence in addressing the stigmas associated with mental health problems relating to physical activity.

In addition to exploring impact on the participants' overall knowledge and understanding, the evaluation sought to determine the wider impact of the course on its participants' attitudes and behaviours when coaching individuals with mental health problems and how the course may, or may not, have influenced any changes. Key research questions outlined by UK Coaching to be addressed were:

- Which part/s of the course are the most useful and valuable to learners?
- What difference has the course made to coaching practice and behaviours?
- What has made the most difference and why?
- Has the course achieved its intended aims? Why/why not?
- How can the course be improved?
- What changes need to be implemented in version 2 (content, system, access)?

2.2 Methods

The methodological approach to this impact evaluation sought to investigate the overall impact of UK Coaching's 'Mental Health Awareness for Sport and Physical Activity' eLearning course against its overarching aims. A range of evaluative methods were utilised including an impact survey, concept mapping techniques, focus groups and telephone interviews. Data collection was conducted exclusively online due to the ongoing COVID-19 pandemic.

2.2.1 Participants and recruitment

Approximately 8500 participants were emailed covering those who completed the 'Mental Health Awareness for Sport and Physical Activity' eLearning course in June, July, October, and November. The survey was also promoted on social media. A total of 188 participants (2.2% response rate) completed the anonymous impact survey through Microsoft Forms.

The survey also asked for participants to highlight if they would be interested in being contacted to take part in a further focus group to explore their views of the course and its impact in more depth. Overall, 90 survey participants opted-in to be contacted by the LJMU research team with further information. Of these, 19 agreed to take part in focus group discussions and 13 went forward to be involved in a virtual focus group, using Zoom online platform.

Eight coaches took part in concept mapping workshops and follow-up interviews: six from a community foundation for a professional football club and two MSc coaching students from a university in North West England.

Finally, five stakeholders, as identified by UK Coaching, were approached to take part in online interviews using Zoom and Microsoft Teams. Through a snowball sampling method, one further stakeholder was identified as playing an instrumental role in the construction and development of the eLearning course. All six stakeholders agreed to be sent further information from which six online interviews came to fruition.

2.2.2 Design and measures

2.2.2.1 Stakeholder Interviews

Stakeholder interviews were conducted (n=6) with representatives from the key organisations involved with the eLearning course. The interviews were used to further understand wider contextual factors and allow a deeper exploration into the proposed impact, ambition, and development of the course. Each participant was identified by UK Coaching as having extensive knowledge of the course as well as playing a key role in the creation and development phases. Stakeholder interviews were conducted online at a time suitable to the participant. Purposive sampling and semi-structured interview guides (Appendix A) were used to explore the development of the course, its intentions, how stakeholders perceived the impact of the course on its participants, and potential areas for development. Some interview questions were slightly amended to suit the background and knowledge of each stakeholder. Interviews lasted between 31 and 55 mins (mean = 38 mins).

2.2.2.2 Survey

Participant impact surveys were designed to capture a snapshot of individual participants' perceptions and experiences of the eLearning course. Survey design was informed by previous tools developed in the Open Goals (Burton et al., 2020) and SmokeFree Sports (Hilland et al., 2015) projects, to assess impact of CPD for teachers and coaches. Thirty-eight questions, including seven optional open-ended response questions, were included in the survey design (Appendix B). Questions explored coaches' expectations and perceptions of the course, their learning mapped against module objectives and the overall impact of the course on their coaching practice and behaviours. A series of demographic questions were added to the impact survey to look at the characteristics of participants including their age, gender, and location, as well as their coaching experience (i.e. length, age of participants, sport). The survey was delivered through Microsoft Forms for completion online. Average completion time for the survey was 8 minutes.

2.2.2.3 Focus Groups

Focus groups were conducted to qualitatively investigate in more depth, the impact that the course had on its participants. Qualitative interviews focussed on exploring course impact including behaviour change, perceived competence, and changes in practice; exploring the difference the course has made and what changed (Appendix C). Opportunity was provided at the end of each focus group for participants to make any further comments about topics that had not been covered or were important to them. Focus groups lasted between 31 and 59 mins (mean = 45 mins).

2.2.2.4 Concept mapping

Pre- and post- concept mapping was conducted to explore whether the eLearning course achieved its intended aims. Concept maps are knowledge representation tools, which can be used to represent knowledge held by a learner and the structure of knowledge in any subject domain (Novak, 2010). Each map is individual, representing the learners understanding, experiences, beliefs, and biases (Kinchin and Hay, 2000).

Two concept mapping workshops were scheduled for coaches who were yet to take part in the eLearning course. Each concept mapping workshop lasted approximately one hour and led participants through a series of tutorials, how-to guides, and tasks to demonstrate and inform them of the concept mapping theory and process (Appendix D). At the end of the workshop, participants were given time to complete their map and asked to send it back to the lead researcher via email within an hour of taking the course. Once received, the lead researcher provided participants with a unique code to access the eLearning course free of charge. On completion of the eLearning course,

participants were scheduled in for a one-to-one interview with the researcher, to reflect on their concept map, add any additional ideas/information which came from their course learning and discuss the courses' impact on their own coaching practice (Appendix E).

2.2.3 Data preparation and analysis

Ethical approval for the research study was obtained prior to commencement of the project from Liverpool John Moores University Research Ethics Committee (ref no: 20/SPS/045). Survey data were cleaned and analysed using excel and SPSS using a Wilcoxon Signed Rank Test.

All interviews, including focus groups, stakeholder interviews and concept map follow-up interviews were recorded digitally and transcribed verbatim with verbal consent sought and recorded for all participants. Focus groups and interviews were analysed using thematic content analysis, as described in Braun and Clarke's six-phase approach (Braun and Clarke, 2006). Phase one, familiarisation with the data, involved reading and re-reading of transcripts, while noting down any key points and ideas. Phase two (generating initial codes) involved coding key features of the data systematically and gathering further evidence relevant to each code. Phase three through to five involved the iteration of this process, generating broader themes, ensuring coherence of data, and refining themes accordingly. Phase six involved the writing up of these themes, with master themes presented as subheadings within the results section. NVivo 12 qualitative analysis software was used to assist with the interpretation of the transcripts.

Chapter 3

Impact Evaluation Findings

The findings of this report highlight the extent to which the 'Mental Health Awareness for Sport and Physical Activity' eLearning course has impacted on coaches who participated. The results of this investigation are preceded by an in-depth exploration of existing data that UK Coaching collected about the course. It will then move into the impact evaluation shaped by the research questions; (i) participation, utility and quality of the course, (ii) effectiveness of the course in terms of developing understanding, changing coaching practice and behaviours, and (iii) course improvement.

3.1 Review of existing data from UK Coaching

A summary report was produced internally by UK Coaching relating to the progress of the eLearning course from April to September 2020. The report revealed that 37,048 people enrolled on the course and 21,628 completed it. Additionally, key findings from the report highlighted that the majority (94%) of participants enrolled since the product was made free of charge on the 18th May (see Figure 1). Of the people who completed the course 58.5% complete it on the same day as they started it. The report, produced by UK Coaching, provided anecdotal evidence from social media posts to indicate the impact of the course. This independent evaluation intends to expand and build upon findings outlined in the internal summary report.

Figure 1: UK Coaching internal report graph showing the date the eLearning course was downloaded and whether they were completed/ in progress/ not started.

Additionally, Figure 2 below indicates that many learners took 1-2 hours (65%) to complete the course:
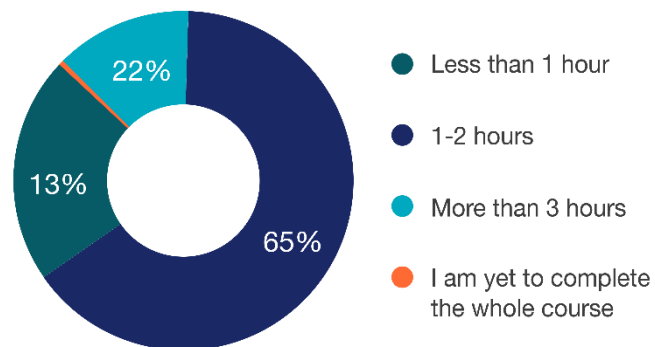
Figure 2: Approximate time taken to complete course.

The eLearning course starts with introductory slides and five pre-course questions as outlined in Table 1. The same five questions are repeated upon completion of the course to explore whether the learners' knowledge and understanding has changed.

All five questions revealed a statistically significant increase from pre to post participation in the eLearning course ($p<.001$) with a large effect size ($r>.5$). The median (Md) score increased from pre course (Md = 3) to post course (Md = 4). Furthermore, there was a significant increase ($p<.001$) in learners responding good/very good or confident/very confident from pre to post-test as outlined by figures 3 and 4.

Table 1: Data analysis of pre and post course questions implemented into the course.

Question*	Sample Size	Pre Course Median (IQR**)	Post Course Median (IQR)	Significant Difference	Effect Size***	Percentage of participants who positively changed from Pre to Post course
How would you rate your current understanding of mental health and its impact on physical activity?	21,055	3 (3,4)	4 (4,5)	>.001	0.76	**72%**
How would you rate your awareness of the barriers to physical activity faced by those with mental health problems?	21,296	3 (3,4)	4 (4,5)	>.001	0.79	**81%**
How would you rate your confidence in talking to people with mental health problems about physical activity and mental health?	21,360	3 (2,4)	4 (4,5)	>.001	0.78	**78%**
How would you rate your confidence in adapting sports and physical activity sessions to individual's mental health problems?	21,383	3 (2,3)	4 (4,5)	>.001	0.80	**82%**
How would you rate your confidence in your ability to address the stigmas associated with mental health problems relating to physical activity?	21,404	3 (2,4)	4 (4,5)	>.001	0.80	**82%**

*All questions scored from 1-5

**IQR= Interquartile Range

*** Cohen (1988) ranges for effect size used (0.1 - 0.3 = small effect, 0.3 - 0.5 = moderate effect, > 0.5 = large difference effect)
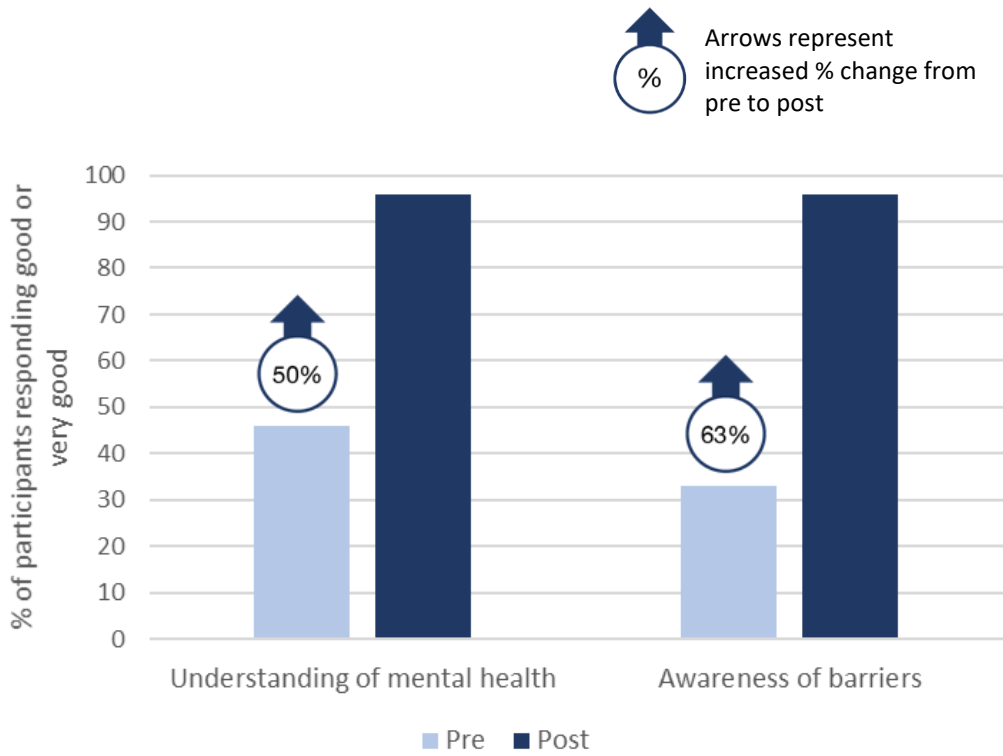
Figure 3: Percentage of participants responding good or very good to pre and post course questions.
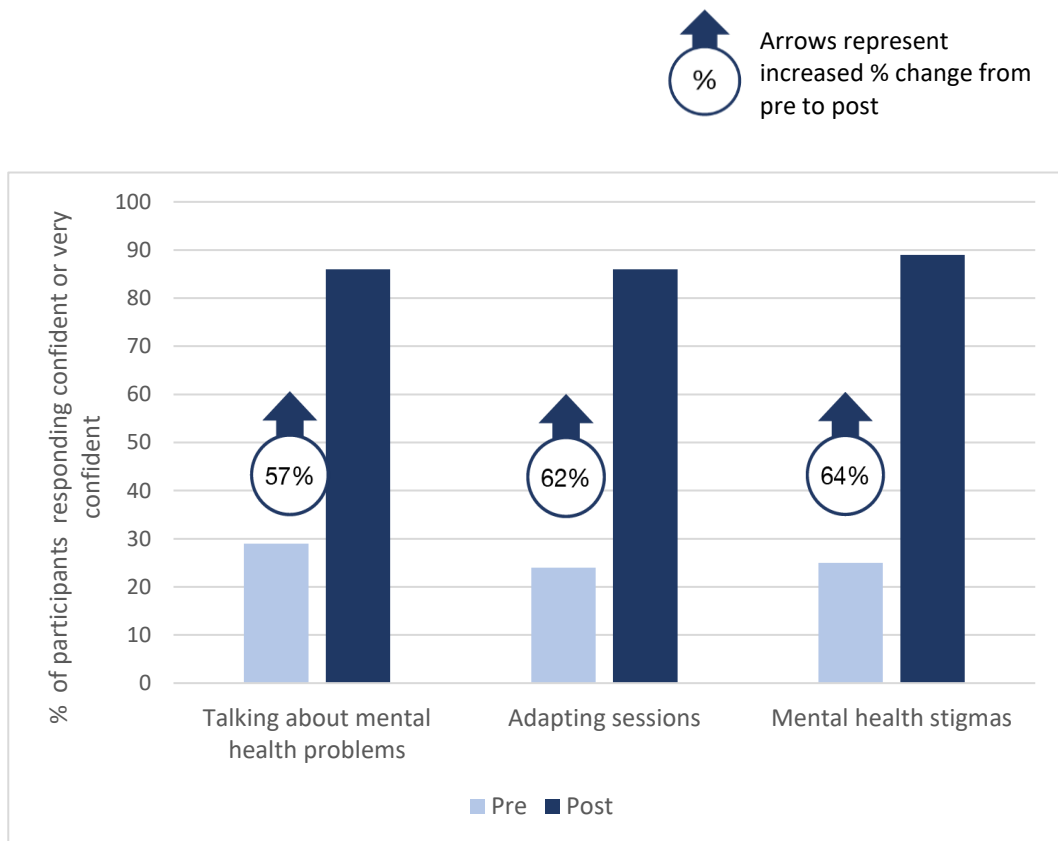
Figure 4: Percentage of participants responding confident or very confident to pre and post course questions.

3.2 LJMU Independent Impact Evaluation

The following data was collected by LJMU research team as part of the external evaluation process to explore the extent to which the 'Mental Health Awareness for Sport and Physical Activity' eLearning course impacted on coaches who participated by developing their knowledge and understanding of mental health and changing their attitudes and behaviours in relation to mental health in the context of coaching. Stakeholder interview data is presented first to provide context to the participant findings.

3.3 Stakeholder interviews

3.3.1 Impact

All stakeholders interviewed articulated multiple factors relating to the impact of the course on its learners. Participants expressed that the course is an introduction to mental health and a first step to learning more:

"So it is an introductory course and we are quite upfront about that... it also probably then drives coaches to maybe look into more mental health training or to look at more guidance around mental health to keep upskilling themselves" (SH1)

In particular, stakeholders acknowledged how learners are not expected to be mental health experts as a result of completing the course:

"So we never intended to make people mental health experts overnight. Certainly not through a short course like this, but just for them to sort of increase their knowledge base." (SH1)

As the above quote alludes to, the impact of the course revolved around increasing the knowledge and confidence around mental health. Similarly, the notion of feeling confident and comfortable when talking about mental health problems emerged from the data. This was reiterated by another stakeholder:

"I suppose be a first port of call to upskill, raise their awareness, start to increase confidence and competence around mental health issues." (SH4)

A key part of the course was to raise awareness of mental health problems and with that comes the idea of normalising conversations surrounding mental health. Stakeholders expressed how they see this course as a way of altering coaches' attitudes, in turn providing a foundation for changing the culture around talking about mental health in coaching:

"What I think needs to happen within the sector is changing the culture of mental health which is being able, you know it's 'OK not to be OK'. But genuinely believing that. And by doing that you have to normalise conversations around mental health and courses like this, I think is an essential start to be able to do that." (SH3)

In addition to raising awareness and helping coaches discuss mental health with their athletes a further theme emerged around the coaches own mental health. Stakeholders mentioned that by completing the course the coaches themselves would feel more self-aware about their mental health as well as possessing the skills to help others:

"I think a lot of them are a little bit more open in talking about their own mental health as well. So it makes sense. So there's an added layer to it." (SH5)

Furthermore, participants exemplified the importance of the course to reduce the stigma around mental health problems:

"Reducing that stigma isn't it. That's really important to allow people to not only know 'yes, you gotta look after other people's mental health, but think about, OK I need to look after my own'."
(SH3)

When asked to provide evidence of impact, stakeholders mainly focused on the feedback given from learners and in particular the positive reviews on the UK Coaching website:

"I'm aware that it's had a huge impact, people generally find the course valuable, so feedback scores we've been getting there like 4.85 out of 5 on average, which is amazing, and I'm not sure many courses have that." (SH4)

Complimentary to the positive reviews, multiple stakeholders revealed that they had heard "*nuggets*" (SH2) of information referring to real life examples of how coaches have implemented the course into their practice:

"I suppose going through those nuggets of information, what we've seen is that coaches are more confident and comfortable about talking around mental health and actually delivering things to people experiencing mental health problems, so I think it has changed their attitudes to it. It's just increased their confidence a lot." (SH2)

3.3.2 Ambition

The eLearning course was designed in collaboration with multiple stakeholders from several national organisations. The cost of the course was a widely debated topic in which many stakeholders expressed their ambition to make it free of charge in the future:

"I think aspirationally we wanted to make this free. Originally, we had a lot of debate… about whether it was charged or whether it was free. And I think that opportunity, during the pandemic was the right thing to do because of the financial situation and the fact that so many people are on furlough, off working and sport grounded to a halt and to support their own mental health as well." (SH1)

The COVID-19 pandemic was a factor for making the course free of charge and has caused an "*acceleration of mental health awareness*" (SH3) in society. However, because the course is free does not mean there are no costs attached for development, marketing, and maintenance. One stakeholder explained the costs associated with the course:

"So I think people have a perception that if it's online then it's free. It's not it costs a hell of a lot of money to run. So for every learner that registered, it costs us a pound. So when we offered this for free and 35,000 people registered, that's a £35K cost to an organisation, even though it is the right thing to do." (SH6)

Furthermore, if the course is free then there was the perception that coaches may not value it:

"If it's free people don't value it. I do know that for projects I worked on." (SH5)

"I think sometimes when things are free, people take it for granted and they may not actually think it's as good a quality." (SH2)

However, some stakeholders believed that it was not the cost of the course but the reputation and expertise of the organisation behind its development that determined its value:

"If they're paying for something. Some people do value it, but I think the umbrella of Mind carries a lot of weight, and because it's such a respected organisation and the experts, everybody knows that Mind are the experts in the field." (SH3)

The knowledge and experience of a leading mental health charity was seen as an important factor for the development and future ambition of the course. The use of consultations were seen as an important step to co-design the course and future iterations with coaches:

"The course is very much driven from co-design with people experiencing mental health problems, but it's also co-designed with coaches themselves. For us we were trying to get people who've experienced mental health problems to really influence the content." (SH1)

Additionally, consultations were key in determining the ideal length of the course which was enough to hook you in but not too long for learners to lose interest:

"I would like to think it hooks you in. You start to apply some of that and then we can put in other mechanisms to encourage people back and maybe go and access more specific or deeper knowledge and learning." (SH4)

Furthermore, the ambition of multiple stakeholders was to embed mental health training into coaching as mentioned in the 'Duty of Care' report (Grey-Thompson, 2017) . The stakeholder below explains:

"As part of their coaching pathway, so if you do a level 2, this is one of the mandatory components or something long term, just so people are getting that baseline level of information, the same as they would be for physical first aid." (SH1)

Therefore, making mental health training compulsory in coaching pathways and of equal importance to safeguarding and physical first aid. The idea of broadening the reach of mental health training and elevating its importance was a vision shared by multiple stakeholders.

3.3.3 Development

The below table (Table 2) outlines the main themes regarding the upcoming changes to the eLearning course and ideas for future iterations.

Table 2: Development Ideas from Stakeholders

Changes in Development	*Example quotes*
Accessibility	*"We've got this new updated version going live in February, which we're looking forward to. That's going to be more accessible, so I come from a bit of a disability support background, so I want to ensure that it is inclusive and accessible to as many peoples as possible."* (SH2)
Updated Content	*"The sector has moved on so quickly and the course is only being live, not even 18 months. The sectors in a different place now than it was 18 months ago, so that's a bit of a challenge. Ensure that we can keep improving it and keeping it up to date"* (SH2)

Suggested Future Changes	*Example quotes*
More tablet and phone friendly	*"A lot of people just don't have the tech, they don't have it at home... or they don't want to open their work laptop at the weekend for their personal coaching. So I think there's something around making sure that it fits for phones"* (SH5)
Blended learning approach	*"There is something about the blended learning approach and that is something we wanted to test. The follow up after, whether that's a guided session people can use and I think in the resource hub UK Coaching did put together some tips on people doing this in groups or as a club or organisation and then talking about the content and sharing"* (SH1)
More in-depth for elite sport coaches	*"I do think there could be something for talent performance to remind them that it's not all psychiatrists and psychologists. So it may be that it's very similar to what Mind already do. But you skin it you make it look elite"* (SH5)
Courses directed at young people and parents	*"One of our ambitions and I know one of Minds ambitions is to look at young people's mental health going forward"* (SH6)

An additional suggestion by one stakeholder was that of a media toolkit upon completion:

"Advocate, because we know people putting certificates online. So why don't we encourage them to put other little bits online… You know, maybe a poster, they can download at their club, maybe something for their social media. Dead simple but it helps that coach to start the conversation, that helps other people to start conversation with hat coach." (SH5)

3.4 Survey, focus groups and concept mapping

3.4.1 Demographics

A summary of survey participant demographic characteristics can be seen in Table 3. In total the impact survey recorded 188 responses with participants aged between 16 to 84 (mean= 44, SD= 15). Coaching experience ranged from less than a year to 50 years (mean= 12, SD= 11) with coaches primarily employed as volunteers (44%). Most participants work for organisations focused on recreational athletes (61%). Primarily, participants worked in team and game sports (27%) while some coached multiple different sports (13%). All demographic questions were optional therefore the term 'Not specified' is used in Table 3 to indicate missing responses.

Thirteen coaches took part in virtual focus groups to explore their experiences and perceptions of the eLearning course, including the impact the course had on coaching behaviour and practices. Coaching experience varied significantly, with some coaches having recently started coaching and others having up to 40 years' experience. All the coaches interviewed were grassroots coaches. Sports and activities that they coached included running (n=3), cycling (n=2), football (n=2), personal training (n=2), boxing (n=1), hockey (n=1), triathlon (n=1), and pentanque (n=1). Over half (n=7) coached on a voluntary basis, two were paid on a sessional basis and three were full-time coaches.

Eight coaches were recruited to take part in the initial concept mapping workshop. Four of these coaches completed the course and follow-up interview to explore their learning on the course through the aid of concept mapping techniques. The four coaches who completed the follow-up had a variety of coaching experience, from university level and voluntary experience only, up to 15+ years of experience. All coaches had coached a variety of sports but predominantly football.

Table 3: Demographic characteristics of survey participants

Demographics	Number (%)		
Age			
16-24	26 (14)	55-64	30 (16)
25-34	21 (11)	65+	15 (8)
35-44	44 (23)	Not specified	4 (2)
45-54	48 (26)		
Gender			
Male	79 (42)	Non-Binary	1 (1)
Female	108 (57)		
Ethnicity			
White	171 (91)	Other	0 (0)
Mixed	6 (3)	Prefer not to say	2 (1)
Asian or Asian British	4 (2)	Not specified	2 (1)
Black or Black British	3 (2)		
Disability or Special Educational Need			
Yes	11 (6)	Prefer not to say	4 (2)
No	170 (90)	Not specified	3 (2)
Coaching Experience			
Less than a year	8 (4)	11-20 years	43 (23)
1-2 years	27 (14)	Over 21 years	31 (16)
3-5 years	44 (23)	Not specified	7 (4)
6-10 years	28 (15)		
Current Employment Status			
Full-time	43 (23)	Paid on a session/daily rate basis	35 (19)
Part-time	23 (12)	Not specified	4 (2)
Volunteer	83 (44)		
Age Group Primarily Coached*			
5-10 years	72	30-50 years	79
11-13 years	73	51+ years	51
14-18 years	71	Other	7
19-21 years	54	Not specified	7
22-29 years	68		
Country/ Region Coach In			
North East	7 (4)	UK	4 (2)
North West	19 (10)	Scotland	15 (8)
Yorkshire and the Humber	17 (9)	Northern Ireland	3 (2)
West Midlands	11 (6)	Wales	7 (4)
East Midlands	19 (10)	Canada	2 (1)
South West	16 (8)	Australia	2 (1)
South East	26 (14)	Nigeria	1 (1)
East of England	17 (9)	Not Specified	4 (2)
Greater London	18 (9)		
Primary Sport Coached			
Games and Team Sports	50 (27)	Combat Sports	9 (5)
Outdoor and adventurous (inc cycling, triathlon, equestrian)	21 (11)	Personal Trainer/ Group Fitness Instructor	22 (12)
Athletics	8 (4)	Running	12 (6)
Gymnastics	6 (3)	Multiple Sports	25 (13)
Dance	3 (2)	Other	9 (5)
Swimming	13 (7)	Not Specified	10 (5)

*Number exceeds total sample size of 188 due to people coaching multiple age groups

3.5 How useful was the course to learners?

3.5.1 Course enrolment and motivation

Coaches enrolled on the course for multiple reasons with the predominant motivation being that they wanted to increase their knowledge and understanding of mental health and use that knowledge to help their athletes:

"To enhance my understanding and knowledge of different mental health issues and the barriers surrounding them. I want to be able to support my participants as best as I can." (P112)

In addition, many coaches took the opportunity to complete the course while being furloughed and saw it as an interesting and topical subject considering the impact that COVID-19 is having on mental health:

"I took the opportunity whilst on furlough to further my knowledge about mental health. Working with young teens and teenagers I felt the current situation had the possibility to push mental health to the forefront." (P44)

Findings from the survey revealed that of the 188 responses, 60% of learners had never received mental health training prior to this eLearning course. One focus group participant highlighted this as a reason for enrolling on the course:

"I've got no mental health qualifications…I'm just a sports coach…while I had a good ear, I couldn't dispense any advice…I thought well, that'll help me understand and be aware of what's going on, perhaps within their lives and in their heads" (FG3, P1)

Of the learners that had received mental health training, the course was used to refresh existing knowledge:

"it was just sort of underpinning knowledge I'd already got…just making sure I was getting it right…because you can very easily get it wrong…it was just about focusing on your own knowledge" (FG4, P2)

One coach, with extensive experience of mental health, reported that their main motivation for taking the course was to receive the certificate at the end as evidence of participation:

"I've experienced mental health and worked with it quite a lot…I wanted the bit of paper [certificate]. It was a good course, but I didn't learn much from it…it was more generally for the certificate." (FG1, P2)

Another coach made the analogy that mental health was as important as physical first aid, as a motivation to complete the course:

"…as a football coach, you've got the first aid certificate if somebody gets hurt and breaks a leg…you know what to do…you should have a Mental Health First Aid course…it's something you hope you never have to use…but you've got that information there…it gives you the confidence to use it if it's needed" (FG4, P3)

Several other coaches highlighted how the fact that UK Coaching and Mind were involved in the delivery of the course made them more motivated to take part, citing their reputability as a "selling point" to the course:

"I wanted to do the course because of UK Coaching…I hadn't realised at the time that Mind were involved…when Mind came up, I thought, this is even better…they're the experts in the field and so I was very happy with that" (FG3, P1)

3.5.2 Course Expectations

Coaches' expectations of the course reflected the main themes as to why they enrolled. Coaches revealed that they expected the course to have sport specific knowledge and showcase the benefits of sport on mental health:

"I thought I would learn a bit about mental well-being in the context of sport." (P110)

Quantitative data, as showcased in Figure 5, exemplifies that the course was relevant to coaches' needs (94%) and met coaches' expectations in terms of content (93%) and format (92%).

The course was relevant to my needs

| 2% | 4% | 62% | 32% |

The course content and learning activities met my expectations

| 3% | 1% | 3% | 63% | 30% |

The course structure and format met my expectations

| 3% | 5% | 60% | 32% |

● Strongly Disagree   ● Disagree   ● Neither agree nor disagree   ● Agree   ● Strongly Agree
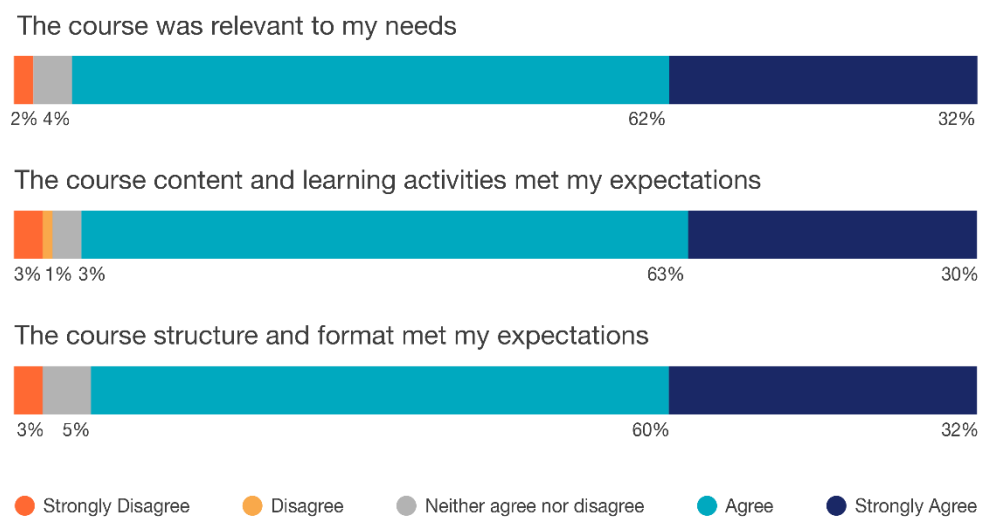
Figure 5: Coaches' perceptions in relation to course relevance and meeting content, structure and format expectations.

3.5.3 Course Design

All coaches who took part in the focus groups discussed both positive and negative aspects of the course in terms of its design (Table 4).

Table 4: Coaches perception of the course design

Positive features of the course	Example quotes
Structure- logical flow	*"I thought it was really good…it is broken down into good segments, good interaction, it met the learning objectives…"* (FG2, P3)
Interactive	*"it was pretty interactive…pretty colourful…it was just enjoyable as a course, not too long or not too short…enjoyable"* (FG2, P1)
Good length	
Revisit content	*"it wasn't arduous…you could leave it and come back to it as required…rather than doing it all in one chunk which was helpful"* (FG4, P2)

Negative features of the course	Example quotes
Slow	*"…for me, it was a little slow…I was short of time and I was trying to wind it on a bit, not physically but thinking, you know, I've already heard that…I'd like to get through it a bit quicker"* (FG3, P1)
Repetitive	

Several coaches identified the course as "*introductory*", highlighting that more extensive knowledge might be necessary for more elite-level coaches:

> *"…as a foundation its absolutely spot on…yes, there's going to be more information and knowledge needed for elite athlete coaches…absolutely as a foundation, it's a great place to start"*
> (FG4, P2)

That said, with all participants coaching at grassroots level, all agreed that for the course content was fitting for their particular level of coaching, but would be able to span across all coaching levels if necessary as basic understanding is necessary for all:

> *"it was very generally aimed at coaches…was it specifically for my type of sport…not necessarily, but its adaptable…you take from these courses what you think you can apply…in the right way, which will be beneficial long-term"* (FG3, P2)

3.6 Has the course achieved its aims as intended?

3.6.1 Impact on Knowledge

To look at the impact of the course the survey explored whether each module had made a positive difference to the learners' coaching practice. Notably in all four modules, over 84% of coaches said

the learning from the course had some difference or a significant difference on their coaching practice. Figure 6 breaks down these statistics per module:

Understanding mental health

| 4% | 2% | 8% | 56% | 30% |

The impact of sport and physical activity on mental health

| 4% | 2% | 9% | 51% | 34% |

Barriers and solutions

| 3% | 1% | 9% | 58% | 29% |

Talking about mental health

| 3% | 2% | 8% | 53% | 33% |

● No difference ● Very little difference ● Neither has made a difference or hasn't made a difference ● Some difference ● Significant difference
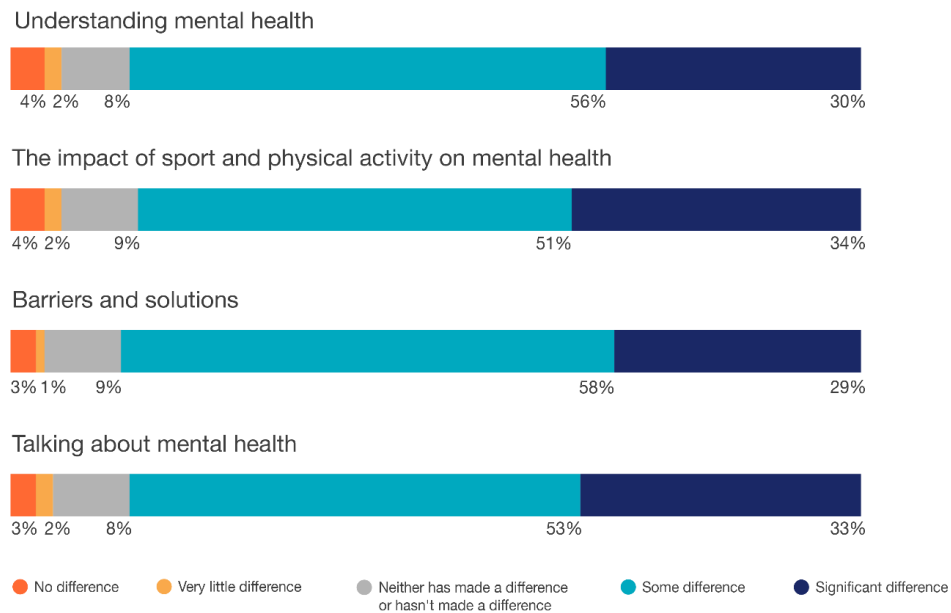
Figure 6: The difference individual course modules made to coaching practice.

Identifying how physical activity benefits mental health and the importance of physical activity for those with mental health problems were the lowest scoring modules, with 7% of learners on average mentioning they made no to very little difference. Whereas supporting someone in crisis and responding to conversations about mental health were two of the highest scoring sub- modules with 88% of learners believing they had some or significant difference to coaching practice.

The open-ended survey responses revealed that many coaches believed that they already had a positive attitude and behaviour to people with mental health problems prior to taking the course:

"I cannot agree or disagree with these statements as I have the same attitude which is a positive attitude towards them and I knew to be sensitive towards them." (P181)

3.6.2 Course Satisfaction

Quantitative survey data found that overall, learners highly rated the quality of the course (mean=8.7, SD= 1.4). Coaches were very satisfied with the content (mean=8.7, SD= 1.5) and delivery mode (mean= 8.8, SD= 1.3) of the course. Furthermore, coaches were very likely to recommend the course to others (mean=9, SD 1.4).

How would you rate the overall quality of the course?

Poor   Excellent

8.7

How satisfied were you with delivery mode of the course?

Not satisfied at all   Extremely satisfied

8.7

How satisfied were you with the content of the course?

Not satisfied at all   Extremely satisfied

8.8

How likely are you to recommend this course to others?

Not at all likely   Highly likely

9
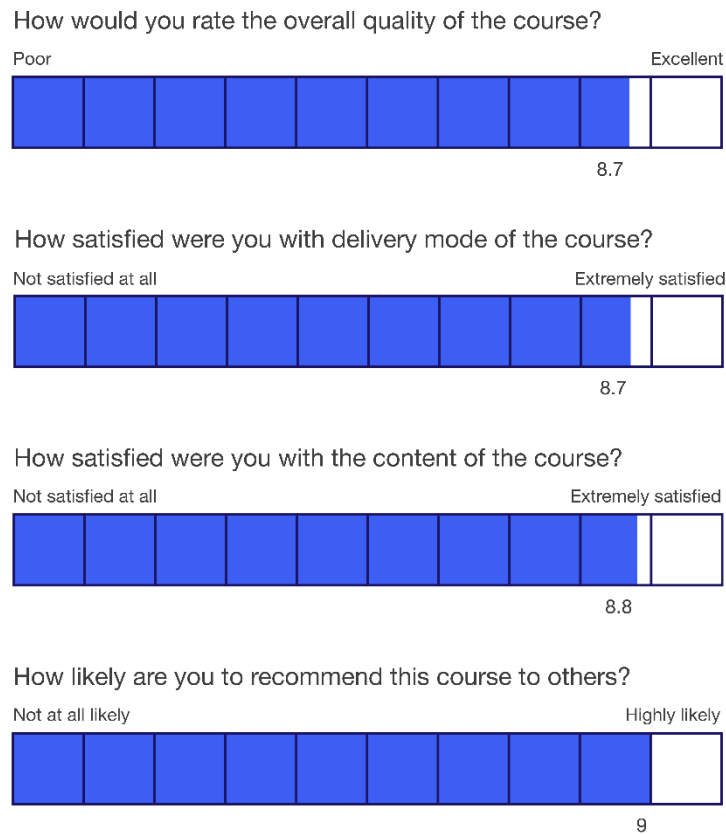
Figure 7: Visual representation of coaches rating the quality, delivery mode, content and whether they would recommend to others. Numbers shown represent the mean score of responses for each question.

3.7 What difference has the course made to coaching practice and behaviour?

There is strong quantitative evidence that the course made a positive difference to coaching practice (Figure 8).

Overall, the course has made a positive difference to my coaching practice

| 1% | 1% | 16% | 55% | 27% |

Overall, the course has changed my attitude towards people with mental health problems

| 3% | 8% | 27% | 36% | 26% |

Overall, the course has changed my behaviour towards people with mental health problems

| 3% | 6% | 27% | 41% | 23% |

● Strongly Disagree ● Disagree ● Neither agree nor disagree ● Agree ● Strongly Agree
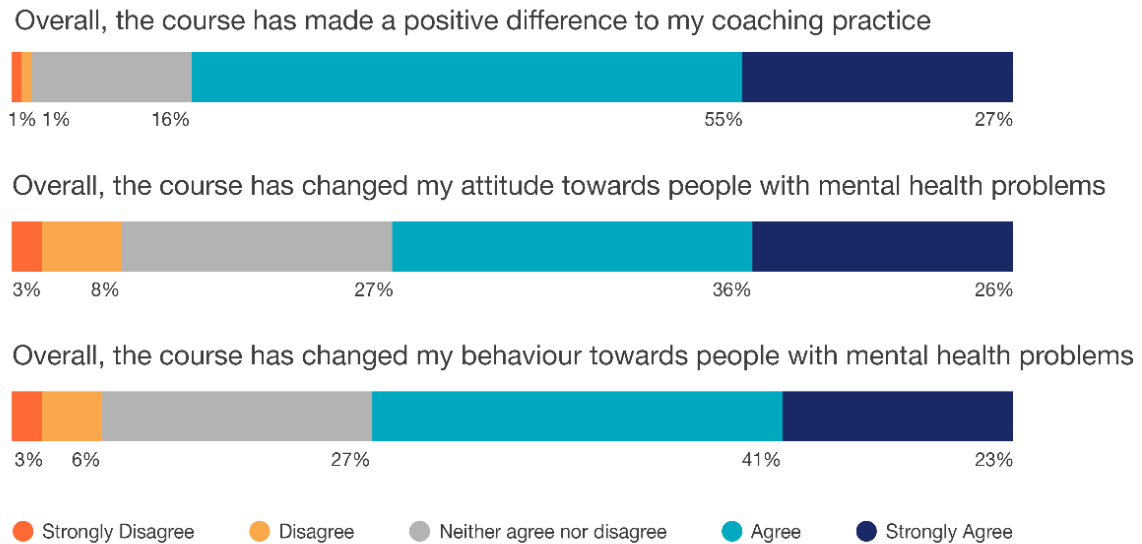
Figure 8: Coaches perceptions on whether course has made a positive difference to coaching practice and has changed attitudes and behaviour towards people with mental health problems.

Open-ended survey responses, focus groups and concept mapping follow-up interviews all revealed numerous ways in which participation in the eLearning course had influenced and changed coaching practice and behaviour. The impact of the eLearning course on coaches can been divided into two main subthemes: learnings and coach feelings. Each subtheme will be explored in more depth in the next section with relevant application to practice, behaviour change and case studies interwoven into the evidence.

3.7.1 Learnings

Coaches predominantly discussed key learnings from the eLearning course. Where appropriate, Table 5, highlights a quote about each key learning point and a relevant example where the coach has applied their learnt knowledge from the course, changed their practice or identified a case study where their learning has had a direct impact on a participant.

Table 5: Examples of key course learnings

Learning	Example quote	Example of implementing practical change in coaching
Warning Signs	*"I think one thing I noticed about my runners…the first sign they showed of experiencing a bad time was not turning up"* (FG3, P1)	*"I'm more aware now with my runners…a little bit more knowledgeable and more aware. If they're turning up to training, or not, if something isn't quite right. Not physically, you know, but they're not listening to instructions…I'm a little more aware…and perhaps what to say to them, or what not to"* (FG3, P1)
	"I am more aware of body language and take the time to 'notice' all the behaviour patterns within the group. It has generally given me the tools to tell if there is something bothering them." (P44)	*"I can spend more time specifically in and supporting these conversations, e.g. that it is ok not to be ok, … and making this a safe and secure space when they do."* (P41)
Starting the conversation	*"How to approach participants and talk to them and listen to them no matter how small or big the problem is and always listen and talk to them."* (P53)	*"If we're doing a session…when you're warming up you say to people, any injuries I should be aware of…it's one of the things you ask. Now there's more things in my locker…I can chat to people, find out how they are feeling…look at people and think, you know what, they don't look or seem right…mentally, where before we were just looking physically"* (FG2, P3)
Not an expert	*"You have to remind yourself sometimes that you're not qualified…you can signpost people, but you've got to be careful not to take responsibility for their journey…that was quite stark for me"* (FG4, P2)	*"…having done the course, I think its just the confidence to be able to say, it's ok, you know, if you feel that way, we need to get you some help in order to talk things through…I think it certainly gave me the confidence to be able to do that"* (FG4, P3)
Inclusivity	*"…how can we include sessions that will be holistic…to make them participate…give them a sense of belonging"* (FG2, P2)	*"I was with other coaches and this one chap. They were coaching him and they knew what his [mental health] issues were…they were trying too hard…he didn't want that, he just wanted to be treated as one of the squad and if he had any problems...then deal with that then"* (FG1, P1)

The importance of listening and the ability to have a conversation was a main theme in the data, and was often associated with coaches being more considerate, with a raised sense of awareness around mental health:

"It enhanced my awareness of potential problems. I recently had a player who broke down in the middle of a session which I spotted and was able to talk to that player about getting help." (P58)

"I have adopted a role of 'listener'. All of my swimmers are told they can talk to me about anything and everything when they need to, they just have to ask if they can have a word." (P44)

Furthermore, coaches expressed how they did not expect to be mental health experts, but they acknowledged the importance of the course highlighting external mental health support:

"I'm more conscious of asking after athletes welfare and supporting those that may be struggling. Knowing the various avenues available for support i.e. Mind. Not giving false promises and ensuring one particular athlete sought support. And following up after." (P172)

Another key learning for one coach was the impact of physical activity on participant mental health, something he had previously failed to consider:

"…the impact of sport and physical health…I found that even when some of my runners are going through a bad time, if they can actually get themselves to a training session, they feel a lot better if they can face it" (FG3,P1)

A further key learning that coaches identified with strongly was the idea of coach wellbeing. Several coaches highlighted that this was something that they hadn't previously considered but now would think about further after the course highlighted the importance of it:

"I like the wellbeing section…I think obviously as coaches, you're looking after everyone else, you kind of forget about yourself as well…it made me stop and think…really you don't look after yourself. And at the end of the day, if you're not performing, then the kids that you're coaching are not going to perform as well because you're not 100%...so I think it's an important factor" (FG4, P4)

"…many coaches do their full day job and then do their coaching job on top of it…if people aren't on top of their own wellbeing, that's a real problem, even if you have the best intentions you can suffer with burnout…I think it's certainly an area to keep pressing on" (FG4, P1)

3.7.2 Coach Feelings

Coaches felt that they had increased awareness and understanding of mental health and were more equipped to deal with situations regarding mental health in their participants, and in their general lives after taking the course. One coach highlighted to his group that he had taken the course, indicating to them that he was more confident and potentially allowing them to feel more confident in approaching him about any mental health issues they might have:

"I felt my confidence level has increased…I've always been confident with the runners, I have known them for quite a time and they do talk to me. But now really I have…as well as having a certificate, I've done a course and got a certificate in this issue…I've told my group I've done this certificate so they feel a bit…they've probably a little bit more confident talking to me about issues, but they know that I'm not going to give them mental health advice, I'm not qualified for that, but I'm more confident in listening and perhaps signposting them to the right help" (FG3, P1)

"I have been coaching for a number of years and can pick up on changes in behaviour and see a difference in people but haven't always had the confidence to check to see if they are OK. I feel I could now do this." (P36)

Another case study where a coach demonstrated how his participation in the eLearning course directly impacted on his confidence to talk about mental health and therefore impacted on his participant is highlighted below:

"One of the lads…I think he's the oldest, maybe 75/76…leading up to Christmas he was sort of…he'd mentioned a couple of times that he was thinking of stopping coming…because he said, you know, I'm too old, I'm not very good…he hadn't really played football as a younger lad. But the fact he really enjoyed the sessions…he enjoyed the craic, he enjoyed getting out the house. I think having done the course…I don't think I would have done this without it…just gave me the confidence to have a chat with him outside of the coaching session…just to emphasise that it was important he continued coming…it doesn't matter how good you are, that's not what it's about…I think it just gave me the confidence to have that chat…and he said he would keep coming…and now he's glad he did" (FG4, P3)

3.8 How can the course be improved?

Several coaches, through open-ended survey responses, focus groups and concept map interviews suggested ideas around further development of the eLearning programme, predominantly focusing on content changes and further learning (Table 6).

Table 6: eLearning Development Ideas

Content changes	*Example quotes*
Scenario-based examples	*"…have 5 minutes to think about, have you ever been in this scenario…when you've got a kid come who isn't engaged, or a kid who hasn't turned up to a session, or one kid who stays on his own by the water fountain…maybe just to make people think a little bit and reflect"* (FG4, P4)
Additional video content/examples	*"More videos and personal accounts of people who have dealt with their own mental health barriers and how styles of coaching sessions might further improve an individual's mental health."* (P51)
Reflective element	*"…for me, it may be lacking the reflection part at the end…you've covered the course, then maybe that little bit of time to put it into practice…then maybe a reflection unit where you can sort of revisit…just to really embed what you've learnt and to ensure you have taken it in"* (FG4, P2)
Shortened version	*"I'd like to see a little bit more slimmed down because…there are certain areas, aspects that look as if it's repeating itself…it's probably not it's just reinforcing factors"* (FG3, P2)
Broadening audience	*"…I observed the course was mainly streamlined towards a particular audience…which may be Europe, UK…there are certain dynamics it did not cover…because my reality as an African in Nigeria…how we*

treat mental health is different…so I think those realities could be expanded into" (FG2, P2)

Further learning	*Example quotes*
More in-depth for elite sport coaches	*"I'd like to see further courses…what would happen if I'm training elite athletes…what goes on in their heads, performance barriers, that sort of thing"* (FG3, P1)
Pressures	*"…maybe worth mentioning the pressures people put on themselves…which causes anxiety and depression…from a sport coaching world…athletes put tremendous pressure on themselves, there's pressure on coaches, coaches put pressure on athletes…then added pressure from parents…it's a big thing that goes amiss in sport…it happens from grassroots right to elite level…it affects everybody"* (FG4, P1)
Mindset	*"…the mindset and psychology of this…I'm very interested in that. Sometimes you don't know where to go with a participant…maybe not for this course but for further courses…that side of it is of interest"* (FG3, P1)
Courses directed at participants/parents	*"…getting more information out there about pressures, what affect that pressure has on young people...maybe not just young people…maybe a way to get more information out to parents…to actual participants"* (FG4, P1)

The open-ended survey responses revealed that multiple coaches believed the course was too "*clunky*" with a heavy click flow:

"Easier click through, less jumping back and forwards" (P3)

"A lot less clicks!!!" (P183)

The interactivity of the course was an important element that coaches valued. Coaches wanted to see more interactive content with an increased amount of questions to test knowledge:

"Could perhaps provide more opportunities to test knowledge, rather than just reading a lot of text." (P14)

Of the questions that are integrated into the course many learners expressed that that they fail to function properly on tablets and mobile phones:

"Some parts wouldn't work on my iPad so I had to change over to my laptop at times, so having it all tablet friendly would be better." (P6)

Making the course more tablet and phone friendly was an important improvement suggested through the open-ended survey responses, especially as many coaches prefer the increased convenience of mobile devices rather than the use of a computer or laptop. In addition, the cost of the course was also highlighted as a potential improvement with many coaches expressing that it should be free to reduce the money barrier:

"Make it free again and for longer for those that may not be able to benefit due to money barriers. Excellent idea to make it free." (P149)

Despite the above improvements suggested, it is important to note that 39% of survey respondents actively expressed that no improvements were needed:

"Nothing to improve. Everything was clearly laid out and easy to follow. An excellent course that I will be recommending." (P12)

3.9 Concept mapping interview follow-up

3.9.1 Learnings

Findings from the interviews followed similar themes to those of the focus groups and survey responses highlighted above. Additionally, the coaches who took part in the concept mapping process discussed primarily how their individual concept maps had developed in terms of overall knowledge gained and what they had added to the map (see Figure 9), including key learnings such as 'types of mental health issues' and 'barriers to participating in physical activity', linking these to how they might, in future, change their practice:

"…it taught me people need order and structure in sessions…if someone has anxiety and they go to a session and their [coach is] like, 'oh we're not doing that today'…they might not want to go again because they don't like not knowing what they're doing" (CP4)

All coaches indicated that they felt the course had increased their confidence in coaching people with mental health issues and that they felt more knowledgeable:

"…just given me them extra tools and knowledge to go back out and give me the confidence, really, to go out and support these young people that I do work with every day" (CP2)

Two coaches indicated the importance of coach wellbeing, as highlighted previously in the focus groups, particularly highlighting that the current pandemic situation had further increased pressures and stresses:

"it's been tough for me…a new challenge…in these last 10 months…my mental wellbeing has took a battering…the course has helped me, I suppose, think about time management, myself…that saying, 'who cares for the carer'" (CP2)

The key theme of 'starting the conversation' came through with coaches again, demonstrating learning of the importance of open-ended questions and being welcoming to participants:

"the first thing that I do now, to people, is go, "are you ok" I don't go 'hiya'…I say 'are you ok'…it opens all of the doors straightaway…especially with the nature of the kids that come to my project…this training is paramount, unbelievable" (CP3)

3.9.2 Concept mapping process

The concept mapping process was discussed in each interview and participants spoke positively of the overall process, particularly recognising that it enhanced their learning and understanding of the course:

"it helped me, it got me thinking outside of the box…the way the map is done, rather than just questions…it got me thinking about the whole picture, linking things into each other…it's a much bigger picture, it's shown me that" (CP1)

"Yeah it's easier to see what links to what…in that way so like…you put one down and you go actually that links to that…you wouldn't really think of that unless it's like in front of you. Which is like…if you were just writing it as an essay you wouldn't…it wouldn't cross in your head but when you're looking at it in this structure it is easier to connect with it" (CP4)

One coach valued the concept mapping process enough to believe that it should become a feature of the course, in some way, more permanently:

"…I think the concept map idea is really good, it would be great if that support was there…it sets the scene…I didn't know what a concept map was before, I'll be honest…you've described it in a way that is easy to understand, you've given us a task to do that is very straightforward…it got you the time to actually sit down and do something before you go on a course… …it set the scene…it made you want to take more in on the course because you knew then that you're going to revisit it…it wasn't the case of here's your certificate and well done…it was, we were going to have this conversation again so it was relevant to make notes…to obviously make sure that you understood what was learnt and the outcomes from the course to then obviously add to your map again so, so I like that, I think that was a nice way of doing it and, as opposed to kind of how I've done courses in the past" (CP2)

Figure 9: Example of Participants' Pre/Post Concept Map

Pre-Course
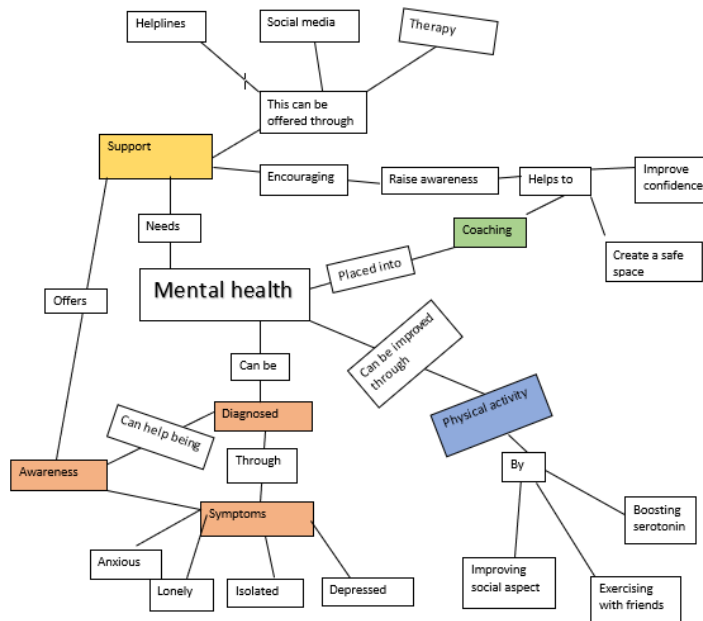
Post-Course
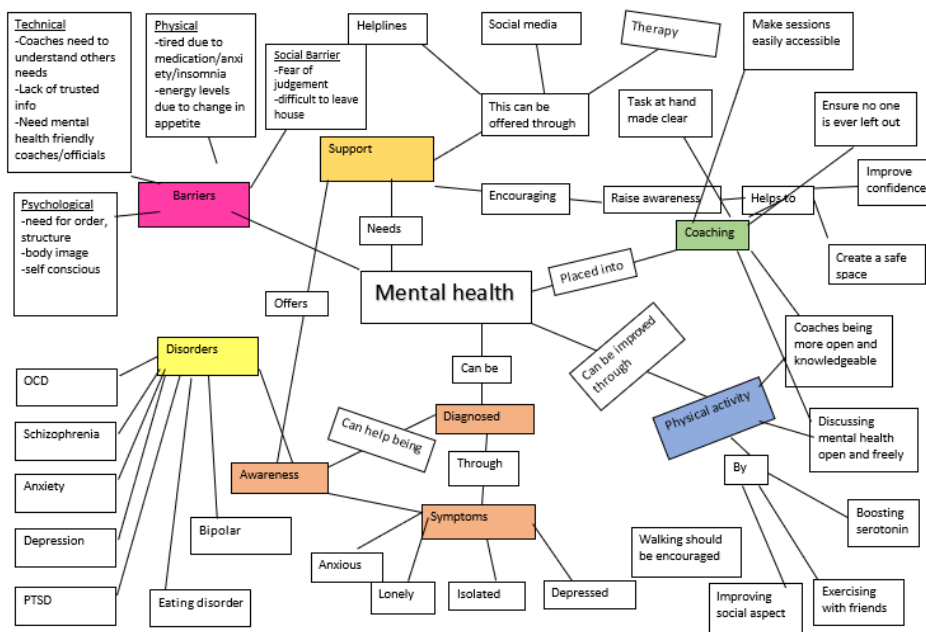
Chapter 4

Conclusions and Recommendations

The overall aim of the UK Coaching 'Mental Health Awareness for Sport and Physical Activity' eLearning course was to increase learners' awareness and understanding of mental health and mental health problems, specifically related to coaching sport and physical activity.

Building on and extending a previous internal evaluation by UK Coaching, the purpose of this report has been to provide evidence to the extent to which the eLearning course has achieved its outcomes and developed coaching behaviours and practice in mental health, thus meeting the needs of the coaching community and partner organisations/stakeholders with whom it engaged. To this end, the report has highlighted some strong evidence that the course has positively influenced coaching practice in its participants, as well as identifying some key developments for the future of the course. In this section we provide a series of conclusions and recommendations that have emerged from the data under consideration.

4.1 Key Findings

This report demonstrates the impact that the eLearning course has had on its participants. 94% of learners thought that the course was relevant to their needs, with 93% expressing that the content and learning activities met their expectations. Of those who took the course, 60% had never received any previous mental health training.

Learning indicated statistically significant changes across all five aims of the course; awareness, understanding, confidence in talking, confidence in adapting and addressing mental health stigmas. In all modules, over 84% of coaches said that learning from the course led to some or significant difference to their coaching practice.

The overall quality, delivery mode and course content were scored on average over 8 out of 10. Coaches were highly likely to recommend the course to others, scoring on average 9 out of 10. 65% of learners completed the course in 1-2 hours, which is less than the estimated 2-3 hours as advertised by UK Coaching.

Key qualitative findings of the report are as follows:

- Participants spoke positively about their experiences of the course

- Key motivations for taking part in the course included to raise awareness and knowledge of mental health problems, to allow coaches to *"support their participants the best they can"*

- The current COVID-19 pandemic was a key reason for many participants taking the course, both given the fact they had some additional time (due to furlough/lack of coaching opportunities) and because mental health is seen as a "*hot topic*" due to the long-term impact of lockdown restrictions.

- Coaches identified numerous key learnings, of which they were able to discuss how they have used their learning within their coaching practice. Key learnings included barriers to participating due to mental health problems, inclusivity, starting conversations about mental health and being able to signpost. Coaches recognised that they are not experts, or expected to be experts, but that, after taking the course, they had increased confidence in their ability to support those with mental health problems.

- Both coaches and stakeholders identified the importance of recognising coach wellbeing within the course. Coaches highlighted that this was something they hadn't previously considered but, after taking the course, was something that they would think about more closely to ensure that they were looking after themselves as much as they were looking out for their participants.

- Stakeholder interviews provided a unique perspective from the organisations and people who were instrumental in developing the course.

- Stakeholders expressed the introductory nature of the course as well as the long-term ambition to embed mental health training into coaching pathways by making it compulsory.

4.2 Strengths of this evaluation

Strengths of this work include the independent evaluation of this course by expert researchers in physical activity interventions, using validated methods, and a motivation to evaluate and establish the impact of the 'Mental Health Awareness for Sport and Physical Activity' eLearning course on its participants with the intention of shaping the future of the course based on a multitude of perspectives.

4.3 Study limitations

- A convenience sampling methodology was used to recruit coaches to take part in focus groups. It is possible that coaches who were less engaged in coaching practice or with the course, did not participate in the research, which may have biased the results.

- Participants were recruited to take part in surveys through email invitation and social media channels. Participants who do not engage with the internet regularly may have therefore been excluded from the study.

- Sample size of concept mapping follow-up was small due to coaches being off work due to COVID-19 at follow-up and short project length.

- Sample size of evaluation compared to the sample size of course completions was small.

4.4 Recommendations for development

Several recommendations were made which spanned across survey responses, focus group/concept map interviews and stakeholder interviews. Table 7 highlights some of the most common suggestions for course development.

Table 7: Recommendations for course development

	Survey	Focus Groups/ Concept Maps	Stakeholder Interviews
Real life sport specific case studies (use of videos)	✓	✓	
Tablet and mobile phone friendly	✓		✓
Extra course for children/ young people/ parents		✓	✓
Extra course for elite sport focus		✓	✓
Shorter course, more interactive, reduce heavy click flow	✓	✓	
Cost of the course	✓		✓

Additional recommendations included:

- Utilising 'sport-specific' examples of professional sportsmen/women who have experienced mental health problems as case studies

- Making the course less 'Eurocentric' – ensuring diversity in examples and case studies

- Reflective element to the course – participants in the focus groups appreciated the opportunity to think more formally about how they have/would implement some of the course learning in their coaching practice.

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Stakeholder Interview Schedule

This interview schedule is solely intended to guide experiences of the stakeholders themselves. Whilst the intention of the interviews was principally to discuss the stakeholder experience/knowledge of the eLearning programme and potential suggestions for development of the programme, the intention was to let stakeholders discuss their understandings of the eLearning programme and their views of the programme.

Interview Question	Justification
For the purpose of the recording… • Can you introduce yourself? • Can you describe your current role? I would like to start by asking you about your understanding of the 'Mental Health Awareness for Sport and Physical Activity' eLearning programme? • (Prompt- what it delivers, who it is targeted at, where it is delivered) • Why do you think this eLearning programme is important?	**BACKGROUND** This gives a good account of what they already know about and may help to frame future answers
This next section focuses on the learners and the impact the eLearning course is having. • What impact did you think the eLearning course would have on its learners? • How was the course expected to achieve its intended impact? • In what ways do you believe the eLearning programme has achieved this? • In what ways do you think the eLearning has influenced coaches' understanding of mental health? (Prompt: evidence) • How do you think the eLearning programme has changed behaviours and attitudes of coaches towards coaching people with mental health problems? (Prompt; knowledge,	**IMPACT** Intended Impact Actual Impact

attitudes, coaching practice) Prompt: evidence Specific questions for stakeholder groups **Sport England** • What were your reasons for providing funding to enable this programme to be delivered free of charge during lockdown? • Did you have any specific KPIs for the course? Were these met? (Prompt: evidence) • What do you see the future ambition of the eLearning programme as? (Prompt: wider contact of Mind 'Get Set to Go' programme? **Mind** • What do you see the future ambition of the eLearning programme as? • How does the eLearning programme complement other Mind interventions ran as part of the 'Get Set to Go' programme? **UK Coaching project manager** • Can you talk to me about the day-to-day running of the eLearning programme? (Prompt: what works well, what can be improved, value of the programme, future ambition) • Did you have any specific KPIs for the course? Were these met? • Was the course developed / delivered as intended? • What were the main challenges or barriers in developing this course? How were these overcome? • What are your future plans?	
This final section is concerned with how the eLearning course might be improved going forward. It is important that we learn from your experiences. You may have views on the delivery of the course, structure of	**COURSE DEVELOPMENT** How do stakeholders see course improving/developing in the future?

| activities or any other area related to the eLearning programme.
With these in mind… Are there any barriers that you perceive in the eLearning course? (Prompt: delivery, content, completion time, sign ups) What could be the solution to these barriers? Can you think of any ways in which delivery of the 'Mental Health Awareness' eLearning programme can be improved? (Prompt: delivery, content) What is currently being developed as part of the next iteration of the course. | |

UK Coaching 'Mental Health Awareness for Sport and Physical Activity' eLearning Evaluation:

Outcome Survey

You are being invited to take part in a research project that is being conducted by Liverpool John Moores University on behalf of UK Coaching. Before you decide whether you want to take part, it is important that you understand why the research is being done and what your participation will involve. Please take time to read the following information carefully. Ask us if there is anything not clear or if you would like more information.

What is the purpose of this research?

The purpose of this research is to evaluate how UK Coaching's 'Mental Health Awareness for Sport and Physical Activity' eLearning course has impacted on your knowledge, behaviours and attitudes towards people with mental health problems. We also want to understand how we could improve the eLearning course in the future.

Why have I been invited to take part?

You are being invited to take part in this study because you have completed UK Coaching's 'Mental Health Awareness for Sport and Physical Activity' eLearning course.

What will happen if I take part?

If you agree to take part, you will complete a survey anonymously. The survey will take you approximately 15 minutes and should be answered as honestly as possible.

What type of information will I be asked for and why?

We will ask you to provide some information about your involvement in sport and physical activity, as well as some questions about your understanding of the course and how this may/or may not have changed your knowledge and perceptions of people with mental health problems. The reason we are asking these questions is so that we can understand the impact the course is having and make recommendations to improve it in the future.

Do I have to take part?

No, you don't have to take part. You should only take part if you want to and choosing not to take part will not disadvantage you in anyway. If you choose to take part you will be asked to provide your consent. To do this you will be asked to indicate that you have read and understand the information provided and that you consent to your anonymous data being used for the purposes explained.

You are free to withdraw at any point during completion of the survey, without having to give a reason. Withdrawing from the study will not affect you in any way. Once you submit the survey, it will no longer be possible to withdraw from the study because the data will be fully anonymous, unless you provide an e-mail address at the end of the questionnaire.

What are the potential benefits of taking part?

There will be no direct benefits to you for taking part in the study, but it is hoped that this work will provide evidence that can be used by UK Coaching to improve this course and widen participation.

What will happen to the results of the research project?

We will use the survey results in a final report and infographic for UK Coaching.

Will my taking part in this project be kept confidential?

Yes, all the information that we collect during the research will be kept strictly confidential. You will not be able to be identified nor be identifiable in any reports or publications. Any data collected will be stored online in a form protected by passwords and other relevant security processes and technologies.

If you have any questions or comments about the survey, please email Leanne Burton at l.r.burton@ljmu.ac.uk

I have read the participant information sheet provided and I am happy to participate. I understand

that by completing and returning this questionnaire I am consenting to be part of this research study

and for my data to be used as described in the information sheet provided

Please tick box to consent

General Questions

Measure	Question	Response
Previous Experience	Have you had any mental health training before this course?	Yes, No
Completion	When did you take the course?	Date completion
Completion	Thinking about UK Coaching's eLearning course, approximately how long did it take you to complete the course?	'Less than 1 hour'; '1-2 hours'; '2-3 hours'; 'More than 3 hours'; 'I am yet to complete the course'
Motivation	Why did you enrol on the course?	Open-text response
Learner Expectations	What were your expectations of the course?	Open-text response
Did you achieve your personal learning goals/objectives?	**How much do you agree or disagree with the following statements?**	
Relevance	The course was relevant to my needs	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Expectations	The course **content** and learning activities met my expectations	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Expectations	The course **structure** and **format** met my expectations	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Has the course achieved its aims as intended?

Measure	Question	Response
	Thinking now about how you feel since taking part in the course – how much do you agree or disagree with the following statements.	

Confidence/Competence (self-efficacy)	My understanding of mental health and the importance of sport and physical activity on mental health has increased	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Awareness	My awareness of the barriers to participating in physical activity for those with mental health problems has increased	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Confidence	My confidence when speaking to people with mental health problems about sport and physical activity has increased	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Competence	My confidence to adapt sport and physical activity sessions to support individuals with mental health problems has increased	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Competence	My ability to address the stigmas associated with mental health problems has increased	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

What difference has the course made to your coaching practice and behaviours?

Measure	Question	Response

Learning outcomes	For each module objective (as stated below), please think about whether your learning from the course has made a positive difference to your coaching practice?
	
	Module 1: Understanding Mental Health
	    Understand who Mind are and their vision for physical activity
	    Define mental health and mental wellbeing
	    Perceptions/misconceptions about mental health
	    Stigma/discrimination awareness
	    Awareness of common mental health problems
	    Identify common mental health symptoms
		Likert scale answer for each individual objective:
		
		1 = no difference, 5=significant difference

	Module 2: Impact of Sport and Physical Activity on Mental Health
	    Identify how physical activity benefits mental health
	    Outline why physical activity is particularly important for those with mental health problems
	    Understand why some people need to approach physical activity with caution
	
	Module 3: Barriers and Solutions
	    Outline physical, social, technical and psychological barriers to participating in physical activity
	    Identify ways in which to develop skills as a coach to help participants overcome barriers
	    Practical ways to adapt sessions to increase inclusivity
	
	Module 4: Talking about Mental Health
	    Identify common signs of mental health deteriorating
	    Respond to conversations about mental health
	    Examples of how to support someone in crisis
	    Risk management and when to break confidentiality
	    Identify support for Mind and other local providers	

Learning outcomes	How did the learning outcomes of the course make a difference to your coaching practice and what difference did it make? (Please give any anonymous examples)	Open-text response
Coaching Experience	Since completing the course, have you actively engaged in coaching practice?	Yes, No

Learning outcomes	Which aspects of the course have you been able to put into your coaching practice? Please explore what you did and how you did it.	Open-text response
Learning outcomes	If you have not engaged in coaching practice since taking part in the course, do you think the course will make any difference to your coaching practice in future?	Open-text response
	Thinking about the course – how much do you agree or disagree with the following statements.	
Impact – coach practice	Overall, the course has made a positive difference to my coaching practice	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Impact – coach attitude	Overall, the course has changed my attitude towards people with mental health problems	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Impact – coach behaviour	Overall, the course has changed my behaviour towards people with mental health problems	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Impact – coach practice	Can you provide an example of how the course has changed your practice, behaviours and/or attitude towards the mental health of individuals? **Please keep all responses anonymous**.	Open-text response

How can the course be improved?

Measure	Question	Response
Quality	Overall, how would you rate the course?	0-10 scale 0=poor, 10 = excellent
Satisfaction	Overall, how satisfied were you with the delivery mode of the eLearning course?	0-10 scale 0= not at all satisfied, 10 = extremely satisfied
Satisfaction	Overall, how satisfied were you with the content of the eLearning course?	0-10 scale 0= not at all satisfied, 10 = extremely satisfied
Recommendation	How likely are you to recommend this course to others?	0-10 with 0 = not at all likely, 10 = highly likely
Improvements	How would you improve the eLearning course?	Open-text response

UK Coaching Primary Impact Measures

Measure	Question	Response

Physical Activity	In the past week, on how many days have you done a total of 30 minutes or more of physical activity, which was enough to raise your breathing? This may include sport, exercise, brisk walking or cycling for recreation or to get to and from places, but should not include housework or physical activity that may be a part of your job	0-7
Physical Health	In general, how would you rate your overall physical health?	1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent
Mental Health	In general, how would you rate your overall mental health and wellbeing?	1 = poor , 2 = fair, 3 = good, 4 = very good, 5 = excellent
	Thinking about all types of sport and physical activity – how much do you agree or disagree with the following statements?	
Confidence	I feel confident when delivering sport or physical activity sessions	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree
Competence	I am able to coach to a standard I am pleased with	1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

Demographic Information (Optional)

Question	Response
Age What is your age?	Open-text response
Gender What is your gender?	'female'; 'male'; 'non-binary'; 'prefer not to say'; 'other'
Ethnicity Which these best describes your ethnic group? (Please select one option)	'White'; 'Mixed'; 'Asian or Asian British'; 'Black or Black British'; 'Arab'; 'Other'; 'Prefer not to say'

Disability Do you have a disability or special educational need which means you need extra help to do things?	'Yes'; 'no'; 'don't know'; 'prefer not to say'
Coaching Experience What country and region do you currently coach in? (E.g. UK, Manchester)	Open-text response
What organisation do you work or volunteer for? Please note this will be kept anonymous in any form of publication of this research.	Open-text response
What is your current employment status as a coach?	'Full time'; 'part time'; 'volunteer'; 'paid on a session or daily rate basis'
What sport (sports) or activity do you coach on a regular basis?	Open-text response
What age group(s) do you work with/coach?	'5-10 years; '11-13 years'; '14-18 years'; '19-21 years'; '22-29 years'; 30-50 years'; '50+ years'
How many years' experience of coaching do you have?	Open-text response

Focus Group Information

We are also looking for coaches to take part in a virtual focus group to explore in more depth the impact of the eLearning course and we really hope that you can help. The focus group should take no longer than an hour and as a thank you for your time you will receive a £10 Love to Shop voucher.

If you are willing to take part or would like some more information, please add your email address below and a researcher will be in touch.

Many Thanks.

This interview schedule is solely intended to guide the stories and experiences of the learners themselves. Whilst the intention of the focus group was principally to discuss the learners experience of the eLearning programme and potential suggestions for development of the programme, the intention was to let learners discuss their understandings of the eLearning programme and their views of the programme and its effects on their coaching practice, behaviours and attitudes.

Interview Question	Justification
For the purpose of the recording… • Can you introduce yourself? • Can you describe your current role? I would like to start by asking you about your prior experiences of coaching to give us an idea of 'where you are 'coming from'' and to help us make sense of your answers…. • Can you describe to me your prior experiences of coaching)? • What was your motivation to participate in the eLearning course?	**BACKGROUND** This gives a good account of what they already know about coaching and may help to frame future answers Motivation for taking part
This next section focuses on what you thought of the 'Mental Health Awareness for Sport and Physical Activity' eLearning course. • What did you expect to learn when you first signed up to take part? • What did you like/dislike about the course? (Prompt; content, layout, length, tasks) • How did participation on this course impact your approach to coaching? • Were there any key messages from the course that resonated with you specifically? • What was most useful/relevant to your coaching practice? • What new skills/knowledge did you learn in the course that you can use in the future? (Prompt: example?) • Do you feel that the course has improved your confidence around discussing mental health? (Prompt: example?)	**DELIVERY/ACCEPTABILITY OF COURSE** How are learners reacting to the course?

|	
• Do you think the course has improved your competence at coaching people with mental health problems? (Prompt: example?) These next questions focus on how the eLearning course may have impacted your individual coaching practice and beliefs… • Were there any immediate steps/actions you took as a coach as a result of taking the course? • How have you (or will you) applied the skills and knowledge you learned on this course? (Prompt: examples?) • Have you seen any direct results on participants of your learning from this course?	How has the course impacted participant learning outcomes?
As you know the eLearning course is delivered by UK Coaching…. • Did the fact UK Coaching and Mind were offering the course make you more inclined to take part? This course, as you may know, was offered free of charge during the main lockdown period… • If you took part in this course when it was free of charge, would you be likely to spend money on the course? (Prompt: If yes, how much and why? If no, why not? • If you paid to take the course, do you feel that the course was value for money? (Prompt: why/how?)	What value do learners place on the course?
This next question examines whether the eLearning course was appropriate. • Do you feel the course content was appropriate to your coaching level? • After taking part in the course, was there any specific assistance/information that would have been helpful BEFORE you began taking part in the course?	**ACCEPTABILITY**

This final section is concerned with how the eLearning course might be improved going forward. It is important that we learn from your experiences. You may have views on the delivery of the course, structure of activities, future content of the course or any other area related to the eLearning programme or mental health for young people/athletes With these in mind, can you think of any ways in which delivery of the 'Mental Health Awareness' eLearning programme can be improved? (Prompt; anything you would change, do differently, like to see)	**COURSE DEVELOPMENT** How do learners see the course improving in the future?

Constructing a concept map

What is a concept map?

A *concept map* is a knowledge representation tool, which can be used to represent knowledge held by a learner and the structure of knowledge in any subject.

A *concept* is a perceived regularity or pattern in events or objects (or records of events or objects) designated by a label – e.g. chair. Two or more concepts related by linking words form a *proposition*, i.e. a fundamental unit of meaning stored in our cognitive structure. The meaning of a proposition is dependent on the precision and clarity of the concepts and on the specificity of the linking words.
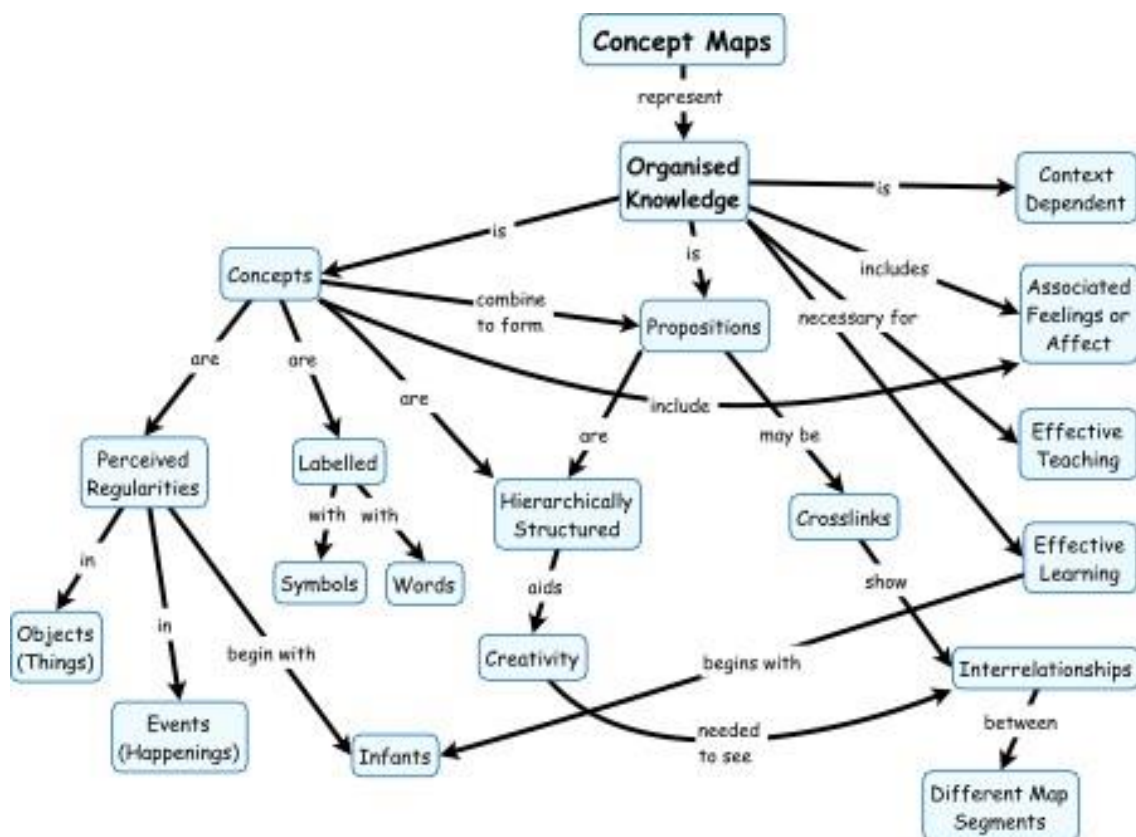
Accessing the concept mapping software

We are going to use an online concept mapping software package called https://cmap.ihmc.us/

Please follow the below instructions to access the mapping software on your computer;

1. Visit https://cmap.ihmc.us/cmaptools/cmaptools-download/ on your internet browser and download cmaptools.
2. Once you have downloaded the software, load this onto your computer.
3. Click File (top left) and create new Cmap.
4. I will demonstrate through Zoom/Teams how a Cmap is created and provide an example before we start to develop our own Cmaps.

How to construct your own concept map

The aim of the concept mapping activity is to create a map, which reflects your own personal understanding and is unique to you. There are no right or wrong maps.

If you have any problems along the way this link may help to resolve them or please just ask!

https://cmap.ihmc.us/docs/cmaptools-help/

Question: What is your understanding of mental health?

A) Identifying concepts ('parking lot' of concepts)

1. Think about key concepts that come to your mind when you think about coaching people with mental health problems. Aim for 15-25. Use words or very short phrases, not sentences. Write each concept in a separate square on your concept mapping screen (10 min.).
2. Share concepts with others. If you see any additional concepts you wish to use yourself, write them onto your concept map (5 min.).
3. Provisionally arrange the 'concept squares' in an approximate order, with the most general, inclusive concepts at the top and the more specific, least general concepts at the bottom of the map. Try not to spend long deliberating at this stage (5 min.).

B) Creating a preliminary concept map

4. Think about the ways in which the concepts relate to each other and arrange the squares accordingly. Use the software to draw lines between two concepts, with a directional arrow indicating the way in which the link is to be read. Add a label to each line, which expresses the relationship between two concepts. Every link line must be labelled (20 min.).

C) Linking concepts and practice

5. Using different coloured squares, add to the map any examples of coaching practices you have used that help to clarify or illustrate a concept (10 min)

D) Developing the map

6. Look for cross-links between different segments of the map. Illustrate how different segments of the map are related to each other by drawing additional labelled lines.
7. As a concept map is never finished please feel free to revise the map at any stage. This might be to move/edit existing concepts and lines or add new concepts and links to the map.

Please save your concept map to your computer and send a copy across to me via email – we will revisit this map at a later date and see how your concepts may have developed following completion of the UK Coaching 'Mental Health Awareness for Sport and Physical Activity' eLearning course.

Example Concept Map
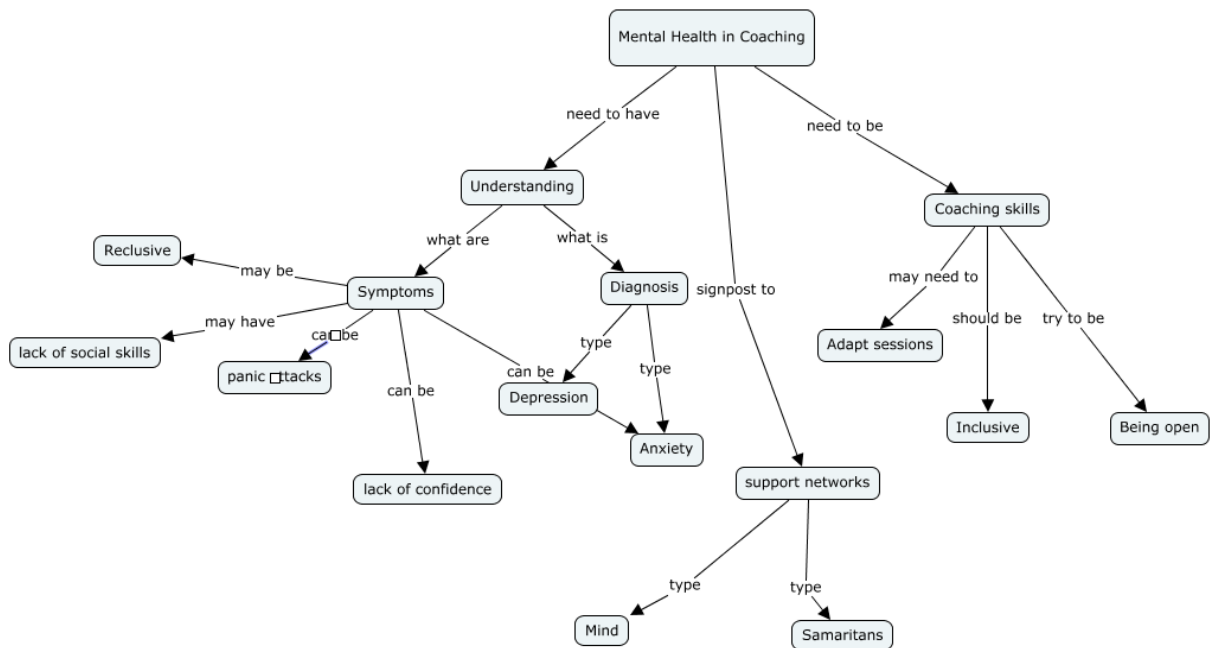
Interview Schedule Follow-up Concept Mapping

Introduction

This research is part of a collaborative project between LJMU and UK Coaching. The aim of the research is to consider how the MH eLearning course helped support learning and the impact it has had/or you think it may have on your coaching practice. Today we want to think about your understanding and practice may have changed since we last met.

Just to reiterate: The information you provide is entirely confidential: It will be kept in a locked cabinet; we will be the only people who has access to and analyses the data; the transcription process will ensure the data is made anonymous.

There are no right or better answers. It is your personal perspectives and views that are important.

Today:

Two parts, 60 minutes in total

1. Map development/comparison between pre/post-course maps
2. Interview – are you happy if we record it?

Part 1: Map development

Share map on screen

Highlight, remind:

- Concept map is not a mind map, hierarchical, labelled link lines make relationships between concepts explicit – don't forget to label the lines!
- Feel free to add and remove concepts at any time, make changes to map, reorganise
- You may now want to think about specific examples of how you might implement ideas in practice

Give you 10/15 minutes to add/change/move any concepts you wish to

Part 2: interview

Start recording

1) Introduction

For the purpose of the recording…

- Can you introduce yourself?

- Can you describe your current role?

I would like to start by asking you about your prior experiences of coaching to give us an idea of 'where you are 'coming from'' and to help us make sense of your answers….

- Can you describe to me your prior experiences of coaching? ([Prompt: years' experience, coaching quals, types of sport)

2) Concept Map - comparing new map with original map

To start with, can you talk us through your new map.

Can you focus in particularly on any striking differences that you have noticed between the new map and the old map?

Are these differences you observed just coincidental, or are they due to your understanding having changed since taking the course?

If your understanding has changed:
What exactly has changed?
Why has it changed – what are the influences?
Has the change of your understanding influenced your coaching practice in any way? (prompt: examples)

Looking at your map and the practices you have described, what are the main influences on your understanding of coaching people with mental health and your coaching practices?

Do you feel the concept mapping process has allowed you to represent your understanding of mental health?

3) General questions about the course

This next section focuses on what you thought of the 'Mental Health Awareness for Sport and Physical Activity' eLearning course.

- What did you expect to learn when you first signed up to take part?

- What did you like/dislike about the course? (Prompt; content, layout, length, tasks)

- How did participation on this course impact your approach to coaching?

- Were there any key messages from the course that resonated with you specifically?

- What was most useful/relevant to your coaching practice?

- What new skills/knowledge did you learn in the course that you can use in the future? (Prompt: example?)

- Do you feel that the course has improved your confidence around discussing mental health? (Prompt: example?)

- Do you think the course has improved your competence at coaching people with mental health problems? (Prompt: example?)

These next questions focus on how the eLearning course may have impacted your individual coaching practice and beliefs…

- Were there any immediate steps/actions you took as a coach as a result of taking the course?

- How have you (or will you) applied the skills and knowledge you learned on this course? (Prompt: examples?)

- Have you seen any direct results on participants of your learning from this course?

This course, as you may know, was offered free of charge during the main lockdown period…

- As you took the course with free access, would you be likely to spend money on the course? (Prompt: If yes, how much and why? If no, why not?

This next question examines whether the eLearning course was appropriate.

- Do you feel the course content was appropriate to your coaching level?

- After taking part in the course, was there any specific assistance/information that would have been helpful BEFORE you began taking part in the course?

This final section is concerned with how the eLearning course might be improved going forward. It is important that we learn from your experiences. You may have views on the delivery of the course, structure of activities, future content of the course or any other area related to the eLearning programme or mental health for young people/athletes

- With these in mind, can you think of any ways in which delivery of the 'Mental Health Awareness' eLearning programme can be improved? (Prompt; anything you would change, do differently, like to see)