



28th Annual Conference
AASP 2013
New Orleans

October 2 – 5, 2013

Lifelong Physical and Mental Well-Being
through Sport and Exercise

2013 Conference Proceedings & Program



Association for Applied Sport Psychology – 2013 Conference Program & Proceedings

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28th Annual Conference
AASP 2013
New Orleans

Welcome to AASP 2013!

Welcome to the 28th Annual Conference of the Association of Applied Sport Psychology. These are exciting times as AASP and the field of Sport Psychology continues to grow. Having celebrated our association's Silver Anniversary 25th anniversary just three short years ago, we are now strategically planning for AASP to exert even more influence on our field over the next quarter century.

We are pleased you have chosen this conference to share your knowledge and extend your network of colleagues and friends. Please join us in thanking Jack J. Lesyk, Conference Chair; Brent Walker, Scientific Program Chair; Leeja Carter, Conference Program Committee Member; Kent Lindeman, Executive Director; Lauren Spencer, Meeting Manager; Jill Thompson, Membership/Communications Manager; and Focus Area Chairs: Russell Medbery, Social Psychology; Angus Mugford, Performance Psychology; and Linda Keeler, Health and Exercise Psychology. In addition, we want to thank the more than 200 members who assisted with the review of all submitted conference abstracts. Their hard work enabled us to assemble what promises to be an outstanding program. AASP 2013 will feature an exceptional list of invited speakers, as well as lectures, posters, symposia, and workshops that AASP members will be presenting. Thank you for continuing to submit your excellent work to our annual conference.

The AASP Board is very pleased to serve as your host for AASP 2013, and hope that you enjoy the program and networking activities that are planned. If any of us can be of further assistance, or if you have suggestions for increasing the effectiveness of the AASP organization or educational program, please stop and talk to us in New Orleans.

Enjoy the conference!

Sincerely yours,

AASP Executive Board
2012-2013

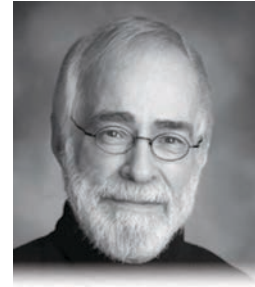
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- Business Ownership in Sport Psychology: Glenn Pfenninger
- Coaching Science: Kristen Dieffenbach
- College/University Counseling Center: Craig Rodgers
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- Disability Sport and Exercise: Aaron Moffett
- Eating Disorders: Christine Selby and Dana Voelker
- Exercise Psychology and Wellness: Dave Smith
- Fencing: John Heil
- Gay, Lesbian, Bisexual, Transgender and Intersex: Alyssa Norris
- International Olympic Sport Psychology: Peter Haberl
- Media in Sport: Bradley Litchfield
- Military Performance: Michael Cooley
- Performance Consulting in Collegiate Sport: Chris Rose
- Performance Psychophysiology and Biofeedback: Tim Herzog
- Performance Excellence: Lisa Miller
- Positive Psychology for Sport and Exercise: Lisa Miller and Brittany Glynn
- Psychology of Sport Injury: Frances Flint
- Race and Ethnicity in Sport: Latisha Forster-Scott
- Sport Fandom: Daniel Wann
- Teaching Sport and Exercise Psychology: Bruce Klonsky and Tami Eggleston
- Women in Sports: Leeja Carter
- Youth Sport: Brandonn Harris

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NEW CERTIFIED CONSULTANTS

Certified Consultants of the Association for Applied Sport Psychology (CC-AASP) are members with a masters or doctorate degree who have met specific course requirements in sport and exercise psychology and have completed an extensive, supervised work experience. The disciplines included within the sport psychology field applicable to those holding the CC-AASP designation include: clinical psychology, educational and mental health counseling, social work, industrial-organizational psychology, and sport and exercise psychology from a sport science basis. To obtain the CC-AASP credential, the individual must demonstrate they have completed specific educational requirements along with a minimum of 400 hours of mentored and applied experience.

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 Josie Nicholson
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 Tanya Prewitt
 Lena Torgerson
 Brian Wade
 Jessica Williams

(as of September 1, 2013)

FELLOWS

Congratulations to the four members named to AASP's 2013 Class of Fellows.

Jon Metzler, 2013
 SAIC/CSF2

Kirsten Peterson, 2013
 Australian Institute of Sport

Tatiana Ryba, 2013
 Aarhus University

Diane Whaley, 2013
 University of Virginia

A Fellow is an AASP member who has achieved distinction through significant contributions to academic and professional practice knowledge in sport and exercise psychology.

Michael Sachs, 1987	Britton Brewer, 2004
Dan Kirschenbaum, 1987	Daniel Weigand, 2004
Jean Williams, 1987	Scott Martin, 2004
Charles Hardy, 1987	Aynsley Smith, 2004
John Silva, 1987	Heather Barber, 2005
Bonnie Berger, 1987	Burton Giges, 2006
Tara Scanlan, 1987	Gershon Tenenbaum, 2006
Robert Weinberg, 1987	Hap Davis, 2006
David Yukelson, 1987	Chris Harwood, 2007
Wesley Sime, 1987	Ian Maynard, 2007
Glyn Roberts, 1987	Ed Etzel, 2007
Daniel Gould, 1987	Sean McCann, 2009
Diane Gill, 1987	Frances Flint, 2009
Carole Oglesby, 1987	Mary Fry, 2009
Joan Duda, 1988	Melissa Chase, 2009
Frank Smoll, 1988	Stephanie Hanrahan, 2010
Leonard Zaichkowsky, 1988	Eddie O'Connor, 2010
Kenneth Ravizza, 1988	Charles Brown, 2010
Evelyn Hall, 1989	Rick McGuire, 2010
Robin Vealey, 1989	Martha Ewing, 2010
Steven Danish, 1991	Jack Lesyk, 2011
Penny McCullagh, 1992	Leslee Fisher, 2011
Al Petitpas, 1993	Ken Hodge, 2012
Linda Petlichkoff, 1995	Maria Newton, 2012
Robert Smith, 1995	Jack Watson, 2012
Bruce Hale, 1996	Sam Zizzi, 2012
John Heil, 1998	Jon Metzler, 2013
Craig Wrisberg, 1998	Kirsten Peterson, 2013
Trent Petrie, 2000	Tatiana Ryba, 2013
Kate Hays, 2000	Diane Whaley, 2013
Ralph Vernacchia, 2001	
Gloria Solomon, 2001	
Diane Wiese-Bjornstal, 2002	
Judy Van Raalte, 2002	
Joy Griffin, 2002	
Damon Burton, 2003	
Karen Cogan, 2004	
Vicki Ebbeck, 2004	
Jeffrey Martin, 2004	

PAST-PRESIDENTS

John Silva , University of North Carolina (Emeritus)	1985-1987
Ronald Smith , University of Washington	1987-1988
Robert Weinberg , Miami University-Ohio	1988-1989
Daniel Gould , Michigan State University	1989-1990
Lawrence Brawley , University of Saskatchewan	1990-1991
Michael Sachs , Temple University	1991-1992
Charles Hardy , Jiann-Ping Hsu College of Public Health	1992-1993
Jean Williams , University of Arizona (Emeritus)	1993-1994
Tara Scanlan , UCLA	1994-1995
Penny McCullagh , University of Colorado	1995-1996
Maureen Weiss , University of Minnesota	1996-1997
Leonard Zaichkowsky , Vancouver Canucks	1997-1998
Robin Vealey , Miami University	1998-1999
Andrew Meyers , University of Memphis	1999-2000
Joan Duda , The University of Birmingham	2000-2001
David Yukelson , Penn State University	2001-2002
Linda Petlichkoff , Boise State University	2002-2003
Damon Burton , University of Idaho	2003-2004
Martha Ewing , Michigan State University	2004-2005
Craig Wrisberg , University of Tennessee	2005-2006
Vikki Krane , Bowling Green State University	2006-2007
Burton Giges , Springfield College	2007-2008
Sean McCann , USOC	2008-2009
Glyn Roberts , Mental Training Inc	2009-2010
Bonnie Berger , Bowling Green State University	2010-2011
Jack J. Lesyk , Ohio Center for Sport Psychology	2011-2012

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Featured Lectures and Speakers



Kate F. Hays, Ph.D., CC-AASP

The Performing Edge

The Journey of an Independent Scholar-Practitioner

**COLEMAN GRIFFITH LECTURER: WEDNESDAY, OCTOBER 2, 5:30 PM - 7:00 PM
GRAND BALLROOM AB - 1ST FLOOR**

Kate F. Hays, Ph.D., C.Psych., CC-AASP maintains an independent practice, The Performing Edge, in Toronto, Canada. Her practice, research, writing, and teaching has three directions: (1) performance enhancement training with athletes; (2) the application of sport psychology principles and techniques to other performance populations, especially performing artists and business executives; and (3) psychotherapy practice with emphasis on the mental benefits of physical activity.

Born and raised in New York City, Dr. Hays obtained her B.A. from the University of New Hampshire and her A.M. and Ph.D. in clinical psychology from Boston University. Following graduate training, she returned to New Hampshire, where she directed a community mental health center and subsequently developed an individual and group private practice. In 1997, she moved to Toronto, to expand the sport and performance aspects of her practice.

Dr. Hays has taught courses in sport and performance psychology in the U.S. and has given scholarly and applied presentations throughout North America, the U.K., and Australia. Her current primary teaching role is through her popular tele-consultation groups (TCGs) in sport and performance psychology, a model of distance teaching that has seen participants from 21 states, 6 provinces, and the U.K. In 1999, she founded the Psyching Team for the Toronto Marathon. This community service to runners before, during, and after the Marathon has been recognized as a model of "giving sport psychology away."

A prolific author of many peer reviewed articles and invited book chapters, Dr. Hays retains her connection with public education through her blog, "The Edge: Peak Performance Psychology" through *Psychology Today*. She has authored five books: *Working It Out: Using Exercise in Psychotherapy*; *Move Your Body, Tone Your Mood*; *You're On! Consulting for Peak Performance* (with co-author Charles H. Brown); and edited *Performance Psychology in Action* and *Integrating Exercise, Sports, Movement and Mind: Therapeutic Unity*. A former president of American Psychological Association's Division of Exercise and Sport Psychology, she is the recipient of its Bruce Ogilvie Award for Professional Practice and currently represents the Division at APA's Council of Representatives. Most recently, she has been instrumental in establishing a Section on Performance Psychology.

A Fellow of APA and AASP, Dr. Hays has been elected to a number of Boards within APA, currently serving as a member of its Publications & Communications Board. Within AASP, Dr. Hays has served on the Health Psychology Committee, Certification Review Committee, Hospitality Committee, Continuing Education Committee, and most recently, the Ad Hoc Committee on the Future of Certification.



Craig Jenkins, Ph.D., ABPP, LTC, MS

10th Special Forces Group (Airborne)

Conceptualizing Special Operations Tactical Athletes... Who are those guys?

**PERFORMANCE PSYCHOLOGY KEYNOTE: THURSDAY, OCTOBER 3, 9:45 AM - 11:00 AM
GRAND BALLROOM AB - 1ST FLOOR**

Craig M. Jenkins, Ph.D., ABPP is a Lieutenant Colonel assigned to the US Army's 10th Special Forces Group (Airborne) as the Group Psychologist. He has more than a decade of experience providing special operations forces with operational psychology support. He served as an enlisted Soldier in the 1st Battalion, 75th Ranger Regiment and later returned to become the first psychologist assigned to the 75th Ranger Regiment. He has conducted multiple combat tours in Afghanistan and Iraq. Dr. Jenkins is focused on improving the health and performance of special operations forces as well as providing operational support to commands. He holds master's degrees in clinical psychology and psychopharmacology in addition to a doctorate in clinical psychology. He has completed the Army's post-doctoral Health Psychology Fellowship and then became the director of that program. He is a board certified clinical health psychologist and is an inductee of the Order of Military Medical Merit.



Gary Denham

Effective Presentation Solutions

Conceptualizing Special Operations Tactical Athletes... Who are those guys?

Gary is an acknowledged professional Public Speaking Coach and owner of Effective Presentation Solutions. He has worked with the Pittsburgh Pirates organization as well as several forums of Young Presidents Organization (YPO) including being the guest speaker at YPO events.

Since 2007 he has been the Director of Instructor Development for Naval Special Warfare Center. As Director he oversees the initial instruction, qualification and continued training of all SEAL and SWCC instructors. He teaches Public Speaking/Effective Presentations to the Junior Officers Training Course; the Platoon Leadership/Chief Petty Officer Course; SEAL Team-5; the Leadership, Ethics and Law Department Professors at the United States Naval Academy; Marine Corps Forces Special Operations (MARSOC); and the Coaches for the BUD/S Prep Course in Great Lakes, Illinois.

He retired after serving over 20 years in the US Navy as a SEAL. He graduated with BUD/S class "142" in May of 1987. He then received orders to SEAL Team-5 with Basic Airborne Training en route. He was assigned to Golf Platoon and completed back-to-back six-month West-PAC deployments to Subic Bay, Philippines. He completed his tour at SEAL Team-5 and was screened and selected for duty at Naval Special Warfare Development Group (NSWDG) in July 1990 where he remained for 10 1/2 years. Following his assignment at NSWDG he was a Close Quarters Defense (CQD) instructor at Naval Special Warfare Center Detachment Little Creek. His final duty was Third Phase Chief/ Curriculum Manager at Basic Underwater Demolition/SEAL (BUD/S).

After retirement in 2006, he received his Master's of Education and California Teaching Credential. He successfully went on to teach US History to 8th graders in the Cajon Valley School District.



Jacquelynn Eccles, Ph.D.

University of Michigan

Sports Participation and the Transition to Adulthood

SOCIAL PSYCHOLOGY KEYNOTE: FRIDAY, OCTOBER 4, 9:45 - 11:00 AM
GRAND BALLROOM AB - 1ST FLOOR

Jacquelynn S. Eccles is the McKeachie/Pintrich Distinguished University Professor of Psychology and Education at the University of Michigan, as well as a Senior Research Scientist at the Institute for Social Research at the University of Michigan. She is Director of the Gender and Achievement Research Program at ISR and editor of *Developmental Psychology*. Over the past 30 years, Prof. Eccles has conducted research on a wide variety of topics including gender-role socialization, teacher expectancies, classroom influences on student motivation, and social development in the family and school context. In the 90s, Prof. Eccles served as Chair of the Advisory Committee for the Social, Behavioral and Economic Directorate at the National Science Foundation, and Chair of the MacArthur Foundation Research Network on Successful Pathways through Middle Childhood. She was Associate Editor of the journal *Child Development* and editor of the *Journal for Research on Adolescence*. She is past president of the Society for Research on Adolescence (SRA) and Division 35 of APA, president elect of Division 7 of APA, and has served on the faculty at Smith College, the University of Colorado, and the University of Michigan. Her work has been honored by several awards including the Kurt Lewin Memorial Award for "outstanding contributions to the development and integration of psychological research and social action" from the Society for the Psychological Study of Social Issues; life time achievement awards from SRA, Division 15 of the American Psychological Association, the American Psychological Society, the Society for the Study of Human Development, and the Self Society; the Bronfenbrenner Award for Research from Division 7 of the APA; and the APA Lifetime Award for Service in Supporting Psychological Research. She has received honorary degrees from the Catholic University of Louvain, Belgium and the University of Laval in Quebec City, Canada. Finally, she is a member of the National Academy of Education a World Scholar at the University of London, and Visiting Professor at the University of Tübingen, Germany. (Photo property of KILDEN)



James P. Whelan, Ph.D.

University of Memphis

Professional Ethics: The Long View When Working with Athletes

ETHICS ADDRESS: FRIDAY, OCTOBER 4, 11:30 AM - 12:30 AM
ROSEDOWN - 3RD FLOOR

James P. Whelan, Ph.D., is a licensed psychologist and faculty member at the University of Memphis' Department of Psychology where he teaches and mentors students in the clinical psychology doctoral program and directs the Psychological Services Center. For many years, Jim was an involved member of the Association for Applied Sports psychology, including a service to the AASP ethics committee and contributor to the AASP first ethics code.

While still involved in athletics and applied sport psychology, Jim's primary research focus has shifted to the study of disordered gambling. He is the founder and co-director of the Institute for Gambling Education and Research. His work in this area has included predictors of at-risk gambling among adolescents, the role of alcohol consumption on gambling behavior, the promotion of responsible gaming, and the assessment and treatment of gambling problems. Based on their empirically-based clinical work with over 400 individuals, Jim and his colleagues have developed, evaluated, and published a comprehensive treatment for those with gambling problems. Their book and their assessment tools have been translated into several different languages and have also been successful in receiving grants to support their work on gambling prevention and treatment research.

Service to the professional and lay communities has always been a value to Jim, and he has had the honor of serving on the executive committee for three professional organizations, as well as, served on several editorial boards and continues as a long-standing member of his University's Faculty Athletic Committee. In addition to his role on the original AASP ethics committee, Jim has been involved with the Tennessee Psychological Association ethics committee and received an appointment to the Tennessee Board of Examiners in Psychology. Among his recognitions, Jim received the University of Memphis Research Award for Engaged Scholarship.



Morten Andersen

All Time Leading Scorer in NFL History

From Head to Toe: A Seven Time NFL Pro Bowl Kicker's Journey to Excellence

SPECIAL PRESENTATION: FRIDAY, OCTOBER 4, 1:30 PM - 2:30 PM
GRAND BALLROOM AB - 1ST FLOOR

Morten Andersen, "The Great Dane", was born August 19, 1960 in Copenhagen, Denmark. As a youth, he participated in many sports including soccer, team handball, gymnastics and track. Morten visited the United States in 1977 as a Youth for Understanding exchange student. He first kicked an American football that year as a student at Ben Davis High School in Indianapolis, IN. A fast learner, after only one season of high school football he was awarded a scholarship to Michigan State University where he became an All American. He holds the distinction of being the all-time leading scorer in NFL history, as well as being the all-time leading scorer for two teams; the New Orleans Saints, with whom he spent 13 seasons, and the Atlanta Falcons, with whom he spent a combined eight seasons. Morten holds numerous NFL records and distinctions including: Most career points (2,544), most games played (382), most consecutive games scoring (360), most field goals (565), most field goals attempted (709). He places second in the following categories: most career PAT's attempted (859; 1st- George Blanda, 959), most career PAT's made (849; 1st-George Blanda, 943), most FG's (50 or more yards) in a career (40; 1st- Jason Hanson, 41), most NFL seasons played (25; 1st- George Blanda, 26), most seasons-100 or more points (14; 1st- Jason Elam, 16). A seven time Pro Bowl selection, the most by any NFL kicker, he was named to the 1980's and 1990's NFL All-Decade Team and is in the New Orleans Saints Hall of Fame, The Louisiana Sports Hall of Fame, Michigan State University Athletics Hall of Fame and The Danish American Football Federation Hall of Fame. Morten officially retired from the NFL on December 8, 2008. He currently is CEO of Morten Andersen Global, Inc., president and founder of The Morten Andersen Family Foundation, and enjoys raising his two boys with his wife Jennifer.



John Ratey, MD

Harvard Medical School

Spark—How Exercise is Best for Emotional Regulation and Optimizing Cognitive Function

HEALTH & EXERCISE PSYCHOLOGY KEYNOTE: SATURDAY, OCTOBER 5, 9:45 AM - 11:00 AM
NAPOLEON BALLROOM - 3RD FLOOR

John J. Ratey, MD, is an Associate Clinical Professor of Psychiatry at Harvard Medical School, Research Synthesizer, Speaker, and best selling Author. He has published over 60 peer-reviewed articles on the topics of Aggression, Autism, ADHD, and other issues in Neuropsychiatry, and written 8 books published in 14 languages. Dr. Ratey is the co-author of the ground breaking ADD-ADHD series of books, *Driven to Distraction*, *Answers to Distraction*, and *Delivered from Distraction*, with Edward Hallowell, MD. First published in 1994, *Driven to Distraction* is still considered the seminal book on ADD-ADHD and to this day remains a best seller in the field. In addition, Dr. Ratey is the author of *A Users Guide to the Brain* (2000) and co-author of *Shadow Syndromes* (1997) with Catherine Johnson, PhD., both published by Pantheon/Random House. He has edited several academic publications, including *The Neuropsychiatry of Personality Disorders* (1994), published by Blackwell Scientific. With the publication of his latest book, *Spark: The Revolutionary New Science of Exercise and The Brain*, (2008), Dr. Ratey has established himself as a leading expert in the brain-fitness connection. A highly sought after speaker, he has embarked on a world-wide mission to re-engineer schools, corporations, and individual lifestyle practices by incorporating exercise to achieve peak performance and optimum mental health. Dr. Ratey has lectured extensively throughout the US, Canada, Japan, Korea, Taiwan, Australia and Europe. He serves as an advisor to the President Of Taiwan, The Alberta, Canada legislature and the Utah Government. He's been named Reebok's Ambassador for Active Kids, Advisor to the California Governor's Council on Physical Fitness Activity and Sport, and Adjunct Professor at Taiwan National Sports University. Consistently named one of the Best Doctors in America by his peers, Dr. Ratey and his work are frequently profiled in the media, where he's been featured on ABC, CBS, NBC, PBS and NPR, and well as in *The New York Times*, *Newsweek*, *The Washington Post*, *US News and World Report*, *Forbes*, *Men's Health*, *Fitness Magazine*, and other national publications. Dr. Ratey maintains a private practice in Cambridge, Massachusetts, and is currently working on a new book examining our genetic roots and the influence on our psychology in a modern world, titled, *Go Wild* to be published by Little Brown, April, 2014.



Jaume Cruz Feliu, Ph.D.

Universitat Autònoma de Barcelona (UAB)

The Importance of Social Environment in Youth Sport for Lifelong Physical Activity

DISTINGUISHED INTERNATIONAL SCHOLAR AWARD LECTURE: SATURDAY, OCTOBER 5, 11:30 AM - 12:30 PM
ROSEDOWN - 3RD FLOOR

Jaume Cruz Feliu is Professor of Sport Psychology at the Universitat Autònoma de Barcelona (UAB) and Director of the Sport Psychology Interuniversity Master, organized by the UAB and the National Institute of Physical Education of Catalonia (INEFC). He has published more than 60 research articles in professional journals, such as: *Journal of Applied Sport Psychology*, *Applied Psychology*, *Psychology of Sport and Exercise*, *Journal of Clinical Sport Psychology*, *Journal of Sport Science and Medicine*, *International Review for the Sociology of Sport*, *Spanish Journal of Psychology*, *Psicothema* and *Revista de Psicología del Deporte*. Dr. Cruz has also written several book chapters and has coauthored the books: *Psicología del deporte: aplicaciones y perspectivas*

(*Sport Psychology: Applications and Perspectives*) and *Psicología y deporte (Sport and Psychology)*. He is also editor of the *Manual de Psicología del deporte (Sport Psychology Handbook)*. Professor Cruz coordinates the “Grup d’Estudis de Psicologia de l’Esport” (Research Group in Sport Psychology) at the UAB. He has led four three-year research projects at national level and now he is involved in the European project: promoting adolescent health through an intervention aimed at improving the quality of their participation in Physical Activity (PAPA). His main research interests are in the area of youth sport and include different aspects of motivation in sport, drop-out, fair play and especially cognitive-behavioral interventions with coaches of young players, such as the Programa de Asesoramiento Personalizado a Entrenadores (PAPE, Personalized Program for Counseling Coaches). He has conducted seminars and workshops for coaches and parents of young athletes sponsored by regional and national sport organizations. Dr. Cruz has collaborated in the Curriculum Development of the European Master in Sport Psychology and received the Ema Gueron Award from the European Federation of Sport Psychology (FEPSAC), in 2011. He has served as president of the Catalan Association of Sport Psychology (1987-1991) and president of the Spanish Federation of Sport Psychology (1991-1995). He has been director of the *Revista de Psicología del Deporte*, the first Journal of Sport Psychology in Spanish, since its founding in 1992 and has been a member of the editorial board of several psychology and sport science journals.



Claire Donahue

Western Kentucky University/USA Swimming National Team

Theory to Practice: Reflections of an Olympic Gold Medalist, Her Coach, and Her Sport Psychologist

**PERFORMANCE PSYCHOLOGY PANEL DISCUSSION: SATURDAY, OCTOBER 5, 4:00 PM - 5:15 PM
NAPOLEON BALLROOM - 3RD FLOOR**

Claire Donahue was born in Dallas, TX to Chris and Connie Donahue. Donahue has three siblings, Audrey, Zack, and Dean. When Claire was five, she and her family moved to Lenoir City in east Tennessee, where she graduated from Lenoir City High School in 2007. After high school, she attended Western Kentucky University majoring in social work; Claire graduated from WKU in 2011 and now is certified as a social worker. In her freshman year at WKU, Claire broke the school record in the 100- and 200-yard butterfly. She was a letter winner all four years of her college career, setting five school records in the process. As a senior, she was named the “2011 WKU Student Athlete of the Year.” Under Coach Bruce Marchionda, Donahue finished her career as the most decorated swimmer in WKU history. Claire finished her WKU career as the school-record holder in both the 100-yard and 200-yard butterfly along with eight individual Sun Belt Conference titles, three conference championships and the highest individual finish at the NCAA championships in school history. Donahue qualified for the 2008 Olympic Trials, the U.S. qualifying event for the Olympics, in the 100-meter and 200-meter butterfly, but did not advance out of the opening round in either event. In 2010, Donahue finished fourth in the 100-yard butterfly at the NCAA Championships. In 2011, she finished second at the NCAA Championships in the same event. She went to the 2011 Pan American Games where she won the gold in the 100-meter butterfly and another gold as part of the 4x100-meter medley relay. At the 2011 National Championships, she took second place in 100-meter butterfly and 9th in the 200-meter butterfly. At the 2012 Olympic Trials in Omaha, Nebraska, Donahue turned in a new personal best in the 100-meter butterfly finals clocking a time of 57.57. With this time she earned second place, qualifying for the 2012 US Olympic Team. At the 2012 Summer Olympics in London, Claire turned in another personal best time of 57.42 seconds during the semi-finals of the 100-meter butterfly and advanced to the finals. In the finals, she swam the race in 57.48 en route to a seventh place finish. Later at the games, she swam the butterfly leg of the 4x100-meter medley relay for the U.S. team during the preliminary heats. Her teammates won the relay final, earning Donahue an Olympic gold medal.



Bruce Marchionda

Western Kentucky University

Theory to Practice: Reflections of an Olympic Gold Medalist, Her Coach, and Her Sport Psychologist

Bruce Marchionda has 29 years of coaching experience at the collegiate and prep levels. He is in his 11th season at Western Kentucky University and his eighth as head coach of the WKU swimming and diving teams. WKU Lady Toppers won the 2013 Sun Belt Conference Championship title, the ninth championship in program history since 2001. WKU men’s swimming finished at no. 16 in the Endless Pools/CollegeSwimming.com Top 25 Poll after a strong showing at the 2013 Conference USA Men’s Invitational, finishing second. Marchionda was named both SBC and Conference USA Co-Coach of the Year. WKU finished the 2012 Sun Belt Conference Championships with a pair of runner-up finishes. Fourteen WKU swimmers were named CollegeSwimming.com Mid-Major honorable mention All-Americans. Summer 2012, seven WKU swimmers participated in U.S. Swimming Trials in Omaha, Nebraska, including Claire Donahue, the first WKU swimmer to make the U.S. Olympic team. Marchionda led the Hilltoppers and Lady Toppers to second-place finishes in the 2011 Sun Belt Conference Championships, and was named the Men’s Swimming Coach of the Year. Donahue, along with 10 teammates, were named Mid-Major All-Americans by CollegeSwimming.com. WKU men and women swept the 2010 Sun Belt Conference Championships. Two WKU swimmers picked up Swimmer of the Year honors while Marchionda was named the Coach of the Year on the men’s and women’s side. Marchionda was recognized by the ASCA as a Coach of Excellence for the 2010 season. Marchionda’s international coaching experience includes serving as a member of the Peruvian National Staff and, in 2012, the coaching staff for the US at the 2012 Short Course World Championships in Istanbul, Turkey. Before WKU, Marchionda helped lead the Clemson Tigers to the ACC Championship in 1997 and was named the ACC coach of the year. At Clemson he produced 26 ACC Champions as well as several swimmers that attained national and international

awards. Previously, Marchionda served in coaching roles with the Clemson Aquatic Club, Old Dominion, and Norfolk Academy. During his 13 years at Norfolk Academy, he won 15 Virginia State Championships, produced 21 high school All-Americans, and 79 high school state champs. Marchionda graduated in 1979 from Westminster College, New Wilmington, PA, with a BS in biology. At Westminster, he was a six-time NAIA All-American in the sprint events. An Olympic Trials qualifier in 1980, Marchionda was also a three-time Master Swimming All-American. Marchionda and his wife, Hope, have two sons, Jacob and Mason.



Elizabeth Shoenfelt

Western Kentucky University

Theory to Practice: Reflections of an Olympic Gold Medalist, Her Coach, and Her Sport Psychologist

Dr. Elizabeth (Betsy) Shoenfelt, Professor of Psychology in Industrial-Organizational (I-O) Psychology has been a faculty member at Western Kentucky University (WKU) since 1983. She has directed the I-O graduate program for 19 years. Her doctoral training and primary work context is I-O psychology; her work in sport psychology has a performance orientation and draws heavily on her I-O training and research. Betsy completed her graduate training at LSU where she minored in statistics and sport psychology. At LSU, she and Charlie Hardy, an AASP past president, completed graduate coursework under the tutelage of Dr. Evelyn Hall. Betsy teaches graduate courses in Organizational Psychology, Advanced Training, EEO Law, Leadership, and Professional Issues; she directs I-O graduate students in internships and thesis research. In 2013, Betsy won the Society for Industrial Organizational Psychology lifetime achievement award for teaching. For more than 30 years, Betsy has developed and implemented programs to enhance performance in business, industry, government, education, and sports. She is a licensed I-O psychologist, a Certified Consultant with the Association for Applied Sport Psychology, and a member of the United States Olympic Committee Registry of Sport Psychologists. Betsy has more than 30 years of experience working with teams and individually with coaches and athletes to improve performance in competitive situations through training mental skills, team building, and performance excellence. Her work in sport psychology includes working with basketball teams that competed in three NCAA Final Fours and one national championship, volleyball teams that have made seven NCAA tournament appearances, as well as with football teams, swimmers and divers, and golfers. She has provided mental skills training workshops for athletes from soccer, softball, and golf; she developed performance appraisal systems for an intercollegiate football coaching staff and for an intercollegiate basketball coaching staff. Betsy has worked with athletes at LSU, WKU, University of Nebraska, and East Carolina University, as well as with high school athletes and competitive adult athletes. Recently, she worked with Claire Donahue, a former intercollegiate swimmer who won a gold medal at the recent 2012 Olympic Games in London.

FEATURED CE WORKSHOPS

ENTREPRENEURIAL BOOTCAMP CE WORKSHOP 1

Introduction via webinar:

Tuesday, September 3, 2013 • 9:00 pm – 10:00 pm Eastern

Onsite in New Orleans:

Tuesday, October 1, 2013 • 6:00 pm – 9:00 pm

Wednesday, October 2, 2013 • 9:00 am – 12:00 pm

Magnolia

John Coumbe-Lilley, Ph.D., CC-AASP, Learn2Peak

AASP members asked for this program –and we’re giving it to you! Entrepreneurial Bootcamp is an immersion experience for recently graduated, certified or licensed professionals working with athletes, coaches and teams seeking to develop a profitable sport psychology consulting practice. Topics covered in this 7 hour multi-day program, which is a combination of online and hands-on learning, include: “Start-up”: What To Do and What Not to Do; Developing “Top of Mind” awareness via the web and social media; Concept Development, Sales and Marketing.

The initial “Bootcamp” introduction and overview segment (1 hour) will be presented as a live webinar on September 3. It will be recorded for those who cannot attend for viewing prior the live sessions in New Orleans. The remaining 6 hours will be presented at the conference on Tuesday, October 1 (6:00 pm – 9:00 pm) and Wednesday, October 2 (9:00 am – 12:00 noon).

The objectives of this Boot Camp are to:

- Provide individuals the tools to effectively build a profitable sport psychology consulting business.
- Teach you the business principles successful entrepreneurs have used
- Make sure attendees leave with an action plan to achieve the three key objectives of business

This will be a very interactive workshop with work to do between the initial webinar and the on-site workshop. The outcome of this workshop will be your own individual action plan with measurable goals.

This program has been approved for 3 hours of CE to partially meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

ASSESSMENT AND MANAGEMENT OF SELF-INJURY, SUICIDE AND VIOLENCE IN ATHLETE POPULATIONS | CE WORKSHOP 2

**Wednesday, October 2, 2013 • 9:00 am – 12:00 pm &
1:00 pm – 4:00 pm**

Marlborough B

Mitch Abrams, Psy.D., Learned Excellence for Athletes

Over the past several years, there have been high profile situations in sport where athletes have committed severe incidents of violence directed either towards themselves or

others. Sport psychologists’ training on how to assess for suicide is not part of standardized sport psychology training. Similarly, risk assessment for violence is also not routinely part of sport psychology training. There are reasons to be concerned that as society becomes more violent there will be analogous increase in suicide and homicide inside athlete populations. Therefore, this training is geared to teaching not just risk factors to assess, but standardized methods of such assessments (including testing equipment) and interviewing styles to extract clinical information when the athlete may not be forthcoming. Traditional myths about suicide and homicide will be challenged to give the sport psychologist a pragmatic approach to assessment. Finally, issues related to treatment and crisis management will be discussed that focus on risk amelioration, confidentiality and damage control.

This program has been approved for 6 hours of CE to meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

DEVELOPING, SELLING, AND DELIVERING A COMPREHENSIVE INTEGRATED SPORT PSYCHOLOGY SERVICE DELIVERY PROGRAM FOR INTERCOLLEGIATE ATHLETICS | CE WORKSHOP 3

**Wednesday, October 2, 2013 • 9:00 am – 12:00 pm &
1:00 pm – 4:00 pm**

Marlborough A

Rick McGuire, Ph.D., CC-AASP & Joe Scogin, University of Missouri

We are actively working to create 100 new professional positions for Sport Psychology in NCAA Division I Athletic Departments by 2020. The challenge is to have Sport Psychology Consultants trained and ready to fill these new roles! This workshop is provided for and directed to Sport Psychology Students and Professionals who are wishing to expand their knowledge and understanding in how to best design, develop and deliver effective services for intercollegiate teams, athletes and coaches. Emphasis will be placed on understanding the obstacles to gaining entry into intercollegiate athletics, and creating effective strategies for selling you, your role and services!

This program has been approved for 6 hours of CE to meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

TEAM (TOGETHER EVERYONE ACHIEVES MORE) TALKS: STRATEGIES FOR TEAM AND GROUP PRESENTATIONS | CE WORKSHOP 4

Thursday, October 3, 2013 • 6:00 pm – 9:00 pm

Belle Chase

Tami Eggleston, Ph.D., CC-AASP, McKendree University

The objective of this engaging workshop is to share strategies to assist professionals working with teams and presenting to groups of athletes. This workshop will include hands-on experiences that participants can take back to use in their consulting or in their classrooms. The activities will be organized around Tuckman’s (1965) research on the stages

that a group goes through to become a team (e.g., forming-performing). Demonstrations will include goal setting, surveys, communication, team roles, and a values-auction. Various resources will be shared including Jeff Janssen's Peak Performance Playbook, Jack Lesyk's 9 mental skills, and videos by Greg Dale.

This program has been approved for 3 hours of CE to partially meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

CERTIFIED CONSULTANT WORKSHOP: ESSENTIALS OF MENTORSHIP PROFESSIONAL DEVELOPMENT WORKSHOP

Tuesday, October 1, 2013 • 6:00 pm – 9:00 pm
Wednesday, October 2, 2013 • 9:00 am – 12:00 noon
Jasperwood

Robert J. Harmison, Ph.D., CC-AASP, James Madison University & Renee Appaneal, Ed.D, LPC, CC-AASP, Australian Institute of Sport

The purpose of this continuing education workshop is to provide attendees with a foundational understanding of the role of mentorship in the development of a competent sport psychology practitioner, as well some basic skills to improve their ability to provide mentorship to trainees. The workshop will incorporate a combination of didactic and experiential learning activities designed to enhance the attendees' delivery of mentorship services. The workshop is intended for AASP certified consultants with limited to no formal training in mentorship/ supervision as well as those who desire to increase their mentorship knowledge and skills.

This program has been approved for 6 hours of CE to meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

OTHER FEATURED SESSIONS

WKSP-20: THE PROMOTIONAL VALUE OF PUBLIC SPEAKING 4TH ANNUAL YOPKO PENHALLURICK MARKETING WORKSHOP

Thursday, October 3, 2013 • 2:30 pm – 3:45 pm
Magnolia

Betty Weibel, Yopko Penhallurick

AASP members seeking to promote themselves commonly consider media relations, advertising, direct mail and online marketing tools. However, public speaking is an excellent promotional tool, often overlooked. When used strategically, public speaking can provide great value in building community awareness, promoting a book or research and more. This seminar will touch on the aspects of public speaking beyond the content of your talk including advance publicity, driving traffic to your website, and maximizing media opportunities related to the talk. A brief overview of the new AASP Speakers Bureau will also be provided.

ONE-ON-ONE VIDEO INTERVIEW COACHING SESSIONS

Thursday, October 3 and Friday, October 4, 2013
8:00 am – 12:00 noon (by pre-reservation only)
Cambridge

Betty Weibel, Yopko Penhallurick

Personalized video interview coaching sessions with Yopko Penhallurick (AASP's Public Relations Agency) will be offered Thursday and Friday mornings. These 30-minute sessions are focused on improving video presence and interview skills, whether it is for television or an online media interview via Skype. Conducted by Betty Weibel and Jennifer Reece of YP, these practice sessions are an opportunity to hone your skills through individualized coaching, including a brief on-camera taping with analysis and feedback. Prior to the workshop, participants will work with the YP staff to identify a topic and specific media issues on which they would like to improve their on-camera media skills (e.g., the Olympic Games, youth sport burnout, injury rehabilitation, etc). Participants will receive one-on-one coaching in the delivery of their on-camera message.

In order to prepare in advance, pre-registration is required and timeslots are limited, so register early by emailing bw@yp-pr.com directly to determine availability and schedule.

WKSP-19: THE NUTS AND BOLTS OF BECOMING A CC-AASP

Thursday, October 3, 2013 • 11:30 am – 12:30 pm
Fountain

Robert J. Harmison, Ph.D., CC-AASP, James Madison University

Although created nearly 25 years ago, the standards for and process of becoming an AASP Certified Consultant remain among the most misunderstood and debated issues in our organization. It has taken some time for the number of certified consultants to grow to a critical mass, but with employers and internships now listing AASP Certification as "required" or "highly desired" certification has experienced significant growth in recent years. This workshop will discuss the certification process. In particular, benefits of certification will be presented and explored in order for individuals interested in this process to gain insight and knowledge necessary to pursue certification. Academic program directors will also benefit from the discussion of what courses and experiences are most relevant for certification. Tips and suggestions for successfully navigating the application process will be provided. Members of the Certification Review Committee will be available to discuss frequently asked questions regarding issues such as mentorship, service provision, coursework, and the differences between master's level and doctoral level applicants. The intent of this workshop is to continue the dialog surrounding AASP certification, so that an increasing number of students and professionals understand the process, ultimately decide to apply, and are successful in becoming AASP Certified Consultants. Audience participation is anticipated and welcomed.

WKSP-26: CASE STUDIES FOR CC-AASP: OPPORTUNITIES FOR PEER CONSULTATION

Saturday, October 5, 2013 • 8:15 am – 9:30 am
(open to CC-AASPs only)
Magnolia

*Sarah L. Castillo, Ph.D., CC-AASP, National University,
Kristen Dieffenbach, Ph.D., CC-AASP, West Virginia University*

Although there are over 400 AASP Certified Consultants (CCs) representing seven countries, many states and countries are without CCs. Thus, the opportunity for CCs to collaborate with each other on client assessment, intervention development, and overall effectiveness is limited at best. The recent creation of a Certified Consultant email distribution list has helped begin the process of connecting CCs with respect to the dissemination of important consultant events and information, but much more needs to be done to truly create a network of professionals able to engage in peer consultation, particularly when facing challenging practitioner situations. This workshop, open solely to Certified Consultants, is specifically designed to encourage the process of collaboration, networking and peer consulting among professionals. Prior to the 2013 AASP Conference, CCs were solicited for particularly challenging consulting cases via the Certified Consultant email distribution list. All ethical considerations relating to the preservation of client confidentiality were appropriately addressed. Two case studies were selected and, with the submitters' permission, distributed to all CCs for their review and consideration one month in advance of the 2013 AASP conference workshop. These cases are presented in a workshop format to facilitate a guided dialogue in terms of case conceptualization, challenges, and eventual intervention design. Having reviewed these cases ahead of time, CC attendees will have the opportunity to discuss their own conceptualization and possible intervention strategies for each case presented. Offering this opportunity for CCs to interact on professional practice issues at the annual conference not only serves to enhance AASP's commitment to Certified Consultants but encourages CCs to build their professional consultation networks, thereby continuing their own development as effective sport psychology consultants.

WKSP-21: GRANTING PEARLS OF WISDOM: STRENGTHENING AN APPLICATION'S WEAKEST LINKS (GRANT WRITING WORKSHOP)

Thursday, October 3 • 2:30 pm - 3:45 pm
Fountain

Amanda Visek, Ph.D., CC-AASP, The George Washington University, Paula Parker, CC-AASP, East Stroudsburg University, & Gualberto Cremades, Ph.D., CC-AASP, Barry University

The Community Outreach and Research grants are independent, competitive seed funding opportunities offered to members to advance sport science, practice, community engagement, and efforts towards earning Certified Consultant status. For the second time, AASP is offering an informational workshop designed to aid members in writing winning community outreach and research grant proposals. This year's session will focus heavily on how to strengthen components

of the grant application that are typically identified during the review process as the weakest, while also providing attendees with helpful, interactive resources to enhance their grant applications.

WKSP-31: PROFESSIONALISM IN SPORT PSYCHOLOGY: A STUDENT-FOCUSED WORKSHOP

Saturday, October 5 • 12:30 pm – 1:30 pm
Magnolia

Michele Kerulis, Ph.D., CC-AASP, Adler School of Professional Psychology & Lena Torgerson, Ph.D., CC-AASP, Sport Psy / San Francisco State University

Sport psychology graduate students practice their professionalism skills in class, during field training, and at professional association events. Sometimes the casual nature of interactions can result in blurry lines between formal and informal interactions. This interactive workshop is sponsored by AASP's Development Committee and is intended to provide a place for graduate students to discuss the transition from student to practicing professional. Participants in this workshop will learn basic first impression management, professional social media interactions, email etiquette, and will have the opportunity to draft a personal identity statement. This workshop will be presented by the point of view of both sport psychology professionals and graduate students.

2013 AASP Award and Community Outreach Grant Winners



Dorothy V. Harris Memorial Award – Recognizes an AASP member, in the early stage of her or his professional career, who has made outstanding contributions that are both theoretical and practical (*Award presented just prior to Performance Psych Keynote-Thursdays, Oct. 3*)

Amanda J. Visek,
The George Washington University



Distinguished Professional Practice Award – Awards an AASP professional member who demonstrates exceptional quality and innovation in delivering sport and exercise psychology services to the public (*Award presented just prior to Performance Psych Keynote-Thursdays, Oct. 3*)

Keith Henschen,
University of Utah - Emeritus



Dissertation Award – Recognizes the completion of an outstanding dissertation by an AASP doctoral student member (*Award presented just prior to Social Psych Keynote-Friday, Oct. 4*)

Rachel Arnold, University of Bath
“The Assessment and Examination of Organizational Stressors in Sport Performers”



Student Diversity Award – Recognizes and honors the achievements of students involved in research, service or applied experiences that focus on diversity issues (*Award presented just prior to Social Psych Keynote-Friday, Oct. 4*)

Ya-Ting Shang, UNC Greensboro



Thesis Award – Acknowledges the completion of an outstanding thesis by an AASP student member (*Award presented just prior to Health & Exercise Keynote-Saturday, Oct. 5*)

Enoch Chow, UNC Greensboro
“The Effects of Music and Video on Perceived Exertion and Performance of a Cycling Task at Vigorous Intensity”



Distinguished Student Practice Award – Acknowledges outstanding and innovative service delivery in sport and exercise psychology by an AASP student member (*Award presented just prior to Health & Exercise Keynote-Saturday, Oct. 5*)

Ian Connole, Colgate University



Distinguished International Scholar–

Jaume Cruz Feliu,
Universitat Autònoma de Barcelona

Honors the achievements of outstanding individuals from the international community whose scientific and/or applied work has significantly influenced the field of sport and exercise psychology (given every other year)

(*Award presented at Distinguished International Scholar Presentation-Saturday, Oct. 5*)

COMMUNITY OUTREACH GRANTS

Carole Oglesby, Positive Embodiment Enterp., Brad Conn, Alliant International University-Los Angeles, & Patricia Mejia, *“Major League Baseball Urban Youth Academy: Enhancing performance in athletic competition and life skills through applied sport psychology workshops,”* Grant Amount: \$3,500

Aimee Kimball, UPMC, & Samantha Monda, Robert Morris University, *“Partners in outreach: The Student Athlete Leadership Academy,”* Grant Amount: \$2,600

Brandon Spradley, Conrad Woolsey, & William Steffen, United States Sports Academy, *“Concussion awareness, training, and management for community coaches and athlete support personnel,”* Grant Amount: \$2,600

Lauren Brooke, Peter Young, & Katie Irwin, John F Kennedy University, *“Mind over miles,”* Grant Amount: \$2,000

Oscar Gutierrez, Jean-Charles Lebeau, Urska Dobersek, Gershon Tenenbaum, & Nataniel Bioangin, Florida State University, *“Exercise and psychological well-being among adults with disabilities: A community outreach program,”* Grant Amount: \$1,000

2013 AASP Research and Practice Grant Winners

Candace Hogue & Mary Fry, University of Kansas, *"Participant Inflammatory and Cortisol Responses During a Motivational Climate Intervention,"* Grant Amount \$4,166

Ryan Flett, West Virginia University, *"Developing and Accessing a Positive Youth Development Module for Teachers in Physical Education Settings,"* Grant Amount \$1,200

Kathryn Longshore & Michael Sachs, Temple University, *"Mindfulness Training for Coaches (MTC): An Exploratory Study,"* Grant Amount \$1,990

Karen Howells & David Fletcher, Loughborough University, *"A Cross-Cultural Comparison of Olympic Swimmers' Experiences of Adversity and Growth,"* Grant Amount \$1,200

John Mahoney, The University of Queensland, Daniel Gucciardi, The University of Queensland, Nikolaos Ntoumanis, University of Birmingham, & Cliff Mallett, The University of Queensland, *"A Psychological Needs-Supportive Coaching Intervention for Fostering Mental Toughness in Adolescent Golfers,"* Grant Amount \$1,966

Edson Medeiros Filho & Gershon Tenenbaum, Florida State University, *"From Explicit to Implicit Coordination: Interactive Brains in Circus Acts,"* Grant Amount \$1,078

Jennifer Gapin & Elena Holler, Southern Illinois University-Edwardsville, *"A Comparison of the Effects of Indoor and Outdoor Exercise on Cognitive Function,"* Grant Amount \$1,600

Tadhg MacIntyre, University of Limerick, Judy Van Raalte, Springfield College, Britton Brewer, Springfield College, & Aidan Moran, University College of Dublin, *"A Mixed Methods Exploration of Career Satisfaction, Engagement, and Self-Care among Applied Sport Psychology Practitioners,"* Grant Amount \$1,000

Alexandra Thompson & Trent Petrie, University of North Texas, *"Psychological Well-Being of Female Collegiate Athletes Post Career: A Longitudinal Investigation,"* Grant Amount \$1,500

Leilani Madrigal & Diane Gill, University of North Carolina at Greensboro, *"An Investigation on the Relationships among Mental Toughness, Coping, and Stress in Roller Derby Skaters,"* Grant Amount \$800

Dana Voelker, The College at Brockport, State University of New York, & Justine Reel, University of Utah, *"A Qualitative Investigation of Weight Pressures, Body Image, Exercise, and Eating Behaviors in Figure Skating,"* Grant Amount \$1,500

If you would like to apply for an AASP Award or either of our Grants, please go to our website award page: <http://www.appliedsportpsych.org/About/awards-and-grants> and submit an application by March 1, 2014.

AASP Awards History

DOROTHY V. HARRIS MEMORIAL AWARD PAST RECIPIENTS

Amanda Visek , The George Washington University	2013
David Fletcher , Loughborough University	2012
Cindra Kamphoff , Minnesota State University	2011
Wade Gilbert , California State University, Fresno	2006
David Conroy , Pennsylvania State University	2004
Heather Hausenblas , University of Florida	2003
Christopher Janelle , University of Florida	2002
Bradley Cardinal , Oregon State University	2000
Frank Perna , West Virginia University	1999
Britton Brewer , Springfield College	1997
Judy Van Raalte , Springfield College	1996
Vikki Krane , Bowling Green State University	1995
Mark Andersen , Victoria Institute of Technology, Australia	1994
Diane Wiese-Bjornstal , University of Minnesota	1993

DOCTORAL DISSERTATION AWARD PAST RECIPIENTS

Rachel Arnold , University of Bath	2013
Peter Olusoga , Sheffield Hallam University	2012
Christina Heilman , University of Utah	2012
Ross Wadey , University of Wales Institute, Cardiff	2011
Nick Galli , University of Utah	2010
Carly Anderson , Park Nicollet Melrose Institute	2010
Melissa Murray , University of Southern Mississippi	2009
Kimberlee Bonura , United States Military Academy	2008
Christopher Mesagno , Victoria University	2007
Luis Calmeiro , Florida State University	2007
Pierre-Nicolas Lemyre , Norwegian University	2006
Scott Cresswell , University of Western Australia	2006
Emma Stodel , University of Ottawa	2005
Owen Thomas , Sheffield Hallam University	2004
Nick Holt , University of Alberta	2003
Emily Roper , University of Tennessee	2002
David Conroy , University of Utah	2001
Mi-Sook Kim , Purdue University	2000
Thomas Graham , University of Saskatchewan	1999
Christopher Harwood , Loughborough University	1998
Toshi Tsutsumi , Boston University	1997
Tom Raedeke , University of Oregon	1996
Carl Hayashi , University of Oregon	1995
Likang Chi , Purdue University	1994
Susan Jackson , University of North Carolina-Greensboro	1993
Jin Wang , University of Minnesota	1993
Frances Flint , University of Oregon	1992
Frank Perna , Boston University	1992

DISTINGUISHED PROFESSIONAL PRACTICE AWARD PAST RECIPIENTS

Keith Henschen , University of Utah - Emeritus	2013
Peter Haberl , United States Olympic Committee	2011
Jack J. Lesyk , Ohio Center for Sport Psychology	2010
Sean McCann , USOC Sport Psychology Department	2005
Frank Smoll , University of Washington	2002
Shane Murphy , Gold Medal Psychological Consultants	2000

DISTINGUISHED STUDENT PRACTICE AWARD PAST RECIPIENTS

Ian Connole , Colgate University	2013
Jessica Dale , University of Denver	2012
Shawn Zeplin , University of Denver	2011
Jennifer Shannon , University of Missouri	2010
Angela Fifer , Michigan State University	2009
Renee Mapes , University of Missouri	2008

MASTER'S THESIS AWARD PAST RECIPIENTS

Enoch Chow , University of North Carolina-Greensboro	2013
Candace Hogue , University of Kansas	2012
Mustafa Sarkar , Loughborough University	2011
Maria-Christina , Kosteli Springfield College	2010
Ashley Stirling , University of Toronto	2007
Nick Galli , Miami University	2006
Jay Goldstein , University of Maryland	2005
Heather Peters , University of Arizona	2004
Jeff Vallance , University of Alberta	2003
Michael Reinboth , Norwegian University	2002
Pierre-Nicolas Lemyre , Norwegian University	2001
Dawn Lewis , Michigan State University	2000

STUDENT DIVERSITY AWARD PAST RECIPIENTS

Ya-Ting Shang , UNC Greensboro	2013
Edson Filho & Itay Basevitch , Florida State University	2012
Moe Machida , Michigan State University	2011
Alyssa Norris , Washington State University	2011
Meredith Whitley , Michigan State University	2010
Johnathan H. Duff , University of Colorado	2009
Sheryll Casuga , University of California, San Francisco	2008

DISTINGUISHED INTERNATIONAL SCHOLAR AWARD PAST RECIPIENTS

(GIVEN EVERY OTHER YEAR)

Jaume Cruz Feliu , Universitat Autònoma de Barcelona, Spain	2013
Sandy Gordon , The University of Western Australia, Australia	2011
Sidonio Serpa , Technical University of Lisbon, Portugal	2009
Celia Brackenridge , Brunel University, United Kingdom	2007
Natalia Stambulova , Halmstad University, Sweden	2004
Yuri Hanin , Research Institute for Olympic Sports, Finland	1999
Stuart Biddle , Loughborough University, United Kingdom	1997
Lew Hardy , University of Wales, United Kingdom	1996

COMMITTEE MEETINGS

Thursday, October 3, 12:30 pm - 1:30 pm

Versailles Ballroom – 3rd Floor:

- Development Committee
- Hospitality Committee
- Health and Exercise Psychology Focus Area Committee
- Distinguished Student Practice Review Committee
- Performance Psychology Focus Area Committee
- Social Psychology Focus Area Committee
- Graduate Program Committee (GPC)
- Graduate Directory Committee

Rosedown – 3rd Floor:

- SIG Coordinators

Windsor – 3rd Floor:

- JSPA Editorial Board
-

Friday, October 4, 7:00 am - 8:00 am

Versailles Ballroom – 3rd Floor:

- Fellow Review Committee
 - Dorothy V. Harris Memorial Award Review Committee
 - Distinguished Professional Practice Review Committee
 - Master's Thesis Award Review Committee
 - Diversity Committee
 - Website Presence Committee
 - International Relations Committee
 - Ethics Committee
-

Friday, October 4, 12:30 pm - 1:30 pm

Versailles Ballroom – 3rd Floor:

- Newsletter Committee
- Continuing Education Committee
- Foundation Committee
- Student Development Committee

Fountain Room – 3rd Floor:

- Sports Psych Editorial Board Meeting
-

Saturday, October 5, 7:00 am- 8:00 am

Fountain – 3rd Floor:

- Sport Psychology Council

Versailles Ballroom – 3rd Floor:

- Finance Committee
- Student Regional Representative
- Focus Area Ad Hoc Committee
- Certification Review Committee

Newberry/Ascot – 3rd Floor:

- JASP Editorial Board

SIG MEETINGS

All SIGs are scheduled to meet
Thursday, October 3, 1:30 pm- 2:15 pm

Belle Chasse – 3rd Floor:

- Achievement Motivation
- Anger & Violence in Sport
- Coaching Science

Melrose – 3rd Floor:

- College/University Counseling Center
- Disability Sport and Exercise

Oak Alley – 3rd Floor:

- Exercise Psychology and Wellness
- Eating Disorders

Jasperwood – 3rd Floor:

- Youth Sport
- International Olympic Sport Psychology

Elmwood – 3rd Floor:

- Media in Sport
- Military Performance

Magnolia – 3rd Floor:

- Performance Consulting in Collegiate Sport
- Performance Psychophysiology and Biofeedback

Fountain – 3rd Floor:

- Psychology of Sport Injury
- Race & Ethnicity in Sport

Rosedown – 3rd Floor:

- Teaching Sport and Exercise Psychology
- Women in Sports

Versailles Ballroom – 3rd Floor:

- Business Ownership
- Critical Incident in Sport
- Fencing
- Gay, Lesbian, Bisexual, Transgender, and Intersex
- Sport Fandom
- Performance Excellence
- Positive Psychology for Sport Exercise

SOCIAL MEETINGS, ACTIVITIES AND EVENTS

Wednesday, October 2, 2013

4:30 pm - 5:15 pm

New Member Meet and Greet
Versailles Ballroom – 3rd Floor

4:30 pm - 5:15 pm

Student Conference Volunteers Training
Marlborough AB – 2nd Floor

7:00 pm - 9:00 pm

Opening Reception
Versailles Ballroom – 3rd Floor

Thursday, October 3, 2013

7:00 am - 8:00 am

CC-AASP Consultants Breakfast
(by invitation only)
Versailles Ballroom – 3rd Floor

8:00 am - 2:00 pm

**One-on-one Video Interview
Coaching Sessions** (pre-registration required)
Cambridge – 2nd Floor

11:30 am - 12:30 pm

TSP Editorial Board Meeting
Newberry/Ascot – 3rd Floor

12:30 pm - 1:30 pm

Committee Meetings
see page 22 for rooms

12:30 pm - 1:30 pm

JSPA Editorial Board Meeting
Windsor – 3rd Floor

12:30 pm - 2:00 pm

Past Presidents Luncheon (by invitation only)
Port/Starboard Room in Riverside Building

1:00 pm - 1:30 pm

SIG Coordinators Meeting

1:30 pm - 2:15 pm

SIG Meetings
see page 22 for rooms

4:00 pm - 5:30 pm

Graduate Program & Internship Fair
Versailles Ballroom – 3rd Floor

5:30 pm - 7:00 pm

Poster Session I
Napoleon Ballroom – 3rd Floor

7:00 pm – 8:00 pm

Student Open Meeting
Marlborough AB – 2nd Floor

7:00 pm - 9:00 pm

USOC Reception (by invitation only)
Windsor – 3rd Floor

8:00 pm - 10:00 pm

Student Social (offsite)
Baracadia

Friday, October 4, 2013

7:00 am - 8:00 am

Committee Meetings
see page 22 for rooms

8:00 am - 2:00 pm

**One-on-one Video Interview
Coaching Sessions** (pre-registration required)
Cambridge – 2nd Floor

8:15 am – 9:30 am

Future of Certification Report & Discussion
Marlborough AB – 2nd Floor

11:30 am - 12:30 pm

JCSP Editorial Board Meeting
Prince of Wales – 2nd Floor

12:30 pm - 1:30 pm

“Meet the Professionals” Luncheon
(pre-registration required; limited to first
54 students to register)
Marlborough AB – 2nd Floor

12:30 pm - 1:30 pm

Committee Meetings
see page 22 for rooms

12:30 pm - 1:30 pm

Focus Area Committee Chairs Meeting
Norwich – 3rd Floor

2:45 pm - 4:00 pm

Presidential Address
Grand Ballroom – 1st Floor

4:00 pm - 5:30 pm

Business Meeting & Strategic Plan Update
Grand Ballroom – 1st Floor

5:30 pm - 7:00 pm

Poster Session II

Napoleon Ballroom – 3rd Floor

6:00 pm - 7:30 pm

Fellows Meeting (by invitation only)

Oak Alley – 3rd Floor

Saturday, October 5, 2013

7:00 am - 8:00 am

Committee Meetings

see page 22 for rooms

7:00 am – 8:00 am

JASP Editorial Board Meeting

Newberry/Ascot – 3rd Floor

7:00 am – 8:00 am

Student Regional Representative Meeting

Versailles Ballroom – 3rd Floor

5:15 pm - 6:15 pm

Student Challenge Quiz Show

(pre-registration required; limited to first 125 students to register)

Melrose – 3rd Floor

7:00 pm - 10:00 pm

Closing Banquet

Held on Creole Queen Paddlewheeler Boat, must have ticket in hand to board boat (limited to first 475 to sign up), a Second Line Parade will lead attendees from the front of the hotel to the boat beginning at 6:30 pm.

POSTER PRESENTATION GUIDELINES

Please see pages 61-106 for the complete list of posters that have been numbered and grouped by sessions. Each 4' high by 8' wide poster board is double-sided with one presentation per side. The assigned number of each poster will be pinned in the upper left hand corner of the board and arranged in numerical order in Napoleon Ballroom.

Poster Session I: Thursday, October 3, 2013
5:30 pm - 7:00 pm

Poster Session I Set-Up: 2:30 pm - 5:30 pm
Poster Session I Teardown: 7:00 pm - 8:00 pm

Poster Session II: Friday, October 4, 2013
5:30 pm - 7:00 pm

Poster Session II Set-Up: 2:30 pm - 5:30 pm
Poster Session II Teardown: 7:00 pm - 8:00 pm

REGISTRATION BADGES

Attendees and exhibitors should wear their registration name tags at all times during the conference and during official AASP conference social events. If your badge is not visibly present, you may be asked to retrieve it before entering a session room.

APA CREDITS

APA credits are available to AASP attendees for an additional fee. To obtain APA Credits, you must purchase them when you register (either online or on-site). Please note that APA credits are not available for one- or two-day registration. By attending the entire conference, you are eligible to receive up to 18 credits.

There are also additional APA credits offered for attending the following continuing education workshops (the number of credits are based on the length of time for each workshop).

Tuesday, October 1, 2013 · 6:00 pm - 9:00 pm &
Wednesday, October 2, 2013 · 9:00 am - 12:00 noon

**Certified Consultant Workshop:
Essentials of Mentorship** (6 CEs)
Jasperwood – 3rd Floor

Wednesday, October 2, 2013
9:00 am - 12:00 pm & 1:00 pm - 4:00 pm
**Assessment and Management of Self-Injury,
Suicide and Violence in Athlete Populations** (6 CEs)
Marlborough B – 2nd Floor

Wednesday, October 2, 2013

9:00 am - 12:00 pm & 1:00 pm - 4:00 pm

**Developing, Selling, and Delivering a
Comprehensive Integrated Sport Psychology
Service Delivery Program for Intercollegiate
Athletics** (6 CEs)

Marlborough A – 2nd Floor

Thursday, October 3, 2013 · 6:00 pm - 9:00 pm

**Team (Together Everyone Achieves More) Talks:
Strategies for team and group presentations**
(3 CEs)

Belle Chasse – 3rd Floor

To receive credits, you must sign in at the main registration desk each day. Certificates of Attendance with the number of credits received at AASP 2013, will be emailed to you after the conference. AASP is approved by the American Psychological Association to offer continuing education for psychologists. AASP maintains responsibility for this program and its content. Credits are awarded by the Professional Sport Psychology Group.

BOC CREDITS

Certified Athletic Trainers have the opportunity to receive BOC credits for attending certain sessions presented at the conference. This year, there are 6 CEUs available for attending the Continuing Education Workshop, "Assessment & Management of Self-Injury, Suicide & Violence in Athlete Populations" before the conference officially begins. There are also 4 CEUs available for attending the 5 following regular conference content sessions.

Continuing Education Workshop (6 CEUs):

Wednesday, October 2, 2013

9:00 am - 12:00 pm & 1:00 pm - 4:00 pm

**Assessment and Management of Self-Injury,
Suicide and Violence in Athlete Populations** (6 CEs)

Marlborough B – 2nd Floor

Regular Conference Content (4 CEUs):

Wednesday, October 2, 2013

1:00 pm – 2:00 pm

**LEC-01C: Time Loss and Fear of Re-injury in
Athletes after Return to Participation** (0.3 CEUs)

Belle Chasse – 3rd Floor

2:15 pm – 3:15 pm

**WKSP-07: Early Sport Specialization:
Considerations for Consultants in Youth Sports**
(1.0 CEUs)

Elmwood – 3rd Floor

Thursday, October 3, 2013

8:15 am – 9:30 am

**SYM-06: Psychosocial aspects of sport injury:
An athlete-centered approach** (1.25 CEUs)

Oak Alley – 3rd Floor

Friday, October 4, 2013

8:15 am – 9:30 am

LEC-11A: Temporal changes in Symptoms of Depression in Male and Female NCAA Division-II Collegiate Student Athletes Over a Fall Athletic Season

LEC-11B: The role of injuries and concussions in collegiate athlete well-being and depression (0.5 CEUs)

Elmwood – 3rd Floor

11:30 am – 12:30 pm

SYM-18: Evidence Driving Practice: Emerging Role of the Sport Psychology Professional in Sport-related Concussion (1.0 CEUs)

Oak Alley – 3rd Floor

To receive credits, you must sign in at the registration desk each day and provide your BOC number. After the conference, you will be emailed your Certificate of Attendance with the number of BOC credits you received during the conference.

AASP is recognized by the Board of Certification, Inc. to offer continuing education for Certified Athletic Trainers.

GRADUATE PROGRAM AND INTERNSHIP FAIR

Thursday, October 3, 2014.....4:00 pm - 5:30 pm

Graduate Program & Internship Fair
Versailles Ballroom – 3rd Floor

We would like to invite students and professionals alike to tour our graduate program and internship fair! Take a look at several of the best graduate programs in our field while networking with other students, professionals and Certified Consultants.

Please join AASP in welcoming the following schools who are pre-registered to participate in the Graduate Program and Internship Fair:

- Adelphi University
- Adler School, Sport and Health Psychology Program
- Ball State University
- Florida State University
- Georgia Southern University
- IMG Academy
- Ithaca College
- James Madison University
- John F. Kennedy University
- Miami University-- Ohio
- Michigan State University
- Minnesota State University
- Springfield College
- Temple University
- Texas Tech University
- The University of Utah
- University of Denver
- University of Kansas
- University of Jyväskylä
- University of Missouri
- University of North Texas
- University of Tennessee
- WVU College of Physical Activity & Sport Sciences

SPEAKER READY ROOM

All speakers delivering computer-based presentations are asked to check in at the Speaker Ready Room with their presentation. The Speaker Ready Room is located in Trafalgar on the 3rd Floor.

Please bring two copies of your presentation in case of storage or media failure. Provide your presentation on a USB Thumb Drive (preferred) or CD ROM. If your presentation contains audio or video, please make sure to have a copy of the audio or video source file on your USB Thumb Drive or CD ROM.

A technician from our audio/visual company and/or AASP Staff will be available in the Speaker Ready Room to assist you with placing your presentation on a laptop computer. Your presentation will then be available in your session room at the scheduled time.

IMPORTANT: Please note that once your presentation is provided in the Speaker Ready Room, you will not be permitted to upload a revised version just prior to your session. Make sure all your “last minute” edits are made before you turn it into us!

Below are recommended scheduled check in times for speakers. Please review and make note of these times.

If Your Presentation Time Is...	Then Your Scheduled Check-In Time Is...
Wednesday, October 2 between 1:00 pm – 5:00 pm	Wednesday, October 2 between 7:00 am – 11:00 am
Thursday, October 3 between 8:00 am – 1:00 pm	Wednesday, October 2 between 1:30 pm – 7:00 pm
Thursday, October 3 between 1:00 pm – 5:00 pm	Thursday, October 3 between 7:00 am – 11:00 am
Friday, October 4 between 8:00 am – 1:00 pm	Thursday, October 3 between 1:00 pm – 7:00 pm
Friday, October 4 between 1:00 pm – 5:00 pm	Friday, October 4 between 7:00 am – 11:00 am
Saturday, October 5 between 8:00 am – 1:00 pm	Friday, October 4 between 1:00 pm – 7:00 pm
Saturday, October 5 between 1:00 pm – 5:00 pm	Saturday, October 5 between 7:00 am – 11:00 am

The Speaker Ready Room will be open at the following times in Trafalgar on the 3rd Floor.

Wednesday, October 2, 2013..... 7:00 am - 7:00 pm
Thursday, October 3, 2013..... 7:00 am - 7:00 pm
Friday, October 4, 2013 7:00 am - 7:00 pm
Saturday, October 5, 2013..... 7:00 am - 4:00 pm

EXHIBITORS INFORMATION

Exhibit Hours

EXHIBIT SET-UP:

Wednesday, October 2, 20133:00 pm - 7:00 pm

SHOW HOURS:

Wednesday, October 2, 20137:00 pm - 9:00 pm

Thursday, October 3, 20139:30 am - 4:00 pm

Friday, October 4, 20139:30 am - 3:00 pm

Saturday, October 5, 20139:30 am - 11:30 am

DISMANTLE:

Saturday, October 5, 201311:30 am - 2:00 pm

Located in the Court Assembly, the following companies are showing their support of AASP 2013. Stop by and visit them during breaks to learn more!

- Adler School, Sport and Health Psychology Program
- Center for Change
- Comprehensive Soldier and Family Fitness
- FIT Publishing
- Grand Canyon University
- Human Kinetics
- Routledge Journals
- Sesomotoric Instruments, Inc.
- Thought Technology
- The Victory Program at McCallum Place
- Virtual Brands, LLC

MEDIA RELATIONS CONSULTATION

In addition to holding the Workshop titled, “**The Promotional Value of Public Speaking**,” Betty Weibel and Jennifer Reece, of AASP’s public relations agency, Yopko Penhallurick, will be hosting one-on-one video interview coaching sessions Thursday and Friday from 8:00 am – 2:00 pm in Cambridge on the 2nd Floor. In order to prepare in advance, pre-registration was required as there are limited timeslots.

Yopko Penhallurick will also be available for consultation Wednesday through Friday near the main registration area. Please be sure to stop by and talk to them about any of your media relations questions and needs!

HOSPITALITY COMMITTEE

Providing a welcoming social and professional reception to all first time conference attendees is the main mission of the Hospitality Committee. The committee is eager to greet and inform you all about AASP and the 28th Annual Conference at the annual Hospitality Committee New Member Meet and Greet on Wednesday, October 2, from 4:30 pm - 5:15 pm in the Versailles Ballroom on the 3rd Floor. We look forward to seeing you there!

Also note that members of the Hospitality Committee will be available during the conference to assist you in any way they can.

STUDENT-RELATED EVENTS

Wednesday, October 2, 2013

4:30 pm - 5:15 pm

Student Conference Volunteers Training

Marlborough AB – 2nd Floor

4:30 pm - 5:15 pm

New Member Meet and Greet

Versailles Ballroom – 3rd Floor

Thursday, October 3, 2013 “Undergraduate Day”

4:00 pm - 5:30 pm

Graduate Program & Internship Fair

Versailles Ballroom – 3rd Floor

7:00 pm – 8:00 pm

Student Open Meeting

Marlborough AB – 2nd Floor

8:00 pm - 10:00 pm

Student Social (offsite)

Baracadia

Friday, October 4, 2013

12:30 pm - 1:30 pm

“Meet the Professionals” Luncheon

(pre-registration required; limited to first 54 students to register)

Marlborough AB – 2nd Floor

Saturday, October 5, 2013

7:00 am – 8:00 am

Regional Representative Meeting

Versailles Ballroom – 3rd Floor

5:15 pm - 6:15 pm

Student Challenge Quiz Show

(pre-registration required; limited to first 125 students to register)

Melrose – 3rd Floor

AASP POWERPOINT SLIDES

The use of these official AASP Powerpoint Slides is voluntary. We have provided these powerpoint slides (found: <http://www.appliedsportpsych.org/conference/Speaker-Information> then click on “Powerpoint Slide Template for Accepted Speakers” to download) for the ease and continuity of the AASP conference for each presenter. If you do use one AASP slide, please make sure that all of the AASP slides are used.

FULL CONFERENCE SCHEDULE

Tuesday, October 1, 2013

8:00 am - 12:00 pm &
1:00 pm - 5:00 pm Fountain

Professional Ethics and Standards in Sport and Exercise Psychology

*Ed Etzel**, West Virginia University, USA
(open to course enrollees only)

6:00 pm - 9:00 pmMagnolia

Entrepreneurial Bootcamp | CE Workshop 1

*John Coumbe-Lilley**, Learn2Peak, USA
(pre-registration required)

6:00 pm - 9:00 pm Jasperwood

Certified Consultant Workshop: Essentials of Mentorship | Prof Dev Workshop 1

*Robert J. Harmison**, James Madison University, USA & *Renee Appaneal**, Australian Institute of Sport, Australia
(no cost, pre-registration required)

Wednesday, October 2, 2013

9:00 am - 12:00 pm Fountain

Professional Ethics and Standards in Sport and Exercise Psychology

(continued from Tuesday)

9:00 am - 12:00 pmMagnolia

Entrepreneurial Bootcamp

(continued from Tuesday)

9:00 am - 12:00 pm Jasperwood

Certified Consultant Workshop: Essentials of Mentorship

(continued from Tuesday)

9:00 am - 12:00 pm &
1:00 pm - 4:00 pm Marlborough B

Assessment and Management of Self-Injury, Suicide and Violence in Athlete Populations | CE Workshop 2

*Mitch Abrams**, Learned Excellence for Athletes, USA
(pre-registration required)

9:00 am - 12:00 pm &
1:00 pm - 4:00 pm Marlborough A

Developing, Selling, and Delivering a Comprehensive Integrated Sport Psychology Service Delivery Program for Intercollegiate Athletics | CE Workshop 3

*Rick McGuire**, University of Missouri, USA & *Joe Scogin**, University of Missouri, USA
(pre-registration required)

1:00 pm

AASP CONFERENCE BEGINS



1:00 pm - 2:00 pm

Workshops/Symposia/Lectures 1

LEC-01: Coping Belle Chasse

LEC-01A

"Back in the fight" – The Injured Basic Combat Training Soldier

*Treva Anderson**, Comprehensive Soldier & Family Fitness Performance and Resilience Enhancement Program, USA; *Richard Harris*, Grantsville High School, USA

LEC-01B

Responding to challenges and setbacks – Strategies used by high-performance curling coaches to enhance group processes

*Jamie Collins** & *Natalie Durand-Bush*, University of Ottawa, Canada

LEC-01C

Time Loss and Fear of Re-injury in Athletes after Return to Participation

Jamie Deitrick, Michigan State University, USA; Tracey Covassin, USA; Alisha Bleecker, Michigan State University, USA; Jingzhen Yang, Kent State University, USA; Erica Heiden, University of Iowa, USA*

LEC-02: CC-AASP Melrose

LEC-02A

CC-AASP Consultants: Where Are They Now and Where Are They Needed?

Jerry Holt, Florida A&M University, USA*

LEC-02B

Are we getting the respect we deserve? – Attitudes toward and recognition of CC-AASP by NCAA Division I and III athletic directors and coaches

Jerry Holt, Florida A&M University, USA*

LEC-02C

The Perceived Value of the CC-AASP Certification and Certification Exam: A Survey of Sport and Exercise Professionals

Alessandro Quartiroli, East Carolina University, USA*

LEC-03: Youth Sport I Oak Alley

LEC-03A

Nurturing Youth Athlete Development: Training Parents to Develop Effective, Healthy Goals

Darcy Strouse, BelieveinMe Sports, LLC, USA*

LEC-03B

Embracing the challenges: Talent development of elite New Zealand athletes

Scott Pierce, Michigan State University, USA; Angela Button, University of Otago, New Zealand; Megan Taylor, Lansing Community College, USA; Ken Hodge, University of Otago, New Zealand*

LEC-03C

The Development of a Sport-Based Life Skills Scale for Youth to Young Adults Professionals

Hillary Cauthen, Your Sports Mind, USA*

SYM-01 Jasperwood

Time Zones, Cyberspace, and Cell Phones: Uses for Technology in Consulting

Lois Butcher-Poffley, Kathryn Longshore*, & Lindsey McGuire*, Temple University, USA; Elaine O'Brien*, Temple University / Positive Fit Lab, USA*

WKSP-01 Elmwood

Lifelong Leadership: Creating and Implementing a Leadership Development Event for High School Student Athletes

Samantha Monda, Robert Morris University, USA; Dana Voelker*, The College at Brockport, State University of New York/DKV Performance Consulting, USA; Aimee Kimball*, UPMC Sports Medicine, USA*

WKSP-02Magnolia

Will They Remember Tomorrow?: Using Debriefing and Reflection

Abby Rhodes, Florida State University, USA; Robyn Braun*, Florida State University, USA; Jodiann Yambor*, Thomas University, USA; Melissa Murray*, The University of Southern Mississippi, USA*

WKSP-03 Fountain

A Developmental ‘Spin’ on the Wheel of Wellness: Applications across the Lifespan

Angela Breitmeyer, Midwestern University, USA*

2:15 pm - 3:15 pm

Workshops/Symposia/Lectures 2

LEC-04: Lifespan Jasperwood

LEC-04A

Consulting Across the Lifespan: Lessons Learned from Applied Experiences

Jean-Charles Lebeau, Edson Medeiros Filho, & Itay Basevitch, Florida State University, USA; Selen Razon, Ball State University, USA; Gershon Tenenbaum, Florida State University, USA*

- LEC-04B**
The Habits of Mind: A Vehicle to Life Long Well-being through Sport and Exercise
Charmaine DeFrancesco, Florida International University, USA*
- LEC-04C**
Motivational Profiles and Psychological Well-Being in Masters Athletes
Felix Guillen, University of Las Palmas de Gran Canaria, Spain; Robert Brustad*, University of Northern Colorado, USA*
- WKSP-04** Belle Chasse
Sport Psychology and Intercollegiate Athletics: 25 Years Servicing Coaches and Athletes
David Yukelson, Penn State University, USA*
- WKSP-05** Melrose
An athlete centered approach to developing focus cues
Kevin Becker & Jeffrey Fairbrother*, University of Tennessee, Knoxville, USA*
- WKSP-06** Oak Alley
The Role of Sport Psychology in the Intensive Treatment of Athletes with Eating Disorders
Jennifer Gapin, Ron Thompson*, & Roberta Sherman*, McCallum Place, USA*
- WKSP-07** Elmwood
Early Sport Specialization: Considerations for Consultants in Youth Sports
David Udelf, Becker, Udelf, and Associates, USA; Michael Zito*, Montclair State University, USA; William Russell*, Missouri Western State University, USA*
- WKSP-08**Magnolia
A Scientist-Practitioner's Workshop on Psychological Resilience: Theoretical Background and Targeted Applied Techniques
Stephen Gonzalez, Nick Galli*, & Nicole Detling*, University of Utah, USA; William Russell*, Missouri Western State University, USA*
- WKSP-09** Fountain
Negotiating Gender: Creating Positive Sport Environments for Transgender and Intersex Athletes
Vikki Krane, Bowling Green State University, USA; Heather Barber*, University of New Hampshire, USA*
 3:15 pm - 3:30 pm
Break
 3:30 pm - 4:45 pm
Workshops/Symposia/Lectures 3
- LEC-05: Elite** Grand Ballroom
LEC-05A
Reflections on delivering career transition interventions with professional athletes in the UK
Stephen Mellalieu, Swansea University, United Kingdom*
- LEC-05B**
Evaluating the Sixth Tool: An Analysis of Baseball Makeup
Seth Haselhuhn, Washington State University, USA; Damon Burton & Sharon Stoll, University of Idaho, USA*
- LEC-05C**
'Preparing for the Worlds Toughest Interview': Insights into a Holistic Training Model for Success in the NFL and Beyond
Angus Mugford, Joshua Lifrak*, David Hesse*, & Taryn Morgan*, IMG Academy, USA*
- LEC-05D**
Motivational Climate in the World Champion 'All Blacks' Rugby Team
Ken Hodge, University of Otago, New Zealand*
- SYM-02** Belle Chasse
Past, Present, and Future of AASP Leadership: To Infinity and Beyond
Michael Sachs, Temple University, USA; Cindra Kamphoff, Minnesota State University/ The Runner's Edge, USA; Leeja Carter, Adler School of Professional Psychology, USA; Dana Dunwoody, Temple University, USA*
Discussant: Penny McCullagh, CSU East Bay, USA

SYM-03 Jasperwood

Training the Trainers: Supporting Sport-Based Youth Development Coaches

Vanessa LoVerme Akhtar & John McCarthy*, Boston University, USA; Caitlin Barrett*, Up2Us, USA; Frederick Ettl* & Robert DiBernardo, Boston University, USA*

WKSP-10 Melrose

From theory to practice: A framework for attention training through technology

Jeffrey Coleman, United States Military Academy, USA; Andrew Vincent*, Springfield College, USA; Angela Fifer*, United States Military Academy, USA; Joanna Foss*, University of Denver, USA*

WKSP-11 Oak Alley

Facilitation is an Art: Using Experiential Learning to Enhance Group Management

Alexander (AJ) LaLonde, Comprehensive Soldier & Family Fitness - Performance Expert, USA; Alicia Johnson*, University of Tennessee, Knoxville, USA; Brian Miles*, CSF2-PREP, USA; Marcus Washington*, Apex Performance, Inc., USA*

WKSP-12 Elmwood

“I have no idea what to do!” Standing tall as novice sport psychology consultants during ethical dilemmas

Dolores Christensen, Rachel Walker*, Erica Beachy*, & Adisa Haznadar*, Springfield College, USA*

WKSP-13Magnolia

Towards Cultural Praxis of Athletes’ Careers

Natalia Stambulova, Halmstad University, Sweden; Tatiana Ryba*, Aarhus University, Denmark*

WKSP-14 Fountain

Best of the Best: Teaching Activities in Exercise Psychology

Gloria Solomon, Texas Christian University, USA; Nick Galli*, University of Utah, USA; Melissa Madeson*, Hardin Simmons University, USA; Taylor Moore*, Texas Christian University, USA*

4:30 pm - 5:15 pm Versailles Ballroom

New Member Meet and Greet

5:30 pm - 7:00 pm..... Grand Ballroom

WELCOME: *Jack Watson, AASP President*

Conference Overview: *Jack J. Lesyk, Conference Chair*

Flag Ceremony: *Alessandro Quartiroli, Chair of International Relations Committee*

**COLEMAN GRIFFITH LECTURE
The Journey of an Independent Scholar-Practitioner**

Kate F. Hays, The Performing Edge, Canada
Introduction – Jack J. Lesyk, Conference Chair*

7:00 pm - 9:00 pm..... Versailles Ballroom

Opening Reception

Thursday, October 3, 2013

7:00 am - 8:00 am Versailles Ballroom

Certified Consultants Breakfast

8:15 am - 9:30 am

Workshops/Symposia/Lectures 4

LEC-06: PracticeMagnolia

LEC-06A

Interpersonal Process Recall (IPR): a tool to enhance supervisee’s self-awareness

Gualberto Cremades, Barry University, USA*

LEC-06B

Protocol Analysis and Juggling Expertise: A Multi-Case Study

Edson Medeiros Filho, Florida State University, USA; Nataniel Boiangin, FSU Ice Hockey, USA*

LEC-06C

Sport Psychology Consultancy: Experiences of the 2012 London Olympic Games

Joanne Butt, Sheffield Hallam University, United Kingdom*

- LEC-06D**
**Does Sport Psychology Work?
 A Systematic and Meta-Analytic
 Review of the Effects of Psychosocial
 Interventions on Sport Performance**
Daniel James Brown & David Fletcher,
 Loughborough University, United Kingdom*
- SYM-04** Belle Chasse
**Sport Psychology preparations for the
 Olympics: How to help athletes maintain
 balance and well-being in a high pressure
 environment**
Frank Abrahamsen, Norwegian Olympic
 Center, Norway; Anne Marte Pensgaard*,
 Norwegian Olympic Training Centre, Norway;
 Elsa Kristiansen*, Norwegian School of Sport
 Sciences, Norway; Pierre-Nicolas Lemyre*,
 Norwegian Research Center for Training
 and Performance in Youth Sports, Norges
 Idrettshøgskole, Norway*
*Discussant: Glyn Roberts, Mental Coaching,
 Inc., Norway*
- SYM-05** Melrose
**Applied research in elite youth soccer:
 Embedding the scientist-practitioner
 model within a professional soccer
 academy development program**
Chris Harwood & Nicola Clarke*, Loughborough
 University, United Kingdom; Richard Hampson*,
 GB Canoeing, United Kingdom*
- SYM-06** Oak Alley
**Psychosocial aspects of sport injury:
 An athlete-centered approach**
Monna Arvinen-Barrow, University of
 Wisconsin-Milwaukee, USA; Damien
 Clement*, West Virginia University, USA;
 Megan Granquist*, University of La Verne,
 USA; Jennifer Jordan Hamson-Utley*,
 Weber State University, USA*
- SYM-07** Jasperwood
**A comprehensive overview and evaluation
 of a community-based obesity prevention
 and treatment program: Exercise
 psychology in practice**
Sam Zizzi, Jesse Michel, Olivier Schmid,
 Peter Kadushin, Megan Byrd, Christiaan
 Abildso, & Kaitlyn Shaffer, West Virginia
 University, USA*
- SYM-08** Elmwood
**Athlete Acculturation and Acute Cultural
 Adaptation: Expanding Knowledge from
 the Conceptual, through the Empirical, to
 the Practical**
Robert Schinke & Kerry McGannon*,
 Laurentian University, Canada; Tatiana Ryba*,
 Aarhus University, Denmark; Natalia
 Stambulova*, Halmstad University, Sweden;
 Amy Blodgett, Laurentian University, Canada*
*Discussant: Robert Schinke, Laurentian
 University, Canada*
- SYM-09** Rosedown
**Adaptability: Human Performance in
 Ambiguous, Unpredictable, and Uncertain
 Environments; Theory, Examples, and
 Training**
Holly Roselle, United States Military, USA;
 Louis Csoka*, APEX Performance, Inc., USA;
 Mark Stephenson*, Naval Special Warfare
 Development Group, USA*
- WKSP-15** Fountain
**Using Storytelling in Applied Practice
 with Athletes**
Brian Hemmings, Private Practice/St. Mary's
 University College, United Kingdom;
 Christopher Willis, Mental Excellence, Austria*
- 9:45 am - 11:00 am Grand Ballroom
**PERFORMANCE PSYCHOLOGY KEYNOTE
 Conceptualizing Special Operations
 Tactical Athletes...Who are those guys?**
Craig Jenkins, 10th Special Forces Group
 (Airborne), USA & Gary Denham*, Effective
 Presentation Solutions, USA*
*Introduction – Angus Mugford, Chair of
 Performance Psychology Focus Area
 Committee*
- 11:00 am - 11:30 am
Break / Exhibits
- 11:30 am - 12:30 pm Belle Chasse
**Performance Psychology
 Keynote Discussion**

11:30 am - 12:30 pm

Workshops/Symposia/Lectures 5

LEC-07: Health & Exercise I Oak Alley

LEC-07A

Cheerleading as a Sport: Body Dissatisfaction, Physical Self-Concept, and Sport-Specific Body Pressures in Adolescent and Adult Sideline and Competition Cheerleading

*Alicia Johnson**, University of Tennessee, Knoxville, USA; *Judy Van Raalte*, Britton Brewer, & *Al Petitpas*, Springfield College, USA; *Jennifer Vose*, USA

LEC-07B

Evaluative Conditioning Combined With Resistance Training Improves Exercise Adherence and Exercise Self-Efficacy in Hispanic Females

*Lorena Martin**, *Arlette C. Perry*, & *Joseph F. Signorile*, University of Miami, USA; *Andrew W. Perkins*, University of Western Ontario, Canada; *Barbara E. Kahn*, University of Pennsylvania, USA

LEC-07C

Using Concept Mapping to Identify Action Steps for Physical Activity Promotion in Cancer Treatment

*Sean Fitzpatrick**, *John F. Kennedy University*, USA

LEC-08: TechnologyMagnolia

LEC-08A

I Get By With a Little Help From My Friends: an Online Learning Community for Sport, Exercise, and Performance Psychology Students and Practitioners

*Lauren Tashman**, *Barry University / Inspire Performance Consulting*, USA; *Gualberto Cremades**, *Barry University*, USA

LEC-08B

The development of a context-specific biofeedback protocol: An application to ice hockey officials

Adam Chomos, *Kim Dorsch**, & *Patrick Neary*, University of Regina, Canada

LEC-08C

Computer-based Coping Strategies Intervention and Psychological and Physiological Variables

*Susan Sotir**, *Springfield College*, USA

WKSP-16 Melrose

You Did the Work, Now Get to Work: How to Successfully Market Your Business to Get Clients in Your Door

*Carrie Cheadle**, *www.carriecheadle.com*, USA; *Erika Carlson**, *Excellence In Sport Performance*, USA

WKSP-17 Elmwood

Empowering Female Student Athletes Through “Women For Women” Social Responsibility Programming in Intercollegiate Athletics

*Anne Shadle** & *Scotta Morton**, University of Missouri, USA; *Lea Lafield**, University of Missouri - Columbia, USA

WKSP-18 Jasperwood

Keeping up with the Jones’: Transitioning from face-to-face to virtual classes

*Amber Shipherd**, *Eastern Illinois University*, USA; *Melissa Murray**, *The University of Southern Mississippi*, USA; *Itay Basevitch**, *Florida State University*, USA

WKSP-19 Fountain

The Nuts and Bolts of Becoming a CC-AASP

*Robert J. Harmison**, *James Madison University*, USA

12:30 pm - 1:30 pm

Committee Meetings (See Page 22)

12:30 pm - 2:00 pm

Port/Starboard Room in Riverwalk Building

Past Presidents Luncheon

1:00 pm - 1:30 pm Rosedown

SIG Coordinators Meeting

1:30 pm - 2:15 pm

SIG Meetings (See Page 22)

2:15 pm - 2:30 pm

Break / Exhibits

2:30 pm - 3:45 pm

Workshops/Symposia/Lectures 6

LEC-09: Emotional Regulation.....Jasperwood

LEC-09A

Using a mindfulness-based intervention with a Paralympic archer living with chronic pain

Amelie Soulard, University of Sherbrooke, Canada*

LEC-09B

The Way of Flow: A Martial Arts Handbook for Living the Engaged Life

Daniel Sproles, Les Podlog, Maria Newton, & Nicole Detling, University of Utah, USA*

LEC-09C

Emotion regulation, cohesion and performance during a polar mountaineering expedition

Christopher Wagstaff & Neil Weston, University of Portsmouth, United Kingdom*

LEC-09D

Emotional Correlates of Leadership: Examining How Emotional Intelligence Influences Leadership Styles

Zeljka Vidic, Western Michigan University, USA*

SYM-10 Belle Chasse

Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology: A Report and Discussion

John Silva, The University of North Carolina-Chapel Hill, USA; Artur Poczwardowski*, University of Denver, USA; Brendan Carr*, The University of Georgia, USA; Sarah Castillo*, National University, USA; Alexander Cohen*, United States Olympic Committee, USA; Michael Sachs*, Temple University, USA; Renee Appaneal, Australian Institute of Sport, Australia; Mark Aoyagi, University of Denver, USA; Dolores Christensen, Springfield College, USA; Ed Etzel, West Virginia University, USA; John Evans, CSF2-PREP, USA; Tim Herzog, Reaching Ahead PLLC, USA; Judy Van Raalte, Springfield College, USA;*

Ashley Coker-Cranney, West Virginia University, USA; Angela Fifer, United States Military Academy, USA; Lauren Tashman, Barry University / Inspire Performance Consulting, USA; Jack C. Watson, West Virginia University, USA; Jon Metzler, USA; Alison Rhodius, JFK University, USA; Lois Butcher-Poffley, Temple University, USA; Nick Galli, University of Utah, USA; Justine Vosloo, Ithaca College, USA

SYM-11 Melrose

Sport psychology consulting with coaches

Lee-Ann Sharp, University of Ulster, United Kingdom; Ken Hodge, University of Otago, New Zealand; Mark Holland*, Joan Duda, & Jennifer Cumming, University of Birmingham, United Kingdom; Natalie Fraser, Highlanders Rugby Franchise, New Zealand; Peter Sanford*, High Performance Sport NZ, New Zealand*

Discussant: Ian Maynard, Sheffield Hallam University, United Kingdom

SYM-12 Oak Alley

Growing pains and successes: evaluating a mental training program for a Basic Training brigade

Steven DeWiggins, CSF2-TC, USA; Jonathan Anderson*, Army/University of the Rockies, USA; Nicholas Bartley*, CSF2-PREP, USA*

Discussant: Steven DeWiggins, CSF2-TC, USA

SYM-13 Elmwood

Sex and Sexuality Issues in Training and Practice of Applied Sport Psychology

Mitch Abrams, Learned Excellence for Athletes, USA; Judy Van Raalte*, Springfield College, USA; Stilian Chroni*, Hedmark University College, Norway; Donna Duffy*, UNCG, USA; Ed Etzel*, West Virginia University, USA; Marita Padilla*, Midwestern University, USA; Greg Shrader, Argosy University, Phoenix, USA*

Discussant: Judy Van Raalte, Springfield College, USA*

SYM-14 Grand Ballroom

Signature Sport Psychology Techniques that Link Theory & Practice

*John Heil**, Psychological Health Roanoke, USA; *Eric Bean**, CSF2, USA; *Taryn Morgan**, IMG Academy, USA; *Chris Harwood**, Loughborough University, United Kingdom; *Angus Mugford*, IMG Academy, USA

Discussant: Angus Mugford, IMG Academy, USA

WKSP-20 Magnolia

The Promotional Value of Public Speaking

*Betty Weibel** & *Jennifer Reece**, *Yopko Penhallurick*, USA

WKSP-21 Fountain

Granting Pearls of Wisdom: Strengthening an Applications Weakest Links

*Amanda Visek**, The George Washington University, USA; *Paula Parker**, East Stroudsburg University, USA & *Cindra Kamphoff**, Minnesota State University / The Runner's Edge, USA

4:00 pm - 5:30 pm Versailles Ballroom

Graduate Program & Internship Fair

5:30 pm - 7:00 pm Napoleon Ballroom

Poster Session I

6:00 pm - 9:00 pm Belle Chasse

Team (Together Everyone Achieves More) Talks: Strategies for Team and Group Presentations | CE Workshop 4

*Tami Eggleston**, Ph.D., CC-AASP, McKendree University, USA
(pre-registration required)

7:00 pm - 8:00 pm Marlborough AB

Student Open Meeting

8:00 pm - 10:00 pm Baracadia

Student Social

Friday, October 4, 2013

7:00 am - 8:00 am

Committee Meetings (See page 22)

8:15 am - 9:30 am Marlborough AB

Future of Certification Report & Discussion

8:15 am - 9:30 am

Workshops/Symposia/Lectures 7

LEC-10: Diversity/Culture Jasperwood

LEC-10A

(Re)Negotiating Motherhood and Athletic Identity through Journey and Challenge: A Cultural Analysis of Elite Athlete Representations in Sport Media Narratives

*Kerry McGannon**, *Christine, A. Gonsalves*, & *Robert Schinke*, Laurentian University, Canada

LEC-10B

CC's-AASP consultants' Experience of Spirituality within Sport Psychology Consultation: A Diversity Issue?

*Trevor Egli** & *Leslee Fisher*, University of Tennessee, USA

LEC-10C

Soccer for Social Change: The Results of a Cultural Exchange with Jordanian Coaches

*Lindsey Blom** & *Lawrence Judge*, Ball State University, USA; *Lawrence H. Gerstein*, Ball State University; Center for Peace and Conflict Studies, USA; *David Pierce* & *Alisha Sink*, Ball State University, USA

LEC-10D

The Evolution of Multicultural Practices in Sport and Performance Psychology

*Brooke Lamphere** & *Carly Schwartz**, University of Denver, USA

LEC-11: Clinical Elmwood

LEC-11A

Temporal Changes in Symptoms of Depression in Male and Female NCAA Division-II Collegiate Student Athletes Over a Fall Athletic Season

*Lindsey McGuire**, Temple University, USA

LEC-11B
The role of injuries and concussions in collegiate athlete well-being and depression

Andrew Wolanin & Michael Gross, Kean University, USA*

LEC-11C
Biking as a Non-Pharmacologic Treatment of ADHD

Lindsay Shaw Thornton, USOC, USA; Alex Thornton & Christopher Gilbert, RTSG Neuroscience, USA*

LEC-11D
The influence of a cycling program on women in recovery from drug and alcohol abuse

Erica Tibbetts & Kristin Gavin, Temple University, USA*

SYM-15 Melrose

Positive Youth Development Meets Army Ranger Training: A Mixed Method Assessment of an Intensive Wrestling Camp for Adolescents

Daniel Gould, Scott Pierce*, Ian Cowburn*, & Andrew Driska*, Michigan State University, USA*

Discussant: Ken Hodge, University of Otago, New Zealand

SYM-16 Oak Alley

Pedagogical Practices Across the Sport Psychology Curriculum: Using Multimedia, Research, and Service Learning to Promote Lifelong Health and Wellness in the Classroom and Beyond

Noah Gentner, Humber College, Canada; Jason Grindstaff*, Cumberland University, USA; Ashwin Patel*, Western State College of Colorado, USA; Melinda Houston*, Occidental College, USA; Vanessa Shannon*, West Virginia University, USA; Camille Rex*, University Of Mary Hardin-Baylor*, USA; Taryn Morgan*, IMG Academy, USA*

SYM-17 Rosedown

Sport Psychology 2.0: Merging psychology, neuroscience, and technology

Scott Goldman, University of Arizona, USA; John Sullivan & Amy Athey, Clinical and Sports Consulting Services, USA; Leonard Zaichkowsky, Biocam, USA; James Bowman, Athletic Intelligence Measures, USA; Alex Auerbach, University of Arizona, USA*

Discussant: Leonard Zaichkowsky, Biocam, USA

WKSP-22Magnolia

Embedding the learning of life-skills into a physical activity session or sport practice

John McCarthy, Val Altieri, Jr.*, & Frederick Ettl*, Boston University, USA*

WKSP-23 Belle Chasse

Applied Sport Psychology Practice with 1st Team and Academy players inside the English Premier League: 3 days a week over 10 years

Martin Littlewood & Mark Nesti*, Liverpool John Moores University, United Kingdom*

9:45 am - 11:00 am Grand Ballroom

SOCIAL PSYCHOLOGY KEYNOTE
Sports Participation and the Transition to Adulthood

Jacquelynne Eccles, University of Michigan, USA*

Introduction – Russell Medbery, Chair of Social Psychology Focus Area Committee

11:00 am - 11:30 am

Break / Exhibits

11:30 am - 12:30 pm Rosedown

ETHICS ADDRESS

Professional Ethics: The Long View When Working with Athletes

James P. Whelan, University of Memphis, USA*

Introduction – Brandon Harris, Chair of Ethics Committee

11:30 am - 12:30 pmMagnolia

Social Psychology Keynote Discussion

11:30 am - 12:30 pm

Workshops/Symposia/Lectures 8

SYM-18 Oak Alley

Evidence Driving Practice: Emerging Role of the Sport Psychology Professional in Sport-related Concussion

*Anthony Kontos**, University of Pittsburgh, USA; *R.J. Elbin**, University of Arkansas, USA; *Adam O'Neil**, Pinnacle Performance Center, USA

SYM-19 Jasperwood

Balance in Sport, Balance in Consultancy

*Gregory Chertok**, The Physical Medicine & Rehabilitation Center, USA; *Adam Naylor**, Boston University, USA; *Matthew Cuccaro**, Junior Sports Corporation, USA

Discussant: Gregory Chertok, The Physical Medicine & Rehabilitation Center, USA

SYM-20 Elmwood

Women and Wellness Across the Lifespan: Exploring Female Clients from a Wellness Perspective

*Michele Kerulis** & *Leeja Carter**, Adler School of Professional Psychology, USA; *Tanya Prewitt**, North Park University, USA

WKSP-24 Belle Chasse

Mindfulness Strategies: Consulting with Coaches and Athletes

*Amy Baltzell**, Boston University, USA; *Tina Greenbaum**, Tennis to the Max, USA; *John McCarthy**, Boston University, USA

WKSP-25 Melrose

Mental Skill Integration for Advanced Combat Marksmanship

*Christine Sanchez**, SAIC, USA; *Cecilia Clark*, Special Operations Center for Enhanced Performance, USA; *Frederick Dietrich**, Digital Consulting Services, USA; *Dave Ricciuti**, Special Operations Cognitive Enhancement Program, USA; *Kathryn Sweeney**, U.S. Army Special Operations Center for Enhanced Performance, USA; *Brittany Loney**, SAIC/Florida State University, USA; *Peter Athans**, SAIC, SOCEP, USA

12:30 pm - 1:30 pm Marlborough AB

“Meet the Professionals” Luncheon

Bonnie Berger, Bowling Green State University, USA; *Amanda Visek*, The George Washington University, USA; *Renee Appaneal*, Australian Institute of Sport, Australia; *Ken Ravizza*, California State Fullerton, USA; *Angus Mugford*, IMG Academy, USA & *Jack Watson*, West Virginia University, USA (pre-registration required; limited to first 54 students to register)

12:30 pm - 1:30 pm

Committee Meetings (See page 22)

12:30 pm - 1:30 pm Norwich

Focus Area Committee Chairs Meeting

1:30 pm - 2:30 pm Grand Ballroom

SPECIAL PRESENTATION

From Head to Toe: A Seven Time NFL Pro Bowl Kickers Journey to Excellence

*Morten Andersen**, All Time Leading Scorer in NFL History, USA

Introduction – Jon Metzler, President - Elect

2:45 pm - 4:00 pm Grand Ballroom

Presidential Address

*Jon Metzler**, SAIC/CSF2

4:00 pm - 5:30 pm Grand Ballroom

Business Meeting & Strategic Plan Update

5:30 pm - 7:00 pm Napoleon Ballroom

Poster Session II

6:00 pm - 7:30 pm Oak Alley

Fellows Meeting

Saturday, October 5, 2013

7:00 am - 8:00 am

Committee Meetings

8:15 am - 9:30 am

Workshops/Symposia/Lectures 9

LEC-12: Mental Training Rosedown

LEC-12A

Sapper-Athlete-Warrior Program: An Integrated Approach to Applied Mental Skills Training That Reveals Best Practices For Periodized Training

Brett Sylvia, U.S. Army, 307th Engineer Battalion, Ft. Bragg, NC, USA; Maryrose Blank, CSF2-PREP, USA; Brian Wade*, Fort Bragg, USA; Jessica Garza*, DCS, USA*

LEC-12B

Developing self-efficacy through Simulation and Observation deliberate practice: Case-study of a mogul skier

Daphne Laurin-Landry, Camille Michaud, & Maryvonne Merri, Universite du Quebec a Montreal, Canada; Michel Recope, Clermont Université, France*

LEC-12C

NCAA Division-I Athletic Trainers' Support of Sport Psychology Consultants and Willingness to Seek Mental Training Services

Rebecca Zakrajsek, University of Tennessee, USA; Scott Martin, University of North Texas, USA; Justin Smedley & Courtney Foster, University of Tennessee, USA; Annastatia Van, University of Tennessee, Knoxville, USA; Kelsey Peterson, Mount Mary College, USA; Gretchen Chomas, Shenandoah University, USA*

LEC-12D

Can't we all just get along? A two-phase innovative approach to team building with a U.S. collegiate rugby team

Itay Basevitch, Florida State University, USA; Amber Shipherd*, Eastern Illinois University, USA; Kamau Siwatu, Texas Tech University, USA; Kelly Barcza, Renner Franklin University, USA*

SYM-21 Oak Alley

Run Baby Run: Successful Psychological Skills Programing for Endurance Athletes

Leeja Carter, Adler School of Professional Psychology, USA; Cindra Kamphoff*, Minnesota State University/The Runner's Edge, USA; Steven Portenga*, iPerformance Psych, USA; Michael Sachs*, Temple University, USA*

Discussant: Jack J. Lesyk, Ohio Center for Sport Psychology, USA

SYM-22 Napoleon Ballroom

Coming Down and Coming Up: Olympic Transitions in the year after London and Before Sochi

Karen Cogan, Alexander Cohen*, Peter Haberl*, Sean McCann*, & Wendy Borlabi*, USOC, USA*

WKSP-26 Magnolia

Case Studies for CC-AASP: Opportunities for Peer Consultation (open to CC-AASPs only)

Sarah L. Castillo, National University, USA & Kristen Dieffenbach*, West Virginia University, USA*

WKSP-27 Melrose

Which is better- ACT or Traditional CBT?

Michael Zito, Montclair State University, USA; Eddie O'Connor*, Performance Excellence Center at Mary Free Bed, USA*

WKSP-28 Elmwood

What kind of car do you drive?: The relationship as a vehicle of positive change in collaborative alliances

Joe Mannion, Fontbonne University, USA; Chelsi Day*, Athletic Mind Institute/Matrix Psychological Services, USA*

WKSP-29 Jasperwood

Applied Sport and Exercise Psychology with Older Children and Pre-Adolescents

Christopher Stanley & Jamie Robbins*, Winston-Salem State University, USA; Marli Bennett*, Kimberly Fasczewski*, Megan Haas*, Stephen Hebard*, Bona Lee*, Robert Owens*, Lauren Williams*, University of North Carolina at Greensboro, USA*

WKSP-30 Belle Chasse

Implementing Systematic Coaching Development (CD) Programs: Diverse Perspectives on Making CD Work

Damon Burton, University of Idaho, USA; Andy Gillham*, University of South Dakota College, USA; Keith Hansen*, Red Deer College, Canada; Jon Hammermeister*, Eastern Washington University, USA; Seth Haselhuhn*, Washington State University, USA*

9:45 am - 11:00 am Napoleon Ballroom

HEALTH & EXERCISE PSYCHOLOGY KEYNOTE

Spark – How Exercise is Best for Emotional Regulation and Optimizing Cognitive Function

John Ratey, Harvard Medical School, USA*
Introduction – Jill Wierzba, Health & Exercise Psychology Focus Area Committee

11:00 am - 11:30 am

Break

11:30 am - 12:30 pm Rosedown

DISTINGUISHED INTERNATIONAL SCHOLAR AWARD LECTURE Importance of Social Environment in Youth Sport for Lifelong Physical Activity

Jaume Cruz Feliu, Ph.D., Universitat Autònoma de Barcelona (UAB), Spain
Introduction – Alessandro Quartiroli, Chair of International Relations Committee

11:30 am - 12:30 pm Oak Alley

Health & Exercise Psychology Keynote Discussion

11:30 am - 12:30 pm

Workshops/Symposia/Lectures 10

LEC-13: Coaching Melrose

LEC-13A Coaching Stressors in a Division II Historically Black University

Jamie Robbins, Winston-Salem State University, USA; Jenelle Gilbert* & Alexandra Clifton*, California State University, Fresno, USA*

LEC-13B Examining a model of career advancement of female and male assistant coaches

Moe Machida, Osaka University of Sport and Exercise, Japan; Deborah Feltz, Michigan State University, USA*

LEC-13C Division I Female Coaches' Experiences of Care in Their Coaching

Susannah Knust & Leslee Fisher, University of Tennessee, USA*

LEC-14: Youth Sport II Elmwood

LEC-14A Intentions to drop-out in youth football: A test of the basic needs theory among European youth

Eleanor Quested & Nikolaos Ntoumanis, University of Birmingham, United Kingdom; Carme Viladrich, Universitat Autònoma de Barcelona, Spain; Ellen Haug, University of Bergen, Norway; Yngvar Ommundsen, The Norwegian School of Sport Sciences, Norway; Aurelie Van Hoya, Université Joseph Fourier, France; Juan Merce, University of Valencia, Spain; Howard Hall, York St. John University, United Kingdom; Nikolaos Zourbanos, University of Thessaly, Greece; Joan Duda, University of Birmingham, United Kingdom*

LEC-14B Identifying coaching abuses in youth sport

Elaine Cook & Kim Dorsch, University of Regina, Canada*

LEC-14C
Towards Sustaining Youth Sport Participation: Stakeholders' Conceptualization and Quantification of the Determinants of Fun

Amanda Visek & Sara Achrati, The George Washington University, USA; Brandonn Harris, Georgia Southern University, USA; Karen McDonnell, The George Washington University, USA; Tanya Vogel, Northern Arizona University, USA; Loretta DiPietro, The George Washington University, USA*

SYM-23 Belle Chasse

The role of neurofeedback in the ongoing evolution of elite performance psychology: Applications of theory, research, and technology to clinical and military populations

Jonathan Metzler, USA; Adam O'Neil*, Pinnacle Performance Center, USA; Leslie Sherlin*, Neurotopia, Inc, USA*

Discussant: Steven Portenga, iPerformance Psychology, USA

SYM-24 Jasperwood

Multi-Generational Mentoring: From Protégé to Colleague

Nicole Detling, University of Utah, USA; Traci Statler*, California State University, Fullerton, USA; Stephen Gonzalez*, University of Utah, USA; Chelsea Wooding*, West Virginia University, USA*

12:30 pm - 2:00 pm.....Magnolia

WKSP-31
Professionalism in Sport Psychology: A Student-Focused Workshop

Michele Kerulis, Adler School of Professional Psychology, USA & Lena Torgerson, Sport Psy/San Francisco State University, USA*

1:30 pm - 2:30 pm

Workshops/Symposia/Lectures 11

LEC-15: Endurance Athletes Melrose

LEC-15A
Risk for Exercise Addiction: A Comparison of Triathletes Training for Sprint-, Olympic-, Half-Ironman-, and Ironman-Distance Triathlons

Jason Youngman, Peak Functioning, LLC, USA; Duncan Simpson*, Barry University, USA*

LEC-15B
The experience of competing in ultra-marathon running: The perspective of the participants

Duncan Simpson, Barry University, USA; Phillip Post*, New Mexico State University, USA; Peter Jensen, United States Military Academy, USA; Greg Young, Liverpool John Moores University, United Kingdom*

LEC-15C
Understanding the Puppet Master: An analysis of a performing other in a trans-American charity running event

Michelle McAlarnen, Chelsea Wooding*, & Anna-Marie Jaeschke, West Virginia University, USA*

SYM-25 Oak Alley

Rolling with the Punches: Navigating Non-performance Issues faced by Sport Psychology Consultants

David Hurley, Stonehill College, USA; Vanessa LoVerme Akhtar*, Kelly Madden*, & Ira Martin*, Boston University, USA*

Discussant: Adam Naylor, Boston University/Telos SPC, USA

SYM-26 Jasperwood

Cultural Competence and Ethics of Difference in Sport Psychology Research and Practice

*Tatiana Ryba**, Aarhus University, Denmark;
*Natalia Stambulova**, Halmstad University, Sweden;
*Robert Schinke**, Laurentian University, Canada;
Gangyan Si, Hong Kong Sports Institute, Hong Kong;
Harri Selanne, LIKES Research Center, Finland;
Noora Ronkainen, Aarhus University / Public Health - Sport Science, Denmark;
*Kerry McGannon**, Laurentian University, Canada

SYM-27 Napoleon Ballroom

Expert Approaches to Sport Psychology I: Critical Experiences Influencing Applied Theories

*Mark Aoyagi**, University of Denver, USA;
*David Yukelson**, Penn State University, USA;
*Gloria Balague**, University of Illinois at Chicago, USA;
*Rick McGuire**, University of Missouri, USA;
*Richard Gordin**, Utah State University, USA;
*Kenneth Ravizza**, California State Fullerton, USA

Discussant: Artur Poczwadowski, University of Denver, USA

WKSP-32 Belle Chasse

Using Sport Psychology Consultation Models to Work with Athletes Across the Lifespan

*Michael Berrebi**, Leigh Bryant*, & *Peter Kadushin**, West Virginia University, USA

WKSP-33 Rosedown

PERMACISE: Promoting Lifelong Well-Being via Group Dance Fitness and Positive Psychology

*Elaine O'Brien**, Temple University / Positive Fit Lab, USA

2:30 pm - 3:45 pm

Workshops/Symposia/Lectures 12

LEC-16: Health & Exercise II.....Jasperwood

LEC-16A

Do Perceptions of the Psychosocial Climate Predict Exercise Commitment?

*Morgan Hall**, *Aubrey Newland*, & *Maria Newton*, University of Utah, USA

LEC-16B

'Stepping away from the computer and into the sweats': The construction and negotiation of exercise identities in a Norwegian public company

*Hilde Rossing**, Norwegian School of Sport Sciences, Norway

LEC-16C

Joy-Full Physical Activity: Exploring the Essence(s) of Joy through Embodied Inquiries of long-term Zumba Participants

*Brittany Glynn**, University of Ottawa, Canada

LEC-16D

The Effect of Self-Talk On Attention Allocation, Perception of Effort, and Exercise Endurance

*Tonya Nascimento**, University of West Florida, USA; *Gershon Tenenbaum*, Florida State University, USA

SYM-28 Oak Alley

The Ride of a Lifetime: Consultations Across the Sport of Cycling

*Kristen Dieffenbach**, West Virginia University, USA; *Goran Kentta*, The Swedish School of Sport and Health Science, Sweden; *Carrie Cheadle**, Private Consulting Practice, USA

SYM-29 Napoleon Ballroom

Expert Approaches to Sport Psychology II: Demonstrating Theory to Practice with Case Conceptualization

*Anne Marte Pensgaard**, Norwegian Olympic Training Centre, Norway; *Kate F. Hays**, The Performing Edge, Canada; *Sean McCann** & *Peter Haberl**, USOC, USA

Discussant: Mark Aoyagi, University of Denver, USA

WKSP-34 Belle Chasse

What is Most Important: Using Values in Team Work

Jeni Shannon, Regis University & Strive Sport Psychology, USA*

WKSP-35Magnolia

Behavioral Activation: Increasing Enjoyable and Mastery Activities to Decrease Distress

Jeanne Gabriele, G.V. Sonny Montgomery VA Medical Center, USA*

WKSP-36 Elmwood

Concurrent Consideration of Identity and Cohesion in Sport Contexts

Christopher Stanley & Jamie Robbins*, Winston-Salem State University, USA;
Lauren Williams*, Robert Owens*, Bona Lee*, Stephen Hebard*, Megan Haas*, Kimberly Fasczewski*, Marli Bennett*, University of North Carolina at Greensboro, USA*

4:00 pm - 5:15 pm Napoleon Ballroom

**PERFORMANCE PSYCHOLOGY
PANEL DISCUSSION**

Theory to Practice: Reflections of an Olympic Gold Medalist, Her Coach, and Her Sport Psychologist

Claire Donahue, Western Kentucky University/ USA Swimming National Team, USA,
Bruce Marchionda* & Elizabeth Shoenfelt*, Western Kentucky University, USA*

Introduction – Jack J. Lesyk, Conference Chair

5:15 pm - 6:15 pm Melrose

AASP Student Challenge Quiz Show

(pre-registration required, limited to first 125 students to enter)

7:00 pm - 10:00 pm

CLOSING BANQUET

AASP's 2013 Banquet will be held on the Creole Queen, an authentic paddlewheeler river boat. A Second Line Parade will lead attendees from the front of the hotel to the boat beginning at 6:30 pm.

(pre-registration required, limited to first 475)

LECTURES

LEC-01: Coping

LEC-01A

“BACK IN THE FIGHT” – THE INJURED BASIC COMBAT TRAINING SOLDIER

Treva Anderson, Comprehensive Soldier & Family Fitness Performance and Resilience Enhancement Program, USA; Richard Harris, Grantsville High School, USA

The US Army basic training environment is often challenging for any recruit. Soldiers are occasionally faced with an additional challenge in the form of a significant injury during training. Whereas athletes sit the bench to recover, soldiers injured during basic training are sent to heal at the Fitness Training Company (FTC) Physical Training and Rehabilitation Program (PTRP). This process can take 60 – 120+ days to recover and when successful recovery is achieved, the soldier returns to duty (RTD). Sport psychology consultants often work with injured athletes to enhance the recovery process and assist in cognitive reframing of the injury. Our work with PTRP mirrors the services that might be available to an athlete and are based on the psychology of sport injury literature. This presentation will discuss methodologies and best practices as well as present results training has had on the RTD rate. Services include providing goal setting instruction, group education classes and meeting with soldiers on an individual basis. Individual sessions are with soldiers identified by leadership as needing coaching in regards to the mental aspect of recovery, and may be experiencing challenges coping with the stressors the injury brings on. Sessions are solution focused and center around setting goals for recovery, thinking effectively to facilitate lowering stress and building confidence, focusing attention on healing, as well as the use of motivational and healing imagery. These soldiers are often recovering from an injury that could be related to a sedentary lifestyle. For this reason, goals are tailored toward lifestyle changes that will maximize physical, mental, and emotional well-being for life. These services combined with resilience education have enabled the return to duty rate to be maintained at 93% for this FTC, which is significant compared to the RTD rates of three other FTC locations (range of 54%-78%).

LEC-01B

RESPONDING TO CHALLENGES AND SETBACKS – STRATEGIES USED BY HIGH-PERFORMANCE CURLING COACHES TO ENHANCE GROUP PROCESSES

Jamie Collins & Natalie Durand-Bush, University of Ottawa, Canada

Team sport athletes often cite interpersonal issues such as an inability to interact, communicate effectively, and solve problems as reasons for suboptimal performance and conflict. Accordingly, optimizing group processes has been recognized as one of the most crucial and challenging issues met by sport coaches (Bloom, Stevens, & Wickwire, 2003; Collins & Durand-Bush, 2010). The purpose of this grounded theory study was to identify factors that contribute to the development and maintenance of optimal group processes in high performance curling, with a particular emphasis on the role of the coach in

this process. This presentation will focus on effective strategies used by coaches in response to challenges, setbacks, or obstacles in order to enhance team functioning. The study involved 15 Canadian high-performance curling teams and their coaches (N = 60-75 athletes and 15 coaches). The in-depth content analysis of the transcribed data collected through multiple individual and focus group interviews revealed that in response to difficulties, many coaches employed solution-focused strategies to help the athletes work together, such as playing the role of mediator during times of conflict, and encouraging athletes to access additional resources (e.g., mental performance consultants). Many coaches also devoted time to anticipating obstacles and thus relied on proactive strategies, which included collecting performance-related data and communicating it in order to enhance athletes self-awareness, helping team members understand their interpersonal differences or preferences for communication, and providing athletes with performance reminders. Interestingly, the coaches differed greatly in the extent to which they adopted a role in optimizing group processes; their roles ranged from that of innocent bystander to engaged catalyst. Advice given by the men and women high-performance athletes and coaches regarding how to optimize group processes will be discussed, as well as perceived implications for performance, enjoyment, and team sustainability.

LEC-01C

TIME LOSS AND FEAR OF RE-INJURY IN ATHLETES AFTER RETURN TO PARTICIPATION

Jamie Deitrick, Michigan State University, USA; Tracey Covassin, USA; Alisha Bleecker, Michigan State University, USA; Jingzhen Yang, Kent State University, USA; Erica Heiden, University of Iowa, USA

Fear of re-injury is a common reason cited by athletes for reduction or complete cessation of participation in sport. Re-injury fears can also be a prominent source of stress when returning to competition. The purpose of this study was to determine if athletes who have been cleared to participate following injury have a fear of re-injury and to examine the difference in fear of re-injury by injury severity group (e.g., minor, moderate, major injury). Three hundred and fifty-two NCAA Division I athletes (20.6+1.4 years) from 2 Big Ten Universities participated in this study. Athletes completed a fear of re-injury survey within 1 week of returning to participation. Injuries were classified as “minor” for time loss less than 1 week (1-6 days), “moderate” for time loss of 1 – 3 weeks (7-21 days), and “major” for time loss greater than 3 weeks. Fear of re-injury was measured by self-report of fear on a 10-point scale. A between injury severity group (minor, moderate, major) analysis of variance was performed to determine if any differences existed on fear of re-injury. Injuries were fairly evenly distributed by injury severity with 179 (34.9%) minor, 138 (26.9%) moderate and 196 (38.4%) major injuries. There is a significant main effect for injury severity group on fear of re-injury ($F(3, 510) = 14.2, p < 0.001$). Major injuries produced a significantly greater fear of re-injury among injured athletes than moderate ($p < 0.001$) and minor ($p < 0.001$) injuries. Moreover, 14% of injuries resulted in moderate or severe fear of re-injury among injured athletes. Results from this study lend support to previous research and indicate re-injury fears continue after athletes return to play and therefore must be considered when addressing rehabilitation in injured athletes. In addition, injury severity was found to be a component in re-injury fears in athletes.

LEC-02: CC-AASP

LEC-02A

CC-AASP CONSULTANTS: WHERE ARE THEY NOW AND WHERE ARE THEY NEEDED?

Jerry Holt, Florida A&M University, USA

Over 400 Consultants have been certified by AASP, with over 280 now active. However, the distribution of these Consultants is a consideration for investigation. Some geographical areas are heavily supplied with Consultants, while other areas have no Consultants. An examination of the distribution of Consultants reveals that there are six American states with no Consultants. Additionally, there are 38 standard metropolitan areas with populations of more than 500,000 in which there are no Consultants. There are two thrusts to this paper. First, the distribution of Certified Consultants over states and metropolitan areas is explored. The emphasis is on those states and metropolitan areas that are most heavily represented, as well as those that are most sparsely represented, based on populations of the states or metropolitan areas. Second, building on the distribution of Certified Consultants, the practical matter of possible opportunities for employment, especially in the private (i.e., non-academic) sector, is addressed. The delivery of sport psychology services through private practice is a recognized area for both practical recommendation and research (e.g., Blann, Shelley, & Gates, 2011; Greene, 2010; Lesyk & Cheadle, 2013; Taylor, 2008). However, the application of demographic considerations, considering especially large metropolitan areas with no Certified Consultants, is a topic that has not been explored to any extent. In keeping with the conference theme, Certified Consultants would provide services through which clients could be encouraged to enjoy lifelong physical and mental well-being in those states and metropolitan areas that are underrepresented. Thus, demographic considerations in the distribution of AASP Certified Consultants serve both theoretical and practical purposes.

LEC-02B

ARE WE GETTING THE RESPECT WE DESERVE? – ATTITUDES TOWARD AND RECOGNITION OF CC-AASP CERTIFICATION BY NCAA DIVISION I AND III ATHLETIC DIRECTORS AND COACHES

Samantha Diamond, Anthea Barnett, Justine Vosloo, & Miranda Kaye, Ithaca College, USA

Research has shown the benefits of sport psychology, especially within elite populations (e.g., Curry & Marlar, 2004; Ludwick, 2006), yet there remains a knowledge gap between those hiring and those providing sport psychology services (Zakrajsek & Zizzi, 2011). The Association for Applied Sport Psychology (AASP) has done much to provide a recognizable credential for consumers and promote growth within the field with the development of the Certified Consultant (CC) credential. However, do coaches and athletic directors know about the CC credential and would they seek out professionals who are certified? The purpose of the current study was to examine the hiring practices of NCAA Division I and III collegiate coaches and athletic directors ($n = 1057$; $N_{\text{male}} = 671$; $N_{\text{female}} = 350$). Participants completed an online survey including the Sport Psychology Attitudes Revised Coaches—2 Questionnaire (SPARC-2; Zakrajsek, Martin & Zizzi, 2011) and a series of items assessing participant's beliefs about roles and the use of consultants. Results showed the majority of participants

had no knowledge of AASP CC (72%). Participants who had heard of AASP CC had a significantly greater understanding of sport psychology ($t(529.10) = 4.82, p < .01$) and significantly higher levels of confidence in sport psychology consultation ($t(730) = 2.06, p < .05$). Participants were also asked to rank who they would hire based on credentials, with “experienced AASP-CC” being ranked first the most times ($n = 193$). The results are encouraging however, reports of familiarity with AASP or CC-status seems to contradict participants' reported preference to hire CC's. While the desire to hire a CC is favorable, results suggest more education may be necessary to inform consumers about certification. Specific results and implications for AASP and CC's will be discussed and recommendations for future research will be made.

LEC-02C

THE PERCEIVED VALUE OF THE CC-AASP CERTIFICATION AND CERTIFICATION EXAM: A SURVEY OF SPORT AND EXERCISE PSYCHOLOGY PROFESSIONALS

Alessandro Quartiroli, East Carolina University, USA

This study aimed to examine sport and exercise psychology professionals' views on the value of the current Association for Applied Sport Psychology (AASP) certification and to describe their opinions about a possible examination as part of the certification process. The sample for the study was recruited by sending an email to the SPORTPSY listserve. A Sample of 173 professionals responded to an on-line survey. The sample was mostly characterized by Caucasian (93.6%; women = 52.3%) professionals, holding a doctorate in Sport and Exercise Psychology or similar degrees (56.1%). Although the majority of the participants (68.1%) identified the certification important for the professionalization of the field ($M=4.77$; $SD=1.73$), most of the sample (73.5%) also advocated the need for a change ($M=5.37$; $SD=1.56$). Additionally, the proposal for an examination as part of the certification process was mostly (62.3%) welcomed ($M=4.63$; $SD=1.67$). In conclusion, suggestions for possible developments of the certification are made.

LEC-3: Youth Sport I

LEC-03A

NURTURING YOUTH ATHLETE DEVELOPMENT: TRAINING PARENTS TO DEVELOP EFFECTIVE, HEALTHY GOALS

Darcy Strouse, BelieveinMe Sports, LLC, USA

Parents can play an important role – both positive and negative – in youth participation and achievement in sport (Gould, Lauer, Rolo, Jannes, & Sie-Pennisi, 2006; Horn & Horn, 2007). And, this role may affect the impact of the youth sport experience on lifelong development, both mentally and physically (Brustad & Partridge, 2002; Frederick & Eccles, 2003). One area that parents can help develop is the motivational climate for the athlete (Duda & Treasure, 2006; O'Rourke, Smith, Smoll, & Cumming, 2012). Goal setting can be a key component of the motivational climate; however, to promote healthy mental and physical development inside and outside the sports arena, the goals must be realistic and developmentally appropriate. The purpose of this presentation is to share the experiences of delivering goal setting training to parents in a workshop setting. The “parental support” workshop was

designed to enhance the type of motivational support, both short term and long term that parents of youth distance runners provide to their athletes. Parents were provided with didactic and interactive training materials on sport-specific and developmentally appropriate goal setting. In addition to the discussion of workshop methods, facilitators, and barriers, a key focus of the presentation will be the discussion of issues and implications concerned with delivering goal setting techniques to parents, including the role of the parent in providing a healthy motivational setting for the youth athlete and the development of overall, long-term well-being.

LEC-03B

EMBRACING THE CHALLENGES: TALENT DEVELOPMENT OF ELITE NEW ZEALAND ATHLETES

Scott Pierce, Michigan State University, USA;
Angela Button, University of Otago, New Zealand;
Megan Taylor, Lansing Community College, USA;
Ken Hodge, University of Otago, New Zealand

Athletes can benefit from, or even need, challenging experiences to help them progress through the elite level of athletic development (Collins & MacNamara, 2012). The purpose of this study was to understand the performance factors necessary for talent development in New Zealand athletes and the role of challenges along the developmental pathway. Semi-structured in-depth interviews were conducted with twenty current or former elite athletes, six coaches of the athletes, and nine parents of the athletes. Hierarchical content analysis identified that all of the athletes experienced challenges in attempting to reach the elite level of their sport, such as selection/non-selection, financial obstacles, life events, and changing support systems. Additionally, challenges were identified while trying to maintain their elite level of performance, such as dealing with pressure, and confidence and motivation issues. The way the athlete responded to the challenge was seen as being of significance with a range of psychological coping skills being employed to deal with challenge. Additionally, the importance of experiential learning of psychological skills from the developmental challenges was identified as being particularly vital for continued athletic success. Specific examples of how some athletes were able to cope with specific challenges will be provided, as well as examples of athletes who struggled to deal with such challenges. The need to prepare and be prepared for challenges at each stage of athletic talent development will be outlined to benefit the athlete's sporting and life-long personal well-being, along with implications for coaches and consultants working with athletes through challenges.

LEC-03C

THE DEVELOPMENT OF A SPORT-BASED LIFE SKILLS SCALE FOR YOUTH TO YOUNG ADULTS

Hillary Cauthen, Your Sports Mind, USA

Life skill programs were created to impact the growth and development of the individual, provide support, increase sense of self-worth and opportunities to become confident, connected, competent, and caring (Junge, Manglallan, & Raskauskas, 2003; Roth & Brooks-Gunn, 2003). Currently, life skill programs are evaluated by the practitioners that implement the program. However, a systematic evaluation is needed for researchers to assist in tracking life skill development (Baily & Dean, 2002). Evaluations are needed to aid in the advancement of positive youth development programs as they will provide feedback to participants, program coordinators, and scholars about the quantity and quality of programs

and their relationship to positive youth development among adolescents (Zarret et al., 2009).

The purpose of this study was to develop a sport-based life skills scale that assesses 20 life skills: goal setting, time management, communication, coping, problem solving, leadership, critical thinking, teamwork, self-discipline, decision making, planning, organizing, resiliency, motivation, emotional control, patience, assertiveness, empathy, responsibility, and reliability in youth to young adults ages 11-23. The sample consisted of 18-23 year old, male and female, Division 1 student athletes across the U.S. The athletes reported on the frequency with which their sport participation had taught a variety of life skills. In total data were collected from 640 participants (178 males, 453 females, Mage=19.7, age range 18-23, grade range freshman-5th year senior). A majority (96%) of the participants reported learning life skills through sport. Using exploratory factor analytic methods, the resulting sport-based life skills scale represented the 6 hypothesized life skill constructs: goal setting, time management, communication, coping, problem solving, and leadership. Additional analyses examined knowledge of life skills, life skills learned through sport, and where participants learn life skills. Implications and practical applications of these results as well as future research direction will be discussed.

LEC-04: Lifespan

LEC-04A

CONSULTING ACROSS THE LIFESPAN: LESSONS LEARNED FROM APPLIED EXPERIENCES

Jean-Charles Lebeau, Edson Medeiros Filho,
& Itay Basevitch, Florida State University, USA;
Selen Razon, Ball State University, USA;
Gershon Tenenbaum, Florida State University, USA

Promoting lifelong physical and mental well-being through sport and exercise is the ultimate goal of various practitioners in the health and wellness domain (World Health Organization, 2012). This objective can be reached through a range of approaches, including mental-skills training. Sport psychology services have been traditionally geared towards youth and adult populations, with a particular emphasis on psychological skills training for peak performance (Hardy et al., 1996). While this approach seems appropriate for promoting optimal performance in sports (e.g., "flow-feeling"), it is important to consider alternative strategies when working with older adults (Conn et al., 2002). Moreover, the growing number of older adults, accompanied by an increased need of physical activity participation within this population reinforces the importance of sport and exercise psychology services tailored to older population (Filho, Basevitch, & Tenenbaum, 2012). A focus group, based on the experiences of four sport and exercise psychology consultants working with both young and older adults, revealed important differences in the consultation approaches across the lifespan. Therefore, the purpose of this presentation is to discuss idiosyncratic methods linked to successful practice and service delivery across the lifespan. Specifically, challenges associated with adapting interventions to meet the needs of the older population will be addressed. The context of intervention (e.g., senior center) and the role of the consultant will also be explored. Finally, specific intervention strategies, such as rapport building and setting realistic outcome goals, will be presented. The ultimate purpose is to inform practitioners on applied guidelines to best ensure their clients experience maximum benefits from participating in sport and exercise, to eventually make it a lifelong habit.

LEC-04B

THE HABITS OF MIND: A VEHICLE TO LIFE LONG WELL-BEING THROUGH SPORT AND EXERCISE

Charmaine DeFrancesco, Florida International University, USA

The Habits of Mind (HoM) as described by Costa and Kallick (2000) consist of 16 dispositions that direct the actions of individuals and groups to behave intelligently when confronted with tasks and problems. When these intellectual resources are employed, the outcomes are positively compelling. Educational researchers and practitioners who study human learning and development established the HoM for academic purposes. However, the “habits” are not situation-specific and as such, they may assist individuals in developing a holistic, positive well-being throughout their lifespans. The HoM are gaining significant attention in the academic literature, particularly within K-12 settings internationally, but they have yet to surface significantly within the areas of physical activity and sport psychology. Many AASP consultants and sport and exercise educators use some of the habits within their professional practices already, but do so without being cognizant that they are touching upon the HoM (DeFrancesco, 2013). The 16 HoM consist of: persisting, managing impulsivity, listening to others with understanding and empathy, thinking flexibly, developing metacognition, transfer, communicating with clarity and precision, using all of one’s senses, creating/imagining/being innovative, responding with wonderment, taking responsible risks, finding humor in activities and self, thinking interdependently and learning continuously. Several of these dispositions are fundamental to effective coaching and positive sport and exercise outcomes. This presentation will introduce strategies that could be used by consultants and educators interested in assisting their clients and students in acquiring the HoM. Similar to the model offered by Fitts and Posner (1967), the habits are developed in three stages and these will be discussed as well. The HoM can serve as an educational and performance enhancement platform within physical activity and sport environments to help participants become more mindful and successful in their daily pursuits.

LEC-04C

MOTIVATIONAL PROFILES AND PSYCHOLOGICAL WELL-BEING IN MASTERS ATHLETES

*Felix Guillen, University of Las Palmas de Gran Canaria, Spain;
Robert Brustad, University of Northern Colorado, USA*

Participation in competitive sport across the lifespan can reflect “healthy aging” although the motivational processes that underlie such involvement are not yet well understood. Self-determination theorists further contend that psychological well-being is related to individuals’ motivational characteristics in personally valued activities (Ryan, Sheldon, Kasser, & Deci, 1996). The purposes of this study were to identify distinct motivational profiles among Masters athletes and to determine if these profiles could predict psychological well-being. Participants were 267 athletes (162 males, 105 females, mean age = 39.99 years) competing in the Spanish National Masters Swimming Championships. Athletes completed the Sport Motivation Scale (Pelletier, Fortier, Vallerand, Tuson, Brière, & Blais, 1995) to assess motivational characteristics; the Sport Commitment Model Questionnaire (Scanlan et al. 1993) to examine sport enjoyment, personal investment, and enthusiastic and obligatory commitment; and a shortened

version of Ryff’s Psychological Well-Being scale (Ryff & Keyes, 1995). Cluster analysis employing Ward’s method revealed three distinct motivational profiles. Cluster 1 (n = 78) was labeled the “highly motivated/highly committed group” and was comprised of athletes with very high levels of intrinsic and extrinsic motivation and moderately high personal investment and enthusiastic commitment. Cluster 2 (n = 86) was the “average motivation/commitment” group with group means near the overall sample mean across all variables. Cluster 3 (n = 103) was the “low motivated/low committed” group with low levels of intrinsic and extrinsic motivation and moderately low levels of personal investment and enthusiastic commitment. A follow-up ANOVA with planned contrasts across the three clusters revealed significantly higher psychological well-being in the “highly motivated/highly committed group” (Cluster 1) relative to the “low motivated/low committed” (Cluster 3) group. These results are consistent with expectations from self-determination theory and support the belief that high levels of motivation and commitment to competitive sport are associated with psychological well-being in Masters athletes.

LEC-05: Elite

LEC-05A

REFLECTIONS ON DELIVERING CAREER TRANSITION INTERVENTIONS WITH PROFESSIONAL ATHLETES IN THE UK

Stephen Mellalieu, Swansea University, United Kingdom

Management of the transition out of sport can be a traumatic process for professional and high performance athletes (Wippert & Wippert, 2008). Many do not prepare for retirement and lack the resources to cope, especially when performance aspirations are not met. Although sports governing bodies provide support programs for athletes to prepare for life after sport typical problems with administration include financial difficulties and a low profile of such programs among athletes and coaches (Stambulova, 2010). In contrast to the growing body of literature documenting retirement experiences there is little empirical investigation of interventions to assist performers in managing this transition (cf. Park, Lavallee, & Tod, 2012). The aim of this presentation is to reflect upon an ongoing career transition intervention program delivered by the author as part of a commercial service to professional athletes in the UK. The presentation will begin with a description of the context within which the intervention program is delivered. Next, Stambulova’s (2011) model of assistance in career transitions (ACT) is outlined as the conceptual basis underpinning the intervention program. Seven key facets of the ACT model are emphasized: career planning, lifestyle management, life skills training, identity development, cultural adaptation, crisis-coping and clinical counseling. Preliminary findings and the challenges arising from the initial interventions are then discussed including lack of pre-retirement planning and education, athlete identity and transition efficacy-related issues, financial concerns, the role of social support, and cultural adaptation to the notion of life after sport. The presentation concludes by discussing professional practice recommendations for future implementation of career transition interventions. These include: raising awareness of the need to plan for life after sport, developing an understanding of the cultural context within which the client operates, and establishing effective client-practitioner therapeutic alliances.

LEC-05B**EVALUATING THE SIXTH TOOL:
AN ANALYSIS OF BASEBALL MAKEUP**

*Seth Haselhuhn, Washington State University, USA;
Damon Burton & Sharon Stoll, University of Idaho, USA*

The primary purpose of this study was to analyze personality characteristics of professional baseball prospects to identify a specific profile of what Major League Baseball scouts refer to as “makeup” (Miller, 2012) for assessment and intervention purposes. Despite the significant investments made to secure talented prospects, no established, systematic assessment of psychological characteristics is used in the talent evaluation process (Lewis 2004, Marcos, 2012, Miller, 2012). Interviews, research, and anecdotal experiences produced a theoretical framework including: moral reasoning (i.e. decision making) assessed using the Hahm-Beller Values Choice Inventory – 16 (HBVCI-16; Beller & Stoll, 2004); motivational styles (i.e., trait characteristics of motivation) assessed using the Competitive Motivational Styles Questionnaire (CMSQ; Gut, Gillham, & Burton, 2012); beliefs regarding athletic ability (i.e., coachability) assessed using the Conceptions of the Nature of Athletic Ability – 2 (CNAAQ-2; Biddle, Wang, Chatzisarantis, & Spray, 2003); and resiliency (i.e., response to repeated failure) were assessed using the Connor-Davidson Resilience Scale (CD-RISC; Campbell-Sills, & Stein 2007). Descriptive statistics, cluster analysis, and canonical correlations were used to analyze a profile of professional baseball prospects (N = 233 collegiate baseball players). Confirmatory Factor Analysis (CFA) showed an acceptable fit (TLI and CFI >0.08; RMSEA and SRMR <0.08) for all but one instrument (i.e., HBVCI-16). Results from a one way MANOVA indicated significant overall effect between three clusters using the CMSQ as the criterion variable, Wilks’s $\lambda = .558$, $F(8,448) = 18.9$, $p < .0005$, partial $\eta^2 = .25$. The Scheffé method of post hoc analysis revealed significant differences between clusters for each dependent variable. Canonical Correlation Analysis also supported the three cluster model producing three significant canonical correlations, Wilks’s $\lambda = .386$; .752; .915. Complete analysis provides significant support for development of sport specific assessments and reinforces need for population specific mental skill interventions as part of professional prospect development.

LEC-05C**‘PREPARING FOR THE WORLDS TOUGHEST
INTERVIEW’: INSIGHTS INTO A HOLISTIC TRAINING
MODEL FOR SUCCESS IN THE NFL AND BEYOND**

*Angus Mugford, Joshua Lifrak, David Hesse, & Taryn Morgan,
IMG Academy, USA*

The National Football League (NFL) has become the most popular professional sport in the United States, according to a Harris poll (2012). This popularity has seen ever-higher revenue for teams and salaries for players, and stakes for teams to make the best player and personnel selections. In a violent sport that sees the average player lasting between 3 and 6 years (NFL Communications, 2011), increasing awareness of concussions (Lehman, Hein, Baron & Gersic, 2012) and a majority of retired players under financial stress within 2 years of exiting the league (Torre, 2009), the NFL and NFL Players Association are looking to address the holistic development and success for players. The current case study looks at a developmental program for aspiring NFL rookies preparing for the NFL combine showcase event, with particular attention to both long and short-term successful career transition. Stages

of this process are highlighted, each with the implications, challenges and opportunities to maximize success in a short period of time. This includes acclimatization and recovery from a season, preparing for invitational bowl games, managing the demands and peaking at the NFL combine, and following up at a pro-day and ultimately dealing with the pressure and expectations of making an NFL roster. The program itself addresses a holistic approach to the athletic and personal development of each player with an interdisciplinary team. This includes mental and physical conditioning, speed and movement, sports medicine, nutrition, vision, communication, football specific training and life skills in a highly structured, intensive but supportive environment. Despite being a small, but elite population of athletes, implications are drawn for athletes preparing for career transition and how the field of sport psychology can integrate and positively impact their future transitions.

LEC-05D**MOTIVATIONAL CLIMATE IN THE WORLD CHAMPION
‘ALL BLACKS’ RUGBY TEAM**

Ken Hodge, University of Otago, New Zealand

The New Zealand ‘All Blacks’ rugby team has been one of the most successful teams in world sport for more than 100 years (Miller, 2012). From 2004-2011 the All Blacks winning percentage was 85%. This case study focused on the All Blacks team during the period from 2004-2011 when Graham Henry (head coach), and Wayne Smith (assistant coach) coached and managed the team. More specifically, this case study examined motivational issues and the motivational climate created by this coaching group that culminated in winning the Rugby World Cup in 2011. In-depth interviews were completed with Henry and Smith in March, 2012 (i.e., five months after their World Cup victory). A collaborative thematic content analysis (Lieblich et al., 1998; Riessman, 2008) revealed eight key themes regarding motivational issues and the motivational climate for the 2004-2011 All Blacks team; (i) critical turning point, (ii) flexible and evolving, (iii) dual-management model, (iv) ‘Better People Make Better All Blacks’, (v) responsibility, (vi) leadership, (vii) expectation of excellence, and (viii) coaching environment and team cohesion. These findings are discussed in light of self-determination theory (Deci & Ryan, 2002), emotionally intelligent coaching (Chan & Mallett, 2011), and the transformational leadership model (Bass & Riggio, 2006). Adopting a scientist-practitioner approach, practical recommendations are offered for coaches of elite sports teams.

LEC-06: Practice**LEC-06A****INTERPERSONAL PROCESS RECALL (IPR): A TOOL TO
ENHANCE SUPERVISEE’S SELF-AWARENESS**

Gualberto Cremades, Barry University, USA

A major component in the supervision process is the emphasis of self-awareness on both parties (i.e., supervisor and trainee). The importance of developing self-awareness in sport psychology professionals has been recently published in the literature (Anderson, Knowles, & Gilbourne, 2004; Knowles, Gilbourne, Tomlinson, & Anderson, 2007), specifically through reflective

practice. A mechanism being used to enhance supervisees' self-awareness is 'Interpersonal Process Recall' (IPR) (Kagan, 1975; Kagan & Kagan, 1997). The purpose of this presentation is to introduce IPR as a method for enhancing self-awareness and professional practice. IPR allows people to become better listeners and more effective communicators through the use of video recording. The role of the supervisor is to facilitate and encourage self-discovery by the supervisee. Three stages will be highlighted in the IPR method. First, the trainee and supervisor review a video of the trainee's interview with his/her client. Through a series of short open-ended questions the supervisor attempts to explore what was going on in the mind of the trainee at various times during the interview session. The supervisor must ask, listen and learn rather than attempt to counsel the trainee during the recall process. During the recall, the supervisor should avoid interpretation of events and responses. Interpretations as to why something may have been happening should be noted and left for later (during the third stage). Second, the supervisor prompts the trainee to write up the "lessons learned" from the IPR session. This exercise gives the supervisee another opportunity for self-reflection and self-awareness enhancement. Last, a constructive discussion emanates between supervisor/supervisee about the lessons learned and IPR experience. Taking this 3-stage approach will enable the trainee to use IPR as an effective self-awareness enhancing mechanism.

LEC-06B

PROTOCOL ANALYSIS AND JUGGLING EXPERTISE: A MULTI-CASE STUDY

*Edson Medeiros Filho, Florida State University, USA;
Nataniel Boiangin, FSU Ice Hockey, USA*

The purpose was to identify, based on the expert-performance approach (Ericsson, 2006), potential mediating mechanisms linked to juggling expertise. Three male college-aged jugglers representing different skill levels (i.e., high, intermediate, low) participated in the study. The jugglers were asked to perform under standardized (i.e., control) and non-standardized (i.e., occluded vision, vision with impaired tactile, juggling with large objects such as volleyballs) conditions. They reported self-efficacy (see guidelines by Bandura, 1997), entity and incremental beliefs (Wang, Liu, Biddle, Stuart, & Spray, 2005), and had their heart rate (HR) and skin conductance responses (SCR) monitored (Thought Technology Biofeedback Suite) throughout the experimental conditions. Verbal protocols, in the form of retrospective reports (Ericsson & Simon, 1993), were collected immediately after each trial to gain insight on potential mediating mechanisms linked to successful performance. The number of uninterrupted successful juggling cycles was videotaped (JVC GZ-MS230 Camcorder video camera) and served as the performance measure. The jugglers did not differ in their self-efficacy, entity and improvement beliefs ($p > .05$). Furthermore, HR and SCR were negatively correlated with performance ($r = -.41$, $r = -.55$, respectively), suggesting that poor performance was accompanied by higher physiological activation. The "impaired tactile" condition represented the greatest challenge for the jugglers (as the jugglers changed their "grasping method", supporting the notion that major changes in motor-cognitive skills are associated with performance decline due to lack of task-specific mental representations (Tenenbaum, 2003). Protocol analysis revealed that "spatial location control" was the key-factor mediating juggling expertise. Collectively, these findings are congruent with the notion that complex mental representations underlie juggling performance across levels of

proficiency (high, intermediate, and low skill) (Ericsson, 2003; 2007). From an applied perspective, findings exemplify the applicability of idiographic protocol analysis in eliciting meta-cognitive and meta-emotional experiences underlying expert performance in sports (Ericsson, 2007; Hanin, 2007).

LEC-06C

SPORT PSYCHOLOGY CONSULTANCY: EXPERIENCES OF THE 2012 LONDON OLYMPIC GAMES

Joanne Butt, Sheffield Hallam University, United Kingdom

This presentation will focus on the experience of one sport psychologist's work with the Great Britain Women's Volleyball team at the London Olympic Games. The consultant's work began with the team three years prior to the Games and was delivered as part of multidisciplinary scientific support service. The presentation will focus on the nature and range of sport psychology services provided to the team and coaches prior to and during the event. Early preparations focused on developing each individual's mental skills followed by team development and creating an optimal training environment. Team development (i.e., cornerstones to functioning as a high-performance team) was crucial because players played their volleyball with professional clubs across Europe and the USA -- returning only for four months of the year. There were key issues to consider including preparing to compete in a Home Olympic Games and perceived pressures, the timing of selection and its impact on team unity, and transferring our training environment to the Olympic venue. In terms of Olympic experience, all players were "first-timers", and in keeping with existing knowledge highlighting the uniqueness of the Olympic Games and that they are "like no other competition" (e.g., Greenleaf, Gould, & Dieffenbach, 2001), strategies to prepare for being in the environment were an important aspect of consultancy. The presentation will address some consultant issues such as on-site support and access into the Olympic Village, and how the delivery of services changed from warm-up competitions, preparation camp, through to the Games themselves. The team experienced high's and low's during the ten-day competition cycle but performed better than expected overall, improving their world ranking from 69th to 20th. However, the transition out of Olympic competition and into the next tournament proved to be a challenging experience for athletes and consultant - lessons learned will be emphasized.

LEC-06D

DOES SPORT PSYCHOLOGY WORK? A SYSTEMATIC AND META-ANALYTIC REVIEW OF THE EFFECTS OF PSYCHOSOCIAL INTERVENTIONS ON SPORT PERFORMANCE

*Daniel James Brown & David Fletcher,
Loughborough University, United Kingdom*

Intervention research in sport psychology has flourished over the past 40 years; however, to date, attempts to synthesize the literature have been limited to either narrative or intervention-specific reviews. The aim of this paper was, therefore, to systematically review published literature on the effects of psychosocial interventions on sport performance. Inclusion criteria stipulated that papers assessed the treatment effects of interventions on athletes completing tasks in the sport which they regularly competed. Study designs were required to be randomized and controlled. Systematic paper retrieval returned 1292 potentially relevant articles from database searches,

journal hand searching, and citation pearl growing. Thirty-nine independent samples from 38 papers were reviewed in the final analysis. Performance enhancing effects were observed in 22 comparisons, seven comparisons were inconclusive, and 10 were non-significant; none of the interventions were detrimental to performance. Moderation effects were observed for the type of intervention, age and gender. For example and in reference to intervention type, physiological biofeedback, video feedback, pre-performance routines and written scripts received greatest support whereas inconclusive evidence was found for relaxation-based techniques and imagery. Overall, generally positive support was found for the short-term performance enhancing effects of the psychosocial interventions delivered and no negative effects were observed. However, the long-term effects of the interventions remain unknown. The papers included in this review draw almost exclusively from sub-elite populations and therefore caution is necessary when generalizing the findings to elite athletes. From an applied perspective, practitioners should consider athletes' characteristics (e.g., gender, age) before deciding which strategies to implement and ensure that athletes have developed fundamental psychological skills before delivering more complex interventions. Future research needs to sample more elite and disabled athletes, evaluate team and organizational level interventions, and continue to strive to enhance treatment efficacy by adopting causal research designs and by implementing season-long follow-up assessments.

LEC-07: Health & Exercise I

LEC-07A

CHEERLEADING AS A SPORT: BODY DISSATISFACTION, PHYSICAL SELF-CONCEPT, AND SPORT-SPECIFIC BODY PRESSURES IN ADOLESCENT AND ADULT SIDELINE AND COMPETITION CHEERLEADING

*Alicia Johnson, University of Tennessee, Knoxville, USA;
Judy Van Raalte, Britton Brewer, & Al Petitpas, Springfield College, USA; Jennifer Vose, USA*

Sport involvement has been related to higher levels of physical self-concept and lower body dissatisfaction (Greenleaf, Boyer, & Petrie, 2009); however, female athletes have been found to be susceptible to body dissatisfaction (Petrie & Greenleaf, 2011) and low physical self-concept (Brettschneider & Heim, 1997; Schmalz & Davison, 2006), particularly when participating in aesthetic sports (Crissey & Honea, 2006; Kelly, 2004) such as cheerleading (Reel & Gill, 1996). Most research on cheerleading has failed to distinguish between sideline and competition cheerleading. The purpose of this research was to examine body dissatisfaction, physical self-concept, and sport-specific body pressures of sideline and competition cheerleaders. Female sideline, competition, and combination (those who do both) cheerleaders (N = 333) completed the body dissatisfaction scale of the Eating Disorder Inventory (Garner et al., 1983), the Short Version of the Physical Self Description Questionnaire (Marsh & Redmayne, 1994), and CHEER (Reel & Gill, 1996). Significant differences were found between sideline and competition cheerleaders in terms of self-concept related to strength and flexibility. Analysis of qualitative responses indicated that competition cheerleading required more behind the scenes work, included more difficult aspects of performance, was more organized, and involved less of an emphasis on physical appearance than sideline cheerleading. These results suggest that competition cheerleading is associated with more favorable physical self-concept than sideline cheerleading. Sport psychology consultants may benefit from understanding the distinctions

between and specific pressures experienced by sideline and competition cheerleaders.

LEC-07B

EVALUATIVE CONDITIONING COMBINED WITH RESISTANCE TRAINING IMPROVES EXERCISE ADHERENCE AND EXERCISE SELF-EFFICACY IN HISPANIC FEMALES

Lorena Martin, Arlette C. Perry, & Joseph F. Signorile, University of Miami, USA; Andrew W. Perkins, University of Western Ontario, Canada; Barbara E. Kahn, University of Pennsylvania, USA

Consequences of being overweight or obese include lower perceptions of exercise self-efficacy and lack of exercise adherence. This lack of exercise adherence and decreased exercise self-efficacy may be due to underlying negative psychological associations they have about themselves vis a vis exercising. The current research attempts to modify these psychological associations using evaluative conditioning (EC), a technique that unconsciously links a target behavior to feelings of positivity. It is hypothesized that EC will modify self-associations with exercising, resulting in increased perceptions of exercise self-efficacy and exercise adherence. Additionally, we were interested in whether type of exercise would interact with EC. To this end, two types of resistance training, hypertrophy (HT) and power training (PT), were included. Following an initial physical and psychological assessment, a volunteer sample of 290 Hispanic females participated in a 2 (type of resistance training: HT/PT) by 2 (EC: Neutral/Positive) randomly assigned between-subjects three month longitudinal study. Subjects followed an exercise program supervised by personal trainers designed to adhere to either HT or PT activities, and were required to complete an EC task once a month. After completion of the exercise phase of the study, subjects completed the physical and psychological measures again. Results revealed an interaction between type of training and EC on total minutes of exercise, $F(1, 141) = 9.10, p = .003$, and a significant increase in exercise self-efficacy, such that subjects completed the positive EC task increased exercise self-efficacy and total minutes of exercise over those who completed the neutral EC task. Additionally, there was a main effect of EC on exercise self-efficacy, $F(1, 75) = 4.96, p = .03$. All four treatment conditions significantly increased exercise minutes and ESE over the control group. These results suggest that EC may be useful in modifying exercise behavior via changes in self-exercise associations.

LEC-07C

USING CONCEPT MAPPING TO IDENTIFY ACTION STEPS FOR PHYSICAL ACTIVITY PROMOTION IN CANCER TREATMENT

Sean Fitzpatrick, John F. Kennedy University, USA

The Concept Mapping (CM) developed by Kane and Trochim (2007) is a mixed-methodological process for gathering input from large numbers of stakeholders to better understand a selected issue. This process has been used within health research for numerous purposes, including the development of policy (Trochim, Stillman, Clark & Schmitt, 2003), planning (Anderson et al, 2006), and to bridge the often wide gap between research and practice (Graham et al, 2008). This structured approach begins with qualitative procedures, namely brainstorming and grouping activities. Quantitative statistical techniques are then used to produce visual maps and other figures which help to provide a deeper level of

comprehension based on a collective understanding of a given subject. The purpose of this lecture is to present CM and its utility for bringing together the expertise of groups. The CM process will be discussed using a recent case example to further understanding. There is a growing research base that showcases the effectiveness of exercise to combat a host of cancer and cancer treatment side-effects for cancer survivors both during and after treatment (Craft et al, 2012; Speck et al, 2010). Though treatment regimens and other factors often need to be considered, cancer survivors are encouraged to follow national activity guidelines; for those who cannot reach this level, any accumulation of activity is recommended (Schmitz et al, 2011). Discouraging is the fact that many oncologists do not widely promote exercise to their patients (Jones & Courneya, 2002; Jones, Courneya, Peddle & Mackey, 2005). Both researchers and oncologists participated remotely in the participatory stages of CM to provide the data that was then used to build maps and other figures which bring to light a potential framework for how to make exercise a part of standard cancer care.

LEC-08: Technology

LEC-08A

I GET BY WITH A LITTLE HELP FROM MY FRIENDS: AN ONLINE LEARNING COMMUNITY FOR SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY STUDENTS AND PRACTITIONERS

Lauren Tashman, Barry University / Inspire Performance Consulting, USA; Gualberto Cremades, Barry University, USA

The practice of sport, exercise, and performance psychology is unique (Andersen, Van Raalte, & Brewer, 2001) and the “what” and “why” of service delivery has been more of a central focus in the literature than the “how” (Andersen, 2000). For students this can be problematic, as there seems to be a gap between education and real-world practice. This is evidenced by their initial lack of confidence in their abilities as practitioners as well as their tendency to rigidly apply interventions to their clients (Tod, 2007, 2010); an experience that has been described as being “thrown to the wolves” (Tonn & Harmison, 2004). After graduation, this poses a problem for practitioners as they often experience isolation (Carlstedt, 2012) and may no longer have anyone with whom to discuss their methods of practice, potentially resulting in ineffective consultation (Watson, Lubker, & Van Raalte, 2011). In an effort to fill this gap and engage practitioners, an online learning community was created. A learning community enables collaborative exploration, reflection, and development of ideas and practices in a safe environment (Palloff & Pratt, 2007). It offers a community of practice (Wenger, 2002) consistent with Vygotsky’s (1978) notion that learning comes from working together to construct new knowledge. The Performance Enhancement Training Tool (PETT) offers an environment to practice and hone service delivery skills. It combines the use of case based instruction, encouraging practice with applying knowledge in real world-situations (Mayo, 2002), and reflective practice, which has been suggested to be a critical component of training and practice (Martindale & Collins, 2005). We present a means to engage ourselves more as a community of practice, as we continue to grow as a field and further our knowledge and methods of practice in supporting and advancing lifelong physical and mental well-being through sport, exercise, and performance.

LEC-08B

THE DEVELOPMENT OF A CONTEXT-SPECIFIC BIOFEEDBACK PROTOCOL: AN APPLICATION TO ICE HOCKEY OFFICIALS

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University of Regina, Canada*

The benefits and potential of biofeedback training for enhancing athletic performance has received noticeable consideration in both research and practice. While almost all biofeedback research applied to sport participants has focused on athletes, one group of participants has been neglected in both research and training. This group is the sports official. Ice hockey officials, including referees and linesmen, are required to possess various physical, cognitive, and psychological skills suggesting that biofeedback training to enhance their on-ice performance holds strong utility. Since biofeedback research applied to sport offers very little perspective into the needs and requirements of biofeedback protocols applied to officials of sport, the purpose of this research project is to develop the first context-specific biofeedback training screens applied to ice hockey officiating. Working in conjunction with and obtaining approval from the Saskatchewan Hockey Association (SHA), participating referees and linesmen were outfitted with a Contour 1080p© helmet camera to capture the various on-ice experiences on a game-to-game basis. A focus group was held with SHA official representatives (i.e., official supervisors, mentors) to gain a better understanding as to the various skills, abilities, physical, and cognitive requirements that are necessary to the official while on the ice. The results of the focus group provided the necessary information as to those video segments that were used for the biofeedback training screens. Once the video segments were identified, confirmed, and validated by contextual experts, they were incorporated and configured into existing and pre-formatted biofeedback training screens using the Screen and Script Editor software offered by Thought Technology©. The implications of the research project include both educational and training, acknowledging the contextual specificity of the biofeedback training protocols.

LEC-08C

COMPUTER-BASED COPING STRATEGIES INTERVENTION AND PSYCHOLOGICAL AND PHYSIOLOGICAL VARIABLES

Susan Sotir, Springfield College, USA

The purpose of the study was to assess the effectiveness of a psychological skills intervention on coping strategies by measuring psychological, physiological, and exercise performance variables in a laboratory setting. Physically active males (N = 18), age range 18 – 30y, with no previous maximal exercise test experience were grouped (control = 9; intervention = 9) to balance participant levels of trait anxiety. The intervention group completed a computer-based educational module that included four positive coping strategies (humor, positive reframing, acceptance, and planning). Participants completed the Competitive State Anxiety Inventory-2R (Cox, Martens, & Russell, 2003; Martens et al., 1990), further revised to measure directionality (Jones & Swain, 1992), prior to and following a graded exercise test. Saliva samples were collected three times and levels of salivary cortisol were measured.

A significant multivariate interaction effect was identified (Wilks’ $\eta^2 = .564$) for the mean vector of directionality of state anxiety. Univariate testing for the interaction of pre-

test/post-test differences indicated a significant difference between the groups for the directionality of cognitive anxiety ($p = .004$) and self-confidence ($p = .02$). Mean differences in cortisol concentration occurred at baseline (?control = .373, ?intervention = .251), pre-test (?control = .426, ?intervention = .227), and post-test (?control = .615, ?intervention = .331). A single session, computer-based coping strategies intervention resulted in differences in the directionality of state anxiety and in mean levels of salivary cortisol, offering evidence of a both a psychological and a physiological response to a psychological skills intervention.

Demonstrating positive changes from a computer-based intervention module may offer educational opportunities for athletes in remote locations or with limited resources. More facilitative perceptions of the symptoms of state anxiety may lead to greater persistence, confidence, enjoyment, and effort, while possibly reducing catabolic hormone levels during intense exercise.

LEC-09: Emotional Regulation

LEC-09A

USING A MINDFULNESS-BASED INTERVENTION WITH A PARALYMPIC ARCHER LIVING WITH CHRONIC PAIN

Amelie Soulard, University of Sherbrooke, Canada

An increasing body of research has established a positive relationship between sport performance and the use of mindfulness (Bernier, Thienot, Codron & Fournier, 2009; Gardner & Moore, 2012; Kee & Wang, 2008). Mindfulness-based interventions as well as Acceptance-Commitment Therapy (ACT) also have a solid empirical foundation in the field of chronic pain prevention and relief (Chiesa & Serretti, 2009; Kabat-Zinn, 2009; Veehof, Oskam, Schreur, Bohlmeijer, 2011). This presentation introduces the content of a Mindfulness-Acceptance-Commitment (MAC; Garner & Moor, 2007) approach used with a self-referred Paralympic archer in her preparation for the 2012 Olympic Games. This 48-years old female disabled athlete suffers from a reflex sympathetic dystrophy (RSD), a severe chronic pain syndrome. The intervention mainly aimed at increasing focus and managing distractions, reducing precompetitive anxiety and managing pain, and consisted in a four step-protocol including 1) developing awareness of thoughts, emotions and body sensations, 2) developing acceptance of these thoughts and feelings, 3) using deep breathing, relaxation and meditation techniques, and 4) refocusing on key elements of her performance. This case study suggests that a MAC intervention may successfully apply to disabled-athletes living with chronic pain, and result in enhanced well-being and athletic performance improvements. Details of the delivery of this intervention, as well as activities and tools developed to support this intervention will be presented and discussed from an applied perspective.

LEC-09B

THE WAY OF FLOW: A MARTIAL ARTS HANDBOOK FOR LIVING THE ENGAGED LIFE

Daniel Sproles, Les Podlog, Maria Newton, & Nicole Detling, University of Utah, USA

Sport psychology has traditionally targeted enhancing objective performance such as the ability to earn Olympic medals and win games. Concerns over the costs at which performance excellence is pursued have emerged. Evidence suggests that

performance excellence is often improved at the expense of personal excellence - the development of character strengths that contribute to optimal well-being (Miller & Kerr, 2002). However, by developing personal excellence alongside performance excellence applied sport psychology can be instrumental in supporting the attainment of the “engaged life” a lifestyle suggested by positive psychologists as exemplifying optimal well-being. The engaged life is one which enables individuals to utilize their character strengths to meet the challenges they face and is characterized by a high occurrence of flow (Duckworth et. al., 2005). Drawing from a traditional martial arts (TMA) framework, the purpose of this presentation is to describe a psychophysical approach to character development that enables the attainment of the engaged life. A TMA handbook was created to outline how this task may be accomplished via the adoption of a psychophysical posture that allows each moment to be responded to with flow. TMA consist of two components: do and jutsu. Do represents ways of being (character strengths) that guide one’s actions and infuse them with meaning. Thus the corresponding section of the handbook educates readers on its theoretical foundations within sport psychology literature and TMA philosophy (for example, mindfulness, task orientation, and self-overcoming). Jutsu denotes ways of doing (bodily movements, meditation practices, and psychological skills) that develop the abilities needed to assist with overcoming one’s obstacles. This section specifies methods for cultivating centeredness, enhancing awareness, and increasing self-regulatory skills to facilitate the achievement and maintenance of flow. When physical activity incorporates both do and jutsu it is transformed into a vehicle that fosters physical and psychological well-being simultaneously.

LEC-09C

EMOTION REGULATION, COHESION AND PERFORMANCE DURING A POLAR MOUNTAINEERING EXPEDITION

Christopher Wagstaff & Neil Weston, University of Portsmouth, United Kingdom

Research on emotion regulation in performance domains distinguishes between adaptive (e.g., acceptance) and maladaptive (e.g., expressive suppression) strategies, with the former being more frequently used and hypothesised to lead to better interpersonal relationships. However, little is known about the relationship between emotion regulation and team outcomes (e.g., cohesion and performance). We examined emotions, emotion regulation strategies, cohesion and performance in a team of 12 mountaineers during a two-month Antarctic expedition. Data were collected using pre- and post-interviews and daily diary checklists.

Task cohesion was significantly lower on days when a team member experienced anger ($M = 7.25$, $SD = 1.19$) than contentment ($M = 8.55$, $SD = .59$), $t(9) = -4.57$, $p = .001$. Significantly lower levels of social cohesion were reported on days when a team member experienced anger ($M = 6.47$, $SD = 2.06$) than contentment ($M = 8.96$, $SD = .84$), $t(9) = -3.34$, $p = .009$. Moreover, perceptions of team performance were significantly lower on days when a team member experienced anger ($M = 6.65$, $SD = 1.62$) than contentment ($M = 7.35$, $SD = 1.62$), $t(9) = -3.85$, $p < .004$.

Participants perceived their regulation strategies to be only moderately effective ($M = 4.95$, $SD = 1.48$), with acceptance ($M = 7.19$, $SD = 2.29$) and expressive suppression ($M = 6.21$, $SD = 1.67$) the most valued. Interestingly, participants reported higher levels of mental ($M = 7.56$, $SD = 1.08$) than physical ($M = 4.77$, $SD = 1.10$) fatigue on days when using expressive suppression. These data provide support for the concept of emotional

contagion and indicate that emotional experience and regulation are related to cohesion and performance. Unlike findings in non-extreme, shorter duration sports, expressive suppression was frequently used and perceived to be an effective strategy despite being related to greater mental fatigue.

LEC-09D

EMOTIONAL CORRELATES OF LEADERSHIP: EXAMINING HOW EMOTIONAL INTELLIGENCE INFLUENCES LEADERSHIP STYLES

Zeljka Vidic, Western Michigan University, USA

A number of researchers (e.g., Goleman, 1998; Mandell & Pherwani, 2003) suggest that contemporary leadership demands require understanding emotions and the abilities associated with emotional intelligence. Such considerations have placed additional importance on developing leaders' interpersonal skills, and concepts such as emotional intelligence (EQ) have gained popularity in the leadership literature due to their link to increased productivity (Goleman, Boyatzis & McKee, 2002). However, the lack of robust empirical evidence documenting the role EQ plays in leadership effectiveness is equivocal to date (Antonakis, 2004). Thus, this study examined the relationship between emotional intelligence competencies (i.e., self-awareness, self-management, social awareness and relationship management) and a leadership style model that includes four different leadership styles (i.e., servant, transformational, transactional and passive/avoidant). According to this working leadership style model, these four leadership styles fall on a continuum based on how leaders interact with their followers and the nature of the situation, with two factors differentiating between leadership styles, including: (a) level of sophistication of knowledge, skills and/or experience required to implement the style in appropriate situations, and (b) the level of intrinsic motivation needed to develop critical leadership behaviors. Participants included 535 students (mean age=18.0 years) at a military institute where the self-governing 'Corps of Cadets' is designed as a 'leadership laboratory' where students develop leadership skills. The results of canonical correlation analysis revealed that individuals high in transformational and transactional leadership, and to a slightly lesser extent servant leadership, but low in passive/avoidant leadership, were associated with higher EQ scores on all four dimensions, suggesting EQ may be an antecedent of effective leadership. These findings provide additional empirical support for the nature of the relationship between leadership styles and EQ competencies that are consistent with theoretical predictions. Practical implications of these results focus on EQ's role in leadership research and development.

LEC-10: Diversity/Culture

LEC-10A

(RE)NEGOTIATING MOTHERHOOD AND ATHLETIC IDENTITY THROUGH JOURNEY AND CHALLENGE: A CULTURAL ANALYSIS OF ELITE ATHLETE REPRESENTATIONS IN SPORT MEDIA NARRATIVES

*Kerry McGannon, Christine A. Gonsalves, & Robert Schinke,
Laurentian University, Canada*

Pregnancy and motherhood have been highlighted as reasons why women may end their sport careers or not reach full potential in sport (Appleby & Fisher, 2009; Palmer & Liberman, 2009). Recent sport media portrayals of athletes pursuing competitive sport during pregnancy and beyond show motherhood and athletics are not mutually exclusive. While studies on these

media representations of athlete mothers are lacking, a recent study in sport psychology exploring the representations of marathon runner Paula Radcliffe's pregnancies in Runner's World magazine revealed an interplay of complex narratives concerning athletics and motherhood which warrant further attention to expand understanding of athlete mothers in socio-cultural context (McGannon, Curtin, Schinke & Schweinbenz, 2012). The current study used cultural sport psychology to explore motherhood and athletic identities as socio-cultural creations shaped by discourses which have implications for psychological experiences and behaviours (McGannon & Schinke, 2013). Fourteen North American athlete-mothers (ages 26-39) were represented in news media narratives collected from 2011-2012 (n = 69) and were analysed via ethnographic content analysis (Altheide, 1996). Analysis revealed a higher order narrative within which athlete and mother identities were constructed: motherhood and athletics as a journey and a challenge. The meaning(s) of the journey and challenge narrative emerged differently, constructing motherhood and athletic identities in three distinct ways: 1. athlete and mother in conflict (mental and physical challenges are not easily overcome due to women's biology), 2. athlete and mother as negotiated (guilt, fatigue, and role conflict were challenges linked to an ethic of care and rigours of athletics) and 3. athlete and mother as melded (challenges of athletics and motherhood are coping strategies that enhance life perspective, resilience and athletic performance). The psychological, behavioural and socio-cultural implications of these identities are discussed within the context of motherhood and elite athletic pursuits.

LEC-10B

CC-AASP CONSULTANTS' EXPERIENCE OF SPIRITUALITY WITHIN SPORT PSYCHOLOGY CONSULTATION: A DIVERSITY ISSUE?

Trevor Egli & Leslee Fisher, University of Tennessee, USA

According to Watson and Nesti (2005), the scholarly investigation of spirituality within sport psychology is lacking. Recently, within cultural sport psychology (Schinke & Hanrahan, 2009), a discussion of spirituality has been initiated; however, it has not received the same amount of attention as other aspects of culture that impact sport performance and mental well-being (Butryn, 2002, 2010; Duda & Allison, 1990; Kontos & Breland-Noble, 2002; Krane, Waldron, Kauer & Semerjian, 2010; McGannon & Busanich, 2010). Therefore, the purpose of this study was to interview nine AASP-certified (CC-AASP) consultants who have encountered spirituality in their practice. A semi-structured interview guide was developed using a modified version of Gilligan and colleagues' (1989) Listening Guide. Hatch's (2002) political analysis was also used to identify metaphors and major themes found in the transcribed interviews. Results suggest that one major metaphor, The Consulting Relationship as a House, as well as four major themes of spirituality as (a) Portal; (b) Athlete-Driven; (c) Coping Mechanism; and (d) Christianity as the Norm emerged from the data. While consultants appeared to have difficulty defining spirituality, of import was building relationships with athletes similar to building a "house". Trust began by digging a solid "foundation" and having doors and windows representing "portals" into athletes' use of spirituality. For these consultants, spirituality within consultation was always initiated by athletes. Consultants felt that athletes used spirituality in their performance most as a coping mechanism when facing adversity. Christianity was the norm in terms of athlete usage in performance. Some consultants used spirituality to ground their own practice. Spiritual identity development models (e.g., Watson & Nesti, 2005) and cultural sport psychology practice models (e.g., Fisher, Roper, & Butryn,

2009) are linked to the discussion. Suggestions are also given for how to engage in this conversation during the training of sport psychology consultants.

LEC-10C

SOCCKER FOR SOCIAL CHANGE: THE RESULTS OF A CULTURAL EXCHANGE WITH JORDANIAN COACHES

Lindsey Blom & Lawrence Judge, Ball State University, USA; Lawrence H. Gerstein, Ball State University; Center for Peace and Conflict Studies, USA; David Pierce & Alisha Sink, Ball State University, USA

Gains in cultural sensitivity (Duffy et al., 2005), cultural consciousness (Duffy et al., 2005), self-awareness of bias (Cruz & Patterson, 2005), and open-mindedness (Lampe, 1994) are benefits of cultural exchange programs. Additionally, sport has been recognized as having the ability to facilitate social change (UN General Assembly, 2003). Together these two methods of interaction can bring diverse people together to foster an improved sense of trust, sense of community, and pro-social behaviors (e.g., Wells et al., 2005). This presentation will focus on the implementation and results of the second phase of a sport for peace and understanding project funded by the Department of State that involved a 12-day U.S. based experience for 12 Jordanian youth soccer coaches. This trip included stops in Chicago, Columbus, and Indianapolis for various cultural, sport and peace events and site visits and then concluded on the Ball State University campus. The goal was to promote cultural understanding and advance coaches' knowledge relating to soccer skills and developing citizenship behaviors and peaceful living skills in their athletes. Coaches completed journals chronicling the trip as well as pre-post knowledge tests and post-program evaluation surveys. Comments from the coaches emphasized their enjoyment of the trip, new energy to make changes within their home organizations, appreciation of American hospitality, new awareness of U.S. culture, and their newly formed friendships. When discussing their "take home messages", coaches highlighted the U.S. youth soccer approach to inclusion of athletes with disabilities, diverse backgrounds, and women. Comments also reflected the number of soccer facilities, the massive and modern high school and university facilities, and the freedom for honest discussion and debate. Further results indicated that participants were satisfied with their experience, improved their knowledge of soccer and peaceful living skills, and maintained or improved their mutual understanding.

LEC-10D

THE EVOLUTION OF MULTICULTURAL PRACTICES IN SPORT AND PERFORMANCE PSYCHOLOGY

Brooke Lamphere & Carly Schwartz, University of Denver, USA

Throughout the psychological, sociological and counseling literature, the need for multicultural competency is identified as a key component in professional development and practice. Historically dependent upon White, Western-European, heterosexual populations, the systematic evolution of psychotherapeutic research and practice no longer caters to a monocultural perspective. Future directions in psychological practice and research must be dedicated to multicultural sensitivity, as a continued focus on traditionally targeted clientele no longer serves as an accurate representation of "mainstream" populations (Prochaska & Norcross, 2010). Literature pertaining specifically to sport and performance psychology (SPP) has underemphasized the importance

of multicultural awareness and sensitivity, particularly in regard to the development and implementation of applied practice or interventions (Duda & Allison, 1990; Ram, Starek & Johnson, 2004). Culturally relevant issues such as gender or sexual orientation (Alley & Hicks, 2005; Hardin & Greer, 2009; Meany, Dornier, & Owens, 2002), ethnicity (Schinke & Moore, 2011; Ram et al., 2004), and religious or spiritual affiliation (Ikulaio & Semidara, 2011) can contribute markedly to performance outcome, yet few resources exist detailing the effectiveness of mainstream interventions with diverse populations. The purpose of this paper is to present three components integral to the continued evolution of sport and performance psychology as a field, including (1) an awareness and understanding of personal perceptions and biases, (2) developing and maintaining a working knowledge of the primary culture with which clientele identify, and (3) emphasizing the inclusion of culturally relevant constructs in practical interventions (Schinke & Moore, 2011). Challenging current and future sport psychology practitioners through an emphasis on multicultural competency will allow for a greater degree of overall inclusivity, and directly impact the quality of therapeutic relationships in practice.

LEC-11: Clinical

LEC-11A

TEMPORAL CHANGES IN SYMPTOMS OF DEPRESSION IN MALE AND FEMALE NCAA DIVISION-II COLLEGIATE STUDENT ATHLETES OVER A FALL ATHLETIC SEASON

Lindsey McGuire, Temple University, USA

Depression has been identified within 14.8 million Americans and is the leading cause of disability in the United States (Kessler et al., 2005). Despite the fact that college students are at an increased risk for depression, reported depression rates in collegiate student-athletes are varied and inconclusive. Sport participation has been shown to both hinder and improve the mental health of athletes (Proctor & Boan-Lenzo, 2010; Storch et al., 2005). Additionally, almost all epidemiological studies of depression involve cross-sectional data, only providing a snap-shot of the disease or symptoms at one fixed moment. Depression has been shown to improve in as early as 4 weeks with physical activity (Doyno et al., 1987), and to remit in a relatively short period of time even in the absence of treatment (Beck, 1967). Because of this, clinicians and researchers have argued depression should be treated as a temporal variable in longitudinal investigations (McDougall et al., 2008). To date, no longitudinal studies have been conducted evaluating the course of depression in collegiate student-athletes. The present study evaluated symptoms of depression in 240 NCAA Division-II student-athletes using the Patient Health Questionnaire-9 (PHQ-9) biweekly throughout an entire fall athletic season. Over the course of six biweekly time-intervals, 15 (6.25%) athletes were found to have moderate to severe levels of depressive symptoms at one interval; 10 of these athletes had moderate to severe levels of depression at more than one interval. Descriptive statistics and a repeated measures analysis of variance for each time interval will be presented. The outcomes from this study have clinical significance in promoting lifelong physical and mental well-being in student-athletes. The focus of this presentation will be on the importance of facilitating mental health evaluation for collegiate student-athletes in preparticipation exams, after athletic injury, and throughout sport involvement.

LEC-11B

THE ROLE OF INJURIES AND CONCUSSIONS IN COLLEGIATE ATHLETE WELL-BEING AND DEPRESSION

Andrew Wolanin & Michael Gross, Kean University, USA

Empirical studies indicate that athletes are just as likely as the general population to suffer from depression (Reardon & Factor, 2010). Findings from these studies suggest that the prevalence rate of depression among high level athletes range from as low as 15.6% to as high as 21% (Proctor & Boan-Lenzo, 2010; Yang et al, 2007). To date, one of the most widely studied risk factors for psychological distress among athletes has been sports injury. Yet, there have only been a handful of studies which have directly investigated depressive symptoms among athletes following sports injury (Appaneal, Rockhill-Levine, Perna, & Roh 2009; Brewer & Petrie, 1995; Leddy, Lambert, & Ogles, 1994). Therefore, the purpose of this presentation will be to discuss results from our current study which compared the prevalence rate of depression among athletes with and without a history of injury and concussions.

The following measures will be administered to a sample of 350 Division I student-athletes from three Universities in the northeastern United States; a Demographic Questionnaire (including history of injury and concussions); the Center for Epidemiological Studies Depression Scale (CES-D; Radloff, 1977), the Action and Acceptance Questionnaire-II (AAQ-II; Bond et. al, 2007), and the Marlowe-Crowne Social Desirability Scale (MCSDS; Crowne & Marlowe, 1960). The MCSDS is being utilized to ensure reliable results.

Initial data from the current study suggest that there is a relationship between athletic injury and depressive symptoms. Among the 50 college athletes surveyed, 52.6% of those reporting multiple injuries within the past year rated themselves as experiencing clinically significant symptoms of depression. Additionally, 50% of athletes with a history of concussion reported clinically significant levels of depression. Differences regarding type of injury, sport, gender, and collegiate level will be presented. Discussion will include treatment options and the rationale for a multidisciplinary approach.

LEC-11C

BIKING AS A NON-PHARMACOLOGIC TREATMENT OF ADHD

Lindsay Shaw Thornton, USOC, USA; Alex Thornton & Christopher Gilbert, RTSG, Neuroscience, USA

Exercise has been linked to improved emotional regulation and enhanced attentional control in normal subjects, and there is anecdotal evidence for the specific benefits of exercise to an ADHD population. Recently, Pontifex and colleagues (2012) demonstrated the acute effect of a single bout of moderately intense exercise on enhancing inhibition and scholastic performance in children with ADHD. The objective of the current study was to investigate the effects of a month long biking intervention on middle school aged students. Fifty-four students were recruited to participate in biking program held before school. Thirty-three students were identified by parents/teachers as having "difficulties paying attention" with twenty-

one of those having a formal ADHD diagnosis. Physical (BMI, waist circumference, balance, pacer), cognitive (QEEG, ERP, Go/No Go, CPT, Flanker) and emotional assessments were conducted pre and post. Of the forty-seven participants who regularly biked, significant positive changes were observed in physical, cognitive and emotional measurements. For the ADHD students, there were no changes observed during a one month baseline pre exercise period. Findings from resting state cortical regulation (QEEG) and examining the stages of information flow through the brain (ERP) during the visual continuous performance task, show that those students with ADHD who participated improved attentional regulation. Additionally those with a classic marker of ADHD, an elevated theta-beta ratio in resting EEG, continued to improve at the one month retention measure. The question of exercise as a suitable non-pharmacologic alternative for the treatment of school-aged children with ADHD will be addressed in terms of Kropotov's ADHD cortical subtypes. Issues of implementing an exercise intervention program for clinical and non-clinical populations will be discussed.

LEC-11D

THE INFLUENCE OF A CYCLING PROGRAM ON WOMEN IN RECOVERY FROM DRUG AND ALCOHOL ABUSE

Erica Tibbetts & Kristin Gavin, Temple University, USA

Women recovering from substance abuse have high rates of depression, anxiety, and obesity (Leddy, Schulkin, & Power, 2009; Lee, Vlahov, & Freudenberg, 2006). This study examined whether exercise influences the recovery process of women in terms of depressive symptoms, anxiety, hope for the future, and weight gain. Women at an inpatient recovery home ($n = 34$; age $M (sd) = 30.84 (8.60)$) filled out a pre-test, including the Patient Health Questionnaire, Generalized Anxiety Disorder scale, Herth Hope Index, cycling self-efficacy, and demographic information. The majority (73.5%; $n = 25$) had been incarcerated. Participants self-selected into a treatment group who rode bicycles or a control group who took part in no organized exercise. After riding 100 miles (treatment) or six weeks of residence (control), women filled out post-tests including a physical activity enjoyment scale and perceived belonging scale as well as the above measures. At pre-test, women were, on average, 32.56 lbs heavier than at incarceration. At post-test, both groups had gained weight; those who rode gained slightly less weight (6.40 lbs as opposed to 7.76 lbs.). Enjoyment of exercise and cycling efficacy were correlated with hope ($r(\text{enjoyment}) = .87, p < .01$ $r(\text{cycling}) = .54, p < .01(\text{pre})$; $r(\text{cycling}) = .64, p < .01(\text{post})$). Overall levels of depressive symptoms decreased from pre-test ($M (sd) = .90 (.62)$) to post-test ($M (sd) = .50 (.48)$); there was no difference based on group membership. The results show the need for an exercise program to help combat weight gain experienced by women in recovery. Gaining (on average) over 40 lbs from incarceration through the recovery process could create health problems such as hypertension, diabetes, or heart disease (CDC, 1998). The connection between enjoyment of cycling and hope for the future shows the positive influence of exercise on mental health and offers exciting possibilities for the future.

LEC-12: Mental Training

LEC-12A

SAPPER-ATHLETE-WARRIOR PROGRAM: AN INTEGRATED APPROACH TO APPLIED MENTAL SKILLS TRAINING THAT REVEALS BEST PRACTICES FOR PERIODIZED TRAINING

Brett Sylvia, U.S. Army, 307th Engineer Battalion, Ft. Bragg, NC, USA; Maryrose Blank, CSF2-PREP, USA; Brian Wade, Fort Bragg, USA; Jessica Garza, DCS, USA

In December 2011, the leadership of 307th Engineer Battalion decided it was time for fundamental change in how they prepared physically and mentally for combat. Upon returning from a strenuous National Training Center rotation, the Battalion had 35% of its Soldiers on medical profile, causing some to be non-deployable. The Battalion Commander developed the Sapper Athlete Warrior Program (SAW), aimed at training six principles: mental toughness, functional fitness, resilience, self-reliance, wellness, and recovery.

The Comprehensive Soldier and Family Fitness-Performance and Resilience Enhancement Program (CSF2-PREP) designed an integrative mental skills training protocol, tailored for route clearance missions. Each month six companies received instruction on a mental skill, which was then applied within their physical, technical, and tactical environment (i.e. ranges, physical training, field training, SAW Challenges). Following goal setting (Locke and Latham, 1990; Loehr and Schwartz, 2003), the principles of the thought-performance-relationship (Ellis, 1981; 1996) were systematically periodized throughout the battalion's pre-deployment cycle. Effective thinking and self-regulation skills were developed using attention control cues and pre-performance routines (Neideffer, 1976; Ravizza and Hanson, 1995), cognitive reframing approaches (Apter, 1982; Burton & Raedeke, 2008; Elliot, 1004; Kerr, 1993; Lazarus, 1999), and physiological nervous system activation through deliberate biofeedback training (Benson, 1975; Benson 2006; Benson and Klipper 2000; Grossman and Christensen, 2008; Hanin, 1997). Leadership and platoons also participated in a team building, "great teams" exercise where they developed platoon creeds focused on commitment (Jansen, 1999), attributes, actions, and attitudes (Zinsser, et al., 2004).

The results of the program revealed significant changes in the number of medical profiles, Army Physical Fitness Test (APFT) and weapons qualification scores, and graduates of advanced leadership courses. The deliberate and purposeful strategy of this combat readiness program has become a best practice in training lifelong physical and mental well-being for the Soldiers of the United States Army.

LEC-12B

DEVELOPING SELF-EFFICACY THROUGH SIMULATION AND OBSERVATION DELIBERATE PRACTICE: CASE-STUDY OF A MOGUL SKIER

Daphne Laurin-Landry, Camille Michaud, & Maryvonne Merri, Université du Québec à Montréal, Canada; Michel Recope, Clermont Université, France

Introduction: Deliberate practice is designed to improve the current performance of an individual by focusing on critical ability (Ericsson, Krampe & Tesch-Römer, 1993). Performance is also correlated to self-efficacy (Moritz, Feltz, Fahrback & Mack, 2000). This case-study aims to present one mogul skier's self-efficacy growth across his athletic development and through deliberate practice.

Method: A Qualitative and retrospective semi-directive in depth interview with one Canadian mogul's skier and world cup medalist. The interview focused on the parameters (What, When, Who, Why, Where and How) of his deliberate practices at every stage of his mogul skiing development.

Results: He created two types of deliberate practices that allowed him to develop his self-efficacy: "Simulation" (imagery, moving an object that represents oneself, free skiing and trampoline) and "Observation" (watching video of oneself or others and observing live teammates or world cup skier). These deliberate practices evolved with his sport participation development (Côté, 1999). During the Sampling Years, he observed the best to learn their technique. During the Specializing years, he would simulate his observation to increase his performance and competence. During the Investment Years, he used only imagery to consolidate his self-efficacy.

Implication: This case-study illustrates that deliberate practices are good tools for practitioners to develop an athlete's self-efficacy. Observing the best in the sport from the beginning of one's sport career allows the athlete to create an ideal of which ability is required to attain the highest level of achievement in that sport. These observations empower the athlete to simulate the technical aspects observed that characterize expertise in the sport. When the athlete is one of the best in his sport, he maintains his self-efficacy by «visualizing success scenarios that provide positive guides for performance» (Bandura, 1997, p.116). Thus, the athlete develops continuously his beliefs in his capabilities to perform (Bandura, 1997).

LEC-12C

NCAA DIVISION-I ATHLETIC TRAINERS' SUPPORT OF SPORT PSYCHOLOGY CONSULTANTS AND WILLINGNESS TO SEEK MENTAL TRAINING SERVICES

Rebecca Zakrajsek, University of Tennessee, USA; Scott Martin, University of North Texas, USA; Justin Smedley & Courtney Foster, University of Tennessee, USA; Annastatia Van, University of Tennessee, Knoxville, USA; Kelsey Peterson, Mount Mary College, USA; Gretchen Chomas, Shenandoah University, USA

With the physical, mental, and social demands in National Collegiate Athletic Association Division I (NCAA DI) athletics, many member institutions use various means to help support their student-athletes' sport performance and overall health and well-being. Recently, Wrisberg et al. (2009, 2010, 2012) examined NCAA DI student-athletes, coaches, and administrators receptivity to mental training services and support for the possible roles of sport psychology consultants (SPCs) within athletic departments. While these individuals represent a large sect of the athletic department, certified athletic trainers (ATCs) also greatly influence the provision of SPC services at NCAA DI institutions. The purpose of this study was to assess ATCs experience with SP services, willingness to encourage student-athletes to use SP services, and support for the possible roles of SPCs at NCAA DI institutions. Of the 659 NCAA DI ATCs (341 males, 318 females) who participated in this study, 416 (63.1%) indicated that they had access to a SPC at their institution. Of those who knew they had an SPC available at their institution, 329 (81.8%) interacted with them whereas 73 (30%) of the 243 who did not have an SPC available at their institution interacted with consultants off campus. Likewise, 360 (76.2%) of the 472 ATCs who encouraged student-athletes to seek mental training services had an SPC available at their institution. ATCs were more willing to encourage student-athletes to see a SPC for

personal and performance related issues (83.5% and 77.8%, respectively) than for injury and rehabilitation related issues (52.4%). Lastly, logistic regression indicated that gender, job title/experience, SP experience, and perception of previous SP experience were significant predictors of ATCs perceptions of the benefit of including SPCs into athletic departments. Implications for SPCs interested in working with athletic departments and ATCs to improve student-athletes sport performance and well-being will be discussed.

LEC-12D

CAN'T WE ALL JUST GET ALONG? A TWO-PHASE INNOVATIVE APPROACH TO TEAM BUILDING WITH A U.S. COLLEGIATE RUGBY TEAM

Itay Basevitch, Florida State University, USA; Amber Shipherd, Eastern Illinois University, USA; Kamau Siwatu, Texas Tech University, USA; Kelly Barcza, Renner Franklin University, USA

Research has often found short-term team building interventions in sport to be less effective than long-term interventions, but often the circumstances or resources do not allow for a comprehensive long-term intervention to be implemented (Weinberg & Williams, 2001). A two-phase mixed methods study was conducted to identify cohesion weaknesses in a collegiate rugby team and to determine if, and how, a short-term sport psychology team building intervention could facilitate cohesion. A mixed methods approach was selected in order to gain a more comprehensive picture of cohesion weaknesses, to guide the development of the intervention, and to enhance the validity of the findings by checking the results of the quantitative data against the results of the qualitative data. Athletes on a U.S. collegiate men's rugby team completed the Group Environment Questionnaire (GEQ; Carron, Widmeyer, & Brawley, 1985), and the team's Performance Enhancement Consultant (PEC) conducted interviews and observations. Data revealed that the team exhibited weaknesses in both task and social cohesion, specifically: leadership, communication, role incongruity, and lack of team identity and goals. A design based on the popular television show, "The Amazing Race," was selected as an ideal way of addressing multiple shortcomings in a single day workshop. Athletes were split into small groups and raced to successfully complete six different team building stations, specifically chosen to target the cohesion weaknesses identified in phase 1. Both quantitative and qualitative data were collected by the PEC at two different points in time following the workshop and revealed significant immediate and long-term increases in team cohesion. Additionally, athletes noted the intervention (a) provided them with effective techniques to utilize while performing together, and (b) utilized an innovative design. Future directions for research and practice in short-term team building interventions will be identified.

LEC-13: Coaching

LEC-13A

COACHING STRESSORS IN A DIVISION II HISTORICALLY BLACK UNIVERSITY

Jamie Robbins, Winston-Salem State University, USA; Jenelle Gilbert & Alexandra Clifton, California State University, Fresno, USA

Coaching has been identified as a stressful occupation due to coaches' numerous responsibilities, including guiding athletes' physical, technical, mental, tactical, personal, and social growth (Fletcher & Scott, 2010; Fry, 2007). These findings, however, were gleaned from Division I (DI) programs

and none assessed coaches at Historically Black Colleges and Universities (HBCU). Given the numerous differences between DI and DII programs, it is speculated that coaching stressors may be contextual. More specifically, DII and HBCU coaches may have limited travel/recruiting budgets and fewer advantages, such as academic tutoring and full-time assistant coaches. Further, chronic stress contributes to burnout and can lead to negative experiences for both the coaches and the athletes in their charge (Goodger, Gorely, Lavallee, & Harwood, 2007). Therefore, the purpose of the present study was to investigate stressors of DII head coaches who work at an HBCU. Seven head coaches participated in semi-structured interviews following the guide developed by Olusoga, Butt, Hays, and Maynard (2009). The interviews were audio-taped and transcribed verbatim resulting in 99 single-spaced pages. Meaning units were coded independently, tagged and grouped into like themes and categories (Côté, Salmela, Baria, & Russell, 1993). Peer debriefing and review were used throughout the analysis process to validate the emerging findings. Three main categories (i.e., Coaching Style, Personality, and Stressors), and 17 sub-categories resulted. Further analysis exposed coaches as a) athlete-centered (with stressors mainly stemming from student-athlete issues such as lack of discipline or not playing up to coach expectations), b) coach-centered (with stressors focused on themselves and their leadership), and/or c) program-centered (with stressors resulting mostly from administration and budget issues). The main categories, sub-categories, and raw themes will be discussed. Possible explanations for these findings will be suggested, along with implications for mental training practitioners working with collegiate DII coaches.

LEC-13B

EXAMINING A MODEL OF CAREER ADVANCEMENT OF FEMALE AND MALE ASSISTANT COACHES

Moe Machida, Osaka University of Sport and Exercise, Japan; Deborah Feltz, Michigan State University, USA

Scholars claim that women's lower intention to advance their career may be contributing to their limited representation in coaching (e.g., Cunningham et al., 2003). Informed by past literature (e.g., DeRue & Wellman, 2009) and theories (Bandura, 1997; Van Velsor et al., 2010), the present study aimed to (a) examine the influences of a wide array of antecedents (i.e., leader competency, motivation to lead, leader self-efficacy, outcome expectancy, developmental challenges and head coach professional support, learning orientation, work-family and family-work conflicts, and gender discrimination) on assistant coaches' intentions to advance their career, and (b) investigate possible gender differences. Participants were 673 assistant coaches who coach collegiate women's teams and 245 of their head coaches. Structural equation models were tested with the whole sample of assistant coaches (N = 673). Then, using composite scores of the factors confirmed, we conducted path analyses with the sub-sample of assistant coaches who had head coaches' evaluations of assistant coaches' leader competency (n = 245). Multiple-indicators multiple-causes (MIMIC) models and multiple group analyses were conducted to examine gender differences. The results showed that leader self-efficacy and outcome expectancy were positively related to career intention through their effects on motivation to lead. Learning orientation was positively related to engagement in developmental challenges and head coach professional support, which were positively related to leader self-efficacy. In addition, family-work conflict was negatively related to motivation to lead, while gender discrimination was negatively related to outcome expectancy, which in turn was related to motivation to lead. The results also suggest possible gender differences in the roles of the factors examined; although women had higher outcome

expectancy and motivation to lead, they reported lower career intention, leader self-efficacy, and developmental challenges than men. The findings implicate the ways in which women and men's careers in coaching can be facilitated.

LEC-13C

DIVISION I FEMALE COACHES' EXPERIENCES OF CARE IN THEIR COACHING

Susannah Knust & Leslee Fisher, University of Tennessee, USA

According to sport psychology literature, care is an important part of the coach-athlete relationship (e.g., Jowett, 2007; LaVoi, 2004; Poczwadowski, 1997; Wylleman, 2000). However, a systematic study of "exemplar" caring coaches is lacking. Therefore, the purpose of this study was to interview 13 NCAA Division I head female coaches of female teams who were identified by others as "exemplar" carers. A semi-structured interview guide was developed using a modified version of Gilligan and colleagues' (1989) Listening Guide. Hatch's (2002) political analysis was also used to identify metaphors and major themes found in the transcribed interviews. Results suggest that two metaphors, Team as Family and Athletic Structure/NCAA as Spider Web, as well as three major themes (a) Developing the Total Person; (b) "Tough Love"; and (c) Reaching Their Full Potential emerged from the data. While coaches described relationships with and responsibilities for athletes and assistant coaches like a traditional, heterosexual family (e.g., coaches serve as "transitional parents"; athletes serve in the roles of children), relationships with university administrators and the NCAA were typically perceived as hierarchical and also complex. For these coaches, it was important to have in place caring coaching philosophies and behaviors that affected not only the short-term well-being and development of their athletes (e.g., making sure that athletes felt "heard" and "known", reached their full potential both on and off the court, used "tough love" when necessary) but also their long-term well-being. Coaches also measured their success based on the interactions they had with their athletes after graduation. Female identity development models (e.g., Layton, 1998) and feminist models of care (e.g., Noddings, 2005) are also linked to sport in the discussion. Further, suggestions are made for how to foster a caring environment in Division I sport.

LEC-14: Youth Sport II

LEC-14A

INTENTIONS TO DROP-OUT IN YOUTH FOOTBALL: A TEST OF THE BASIC NEEDS THEORY AMONG EUROPEAN YOUTH

Eleanor Quedsted & Nikolaos Ntoumanis, University of Birmingham, United Kingdom; Carme Viladrich, Universitat Autònoma de Barcelona, Spain; Ellen Haug, University of Bergen, Norway; Yngvar Ommundsen, The Norwegian School of Sport Sciences, Norway; Aurelie Van Hoye, Université Joseph Fourier, France; Juan Merce, University of Valencia, Spain; Howard Hall, York St. John University, United Kingdom; Nikolaos Zourbanos, University of Thessaly, Greece; Joan Duda, University of Birmingham, United Kingdom

Research pulling from contemporary theories of motivation highlights that it is not youth sport participation per se that automatically promotes sustained physical activity participation into adulthood. Rather, it is the quality of the social interactions with coaches, and athletes' ensuing psychological responses that are critical determinants of whether sport engagement is sustained. Despite this premise, few studies have used the self-

determination theory (Deci & Ryan, 2000) framework to explain intentions to drop out of sport among youth from different European countries. Grounded in the basic needs mini-theory of the self-determination framework, this study tested the invariance of a model predicting youth sport dropout across five European countries.

7769 grassroots players (6641 males, 1020 females, (Mage = 11.56, SD = 1.40) from youth football teams in five countries (France, Greece, Norway, Spain, UK) completed a multi-section questionnaire tapping perceptions of coach-provided autonomy support, basic psychological need satisfaction (i.e., autonomy, competence and relatedness), football enjoyment and intentions to drop out of football next season. Data were analysed using structural equation modelling, with standard errors and fit indices adjusted to account for team membership.

The hypothesized model showed acceptable fit to the data ($\chi^2 = 6366.116$; $p < .001$; CFI = .935; TLI = .928; RSMEA = .049.) and provided evidence of configural, factor loading and structural path invariance across the five countries.

This study supported our hypothesis with regard to the applicability of the basic needs theory model as a framework to understand determinants of continued participation in sport among European youth. The findings of this study have practical significance in the landscape of youth sport as the results highlight a potential avenue for intervention that could impact children's enjoyment of, and intentions to continue, playing football; namely, coach education interventions that specifically target need supportive coaching.

LEC-14B

IDENTIFYING COACHING ABUSES IN YOUTH SPORT

Elaine Cook & Kim Dorsch, University of Regina, Canada

Research indicates that the culture of sport tends to promote an idealized perception of the benefits of participation for youth. The belief that sport is a moral oasis (Brackenridge, 2006) has had a serious negative impact on our understanding of the harm caused by coaching abuse in youth sports. In particular, there is a lack of data regarding these behaviours (David, 2005; UNICEF, 2010) despite the general acknowledgement that coaches wield considerable influence that extends beyond the playing field. Without such information it is extremely difficult to develop and enforce policies that protect the rights of children who engage in sport. Therefore, the purpose of this study was to classify observations of unacceptable coaching behaviors, which in turn will provide information necessary to develop policy statements intended to guide the conduct of coaches. Three different raters collectively identified 256 behaviours from 164 officials' comments in three different sports (hockey, baseball, and basketball). The behaviours were then deductively analyzed and categorized using the Typology of Coaching Transgressions (TOCT) model (Raakman, Dorsch & Rhind, 2010). Similar to the TOCT model development, 77% of all harmful coaching behaviours are indirect in nature (i.e., in the presence children). Additionally, across all sports the psychological (38%) and modeling categories (27%) contain the greatest percentage of harmful behaviours. It is also important to note that the two contact sports contained the greatest number of direct abuses (i.e., targeted at the child). Previous to the development of the TOCT model, indirect abuses have generally gone unacknowledged in youth sport, some would say due to the normalization of these types of behaviours (Bolter, 2010; Gervis, 2010). The results indicate a desperate need to address these behaviours, to protect the rights of children, and to ensure that sport contributes positively to the psychosocial development of children.

LEC-14C

TOWARDS SUSTAINING YOUTH SPORT PARTICIPATION: STAKEHOLDERS' CONCEPTUALIZATION AND QUANTIFICATION OF THE DETERMINANTS OF FUN

Amanda Visek & Sara Achrati, The George Washington University, USA; Brandon Harris, Georgia Southern University, USA; Karen McDonnell, The George Washington University, USA; Tanya Vogel, Northern Arizona University, USA; Loretta DiPietro, The George Washington University, USA

Organized youth sport programs provide an avenue for children to meet nationally recommended guidelines for physical activity (CDC, 2003). This is important because there is a greater reliance on leisure-time after-school physical activity to provide a more vital role in the health promotion of children and adolescents. However, it is estimated that 70% of participants drop out by the age of 13 and as many as 1/3 drop out annually (Eitzen & Sage, 2009). Behavioral economics posits that physical activities framed as fun, choice-driven, and rewarding are most likely to be sustained versus those of perceived drudgery and duty (Zimmerman, 2009). This is significant because lack of fun is continually cited as the primary reason for withdrawal from youth sport. There lacks a well-developed conceptual model that provides a “big picture” overview of the determinants of fun and how these translate into a robust, multidimensional conceptualization of today’s “fun” youth sport experience. Therefore, we used concept mapping, an innovative, mixed-method research design to engage youth sport players ($n = 142$), coaches ($n = 37$), and parents ($n = 57$) in the development of a conceptual framework of fun in youth sport. Participants were stratified by age, sex, and competitive level and contributed their ideas through: (a) qualitative brainstorming, identifying all of the things that make playing sports fun for players; (b) sorting of ideas; and (c) rating each idea on its importance, frequency, and feasibility. Content analysis identified 81 determinants of fun; and, similarity matrices, multidimensional scaling, and hierarchical cluster analysis with a two-dimensional solution produced an 11-cluster concept map spatially representing youth sport stakeholders’ collective perception of fun in sport. The concept map is discussed relative to promoting and engaging children and adolescents, their families, and sport communities in healthy and active lifestyles through fun, organized youth sport experiences.

LEC-15: Endurance Athletes

LEC-15A

RISK FOR EXERCISE ADDICTION: A COMPARISON OF TRIATHLETES TRAINING FOR SPRINT-, OLYMPIC-, HALF-IRONMAN-, AND IRONMAN-DISTANCE TRIATHLONS

Jason Youngman, Peak Functioning, LLC, USA; Duncan Simpson, Barry University, USA

The physiological and psychological benefits of regular exercise are well established (Biddle & Fox, 1989; Biddle & Mutrie, 2008; Folkins & Sime, 1981; Lox, Ginis, & Petruzzello, 2010; World Health Organization, 2012). However, when taken to a compulsive, excessive level, exercise can become addictive, leading to negative physical, emotional, psychological, and social consequences (Szabo, 1995, 1998, 2000; Terry, Szabo, & Griffiths, 2004). In recent years the sport of triathlon (swim, bike, run) has exploded in popularity; USA Triathlon now sanctions more than 3,500 events and has over 140,000 members (USA

Triathlon, 2012). However, because triathlon demands frequent and intense training (Millet et al., 2002), these athletes may be practicing dangerously excessive levels of exercising. This study investigated the risk of exercise addiction for triathletes using the Exercise Addiction Inventory (EAI; Terry, Szabo, & Griffiths, 2004). The sample consisted of 1285 male and female triathletes, ranging in age from 18 to 70 years old ($M = 37.93$, $SD = 9.35$). Results indicate that approximately 20% of triathletes are at risk for exercise addiction, and that training for longer distance races (i.e., Olympic-, Half-Ironman-, and Ironman-) puts triathletes at greater risk for exercise addiction than training for shorter races (i.e., Sprint). No significant association exists between the risk for exercise addiction and the number of years of participating. However, as the number of weekly training hours increases so does a triathlete’s risk for exercise addiction. The results suggest greater clinical attention and further research should be conducted on triathletes and exercise addiction. Furthermore, the results provide several practical implications for sport psychology practitioners working with these athletes.

LEC-15B

THE EXPERIENCE OF COMPETING IN ULTRA-MARATHON RUNNING: THE PERSPECTIVE OF THE PARTICIPANTS

Duncan Simpson, Barry University, USA; Phillip Post, New Mexico State University, USA; Peter Jensen, United States Military Academy, USA; Greg Young, Liverpool John Moores University, United Kingdom

There has been increased participation in ultra-marathon races over the last several decades (Hoffman, Ong, & Wang, 2010). The majority of prior research has utilized semi-structure interview guides and questionnaires to examine the psychological characteristics associated with this athlete population (e.g., motivation, stress, mood states, etc.; Acevedo et al., 2010; Hashimoto et al., 2006; Kirkby, 2006; Nicolas et al., 2011). However, there has been little research exploring runners’ first hand experiences of participating in ultra-marathon events. Given the increased participation in ultra-marathon running it is increasingly likely that these athletes will begin seeking psychological skills training (PST) from sport psychology consultants (SPCs). Therefore, sport psychology consultants would benefit from understanding the subtle nuances of these athletes participation experience and the various mental demands associated with this sport. The purpose of the present study was to use phenomenological interviewing to explore the first hand experience of ultra-marathon runners who have participated in races over 50-miles. Phenomenological interviews ($M = 45.23$ mins) were conducted with 26 participants ranging in age, (28-70yrs, M age = 45 yrs, $SD = 8.6$), experience (1 to 100+ races), and ability levels (novices to experts). Each participant responded to the following open-ended question: “When you think about your experience of ultra-marathon running what stands out for you?” Follow-up questions were asked only to obtain additional details about the participants’ initial comments. All interviews were audio-recorded and transcribed verbatim. Qualitative analysis revealed a final thematic structure with five major dimensions characterizing participants’ experience of ultra-marathon running: Preparation & Strategy, Management, Discovery, Community, and Personal Achievement. The results from this study provide several practical implications for runners and sport psychology consultants working with this athlete population. Additionally, the results provide insight into endurance athletes understanding of competition, and the effects their participation has on lifelong physical and mental well-being.

LEC-15C**UNDERSTANDING THE PUPPET MASTER: AN ANALYSIS OF A PERFORMING OTHER IN A TRANS-AMERICAN CHARITY RUNNING EVENT**

Michelle McAlarnen, Chelsea Wooding, & Anna-Marie Jaeschke, West Virginia University, USA

Researchers in sport performance often focus on central performers to understand characteristics that influence achievement. However, few performers succeed without the assistance of others, whose direct support contributes to the performers' accomplishments. Previous research and autobiographies have highlighted the experience of the individual participating in trans-American and charity running events (Bull, 1989; Filo, Funk, O'Brien, 2009; Karnazes, 2006), but provide limited insight into the experience of those in supporting roles. Social support has been established as a key ingredient in performance success (Freeman, Rees, & Hardy, 2009); however, the current study delves deeper into the current understanding of social support. Using a systems theory approach (Prochaska & Norcross, 2010), this lecture aims to explore the experience of Tiffany, a "performing other," as one element within a trans-American charity running event.

The researchers employed a qualitative, case study research design. Following a mixed-methods approach, two phenomenological interviews (Dale, 1996) occurred at three time points: before, during, and after a trans-American charity run. Throughout interviews, her emotional experience was captured through frequency counts. Weekly updates gathered through email during the run were also analyzed. All data were individually coded (Coté, Salmela, Baria, & Russell, 1993) among three researchers, and inter-rater reliability reached 95%. Results suggest that the prominence of roles, relationships, and emotional experiences change based on the stage of the event. These variables appear in pairs that can be conceptualized as Wife-Crew Leader, Self-Others, Marriage Relationship-Business Relationship, Control-Lack of Control, and Confidence-Unknowns. The results of the emotional frequency count will be discussed in relation to the aforementioned pairs.

This research may: (a) benefit individual trans-Am charity runners through understanding performing others' experiences, (b) help improve performing others' psychological well-being, (c) initiate research of performing others in other performance contexts, and (d) assist performance psychology practitioners in work with all performers.

LEC-16: Health & Exercise II**LEC-16A****DO PERCEPTIONS OF THE PSYCHOSOCIAL CLIMATE PREDICT EXERCISE COMMITMENT?**

Morgan Hall, Aubrey Newland, & Maria Newton, University of Utah, USA

Commitment to exercise is essential to maintaining an active lifestyle. Lifelong physical and mental well-being through exercise is dependent upon one's commitment to exercise. The Sport Commitment Model (SCM; Scanlan et al., 1993)

explains the psychological construct of commitment. The SCM proposes that commitment is determined by enjoyment, personal investment, involvement opportunities, involvement alternatives, social constraints, and social support (Scanlan et al., 2003). The SCM has recently been applied in an exercise setting (Wilson et al., 2004). Commitment to exercise may be related to the psychosocial climate (task-involving, ego-involving, and caring climate) of group classes. This study examined the relationship between the perceptions of the psychosocial climate in fitness classes and the determinants of commitment. Participants included 117 college students participating in group exercise classes. Participants completed the Perceived Motivational Climate in Exercise Questionnaire, the Caring Climate Scale, and the Exercise Commitment Scale. All instruments were reliable ($\alpha = .68-.90$). Multiple regressions analyses revealed that four of the six determinants of commitment were predicted by the psychosocial climate. Perceptions of a caring climate predicted satisfaction in an exercise setting ($R^2 = 18\%$; $\beta = .356$, $t = 2.933$, $p = .004$). Perceptions of a task climate predicted involvement opportunities ($R^2 = 31\%$; $\beta = .319$, $t = 2.79$, $p = .006$) and involvement alternatives ($R^2 = 26\%$; $\beta = -.248$, $t = -2.297$, $p = .024$). Perceptions of an ego climate predicted a negative sense of social support ($R^2 = 29\%$; $\beta = -.296$, $t = -2.862$, $p = .005$). Findings suggest fostering a caring and task climate may facilitate feelings of enjoyment, valuing the opportunity to exercise, and valuing exercise over other potential opportunities, thus increasing commitment to exercise. In general, group exercise leaders and practitioners may utilize these findings to create a psychosocial climate that enhances commitment among their clientele.

LEC-16B**'STEPPING AWAY FROM THE COMPUTER AND INTO THE SWEATS': THE CONSTRUCTION AND NEGOTIATION OF EXERCISE IDENTITIES IN A NORWEGIAN PUBLIC COMPANY**

Hilde Rossing, Norwegian School of Sport Sciences, Norway

While research has found that a developed exercise identity enables individuals to view exercise participation as self-reinforcing, the social barriers to such participation and how they are dealt with have been largely neglected. The subsequent aim of this study was to explore some of the social complexities at play in terms of how company employees construct and manage their exercise identities within a work place setting. A case-study method was used to address the research issue over a nine-month period. The case to be studied included a sample of 72 employees from a Norwegian public company who participated in an on-going work-based exercise programme ('Exercise for better health'). The principal means of data collection comprised participant observation, individual interviews and exercise logbooks. The data were subject to inductive analysis. The primary barriers to exercise participation included high levels of social comparison in a competitive working context (particularly in relation to 'competent colleagues'), and feelings of guilt associated with partaking in 'recreational' activities during work hours. Strategies engaged with to overcome and negotiate such obstacles included justifying participation through a health-related discourse, and constructing a more distinct 'worker-exerciser' identity.

LEC-16C

JOY-FULL PHYSICAL ACTIVITY: EXPLORING THE ESSENCE(S) OF JOY THROUGH EMBODIED INQUIRIES OF LONG-TERM ZUMBA PARTICIPANTS

Brittany Glynn, University of Ottawa, Canada

What is the experience of joy during physical activity and exercise? What is it like to feel fully connected and engaged in the animated experience of motile joy (Lloyd, 2011) that enhances perceptions of being fully alive? Exercise derives from the Latin words *exercitium*, or *exercere*, meaning to “keep busy” (Chantrell, 2004), suggesting a busy pursuit or working action. Modern day conceptions of exercise validate movement as a “working” term, emphasizing outcome variables (e.g., pounds lost, lowered Body Mass Index) housed within a Cartesian dualism separating the mind and body. The mind-body disconnect may suggest why conventional methods and approaches are not fostering increased participation in physical activity and exercise. Adopting embodied approaches to understanding movement brings the “human” back to the human movement experience (Rintalla, 1991).

This research project aimed to explore the question “What is the joyful movement experience?” through a hermeneutic phenomenological methodology, grounded in the philosophical frameworks of phenomenologists Merleau-Ponty and Heidegger and movement philosophers Sheets-Johnstone and Shusterman. Seven long-term Zumba participants participated in three semi-structured interviews, personal journaling, and one focus group interview over the duration of five months. Interview questions examined: the way(s) joy is defined or understood by participants; what enhances or detracts from their experience of motile joy; and how joy “moves” during their Zumba experience. Thematic analyses of participants’ experiential accounts were guided by van Manen’s (1997) selective highlighting approach and free imaginative variation, as understood through the lived existentials of time, space, other, and body. Results included the following themes: the joyous release from everyday life; the space to play and embrace the inner child; the visceral validation of sweat insinuating meaningful movement. These findings may better assist practitioners in understanding the qualitative tenets associated with embodied movement experiences that may promote lifelong physical and mental well-being.

LEC-16D

THE EFFECT OF SELF-TALK ON ATTENTION ALLOCATION, PERCEPTION OF EFFORT, AND EXERCISE ENDURANCE

*Tonya Nascimento, University of West Florida, USA;
Gershon Tenenbaum, Florida State University, USA*

Engagement in physical activity generates exertive sensations; at high enough intensities, these sensations eventually reach a high level of discomfort. The negative affective response may be partially to blame for the high rates of physical inactivity in the United States (Ekkekakis, 2011). Discomfort from physical effort appears to be dose-related and mediated by attention allocation (Tenenbaum, 2001). According to Tenenbaum’s model, during the early phases of the exercise task, attention is primarily dissociative and can easily switch between attention outward and attention inward. As exercise intensifies, attention shifts to primarily associative or inward focus; physiological factors dominant attention, and this marks imminent termination of the task. Researchers using this model investigate strategies for decreasing discomfort or effort perception during the dissociative phase and for delaying the shift from dissociative to associative attention (the D/A shift) in order to increase effort endurance.

This study investigated self-talk as a strategy. Four self-talk conditions were used: motivational, instructional, task-irrelevant, and a control condition. Each participant used one type of self-talk during two different isometric tasks: a handgrip task and a leg extension task. The use of task-irrelevant self-talk delayed the D/A shift, led to decreased effort perception, and resulted in longer overall task endurance in comparison with the control condition. The use of instructional self-talk led to dissociative attention and delayed the D/A shift in comparison with the control condition, but did not decrease effort perception or lead to longer overall endurance. The use of motivational self-talk resulted in the longest task endurance at high intensities. Results lend support to Tenenbaum’s (2001) model and may aid in making suggestions for self-talk coping strategies that are appropriate for an exerciser’s goals, whether reducing effort perception, enduring longer on task overall, or enduring longer at higher intensity.

POSTER SESSION I

THURSDAY, OCTOBER 3, 2013

5:30 pm – 7:00 pm

Napoleon Ballroom

Aggression, Violence, and Moral Behavior

1

EXAMINATION OF A HAZING WORKSHOP INTERVENTION FOR INTERCOLLEGIATE SPORT CLUB ATHLETES

Anthony D. Capretto, California State University, Chico, USA;

Linda Keeler, Western Washington University, USA

Allan and Madden (2008) found that 74% of varsity athletes, 64% of club sport athletes, 49% of intramural sport participants, and 42% of recreational club members experienced hazing. Hazing can result in both severe psychological and physical damages (Allan & Madden, 2008) and is illegal in 44 states (Stophazing.org, 2010). Despite the prevalence of hazing, there has been limited research on the topic (e.g., Keeler & Clement, 2006; Hoover, 1999; Van Raalte, Cornelius, Linder & Brewer, 2007) and no known intervention studies. The purpose of this study was to examine the influence of an interactive, educational workshop on hazing knowledge, intentions to haze and intentions to prevent hazing. Components of the workshop included discussion on hazing definitions, prevalence, causes, consequences, and prevention. A quasi-experimental design with a pre-test and post-test for the intervention group and a single observation of a control group was utilized. Nineteen sport club officers (11 women, 8 men) at a midsize university served as the intervention group and a convenience sample of 44 sport club athletes (24 women, 20 men) served as a control group. Club officers had higher hazing knowledge at baseline than the control group ($p=.01$, $\eta^2 = .13$), yet still increased their hazing knowledge from pre to post ($p<.01$, $\eta^2 = .42$). However, intentions to haze and the intentions to prevent hazing did not differ among groups. The intervention group increased their knowledge of where to report hazing acts ($p<.01$, $\eta^2 = .47$) and attitudes toward alternative activities to hazing ($p<.05$, $\eta^2 = .26$) from pre to post. Recommendations for future research and hazing interventions will be provided with the goal of decreasing hazing in sport and thereby decreasing threats of well-being in the athletic experience.

Anxiety, Stress, and Emotions

2

A QUALITATIVE STUDY OF ACCULTURATIVE STRESS AMONGST NEW ZEALAND RUGBY PLAYERS IN JAPAN

Shogo Tanaka & Ken Hodge, University of Otago, New Zealand

As a result of globalization, the cross-cultural movement of athletes has dramatically increased over the past few decades. For example, in 2010 there were 325 New Zealand rugby players playing their trade overseas, including 72 players based in Japan. Research evidence has demonstrated that people experience a number of difficulties during a process of cross-cultural transition that can potentially cause negative consequences such as decreased psychological well-being

(e.g., Ward & Kennedy, 2001). However, previous literature examining the stressors in sport has generally overlooked the unique experiences of international athletes who compete in a different culture and different country. Utilizing Berry's (1992, 1997) acculturation framework, the purpose of this qualitative study was to identify the cross-cultural adaptation stressors experienced by elite New Zealand rugby players in Japan. New Zealand rugby players ($n=10$) currently living and competing in the Japan Rugby Top League participated in one-on-one, in-depth interviews, which were subsequently transcribed verbatim and content analysed. The results revealed seven major stressors, including (i) nature of competitive rugby in Japan, (ii) training issues, (iii) adaptation issues regarding rugby differences, (iv) negative aspects of relationship within the team, (v) communication difficulties, (vi) adaptation issues in daily life, and (vii) relocation issues. The findings indicated that these players encountered various stressors that went beyond those associated with competitive sport. Practical implications will be outlined for players, coaches, and support staff regarding specific stress management strategies to help players adapt sooner and better to a different culture.

3

INSIDE THE RED ZONE: AN EXISTENTIAL PHENOMENOLOGICAL LOOK AT THE EXPERIENCE OF ANGER IN COMPETITIVE TENNIS PLAYERS

Hilary Cornelius, Pine Crest School, USA; Lauren Tashman,

Barry University / Inspire Performance Consulting, USA;

Duncan Simpson, Barry University, USA

Despite the vast research that is available about emotions and their effects on sport performance, little is known about the experience of anger during tennis competition. Current theories about emotion and sport performance look to examine the predictability of behavior during competition however do not give voice to the first person perspective of anger during competition. Qualitative research about emotional experiences during sport competition is limited. This study attempted to address this gap in the research by analyzing ten different interviews from a qualitative existential phenomenological perspective. The ten participants in this study ranged from age 18 to 43 years. All participants in this study had competed in tennis at a NCAA Division I college level or a professional level. During the interviews, each participant was asked, "When you think about your experience with anger in tennis during competition, what stands out for you?" Those interviews were recorded and transcribed verbatim.

Qualitative analysis of the interviews revealed meaning units, themes and sub-themes. The final thematic structure revealed Maturity as a ground from which all themes emerged. From that ground two dimensions were discovered: Elements of Anger, and Management of Anger. Those dimensions contained four themes within Elements of anger, and six themes within Management of anger.

The results of this study found the theoretical ground, Maturity to be central to each participant's experience as many struggled when dealing with anger at a young age, but gradually learned how to cope with it through experience. The current research has found some new findings based on these interviews. The results of this study offer practical implications for those who support competitive tennis players such as, coaches, sport psychology professionals, and parents who hope to gain understanding into this emotional experience to help those who struggle in dealing with anger in tennis.

Clinical Issues

4

BULIMIC SYMPTOMATOLOGY: PSYCHOSOCIAL CORRELATES AMONGST FEMALE COLLEGIATE ATHLETES

*Alexandra Thompson, Trent Petrie, & Christy Greenleaf,
University of North Texas, USA; Justine Reel, University of
Utah, USA*

Disordered eating is a serious health problem for female collegiate athletes (Greenleaf, Petrie, Carter, & Reel, 2009), and determining the potential risk factors that explain its presence is essential for developing intervention programs. Female collegiate athletes ($n = 177$) from 3 NCAA Division I universities, representing 13 different sports (e.g., basketball, softball, swimming, track/field), participated; Mage was 19.91 years; BMI was 22.54 kg/m²; 75% were White. Athletes anonymously completed measures related to the following constructs: General Societal Pressures about Body Size and Weight (e.g., family, friends, media), Sport Specific Pressures about Body Shape and Weight (e.g., coaches, teammates, judges), Internalization of Societal Body Ideals; Body Dissatisfaction, Negative Affect (e.g., sad, anxious), and Bulimic Symptomatology. Hierarchical regression revealed the following about each set of psychosocial measures in predicting Bulimic Symptomatology: General Societal Pressures, $F(5, 171) = 7.67, p < .0001, \eta^2R = .18$; Sport Pressures, $F(3, 168) = 0.15, p = .93, \eta^2R = .00$; Internalization, $F(2, 166) = 9.19, p < .0001, \eta^2R = .08$; Body Dissatisfaction, $F(3, 163) = 12.86, p < .0001, \eta^2R = .14$; and Negative Affect, $F(4, 159) = 10.09, p < .0001, \eta^2R = .12$. The overall model was significant, $F(17, 159) = 10.42, p < .0001, \text{Adj}R^2 = .48$; full model betas showed that feeling guilty and ashamed ($\beta = .42$) and being dissatisfied with body size/shape ($\beta = .22$) were the primary predictors of bulimic symptomatology. These findings provide support for pathways within the Petrie and Greenleaf (2012) eating disorder model and suggest that (a) general societal pressures may be more salient than sport specific pressures, (b) body dissatisfaction is an important precursor of disordered eating, and (c) feeling guilty and ashamed, as opposed to stressed, sad, or anxious, may increase athletes' risk.

5

FACTORS THAT INTERFERE WITH SPORT PERFORMANCE AND ALCOHOL USE AMONG COLLEGIATE ATHLETES

*Emma Diaz, Polly Kong, Emma Swarzman, Ann Holler,
Arianna Gonzalez-Bueno, Yulia Gavrilova, Travis Loughran,
Kimberly Wrzeciona, Michelle Pitts, Violeta Murrieta,
Rachel Dunn, Graig Chow, Lisa Kelleher, & Brad Donohue,
University of Nevada Las Vegas, USA*

Student athletes report more alcohol consumption, frequent binge drinking, and negative alcohol-related consequences than student non-athletes (Martens, Dams-O'Connor, & Beck, 2006), and freshman athletes may be particularly at-risk. Demographic factors may contribute to high-risk drinking (Martens, Watson, & Beck, 2006). The purpose of this study was to assess the extent of alcohol use in freshman athletes, and examine the relationship between alcohol use and mental health-related factors that interfere with sport performance. Participants were 64 intercollegiate freshman athletes (Male = 32, Female = 32) from nine sports. Age of athletes ranged from

18-23 years ($M = 18.77, SD = 1.15$). Participants completed a demographic form, two questions about alcohol consumption during the past two months, the Alcohol Use Disorders Identification Test (AUDIT: Babor, Higgins-Biddle, Saunders, & Monteiro, 2001), and the Sport Interference Checklist (SIC: Donohue, Silver, Dickens, Covassin, & Lancer, 2007). The AUDIT assesses symptoms consistent with alcohol consumption, abuse, dependence, and alcohol-related consequences. Higher AUDIT Total Scores corresponds to increased risk of alcohol-related problems. The SIC measures a wide range of cognitive and behavioral problems experienced by athletes in training and competition. Results showed that during the past two months, 57.8% of freshman athletes consumed alcohol at least one day and 35.9% engaged in binge drinking (i.e., six or more drinks on one occasion). Based on the AUDIT results, 84.4% of athletes were categorized as "low risk" drinkers, while 15.6% of athletes were categorized as "moderate high risk" drinkers. Multiple regression analyses were used to examine the relationship between the SIC (Training and Competition) and AUDIT. Results revealed that the SIC Training subscales and gender explained 13.3% of the variance in alcohol consumption. Athletes who evidenced more dysfunctional thoughts and stress during training reported higher alcohol consumption, whereas athletes who experienced poorer team relationships during training consumed less alcohol.

6

PSYCHOSOCIAL CORRELATES OF DRIVE FOR MUSCULARITY IN MALE COLLEGIATE ATHLETES

*Trent Petrie & Christy Greenleaf, University of North Texas,
USA; Justine Reel, University of Utah, USA*

Although drive for muscularity has been identified as a potential psychological health problem for male athletes (Petrie & Greenleaf, 2012), few studies have examined the psychosocial variables that have been proposed as risk factors. Male collegiate athletes ($n = 187$) from 3 NCAA Division I universities, representing 15 different sports (e.g., football, basketball, ice hockey, cheerleading, track and field), participated; Mage was 20.32 years; BMI was 24.99 kg/m²; 77% were White/NonHispanic. Athletes completed measures related to the following constructs: General Societal Pressures about Body Size and Weight (e.g., family, friends, media), Sport Specific Pressures about Body Shape and Weight (e.g., coaches, teammates, judges), Body Dissatisfaction, Negative Affect (e.g., sad, anxious), and Drive for Muscularity. Hierarchical regression analyses revealed that each set of psychosocial measures predicted increases in Drive for Muscularity: General Societal Pressures, $F(5, 181) = 7.73, p < .001, \text{Delta}R^2 = .18$; Sport Pressures, $F(3, 178) = 5.59, p < .001, \text{Delta}R^2 = .07$; Body Dissatisfaction, $F(3, 175) = 7.20, p < .001, \text{Delta}R^2 = .08$; and Negative Affect, $F(4, 171) = 3.76, p < .01, \text{Delta}R^2 = .05$. The overall model was significant, $F(15, 171) = 7.10, p < .001, \text{Adj}R^2 = .33$; examination of the beta values in the full model revealed that pressures about body size/shape and weight from coaches ($\beta = .22$) and teammates ($\beta = .22$) and feeling guilty and ashamed ($\beta = .22$) explained higher levels of drive for muscularity amongst the athletes. These findings provide initial support for the contention that pressures from important others within the sport environment (as opposed to pressures from family, friends, media) about body and weight are more salient in determining the extent to which male athletes are focused on increasing their muscularity and engaging in specific behaviors to do so.

Coaching/Leadership

7**APPLIED IMPLICATIONS OF COACHING EFFICACY BELIEFS FOR YOUTH SPORT ATHLETES AND COACHES***Melissa Chase & Christopher Hill, Miami University, USA;
Scott Pierce & Eric Martin, Michigan State University, USA*

The purpose of this presentation is to examine coaching efficacy, motivation, and coaching qualifications in youth sport coaches. An estimated 35 million children participate in youth sports in the United States. Most of the youth sport coaches, according to the National Alliance for Youth Sports, are volunteers who have very little coaching education or previous sport experience. This presentation will describe the results of a study with 623 female and male youth sport coaches. Participants ranged in age from 19 to 76 years, with a mean age of 42.3 years. They had a mean of 10.7 years of coaching experience and were coaching a variety of youth sports. Seventy percent of the coaches had played the sport they coached at the youth sport level. Each coach in the study completed the Coaching Efficacy Scale for Youth Sport Teams (Myers, Chase, Pierce, & Martin, 2011) and a questionnaire describing their qualifications and motivation to coach. Results indicated that youth sport coaching efficacy varied across the five dimensions of coaching efficacy, with character building efficacy rated the highest ($M=3.45$) and physical conditioning efficacy rated the lowest ($M=2.99$). Coaches described their motivation to coach as to have fun and working with children, a way to continue participation in sport, and an opportunity to give back to the community. Most of the presentation will focus on the applied implications of our research findings. The discussion will outline specific ways to improve coaching efficacy in youth sport coaches. Recommendations address how to maintain motivation, improve qualifications, and target how coaching efficacy beliefs can enhance team success, enjoyment, and satisfaction.

8**A PROGRAM OF EMOTIONAL AWARENESS TRAINING AND IMPLICATIONS FOR COACHING EDUCATION***Chris Schoen & Joseph Gallo, Salem State University, USA*

Emotions as a precursor to performance served as the focus of our recent research in tennis using an IZOF framework and identification of optimal emotion. We found the following: athletes at the Division III level have difficulty identifying their emotions and recognizing how emotions influenced performance. They also reported feeling mainly negative emotions and low confidence in prematch and practice challenge match situations.

The sport psychology practitioner working with the team developed and implemented a training program throughout the 2011-2012 training and regular season to 1) increase emotional awareness along the lines of Mayer & Salovey's (1997) ability model, 2) practice problem- and emotion-focused coping strategies with the athletes. We also emphasized greater team building steps designed to improve intrateam support and cohesion. Finally we measured first serve percentage starting in preseason and throughout the regular season, in order to gauge effectiveness in learned emotional control strategies. The team consisted of 8 players, ranging in age from 18-24 (mean of 7.4 years competitive playing experience), who responded to surveys asking them for self-reported measures of anxiety and confidence before every match and practice challenge scenarios designed to replicate pressure situation in competition.

Through content analysis of self-reported confidence levels and expression of emotional states on revised survey instruments

we documented improvements to both. An increase in first serve percentage for 7 out the 8 players over the course of the season was also documented. Practical implications for coaching education practices will be addressed in terms of selection of team captains (emotional leaders), an emphasis on a higher character team climate as underscored with a team philosophy of mutual on and off court intrateam support, and finally emotional management skills that transcend intercollegiate tennis and transfer to academic performance and/or professional performance after the termination of competitive tennis with this population.

9**TRANSFORMATIVE LEARNING EXPERIENCE: COLLEGIATE FOOTBALL COACHES' PERCEPTIONS OF PARTICIPATING IN A MOTIVATIONAL CLIMATE INTERVENTION***Joseph Claunch, Kansas University, USA; Mary Fry, University of Kansas, USA*

When coaches participate in motivational climate interventions grounded in Achievement Goal Perspective Theory (AGPT), their athletes can benefit across a range of social and psychological indices (Smith & Smoll, 2007). Research has not considered how these interventions affect the coaches responsible for creating the climate. This study explores the effects of a coaching intervention based on AGPT (Nicholls, 1989) and a caring climate framework (Newton et al, 2007) on the coaching staff for an all Native American collegiate football team. The initial intervention occurred prior to the preseason, and included a two-hour interactive presentation. Research on the benefits of creating a caring and task-involving climate were shared and strategies to foster this climate were collectively discussed. In follow up meetings, the coaching staff engaged in dialogue about the implications of becoming caring, task-involving coaches. Just before the start of preseason, the coaches created a pact, which consisted of statements of action based on the aforementioned theory and framework that the coaches agreed to commit to during the season. Preliminary observations and focus groups suggested three of the coaches displayed a less caring and more ego-involving coaching style than the other coaches. The three coaches were purposefully selected for observations and interviews to explore how the intervention affected their coaching. Qualitative analysis revealed the coaches' less caring and more ego-involving styles had stemmed from their athletic experiences with ego-involving coaches. Further, these coaches' narratives illustrated how the intervention functioned as a transformative learning experience; namely, the coaches were presented with learning opportunities that fundamentally shifted their perspectives about coaching, motivating, and relating to their athletes. As a result, the coaches' narratives were situated within a Transformative Learning Theory (Mezirow, 1991) model. This study highlights how theory based motivational climate interventions have transformative potential for coaches.

10**USING SPORT PSYCHOLOGY TO WIN GAMES AND CHANGE LIVES IN EAST AFRICAS***Jens Omlil, Texas Tech University, USA*

The International Sport Connection (ISC) Sport Psychology Module has been used to influence the lives of approximately 265,000 East African children from 2010 – 2012. The ISC sport psychology module was created to provide actionable

intelligence for East African coaches who are interested in increasing the performance of their teams by enhancing the emotional well being of the young athletes they are privileged to coach, most of whom come from difficult circumstances. Through the ISC Sport Psychology module, youth soccer and basketball coaches learn about (a) the relationships between physical health and proximal causes of sport performance such as motivation, concentration, and confidence, and how what is best for the well being of the children they coach is also best for the on-field success of the team, (b) the importance of systematically organized practice plans in creating training environments that help athletes prepare for competition and future responsibilities they will face in life, and (c) how athletes responses to in-game outcomes influence subsequent performance, and how the verbal and nonverbal responses of coaches to perceived athlete failure can “encourage” or “discourage” the children they coach. The International Sport Connection is funded by generous support from the SportsUnited Division of the U.S. Department of State’s Bureau of Educational and Cultural Affairs.

11

ACHIEVING EXPERTISE IN NCAA ATHLETICS: COACHES’ KNOWLEDGE AND APPLICATION OF DELIBERATE PRACTICE

Olivier Schmid, West Virginia University, USA; Ian Connole, Colgate University, USA; Jesse Michel, West Virginia University, USA; Morten Dannerfjord, University of Copenhagen, Denmark

For many athletes, developing expertise in sport is a lifelong endeavor that relies on a myriad of individual and psychosocial factors as well as on the specific type and intensity of training (Ward, Hodges, Starkes, & Williams, 2007). Sport psychology professionals work closely with coaches and athletes on facilitating purposeful and optimal training to improve performance. According to the theory of deliberate practice, achieving expertise takes over 10,000 hours or 10 years of training (Ericsson, Krampe, & Tesch-Romer, 1993). Deliberate practice requires full concentration and effort, self-awareness, problem solving skills, specific feedback from coaches, and acceptance of delayed gratification.

Based on Côté’s talent development model (1999), National Collegiate Athletic Association (NCAA) athletes are in the investment phase and train several hours a day to achieve performance excellence. However, NCAA head coaches reported that the nature of training only plays a minor role in athletic achievement (Hyllegard, Radlo, & Early, 2001) and the extent to which they know about the concept and benefits of deliberate practice was previously unexplored. The purpose of this study was to examine NCAA head coaches’ knowledge and application of deliberate practice principles in their training. A stratified random sampling method was used to identify 183 head coaches (representing all NCAA divisions, sports, and conferences) who completed a 23-item questionnaire designed by the authors. MANOVAs across all sport and NCAA Divisions revealed that participants were not specifically knowledgeable about deliberate practice. Additionally, levels of coaching certification and years of coaching experiences were unrelated to the application of deliberate practice into training. As a result of the study, coaches expressed interest in receiving information about deliberate practice, which provides promising opportunities for sport psychology interventions and coaching education. Suggestions were also offered about how coaching certification programs could more effectively address the development of athletic expertise.

Consulting/Private Practice

12

A PROFESSIONAL BASEBALL MENTAL TRAINING CONSULTANT: THE WORK OF HARVEY DORFMAN

*Andrew Knapp, University of Tennessee, USA;
Alan Kornspan, University of Akron, USA*

Although there is a long history of mental training consultation within professional baseball, there is a dearth of literature which has explained how these organizations began utilizing the services of full-time mental training consultants during the 1980s. An individual who began consulting full-time in professional baseball during the early 1980s was Harvey Dorfman. For over twenty-seven years Dorfman worked with three professional baseball organizations and the Scott Boras Corporation. Moreover, to advance the field of mental training, Dorfman authored four baseball specific mental training books (e.g., Dorfman & Kuehl, 1989; Dorfman, 2000; Dorfman, 2001; Dorfman, 2003). Additionally, Dorfman described his consulting in a three part autobiographical memoir which explained his life’s work. Thus, the purpose of this poster presentation is to pay tribute to the life and work of Harvey Dorfman (1935-2011). In order to document Dorfman’s accomplishments, primary source material was utilized from his three autobiographical works: *Persuasion of My Days* (Dorfman, 2005), *Copying it Down* (Dorfman, 2010a), and *Each Branch, Each Needle* (Dorfman, 2010b) as well as articles from the periodical literature. Thus, the present poster presentation begins by providing an overview of Dorfman’s work before entering professional baseball. This is followed by details about his consulting with the Oakland Athletics, Florida Marlins, Tampa Bay Devil Rays, and the Scott Boras Corporation. Next, a brief portrayal of Dorfman’s roles and responsibilities and how he provided consultation services to athletes is delineated. Finally, Dorfman’s influence on the field of sport psychology as well as the athletes he worked with is discussed.

13

THE UTILIZATION OF SPORT PSYCHOLOGISTS IN THE NBA AND WNBA

Bruce Klonsky & Leah Palmer, SUNY, College at Fredonia, USA; Alan Kornspan, University of Akron, USA

Relatively little is known about how professional sports teams utilize sport psychology services. More specifically, few studies (e.g., Dunlap, 1999) have been conducted to determine the nature and prevalence of sport psychology services in professional sports. Although little formal research has been conducted, anecdotal reports have been provided in the media concerning how sport psychology consultants contributed to the success of teams such as the Lakers and Mavericks. To our knowledge, however, no research has assessed how many of the 30 NBA teams employ such consultants. Based upon the proportion of NCAA Division I programs with sport psychology services for student athletes (Hayden et al., 2012) and the stigma attached to the utilization of sport psychologists at the professional and college level (e.g., Martin et al., 2001), an underreporting and underutilization of such services was predicted. Content analyses (using key words “sport psychologist” and “mental skills consultant”) and EXCEL spreadsheets were completed for the media guide listings of team personnel provided in (a) 2012 NBA and WNBA organization websites, and (b) Sporting News Official NBA (1988-2005) and WNBA (2000-2004) Guides. Interjudge agreement between coders was over 93%. Phone and e-mail follow-ups were done when clarification was needed

as whether a sport psychologist was on a team's staff. Findings were somewhat consistent with predictions in that while there has been a gradual (but non-significant) increase since 1988 in the proportion of NBA teams employing sport psychologists only about one-third of the teams actually use them. The WNBA employs one "roving" sport psychologist for the entire league. A disconcerting finding was that only one of the current NBA consultants was an AASP Certified Consultant. Additional findings (including team-by-team data) and suggestions for dealing with the problem of underutilization of sport psychologists will be provided at the conference.

14

CONSULTING TOOLS AND TIPS FOR NEW AND EMERGING SPORT AND EXERCISE PSYCHOLOGY PROFESSIONALS: LESSONS LEARNED

Heather Deane, California State University, Stanislaus, USA

Upon graduation, new sport and exercise psychology (SEP) professionals often assume positions at universities as the lone SEP professional. Now lacking the cohesive SEP program they were accustomed to with its network of professors and classmates, these new SEP professionals may face start-up and ethical challenges in conducting consultation work in their new environment. For example, they may lack access to needed consultation documents such as intake forms, confidentiality forms, and interest forms. The presenter will identify the specific documents needed and provide tips for acquiring and modifying these documents. While acquiring the resources needed for consulting work can be challenging for new SEP professionals so too can be the ethical issues that arise. As such, the presenter will also address the ethical questions and concerns she faced in initially setting up consultation work in her first job position at the university level. Concerns related to meeting spaces, maintaining confidentiality, using department resources, and charging fees will be presented along with resources and tips for addressing these concerns. Planning ahead for potential start-up and ethical challenges in conducting consultations can save the new SEP professional valuable time and energy in what will already be a demanding new job and enable him/her to devote full attention to the needs of his/her clients.

15

POWER OF THE PACK: A COLLABORATIVE APPROACH TO CREATING A PERFORMANCE-ENHANCEMENT CONSULTING GROUP

Kelly Madden, Vanessa LoVerme Akhtar, Robert DiBernardo, Frederick Ettl, & Frank D. Perry, Boston University, USA; David Hurley, Stonehill College, USA

This poster will describe the formation and function of a team of diverse graduate students who have collaborated to form a community of practice (Gilbert, Gallimore, & Trudel, 2009), to engage in peer mentoring (Watson, Clement, Blom, & Grindley, 2009), and to initiate professional business development post-graduation (Todd, Anderson, & Marchant, 2011) as applied consultants. The format of the poster will give attention to the following four areas: why we came together, what we do and how we do it, our challenges, and our future vision. Our model relies on leveraging the complementary strengths gained from varied fields of study, including sport psychology, neuroscience, coaching, and education. In practice, our performance enhancement techniques and skills are empirically-based and theoretically grounded. By establishing this working group, we are attempting to create ethical accountability (Pope & Vasquez, 2011), generate a sharing of knowledge, gain feedback from colleagues, and

reflect on our work (Cassidy, Potrac, & McKenzie, 2006), all while growing and developing professionally. In addition, this group has played a critical role in the self-care and psychological well-being of its members. The poster will outline several of the lessons learned, and strategies to consider in the future when putting together a collaborative, diverse working group within the field of applied sport psychology.

Developmental/Lifespan Perspectives

16

AN EXAMINATION OF SPORT CAREER TRANSITION IN ELITE COLLEGE STUDENT-ATHLETES

Chung-Ju Huang, Taipei Physical Education College, Taiwan; Tsung-Min Hung, National Taiwan Normal University, Taiwan

The career development model views sport career transition from a holistic perspective in which experiences in the sport and non-sport domains mutually influence athletes' transition. At different athletic stages, athletes need to cope with a variety of challenges in order to attain a successful transition. In Taiwan, due to few opportunities for professional sports provided, most of student-athletes terminate their sport career after graduating from colleges. This study investigated the status quo of athletic, psychological, psycho-social, and academic levels, along with specific demands, perceived barriers, and coping resources among college student-athletes. Forty (20 males, 20 females, age = 20.28±1.54 years) college athletes, who had won medals at nationally collegiate or high school sporting events, were recruited as the participants. A semi-structured interview was used to collect data. The results reported stable and mature athletic achievement and athletic identity, autonomous participation in training, and high goal settings among the participants. Then, the participants indicated that their perceived pressure mostly came from self-expectation, opponents, and teammates, and their peer relations changed corresponding to the environment they involved. Poor training environments and low academic performance were perceived as the main barriers in college life. They typically sought for career assistance from senior teammates, coaches, and family members, in addition to themselves. For future job expectation, most of the elite athletes set their goals on being a teacher or coach, and some were still unable to figure out a clear direction. Overall, for elite college student-athletes, excellence in athletic performance is still the major goal they endeavor to pursue. However, it is noticeable that a strong athletic-identity inhibits elite student-athletes to have a broader career choice after retiring.

Elite Performance

17

PREPARING OUR GREATEST TEAM: FACTORS AFFECTING THE DESIGN AND DELIVERY OF AN OLYMPIC GAMES PREPARATION CAMP

Rachel Arnold, Bath University, United Kingdom; David Fletcher, Loughborough University, United Kingdom; Ella Hewton, Will It Make The Boat Go Faster? Ltd, United Kingdom

The Olympic Games are often considered to be the pinnacle of an athlete's sporting career. To optimally prepare for the Games, many nations hold a preparation camp to allow athletes to focus on their final training sessions and acclimatize to the time zone, climate, and culture of a multi-sport Olympic environment. Given the salience of these camps in Olympic preparation it is somewhat surprising that, to date, no research

has been conducted on what makes an Olympic preparation camp effective. Therefore, the purpose of this study was to identify significant factors that affect the design and delivery of an Olympic preparation camp and develop an operational model to portray the findings. Semi-structured interviews were conducted with eight members of a nation's London 2012 Olympic preparation camp delivery team (e.g., camp director, head of hospitality, camp coordinator) and two athletes who had participated in recent Olympic preparation camps. The results reveal four general dimensions which are perceived to affect the design and delivery of an Olympic preparation camp. These are: planning (e.g., arrangements prior to camp delivery), operations (e.g., the management of logistics at camp), preparation camp environment (e.g., the creation of an appropriate culture for the duration of the camp), and organizational factors (e.g., the organizational characteristics and structure of the camp to enable its delivery). The operational model depicts the interactional nature of these dimensions, their chronological ordering, and the personnel associated with each. Overall, this study illustrates the complex and multifaceted nature of Olympic preparation camps and, based on the operational model and emergent dimensions, provides a number of evidence-based recommendations. These recommendations are intended for individuals tasked with designing and working at Olympic preparation camps, who wish to provide an optimal environment that enables the advancement of an athlete's physical and mental well-being and, ultimately, sporting success.

18

THE EFFECTS OF ENERGY DRINK INGESTION ON TECHNICAL SKILL PERFORMANCE: EXAMINING THE AROUSAL-PERFORMANCE RELATIONSHIP

Conrad Woolsey, William Wirt Edwards, William Steffen, & Brandon Spradley, United States Sports Academy, USA; Marion W. Evans, Jr., University of Western States, USA; Niels Beck, University of Missouri, USA; Ron Woolsey, Central Missouri State University, USA

Previous energy drink (ED) studies have reported improved performance on variables such as reaction time or power output. However, on technical motor skills involving the coordination and sequencing of movements and timing, improvements on individual variables do not necessarily result in optimal performance. Theories on the arousal-performance relationship (Inverted-U, Hanin's Zones of Optimal Functioning, Catastrophe) indicate experienced athletes are better able to maintain or achieve optimal performance of technical skills with higher levels of arousal. **PURPOSE:** The purpose of this study was to examine the effects of ED ingestion on technical skill performance relative to experience. **METHODS:** This IRB-approved double-blind, randomized, placebo-controlled study used a counterbalanced design to test ED ingestion (16oz) on flight skill. Twenty-eight pilots were grouped by hours of flight experience based on the 40h minimum requirement for a private pilot license (FAA, 2012). Performance was measured on ability to maintain straight-and-level-flight, completion of complex-turns and an emergency checklist (EC). Each flight scenario was recorded across two distinct Fidelity Motus 622i full-motion flight simulator sessions. **RESULTS:** Comparing ED vs. placebo, overall performance (measured in total degrees-off) declined ($p < 0.0001$) when testing straight-and-level-flight (53.1 ± 3.9 vs. 31.9 ± 5.0 , respectively). There was no significant difference ($p > 0.05$) in time (seconds) to complete complex-turns with ED vs. placebo (68.8 ± 5.0 vs. 63.3 ± 3.9) and no difference ($p > 0.05$) in % accuracy in the completion of the EC with ED vs. placebo (90.0 ± 6.2 vs. 95.0 ± 3.4 , $p > 0.05$). Correlations for #hours of experience vs. EC were $r = 0.29$ for placebo and $r = -0.31$ for ED.

Therefore, experience and performance on the EC indicated a positive performance relationship when using the placebo and negative relationship when using the ED. **CONCLUSIONS:** Energy drinks may reduce overall performance on precision timing, coordination and sequencing of movements. Results suggest ED increase arousal and affect motor skill performance relative to flight experience and complexity of the task.

19

THE HOT HAND IN BASKETBALL: AN EXAMINATION OF THE IMPACT OF THE HOT HAND, EXPERTISE AND MINDFULNESS ON EXPERT BASKETBALL PLAYERS' AND COACHES' DECISIONS

John Ingels, Sean Fitzpatrick, & Alison Rhodius, John F. Kennedy University, USA

The hot hand phenomenon (Croson & Sundali, 2005; Gilovich, Vallone, & Tversky, 1985) and psychological momentum (Jackson & Mosurski, 1997) are two closely related concepts. They each refer to a belief that if a player or team has a series of successful actions they are more likely to be successful in the subsequent action (Croson & Sundali, 2005; Gilovich, et al., 1985; & Jackson & Mosurski, 1997). There is a strong body of statistical evidence from various domains including sport (e.g., Bar-Eli, Avugos, & Raab, 2006) which suggests that the hot hand is nothing more than a misconception of chance. This fact is not yet conclusive as recent studies have found statistical evidence for psychological momentum during and between golf rounds (Livingston, 2012; & Savage & Iso-Aloha, 2012). In addition, player and coach perspectives show that psychological momentum or the hot hand is believed to be extremely important to the success of a player and team (Demian, 2011; Jones & Harwood, 2008; Miller & Weinberg, 1991). The aim of the current study was to introduce a new methodology to gather statistical data from players and coaches about these concepts. Eighteen basketball players and five coaches watched one half of a taped college basketball game and predicted the outcome of select jump shots. While the players and coaches were no more accurate than a random model at predicting success, the pattern of predictions did potentially indicate a belief in the hot hand. Experience was observed to be positively correlated with participants' success at prediction, suggesting that "expert" individuals may better identify a hot hand. These results support the notions that the hot hand is perceived and used by players and coaches when making decisions and that expertise is an important factor in making correct decisions.

20

INSIDE THE HEADS OF AUSTRALIA'S OLYMPIC ATHLETES AND COACHES: RESULTS OF A 2012 OLYMPIC TEAM DEBRIEF

Kirsten Peterson, Australian Institute of Sport, Australia; Lauren Banting, Victoria University, Australia

This presentation features a discussion of selected results of an online and hard-copy assessment completed by Australian athletes ($n = 185$) and coaches ($n = 38$) attending the 2012 Olympic Games. The assessment instrument was based on a similar instrument used to debrief the U.S. Olympic Team's athletes and coaches following the 1996, 1998, and 2000 Olympics (Gould et al., 1998; 1999) but was further refined to reflect cultural differences and more recent Olympic Games developments. Athletes and coaches from 25 sports completed the survey providing insights into the areas of mental skill use, performance planning and belief, coaching behaviours, environment/equipment/logistics, media, family and friends,

staff, and team issues. Athletes and coaches were also asked to assess their confidence, levels of preparation, and expectations in the four weeks prior to the Olympics. Key results in the areas of Olympic Games readiness, Olympic environment management, mental skill use, coach-athlete disconnects, embedded service delivery, and sport management of family and friends will be discussed. Issues pertaining to information dissemination (to who and how), educational planning, and working effectively within the Olympic environment will also be discussed.

21

COOPERATING WITH YOUR RIVAL: TEAM EVENTS IN INDIVIDUAL SPORTS

Joanna Madey & Dorota Pietrzyk-Matusik, FLOW Foundation, Poland

Many of the individual sports also hold team events. We found the team events very interesting, as athletes, who on day-to-day bases compete with each other – for the position in the world ranking, and for the spot on the team – have to start cooperating and work together for the final result. We conducted a qualitative research, total of 12 athletes from Polish National Teams participated: 7 from woman's fencing team (epee), 3 from man's fencing team (epee), and 2 from woman's table tennis team. The study was in a form of an author's questionnaire. The purpose was to determine psychological implications of taking on a specific role in the team, what are the informal roles in such teams, and how the athletes cope with the emotions that accompany them during this particular competition. Information gathered by this questionnaire has helped to determine the basic psychological issues that athletes face at that time, and in result, the most effective and important ways from the athlete's perspective, to work on creating and maintaining the team spirit. The issues that were stated to be the most important: (1) setting common goals, (2) communication – both informational and supportive, (3) building trust between the team members, and (4) coping with stress and a sense of responsibility. Those findings can be very useful in preparing suitable mental training programs. Full results of the survey will be presented.

22

PSYCHOLOGICAL COMPETITIVE ABILITIES OF JAPANESE 2012 LONDON OLYMPIC ATHLETES

Yasuhisa Tachiya, Japan Institute of Sports Sciences, Japan

Japanese athletes got the 38 medals (7 gold, 14 silvers, and 17 bronzes) London Olympic Games 2012. It was the greatest results in Japan. Japan Institute of Sports Sciences investigated the psychological competitive abilities of Japanese athletes on national teams before London Olympic Games. The purpose of this study was to analyze the psychological competitive abilities of Japanese 2012 London Olympic athletes by utilizing Diagnostic Inventory for Psychological Competitive Ability (DIPCA.3). Tokunaga et al. (1988) developed the inventory that consists of 52 items in questionnaire (including 4 lie scales), and 12 mental scales: patience, aggressiveness, volition for self-realization, volition for winning, self-control, ability to relax, concentration, confidence, decisiveness, predictive ability, judgment, and cooperation. The highest score is 240 (20 for each item). This inventory is the most popular sport psychological tool in Japan. The total of 291 (male: 137, female: 154) athletes, who competed in London 2012, completed DIPCA.3. The results showed that the average scores of DIPCA.3 in all athletes were 180.9. The analysis of gender comparison indicated that the total average score of males was higher than that of the female ($p < 0.05$).

Also, the score of confidence, decisiveness, predictive ability in males were higher than that of female ($p < 0.05$). Moreover, by comparing medalists to non-medalists, the total average score of medalists was higher than that of non-medalists ($p < 0.01$). In addition, the medalists' scores in patience, aggressiveness, self-control, concentration were higher than that of non-medalists ($p < 0.05$). The results indicated that the Japanese medalists' score of DIPCA.3 were higher than that of non-medalists in the Japanese 2012 Olympic representatives.

23

FURTHER EVIDENCE FOR A SPORT-SPECIFIC THEORY OF PSYCHOLOGICAL RESILIENCE FROM ELITE DRESSAGE RIDING

Joe Moyes, Mustafa Sarkar, Daniel James Brown, Susannah Coleridge-Smith, & David Fletcher, Loughborough University, United Kingdom

Over the past few years, there has been a burgeoning interest in the topic of psychological resilience in relation to sport preparation and performance. In the most recent sport resilience study, Fletcher and Sarkar (2012) developed a grounded theory of psychological resilience and optimal sport performance. To further explore resilience in elite sport, the authors acknowledged that "the theory is open to extension and can be tested and modified to accommodate new insights" (p. 676). The purpose of this study was, therefore, to further examine the grounded theory of psychological resilience in a different sample of elite sport performers. Semi-structured interviews were conducted with ten members of the British dressage squad aged 18-23 years ($M = 20.70$, $SD = 1.20$). Interview transcripts were initially (inductively) analysed thematically to identify repeated patterns of meaning within the data. The emergent themes were subsequently (deductively) categorized based on the aforementioned grounded theory. The stressors experienced by elite dressage riders were categorised into two overarching themes: sport-specific and sport-general stressors. Findings revealed that a positive personality and focus were the most important psychological factors in protecting riders from the potential negative effect of stressors, whereas confidence, motivation, and perceived social support were considered to be less integral in the resilience-stress relationship. Furthermore, while becoming more resilient appeared to lead to better performance, the results also indicated that global well-being was a significant consequence of resilience. Overall, the current study provides support for Fletcher and Sarkar's (2012) grounded theory of psychological resilience and also highlights certain sport-specific nuances in terms of the relative importance of specific psychological factors and the different outcomes of resilience. From an applied perspective, practitioners should consider the best combination of psychological factors for different sport types when designing resilience training programs.

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INVESTIGATING ROBUST SPORT-CONFIDENCE IN ELITE ATHLETES FROM DANGEROUS SPORTS

Rory Mack & Peter Olusoga, Sheffield Hallam University, United Kingdom

Robust sport-confidence has been highlighted as an important characteristic for athletes to possess (Thomas, Lane, & Kingston, 2011). However, it is possible that athletes competing in dangerous sports (i.e., sports involving "activities that create significant risk of loss of, or serious impairment to, some basic

capacity for human functioning” - Russell, 2005), might have different conceptualizations of robust sport-confidence, and of what is required to build and maintain it. Therefore, the purpose of this study was to explore perceptions of robust sport-confidence in elite athletes from dangerous sports. Eight current, or recently retired, British elite athletes (five men, three women) from sports including motor racing and downhill mountain biking took part in semi-structured interviews to capture perceptions of robust sport-confidence and danger in sport. Inductive content analysis identified lower-order, and higher-order themes representing characteristics of robust sport-confidence, and athlete beliefs about the role of robust sport-confidence in dangerous sports. Data were triangulated between researchers to ensure trustworthiness. While support was shown for the existing definition and characteristics of robust sport-confidence, themes specific to dangerous sports also emerged. For example, the higher-order theme ‘calculated risk’ conceptualized how athletes rationalize, and cope with, danger in sport (e.g., a constant assessment of danger in relation to ability). Several aspects of the relationship between robust sport-confidence and dangerous sport were highlighted, including benefits derived from increased levels of robust sport-confidence (e.g., overcoming challenges, and pushing fear aside), and techniques athletes employ for improving robust sport-confidence (e.g., reframing traumatic experiences, and adaptations to the training environment). Questions were raised regarding the relevance of robust sport-confidence to athletes in different life stages, and this warrants further investigation. The belief that robust sport-confidence occurs in varying degrees raises questions about the nature of this construct, and indicates more research is required to differentiate between resilient and robust confidence.

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GOLF IS 83% MENTAL: A DESCRIPTIVE STUDY OF FEMALE GOLFERS PARTICIPATING IN AN LPGA QUALIFIER

*Aimee Kimball, UPMC Sports Medicine, USA;
Samantha Monda, Robert Morris University, USA*

It has been found that better amateur golfers are more consistent in their use of mental training techniques, specifically their commitment to the sport, ability to control distractions, and the automaticity of their swing (Hayslip, Petrie, MacIntire, & Jones, 2010). The Hayslip et al. study notes that most existing research comparing psychological differences confirms that lower scoring (better) golfers are more “mentally tough” than higher scoring golfers. The present study sought to ascertain what female golfers competing in a Ladies Professional Golf Association (LPGA) US Open qualifier do to mentally prepare. This presentation focuses on descriptive data revolving around the mental habits of 29 female golfers ranging from 16-52 years old and averaging a 1.96 handicap. Players completed a brief survey containing both open-ended and rating-scale questions pertaining to their mindset during typical competitive rounds. For example, when asked, “What percentage of golf do you think is mental?” the average response was 83% (range 60-100%). Interestingly, 62% of the golfers completing the questionnaire had worked with a sport psychology consultant. When asked to rate themselves on the statement “I consider myself to be mentally tough when I compete” the average rating was a 3.7 (1=never, 3=sometimes, 5= always). The question with the highest rated response (4.7) was “I have a routine I do before every shot.” This presentation will highlight findings important for consultants to consider when working with high-

level amateur and professional golfers. This study is significant because it examined a unique population and provides SPCs with information they can share with young athletes on the mental habits of players attempting to “make it” at higher levels of their sport. These findings can help consultants establish mental training as an important part of sport performance training and provide clients with a comparison group to examine their own mental habits.

Exercise and Health Behaviors

26

EXERCISE IMPROVES MENTAL HEALTH AND PHYSICAL WELL-BEING IN FIBROMYALGIA PATIENTS: HOW TO GET THE PATIENTS MOVING?

*Selen Razon, Ball State University, USA; Karin Jeffery,
& Gershon Tenenbaum, Florida State University, USA*

Benefits associated with increased physical activity in Fibromyalgia Syndrome (FMS) include the improvement of mental health and functional capacities, as well as overall health promotion and symptom reduction (Rooks, 2008). A major obstacle to the effective implementation of physical activity prescriptions in this population is the poor adherence rates to exercise programs (Hakkinen et al., 2002; Valkeinen et al., 2004). The current study aimed at investigating the effects of imagery use on perceived exertion, attention focus, and task duration in a sample of female patients diagnosed with FMS. Nineteen patients were randomly assigned to two groups: (1) imagery (n = 10), and (2) descriptive writing (n = 9). Participants performed a 20% maximal handgrip squeezing task until volitional fatigue. Ratings of perceived exertion and attention focus were recorded at 30s time intervals. RM ANOVA indicated that patients using imagery seemed to report higher self-efficacy for completing the task, and tended to endure longer on task. Neither group appeared to differ in perceived exertion and/or attention focus during effort expenditure. These findings may help improve interventions for promoting physical activity adoption and maintenance in patients with FMS. To help these patients make exercise a lifelong habit, major practical implications include designing individually tailored interventions informed by in-depth screening of the patient’s health history, Fibromyalgia index scores, daily pain levels, and personal preferences and dislikes. Future research should address the effects of modulating alternative sensory channels (such as hybrid imagery, music, and olfaction) in optimizing physical activity motivation and adherence in various symptomatic and chronic pain populations.

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ASSOCIATION BETWEEN THE QUALITY OF STUDENT RELATIONSHIPS AND VARIOUS PHYSICAL ACTIVITY BEHAVIORS

*Mitch Barton, Matthew Peters, Ellie Yu-lin Chen,
Allen Jackson, & Scott Martin, University of North Texas, USA*

Social support is a widely studied psychosocial determinant of physical activity (PA), and has been described as an important correlate for regular PA (Molloy et al., 2010; Trost et al., 2002). Research has primarily focused on support received from others and self-reported PA, but little information is available regarding perceived support (i.e., expectations of available support). The purpose of this study was to investigate the association

between the quality of student relationships with parents and a special person (e.g., best friend) and PA behaviors. Thirty undergraduate students (15 kinesiology, 15 music) completed a survey that included items from the Quality of Relationships Inventory (i.e., the support, conflict, and depth of a relationship; Verhofstadt et al., 2006) and the Behavioral Risk Factor Surveillance System Survey (i.e., days of strengthening activities and days and minutes of moderate and vigorous PA per week; CDC, 2005; 2011). In addition, participants completed fitness testing for V02max, handgrip strength, and upper and lower body force production. A positive association was found between support from fathers and MPA ($r = .400$, $p < .05$), handgrip strength ($r = .553$, $p < .01$), and upper ($r = .490$, $p < .01$) and lower ($r = .426$, $p < .05$) body force production. Depth with fathers was also positively associated with the number of days of strengthening activities ($r = .497$, $p < .01$), handgrip strength ($r = .370$, $p < .05$), and upper ($r = .418$, $p < .05$) and lower ($r = .395$, $p < .05$) body force production. Fitness measures were stronger correlates of perceived support than self-reported PA, while strengthening behaviors were related to students' perception of available support and having a positive, secure relationship (i.e., depth) with their fathers. Future PA interventions should consider how fathers influence students' engagement in strengthening behaviors.

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COLLEGE STUDENTS' PERCEPTIONS OF EXERCISE AND PHYSICAL ACTIVITY

Art Hoomiratana, USA; Lauren Schoenberger & Justine Vosloo, Ithaca College, USA

Lack of physical activity has been identified as one of the six priority health risk behaviors for college populations (Buckworth, 2001; Keating, 2005). Research has found that a large proportion of the undergraduate college students are not physically active (PA) (Leenders, et al., 2002). Further, research has shown that 51.7% of undergraduates failed to meet the recommended levels of PA (American College Health Association, 2012). Thus, the college setting is important for the development of physical activity behaviors and greatly influences quality of life in later years (Buckworth, 2001). The purpose of this study was to examine the perceptions of PA amongst college students. Undergraduate and graduate students ($n=145$) at a small liberal arts college in the Northeastern US completed a survey inquiring about their participation in exercise and PA in college. Results indicate that general health benefits, along with working to relieve stress ranked the highest as motivations for exercise. Participants who reported exercising more than 4 times per week ranked general enjoyment and mastering skills as greater motivators than those who exercised less than 4 times per week, while those who exercised less reported losing weight and socialization as primary motivators. Lack of time, energy, and general motivation were consistently reported as barriers to exercise. In addition, fear of injury and lack of access to facilities ranked higher as barriers as participants reported exercising more frequently. The results of this study confirm the limited though significant findings of common barriers to physical activity among the college student population (Buckworth & Nigg, 2004). Understanding the motivators and barriers to exercise in among college students will assist professionals in the promotion of exercise adherence and lifelong PA for physical and mental well-being. Practical applications for these findings will be discussed.

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SOCIAL AND ENVIRONMENTAL CORRELATES OF PHYSICAL ACTIVITY OF CHILDREN

Tessa Lee, Brian Butki, Alex Brickley, Marissa Fast, & Colleen Ryan, Colorado State University, USA

Physical inactivity in children is a significant and ubiquitous health problem. A comprehensive understanding of the factors that influence a child's level of physical activity is necessary to develop effective interventions. Although the research examining the correlates of children's physical activity has demonstrated a complex interaction between various correlating factors, we still do not have a complete understanding. The aim of this study was to investigate details of social, environmental and behavioral factors that affect youth physical activity behaviors. A 22-item survey was administered to 218 summer camp participants (ages 7-12), assessing four key factors: i) self-reported physical activity level, ii) peer relations, iii) parental relations, and iv) environmental factors. Correlational and factor analyses were conducted to examine relationships between factors. Several significant relationships emerged, as did several interesting trends. The strongest predictor of activity level was the environmental availability of equipment; followed by peer co-activity. Several other factors were also noted that influence physical activity levels. Although not statistically significant, parental encouragement, parental activity, and peer encouragement were all important secondary factors. The variables most correlated to physical activity (amount of exercise equipment available and peer physical activity participation with youth) are novel findings and are modifiable factors. These findings give an impetus to conducting prospective studies and interventions directed towards youth recreational physical activity at home and in school environments. Future research suggestions and ideas for interventions are advanced.

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IS MARIO THE NEXT RICHARD SIMMONS? HOW VIDEO GAMES CAN TEACH US TO IMPROVE PHYSICAL ACTIVITY INTERVENTIONS

Sean Marconett & Sean Fitzpatrick, John F. Kennedy University, USA

Self-Determination Theory (SDT) has been well researched as a way to increase motivation (Deci & Ryan, 1985). According to SDT, competence, autonomy, and relatedness represent three psychological constructs that individuals seek out in the pursuits they select. The greater the perceived gains are within these areas the more likely it is that individuals will be self-determined: that is they are more likely to continue the behavior that reaps these rewards (Ryan & Deci, 2000). Both through anecdotal observations/interactions and academic study (e.g. Rigby & Ryan, 2011), the contemporary video game industry seems to grasp these connections and uses the before mentioned psychological constructs within game design to attract players. There has long been a call for theory driven interventions for promoting physical activity (PA; Burg, Oenema & Ferreira, 2005) and interventions that best utilize theory are often more successful than those that do not (Greaves et al, 2011). The need for effective PA interventions is as great as ever given the current trends in the prevalence of overweight and obesity (Flegal et al, 2012). The purpose of this poster presentation is to present how the techniques that successful video game designers utilize can be semi-replicated

within exercise intervention design to promote PA adoption and maintenance, key component for weight loss (Franz et al, 2007), weight loss maintenance (Wing & Phelan, 2005) and health (Paffenbarger, Hyde, Wing & Hsieh, 1986). For example, popular in many of the current bestselling video games are the uses of an open environment which encourages non-linear game play (autonomy) and elaborate reward systems (competence). Also, online cooperative gaming (relatedness) has only continued to rise (Ahmad et al, 2012). Though many of these features cannot be replicated completely within PA intervention settings, they can be modified to fit within this domain as well.

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RECREATIONAL RUNNERS' PROBLEM SOLVING EXPERIENCES DURING TRAINING RUNS: AN EXPLORATORY STUDY

Sharon Hamilton, Katherine McCormick, & Allison Kirstein, Edinboro University of Pennsylvania, USA

The purpose of the present study was to explore the extent to which recreational runners report engaging in productive problem solving processes during and after training runs. This study examined the extent to which 52 recreational runners reported engaging in social problem solving during and after training runs. Runners completed several surveys including the Training Run Thoughts Questionnaire (TRTQ), a 20-item self-report questionnaire designed in part to reflect D'Zurilla and Goldfried's (1971) stages of problem solving, and the Attentional Focus Questionnaire (Brewer, Van Raalte and Linder, 1996), a measure designed to assess associational and dissociational thought processes associated with running.

The majority of runners reported engaging in problem solving related to training runs in the "sometimes to always" range, and many runners indicated engaging in a variety problem solving process in the "often to always" range. For example, the majority of runners endorsed in the "often to always" range that they think about specific problems they face in their lives (57.7%), that they think about new ways of looking at specific problems (59.5%), that they think about potential solutions to specific problems (60.4%), that they think about the pros and cons of possible solutions (55.7%), and that their emotions related to specific problems change for the better (71.5%) during training runs. Runners also endorsed in the "often to always" range that they remember new ways of looking at specific problems (52%), that they remember solutions generated during training runs (61.5%) and that they have implemented these solutions (48.2%). In addition to examining the TRTQ descriptively, the internal consistency of the test and the correlation with the Attentional Focus Questionnaire are examined.

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SUCCESSFUL ADOLESCENT WEIGHT CONTROLLERS USE MANY MOTIVATORS

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The Healthy Obsession Model (HOM) suggests that successful weight controllers must develop a preoccupation with the planning and execution of target behaviors to reach and maintain healthy weights (e.g., controlled eating, consistent self-monitoring). This model further posits that committed weight controllers will feel substantial anxiety or frustration when lapses occur, which, in turn, will motivate them to reinstate target behaviors. The authors completed two studies

that tested the HOM by examining, via qualitative methods, the perceptions and attitudes of a total of 12 very successful and 12 relatively unsuccessful adolescent weight controllers 1 year after completing cognitive-behavior therapy immersion treatment. We expected that successful weight controllers, more so than unsuccessful weight controllers, would report more elaborate definitions of their healthy obsessions and describe more negative reactions to potential and actual lapses. In-depth interviews were conducted using a version of the Scanlan Collaborative Interview Method. Reliable coding of the interviews produced results in both studies that supported the hypothesis that highly successful weight controllers seem to nurture strong healthy obsessions, including clear definitions of healthy obsessions, heightened commitment, and negative reactions to lapses. Across both studies, successful weight controllers reported using significantly more helpful motivators than did unsuccessful weight controllers. In addition, these adolescent weight controllers seemed motivated by some of the same factors that elite athletes identified in the Sport Commitment Model (e.g., Emotional and Experiential Consequences; Social Support of Parents, Friends, and Peers; Institutional Influences; and Valuable Opportunities). Clinical implications include focusing weight loss interventions on nurturing healthy obsessions in general and, more specifically, on helping weight controllers use more diverse sources of commitment to potentially enhance long-term success.

Injury/Trauma/Rehabilitation

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PERSONALITY PREDICTORS OF ADHERENCE TO CLINIC-BASED REHABILITATION FOLLOWING ACL RECONSTRUCTION

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Surgical reconstruction of the anterior cruciate ligament (ACL) is generally followed by a lengthy period of rehabilitation, a portion of which is customarily completed in a clinical setting. Adherence to clinic-based rehabilitation is associated with recovery outcomes after ACL surgery. Although Big Five personality characteristics have been found to predict adherence to several medical regimens, they have not been investigated as predictors of adherence to clinic-based rehabilitation following ACL reconstruction. Consequently, the purpose of this study was to examine the extent to which neuroticism, extraversion, openness, agreeableness, and conscientiousness were predictive of adherence to clinic-based rehabilitation activities after ACL surgery. Participants were 108 individuals (36 females and 72 males) who had ACL surgery with one of the three surgeons affiliated with the study. Prior to surgery, participants completed a battery of questionnaires that included the NEO-Five Factor Inventory-S (NEO-FFI-S; Costa & McCrae, 1992). After surgery, rehabilitation professionals recorded participants' attendance at rehabilitation sessions and rated their adherence during rehabilitation sessions on the Sport Injury Rehabilitation Adherence Scale (SIRAS; Brewer et al., 2000). Results of multiple regression analyses controlling for age and sex revealed that the Big Five personality characteristics accounted for a significant portion of the variance in both attendance ($R^2 = .11, p = .040$) and SIRAS scores ($R^2 = .17, p = .002$). Agreeableness ($\beta = .27, p = .015$) was a significant predictor of attendance scores, and openness ($\beta = .24, p = .012$) and conscientiousness ($\beta = .18, p = .012$) were significant predictors of SIRAS scores.

= .35, $p = .001$) were significant predictors of SIRAS scores. The findings highlight the relevance of Big Five personality characteristics to sport injury rehabilitation adherence and suggest that the general characteristics of agreeableness, openness, and conscientiousness join more specific personality characteristics such as self-motivation, ego orientation, and toughmindedness in contributing to the prediction of sport injury rehabilitation adherence.

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AN EXAMINATION OF THE RELATIONSHIP BETWEEN COPING STRATEGIES, STRESS, MOOD, AND ADHERENCE THROUGHOUT INJURY REHABILITATION IN AN ACTIVE POPULATION

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The psychological response to injury is often conceptualized by cognitive appraisal models, which suggest an individual's perceptions surrounding injury results in varied emotional and behavioral responses (Brewer, 2010; Quinn & Fallon, 1999). Considering the extensive amount of investigation surrounding this model and others (Green & Weinberg, 2007), there has been little research on the correlations between coping strategies and psychological factors throughout injury rehabilitation. Furthermore, how these connections might change at specific time points during a rehabilitation program has also lacked exploration (Brewer, 1994, 2010). Finally, many studies on injury rehabilitation have included college athletes as participants; few studies have examined a general injured population. The purpose of this study was to examine the relationship between coping mechanisms and specific psychological and behavioral (i.e., stress, mood, adherence) factors at four specific time points during a rehabilitation program with an active population. Post-surgical participants ($N = 29$) concurrently enrolled in a rehabilitation program completed measures of coping skills, stress, mood, and adherence at predetermined time points throughout their injury recovery. The researchers found that problem-focused coping was correlated with the use of adaptive emotion-focused coping throughout all time periods ($r = .52 - .83$, $p < .05$). Also, maladaptive emotion-focused coping had an undesirable impact on negative mood and stress at several time periods, with the strongest relationship at time 2 (one-third through recovery; $r = .79 - .81$, $p < .01$). Finally, the current study illuminated a significant inverse relationship between adherence and negative mood at time 2 ($r = -.48$, $p < .05$), suggesting that when negative mood increases, adherence suffers. These findings provide insight into how practitioners can create an individualized rehabilitation program, which incorporates coping skills that can help decrease negative mood and stress, increase adherence, and further promote recovery.

Mental Training/Interventions

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THE ULTIMATE GOAL: ACHIEVING OPTIMAL PERFORMANCE THROUGH INCREASED SPORT ENJOYMENT IN COLLEGIATE WOMEN'S SOCCER

Scott Barnicle, SAIC, USA; Damon Burton, University of Idaho, USA

The field of sport psychology has grown extensively due to an increase in acceptance and use of applied mental skills training

by both athletes and coaches, yet sport enjoyment has often been overlooked as a significant predictor of and contributor to performance. Through the combined use of applied mental skills training utilizing tools (i.e., goal setting, self-talk, relaxation, and imagery) and skills (i.e., self-confidence, arousal control, motivation, concentration, stress management), as well as traditional counseling psychology techniques, the purpose of this study was to examine the effectiveness of an applied MST intervention as a means of increasing sport enjoyment and potential corresponding performance outcomes. However, the role of enjoyment as a mediator of mental and physical performance enhancement has yet to be thoroughly examined and was a secondary goal of this MST intervention research. This successful intervention with a Division 1 women's soccer team illustrated the impact that sport enjoyment has on performance and demonstrated the importance of sport enjoyment within applied mental training. This season-long intervention displayed significance in improving the treatment group's sport enjoyment, both week-to-week and throughout the span of the season. Significant differences were found both in treatment ($n=8$) vs. control group ($n=10$) analysis, as well as pre and post intervention with the treatment group regarding factors of sport enjoyment, predictors and influences of sport enjoyment, and the scope of impact sport enjoyment has on athletic performance. The findings of this research may contribute to the awareness of the importance sport enjoyment plays on athlete satisfaction and athletic performance, as well as improving the awareness coaches and staff may have regarding the psychological well-being and enjoyment of athletes. This successful intervention can also aid practitioners and researchers' understanding and appreciation of sport enjoyment in their practice.

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LESSONS LEARNED FROM MENTAL SKILLS CONSULTING WITH POWERCHAIR SOCCER ATHLETES

Brian Foster, Jacob Cooper, & Lindsey Blom, Ball State University, USA

The growth of mental skills consulting with physically disabled athletes has been slow due to a lack of theory-driven research on that population (Sherrill, 1999). This said, its prevalence has been increasing in recent years as evidenced by the relationships consultants have forged with current and future Paralympic athletes (Martin, 2012). While it is acknowledged that mental skills consulting services should be adapted to the population, it remains important that interventions be grounded in theory and research (Crocker, 1993). Asken (1991) stressed that in working with physically disabled athletes consultants need to be aware of their athletes' medical considerations, motivations to participate, and the possibility that there could be vast age and ability differences among athletes. Additionally, Asken has pointed out that consultants often need to adjust their interventions to accommodate the relative lack of resources for disabled sport athletes in comparison to able-bodied athletes. The purpose of this presentation is to highlight the experiences of two student mental skills consultants regarding their work with powerchair soccer athletes. Specifically, challenges associated with adapting interventions to meet the needs of the population will be addressed. Interventions targeting issues such as group cohesion, focus and concentration, confidence, and coach-athlete relations will be discussed. The successes and frustrations derived from implementation of these interventions will be compared and contrasted with similar consulting experiences that the consultants have had with able-bodied athletes from other sports.

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DEVELOPMENT AND VALIDATION OF THE DIET AND EXERCISE SELF-TALK SCALE

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Self-talk is an effective means of behavior modification, however previous work has focused on the use of self-talk in improving athletic performance, with little work examining its use with regard to diet and exercise behaviors (Weinberg & Forlenza, 2012). Before this relationship can be examined, the development of a valid and reliable measure of self-talk content regarding diet and exercise is necessary. Three cross-sectional studies were employed in an effort to develop and find support for the initial validation of a new measure of diet and exercise self-talk. In Study 1, a 147-item questionnaire was developed and administered to 182 participants (Mage = 26.7 years), before principal component analysis (PCA) reduced the questionnaire to a 4-factor, 89-item scale. Subsequently, Study 2 tested the factorial validity of this revised questionnaire among a sample of 168 participants (Mage = 32.8 years) in a series of confirmatory factor analyses (CFA) and exploratory structural equation modeling (ESEM), yielding an 43-item scale and 4-factor model. Study 3 evaluated the construct validity of the 43-item scale using a sample of 113 participants (Mage = 34.6 years) and theoretically associated measures. Model fit from Study 2 supported the factorial validity of the new measure (ESEM: $\chi^2(225) = 323.2$, CFI=.98, TLI = .96, RMSEA=.03, SRMR=.02). Study 3 provided support for the construct validity of the measure resulting in a 4-factor (i.e., Exercise-Motivational, Exercise-Informational, Diet-Motivational, Diet-Informational), 32-item scale. The present collection of studies provides initial validation of the Diet and Exercise Self-Talk Scale (DESTS) for use in a variety of populations. Further development of the model is recommended through subsequent studies examining the relationship of diet and exercise self-talk with expected psychological and behavioral outcomes.

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GENDER AS A MODERATOR OF FLOW AND MINDFULNESS

Jessica Ford, Timothy Pineau, Carol Glass, Keith Kaufman, Cynthia Tenuta, & Ashley Suermann, The Catholic University of America, USA

Athletes often refer to flow, or the state of complete engagement in a task (Csikszentmihalyi, 1990), as being in "the zone" (e.g., Kaufman et al., 2009; Young & Pain, 1999), which is associated with heightened performance. To fully experience flow, one must have the ability to prepare one's consciousness, which introduces the role of mindfulness in flow (Csikszentmihalyi, 1975; Russell, 2001). Kee and Wang (2008) found that athletes who can experience mindfulness, or acting in the present moment non-judgmentally (Kabat-Zinn, 1994), are also more likely to achieve a state of flow. Because of the role sport performance plays in the social construction of gender (Capranica et al., 2013), it is important to assess these related constructs of flow and mindfulness across gender. The present study contained 55 NCAA Division I runners (29 women and 26 men) from two cross-country teams in the Washington DC area, ranging in age from 17 to 25 (M = 19.35). Runners completed questionnaires examining mindfulness, dispositional flow, and a measure of state flow following a 2-mile time trial. Independent samples t-tests revealed a significant gender difference in mindfulness, such

that men had higher levels of total mindfulness than women on the total mindfulness subscale of the PHLMS. There were no significant differences across gender on the mindfulness subscales of the FFMQ. Additionally, no significant differences were found in any of the constructs of flow in men and women. These findings echo previous literature, which has failed to establish significant gender differences for these constructs. However, correlational analyses of these measures revealed several interesting gender differences. Total flow was related to total mindfulness in women, but only specific dimensions of flow significantly related to total mindfulness in men. This may suggest the possibility that certain aspects of these constructs may be differentially important for men and women.

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ROCK SOLID: IMPLEMENTING A MENTAL SKILLS TRAINING PROGRAM FOR HIGH PERFORMANCE CURLERS

Jill Tracey, Scott Rollo, & Alanna Riordan, Wilfrid Laurier University, Canada

Researchers and practitioners have demonstrated numerous benefits of using mental skills training programs (MSTPs) in various sports (see Zizzi, Blom, Watson, Downey, & Geer, 2010; Taylor, Gould, & Rolo, 2008 for reviews). Established sport psychology consultants have been providing services to athletes from recreational to Olympic and professional for many years, yet it is not always well known how graduate students in sport psychology gain the needed applied experience. The consultation team included the supervisor and three graduate students who consulted with six curling teams over a five month season. The supervisor provided the introductory session with the teams, then coordinated with the students who provided all subsequent consultations. The structure of the program involved a combination of implementing MSTP for athletes and the mentoring of graduate students to gain valuable experience in a nurturing, developmental, and reflective, and evaluative model. Benefits included, but were not limited to the development of mental skills for personal and performance enhancement for the athletes, and the development and improvement of skills for the students. The students were able to make connections between theory and practice in a dynamic environment. The goal of presentation is to 1) identify the sample structure of the MSTP for competitive curlers in a high performance center, 2) explain how to use the model to increase opportunities for students, 3) describe the session topics discussed in the first season (i.e., mental toughness, anxiety management, goal setting, team communication), and 4) highlight the benefits and the lessons learned thus far.

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A CASE REPORT – PSYCHOLOGICAL TRAINING STRATEGIES FOR ACHIEVING OLYMPIC PEAK PERFORMANCE OF THE CHINESE FREESTYLE SKIING AERO-JUMP TEAMS

Jin Wang, Kennesaw State University, USA;
Liwei Zhang, Beijing Sports University, China

The Olympic peak performance is mainly determined by three factors: (1) physical ability, (2) technical talents, and (3) psychological control. As the members of the psychological consultation team, the presenters received the grant funding for the purposes of proving the psychological consultations to the Chinese Freestyle Skiing – Aero-Jump Teams for the

preparations of 2006 and 2010 Winter Olympic Games. With the mutual efforts of technical coaches, strength and conditioning coaches and psychological consultants, The Chinese Olympic Freestyle Skiing – Aero Jump Teams have consistently achieved the outstanding performances by achieving the medals of the Olympic gold, silver, bronze during the two Winter Olympic Games in 2006 and 2010. The purpose of this presentation is three fold: (1) introduce the leadership structure of coaching, (2) illustrate our psychological training approaches, and (3) elaborate the culture perspectives of our consultation practice. China is an ancient country and its cultural roots play a significant role on every Olympic athlete's psychological well-being. Therefore, our psychological training not only integrated the key psychological principles into consultation practice, but also, our psychological training has incorporated Chinese unique culture perspectives to our practice. Hopefully, this presentation would provide a meaningful case report to audience to understand how Chinese sport psychology consultants conducted their psychological training to Chinese athletes for achieving peak performance in the Winter Olympic Games. Since China is becoming one of the major players of the recent Olympic Games, the exchange of culture perspectives and the specific psychological training approaches could help our fellow professionals with a better understanding between East and West.

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"GOOD DIVE": DELIVERY AND EVALUATION OF AN IMAGERY PROGRAM TO A COLLEGIATE DIVING TEAM

William Way, Ithaca College, USA; Art Hoomiratana, USA; Justine Vosloo, Ithaca College, USA

This presentation will outline the delivery of a mental imagery program to a collegiate diving team. Two neophyte practitioners implemented the program under the mentorship of a CC-AASP consultant. Participants included two male and four female divers (Mage = 20.2yrs) with, on average, 6.4 years of competitive experience. Intake measures included a qualitative assessment of season goals and previous imagery use, as well as the Competitive State Anxiety Inventory-2 (Martens, Vealey, & Burton, 1990). Evaluative measures included a weekly imagery use journal and an assessment of perceived polysensory imagery ability (Vealey & Greenleaf, 2010). All divers reported using imagery prior to the program, but did not report practicing in a systematic or immersive fashion. For instance, initial perceived imagery ability scores (on a 5-point Likert scale) ranged from 2.6 (for mood and kinesthetic imagery) to 3.4 (for visual imagery and external imagery perspective). Also, average self-reported time practicing imagery outside of consultation increased from 5.1mins to 13.7mins over the first two weeks (5 sessions) of the program. Anecdotally, the athletes found listening to an imagery script to be helpful. Scripts developed for this program conceptually drew from the bioinformational theory (Lang, 1979) and the functional equivalence explanation (Holmes & Collins, 2001). Sample imagery scripts will be shared to illustrate. In an effort to work from a scientist-practitioner model of consulting (e.g., Corrie & Lane, 2009), data collected throughout the program was used to inform development and refinement of the intervention. For example, controllability was a common difficulty that the divers reported, and the authors will discuss strategies used to help the athletes develop this aspect of their imagery ability. Personal reflections on the consulting experience will also be shared, which may be of interest to other novice consultants or CC-AASP practitioners in mentorship roles.

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PSYCHOPHYSIOLOGICAL CORRELATES OF PUTTING PERFORMANCE: ADVANCEMENTS AND CHALLENGES

Douglas Barba, Charles Powell, Sarah Castillo, John Cicero, & Tyler Smith, National University, USA

The effectiveness of performance routines prior to the execution of self-paced motor skills have been described from physiological, cognitive, and psychological perspectives with each one shedding light on the different processes involved in skilled motor performance. Pre-shot routines in golf putting have been a useful tool to evaluate the differences within and between participants and performance (Cohen, 1990). Psychophysiological research has demonstrated robust findings in the ability to differentiate skilled performers from lesser performers (Hatfield & Hillman, 2001). When comparing expert and novice archers and shooters, it has been established that experts have exhibited an increase in EEG alpha power in the left hemisphere, indicative of an efficiency of processing. The purpose of this research was to identify and describe the correlates of self-paced putting performance routines using physiological measures. Cortical data was collected during the preparation and completion of 100 putts from a distance of 10 ft. Cortical activity was collected for five frequency bands (alpha slow 8-10 Hz, alpha fast 10-13 Hz, alpha total 8-13 Hz, sigma 12-15 Hz, and beta 13-30 Hz) and 20 EEG sites. Multivariable logistic regression was conducted using generalized estimating equations for repeated measures to estimate the odds of making a successful putt, adjusting for age, gender, expert status, and putts since last success. Multivariate analysis revealed significant differences in success by gender, expertise, and previous success or failure independent of all other variables in the model. Contrary to previous finding participants who were more successful had reduced EEG activity over a number of EEG sites (T4, T3, Fz, F4) and frequency bands (alpha slow 8-10 Hz, alpha fast 10-13 Hz, alpha total 8-13 Hz, sigma 12-15 Hz). These contrary results bring to light a number of concerns regarding the methodology, instrumentation, and ecological implications of psychophysiological assessment and training.

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AN EVALUATION OF A MENTAL TOUGHNESS EDUCATION AND TRAINING PROGRAM (MTETP) FOR EARLY CAREER ENGLISH FOOTBALL LEAGUE REFEREES

Liam Slack, Ian Maynard, Joanne Butt, & Peter Olusoga, Sheffield Hallam University, United Kingdom

Current sport psychology research has employed a sport-specific approach to designing interventions aimed at developing Mental Toughness (Gucciardi, Gordon, & Dimmock, 2009). The present study aims to build on this literature by evaluating the efficacy of a Mental Toughness Education and Training Program (MTETP) within English football refereeing. The MTETP consisted of four individual- and two group-based workshops designed to develop mental toughness and enhance performance in four early career English Football League referees (Mage = 28.12 years). Adopting a single-subject, multiple-baseline-across-participants design (e.g., Bell, Skinner, & Fisher, 2009), mental toughness and referee-assessor performance ratings were evaluated across 20 competitive matches. Self- and coach-ratings of Mental Toughness highlighted an instant and continued improvement in three referees (i.e., Referees I, II, and III) during the intervention and maintenance phases. Referee-assessor

performance ratings of all referees improved throughout the intervention phase compared to the baseline phase. Findings revealed that Referee I improved by an average of .05 to a 8.37 referee-assessor performance rating, Referee II by .09 to a 8.33 referee-assessor performance rating, Referee III by .08 to a 8.38 referee-assessor performance rating, and Referee IV by .04 to a 8.29 referee-assessor performance rating. Social validation data collected during the maintenance phase indicated that a host of strategies within the MTETP facilitated the development of mental toughness (e.g., self-awareness activities, video analysis of performance, re-focusing strategies during competition, challenging role-play activities, post-match reflection techniques). Discussions acknowledge theoretical and practical implications relating to the continued development of Mental Toughness interventions. In particular, the structure and implementation of Mental Toughness training programs throughout the course of an entire English Football League season when maximizing their effectiveness.

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IT TAKES OVERTIME: THE ROLE OF MOTIVATIONAL STYLES IN THE SUCCESS OF A COLLEGIATE HOCKEY MENTAL TOUGHNESS INTERVENTION

Tyler Masters, Eastern Illinois University, USA; Damon Burton, University of Idaho, USA

Mental toughness (MT) is a concept that is popular in applied sport settings, particularly as a key factor in the athletes' success (Connaughton, Hanton, & Jones, 2010). The purpose of this investigation was to examine the effectiveness of a multifaceted mental toughness (MT) intervention on a variety of psychological and performance variables, particularly emphasizing the role of motivational styles (MS) in overall intervention success. Due to the extended season length and the highly competitive nature of Division I hockey, ample opportunities are available to examine athletes' MT. A working model of mental toughness development (WMMTD) guided this intervention with a group of semi-elite Division I hockey players (N=17) from a highly competitive hockey conference. The WMMTD focuses on the promotion of a sport-mindset through the implementation of a mental tools and skills driven intervention as key antecedents to promoting MT behavior. Additionally, the WMMTD also emphasized general and sport well-being as potential facilitating factors in the promotion of mental toughness. The eight-month, season-long intervention included a series of team and individual consulting sessions aimed at developing MT behaviors. Results from the intervention found significant positive correlations between, MS, MT, self-confidence and optimism. Also, during analysis of intervention effectiveness, cluster analysis identified four blended motivational style (MS) groups including positively motivated (PM), low self-doubt (LSD), dysfunctional (DF), and high doubt (HD) groupings. MANOVA, and follow-up ANOVA findings, indicated significant differences between blended MS groups on MT, self-confidence, optimism, and satisfaction with life. These findings suggest that MS plays a central role in the promotion of MT behaviors. Additionally, optimism appears to be a contributing factor to the promotion of MT. This investigation provides preliminary support for the utilization of the WMMTD as a potential model for development of MT behaviors.

Motivation and Self-Perceptions

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EVALUATING THE IMPACT OF A MENTORING BASED EXERCISE PROGRAM ON BODY COMPOSITION, FITNESS, SELF-PERCEPTIONS, AND MOTIVATION IN OVERWEIGHT ADOLESCENTS

Megan Sawyer & Thomas Raedeke, East Carolina University, USA

Project MENTOR is a lifestyle change program for overweight adolescents designed to facilitate exercise enjoyment and success based on self-determination theory. Kinesiology students serve as mentors and lead structured exercise sessions three times a week. The program also involves mentor led lifestyle coaching designed to enhance self-regulatory skills underpinning physical activity involvement and healthy eating. To date, 28 participants (approximately 50% African American and 50% Caucasian) with a mean age of 14 and a baseline BMI of 32 have participated in the mentoring intervention. An additional 12 adolescents were randomly assigned to a wait-list control condition. Along with body composition (e.g. DXA) and fitness assessments, participants completed a questionnaire that assessed self-perceptions (Whitehead, 1995; Harter 1988), behavioral regulation (Markland & Tobin, 2004), and basic psychological needs (Wilson et al., 2006) pre/post intervention. Based on repeated measures ANOVA and effect size inspection, mentoring condition participants showed improved aerobic fitness ($d = .41$) and decreased body fat ($d = .27$) compared to the control condition who exhibited minimal change. In terms of psychological characteristics, mentor participants reported increases in basic need fulfillment with effect sizes being moderate to large whereas the control condition reported decreases. Self-determined motivation improved for mentor participants (i.e., intrinsic $d = .81$, identified regulation $d = .65$) and decreased for wait-list control participants. Mentor condition participants reported improved self-esteem, physical self-worth, and perceived physical condition with the effect sizes being in the moderate to large range (i.e., $d = .63$ to 1.02). The changes in self-perceptions for the control group were smaller in magnitude. Overall, findings suggest that participating in a mentor-based exercise program has a positive impact on psychological characteristics with a less pronounced impact on body composition. Currently maintenance of change is being evaluated as well as the impact of a prolonged two semester intervention group.

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CASE STUDY OF A COMPETITIVE FEMALE MOUNTAIN BIKE RACER WITH MULTIPLE SCLEROSIS

Kimberly Fasczewski & Diane Gill, University of North Carolina at Greensboro, USA

Multiple Sclerosis affects 2.1 million people world-wide (National Multiple Sclerosis Society, 2012). There is no cure but an expanding body of research suggests that physical activity can have a positive impact on the symptoms of MS. This research explores the role of athletic participation in the life of a long-time Multiple Sclerosis (MS) sufferer, who is also a competitive mountain bike racer. This case study was designed as a view into the life experiences of one woman's journey confronting both her disease and her able bodied competitors, focusing on how self-perceptions and psychological skills aid her in meetings those challenges. The participant is a 51-year old woman who was diagnosed with MS when she was a teenager.

She is a competitive elite amateur mountain bike racer and frequently competes against able-bodied competitors half her age. Her events of choice are endurance events that require extensive training (up to 20 hours per week) with competitions lasting up to 12 hours at a time. Data were collected through a series of in depth, semi-structured interviews that first explored the role athletics plays in her life and specifically in dealing with her MS, and second, examined the psychological skills she uses to deal with both her sport and her disease. The goal of this study was to gain insight into a real life success story of one woman. The preliminary findings suggest that she sees high self-efficacy, mental toughness and a positive outlook as keys to success in sport and in life, and that her participation in athletics strengthens those positive characteristics. Findings may be helpful to both sport psychology and medical professionals who work with individuals with MS.

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A QUALITATIVE EXAMINATION OF PARTICIPANTS' REACTIONS TO A MOTIVATIONAL CLIMATE INTERVENTION

Candace Hogue & Mary Fry, University of Kansas, USA

The purpose of this study was to examine participants' reactions to a motivational climate intervention while learning a new skill. Specifically, participants (N = 107, 61 females, 46 males) were randomly assigned to either a caring/task- or ego-involving climate where they were taught to juggle for 30 minutes. Participants were then asked to share their perceptions of the experience in written form. A deductive qualitative analysis of the data revealed the participants had contrasting responses based on climate assignment, yet there was very little variability within each climate. The caring/task group described a fun, low stress and helpful learning atmosphere, while the ego group reported experiencing a discouraging, stressful learning environment. When asked what, specifically, participants found to be helpful (or unhelpful), the following themes emerged: The caring/task group reported 1) individualized technical instruction 2) extensive encouragement/praise 3) peer support and 4) peer coaching to be helpful. In contrast, the ego group reported the following to be unhelpful for learning 1) performance based rankings 2) instruction by comparing skills to other participants and 3) instructors only giving praise and attention to those with high skill. With regard to their personal experience during the session, the following themes emerged: The caring/task group: 1) felt great/positive 2) tried hard 3) learned to juggle 4) met new people 5) wanted to continue juggling and 6) believed they could continue to master the skill of juggling. In contrast, the ego group reported the following: 1) being in a negative mood 2) feeling embarrassed/shamed 3) feeling nervous 4) a lack of interest in juggling 5) disappointment in not having learned to juggle and 6) disliking the experience. In line with previous research, perceptions of a caring/task-involving climate were related to more positive experiences for participants, relative to an ego-involving climate, while learning a new skill.

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BASIC NEEDS THEORY IN ELITE ROTC PHYSICAL TRAINING

Molly Fischer & Alex Garn, Louisiana State University, USA

Physical training (PT) is a mandatory component of ROTC programs and cadets are expected to train and perform at peak

levels. Ranger Challenge (RC) is an advanced extension of PT that provides a select number of cadets with an opportunity to compete in physical challenges against other ROTC teams of elite cadets from across the country. To date, there is limited understanding about RC training and competition. This research investigated how the three basic psychological needs of basic needs theory (Deci & Ryan, 2000) were supported during RC training. Data collection included field observations of RC over a five-month period (n=20). A select number of cadets involved in RC (n=10) were interviewed about their perceptions of autonomy, competence, and relatedness in RC. Cadre (n=5) also participated in an interview about their views of how basic needs played a role in developing elite level fitness during RC. Interview transcripts and field notes were analyzed using inductive analysis and constant comparison methods which culminated in higher-order themes that were deductively grounded in the basic needs theory. Two themes emerged from the qualitative data: "Competence Status through RC Participation" and "Sources of Relatedness." The cadets reported that being a member of the elite RC group enhanced their personal feelings of competence as well as increased competence status among other cadets and cadre that enhanced their chances for long-term military success. Cadets, cadre, and field notes highlighted the camaraderie and sense of cohesion to the smaller more advanced PT group that enhanced these cadets' relatedness. Finding ways to improve cadets' feelings of autonomy in RC training could help facilitate holistic basic needs support in RC.

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PERCEPTIONS OF THE GROUP-EXERCISE CLIMATE AMONG WOMEN BREAST CANCER SURVIVORS

*Theresa Brown, Oklahoma State University, USA;
Mary Fry, University of Kansas, USA*

Exercise may prove to be a valuable tool in improving overall survivorship for women diagnosed with breast cancer (BC) (McNeely, et al., 2006). Physical activity participation declines with cancer treatment (Irwin & Ainsworth, 2004; Galvao & Newton, 2005), and little research has considered cancer survivors' exercise experiences. The purpose of this study was to examine women BC survivors' perceptions of the motivational climate in their group exercise class, using both Achievement Motivation Theory (Nicholls, 1978) and a caring climate framework (Newton et al., 2007). Women BC survivors currently enrolled in a group-exercise format (N = 175; 23-77 age range; Mage = 51.51) were invited to complete an on-line survey regarding their class experiences. The participants perceived the environment as highly caring and that staff engaged in caring and task-involving behaviors. They also reported moderately high commitment to exercise, as well as moderately high life satisfaction and body image. Canonical correlation analysis revealed that members who perceived a high caring climate and that both staff and members engaged in caring and task-involving behaviors were more likely to report higher life satisfaction and body image, as well as greater commitment to exercise (Wilks' $L=.813$, $F(9)=3.57$, $p<.0001$). The correlation accounted for 37% of the variance. Results suggest that women breast cancer survivors who exercise in settings they perceive as caring, and where staff engage in caring and task-involving behaviors are more likely to report positive experiences such as greater life satisfaction. The behaviors in which staff and other members engage may be particularly important in influencing the women's experiences, and the study highlights the importance of creating a positive setting in group-based fitness classes for BC survivors.

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EXAMINING THE POTENTIAL FOR PSYCHOSOCIAL VARIABLES TO PREDICT SUMMER WORKOUT COMPLETION FOR COLLEGIATE BASKETBALL PLAYERS

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The 2010-2011 NCAA Division II Manual rule 17.02.1.2 states that when school is not in session and the team is out of season, athletes can only participate in voluntary activities. The present study was conducted to examine various antecedent psychosocial variables (i.e., motivational climate, athlete burnout, motivational style and sport confidence) and their effect on the percentage of summer workouts completed by Division II collegiate basketball players. A sample of 252 varsity college basketball players completed a comprehensive instrument packet that included the Perceived Motivational Climate in Sports Questionnaire-2 (PMCSQ-2; Newton, Duda, & Yin, 2000), Competitive Motivational Styles Questionnaire (CMSQ; Gillham, Gillham, & Burton, 2012), Sources of Sport Confidence Questionnaire (SSCQ; Vealey, Hayashi, Garner-Holman, & Giacobbi, 1998), and Athlete Burnout Questionnaire (ABQ; Raedeke & Smith, 2001) within the first three weeks of their competitive season. A second data collection asking for only the percentage of summer workouts completed took place via e-mail approximately five months after the conclusion of the athletes' competitive seasons. Bivariate correlations and regression analysis were used to determine the relationships among antecedent and consequent variables. Significant correlations of workout percentage to motivational climate split in accordance with task climate subscales (i.e., positive) and ego climate subscales (i.e., negative). Negatively valenced subscales (i.e., failure evader from CMSQ and three from the ABQ) demonstrated significant inverse relationships with the percentage of workouts completed. All variables exhibiting a significant correlation with percentage of workouts completed were utilized for regression analysis. R was significantly different from zero, $F(12, 90) = 3.284$, $p < .01$, with $R^2 = .336$ and adjusted R^2 was .233. These results provide insight for coaches, especially for athlete recruitment and role identification. The potential to expand this work to exercisers by identifying profile characteristics related to exercise adherence will also be discussed.

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ATHLETIC AND ACADEMIC IDENTITIES: DOES WHO YOU THINK YOU ARE EFFECT HOW YOU PERFORM?

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"Dumb jock" may be the stereotype that dampens academic performance when athletes are reminded of their athletic identity. Specifically, Yopyk and Prentice (2005) found that when athletes were primed for athletic identity, they had lower scores on academic tasks compared to non-athletes. While previous research has focused solely on effects of priming athletic identity on academic performance, this study examined effects of priming either athletic or academic identity on both athletic and academic performance. Participants completed an online survey to measure baseline athletic and academic identity, using the Athletic Identity Measurement Scale (AIMS) and the Measurement of Student Identity (MSI). In a laboratory setting, participants had either their athletic ($n = 27$) or academic ($n = 26$)

identity primed and completed two academic and two athletic tasks. Measures and tasks were counterbalanced and no order effects were found. Results indicated that while identity was successfully manipulated by the prime, there were no effects of the prime on performance on either set of tasks. Results held even when analyzing effects on only the current athletes ($n = 43$). There were no significant demographic differences and few significant correlations between measures. The lack of priming effects on performance was not consistent with previous research, which suggests that these student athletes were not threatened academically by their athletic status. As the college is Division III that emphasizes academics as well as athletics, there might be reduced stereotype threat for athletes in academic situations and students can move fluidly between their athletic and academic selves. Future research should explore whether these effects would be found in other settings, such as Division I, in which balancing athletic and academic identities is more challenging. Understanding the mutually influential relationship between identity and performance is an important consideration for continued sport participation and lifelong self-perceptions and well-being.

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COACHES INTERPERSONAL STYLES, BASIC PSYCHOLOGICAL NEEDS AND AFFECTIVE STATES IN SPANISH YOUNG SOCCER PLAYERS: A LONGITUDINAL MULTILEVEL APPROACH

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This study examined the hypothesized effects of coaches' interpersonal styles (autonomy support and controlling style) at team level, and basic psychological needs of competence, autonomy and relatedness at individual level, on positive and negative affective states. Additionally, the cross-level interactions between individual and team level variables were analyzed using LISREL 8.80.

597 Spanish male soccer players between 11 and 14 years old ($M=12.57$, $SD=0.54$) from 40 teams completed a questionnaire in two different points of one season, assessing coaches' interactional styles (Time1), basic psychological needs (Time 1) and positive and negative affect (Time 2).

Within-group interrater agreement indicated shared perceptions of coaches' interactional styles among the team, so team aggregated measures were estimated. Prior to test the hypotheses, the null model was assessed to test whether within – and between – group variance in outcome variables existed. Results indicated that this condition was not satisfied with negative affect, so running its multilevel analyses was not justified, but it was satisfied with positive affect and a sequence of nested HLM models was developed which sequentially tested the hypotheses with positive affect as the unique outcome. Hierarchical longitudinal linear modelling procedures revealed that basic psychological needs for competence, autonomy, and relatedness positively predicted positive affective state. Results also showed positive cross-level effect between coaches' autonomy support and positive affect (the cross-level effect between coaches' controlling style and positive affect was not significant). However, cross-level interaction effects were not statistically significant.

Beyond the effect of individual level variables (needs satisfaction), it is important to notice that team level autonomy support also affect individual positive affective state. Discussion

focuses on the positive impact of the needs satisfaction on positive affect at the individual level, and the fact that this relationship is strengthened under high autonomy support contexts.

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THE INFLUENCE OF INTERPERSONAL RELATIONSHIP, GENDER, AND RESULT ON THE PERCEPTIONS OF A COMPETITIVE MOTOR-TASK GAME

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Introduction: Research on competition has traditionally contrasted its detrimental effects to the more favorable condition of cooperation in terms of group productivity and communication (Johnson & Johnson, 1989). However, a meta-analysis by Stanne et al. (1999) revealed that competition may be constructive if it is structured appropriately. Further research (Kilduff et al., 2010) highlighted the necessity to examine pre-conditions (e.g., interpersonal relationships between competitors) to further understand the constructive interpretation of competition. This study examines how the relationship between competitors, gender, and the competitive outcome influences various outcomes.

Methods: Two hundred and seventy-four individuals (female $n=106$) took part in the study. Each participant was paired with a friend or a stranger of the same sex and played a competitive target game. Afterwards, the participants completed a questionnaire measuring perceived determination to win, enjoyment of the game, perceived challenge, willingness to cooperate with a competitor on other tasks, and enjoyment of the interaction with opponent.

Results: The analyses showed significant main effects between friends and strangers for the variables enjoyment of the game, enjoyment of the interaction with the competitor, and willingness to cooperate with the opponent. Furthermore, a significant main effect in perceived challenge between the win-loss groups was found. For all male participants and for women who competed against strangers, perceived determination to win decreased when they lost. On the contrary for women who competed against friends, perceived determination to win increased when they lost.

Discussion: The present study confirms that the pre-existing relationship between participants has an influence on the interpretation of competitive situations. Furthermore, it highlights that gender plays an important role in this relationship for the perceived determination to win. The results emphasize the necessity to further examine conditions that influence the interpretation of competitive situations. Limitations and future research will be discussed.

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PARENT-INITIATED MOTIVATIONAL CLIMATE AND YOUNG ATHLETES' INTRINSIC-EXTRINSIC MOTIVATION: CROSS-SECTIONAL AND LONGITUDINAL RELATIONS

Daniel O'Rourke, Ronald Smith, & Frank Smoll, University of Washington, USA; Sean Cumming, University of Bath, United Kingdom

We studied links between perceived parent-initiated motivational climate, and motivational dynamics in youth sport participants from a Self-Determination Theory perspective. Measures of parent-initiated motivational climate and athletes' motivational patterns were administered at early- and late-season over a period of 32 weeks. At both early- and late-season, high mastery and low ego parent-initiated motivational climate behaviors predicted higher levels of intrinsically-oriented motivation. Conversely, high ego and low mastery parent-initiated motivational climate behaviors were associated with more extrinsically-oriented motivation. Prospective longitudinal analyses of change revealed that early-season parent motivational climate predicted changes in the strength of intrinsic-extrinsic motivation over the course of the season. Specifically, a high mastery climate predicted increases in intrinsically-oriented motivation whereas a high ego climate predicted decreases in intrinsically-oriented motivation. The latter result has not been observed in studies of coach-initiated motivational climate, suggesting that parent-initiated motivational climate, particularly an ego climate, may differ somewhat from coach-initiated motivational climate in its impact on intrinsic-extrinsic motivation. Given the prevalence of positive effects under a mastery climate, including greater sport enjoyment, performance, and well-being, interventions have focused on developing a more prominent mastery climate. Effective interventions to promote a mastery climate have already been developed for use with coaches. Our results support the potential value of parent intervention programs that teach parents how to promote a mastery motivational climate.

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STUDENT-ATHLETE'S PERCEPTIONS OF AN EXTRINSIC REWARD PROGRAM: AN EXPLORATION OF SELF-DETERMINATION THEORY IN THE CONTEXT OF COLLEGE FOOTBALL

Tucker Readdy & Johannes Raabe, University of Wyoming, USA

To optimize the performance of student-athletes in a Division I football program, a team implemented an extrinsic rewards program known as the Champions Club (CC). Players are provided with opportunities to earn or lose points for specific behaviors in the sport, academic, and community setting, which then make them eligible for various incentives. This study was designed to evaluate the CC by quantitatively assessing psychological need fulfillment and levels of motivation of student-athletes at the start and end of the program (January to July). Semi-structured focus groups provided complimentary qualitative data, including player perceptions and evaluations of the CC.

Analyses of variance (ANOVA) demonstrated no significant change in psychological need fulfillment but significant decreases in amotivation and extrinsic regulation as well as significant increases in identified regulation and intrinsic motivation (all p 's < .001). Important qualitative themes included: (a) behaviors reinforced by the CC are not perceived

as necessary for on-field success, (b) rewards are enjoyable but not inherently motivating, and (c) program effectiveness is heavily influenced by individual differences. These results reinforce the complex nature of utilizing rewards to enhance motivation in a team setting, especially with athletes who demonstrate high psychological need fulfillment. Thus, coaches should implement and evaluate the effectiveness of such programs with caution.

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PLAYING TO WIN: A LOOK INTO THE MOTIVATION OF ATHLETES

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Athletes are often told they need to play to win. Research demonstrates that playing to avoid losing provides more motivation in competition than playing to win. This is primarily due to loss aversion, explaining that the pains of losing are worse than the joys of winning; people will do anything to avoid those pains. This study looks not only at how athletes respond to situations that warrant loss aversion, but also how the athlete's motivational profile affects their response. An achievement goal framework was used to determine if athletes have approach versus avoidance motivation. The research hypothesized that athletes with approach motivation will accept the challenge from loss aversion, while those with avoidance motivation will perform worse.

The participants ($n=231$) were asked to complete a basketball free throw shooting task. Participants in the experimental group were told at the halfway point in the task that they were either ahead ($n=60$), behind ($n=60$), or tied ($n=62$) with other participants; those in the control group ($n=49$) were given no feedback. Participants who were playing to win were more likely to have a mastery achievement goal orientation [$r(229)=.36$, $p<.01$] while participants who identified as having a performance achievement goal orientation were more likely to play to avoid losing [$r(229)=.52$, $p<.01$], regardless of experimental condition. Results suggest that for participants in the behind condition, demonstrating a mastery approach orientation was positively correlated with better performance on the free throw task [$r(58)=.28$, $p=.03$]. Meanwhile, for the same participants, demonstrating a performance avoidance orientation led to a worse performance on the free throw task [$r(58)= -.27$, $p=.04$].

This study can provide coaches, athletes, and sport psychologists insight into the motivations of athletes who respond either positively or negatively to loss aversive situations, and may be beneficial to developing future interventions aimed at increasing positive performance outcomes.

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TEAM MOTIVATIONAL CLIMATE, MOTIVATION, MORAL DISENGAGEMENT, AND PROSOCIAL/ANTISOCIAL BEHAVIOR IN SPORT

Ken Hodge, University of Otago, New Zealand

The purpose of this study was to examine the relationships amongst team motivational climate, athletes' basic needs satisfaction (autonomy, competence and relatedness), motivation, and prosocial/antisocial behavior in sport. In addition, moral disengagement was examined as a potential mediator of the relationship between motivation (autonomous & controlled) and antisocial behavior. Seventy-three ice hockey players ($n = 38$ females) from Australia and New Zealand (mean

age = 29.25 years, $SD = 9.36$) completed a questionnaire that assessed coach and teammate controlling and autonomy-supportive behaviors, satisfaction of basic psychological needs, motivation, moral disengagement and prosocial/antisocial behavior in sport. Results indicated that teammate and coach autonomy-support were positively associated with basic needs satisfaction. Teammate controlling climate, but not coach controlling climate, was negatively associated with relatedness, autonomy and competence. Basic needs satisfaction was positively associated with autonomous motivation. Mediation analysis and bootstrap confidence intervals confirmed moral disengagement as a mediator of the relationship between controlled motivation and antisocial behavior. This study advances previous research by including teammates as an additional social agent and builds on previous work that has examined behavioral outcomes and their association with Self-Determination Theory variables. Practical recommendations for both coaches and teammates will be highlighted in light of the current findings.

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RELATIONSHIP OF LIFE VALUES TO GOAL ORIENTATIONS AND MOTIVATIONAL REGULATIONS IN SPORT

*Isabel Balaguer, University of Valencia, Spain; Joan Duda,
The University of Birmingham, United Kingdom; Isabel
Castillo, University of Valencia, Spain*

It has been proposed that life values have an impact on motivation (Schwartz, 1994) and a better understanding of this relationship provides insight into how human functioning can be optimised (Parks & Guay, 2009). However, research on the interplay between values and sport motivation has received limited attention. Therefore, the purpose of this study was to examine which personal values are related to different motivational characteristics (i.e., achievement goals and motivation regulations) in a sample of athletes.

Participants were 301 Spanish competitive athletes (171 men and 130 women), ranging in age from 15 to 45 years ($M=24.1$; $SD=4.7$). All of them had been practicing their sport on average four days per week ($M= 4.20$; $SD=1.32$), with a mean of two hours per day ($M=2.32$; $SD=0.99$) and had participated in sport competitions for approximately 9 years ($M=8.56$ years; $SD=5.21$).

The athletes responded to a multi-section inventory including the Spanish adaptations of: Schwartz Value Survey (Schwartz, 1992; Balaguer et al., 2006); Task and Ego Orientation in Sport Questionnaire (Duda, 1989; Balaguer et al., 1996) and Sport Motivation Scale (Pelletier et al., 1995; Balaguer et al., 2007).

Results revealed that the female athletes scored higher than their male counterparts on benevolence and task orientation whereas the male athletes scored higher on tradition, achievement, power, ego orientation and external regulation. Regression analyses (controlling for gender) revealed task orientation was positively predicted by benevolence and self-direction values while ego orientation was positively predicted by power. Intrinsic motivation was positively related to self-direction and hedonism. Introjected regulation was positively predicted by tradition. Finally, external regulation was negatively predicted by self-direction and positively predicted by power.

Findings suggest that there are conceptually coherent associations between basic values and the ways athletes tend to define success and judge their competence as well as their reasons for participating in sport.

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MEDIATIONAL ROLE OF INTEREST AND INTRINSIC MOTIVATION BETWEEN PERCEIVED CARING CLIMATE AND SATISFACTION AND ATTITUDES AMONG PHYSICAL EDUCATION STUDENTS

Sungho Kwon, Seoul National University, South Korea; Mary Fry, University of Kansas, USA

The purpose of this study was to examine the mediational role of students' interest and intrinsic motivation in physical education (PE) between their perceptions of a caring climate in their PE class to their satisfaction with and attitudes in the class. Student (N= 724, 321 middle school students, 403 high school students) volunteered to complete a survey which included measures of the following: caring climate, interest in PE (4 subscales: achievement, social, healthy, autonomy), satisfaction with PE class (4 subscales: administration, instruction, class environment, and healthy life) attitudes about PE (9 subscales, e.g., subject interest, attention, willingness, achievement motivation), and intrinsic motivation in PE. Structural equation modeling and multiple group analysis were utilized and revealed that perceptions of the caring climate predicted interest in PE, which in turn influenced intrinsic motivation; intrinsic motivation also mediated the relationship to interest, satisfaction, and attitudes in PE ($\chi^2=1366.007$ df=202, CFI=.901, TLI=.887, RMSEA=.089, RMR=.046). Results of the multiple group analysis indicated no gender difference in terms of path coefficients in the proposed model, except one path which from perceived caring climate to interest in PE factors. This result indicated that male students' path coefficient from perceived caring climate to interest in PE scales was stronger than female students' path coefficient. Results suggest that a caring climate in PE classes is associated with students experiencing higher intrinsic motivation and interest in the subject, and then demonstrating greater satisfaction and more positive attitudes. Future research should consider how these motivational processes have potential to help students' develop habits of being physically active that they carry with them through adolescence and young-adulthood.

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EXAMINING SELF-COMPASSION TAILORED TO THE CONTEXT OF PHYSICAL ACTIVITY

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Consistent with the positive psychology movement, self-compassion has received increasing attention in the contemporary literature because of its robust association with psychological well-being. Our aim was to expand on earlier work where we investigated the relationship between general self-compassion (GSC; Neff, 2003a) and physical activity behavior (PAB); specifically, in the current study we examined GSC and PAB in relation to physical activity self-compassion (PASC). Participants included 422 college students (214 females; 208 males) enrolled in a lifetime wellness course. The scale of GSC developed by Neff (2003b) was modified to assess PASC such that physical activity was first defined and then individual items referred specifically to physical activity. The measure of PASC was found to have acceptable

reliabilities for the six subscales ranging from .73 to .81, and a CFA demonstrated that the 6-factor model provided an adequate fit with the sample data (NNFI=.92; CFI=.93; RMSEA=.05). Logistic regression revealed that individuals higher (based on a median split), versus lower, in PASC were 2 and 2.5 times more likely to invoke kindness and mindfulness with regard to their GSC, respectively, while shared human experience was non-significant. In contrast, individuals who were lower, versus higher, in PASC were 3 times more likely to be judgmental in terms of GSC, while feelings of isolation and over-identification with thoughts as well as emotions did not significantly contribute. Furthermore, a chi square analysis ($p<.04$) indicated that individuals higher in PASC (based on a median split) reported frequent PAB more often and infrequent PAB less often than expected, while individuals lower in PASC reported infrequent PAB more often and frequent PAB less often than expected. These findings supported our hypotheses that PASC and GSC would be related yet distinct, and that individuals higher in PASC would be more physically active than individuals lower in PASC.

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BODY IMAGE DIFFERENCES BY SPORT IN DIVISION I MALE ATHLETES

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Recent research has investigated males and a drive for muscularity indicating an increasing concern for males' body appearance. A desire to enhance their physical image has increased pressure to meet a body ideal for their sport (Galli, Reel, Petrie, Greenleaf, & Carter, 2011). The drive to be bigger and better is a compelling argument to gain a competitive edge in sports. Building muscle mass and strength to achieve a stronger physique has been seen for decades. Even the Mitchell Report (2007) demonstrated going beyond the gym to achieve that edge--doing whatever it takes to win. This study examined three Division I male sports and their athletes' body perceptions. Ninety-four athletes volunteered to participate in the study: football (n=51), basketball (n=14), and baseball (n=29). Demographic and anthropometric measures were taken. The Multidimensional Body Self Relations Questionnaire (MBSRQ-AS) was administered with five subscales examined. Due to unequal samples in the sports, an Unequal weighted means, Method 1 (Tabachnick & Fidell, 2007) ANOVA was conducted and yielded differences between Body Area Satisfaction $F(2, 92) = 20.61, p>.001$, Appearance Evaluation $F(2, 92) = 6.50, p=.002$, and Appearance Orientation $F(2, 92) = 9.84, p<.001$. Bonferroni post hoc tests showed baseball players demonstrated a unique difference from their football and basketball cohorts: AE ($p=.002$), AO ($p=.000$), & BAS ($p=.000$). Findings shed additional light onto male body image. While Fitness Orientation showed no significant differences, Appearance Orientation yielded a more meaningful score for baseball players. Baseball has a history and infamous past concerning the need to "bulk up." Regulations and legal efforts have diminished drug abuse in the sport, but the psychological need to obtain a larger upper body still exists. Researchers and coaches should further examine the baseball culture for behavioral determinants and why such a difference exists between it and other male sports.

Novel Applications (Music, Dance, Military)

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OCCUPATIONAL ATHLETES: MOVING TOWARD AN INTEGRATED APPROACH TO ENHANCING FIREFIGHTING PERFORMANCE

Stacy Gnacinski, Kyle Ebersole, Barbara Meyer, & David Cornell, University of Wisconsin-Milwaukee, USA

Over the past 30 years, research has supported relationships between the physical and psychological variables related to performance in sport (Gilson et al., 2012; Weinberg et al., 1979). While such relationships have been examined in other performance domains (e.g., performing arts, etc.), they have not been examined in the public service domain. The paucity of performance-related research on occupational athletes (e.g., firefighters, police officers, etc.) is surprising given the observable similarities between the physical and psychological demands of sport and the public service professions. In an effort to better understand firefighting performance, with an eye toward designing integrated approaches to firefighter training and development, the purpose of the current study was to identify relationships between the physical and psychological factors associated with firefighting performance. Male cadets, recruits, and firefighters ($n = 49$, $\text{Mage} = 27.7$ years) completed a battery of physical and psychological assessments. Correlation calculations indicated that lower body strength was significantly correlated with self-efficacy ($r = .300$, $p = .036$), openness ($r = .340$, $p = .017$), and conscientiousness ($r = .341$, $p = .016$). Muscular endurance was significantly correlated with both self-efficacy ($r = .283$, $p = .049$) and conscientiousness ($r = .286$, $p = .046$). Correlation calculations also revealed significant correlations between the following variables: upper body strength and conscientiousness ($r = .320$, $p = .025$), aerobic capacity and trait anxiety ($r = .304$, $p = .034$), and functional movement and conscientiousness ($r = .370$, $p = .009$). These findings, consistent with the sport literature, warrant additional research to further understand the influence of specific physical and psychological variables on performance among this population of occupational athletes.

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THE TRAIL MAP: A GOAL ORGANIZATIONAL TOOL FOR FIRST GENERATION COLLEGE STUDENTS

Caitlyn Jordan, Jon Hammermeister, Emily Messina, Christopher Hammer, Ruth Galm, & Lawrence Briggs, Eastern Washington University, USA

Pervious research has shown that First Generation College Students (FGCS) struggle academically when compared to their non-FGCS peers (Bui, 2002). Due to FGCS's lack of social, financial and emotional support they tend to experience 1) lower academic performance, 2) problematic transitions, 3) poor retention 4) lower self-confidence, and 5) higher anxiety (Billson & Terry, 1982; Gibbons & Borders, 2010; Majer, 2009; Terenzini et al., 1996). Most universities have academic success programs that are in place to help students by teaching better study habits and providing information related to "college knowledge" (Bail, Zhang & Tachiyama, 2008). However, these study skills and college knowledge programs

do not comprehensively address the tools FGCS need to be successful in college (Bender, 2001). Studies have shown that meta-cognitive constructs such as self-efficacy, goal setting, motivation, and resilience are all related to academic success (Hammermeister, Jordan, Briggs, Galm, & Pickering, 2012; Schunk & Gaa, 1981). Hammermeister and colleagues (2012) were able to elicit positive changes in a number of mental fitness skills (MFS) in FGCS relative to peers in a control condition using a quasi-experimental design intervention. This study aimed to explore further the idea that MFS can be of utility to FGCS when it comes to enhanced academic success. Specifically this study focused on a curriculum which intensively immersed each participant in the goal setting process using the roadmap model developed by South (2005) as a tool to more effectively prepare for classes, exams, and presentations. Over a 10-week quarter, students met with the researcher 16 times for 30 minutes each. A demographically matched control group was also used so both intra- and inter-group changes over time could be assessed. T-test results revealed differences between the intervention and control groups on a number of key mental fitness, mental health, and academic success variables.

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MENTAL FITNESS VARIABLES IN AN ACADEMIC SETTING

Christopher Hammer, Jon Hammermeister, Lawrence Briggs, & Ruth Galm, Eastern Washington University, USA

Compared to students whose parents have earned a college degree, First Generation College Students (FGCS) are more likely to encounter difficulties in the academic, cultural, financial, and emotional aspects of their collegiate experience (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). While it is clear that FGCS experience adversity in their pursuit of higher education, the mechanisms for remedying these issues are not well understood. In the realm of athletics, high-level performers have been shown to possess a constellation of "mental fitness skills" (MFS) which appears to contribute to their ability to outcompete their less successful peers (Gould, Dieffenbach, & Moffett, 2002). This relationship between MFS and good performance outcomes is relatively well established in both the sport and military literature (Gould et al., 2002; Hammermeister, Pickering, McGraw, & Ohlson, 2010). Given the apparent relationship between mental fitness and good performance outcomes in sport and the military, it is hypothesized that these skills will be associated with success in the academic realm as well. This hypothesis, while intuitive, remains relatively unexplored in both the academic and performance psychology literature. Therefore, the purpose of the present study is threefold: (1) to investigate the presence of various MFS-related variables in an academic setting, (2) to assess if those variables are related to academic success, and (3) to compare FGCS and non-FGCS on the aforementioned MFS variables. Participants ($n = 460$) were students at a regional university in the Pacific Northwest. Participants completed a variety of measures adapted from the sport psychology literature as well as self-reported academic variables such as GPA. Statistical analysis largely supported the hypothesis. Results reveal significant relationships between mental fitness skills and academic variables of interest as well as significant differences between the FGCS and non-FGCS populations.

Professional Development and Mentoring

65**DEVELOPMENT AND UTILIZATION OF A PERSONAL PERFORMANCE EXCELLENCE THEORY***Joanna Foss & Chad Doerr, University of Denver, USA*

This presentation will highlight a graduate student's experience in the ongoing process of developing a personal theory of performance excellence. Since the field needs overarching theories of optimal performance (Aoyagi, Portenga, Poczwardowski, Cohen, & Statler, 2012), a practitioner should begin developing a personal theory early in training. With limited experiential knowledge to inform practice, a strong theoretical underpinning provides a basis for consultants to determine which strategies or interventions will best aid the client. According to Poczwardowski, Sherman, and Ravizza (2004), a consultant's theoretical paradigm is a fundamental concept in reference to delivering sport psychology services. The developmental process begins by acquiring knowledge of theoretical aspects of sport and performance psychology (SPP) and studying theories of performance excellence from prominent SPP practitioners (see Aoyagi & Poczwardowski, 2012). In combination with personal performance experiences and beliefs, this information provides the basis for developing one's theory. Practitioners further develop their theoretical paradigm through incorporation of interdisciplinary knowledge in compatible fields such as neuroscience and kinesiology. Beginning consultants may fit clients into service delivery approaches instead of viewing them holistically (Tod, Andersen, & Marchant, 2009); therefore, ongoing theoretical development is emphasized through continuing education and service delivery. Specifically, the presented personal theory of performance excellence is currently hierarchical in structure consisting of five major elements with the ultimate goal of generating automaticity of skill execution. Preparation is the base level as performers need an adequate physical and mental foundation to perform at a consistently high level. A trusting mindset and composure form the next two levels and refer to the mindset and skills necessary to maintain automaticity during actual performance. Self-awareness and attention control contribute to all stages of preparation and performance. To emphasize previous points, the current state of this theoretical paradigm may change in coming months with further coursework and experience.

Professional Issues and Ethics (AASP-Related)

66**SPORT CONSULTING IN MAINSTREAM MEDIA: IS ALL PUBLICITY GOOD PUBLICITY?***Ashley Coker-Cranney, West Virginia University, USA*

As the number of sport and exercise psychology (SEP) programs On June 29, 2011, USA Network aired the pilot episode for its newest original series, "Necessary Roughness." Each episode follows Dr. Danielle "Dani" Santino, a psychotherapist working with the New York Hawks as she consults with various athletes, politicians, and entertainers (NBCUniversal, 2011). Although the series raises mainstream awareness of sport psychology, it leaves the professional audience wondering "Is all publicity good publicity?" As the story goes with dramatized accounts

of any facet of human nature, certain liberties must be taken to ensure adequate ratings. Therefore, this presentation will focus on issues pertaining to ethical concerns of sport psychology professionals, as they are depicted in the show, as well as their relationship to the current AASP Code of Ethics. Issues including dual roles, romantic relationships, confidentiality, competence, and others presented in the television series will be discussed to define context for the discussion. Finally, this presentation will conclude with implications of Necessary Roughness on the field of sport psychology as a whole. For instance, how might the consulting landscape change if we, as practitioners, did not have to shout from the rooftops, "We exist!" On the other hand, is the price of visibility and potential increase in client interest worth the risk of a misinformed public? Whether you have seen the show or read the listserve—or are new to the discussion—this presentation is a combination of ethics and professional concerns that will, at the very least, raise awareness of the state of our field with the introduction of a dramatized account of practical sport psychology, laying the groundwork for future projects related to the use of mainstream media to promote the field of sport psychology.

Research Design (Methodology, Analyses)

67**DEVELOPMENT OF A PROCESSES OF CHANGE MEASURE FOR USE IN APPLIED SPORT PSYCHOLOGY SETTINGS***William Massey & Barbara Meyer, University of Wisconsin Milwaukee, USA; Sean Mullen, University of Illinois-Urbana-Champaign, USA*

The results of previous research (e.g., Leffingwell, et al., 2001; Massey et al., 2011) have led scholars to conclude that the Transtheoretical Model (TTM) may be an appropriate paradigm to study readiness to change in sport psychology settings. However, processes of change – a critical element to the TTM – have yet to be studied or measured. As such, the purpose of the current investigation was to initially develop and examine a measure of the processes of change for use in applied sport psychology settings. Informed by relevant literature, an initial pool of 114 items was generated. Content validity was established by consensus agreement of three judges with expertise in elite sport performance. In an effort to test the psychometric properties of the measure, data were then collected from two independent samples. Participants included NCAA Division I athletes, professional athletes, and athletes training for or competing in the Olympic Games (n1 = 201; n2 = 358). In sample one, exploratory structural equation modeling yielded a 7-factor solution (Chi-square = 117.719, p = .0029; CFI = .973; TLI = .942; RMSEA = .043). In sample two, a CFA was used to cross-validate the model structure found in sample one (Chi-square = 372.588, p > .001; CFI = .949; TLI = .937; RMSEA = .043). Model-based reliability coefficients were calculated using standardized estimates with five of the seven sub-scales showing sufficient reliability (omega = 0.74 – 0.85). The new measure demonstrated construct validity with a modified version of the Processes of Exercise Change questionnaire (Marcus et al., 1992). Results of this exploratory study provide a starting point to begin measuring processes of change. Future studies should examine whether TTM constructs can be measured reliably in an athletic population in an effort to create stage-based mental skills training interventions.

Teaching Sport and Exercise Psychology

68

EXERCISE PSYCHOLOGY IN THE FITNESS PROFESSION: THE PERSONAL TRAINER EXERCISE PSYCHOLOGY SURVEY

Adam Wright, Temple University, USA

This study examined 474 certified personal trainers' responses to the Personal Trainer Exercise Psychology Survey (PTEPS), a questionnaire developed to measure trainers' perceptions of confidence in their applied skills related to exercise psychology, as well as their perceptions of importance placed on these constructs during client interactions. Exploratory factor analyses (EFA) of the PTEPS Level of Confidence of Knowledge and Importance scales indicated evidence of a two-factor structure for both models, with subscales reflecting psychoeducational and interpersonal dimensions. Composite scores for each subscale were created and further evaluated to assess the influence of demographic characteristics. Results suggested that an academic degree in exercise science is not associated with personal trainers' confidence in their knowledge of these types of skills or their perceptions of the importance of these skills in client interactions. However, formal academic coursework and continuing education in exercise psychology significantly increased trainers' perceptions of the importance of these skills, and their level of confidence in applying these skills. Results also indicated that women rated skills associated with interpersonal exercise psychology constructs to be more important than did men. In addition, age, years of experience, and the average number of personal training sessions a week influenced perceptions. Undergraduate programs and organizations that educate and certify personal trainers should require coursework in exercise psychology that incorporates both psychoeducational and interpersonal content applicable to the field of personal training. Directions for future research are discussed.

69

PE TEACHERS' PERSPECTIVE ON A MOTIVATIONAL CLIMATE PROFESSIONAL DEVELOPMENT SESSION

E. Whitney G. Moore & Mary Fry, University of Kansas, USA

Achievement Goal Theory (AGT) grounded interventions with PE students have shown that the motivational climate teachers cultivate influences students' motivational responses, including goal orientations and effort (Weigand & Burton, 2002; Todorovich & Curtner-Smith, 2002; Christodoulidis, Papaioannou, & Digelidis, 2001). The motivational climate experienced by students in these studies is often experimenter created. Research on interventions with current teachers to enhance their ability to foster a task-involving motivational climate has rarely been published. Short-term professional development sessions designed to help current professionals enhance their caring and task-involving climate characteristics, while minimizing their ego-involving climate characteristics, can be challenging. The purpose of this presentation is to share lessons learned from conducting a professional development session for a school district's current PE teachers. The district's Fall 2012 pre-service sessions included a 3-hour motivational climate session for the PE staff. First, the PE teachers were presented with a summary of their students' perceptions of the climate, effort, and enjoyment from the previous school year.

Next, an interactive activity focused on the PE teachers reflecting back on the motivational climates they had experienced as students/athletes, and their responses to those climates. This activity led to a discussion of AGT and related research findings. The last segment of the professional development session focused on specific behaviors and approaches that could be implemented to increase the students' perceptions of a caring and task-involving climate. The teachers' provided feedback at the completion of this three-hour session, and again after the Fall 2012 semester. Their feedback revealed four themes relating to their ability to foster a caring and task-involving climate: 1) what they found most beneficial about the session, 2) their confidence levels, 3) barriers they faced, and 4) successful moments. Suggestions for aiding professional teachers in creating more caring/task-involving climates will be provided.

Youth Sport

70

TRY IF YOU DO TRY IF YOU DON'T: PERIODIZED MENTAL SKILLS TRAINING WITH A HIGH PERFORMANCE RUGBY ACADEMY

Stephany Coakley, USA; Peter Baggetta, UMD, USA

There are roughly 20 NCAA Division I rugby programs in the United States compared to 125 Division I football programs. This dearth of opportunities to participate in rugby, beyond high school, creates an atmosphere of tremendous competition to play for one of the existing NCAA Division I rugby programs. Therefore, many high school rugby players seek opportunities to gain a competitive advantage over their peers through academies, clinics, camps and specialized coaching. The Rugby Academy is an holistic immersion development program designed to prepare high school rugby players to systematically improve technical, tactical, physical and mental skills.

70 high school boys from Washington DC, Maryland and Virginia were selected by their coaches to participate in the Rugby Academy's fall 2012 cycle. Players completed the Athlete Coping Skills Inventory (ACSI-28), and a demographic questionnaire prior to receiving mental skills training during eight sessions of the Rugby Academy. Mental skills training included: goals-setting, developing confidence, concentration and attention control, practicing imagery, emotion control and maintaining composure. During the preparatory period, a team of sport psychology consultants and sport psychology assistants taught fundamental mental skills to the players. The ACSI-28 was then re-administered at the end of the cycle and results from pre and post-tests were analyzed. Additionally, qualitative data was collected at the end of the cycle, from two focus groups of players to examine the long-term practice and utilization of mental skills learned during the preparatory period.

Exercise science research has found that periodization of mental skills training enhances physical performance and conditioning (Fleck, 1999; Stone et al, 1999) and supports using this approach to maximize mental skills interventions (Holliday et al, 2008). This presentation will examine the effectiveness of a periodization for a mental skills intervention, specifically during the preparatory period, with high school rugby players.

71

EXAMINATION OF THE RELATIONSHIP BETWEEN YOUTH SPORT SPECIALIZATION AND MOTIVATIONS FOR YOUTH SPORT PARTICIPATION

William Russell, Missouri Western State University, USA

As more youth participate in organized sports, these settings are becoming more structured and adult organized (Wiersma, 2000), and intensive participation is beginning at earlier ages. As such, early sport specialization has become more prevalent, and there is concern that “specializers” may be at greater risk for dropout, burnout, injury, and social isolation. Yet given these concerns, little research exists on psychological aspects of youth sport specialization (Baker, Cobley, & Fraser-Thomas, 2009; Gould, 2010). Therefore, the purpose was to examine how former youth athletes’ sport motivation was related to whether they specialized in one sport as a youth athlete. Two-hundred undergraduates (93 males, 107 females; $M\ age=19.09$, $SD=1.26$) were surveyed on retrospective perceptions of their youth sport experience. Surveys included questions regarding reasons for youth sport participation, current sport and exercise participation, physical activity enjoyment (Physical Activity Enjoyment Scale, Kendzierski & DeCarlo, 1991) and youth sport motivations (Sport Motivation Scale, Pelletier et al., 1995). “Specializers” did not differ from “non-specializers” on physical activity patterns or physical activity enjoyment as young adults. However, specializers participated in youth sport more than non-specializers to stay in shape ($F(1,198)=6.84$, $p=.03$), improve skills ($F(1,198)=10.20$, $p=.002$), and feel competent about their physical abilities ($F(1,198)=10.49$, $p=.001$). Specializers were less likely to participate in their youth sport as young adults ($X^2(2)=6.43$, $p<.05$). Finally, specializers were significantly higher on IM-know ($F(1,198)=4.83$, $p=.03$) and EM-introjected regulation ($F(1,198)=4.18$, $p=.04$) than non-specializers. Results indicate the need to examine specific motivational elements of youth sport climates to determine whether early youth sport specialization has deleterious outcomes. Higher intrinsic motivation of specializers in this study indicates that specialized settings are not necessarily more detrimental per se, but only when an athlete’s self-determination is compromised.

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LESSONS FROM THE DECK: MENTAL SKILLS TRAINING FOR VARYING AGES IN COMPETITIVE YOUTH SWIMMING

Michael Mosley, University of Denver, USA

Culturally, “early and often” has become the standard principle for decisions made concerning youth sport participation. Coinciding with this trend, parents and coaches are seeking the proverbial competitive edge for athletes at unprecedentedly youthful ages. As sport and performance psychology services become more frequently requested in youth sports, the consultant is faced with new challenges in working with a demographic whose cognitive abilities are at varying stages of development (Piaget, 1963). For students entering the field, youth sports are often the primary training ground for the practical application of the concepts learned in class. As part of a master’s program in sport and performance psychology, three students immersed themselves as consultants into a competitive swim club consisting of over one hundred athletes. Our work has been with teams and individual swimmers, ranging in ages from 9 to 25. During this 17 month period of providing services and receiving the appropriate supervision, it has become apparent that mental skills training is far from a one size fits all endeavor. Psychological

skills such as goal setting, self-talk, imagery, and relaxation have been implemented with some success throughout this organization. We have seen that athletes of all ages benefit from mental skills training, but perhaps more importantly, we have witnessed the advantageous impact on adolescents of being introduced to mental skills at a young age (Orlick, 1993). Over time, our approach has evolved with each age group to accommodate their cognitive differences. This poster describes the intervention adaptations made and lessons learned through consulting young adolescents and adults on the same mental skills, within the same organization across time. Particular emphasis is given to our direct experiences while incorporating edifications offered by current research.

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CHALLENGES FACED BY YOUTH HOCKEY COACHES

Adam Naylor, Ira Martin, & Kelly Madden, Boston University, USA

Coaches are central to the youth and adolescent athlete experience. They impact participation motivation and player development. Youth sport organizations have spent much time deciding what coaches need to know in order to teach sport skills and impact young athletes. Less time has been spent striving to understand the challenges that are most concerning to coaches themselves. Recent research has shown that it is important to consider the various stresses that face volunteer coaches (Martin & Naylor, 2013). This current study asked 453 youth hockey coaches to discuss what they found most challenging in their coaching lives. A grounded theory analysis revealed four social factors (coach, athlete, parent, and organization) and four dimensions of challenge (logistics, expertise, psychological, and philosophical) that shape the experiences of volunteer coaches. These findings provide insights into where sports organizations can invest additional time and resources in order to most adequately support youth sport coaches. Learning more about and addressing such challenges can shape coach retention, athlete satisfaction, and player development.

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ADOLESCENTS’ VIEWS OF SUCCESS: EXPERIENCES, OBSTACLES AND PERCEPTIONS

Andrew MacIntosh, Eric Martin, Martha Ewing, Daniel Gould, & Alysson Bodenbach, Michigan State University, USA

Recent work by Larson, Martinek, and Hellison, among others, has emphasized Positive Youth Development (PYD) in the sport environment. One element that is critical to further PYD in sports is the experience of success. However, how youth in these environments perceive and define success has not been addressed. Further, little research has been done with youth from other cultures, e.g., the Caribbean culture where sport plays a central role in the lives of youth. Therefore, the purpose of the current study was to gain a better understanding of how youth view success to inform sport practitioners to better design sports programs to further PYD. Semi structured interviews were conducted with Trinidadian youth in three distinct contexts (Swimming Club, Church Youth Group, Juvenile Delinquency Center). Participants were asked about their definitions of success, their definitions of success, perceived obstacles to success, strategies to overcome these obstacles, and what role they perceived sport might play in their success. Researchers identified meaning

units independently, triangulation consensus was achieved, and meaning units were placed in higher order themes. One finding across contexts and participants included the role of setting goals in youths' definition of success. Youth from each context identified differing routes to success later in life. All emphasized the critical role of others (parents, coaches, peers etc.) in providing support for success. A key finding was that even though support was recognized as important regardless of context, where youth found support varied greatly. Youth primarily viewed others as a resource for achieving success, however key others were also sometimes seen as obstacles when youth perceived them as unsupportive of their current goals. Role models were also identified as playing an important role in youths' ability to define and achieve success. Discussion focuses on how definitions of success impact programs designed to promote PYD.

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COACHING BEHAVIOR IN NORWEGIAN YOUTH SWIMMING: AN ACHIEVEMENT GOAL PERSPECTIVE

Bård Erlend Solstad, The Norwegian School of Sport Sciences, Norway; Pierre-Nicolas Lemyre, Norwegian Research Center for Training and Performance in Youth Sports, Norges Idrettshogskole, Norway

The ways in which coaches relate to their athletes' and the achievement standards they emphasize have an impact on athletes' well being. Thus, grounded in achievement goal theory (Nicholls, 1989), the purpose of this study was to

examine how Norwegian swimmers perceived their coaches' behavior and the corresponding motivational climate, and how these influenced a range of well-being parameters (e.g., athlete burnout, subjective vitality, as well as positive and negative affect). A total of 202 male and female Norwegian swimmers (ages 14-24) completed a battery of questionnaires (e.g., Motivational Climate Scale for Youth Sports, CBAS-PBS, Athlete Burnout Questionnaire, Subjective Vitality Scale, and the PANAS). We conducted a canonical correlation analysis to determine the multivariate association between the two sets of variables. The perceived motivational climate was the predictor variable. Athletes' perceptions of coaching behavior and a range of well-being parameters (e.g., burnout, vitality, and positive and negative affect) were the criterion variables. The multivariate relationship was significant, Wilk's $\lambda = .43$ $F(40,360) = 4.7$ $p < .001$. The canonical function emerged with a canonical correlation, r_{ci} , of .70 (49 % overlapping variance) and a redundancy index of 30. Consistent with earlier findings, athletes who perceived coaching behaviors that emphasized positive reinforcement, mistake-contingent encouragement, corrective instruction given in a positive and encouraging fashion, and proper technical instruction perceived a mastery climate. Conversely, coaching behaviors that emphasized punitive technical instruction were positively correlated with an ego climate. Further, our findings indicated that there was a positive relationship between an ego climate and the three dimensions of burnout. We also found a positive relationship between a mastery climate, vitality, and positive affect. Thus, all coaches should strive to create a mastery climate in youth sports that promotes athletes' well-being and optimizes their achievement motivation.

POSTER SESSION II

FRIDAY, OCTOBER 4, 2013

5:30 pm - 7:00 pm
Napoleon Ballroom

Aggression, Violence, and Moral Behavior

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CHARACTER STRENGTHS AND VIRTUES IN PREDICTING BOXING PHYSICAL EDUCATION CLASS PERFORMANCE OF US MILITARY ACADEMY CADETS

Peter Jensen, Dennis Kelly, & Michael Matthews, United States Military Academy, USA

Sport participation and athletic competition are often promoted as avenues for developing good character in athletes (Van Dyke, 1980). Conversely, one might ask if/how an athlete's "character" impacts performance in sport competition? The present study explored this question by examining the usefulness of twenty-four positive strengths of character included in the Values in Action, Inventory of Strengths (Peterson & Seligman, 2004), in predicting graded performance in a mandatory, first-year, men's boxing physical education class at the US Military Academy, West Point. Prior research at West Point found specific character strengths to be predictive of cadet academic performance (Kelly, Mathews, & Peterson, 2009). In the present study, the VIA was administered to 1,004 male cadets at entry to the Academy. Subsequent cadet boxing physical education class grades as well as a pre-entry composite score indicating participation in high school athletic activities were collected from official records. Results show the character strengths of love of learning (negative), personal intelligence, prudence (negative), self-regulation, and modesty/humility, and originality (negative) to be predictive of cadet boxing performance. These findings are consistent with earlier sport psychology research on boxing and suggests a character strengths profile associated with early success in boxing and possibly other sports. In this presentation the results are discussed in greater detail and as well as the implications for character strength assessment as a mechanism for better understanding athletes.

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PERSONALITY DIFFERENCES IN AMERICAN VERSUS EUROPEAN PROFESSIONAL HOCKEY PLAYERS

Janice Autera & Frank Gardner, Kean University, USA; Zella Moore, Manhattan College, USA

Currently, little research exists on personality of professional athletes and differences across culture. When compared to the national population National Hockey League players have been found to show greater emotional intelligence, self-awareness, emotional management and stress tolerance, and an elevated general mood (Perlini & Halverson, 2006). As a whole, team sport athletes have been found to score higher on measures of sociability, aggression, hostility, and lower on neuroticism, anxiety, and impulsive sensation seeking than a general college population (O'Sullivan, Zuckerman, & Kraft, 1998). Golby and Sheard (2004) examined differences among athletes playing at different competitive levels and found higher level athletes exhibit greater characteristics of commitment, control, and challenge hardiness and greater negative energy control and attention control indicative of mental toughness. The current study aims to look further into personality characteristics of hockey players.

The present study examines differences in personality of professional hockey athletes from the United States and Canada in comparison to those from European countries. It was hypothesized that Americans and Canadians would exhibit statistically greater levels of personality characteristics including perfectionism and dominance and lower levels of warmth as compared to Europeans. 1465 draft eligible hockey players including 17/18 year-old high school students, college students, and various junior leagues in America, Canada, and a number of European countries were administered the 16pf across several years. A t-test analysis comparing 16 personality factors among hockey players from a number of countries reveals Europeans exhibit significantly lower levels of personality characteristics including reasoning, liveliness, rule-consciousness, social boldness, and perfectionism and greater warmth, sensitivity, vigilance, abstractedness, privateness, and openness to change as compared to Americans and Canadians. There were no statistical differences on characteristics of emotional stability, dominance, apprehension, self-reliance, and tension. In addition, implications for European players in adjusting and integrating to playing in America will be discussed.

Anxiety, Stress, and Emotions

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EXPERIENCE IN SPORT PERFORMANCE, THE PRACTICE OF IMAGERY AND THE EFFECT OF BOTH ON PERFORMANCE ANXIETY

Sarah McGary, Ball State University, USA; Jeffry Kellogg, Marian University, USA

The present study explored the effect that both experience and different imagery practices have on pre-competitive anxiety. Twelve collegiate NAIA female tennis players volunteered to participate in this study and of the twelve, six who played singles were recruited. Participants were randomly assigned to one of two groups: self-focused imagery or other-focused imagery. It was expected that there would be significant differences in pre-competitive anxiety between those who were experienced and those who were not. It was also expected that those who practiced the self-imagery task would experience lower levels of pre-competitive anxiety. Results from ANOVAs and correlational analysis revealed a significant interaction ($p < .05$) between overall anxiety and the experience level of the player, with percent of serves made used as the dependent variable. Specifically, the results indicated that experience level does affect pre-competitive anxiety. An interaction ($p < .05$) also occurred between experience and self-confidence pre- and post-imagery, indicating that experience had an effect on an individual's self-confidence before and after the imagery use. Experience also had a significant negative correlation ($p < .05$) with both pre- and post-imagery somatic anxiety. However, results indicated no significant difference in performance between different types of imagery tasks. Taking these into account, practitioners may design interventions to decrease anxiety and increase self-confidence in less experienced athletes.

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DYNAMIC OF EMOTIONS IN A PREPARATION SEASON: A CASE STUDY

Janaina Lima Fogaca & Robert Pääkk, University of Jyväskylä, Finland

Emotion is an important factor of influence on performance. Nevertheless, it has been difficult to assess it due to its

dynamic aspect and the length of the existent instruments. Bearing this in mind, the Emotional State Profile (ESP) was developed, so the emotions and their interaction can be assessed in a faster and still complex manner. This study had the aim of assessing emotions of a shooter from the Finnish Olympic Skeet Shooting Team through the ESP in order to analyze its capability of predicting performance. Data about his emotions was collected during three training camps on the three-month preparation season, in which there were simulated competitions. An emotional profile based on the recalling of his three best and three worst performances ever was developed in order to analyze this data. Results showed that only the optimal zone for the Functionally Optimal (P+) emotions was a good predictor of optimal performance. In fact, the pattern of the interaction of his pre-performance emotions during the training camps was different from the expected and a profile derived from the training camps themselves showed to be a better predictor of optimal performance. Therefore, this study brings awareness to the possibility that it might happen that the pattern of emotions of an athlete have changed since the recalled best and worst ever performances happened. Considering this, future applied work with optimal zones of functioning should consider analyzing carefully if the current zones remain the same as the recalled situations.

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THE RELATIONSHIP BETWEEN THE EXTENT AND INTENSITY OF STRESSFUL EXPERIENCES OF CANADIAN MINOR ICE HOCKEY OFFICIALS

*Kim Dorsch, University of Regina, Canada;
Robert Schinke, Laurentian University, Canada;
Douglas Lawrence, Saskatchewan Hockey Association,
Canada; Harold Riemer, University of Regina, Canada;
Dave Paskevich, University of Calgary, Canada*

Imagine a competitive arena where almost everyone has a negative perception of you. People are booing, questioning your actions, and yelling at you. This is reality for sport officials (Dorsch & Lawrence, 2011). For most this would not be an enticing environment to enter; one to avoid, considered too stressful. Yet, people still choose to officiate. So, how do officials perceive such situations? This study examined the extent to which stressors occur and the intensity of stress felt by Canadian minor ice hockey officials ($N = 255$) from four certification levels. Completion of the Hockey Officials' Sources of Stress Inventory (Dorsch & Paskevich, 2007) provided the data for analysis. Overall, officials reported low to moderate feelings of stress with no significant differences across certification level. The extent to which the stressors were experienced did vary across the certification levels. The strongest practical implication of the research involves the significant Spearman's rho correlations between the extent and felt intensity of the stressors at Levels 1 ($r_s = .52$) and 2 ($r_s = .54$), but not Levels 3 and 4 ($r_s < .26$). The relationships in the lower levels suggest that the stressors that are occurring most often are accompanied by a corresponding increase in the amount of stress felt. This could be an influential factor in decisions to discontinue involvement. The lack of a significant (or even substantial) relationship at the higher levels suggests that these officials may have already developed coping strategies to deal with the stressors. Future research needs to identify these strategies in order to benefit the development of educational tools particularly for those at the lower levels. Further implications for officiating training, development, and sport policy are discussed.

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RELISHING THE ROUND: EXPLORING ENJOYMENT IN ELITE AMATEUR GOLFERS

Scott Barnicle, SAIC, USA; Damon Burton, University of Idaho, USA

The field of sport psychology has grown due to an increase in acceptance and use of applied mental skills training by both athletes and coaches in numerous athletic settings, yet sport enjoyment has often been overlooked as a significant predictor of and contributor to performance. Enjoyment in sport plays a pivotal role in many aspects of an athlete's sport experience, such as performance expectations (Barnicle, Pollock, Burton, & Lee, 2012; Scanlan & Lewthwaite, 1985), social development (Wankel, 1993), attrition (Gould, Horn, & Weiss, 1984), and participation performance (Scanlan, Stein, & Ravizza, 1989) among others. Sport enjoyment is often neglected by parents and coaches as a significant predictor or facilitator of performance, compared to other mental training tools and skills (Burton & Raedeke, 2008). A better understanding of sport enjoyment's effect on performance is needed in the world of sport psychology, in order to better examine its performance enhancement power and how it compares to traditional mental training. Continuing a stream of prior golf enjoyment research (Barnicle et al., 2012) through extensive individual interviews ($n=18$), this study aimed to identify specific factors of enjoyment, comparing elite (0-6 GHIN Index) and recreational amateur golfers (7-24 GHIN Index). Significant differences were present in how the populations perceive a round of golf, the importance of etiquette, and the importance of recreational golf. A well-rounded understanding of how golfers think and act during a round can be applied to many settings, such as beginner and advanced golf training programs, psycho-educational professionals and instructors, improving business professionals' understandings of and appreciation for business golf, and the greater golf world on a whole.

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SPORT TYPE, GENDER, AND EXPERIENCE DIFFERENCES IN TRAIT ANXIETY AND TRAIT SELF-CONFIDENCE AMONG COLLEGIATE ATHLETES

*Kevin Crombie, Nicholas Zambrotta,
& Gualberto Cremades, Barry University, USA*

Past research (Hogg, 1980; Zeng, 2003) has shown equivocal results when investigating differences in self-confidence and anxiety levels in individual sports compared to team sports. In addition, gender and experience have been shown to influence anxiety and self-confidence levels (Modrono & Guillen, 2011). The purpose of this study was to determine gender, sport type (i.e. team vs. individual), and college experience (i.e., lower classmen vs. upperclassman) differences on the intensity and direction of trait anxiety and trait self-confidence among collegiate athletes. Data were collected from a total of 33 intercollegiate NCAA Division II athletes. The Competitive Trait Anxiety Inventory-2D (CTAI-2D; Jones & Swain, 1995) was used to determine the intensity and direction of cognitive and somatic trait anxiety as well as trait self-confidence levels among participants. Two separate $2 \times 2 \times 2$ (gender x sport type x experience) factorial MANOVAs were carried out. A significant main effect was revealed for gender ($p < .01$) in the intensity scale. Follow-up ANOVAs showed a significant main effect for gender in trait self-confidence intensity ($p < .01$). Males had greater levels of trait self-confidence intensity than females. Furthermore, a significant interaction effect sport

type by experience ($p < .05$) was revealed in the directional scale. Follow-up ANOVAs showed a significant interaction effect sport type by experience for cognitive trait anxiety ($p < .05$) and somatic trait anxiety ($p < .01$) in the directional scale. Upperclassmen had greater levels of cognitive and somatic trait anxiety for the directional scale than underclassmen in individual sports. The results of this study suggest that trait self-confidence intensity levels may differ in terms of gender among collegiate athletes. In addition, cognitive and somatic trait anxiety in the perception of athletes as being facilitative or debilitating toward performance may be influenced by the sport type and experience.

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EXPLORING TEAM-CONFIDENCE SOURCES AND HOW CONFIDENCE INFLUENCES PERFORMANCE

Ian Maynard, Joanne Butt, & Vikki Lawrence, Sheffield Hallam University, United Kingdom

It has been reported that confidence modifies how athletes think and feel about what happens to them in sport (Vealey, 2001). The present study adopted Vealey's (2001) integrative model of sport confidence as a conceptual framework to (a) explore sources of team-confidence and (b) to understand how confidence influences athletes' cognitions, affects, and behaviors to impact on team-performance. The participants were 12 female field hockey players (Mage = 23.6 years) competing, as a team, in the English National League. A focus group interview was conducted to identify sources of team-confidence and also factors that debilitated it. Individual follow-up interviews were conducted to understand how confidence influences athletes' thoughts, feelings and behaviours. To analyze the interviews, QSR*NVIVO 9 was used to conduct a thematic content analysis (Lincoln & Guba, 1995), and emerging themes were presented to two researchers for discussion and agreement throughout this process. Team-confidence sources were captured by five higher-order themes (i.e., togetherness, training/preparation, influential leadership, previous game experience, positive game-play). Debilitating factors included previous experience, loss of player, pressure, and disruption to routine. When team-confidence was perceived to be higher, several key themes emerged capturing athletes' thoughts (e.g., trust, process/task focused, positive talk), feelings (excitement, increased effort, assertive), and behaviors (e.g., risk-taking, unity in play, non-verbal communications). During periods of perceived lower team-confidence key themes were identified to capture athletes' thoughts (e.g., outcome concerns, focus on opposition, fear of errors), feelings (e.g., nervous, frustration, panic), and behaviors (hesitant, negative body language, out of position/team-sync). The study findings demonstrate that sources of team-confidence can differ from an individual's sources. Togetherness (i.e., support, professional appearance) and leadership from captains on the field can play an important role in maintaining team-confidence. Understanding the mechanisms underpinning why (e.g., the thought processes) confidence influences team-performance can assist in tailoring sport-specific interventions.

Burnout and Transition Out of Sport

84

ADDRESSING ATHLETE BURNOUT: EXAMINING THE EXPERIENCES OF EIGHT UNIVERSITY STUDENT-ATHLETES TAKING PART IN AN INTERVENTION TO PREVENT AND REDUCE BURNOUT AND ENHANCE WELL-BEING

Nicole Dubuc-Charbonneau & Natalie Durand-Bush, University of Ottawa, Canada

The potential consequences of burnout on the performance and well-being of athletes are disconcerting given that in several cases, athletes have withdrawn from sport (Goodger, Wolfenden & Lavallee, 2007). Despite the call for interventions to not only prevent and reduce burnout, but also to enhance well-being (Cresswell & Eklund, 2007; Goodger, Lavallee, Gorely & Hardwood, 2007; Lemyre, Hall, Roberts, 2008), athlete-specific burnout interventions are scarce in the literature. Aiming to fill this gap, the purpose of the current study was to develop, implement, and evaluate the impact of an individualized feel-based self-regulation intervention on eight university student-athletes experiencing moderate to high levels of burnout. The purpose of this presentation is to share the qualitative results pertaining to intervention outcomes and participants' overall experiences. The athletes were chosen among a pool of 145 university student-athletes based on their elevated scores on the Athlete Burnout Questionnaire (Raedeke & Smith, 2001). The sample comprised four women and four men competing in either basketball, swimming, hockey, or fencing. Throughout the 20-week intervention, the athletes individually met with a trained consultant every two to three weeks to discuss and attempt to optimize perceived demands, resources, imbalances, behavioural and emotional responses, coping and self-management strategies, and performance outcomes. Each session was transcribed and coded using a deductive and inductive analysis process in order to identify and understand the athletes' experiences of stress, burnout, and well-being, as well as self-regulatory strategies and various intervention outcomes. In sum, results demonstrated that the intervention had a positive impact on the athletes' levels of stress, burnout, and physical and mental well-being. Specific experiences and self-regulation strategies reported by the participants (e.g., time management, cognitive restructuring, communication) will be presented in light of the positive changes that occurred. Recommendations for future intervention-based research will be discussed.

Clinical Issues

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A BIO-PSYCHO-SOCIAL ASSESSMENT OF AN ADJUNCTIVE INTERVENTION FOR YOUTH IN RESIDENTIAL TREATMENT

Rebekah Conway Roulier, Doc Wayne Youth Services, Inc., USA

The Doc Wayne Athletic League considered the life and treatment of the whole athlete during their stay at residential treatment centers. A novel adjunctive treatment for youth in residential treatment was considered in respect to its impact upon physical and emotional health, social cognition, life skills, emotion regulation, risk and reward behavior, and stress. The youth involved have significant at-risk behavior,

notable mental health issues, marked affect dysregulation, and histories of exposure to extreme stress. Most are in the custody of protective services and all are provided an education through their treatment center. The Doc Wayne Athletic League ("The League") is a sports-based intervention which incorporates principles from trauma-informed care and positive youth development, drawing from a trauma-based components model (Attachment, Regulation and Competency); a stabilization model (Dialectical Behavior Therapy); and an attachment-based interaction model (Parent-Child Interaction Therapy). This intervention takes the approach of incorporating subjective and objective indicators of outcome among non-participants, first-time participants, and multiple-season participants. Overall, the outcomes are unambiguously positive, with youth showing improvements across several domains of functioning. Effect sizes are consistent with the effect sizes of individual psychotherapies tested using Randomized Clinical Trials.

86

WITHDRAWN

87

WITHDRAWN

Coaching/Leadership

88

AN EMPOWERMENT MODEL OF PERFORMANCE ENHANCEMENT TRAINING FOR ORGANIZATION-WIDE EXCELLENCE

*Justin Foster, Comprehensive Soldier & Family Fitness, USA;
Lindsay Holtz, CSF2-Training Center, USA;
Todd Ryska, CSF-PREP, USA*

Structuring and implementing a psychological skills training program across large organizations comes with significant limitations both in the U.S. Army and in sport organizations. Even with the Army's Comprehensive Soldier and Family Fitness Program (CSF2), it is unfeasible for a practitioner to directly administer a psychological skills training program to each unit. In sports organizations, Weinberg and Williams (2006) note that it is rarely feasible for a practitioner to both administer the program and provide continuous service to a large organization or team. Organizations seeking to leverage sport and performance psychology professionals are forced to find innovative solutions to implement an effective program. To target this issue, Smith and Johnson (1990) developed what they called an "organizational empowerment" model. Kremer and Scully (1998) proposed to target coaches as the recipient of sport psychology services to reach coaches and athletes. This presentation offers one model the U.S. Army is embracing to bring performance enhancement to Soldiers. Based on sport psychology principles, the CSF2 Leader Development Course (LDC) trains leaders to implement mental skills to maximize training and combat performance so Soldiers can be at their best when it matters the most. U.S. Army leaders and athletic coaches need tools to take their organizations further faster. This presentation outlines the LDC as a model for training personnel to leverage their leadership roles to enhance performance. This presentation highlights the education, acquisition, and application cycle of the week-long course including: 1) leader philosophy, 2) psychological skills training model, 3) framework used to facilitate skill integration, 4) hands on application,

and 4) follow-up support services. The generalizability of this model to alternative performance contexts will be emphasized. This model can inform organizational interventions across performance domains and expand the reach of sport and performance practitioners to enhance performance in both personal and professional arenas.

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PERSONALITY AND NCAA STUDENT-ATHLETES' SATISFACTION WITH THEIR COACHING EXPERIENCE

*Amanda Alexander, Jacob Levy, & John Lounsbury,
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The purpose of the proposed study was to explore the relationship between student-athletes' personality traits and satisfaction with their collegiate coaching experience. We were specifically interested in how this relationship is reflective of personality-environment fit within the athletic domain.

Participants: Participants were solicited from four-year universities with NCAA Division I, II, or III athletic programs. The sample included 204 total participants (144 female, 60 male), representing 19 sports (largest sport represented was Track & Field, n = 108).

Measures: Personality: The Personal Style Inventory for College Students (PSI; Lounsbury & Gibson, 2008). Satisfaction with Coaching: The Athletic Satisfaction Questionnaire (Riemer & Chelladurai, 1998).

Procedures: After receiving human subjects approval from the authors' Institutional Review Board, an internet survey was launched using a secure survey distribution website managed by UT Office of Information Technology. Solicitations for volunteer participation were distributed using university email listings and/or athletic department public relations or academic representatives.

Results: Two multiple regression analyses were conducted to evaluate how well the Big Five personality traits (agreeableness, conscientiousness, emotional stability, extraversion, and openness) predicted satisfaction with coaching by gender. The linear combination of personality measures was significantly related to satisfaction with coaching for both male and female participants: male: $F(5, 54) = 2.39, p = .05$; female: $F(5, 138) = 2.30, p = .05$. The sample multiple correlation coefficients were .43 for males and .28 for females, indicating that approximately 18% (males) and 7% (females) of the variances in satisfaction with coaching in the sample can be accounted for by the linear combination of personality measures. Significant part correlations were found for agreeableness (.41) for male participants, and emotional stability for female participants (.26). Practical applications of these results will be presented.

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NCAA DIVISION I AND III TRACK AND FIELD COACHES PERCEPTIONS OF OCCUPATIONAL STRESS

*Lawrence Judge, Ball State University, USA;
Kurtis Kirkpatrick, Oakland University, USA;
Lindsey Blom & Jocelyn Holden, Ball State University, USA*

Research on stress in the workplace provides evidence that high levels of negative stress can lead to performance deficits (Gilboa, et al., 2008), physical health issues (Chandola, et al., 2006), and psychological issues (Stanfeld & Candy, 2006). These effects are also found in workplace stress research on sport coaches (e.g., Drake & Herbert, 2002; Kelley & Baghurst,

2009). Besides being an expert in the sport, track and field coaches must also perform managerial functions including planning, budgeting, organizing, staging, coordinating, reporting, and representing. The purpose of this study was to investigate sources of occupational stress for NCAA Division I and Division III Track and Field Coaches. A modified version of the Administrative Stress Index (ASI) measured the multidimensional nature of stress related to four factors: role-based stress, task-based stress, boundary-spanning stress, and conflict-mediating stress. A total of 67 (44.51 + 10.81 yrs.) experienced (14.75 + 10.00 yrs.) track and field coaches responded. The descriptive analysis of the ASI indicated task-based roles (26.19 + 7.87) as most stressful. Role based stress (16.33 + 5.78) was also an area of concern. Conflict mediating stress (6.82 + 2.87) indicated the lowest mean. In the ASI statistical analysis, using a multiple regression analysis, no significant relationships were perceived between stress and measured variables; age, number of years served, daily hours, and enrollment. None of the four factors were found to be significant. The implications of this study are two-fold. Coaches can identify task-based and role-based activities, expect higher stress and cope appropriately. Age, number of years served, daily hours and size of school made no significant impact in the coach's perception of occupational stress. Regardless of these variables, coaches must be ready to cope with high-stress tasks in order to promote health and productivity.

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OH CAPTAIN, MY CAPTAIN, DOES YOUR TEAM HAVE SATISFACTION?

Dylan Reffe & Su Langdon, Bates College, USA

Leaders often believe they are better at their jobs and more aware of group dynamics than their subjects believe them to be (e.g., Lorimer & Jowett, 2011). Though, there is limited literature on captains as leaders. Further, sport psychology literature is incomplete in regards to the relationship between cohesion and satisfaction. Thus, this study explored relationships between team cohesion and team satisfaction as reported by captains and athletes on collegiate sports teams. Athletes on 56 varsity teams (n=193) at two division III colleges completed surveys concerning team cohesion (Group Environment Questionnaire) and athlete satisfaction (Athlete Satisfaction Questionnaire). Captains on 21 of these teams (n=28) reported their perception of what their teammates would report. Results yielded a surprisingly small number of discrepancies between captains and athletes on most of the cohesion and satisfaction measures. Captains did under predict their teammates' individual satisfaction levels, and these results held at both the aggregate and individual team level. Task based cohesion, team satisfaction, and individual satisfaction were all moderately to strongly positively correlated for both captains ($r = .70-.83$) and athletes ($r = .47-.61$), while social cohesion was not correlated with other variables. These correlations held while controlling for winning percentage, which was significantly correlated with team satisfaction. Contradictory to previous findings, both the number of years on the team and athlete role within the team were negatively related to both team and individual satisfaction such that newer members on the team and athletes who did not start reported greater team and individual satisfaction. This suggests that Division III captains know their athletes well and that higher levels of satisfaction can stem from greater task cohesion and vice versa. Future research should examine these relationships in other sport settings. Certainly, greater cohesion, satisfaction, and connections between athlete and leadership are a desirable foundation for lifelong well-being.

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THE LIFELONG IMPACT OF A PARENT-COACH: PERCEPTIONS OF SONS AND DAUGHTERS

Peggy McCann, Siena Heights University, USA; Martha Ewing & Larry Lauer, Michigan State University, USA

Parent and coaches influence a child's perception of competence, control, and enjoyment (e.g., Brustad, 1988; Averill & Power, 1995; Smith & Smoll, 1990). Little research has examined the influence of parent-coaches, however. Weiss and Fretwell (2005) found that the relationship between parent-coach and child could be cordial, contentious, and create a conundrum. Their research, however, failed to reveal the long-term impact of parent-coaches. This study examined the influence parent-coaches may have on their child over time. Eleven sons and daughters, coached by a parent, participated in retrospective interviews. Themes included Sharing Sport Experiences, Creating/Sharing a Bond, Instilled Confidence, Delayed Understanding of How to Develop, Latent Realization of Ability, and Instilled Beliefs and Values About Sport. One son spoke of his love for the game, "I grew more in love with basketball and continued it throughout school and now at [college] I play intramurals. I play at least three times a week ...and I think I enjoy it more than I would if he wouldn't have gotten me into it." A daughter spoke of how her father instilled a sense of effort, "I carry that with me, that it's the hard work, and he helped instill it's not about you, it's about the team ... I carry that attitude with me now when I do things in an athletic manner. It's not about me and it's not about winning, it's about what's good for the team and it's about how hard everybody works." Results indicated the level of involvement of the parent-coach did contribute to the quality of the relationship and developmental outcomes overtime. Participants experienced changes in self-perceptions, as well as affect and motivation. Implications include designing coaching education programs that provide specific training for parent-coaches and the potential impacts on developmental outcomes in sport.

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A QUALITATIVE CASE STUDY: INVESTIGATION OF COACHING AFTER A CAREER-ENDING INJURY

Lindsey Curnock, Kyle Camp, Ashley Heisler, & Todd Gilson, Northern Illinois University, USA; Damien Clement, West Virginia University, USA

Anywhere between 14% and 42% of athletes will retire from playing a sport due to a career-ending injury (Fortunato & Marchant, 1999). Research has shown that athletes who sustain career-ending injuries go through an array of emotions such as disbelief, fear, anger, depression, tension and fatigue (Weiss & Troxel, 1986; Wylleman et al., 2004). While these emotional issues have been extensively examined in the literature, Wylleman and Reints (2010) explain that a less examined area of interest includes athletes' struggle to find an occupational direction, post-athletic career. In particular, former athletes may need additional training or schooling in order to gain meaningful employment because academic or vocational goals may have been put on hold during their athletic career. While research exists on athletes' transition out of sport post-injury, there is little on athletes continuing in related athletic avenues (e.g., in the realm of coaching). As a result, the primary aim of the preliminary study was to investigate the transition of a current football coach who sustained a career-ending injury and was able to move into a coaching role at the high school, semi-professional, and national team level. Using a qualitative approach results revealed that the coach used his experience

with his own injury to shape the way he treats his athletes, especially those that were injured. Major themes discovered included: participating vicariously through athletes, holding a players'-coach mentality, inclusion of injured players, and trust of the medical / athletic training staff. The implications associated with these results support the notion that mentoring not only benefits the participant, but can also have a positive result on the mentor (Lough, 2001) and provide initial support highlighting the need for additional studies exploring athletes' post career-ending injury experiences.

Consulting/Private Practice

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BUILDING A PRIVATE PRACTICE: A 21ST CENTURY GUIDE TO EQUIPPING SPORT PSYCHOLOGY CONSULTANTS

Brad Jurica & Robert Neff, Mental Training Inc., USA

Recent findings suggest that more graduate programs are adopting an interdisciplinary curriculum in an attempt to better prepare students for applied careers in sport psychology (Aoyagi, et. al., 2012). It's estimated there are 500 students each year who graduate with a masters or doctoral level degree in sport psychology (Directory of Graduate Programs in Applied Sport Psychology, 2011), but fewer than 25% of them find jobs within academe (Williams & Scherzer, 2003). It's generally unknown where the rest of the graduates go, but it's clear there is a shortage of certified sport psychology consultants in the multi-billion dollar sized competitive sports industry. Neff and Weinberg (2008) made specific recommendations for the successful development of an applied sport psychology private practice. The current presentation reinforces and extends many of those principles, taking into consideration recent technological and other breakthroughs. Borrowing from other industries with more mature consulting models (insurance and financial planning), a comprehensive interdisciplinary model is presented for performance enhancement consulting in the 21st Century. Key areas discussed include: (a) Development of a training manual that guides consultants in the use of effective networking, onboarding and retention processes; (b) Use of video conferencing to expand a consultant's reach; (c) Automated mobile and online services to lower the cost of consulting and increase passive, recurring revenue streams; (d) Supervision and guidance from experienced full-time applied consultants (e) Providing professional liability insurance coverage, revenue sharing and ongoing education through the use of internet discussion platforms.

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USING MOBILE APPS TO ENHANCE MENTAL TRAINING EFFECTIVENESS

*Robert Neff, Mental Training, Inc., USA;
Sarah Frey, Mental Training, Inc./ University of North Texas, USA*

Rapid advancements in today's technology have revolutionized the way people communicate and learn. The field of sport psychology could benefit enormously if it harnessed this new technology to teach, motivate and track client progress. However, it's no longer enough for consultants to just use computer technology. Athletes of all ages are turning off their computers and using their mobile devices to learn, work and play (Sung & Mayer, 2012). Smart phone sales have now surpassed computers with over a billion users in the world today (Business Insider, Dec 2012). Additionally, researchers

are reporting that attention spans are getting smaller, there are more distractions in the learning environment, and it's harder to remember to get tasks done (Rosen, Carrier & Cheever, 2013). More than ever, young athletes need efficient ways to organize themselves and track their goals. But setting and updating goals has long been recognized as very challenging for athletes to do well (Duckworth et al, 2011). As such, coaches and parents feel a strong need to oversee their athlete's training, often to the point of overinvolvement (Bremer, 2012). The current paper describes and presents data on the effectiveness of a new mobile app that addresses all of the issues previously described. The app simplifies mental training into an understandable and convenient path toward peak performance. It gives sport psychology consultants the enhanced ability to track client progress, effectively work with long distance clients as well the ability to service large groups.

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THE SPORT PSYCHOLOGIST AND CHAPLAIN: REFLECTIONS ON A SEASON-LONG COLLABORATION IN PROFESSIONAL SPORT

Brian Hemmings, Private Practice/St. Mary's University College, United Kingdom

The concept of spirituality in sport psychology research and practice has been argued to be more widely considered (Watson & Nesti, 2005). Sport psychology consultants work with athletes, coaches and support staff who hold differing beliefs about their sport and lives. Recent research has explored the roles, functions and working relationships between sport chaplains and sport psychologists engaged by professional sport teams (Hill, Gamble & Parker, in press). This lecture aims to further investigate potential synergy between sport psychologists and chaplains through reflections on a season-long working collaboration in a professional cricket team in the UK. Areas of reflection will include the rapport building phase, maintaining communication, developing trust, the nature of distinct and overlapping roles, and player and coach engagement and feedback. The lecture will also suggest best practice guidelines for building and maintaining closer working relationships with chaplains to provide another resource for player and coach support.

Developmental/Lifespan Perspectives

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CONSTRUCTION AND DEVELOPMENT OF ATHLETIC IDENTITY THROUGH THE LIFESPAN

Ina Harizanova, Illinois School of Professional Psychology, USA

Having a degree of athletic identity is associated with continued sport participation and high athletic achievement, and it can contribute to better health and fitness. Negative consequences of a strong and exclusive athletic identity include over-training, identity foreclosure and traumatic transition out of sport. Applying psychosocial developmental theory and self-psychology concepts, this theoretical research project explores the unique features of construction, development, maintenance and transformation of athletic identity from an early to old age. The individual's needs and major environmental factors in each psychosocial developmental stage are examined.

This thesis advocates a holistic approach to one's development and age-appropriate teaching and learning. It emphasizes the need to gain an understanding about the world of athletics, as it can offer various opportunities for growth and learning.

It is critical to examine its main elements such as coaches, administrators, media, fans and the culture of professionalism, productivity and conformity and their powerful impact on those involved in sports. While it is the parents' responsibility to find a safe athletic environment with high quality of training, the responsibility of coaches, managers and administrators is to provide age-appropriate teaching and learning concerned with the development of the whole individual. The recommended holistic approach views the athlete as a human being first. Ethnic/racial diversity factors, in particular Cross' and Helm's models (Ponterotto et al., 1995), are included and their interplay with athletic identity is examined. The athlete's environment needs to encourage him/her to develop a multidimensional identity and balanced lifestyle with close relationships and interests in and outside of sports, keep a realistic view of his/her athletic career, plan for life after sports, and assist the athlete in the post-athletic transition.

Practical implications include recommendations for parents and professionals working in the athletic field such as teachers, coaches, therapists, and sport administrators.

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LIFE SATISFACTION, PERSONALITY CHARACTERISTICS AND PERCEIVED PARENTAL INFLUENCE AMONG TOP ATHLETES REPRESENTING THREE DIFFERENT PATHWAYS OF DEVELOPMENT

Malgorzata Siekanska, University School of Physical Education, Poland

Research indicates that parents have considerable influence on their children's sports experiences and involvement (Bloom, 1985; Kanters, Bocarro, Casper, 2008; LaVoi, Babkes-Stellino, 2008), and that pathways of development recognized in sport (smooth, difficult or turbulent) are connected with parent-child relationship (Lauer et al., 2010). But still there is a need: (a) to understand better the nuances of parental influence (b) to examine how athletes, who represent different pathways of development, assess their life satisfaction and (c) to explore if the type of pathway is connected with specific personality characteristics. In order to accomplish this purpose 128 top athletes (including 40 Olympians) representing 23 different sports disciplines (74 males, 54 females; $m=26.98$ years) were invited to the study which was retrospective in character. A semi-structured interview and three questionnaires (SWLS, NEO-PI-R and AFEQ – Athletes' Family Environment Questionnaire) were administered. Qualitative data analysis (Kvale, 2004 & 2011; Gibbs, 2011) revealed turning points (two types) and crises in sports career development. Cluster analysis (k-means) showed three main pathways of development: 'smooth', 'fluctuated', and 'with distractions'. Using one-way ANOVA analyses the Openness to experience and the Depressiveness scores in 'smooth group' were found to be the lowest ($p < .05$). No significant differences were found in life satisfaction score and family environment factors. This study confirms that there are multiple paths to expertise, however athletes who experienced difficulties and crises are more likely to leave the professional tour. What is more, frustration and sadness seem to be a significant psychological cost they have to pay to continue their career. In order to maintain life satisfaction some of them decided to look for new goals and challenges out of sport. The results obtained in the study provide information for sport practitioners - how to recognize athletes' crisis symptoms and prevent premature resignation from professional sport.

Elite Performance

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BONDING TO REACH A DREAM: THE EFFECTS OF A LONG TERM COLLABORATIVE ASSESSMENT PROGRAM ON THE COPING CLIMATE OF AN OLYMPIC ATHLETE DURING 15 YEARS

Xabier Imaz, University of Buenos Aires, Argentina; Patricia Wightman Wortelboer, CENARD, Argentine National Training Center for Elite Athletes, Argentina

The process of sport psychology at work often requires that professionals use a variety of models especially when development issues arise and also throughout a long period of time (Three Olympic periods) where continuous commitment is needed. In this study, the collaborative consulting (Balaque, 2005) of two Sports Psychologists with the athlete and the coaches involved regular meetings, planning and ongoing communication. The case presented is a kayak elite athlete with a sustained period of using anger as tenacity to pursue goals (Abrams, 2009) that permitted success. Modulating this anger throughout these years was not a problem as the athlete's personality was opposite to her performance characteristics whereby she triggered to add energy to her competing. Eight precompetitive POMS were administered during eight years with $M=17$ in anger and $M=23$ in vigor which constitutes a clear case of repeated Double Iceberg results (Wightman, 2009). Semi-structured interviews and periodic evaluations using IZOF profiles (further verifying anger in competition), biofeedback and mental training techniques were used in the Sports Psychology office and on the field in training and concentrations. Work centered on: 1) Sport competition Achievements. 2) Health problems/ injuries. 3) Changes and conflicts in family/couple and 4) sporting environment. Informed consent was procured. Findings indicate that this athlete has been able to achieve and sustain a stable state of Flow. Conflicting private and family life events did not seem to affect performances. Conflicts in the sport environment seemed difficult to manage, and here the athlete leaned on the strong relationships she has established that could be characterized as "bonding". The function of these relationships was feeling emotionally contained or the need to be sometimes motivated by another person.

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MENTAL TOUGHNESS, SERVANT LEADERSHIP, AND THE COLLEGIATE DISTANCE RUNNER

Christopher Hammer & Jon Hammermeister, Eastern Washington University, USA

Mental toughness is commonly associated with successful performance in the realm of athletics. However, despite the prevalence of its usage, the concept remains somewhat ambiguous in its definition and practical application. Lacking a universally accepted definition, practitioners and athletes alike tend to regard a wide variety of desirable psychological qualities as "mental toughness" creating a construct that is too broad to be of practical use. Fortunately, various psychological qualities (i.e. control, coping, consistency, confidence, etc.) are consistently reported across the literature serving to provide a more precise understanding of the concept. Regardless of the existence of conceptual discrepancies, mental toughness has been linked to achievement both anecdotally and in scientific research. Therefore, the purpose of the present study was to determine the relationship between mental toughness and

running performance amongst collegiate distance runners, a population that has yet to be the focus of a mental toughness study. Of additional interest was the concept of servant leadership and its association with athlete mental toughness. Participants ($n = 334$) were male and female track athletes representing 64 collegiate track teams spanning all divisions of the NCAA. Participants completed the Mental Toughness Questionnaire 48 (MTQ48; Clough et al., 2002), the Revised Servant Leadership Profile for Sport (RSLP-S; Hammermeister et al., 2008), and provided their current personal best track performance times. Participants were labeled as either “mentally tough” or “non-mentally tough” and “servant leader coached” or “non-servant leader coached” depending on whether they scored above or below the mean on the MTQ48 and RSLP-S. Statistical analysis revealed significant differences between the mental toughness groups on reported personal best times, with the mentally tough group running faster. Significant differences were also found on the MTQ48 for the servant leader groups, with athletes that perceived their coaches to be servant leaders being more mentally tough.

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A CONSULTANT'S EXPERIENCE ATTENDING TEST EVENTS IN SOCHI, RUSSIA ONE-YEAR PRIOR TO THE OLYMPIC GAMES

Lauren Loberg, U.S. Ski and Snowboard Association, USA

The purpose of this presentation is to provide a case study discussing one consultant's approach when preparing for an Olympic experience. The majority of research focuses on the Olympic event and the athlete's performance challenges. What about the year leading up to the event?

In this presentation, I will share my experience of traveling to Sochi, Russia for the test events prior to the 2014 Olympics. The challenges and struggles to a different culture, different food, jet lag, lack of snow, and lack of organization to allow the event to flow smoothly for the athletes. I will also discuss the importance of keeping a realistic perspective for the athletes when in less than one year they will return to a totally different environment.

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WHEN WORLDS COLLIDE: CONFLICTS BETWEEN LIFE DOMAINS AMONG ELITE ATHLETE

Gareth Morgan, Swiss Federal Institute of Sport Magglingen / Bangor University, Switzerland; David Markland & James Hardy, Bangor University, United Kingdom; Daniel Birrer, Swiss Federal Institute of Sports Magglingen, Switzerland

In addition to their sporting lives, athletes have other important life domains which could potentially conflict with and negatively impact on their sport involvement and well-being. The purpose of this study was to develop a measure of life-sport conflicts that could be useful in identifying specific areas of conflict and examining how involvement in other life domains can interfere with the quality of athletes' sport engagement. A cross-sectional, survey-based design was employed. Based on the literature and existing measures of life domain conflicts, items were generated to reflect conflicts between athletes' family lives, friendships and leisure activities, and educational commitments on sport involvement. Two hundred and fifty eight elite Swiss athletes (149 male, 109 female; M age = 20.03, $SD = 2.11$) were recruited from national sport associations and completed the life-sport conflicts

items along with measures of optimal training behaviors and subjective well-being. In addition, they completed measures of perfectionism, psychological need satisfaction and motivation, the results of which are not reported here. Confirmatory factor analysis supported a three-factor model of conflicts (work-to-sport, free-time-to-sport, and family-to-sport). The subscales showed good internal consistency. There were significant negative correlations between life-sport conflicts and well-being and training behaviours (exhibiting professional behaviors and attitudes, motivation and effort, coping with setbacks, and seeking improvement). The results provide preliminary evidence for the factorial validity of the measure and suggest that life-sport conflicts can indeed impact negatively on the quality of an athlete's engagement in their sport and on their well-being. The findings have potentially important theoretical and applied implications in indicating that in order to fully understand athletes' sporting lives, and the influence of sport involvement on well-being, the interplay between different aspects of their lives needs to be taken into consideration.

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THE MULTI-SUPPORT APPROACH TO THE TOP COLLEGIATE ATHLETES

Ritsuko Imamura, Kyushu Institute of Technology, Japan; Katsuaki Yamamoto, Satoru Tokushima, Masahiro Inui, Mizuki Sakamoto, & Kanako Soejima, Fukuoka University, Japan

The combination of sports mental supports, medicine, science and multimedia is the key of the supports for the athletes. This study has started the support program aiming to improve educational competitive ability for the top students' athletes since 2008. This project was conducted for approximately 3 years (May, 2008 to March, 2011). Participants were total 504 Japanese students' athletes, and they took seminars held by various lecturers from top sport field every month. The main contents of the seminars were coaching, mental, nutrition, and physical conditioning. After each seminar, participants evaluated their athletic accomplishment rate and practice satisfaction value for the last month by using Visual Analog Scale. The Sukemune-Hiew Resilience Test was regularly conducted and some participants were given the opportunity to overseas training.

In the results of analyzing athletes' evaluation, there was significant correlation between athletic accomplishment rate and practice satisfaction value. The result showed that practice satisfaction potentially raised accomplishment rate until same degree level. In the result of the S-H Resilience Test, there were significant differences between 1st and 3rd time ($F(2,126) = 4.71, p < .05$). It indicated that participants became able to feel existence of their cooperators and supporters through this support program. In addition, this study categorized and analyzed monthly athletes' impression for seminars. For the result of the analyzing, it found that athletes showed the alternative view and motivation for their future instead of having a particular concept by taking various filed sports seminars.

Although the role of mental support is very important for supporting individual athletes, it does not work without other supports such as medical support. Therefore, the multi-support is necessary to improve athletic ability. This study expects the development of multi-support system program for top Japanese collegiate athletes.

Exercise and Health Behaviors

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THE EFFECTS OF MUSIC AND VIDEO ON PERCEIVED EXERTION AND PERFORMANCE OF A CYCLING TASK AT VIGOROUS INTENSITY

• MASTERS THESIS AWARD WINNER •

*Enoch Chow, New Mind Education, USA;**Jennifer Etnier, University of North Carolina Greensboro, USA*

Physical activity can benefit all individuals by increasing their physical, mental, and emotional health. Therefore, the identification of ways to increase participation in physical activity is a popular area of research. Researchers have found that the use of dissociative attentional strategies is associated with increased physical activity. According to research, when administered individually music and video (dissociative strategies) both decrease an individual's perceived exertion during low to moderate intensity activity. However, at vigorous intensities the results are less consistent. The potential effects of music and video administered simultaneously have not been compared to the effects of either in isolation. The purpose of this study was to determine if there was a difference in attentional focus and perceived exertion during vigorous intensity exercise as a function of being exposed to music, video, both (music and video), or nothing. All participants were healthy males according to ACSM guidelines. Every participant completed 5 sessions, a VO₂ maximal output session to identify ventilatory threshold (VT), followed by four experimental sessions (music, video, both, nothing) completed in a random order. During these sessions, participants cycled at a vigorous intensity (125% VT) for 20 minutes on a recumbent bicycle. All sessions were separated by at least 24 hrs; no participant engaged in more than two sessions per week. Results showed that at vigorous intensity, participants receiving both music and video perceived significantly lower exertion and had a significantly more dissociative focus than did participants in the other three conditions. There was no significant difference amongst the other conditions. It was concluded that even at vigorous intensity exercise, a participant could use music and video to enhance their use of dissociative strategies and to perceive less exertion. The result of perceiving less exertion could lead to increased exercise adherence, which could have important implications for public health.

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ADHD TAKES A HIKE: SUCCESSFUL HEALTH BEHAVIOR CHANGE THROUGH NATURE-BASED PHYSICAL ACTIVITY*Sherry Schweighardt, Michael Sachs,
& Philip Hine, Temple University, USA*

Physical activity has been shown to decrease obesity and improve executive function in children, but few studies have examined exercise in the natural environment as an alternative form of physical activity for youth who struggle in organized sport settings, such as those with ADHD and other conditions resulting in impaired executive function, communication deficits, and poor personal management skills. The purpose of this behavior-analytic, single-case study was to explore the impact of a goal-directed, nature-based physical activity training program on exercise time, physical fitness, junk food consumption, and social confidence of a sedentary, overweight pre-adolescent female with ADHD. The participant completed a nine-week hiking and camping training program culminating in a self-selected goal hike: a strenuous, eight-mile backpacking

trip in mountainous terrain. During the training program, minutes of exercise time, number of junk food servings, and number of uncomfortable social situations were monitored and recorded daily. Physical fitness, backpacking skill acquisition, and physical self-perception were assessed pre- and post-program. Results indicate that daily exercise time, backpacking skills, and overall physical fitness increased; junk food consumption decreased; and physical self-perception improved from pre-test to post-test. Social confidence was minimally impacted. The outcomes of this study suggest that a structured, nature-based physical activity program may support changes in exercise and personal management behavior in girls with ADHD. Furthermore, these findings underscore the need for further research to investigate the effects of exercise in the natural environment as a potentially effective alternative to organized sport—and a viable, enjoyable lifetime fitness activity—for youth with executive function impairment and personal management skills deficits.

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PERCEPTIONS OF PARENTAL INFLUENCES AND PHYSICAL ACTIVITY BEHAVIORS OF ELEMENTARY SCHOOL CHILDREN*Tobie Langsam, Springfield College, USA*

Parents are influential on children in the arena of sport (Fredericks & Eccles, 2005). The study was designed to examine the predictive relationships between perceptions of parental explicit modeling and logistic support and attraction to and level of physical activity (PA) of children. Participants (N = 179) were fourth and fifth grade children from an elementary school in New England. Pearson correlations were performed to determine the relationships between the variables. Positive correlations existed between explicit modeling and attraction to PA ($r = .402, p = .000$) and logistic support and attraction to PA ($r = .387, p = .000$). Through a multiple regression analysis, a significant positive predictive relationship was found between explicit modeling and logistic support to attraction to PA, $F(2, 176) = 27.491, p = .000$. Explicit modeling and logistic support were significant positive predictors of attraction to PA, accounting for 24.8% of the variance in the attraction children have towards PA. The influence parents have on the attraction to PA of children was supported by the results of the study and can help increase PA levels of children through educational campaigns and programs.

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DRINKING MOTIVES AND ALCOHOL OUTCOMES: THE MODERATING EFFECTS OF GROUP COHESION AMONG COLLEGE ATHLETES*Zandre Labuschagne, Jennifer Cadigan, & Matthew Martens,
University of Missouri, USA*

Research suggests intercollegiate athletes consume more alcohol than non-athletes (Nelson & Wechsler, 2001). Drinking motives have shown to be powerful predictors of alcohol-related outcomes among college athletes (Martens et al., 2006). However, less is known about how sport-specific variables moderate the relationship between drinking motives and alcohol outcomes. Group cohesion could moderate this relationship. It is possible that negatively reinforcing reasons for drinking, such as drinking for conformity purposes, will be a stronger predictor of alcohol use among those with higher levels of perceived group cohesion. The current research examined if two group cohesion variables, Attraction To Group (ATG) and Group Integration (GI), moderated the relationship between drinking motives and alcohol use/problems.

Participants were 166 student-athletes (53% female, 87% White) from an NCAA Division I University in the Midwest. For males, GI significantly moderated the relationship between conformity motives and drinks per week ($\beta R^2 = .10$, $\beta F(1, 61) = 7.27$, $p < .01$). This relationship was stronger for those high in GI ($\beta = .206$) than those low in GI ($\beta = -.504$). Additionally, ATG significantly moderated the relationship between conformity motives and alcohol-related problems ($\beta R^2 = .05$, $\beta F(1, 55) = 4.06$, $p < .05$). This relationship was stronger for those low in ATG ($\beta = .538$) than those high in ATG ($\beta = -.027$). For females, ATG approached significance in moderating the relationship between coping motives and alcohol-related problems ($\beta R^2 = .021$, $\beta F(1, 85) = 3.72$). Although effects were positive for those low ($\beta = .337$) and high ($\beta = .640$) in ATG, the relationship was stronger for those high in ATG.

Results emphasize the gender differences in sport-specific variables that may reduce the risk for alcohol use/problems among student-athletes. These findings may have important clinical implications for interventions targeting problematic drinking behaviors among college athletes.

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THE PSYCHOLOGICAL PROFILE OF THE NON-ELITE MARATHON ATHLETE: MOTIVATIONS AND PERCEIVED BENEFITS

Mary Jo Loughran, Deanna Hamilton, Elaine Rubinstein, Gregory Byrnes, Nicole DeFerrari, & Sarah Paul, Chatham University, USA

Over 518,000 marathon finishing times were recorded in the US in 2011 (Running USA.org, 2013). Age and gender are widely distributed, supporting the notion that distance running is a lifelong endeavor with broad appeal. The present study sought to shed light on the motivations and perceived benefits of the non-elite marathon runner. 130 marathon registrants (55 M, 75 F) with an age range from 18 – 60+ completed questionnaires including demographics, number of prior completed marathons (ranged from 1 – 55), a Motivations for Marathon Scale (Masters & Ogle, 1993) and a 22 item Likert-type scale developed by two of the authors assessing Perceived Benefits of Marathon (PBM) (Loughran, Hamilton, & McGinley, 2012). Participants were recruited from the website for a marathon in a large mid-Atlantic city.

A factor analysis performed on the PBM yielded four factors, labeled by the authors as Work/Life Balance; Achievement; Psychological Well-Being; and Physical Appearance. Subsequent analyses revealed a significant negative correlation between the number of marathon finishes and both the Achievement ($r = -.192$; $p < .01$) and Psychological Well-Being ($r = -.153$; $p < .05$) benefits. As expected, there were overall positive correlations found between marathon motivations and perceived benefits, as well as within subscales of both measures.

No age differences were found in any PBM subscales, suggesting stability of benefit across the lifespan. Regarding gender differences, female marathon finishers indicated greater perceived Psychological Well-Being than male marathoners ($t = -2.11$, $p < .05$).

The results of this study suggest that marathon participation yields benefits across psychological, physical, and social domains across the lifespan. Implications and suggestions for future research are discussed.

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PERSONALITY AND PSYCHOLOGICAL CORRELATES OF DISORDERED EATING IN MALE COLLEGIATE ATHLETES

Nick Galli, University of Utah, USA; Trent Petrie, University of North Texas, USA; Justine Reel, University of Utah, USA; Christy Greenleaf, University of North Texas, USA; Jennifer Carter, Ohio State University, USA

Recent research has revealed that many men experience body image concerns and engage in unhealthy body change strategies (e.g., Peltzer & Pengpid, 2012), and that male athletes are a sub-population that may be particularly at-risk for disordered eating. The results of a prior study suggested that psychological well-being, reasons for exercise, and appearance orientation may be predictors of eating disorder classification for female athletes (Petrie, Greenleaf, Reel, & Carter, 2009). However, little is known about such potential risk factors among male athletes. In this study, a national sample of 203 male collegiate athletes representing a variety of sports completed the Questionnaire for Eating Disorder Diagnoses as well as measures of psychological well-being (e.g., self-esteem), reasons for exercising (e.g., appearance and attractiveness), appearance orientation, and perfectionism (e.g., concern over mistakes). Using logistic regression, the athletes classified as asymptomatic for an eating disorder ($n = 164$) were compared to those who were asymptomatic ($n = 39$) to examine which personality factors best determine group membership. In contrast to what has been reported for female athletes and non-athletes, the psychological and personality variables failed to differentiate between the symptomatic and asymptomatic male athletes. Thus, the variables tested in this study may be less important in the development of disordered eating for male athletes than they are for female athletes. Perhaps disordered eating in collegiate male athletes is more a function of pressures from the sport environment to alter body appearance and performance than it is a function of internal personality characteristics. Because few studies have examined psychosocial correlates of eating disorders within samples of male athletes, future research will need to test other potential risk factors, such as goal orientation, pressures regarding weight, internalization of societal ideals, body dissatisfaction, drive for muscularity, and dietary intent.

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BIOPSYCHOSOCIAL AND PHYSICAL FITNESS CORRELATES OF DIETARY INTENT IN MIDDLE SCHOOL GIRLS

Scott Martin, Christy Greenleaf, & Trent Petrie, University of North Texas, USA

Cardiorespiratory fitness predicts many important health outcomes (e.g., lower body fat, lower depression; Ortega et al., 2008), but its relation to restrained eating is less clear. Middle school girls ($N = 774$) completed measures for dietary intent, pubertal development, social appearance comparisons, sociocultural pressures (i.e., lose weight, gain weight, exercise), internalization, self-esteem, social support from family and from friends, and body satisfaction. Teachers obtained weight and height and had students complete the PACER (Cooper Institute, 2007), an indicator of VO_{2max} , during PE classes. Hierarchical regression revealed that, after controlling for the influences of body mass, pubertal development, SES level, and race, the biopsychosocial and cardiorespiratory measures

accounted for 33% of the variance in the girls' restrained eating, $F(14, 759) = 43.48, p < .0001$. Full model betas revealed that girls with higher levels of social body comparison ($\beta = .09$), greater internalization of societal beauty ideals ($\beta = .21$), more pressures to lose ($\beta = .23$) or gain ($\beta = .10$) weight, and higher support from friends ($\beta = .09$), had higher scores on dietary intent. Cardiorespiratory fitness ($\beta = -.09$), however, was inversely related such that physically fit girls were less likely to report that they were restricting their caloric intake. These findings indicate that cardiorespiratory fitness is related not only to greater satisfaction with body size/shape, higher self-esteem, and lower levels of depression, but also to how girls approach their food intake. Fit girls may feel better about their bodies, have lower BMIs, and thus feel less need to restrict what they eat. Such an approach to food, one balanced with physical activity and fitness, would be healthier than one based solely on restriction.

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ATHLETIC IDENTITY AND BMI CHANGES IN MARCHING ARTS PERFORMERS

Jacob Levy, University of Tennessee, USA

The purpose of this study was to investigate Body Mass Index (BMI) changes for young adults who participate in a marching arts activity—World Class junior drum and bugle corps, sanctioned by Drum Corps International (DCI). This sample was chosen in an effort to examine possible health benefits and challenges for participants in non-traditional physical activities. Specifically, the relation between participants' athletic identity and their changes and maintenance of BMI from one season to the next was analyzed. The following research questions were explored:

- 1: Are there changes in BMI for world-class drum corps performers across three time periods: Prior to the 2011 competitive season (Time 1), End of the 2011 competitive season (Time 2), and Prior to the 2012 competitive season (Time 3)?
- 2: What is the degree of athletic identity endorsed by drum corps performers?
- 3: Is there a relationship between performers' athletic identity and BMI changes across time?

BMI data were collected from 89 young adults drum corps performers on three occasions (prior to their competitive season in 2011, and the end of the 2011 competitive season, and prior to the 2012 competitive season). In addition, 50 of the original sample also completed the Athletic Identity Measurement Scale (AIMS; Brewer & Cornelius, 2001) at the beginning of the 2012 season.

Significant reductions in BMI were found between the beginning and end of the 2011 competitive season; however BMI rates returned to approximately their previous level by the beginning of the following season.

Participants' athletic identity was negatively related to BMI changes between the end of the 2011 season and 2012 season, suggesting performers with stronger athletic identity better maintained their BMI level during the off-season. Unfortunately, the vast majority of drum corps performers did not identify as athletes. Practical suggestions for interventions will be discussed.

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INCREASING STAIR USAGE IN A UNIVERSITY RESIDENTIAL COMPLEX

Jeffrey Pauline, Syracuse University, USA

The prevalence of obesity in the U.S. is at an all-time high for most age groups (including college students) and racial backgrounds (Flegal, Carroll, Ogden, & Curtin, 2010). The time period young adults spend in college is viewed as a critical period of weight gain (Anderson, Shapiro, Lundgren, 2003). Physical activity is an important component of weight loss and weight maintenance (Williams, 2004). The reduction in physical activity, competing sedentary activities (readings, studying, or computer use), and a change in eating habits has created an ideal environment for weight gain among college students (Douglas et al., 1997). Therefore, identifying methods to increase everyday physical activity is critical. One of the more common, inexpensive, and effective interventions to increase physical activity are point-of-decision prompts such as motivational signage (Soler et al., 2010). The purpose of this study was to examine the impact of tailored motivational messages (point-of-decision prompts and cues to action) to increase stair use within an on-campus residential complex (two connected residential halls). The three-phase observational study monitored stair and elevator usage with directional infrared sensors. A baseline measurement of stair and elevator use was completed 24-hours a day for two weeks (Phase I). The intervention utilized point-of-decision prompts and cues to action to increase stair usage (Phase II). One residential hall was exposed to the point-of-decision prompts (motivational signage) and the other residential hall received cues to action via email for two weeks. The last phase (Phase III), stair and elevator usage was recorded for two weeks without the motivational messages or email reminders. Stair-use rates increased significantly from Phase I (baseline) to Phase II (Intervention) for both the motivational message and email reminder groups. The significant increase in stair usage was maintained during Phase III. Recommendations for future research will also be presented.

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REMEMBER THE CAREGIVERS

Mary LaRue, University of Wisconsin-Eau Claire, USA

Currently, over 15 million Americans are providing unpaid home care for a person with dementia or Alzheimer's disease and there are indications this number could magnify in the future. Caregiving for those with dementia and Alzheimer's disease typically lasts between 8-10 years thus it is considered a chronic stressor in the life of caregivers and may lead to a variety of health issues. In addition, individuals with Alzheimer's disease and other dementias may exhibit a multitude of behavioral disturbances which can impact the caregiver's ability to exercise. Due to the number of individuals affected by this phenomenon, this area should be of interest to those working in the area of exercise psychology for research and intervention. In this initial study, an interpretive phenomenological analysis was conducted using semi-structured interviews with caregivers for those with Alzheimer's disease and other dementias regarding their exercise habits and adherence. Participants for this study included three caregivers, ages 46, 51 and 79. Two participants were females and one participant was male. This study found that participants all indicated strong barriers to exercise in the middle to latter stages of their loved one's disease. Barriers included concerns of safety with leaving the individual unattended, or disruption from the individual while exercise is occurring. Other barriers to exercise participants mentioned

included guilt, as well as a lack of interest in physical activity due to stress and exhaustion. All participants felt a need for exercise intervention of some type. Prior studies have shown the quality of life and health status of caregivers may improve with physical activity, thus exercise programs with support groups could be beneficial. Research examining pre and post exercise intervention results can be evaluated regarding overall health, as well as efficiency of the intervention process itself.

Group Dynamics

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THE RELATIONSHIP BETWEEN CONFIDENCE AND PERFORMANCE THROUGHOUT A COMPETITIVE SEASON

Benjiman Skinner & Richard Gordin, Utah State University, USA

The importance of understanding how confidence varies across time has been encouraged by sport confidence researchers (Vealey & Chase, 2008). The purpose of this study was to examine the relationship between confidence and performance throughout an entire competitive season. Two levels of confidence consistent to team sports were analyzed. Team and coach confidence were collected through the Collective Efficacy Questionnaire for Sport (CEQS) and Coaching Efficacy Scale (CES) respectively. Two teams, women's soccer and volleyball (n=48) from a college in the western United States, completed their specific questionnaires five times throughout the season. The CEQS measured collective efficacy (team confidence) and the CES measured coaching efficacy (coach confidence) for each team. Simple linear regressions were used to determine the relationship team confidence and coach confidence had on the success of each team. Pearson's correlation coefficients were taken to determine if team and coach confidence were connected throughout the season. Volleyball was statistically significant for both team and coach confidence at $p = 0.03$ and $p = 0.04$ respectively, with a .68 correlation coefficient. Conversely, the soccer team was not statistically significant for both team and coach confidence at $p = 0.53$ and $p = 0.93$ for each. There was, however, a strong correlation coefficient at .89 for the two levels. The findings suggest that team and coach confidence may be related and associated with the success of the team. The results also hint, through the correlation coefficients, that team and coach confidence may be connected.

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TO ROW ACROSS AN OCEAN: A PHENOMENOLOGICAL INVESTIGATION OF THE ROWERS' EXPERIENCE

Bjorn Anders Holmberg & Caroline Frances Howell, University of Tennessee, USA

The primary objective of this study was to describe and understand the experience of rowing across an ocean. Existential-phenomenological interviews were conducted with eleven ocean rowers ranging from 23 to 63 years old (SD = 12.2 yr), who had accomplished to row singlehanded across the Atlantic Ocean, the Indian Ocean, and/or the Pacific Ocean. Qualitative analysis of obtained data revealed a thematic structure containing a ground and six figural themes, supported by participant quotations. The ground was to row across an ocean. The six figural themes that emerged were planning the crossing (e.g., boat-related issues); first few days (e.g., sea sickness); 2 hours on / 2 hours off (e.g., routines); physical and mental exertions (e.g., sleep deprivation); isolation (e.g., unsupported crossing); and personal and interpersonal matters. These findings have implications that may facilitate a better understanding of the lived experience of extreme adventurers.

Injury/Trauma/Rehabilitation

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THE INJURED ATHLETE PERFORMANCE PROGRAM: A HOLISTIC APPROACH TO CONTINUED PHYSICAL AND MENTAL WELL-BEING DURING INJURY

Taryn Morgan, Angus Mugford, Patrick Tanner, Joshua Lifrak, Alison Le Vine, David Hesse, David da Silva, & Christian Smith, IMG Academy, USA

Nearly 44 million children participate in youth sports, with more than 4.3 million under age 14 receiving medical treatment for injuries each year (Geier, 2011). These injuries can take a toll on both the physical and mental well-being of youth athletes (Wiese-Bjornstal, Smith, Shaffer & Morrey, 2008), but can also present a unique opportunity for sport psychology practitioners to positively impact recovery and long-term learning. Researchers have noted that psychological skills such as imagery, goal setting, relaxation, and self-talk can have a positive effect on healing (Cupal & Brewer, 2001; Driediger, Hall & Callow, 2006; Ievleva & Orlick, 1991). Cupal (1998) noted that practitioners need to deliver a holistic, supportive package adapted to each athlete to best promote well-being and recovery. In our own work at a youth sports academy, we noticed that many athletes were becoming injured, which sometimes resulted in departure, loss of morale, decreased confidence and a lack of activities to do while injured. Once the athletic trainers, strength coaches and mental conditioning coaches noticed how this was negatively impacting the well-being of the athletes, an Injured Athlete Performance Program (IAPP) was developed. The IAPP utilizes the time the athlete was training in sport to provide a holistic, systemized approach to injury rehabilitation that includes a weekly program of formal and informal sports therapy and rehabilitation, modified strength and conditioning, mental conditioning, vision training, nutrition education, and leadership training. The overall program development, as well as the specifics of the mental conditioning component of the IAPP will be shared. The IAPP focuses on fostering established mental skills such as goal setting, imagery, positive self-talk, and energy management to aid in injury recovery, return to play and overall mental well-being, but has also incorporated innovative learning techniques via technology, which will be discussed during the presentation.

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PSYCHOLOGICAL RESPONSES FOLLOWING SPORT INJURY: CASE STUDIES

Leilani Madrigal & Diane Gill, University of North Carolina at Greensboro, USA

Personality, social, and emotional factors all influence an individual's behavior following an injury. This study examined changes in athletes' psychological strengths (mental toughness, hardiness, and optimism), emotional response to sport injury, rehabilitation demands, and coping behavior throughout recovery. Four Division I athletes completed questionnaires that assessed mental toughness, hardiness, optimism, sport confidence, athletic identity, and stress prior to their season (time 1), after injury (time 2), midway through rehabilitation (time 3), and when cleared to participate (time 4). Coping behavior, psychological response to sport injury, and rehabilitation adherence were assessed during recovery. Interviews were conducted once athletes were cleared to play. Case 1 (ACL injury prior to the season) demonstrated positive changes (maintained mental toughness and athletic identity,

low stress, higher hardiness and optimism) but also reported feeling isolated, and worried about coming back from injury. Case 1 used more problem and emotion focused coping as recovery progressed. Case 2 (microfracture on femur condyle) reported changes with higher mental toughness, lower hardiness, lower sport confidence, lower athletic identity, and more use of avoidant focused coping. Case 3 (broken bone in non-dominant hand) progressed through rehab at a rapid pace, and reported decreases in mental toughness, hardiness, sport confidence and athletic identity; however the biggest stressor was the interaction with the athletic training staff. Case 4 (labral tear on dominant shoulder) reported high mental toughness, sport confidence, athletic identity and problem-focused approaches to coping with the injury. The case findings reveal some common reactions, but highlight the unique characteristics and changes for each individual case, suggesting that consultants monitor and consider psychological and emotional responses and coping behaviors for each individual. The information gained by following athletes throughout their injury can help guide those working with injured athletes as recovery progresses.

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WHAT IS AN ATHLETIC "INJURY"? DEFINITION AND MEASUREMENT ISSUES

Megan Granquist & David Contreras, University of La Verne, USA; Leah Washington, USA; Luci Martin, University of La Verne, USA

Injury has received attention in the sport psychology literature, particularly psychosocial aspects related to injury. However, the definition and measurement of injury is inconsistent, or in some cases non-existent, across the published literature. The purpose of this research presentation is twofold: 1) highlight problems existing within the literature related to the definition and measurement of injury, 2) share qualitative findings of athletes' injury definitions. For part one, a search using the term "injury" was conducted (databases: Academic Search Premier, PsychINFO, SPORTDiscus) for the Journal of Applied Sport Psychology (JASP), the Journal of Sport and Exercise Psychology (JSEP), and The Sport Psychologist (TSP). After cleaning the raw search to include only empirical papers using injury as a research variable (JASP = 12, JSEP = 10, TSP = 22), themes related to injury definition and measurement were: 1) time loss from training or competition, 2) physical damage, 3) specific measures (e.g., NAIRS, AIS, CDC), 4) specific injury types (e.g., ACL tear), and 5) hypothetical injury scenarios. For part two, 92 athletes (47 male, 45 female, 1 no report; mean age 19.6 years) responded to the question: "How do you define Injury?". Qualitative analysis revealed the following themes: 1) Pain, 2) Mechanical/Tissue Damage, 3) Sport-related function, 4) Non-sport-related function. Taking into consideration the definitions and measurement of injury in the literature, coupled with athletes' definition of injury, it is clear that a reliable definition of injury and its measurement have not been established. The lack of consistent definition and measurement of injury hinders research (Petrie & Falkstein, 1998) and practical application of research findings. Researchers and practitioners should seek research that clarifies its variables so that dependable conclusions may be drawn. This will ensure a clearer picture of the injury process and lead to improved well-being, physically and mentally, of athletes with injury.

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DIFFERENCES IN PSYCHOLOGICAL VARIABLES PREDICTING SPORTS INJURY DEPENDING ON THE INJURY OUTCOME. A COMPARISON BETWEEN SEVERITY AND TIME-LOSS OUTCOMES OF SPORTS INJURIES

Victor Rubio, Constanza Pujals, & M. Oliva Marquez, University Autonoma Madrid, Spain; Ivan Sanchez-Iglesias, University Complutense Madrid, Spain

The number of sports injuries is dramatically increasing regardless categories and modalities and with a high impact on life-long physical and mental well-being. A full understanding of the phenomenon demands a complete identification of the internal and external risk factors and the injury mechanisms for an appropriate prevention and rehabilitation. Regarding internal factors, several psychological variables have been found to increase the vulnerability of athletes to injury to the point that some of them has been included in the Andersen & Williams' (1988) influential model of stress and sports injury. However, there are some contradictory results which would be related to how sports injury is measured. The present paper attempts to analyze the role of coping strategies, locus of control, social support, self-efficacy, risk propensity and trait-anxiety on injury's severity and number of days an athlete misses. After receiving the IRB approval, a sample of 297 Spanish athletes from 25 different sports participated in the study. The assessment instruments used were the Spanish versions of the Kim et al. (1997) ACSQ, the Rotter's (1966) Locus of Control Scale, the GSE, the Zimet et al.'s (1988) MSPSS, the Weber, Blais and Betz's (2002) DOSPERT, and the Spielberger et al. (2002) STAI. Athletes were also assessed in their sports injury history during the past season in order to establish severity and time loss. Multiple linear regression analysis showed a robust pattern of relationships between Trait-Anxiety (positively) and Emotional Calming (negatively) and both injury outcomes. However, there were two variables that influenced on sports injury depending on the outcome used: Risk propensity (Recreational domain) positively predicted Sports Injury Severity though Self-efficacy positively predicted training and/or competition time loss throughout the season. Conclusions regarding the role of psychological variables in predicting sports injuries and what would be the best sports injury outcomes are discussed.

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PSYCHOSOCIAL RESPONSES DURING DIFFERENT PHASE OF SPORT INJURY REHABILITATION: A QUALITATIVE STUDY

Damien Clement, West Virginia University, USA; Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA

Athletic trainers (ATs) have traditionally conceptualized rehabilitation programs in terms of three distinct physiological phases; however these phases appear to neglect athletes' psychosocial responses to their injuries. To incorporate a psychosocial component into rehabilitation, Kamphoff et al. (2013), suggested that ATs should consider utilizing the following three phases as a framework for injury rehabilitation: reaction to injury, reaction to rehabilitation, and reaction to return to sport. The purpose of the present study was to document injured athletes' psychosocial responses during the different phases of injury rehabilitation. Semi-structured interviews with eight (N = 8) Division II athletes

were conducted. Results revealed that athletes' psychosocial responses to injuries were cyclical in nature, and that they were influenced by the different phases of injury rehabilitation. Initially, athletes' cognitive appraisals (CA) were predominately negative in nature, leading to negative emotions. These appraisals changed following diagnosis, and when moving to reaction to rehabilitation phase, and reaction to sport phase. In reaction to rehabilitation, athletes reported mixed CA and identified frustration as the main emotional response. When returning to sport, athletes reflected on the lessons learned yet at the same time expressed some doubts related to their ability to return to play. These CA served as a precursor to the resulting emotional responses of nervousness and re-injury anxiety as well as excitement. Throughout the various phases of rehabilitation, athletes reported seeking out social support; initially from significant others, and later during the reaction to rehabilitation phase, from their ATs. The results appear to support the utilization of the integrated model of psychological response to sport injury and rehabilitation process and the three phases of rehabilitation as a framework for understanding how physical and psychosocial factors may interact during sport injury rehabilitation. Understanding this interaction can help ATs provide better care to their injured athletes.

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ASSESSING FACTORS ON SELF-EFFICACY OF ATHLETIC TRAINERS FOR CONCUSSION MANAGEMENT AND RETURN-TO-PLAY DECISIONS

*William Harris, Michigan State University, USA;
Tracey Covassin, USA; Jamie Deitrick, Michigan State University, USA*

Researchers estimate that between 1.6 and 3.8 million sport-related concussions occur each year in the United States. Athletic trainers (AT) are one of the primary health care providers in athletics and are in a key position to recognize, evaluate, and manage sports-related concussions. However, there is very little research evaluating resources available and self-efficacy in ATs and their ability to assess and manage concussions. Therefore, the purpose of this study was to assess the self-efficacy beliefs of ATs during concussion management and determine what factors may have an effect on how confident they feel in making initial and return-to-play decisions for athletes. Surveys were mailed out to 3,000 randomly selected ATs with a response rate of 19.6% (N=589). A selection of survey questions presented were number of concussions observed each year, involvement in continued education, presence of return-to-play laws and policies, concussion education, access to neuropsychological testing, and the perception from the ATs if their resources are sufficient.

Results indicated that the higher the number of concussion exposures for an AT, the higher their self-efficacy (0-10 vs 50+; $p < .001$). Other factors found to have a significant effect on self-efficacy were if each AT had attended a seminar or continued education in the past 6-12 months ($p = 0.02$), whether each AT had access to computerized neuropsychological testing ($p < .001$), and if each AT felt their resources available were adequate or not ($p < .001$). There was also a significant effect with state laws and policies between ATs that knew if their policies and laws were present and ATs that lacked knowledge of them ($p < .001$). Our findings support the need for more available resources and training available to ATs in assessing and managing concussions. Understanding what may allow ATs to practice more confidently will help improve the care they provide to concussed athletes.

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PRESEASON INJURY ANXIETY AND KINESIOPHOBIA OF INTERCOLLEGIATE ATHLETES

*Samantha Rivet, Britton Brewer, Judy Van Raalte,
& Al Petitpas, Springfield College, USA*

Postinjury emotional disturbance typically dissipates within the first month after sport injury. Nevertheless, the residual psychological effects of injury may persist even after athletes return to play. For example, athletes who indicated that they had experienced an injury in the previous year reported higher levels of perceived risk of injury and worry about sustaining an injury compared to athletes who reported no injuries in the previous year (Reuter & Short, 2005; Short, Reuter, Brandt, Short, & Kontos, 2004). Extending the research of Short and her colleagues, the purpose of the current study was to examine the injury anxiety and kinesiophobia (fear of movement) of intercollegiate athletes during preseason as a function of recent injury history. Participants were 144 male American football players, 68 male soccer players, and 24 female field hockey players. During preseason, participants reported on injuries they had experienced in the previous year that restricted their sport participation and completed measures of injury anxiety and kinesiophobia. No gender and sport differences in injury anxiety and kinesiophobia were found, so the data for American football, soccer, and field hockey players were aggregated. Results indicated that participants who reported having an injury that restricted their sport participation in the previous year had significantly higher kinesiophobia scores than participants who reported having no injuries in the previous year. Among participants who reported experiencing a musculoskeletal injury in the previous year, those who indicated that their injury was mild or moderate had significantly higher kinesiophobia scores than their counterparts who labeled their injuries as severe. The findings suggest that a recent history of injury is associated with preseason elevations in kinesiophobia and that the relationship between injury history and kinesiophobia may be moderated in unexpected ways by injury severity.

Life Skills/Learning Strategies (Includes Coping)

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COACH JOHN WOODEN'S PYRAMID OF SUCCESS: EMPIRICAL EVIDENCE?

*Deanna Perez, Boston University, USA; Mark Otten,
California State University, Northridge, USA*

Coach John Wooden defined success as "peace of mind, which is a direct result of self-satisfaction in knowing you made the effort to do your best to become the best you are capable of becoming." He elaborated on this definition by creating the Pyramid of Success, a diagram of 15 psychological skills demonstrating how an athlete can achieve success. His Pyramid has been applied by teachers, coaches, athletes, and psychologists alike. Recently, Wooden's Pyramid helped inspire Gilbert and colleagues' Pyramid of Teaching Success in Sport, which visually displays the qualities necessary for successful teaching in sport.

Researchers have previously coded Wooden's methods of coaching; however, the connections between the blocks of the Pyramid have yet to be studied empirically, and/or explicitly linked to existing research in psychology literature. The current theoretical study reviews these connections and finds support for Wooden's definition of success. For example, at the

foundation of the Pyramid is cooperation, which leads upward to intentness. Researchers have found that cooperation, or cohesion, significantly predicted commitment to team goals. Because Wooden defined intentness as concentration on the team objective, commitment to team goals may be considered a valid operational definition.

The building blocks of self-control, friendship, initiative, intentness, and competitive greatness in particular have enjoyed much support in the empirical literature. Self-control may be likened to theories of self-regulation. Friendship shared many commonalities with researcher's definition of cohesion. Initiative and mental toughness were found to be much the same. Intentness (or a lack thereof) was supported by research on burnout. Wooden's concept of competitive greatness shares many commonalities with the psychological concept of flow. That so much research could be found supporting Wooden's theories highlights both the progress that sport psychologists have made and the well-foundedness of the Pyramid itself.

Mental Training/Interventions

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GOAL-SETTING REVISION, EFFECTIVENESS, AND FREQUENCY IN THE MULTI-EVENT IN TRACK AND FIELD

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Kevin Patton & Traci Ciapponi, California State University, Chico, USA*

Goal-setting as a performance enhancement technique in sport has been supported in the literature (e.g., Burton et al. 2010; Kyllö & Landers, 1995); however, limited research on sport specific goal-setting has occurred. One unique sport that warrants a focused investigation is the multi-event in track and field. Given the decathlon and heptathlon are multiple day competitions with several distinct individually-scored events with multiple breaks throughout the day, there is a wide range of ways in which goal-setting could be utilized. The purpose of this study was to examine the perceived effectiveness and frequency of goal-setting and goal-setting revision techniques utilized by multi-event athletes in track and field. Goal setting is a technique that can improve the well-being of the athlete by increasing motivation, confidence, skills and performance of an athlete (Locke & Latham, 1985). The goal-setting frequency and goal-setting effectiveness subscales of the Collegiate Goal-Setting in Sport Questionnaire (Burton, Weinberg, & Yukelson, 1991) was completed by 44 intercollegiate decathletes and heptathletes. Additional questions on goal revision practices were included, which were developed from a pilot-study focus group. Multi-athletes reported using goal-setting sometimes/frequently, perceived goal-setting to be somewhat effective, and revised goals sometimes/frequently. Goal revision was found to occur in a variety of ways and most often between events (47.7%) and after the completion of day one (59.1%) due to accomplishing an initial goal (54%), previous performance (47.7%), other competitors (40.9%), injury (38.6%), and weather (38.6%). There were no significant difference between men and women. Goal revision techniques (e.g., 54.5% of revision was from a point total to podium placement) was not always consistent with goal-setting practices that would enhance performance, motivation and confidence. Recommendations will be provided to maximize the benefits of goal-setting for the athlete.

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AN EXPLORATION OF MENTAL TOUGHNESS IN ULTRAMARATHON RUNNERS

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Ultramarathon running requires mental dedication extending miles beyond physical training and logistical preparation. Ultrarunners must prepare for unanticipated environmental circumstances, running through the night, and coping with intense physical and mental fatigue. Thus, mental toughness could play a powerful role in this sport. Ultramarathon running has rapidly increased in popularity over the past decade (Hoffman, Ong, & Wang, 2009); however, the sport's participants have not been studied extensively (Krouse, Ransdell, Lucas, & Pritchard, 2011). This growing pool of athletes with unique demands and challenges presents a fertile environment for the understanding and development of mental toughness. The purpose of this study was to examine perceptions of mental toughness in ultramarathon runners using a mixed-methods approach. Following the completion of a survey on characteristics of mental toughness, 12 runners were randomly selected from the total willing participants (359) to be interviewed on their perceptions and experiences with mental toughness. Semi-structured interviews were conducted to accomplish research objectives: 1) Confirm and/or modify a raw definition of mental toughness gathered from 476 definitions of mental toughness from ultra runners, 2) Identify traits of mentally tough ultra runners, 3) Gather ultramarathon runners examples of mentally tough performances and what mental toughness looks like in others, and 4) Explore the bi-directional relationship between mental toughness and ultra running. Utilizing a grounded theory approach (Corbin & Strauss, 1990), an inductive-deductive process was used in the multi-faceted coding process to reveal common themes. Data show themes of perspective, persistence, psychological skills, overcoming adversity, and ultra-community camaraderie within the individual question categories. The presentation will explore commonalities among interviewees, surprising notions, directions for further examination, and implications for practitioners, researchers, and runners.

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USING EVIDENCE-BASED MINDFULNESS PROGRAMS TO IMPROVE DISORDER EATING: UNDERSTANDING EMOTIONAL AND BINGE EATING AMONG ATHLETES

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Emotional eating is characterized by episodes of binge eating to cope with feelings or to serve as a positive reward and is often followed by feelings of guilt and lost control. In the forthcoming DSM-V, binge eating disorder (BED) will be in its own distinct disorder due to the previous underdiagnoses of this condition. BED is defined as "recurrent episodes of binge eating in the absence of the regular use of inappropriate compensatory behaviors characteristic of Bulimia Nervosa" (DSM-IV-TR, p. 595). In sports such as American football where large size is encouraged, athletes are frequently asked to gain weight and even overeat. In addictive behaviors, early exposure and habit formation during the developing years is highly predictive of continued problems later in life. Multiple studies (Baer, Fischer, & Huss, 2005; Kristeller &

Hallett, 1999; Telch, Agras, & Linehan, 2001) show athletes report a higher incidence of disordered eating compared non-athlete populations. To help coaches and practitioners understand the impacts of sport-specific eating behaviors and to provide effective applied intervention strategies, this presentation introduces research on evidence-based mindfulness programs. Mindfulness is commonly described as a purposeful, open, and nonjudgmental attention and curiosity directed at one's moment-to-moment thoughts, feelings, and sensations (Baer, 2003; Kabat-Zinn, 1994; Mannion & Andersen, 2013). Mindfulness has been shown to be a highly effective and holistic intervention for eating disorders, anxiety, addiction, and several other issues (Gaylord et al., 2009; Ledesma & Kumano, 2009; Skanavi, Laqueille, & Aubin, 2011). Mindfulness has great applied potential for coaches and practitioners as athletes are accustomed to receiving information and covert mindfulness messages as part of an effective coaching process. As suggested by Birrer, Rothlin, and Morgan (2012), using an evidence-based and reproducible procedural process to teaching and learning mindfulness should be beneficial to improving existing mental skills training programs.

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EVALUATION OF THE IMPACT OF A BRIEF INTERVENTION ON PERCEPTIONS OF COLLECTIVE EFFICACY IN COLLEGIATE CLUB SPORT TEAMS

Arthur Montejano, Jenelle Gilbert, Michael Coles, & Ryan Soares, California State University, Fresno, USA

Collective efficacy (i.e., a group's belief in its conjoint ability to perform successfully) has been associated with enhanced group functioning, performance, and resilience (Bandura, 1997; Watson, Chemers, & Preiser, 2001). Sport teams seeking a competitive edge may benefit from interventions designed to enhance perceptions of collective efficacy; however, little research exists on the effect of interventions on perceptions of collective efficacy (Feltz, Sullivan, & Short, 2008). The purpose of the study was to determine whether two collective efficacy interventions were effective in changing intercollegiate club team sport athletes' perceptions and whether any changes were sustained over time. Two interventions were developed to address elements of collective efficacy (goal setting, verbal persuasion, and task-oriented focus) in a manner consistent with the literature (Feltz et al.). The first intervention consisted of an experiential learning program (ELP) offered in a challenge (i.e., ropes) course setting. More specifically, the ELP consisted of a series of challenge course elements followed by debriefing sessions through which participants explored collective efficacy concepts in an emergent manner. The second intervention was based on the Game Plan Format (GPF; Gilbert, 2011) and used sport terms (Warm-up, Drill, etc.) and a multi-method approach to help participants learn about collective efficacy in a classroom setting prior to applying the concepts in two challenge course elements. Participants completed the Collective Efficacy Questionnaire for Sports (CEQS; Short, Sullivan & Feltz, 2005) four times: baseline, pretest, posttest, and follow up. Focus group data complemented the CEQS data. Results indicated that perceptions of collective efficacy were enhanced immediately after intervention. Over time, perceptions were dependent on effective application of collective efficacy concepts as well as team performance in competition. These findings are discussed and supplemented with quotes from participants. Implications for mental training practitioners and intervention design are also discussed.

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USING GOAL SETTING TO FOSTER PERSONAL GROWTH IN GERMAN ELITE STUDENT-ATHLETES

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Elite Athlete High Schools (EAHS) are an integral part of Germany's support system for junior athletes aspiring to transfer into senior level international competition in Olympic sports. The EAHS in Saarbruecken, one of 40 such high schools throughout Germany, implemented a two-year psychological skills training (PST) program in 2008. In an ongoing effort to develop and improve course content, mandatory goal setting meetings for student-athletes have been added to the curriculum of this program. The effectiveness of goal setting exercises has been demonstrated in other domains (e.g., organizational psychology). Positive effects have also been reported for sport settings (cf. Burton & Naylor, 2002). Thus, using goal setting with elite student-athletes has the potential to influence not only current athletic and school performance, but also foster long-term personal growth. In this presentation, the science-practitioner approach that informs the goal setting process at the EAHS in Saarbruecken will be discussed (Locke & Latham, 1990). Basic goal setting techniques are taught in a classroom setting. Student-athletes are required to schedule four mandatory individual meetings on goal setting with the sport psychologist teaching in the PST program over the two-year period enrolled in class. These individual sessions focus on both athletic and academic achievement and help student-athletes in planning, achievement and evaluation phases. Since implementing the goal setting meetings in 2012, 53 student-athletes have scheduled appointments and set goals. Feedback from student-athletes suggests that they meet their goals and also value the meetings ("it really helped me", "that's a good thing"). Future improvements of the goal setting approach within the PST program could involve the inclusion of the coaches and teachers of the student-athletes as well as assessment of personal growth using the Volitional Components Inventory (VCI; Kuhl, 2010).

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MINDFULNESS-BASED TRAINING FOR OLYMPIC ATHLETES

Jean Fournier, French Institute of Sport, France

Recent articles (e.g., Ahern, Moran, & Lonsdale, 2011; Gardner & Moore, 2012) have highlighted the relevance of mindfulness-based training for performance enhancement in sport. This presentation reports the content of mindfulness interventions in Olympic athletes practicing Judo and pistol shooting in preparation for the London games. Both interventions included mindfulness, acceptance and refocusing training. The judo intervention targeted the specific need for refocusing when distracted by the high stakes of tournaments, while the pistol shooter consulted for maintaining focus during a repetitive task. The judo intervention was made directly in order to 1) contribute to thought awareness, 2) acceptance of thoughts, 3) refocusing on a tactical component of each fight. The steps and the exercises used during the individual intervention will be presented. However, the intervention for the pistol shooter was directed toward the staff for the benefit of the whole team. The intervention mainly touched on 1) the monitoring of thoughts, 2) acceptance of any thought as a thought, and 3) refocusing on a key element of the shooting.

While the content of the program was similar for both sports, the delivery of the program was different. The Judo athlete was trained directly because the staff called for a consultant. The pistol shooter benefited from the program because the staff called for ongoing training in sport psychology. The respective advantages of the two delivery protocols will be discussed with regard to the novelty of mindfulness-based intervention in elite sport.

Motivation and Self-Perceptions

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ETHNICITY AND SEX DIFFERENCE IN PHYSICAL ACTIVITY BEHAVIORS AND MOTIVATIONAL FACTORS AMONG COLLEGE STUDENTS

Mi-Sook Kim & Ana Barrera, San Francisco State University, USA

Despite well-known health benefits of regular physical activity (PA), college students' physical inactivity remains low (Bray & Born, 2004). Stemming from the Theory of Planned Behavior (TPB, Ajzen, 1991), the present study examined ethnicity and sex difference in PA behaviors and motivational factors (i.e., intention to exercise, attitude, subjective norm, and perceived behavioral control) among college students. A total of 381 students from an urban university completed a battery of questionnaires including motivational factors (Courneya et al., 1999) and their PA behaviors (i.e., intensity, duration, frequency) (Lee & Gorelick, 2010). The results revealed that White Americans reported greater engagement in both moderate and vigorous PA than other ethnic groups (η^2 's = 9.63 and 8.23, $p < .05$). Ethnicity differences also were found in frequency and duration of PA (Wilks' $\lambda = .94$, $F(12, 992) = 2.10$, $p < .05$). White-Americans compared to Hispanic- and Asian-Americans reported that they exercise more often and longer. Male students engaged in more vigorous PA (η^2 's = 5.83, $p < .05$) which often time was more frequent and longer compared to their counterpart. There were significant ethnicity (Wilks' $\lambda = .93$, $F(12, 992) = 2.44$, $p < .05$) and sex (Wilks' $\lambda = .93$, $F(4, 377) = 4.0$, $p < .05$) difference in motivation factors of PA. Hispanic- and Asian-Americans are significantly lower than White-Americans in Perceived Intention and the social pressure to engage in PA. Asian-Americans also reported lower perception of behavioral control compared to White-Americans. These findings will be further discussed with respect to college students PA and motivational factors.

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MONEY OVER EQUITY: AN ADLERIAN PERSPECTIVE EXAMINING INDIVIDUAL AND SOCIAL EFFECTS OF ATHLETE EXPLOITATION

Daniel Palac & Tyler Brodhead, Adler School of Professional Psychology, USA

The Adlerian philosophy proposes that counselors be socially responsible as they examine issues related to counseling, health, and sport. This model of social identity development suggests that in order to have a sense of belonging and self-worth, the student-athlete must identify themselves with the socially desirable student-athlete status (Marx, Huffmon, & Doyle, 2008). During the course of a Division I student-athlete's experience, many factors contribute to the development and

maintenance of the student-athlete's athletic identity. Thus, basic components of Adlerian theory are jeopardized when a holistic approach to identity development is not fostered among sports teams and within athletics departments. Causes of such role confusion are linked to an unstable student-athlete identity. Often times, athletes are unaware of this occurrence in large part due to the demands of maintaining the student-athlete role which may involve maintaining a certain level of performance to secure a scholarship that is awarded to them, coursework, and social relationships. The athletic scholarship, academic workload, and pressures to perform both athletically and academically are variables supporting the student component of their social identity development. The poster presentation will discuss a model to assisting coaches and athletes in integrating all components of their social identity in order to foster personal growth and performance. Counseling these athletes begins with the process of self-awareness and identifying particulars of their life independent of sport. Instilling the sense of a student identity within these athletes helps formulate their future regardless of sport. Thus, this poster will use an Adlerian approach to define the student-athlete status and a model for addressing role confusion within student-athletes in order to effectively provide counseling services to promote feelings of self-worth, athletic and academic competence, and a future outside of sport.

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ATHLETE PERCEPTION OF MOTIVATIONAL CLIMATE ON COMPASSION, PRIDE AND SHAME

Mario S. Fontana & Mary Fry, University of Kansas, USA

Researchers have found that perceptions of a caring and task-involving climate is key to enhancing athlete experience and enjoyment in a sports setting (Fry & Newton, 2003; Fry et al., 2012). Separately researchers have also examined the constructs of self-compassion, pride and shame in sport (Mosewich, 2011; Matsumoto, 2012; Kerr et al., 2006; Conroy, 2004; Partridge & Wiggins, 2008; McGregor & Elliot, 2005). However, to date limited research has explored how athletes' perceptions of the motivational climate affect their compassion, pride and shame. The purpose of this study was to examine the relationships between athletes' perceptions of motivational climate (caring, task- and ego-involving) to their levels of compassion for teammates and team captains, self-compassion, pride and shame. Athletes (N=164, 154 male, 20 teams, 30.3 years old) in a competitive Wiffle ball benefit volunteered to complete a survey. Descriptive statistics revealed that overall the athletes perceived a relatively high caring, moderate task-involving, and low ego-involving climate. A canonical correlation analysis revealed that a caring and task-involving climate positively correlated with compassion for teammates and captains, and the loading for authentic pride approached significance. In addition, perceptions of a caring and task-involving climate were negatively correlated with shame. These results suggest that a caring climate may foster kindness and empathy toward teammates, keep narcissism and self-centeredness in check, and prevent athletes from experiencing shame when giving high effort. The findings also are consistent with research linking the caring climate with athletes engaging in more caring behaviors (Fry & Gano-Overway, 2010). Future research might focus on a younger population (e.g., adolescent athletes) and include longitudinal data in order to examine if the motivational climate predicts compassion and self-compassion, which in turn predicts pride and shame.

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MOTIVATION IN HIGH SCHOOL SPORT ATHLETES: A STRUCTURAL EQUATION MODEL

Kristin Zomermaand, Thomas University, USA

There is a movement in our culture today to keep young people physically active. Sport is one avenue for physical activity, but teenagers involved in competitive sport often quit and never return to any sort of physical activity (Vanreusal et al., 1997). In light of this, motivational aspects of what keeps high school athletes involved in sport are important to consider. In the current study, athletes on 31 high school sport teams were surveyed to assess their perceptions of motivational climate, motivational needs, motivational regulations, and psychological outcomes. In line with self-determination theory, results for the study showed that a perceived task climate supported the athletes' motivational needs. While relatedness and competence satisfaction were integral parts of the model as anticipated, autonomy satisfaction did not have significant associations with any other variable. Autonomous and controlled motivations were observed to have significant relationships with the outcome variables of athletes' perceived performance, sport satisfaction, and intention to continue sport participation. Furthermore, a number of variables were observed to act as potential mediators in the model. In sum, facets of sport motivation including motivational climate and personal motivation regulations had an impact on how satisfied high school athletes were in their sports, their perceptions of their performance, and their intention to continue to participate in sport in the future.

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THINK ALOUD: AN EXAMINATION OF DISTANCE RUNNERS' THOUGHT-PROCESSES

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There is a considerable amount of literature discussing psychological variables associated with distance runners (e.g., Galloway, 2011; Kamphoff, Harris, Armentrout, & Long (In Press); Lynch & Scott, 1999; Noakes, 2003). Undoubtedly, such theoretical, experimental and anecdotal literature has advanced the quality of research and applied practices of those interested in researching and working with distance runners. While the research mentioned above has significantly increased our understanding of the psychological variables associated with distance running, investigations have consistently used retrospective recall instruments (e.g., interviews and questionnaires) to measure these variables. Consequently, there remains a lack of literature attempting to measure of thought-processes during athletic practice or competition.

In this investigation, researchers measured thought-processes by recording "concurrent verbalizations" which means information the participant is attending to at the time and not retrospective in nature (Ericsson & Simon, 1980; 1983). Simply put, athletes were asked to verbalize thought-processes while running but not asked explain or postulate on content (level 2 verbalizations) while participating in a 30-minute treadmill run and a long training run (10 miles +). Ten experienced adult runners (6 males, 4 females) with a mean age of 41.3 years (SD = 7.1) participated in this investigation.

All interviews were audio-recorded and transcribed verbatim. Qualitative analysis of the transcripts revealed a total of 456 meaning units, which were further grouped into sub-themes and general themes. A final thematic structure revealed four major dimensions that characterized these participants' thought-processes during a long-run: Pace & Distance, Pain & Discomfort, Mental Strategies, and Environment. The results from this study offer an insight in to the mindset of long-distance runners and provide several practical implications for sport psychology practitioners working with these athletes.

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THE RELATIONSHIPS AMONG GENDER, INDIVIDUAL MOTIVATION TYPE, AND PERCEIVED TEAM COHESION

*Meghan Halbrook, West Virginia University, USA;
Lindsey Blom, Ball State University, USA; Rob Bell,
Dr Rob Bell LLC, USA; Kimberly Hurley & Jocelyn Holden,
Ball State University, USA*

Intrinsic motivation has been shown to contribute to participation and adherence in sport (Biddle & Mutrie, 2001), and the importance of social and task cohesion within teams has also been studied in an attempt to create and maintain a bonded group (Loughead & Hardy, 2006). However, these two factors have yet to be looked at in relation to one another, especially when exploring gender as a contributing variable. Therefore, the purpose of this descriptive study was to determine if gender and motivation type are related to perceptions of team cohesion. It was hypothesized that athletes who are more internally motivated would view the group as more cohesive, and that female athletes would perceive high levels of team social cohesion regardless of motivation type where male athletes would perceive higher levels of team social cohesion when they are more intrinsically motivated. In order to answer these questions, 253 male and female collegiate athletes completed a demographics questionnaire, the Sport Motivation Scale (SMS; Pelletier et al., 1995) assessing individual motivation type, as well as the Group Environment Questionnaire (GEQ; Carron et al., 1985) that examined group social and task cohesion issues within sport. The results revealed significant positive correlations between intrinsic motivation types and perceptions of task and social cohesion. However, gender was not a significant predictor of perceived cohesion when moderated with motivation type. These outcomes indicate that promoting intrinsic motivation, despite gender, in sport teams contributes to more positive social and task cohesion in the group.

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THE IMPACT OF FACEBOOK ON RUNNING MOTIVATION

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Running related Facebook pages such as "I <3 to run" and "Run the Edge" have gained in popularity in the last several years. Anecdotal evidence suggests these Facebook pages may impact a runner's motivation. Although there is research related to Facebook and other important variables such as personality (Ryan & Xenos, 2011), gender differences (Thompson & Loughead, 2012), and self-esteem (Gentile, Twenge, Freeman & Campbell, 2012), the impact of Facebook on running behavior has not been systematically examined

and understood. Therefore, the purpose of this study was to investigate the impact of Facebook on running motivation. Upon IRB approval, 167 runners (54 male, 115 female) were surveyed about their Facebook usage and their motivation. The surveys used include the Facebook Usage Questionnaire (Ross et al., 2009), a modified version of Running Training Behavior (Kamphoff, Bygrave, Stark and Lassonde, 2011), and the Facebook Motivation Questionnaire designed for this study. Results indicated that the large majority of runners said that Facebook was a part of their everyday activity (83.6%) and 23% posted once a week or more frequently. Most runners generally agreed that Facebook does impact their running behavior. More specifically, about 76.2% indicated they strongly agreed or agreed that seeing a friend's post about a race motivated them. The majority (65.8%) also strongly agreed or agreed that seeing motivational quotes or pictures about running motivated them to run. This snapshot of the results indicates that Facebook appears to impact running motivation. Complete results will be shared as well how this study advances lifelong physical and mental well-being through running will be discussed. In addition, practical applications for certified consultants will be provided such as guidelines that consultants can provide runners to increase their motivation using Facebook.

Novel Applications (Music, Dance, Military)

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PSYCHOSOCIAL PREDICTORS OF WELL-BEING IN COLLEGIATE DANCERS

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Alex Garn, Louisiana State University, USA;
Brigid Nash, Wayne State University, USA*

Although many researchers have examined ill being (e.g., injury and illness) in dancers, few researchers have examined well-being. In the current study we examined dancer's perceptions of the dance motivational climate, dance performance anxiety, dance self-concept, and their relationships to dance well-being. A total of one hundred and eighty-two university dance students from 5 universities completed surveys and a series of multi-regression analyses were undertaken to predict well-being. Both dance self-concept and perceptions of a task climate were strongly related to well-being and contributed significantly to elements of well-being: vigor, enthusiasm, confidence and dedication. An ego climate was unrelated to any of the 4 dimensions of well-being. We predicted substantial variance in the various elements of engagement ranging from 15% to 55%. In particular, two significant interactions indicated that a task climate may have protective effects against anxiety in terms of reducing the detrimental influence that anxiety may have on two forms of well-being: confidence and dedication.

Professional Development and Mentoring

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TOWARDS A COMPREHENSIVE SUPERVISION STRUCTURE: THE ROLE OF PEER SUPERVISION FOR THE LIFELONG DEVELOPMENT OF THE SPORT AND PERFORMANCE PSYCHOLOGY PROFESSIONAL

*Adam O'Neil, Pinnacle Performance Center, USA;
Robert Diehl, Mental Health Partners, USA*

Direct supervision is an essential component to the professional development of graduate students both during and after graduate training. While the theoretical foundations of direct supervision are well documented in general psychology (e.g., Falender et al., 2004) as well as sport and performance psychology (e.g., Anderson & Williams-Rice, 1996) literature, similar foundations of peer supervision are less substantiated (Granello et al., 2008). This discrepancy is justified due to the central nature of direct supervision for both academic training and for post-graduation credentialing (e.g., AASP-CC certification, professional licensure, etc.). However, peer supervision provides various benefits to lifelong development, not only professionally (e.g., Ladany et al., 1996) but also personally (e.g., Van Raalte & Anderson, 2000). Three aims of this poster are to summarize and to introduce the audience to peer supervision theoretical bases (e.g., Loganbill et al., 1982; Akhurst et al., 2006); to examine the costs and benefits of both direct and peer supervision in training and in post-graduate professional experiences; and to introduce a conceptualization of peer supervision by utilizing sport psychology service delivery theory (Poczwadowski et al., 2004). The authors will recommend ways that peer supervision can complement direct supervision during and following graduate training; present ideas on the role of peer supervisors in the ongoing refinement of AASP certification guidelines and requirements; and provide the audience with first-hand accounts of how each author has benefitted from professional peers during and following graduate training. The audience will receive a handout that is designed to identify various supervisors in their own training and professional experiences. We hope to spark discussion on the application of peer supervision theory and research to the lifelong development of professionals in sport and performance psychology, and to encourage students and professionals alike to identify and utilize direct and peer supervision in their training and practice.

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GRADUATE STUDY IN SPORT AND EXERCISE PSYCHOLOGY: LESSONS LEARNED FROM THE STUDENT PERSPECTIVE

*Erica Pasquini, Will Drumright, & Lindsey Blom,
Ball State University, USA*

Recent research has examined the task of efficiently developing graduate student sport psychology practitioners (e.g., Keegan, 2011; Kornspan & Lerner, 2005) and encouraged the use of field experiences to aid professional development (Kornspan & Lerner, 2005; Simons & Anderson, 1995) as well as the importance of observing practicing sport psychologists while working in an applied setting (Simons & Anderson, 1995). Tod and colleagues (2007; 2009) have worked to objectively define service delivery competence to assist trainee development and recommend that practitioners develop multidimensional constellations of knowledge, skills, and processes that allow them to use a client-centered, theory-based, and reflective approach. The purpose of this presentation is to highlight, from

the students' perceptive, their development as consultants through diverse learning experiences. Students worked with exercise, sport, and counseling clientele while being encouraged to deliberately apply psychology and counseling theories. Students were also encouraged to work under their peers and have open, reflective communication with colleagues, as well as their doctoral and faculty mentors. Presenters will describe the highlights and lowlights of this service delivery competence model recommended by Tod et al. (2009), including the challenges of giving and receiving feedback to peers, learning how to understand the clients' needs, and using theory to plan sessions. The goal of the presentation will be to use student perceptions to aid the development of the sport psychology master's level training model.

Social and Cultural Diversity

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THE BEHAVIOR CHANGE PROJECT: PSYCHOLOGICAL SOCIALIZATION OF BLACK AND WHITE HIGH SCHOOL FOOTBALL PLAYERS IN THE SOUTHEASTERN UNITED STATES

Kyrstin Krist, Methodist University, USA

Studies conducted on socialization into football have been with participants from White middle to upper SES backgrounds. Findings of the studies (Fredricks & Eccles, 2004; Greendorfer, 1992) suggest that parents, particularly the father, are the major socializers. The influence on decisions to participate in sport and resources provided for talent development will likely differ for Black athletes.

The current study examined 201 Black and 43 White high school football players from the Southeast. All participants completed a survey regarding motives to participate in football, graduate from high school, attend college, and confidence to play at the college and professional levels. Questions were designed to determine the degree of influence of specific socializing agents. Separate 2 (race) x 2 (SES) MANOVA's were conducted to determine statistical differences in motives for all the variables within the questionnaire. The alpha level was set conservatively at $p < .01$ due to the number of tests conducted. Univariate ANOVA's were conducted to follow up significant results.

Several racial differences emerged. For Black football players, the mother was the most important socializing agent, reason to graduate from high school, and aspire to attend college. Differences emerged regarding motives to participate in football, including pleasing parents, upward mobility, and staying out of trouble. Black players participated at almost double the rate of the White players in the community and school levels prior to high school. The confidence of the Black athletes to participate in football at the various levels (collegiate up to NFL) only decreased slightly as the level of competition increased; whereas, the confidence of the White athletes decreased as the level of competition increased. A significant difference was found for Black athletes and confidence to play in the NFL.

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AN EXPLORATION OF MULTICULTURAL TRAINING IN A SPORT AND EXERCISE PSYCHOLOGY GRADUATE PROGRAM

Sae-Mi Lee & Michael Berrebi, West Virginia University, USA

Student-athlete populations are among the most diverse on college campuses, with 29.6% of male and 22.8% of all

female student-athletes identified as non-Caucasian (NCAA, 2010). Based on these statistics alone, it is clear sport psychology practitioners need multicultural training. Sport psychology professionals have called for multiculturally competent practitioners and have offered suggestions on how professionals might achieve this goal (e.g., Schinke & Hanrahan, 2009; Schinke & Ryba, 2009). Nevertheless, Wells (2000) suggested that, despite a culturally competent individual, one cannot fully achieve cultural proficiency without the support of a culturally competent organization. Thus, for students to become culturally proficient practitioners, it seems imperative that graduate programs are also improving their cultural competence.

To address the need for multicultural training in sport psychology graduate programs, Martens, Mobley, and Zizzi (2000) proposed various practical training designs. Despite these suggestions, it is uncertain how programs actually integrate multicultural education due to limited research. Therefore, the purpose of this poster is to illustrate how multicultural training might be incorporated in a sport and exercise psychology graduate program. Moreover, the authors will offer suggestions of how to bridge the gap between literature and practice. The graduate program explored was most equivocal to the interdisciplinary model proposed by Martens et al., offering a multicultural course through the counseling department. However, Martens et al. proposed a need for multicultural courses addressing the unique considerations of athletic populations. Some suggestions for improving the cultural competence of graduate programs include: a) understanding that cultural competence is on a continuum and using it to assess and advance towards the final stages of cultural proficiency (see Hanrahan, 2010); b) designing a multicultural education course as part of the sport and exercise psychology curriculum; and c) including monthly workshops for students to practice consulting with multicultural clients.

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EXPLORING THE EXPERIENCES OF INTERNATIONAL STUDENT-ATHLETES

*Kristin Frevert, Illinois State University, USA;
Jamie Shapiro, University of Denver, USA*

According to the latest National Collegiate Athletic Association (NCAA) Student Athlete Ethnicity Report, there are 17,653 non-US citizen student-athletes competing in various sports in universities across the country, yet there is very little research to understand their experiences (NCAA, 2010). Previous research has focused on recruitment practices (Bale, 1991; Pierce, Popp, & Meadows, 2011), satisfaction (Trendafilova, Kim, & Hardin, 2010), and adjustment and transitional factors (Pierce, Popp, & Meadows, 2011; Popp, Love, Kim, & Hums, 2010; Ridinger & Pastore, 2000), with a void in examining their overall experiences. Therefore, the purpose of this qualitative study was to explore the experiences of international student-athletes in the United States within their athletic department and universities, as well as in the country. Participants were solicited by email, and ultimately six ($n = 6$) international student-athletes from a Division- I university chose to participate in the study and represented two different countries of origin, Canada and Norway. Participants completed a semi-structured interview, consisting of one broad open-ended question followed by a series of specific follow-up questions. Content analysis (Patton, 2002) revealed that most participants did not consider their experiences different than domestic student-athletes. Challenges shared by most athletes included language barriers, balancing their time, and homesickness. Results also revealed the importance

of interpersonal connections, especially with coaches and athletes from the international student-athlete's home country, in ensuring a positive overall experience. Implications of this study are that individuals and professionals working in campus offices associated with international student-athletes should be mindful of their unique roles within the university in order to foster positive experiences and retention.

Teaching Sport and Exercise Psychology

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RELATIONSHIPS OF HUMOR, CREATIVITY, AND TEACHING EFFECTIVENESS ON PHYSICAL EDUCATION TEACHERS

Chienchih Chou & Chung-Ju Huang, Taipei Physical Education College, Taiwan; Tzu-Ping Chien, I-lan University, Taiwan

The use of humor and creativity has been linked to effective teaching for physical education in several studies, although the research has been equivocal. The various types of humor and creativity used by physical education teachers have also been investigated but not in terms of what they view as appropriate and inappropriate uses of humor and creativity in teaching physical education. Therefore, this study examined the directional model of humor, creativity, and teaching effectiveness for physical education teachers. In addition, the study investigated the effects of humor and creativity on teaching effectiveness. The participants were 289 physical education teachers from elementary school level to college level, completing the Multidimensional Sense of Humor Scale, the Creative Thinking Test, Physical Education Teaching Effectiveness Scale. The results from the structural equation modeling indicated: 1) the theoretical model constructed in this study was verified, and goodness-of-fit of the entire model was acceptable. 2) humor and creative thinking had direct and positive effect toward teaching effectiveness for physical education teachers. 3.) there was a significant correlation between humor and creativity. The hypotheses of this study were confirmed by the analysis except the positive effect of humor on teaching effectiveness. Finally, based on the conclusions, some suggestions for physical education teachers and further study were provided.

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GLOBALIZATION OF SPORT PSYCHOLOGY: THE NEED FOR SERVICE-LEARNING IN ACADEMIC CURRICULA

Meredith Whitley, Adelphi University, USA

There has been growing interest in and pressure for universities to provide meaningful global experiences for their undergraduate and graduate students, as evidenced by the increasing number and popularity of study abroad programs. When this trend is viewed in connection with the growing global interest in and use of sport, exercise, and health psychology for a variety of lifelong outcomes (e.g., performance enhancement, exercise adherence, mental well-being, life skill development), it becomes clear that university sport, exercise, and health psychology programs need to respond to this demand with meaningful global experiences for their students. Global service-learning programs answer this call by providing students with "hands-on" learning experiences around the world. For example, students take part in a month-long service-learning program in the Dominican Republic where the students collaborate with

community members in the delivery of a sport psychology program and then reflect on their experiences. This is just one example of a global service-learning program, where global service is connected with student learning. This lecture will begin with an introduction to global service-learning, with the focus quickly shifting to global service-learning programs in the fields of sport, exercise, and health psychology. Through the use of an evidence-based theoretical framework, the basic steps to designing, implementing, and evaluating these programs will be presented, along with short-term and long-term student outcomes. There will also be a discussion of why these programs are invaluable to sport, exercise, and health psychology programs at the undergraduate and graduate levels. The target audience for this presentation includes the following groups: (a) program directors, professors, and others who may design, implement, and evaluate these programs and (b) undergraduate and graduate students who will learn the personal and professional benefits of global service-learning programs in the sport, exercise, and health psychology fields.

Youth Sport

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EXPLORING LOST MOVE SYNDROME IN COMPETITIVE YOUTH GYMNASTS

Erica Beachy, Britton Brewer, Judy Van Raalte, & Al Petitpas, Springfield College, USA

Lost move syndrome (LMS) has been defined as a psychological condition in which athletes are suddenly unable to perform a motor skill or sequence that was previously automatic for them (Day, Thatcher, Greenlees, & Woods, 2006). Day et al. used qualitative methods to study LMS, interviewing 15 elite level trampolinists about their experiences of losing a skill. The current study was designed to investigate the frequency and experience of LMS in competitive youth gymnasts (N = 109). The study also investigated the extent to which LMS, as defined by Day et al., was distinct from other related conditions that negatively affect performance or could be identified as causes for not performing a skill (i.e., slumping, choking, fear of injury, and sport performance phobias). Gymnasts completed a questionnaire about their experience of losing a skill and the specific characteristics of that experience. Responses indicated that the uneven bars and the balance beam accounted for 75% of the lost skills and that the majority of the skills lost (66%) were ones that required participants to go backwards. Coaches filled out a spreadsheet that inquired about which gymnasts had experienced LMS. The vast majority of gymnasts (81%) reported losing a skill, whereas their coaches identified only 37% of them as having lost a skill. Only two gymnasts met all criteria as defined by Day et al. for LMS. Overall, the results of this study revealed that as presently defined and measured, LMS is not distinguishable from related conditions.

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**PARENTAL INVOLVEMENT IN YOUTH SPORT:
POSITIVE AND NEGATIVE PARENTAL INVOLVEMENT
AS PREDICTORS OF PERFECTIONISM, ANXIETY, AND
ENJOYMENT**

*Taryn Brandt, ASPIRE Sport and Performance Psychology
LLC, USA; Zi Wang, IMG Academy, USA; Jim Taylor, USA*

Parent-child interaction is very much related to sport performance and achievement. Prior research has shown that stress (Jellineck & Durant, 2004), higher drop-out rates (Gould, Feltz, & Weiss, 1985), and increased anxiety (Anderson, Funk, Elliot, & Smith, 2003) are among common responses when athletes perceive their parents to be pressuring and directive. On the other hand, positive parental involvement and support can be related to young athletes' enjoyment (Power & Woolger, 1994; Brustad, 1993; Leff & Hoyle, 1995). The purpose of the current study was to examine whether the negative dimensions of parental involvement, specifically directive behavior and pressure, predicted an athlete's perfectionism and anxiety. The relationship between positive parental involvement, specifically active involvement, praise, and understanding, and enjoyment was also examined. The Multidimensional Perfectionism Scale, Sport Competitive Anxiety Test, Parental Involvement in Sport Questionnaire, and two questions addressing sport specific enjoyment were used. A total of 47 participants between the ages of 12 and 18 competing at the regional through international levels were recruited from various figure skating training centers. The results illustrate that parental directive behavior and pressure significantly predict an elite athlete's high level of perfectionism. Similarly, directive behavior, pressure, and perfectionism are statistically significant predictors of a figure skater's competitive anxiety. Statistical positive correlations show that there is a relationship between directive behavior and pressure and both perfectionism and anxiety. Positive parental involvement, as measured by active involvement, praise, and understanding, does not appear to be a strong predictor of enjoyment, however, directive behavior, pressure, anxiety, and perfectionism do not predict and are not related to an athlete's enjoyment. Future research may be utilized to further examine the relationship between negative parental involvement and its relationship with perfectionism and fear of failure, as these traits may be harmful to young athletes' performance, development, and well-being.

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**MENTAL SKILLS TRAINING AND YOUTH ATHLETES:
AN EXPLORATORY REVIEW OF THE EMPIRICAL
LITERATURE WITH IMPLICATIONS FOR LONG TERM
DEVELOPMENT**

Darcy Strouse, BelieveinMe Sports, LLC, USA

Great strides, both empirical and applied, have been made in the extant knowledge base on effective mental skills training (MST) for athletes (Birrer & Morgan, 2010; Gould & Maynard, 2009); however, the major subject focus of this knowledge base has been on the adult athlete. It is only recently that sport psychology methods for youth have received empirical (Chase, Magyar, & Drake, 2005; Copeland, Bonnell, Reider, & Burton, 2009) and applied (Orlick & McCaffrey, 2007; Visek, A. J., Harris, B. S., & Blom, L. C., 2009) attention but they have yet to be synthesized, and the degree to which they have been translated for use with youth is unknown. This presentation reports on the results of an exploratory literature review focused on examining the empirical literature published during the past 12 years (2000 to 2012) to determine whether evidence-based knowledge on effective MST for youth exists and if so, for which mental skills, sports, and youth age-groups. An additional question of interest addressed by the review is whether knowledge exists on children's conceptual understanding of mental skills employed in the competitive sport context. Several clinical/practice implications of the review will be discussed, including: a) what is the state-of-the-science (study designs and methods employed, sports and age-groups studied, mental skills and outcomes examined) of the emerging knowledge base on MST for youth athletes, b) preliminary insight into youth athletes' conceptual understanding and use of different mental skills – and how levels of understanding may vary by age; c) research-based information on the effectiveness of specific mental skills or combinations of skills when applied to youth athletes, and d) examples of how specific mental skills training interventions can be applied for youth within clinical and field settings, in performance areas outside of athletics, and for overall, long term life skills development.

SYMPOSIA

SYM-01

TIME ZONES, CYBERSPACE, AND CELL PHONES: USES FOR TECHNOLOGY IN CONSULTING

Lois Butcher-Poffley, Kathryn Longshore, & Lindsey McGuire, Temple University, USA; Elaine O'Brien, Temple University / Positive Fit Lab, USA

Whether we choose to be or not, we are in the digital age. This symposium examines the use of technology to navigate cyberspace, time travel, and communication with clients on the opposite side of the globe with the proverbial touch of a button. The digital age has brought consulting into a new realm, and that new realm has brought with it some unique challenges. Blogging, texting, Skype-ing, Teamer, and e-mail are the new mediums for communicating information, and we can also tweet it, pin-it, reddit, and Facebook it, should we so choose. As sport psychology professionals we have the technology, but it can be overwhelming. Now our imperative as consultants is to learn how to navigate use of these mediums in the most effective way possible.

This symposium will look at consultants' experiences using different technological outlets in their individual practices. The focus of each segment will be the challenges faced and solutions developed by the consultant through individual experience using various technological mediums. Given this is such a new frontier with so much to consider in the ways to use it, a discussion of best practices will be included in each segment of the symposium. Additional topics include international consulting, blogging and marketing, text and e-mail consulting, and the appropriate "netiquette" and ethical use for electronic transmissions, telecommunications, and telehealth records.

SYM-01A

CHALLENGES & SOLUTIONS OF CONSULTING INTERNATIONALLY

Kathryn Longshore, Temple University, USA

In this ever-evolving, international world, consulting opportunities are becoming increasingly diverse. Athletes all over the world require sport psychology and consultants are gaining education and experience abroad. When it's time for consultants to return from overseas, one might assume that ends the consulting relationship, which has been built. However, technology may be a way to bridge this distance and allow the relationship to continue.

Consulting internationally is both a challenging and lofty proposition. In this presentation, personal experience with providing sport psychology support to a National Team from abroad will be shared and discussed. The presentation will detail the start of the consulting relationship, which began in person, the year and a half of long-distance consulting, and the culminating international competition, which again brings the consultant and team back together. The challenges associated with this type of consulting will be addressed, including time zone differences, team session interaction, one-to-one contact sessions, loss of "spur of the moment" consultations, and decreased observation time. The ways in which these challenges have been tackled and overcome will then be detailed, including using creativity, being flexible, creating a common Internet space, and adapting session formats. The parameters and methods of

communication will also be outlined, in particular utilizing Skype, email, and Teamer.

SYM-01B

BOARDING THE TELEHEALTH TRAIN: LEGAL AND ETHICAL STOPS YOU MUST MAKE

Lindsey McGuire, Temple University, USA

The application of technology in the field of sport and exercise psychology is ever-expanding (Dielman, et al., 2010). When providing health or consulting services through electronic avenues, several legal and ethical considerations must be addressed. The Association for Applied Sport Psychology (AASP) recently published an addendum to the Ethics Code, in which the 26th Standard was added, guiding its members toward best practices in the use of technology. Through this presentation, specific resources will be identified and discussed to assist members in following ethical practices for teleconsultation. Legal considerations including accessing, reviewing and interpreting telehealth state laws, regulations and guidelines will be discussed. Additionally, members will learn the applicability of the Health Insurance Portability and Accountability Act (HIPAA) to teleconsultation for AASP members' various employment settings and credentials. Relevant literature regarding the ethical use of electronic transmissions, telecommunication, and telehealth will be reviewed with specific focus on the application of these principles. The intention of this presentation is to assist members in taking the steps to bridge the gap between ethical guidelines and practice. Particular focus will encompass international and out-of-state consulting via electronic communication including the use of blogs, text messaging, email and video conferencing. A review of AASP's 26th Ethical Standard will also be conducted, followed by a checklist of appropriate steps for meeting standards.

SYM-01C

E-MAIL AND TEXTING: MAKING IT EFFECTIVE, MAKING IT WORK, AND MAKING IT SAFE

Lois Butcher-Poffley, Temple University, USA

"can I see u fri @ 4:30?" "Sure." "K C-U then"

You have just made an appointment with your client in less than 3 seconds without any voice or face-to-face contact. Texting has become a means for clients to reach you immediately. It allows them access in real time, and it can give them the opportunity to receive a solution to a performance problem exactly when they need the problem solved.

E-mail is another tool providing quick access. It is an opportunity for a client to express concerns, bring up new issues, or give you the results (and a narrative) of their last competition right away. It lets the parent of 10 year old ice skater connect you to the child's coach. This is excellent. Or is it?

Texts and e-mails sound good. It's a way to solve some performance issues quickly. It's a way to improve your work with your client. So what's the problem? When do texts and e-mails become intrusive? When do they become a crutch? When are they a vehicle for the client avoid and subsequently, abdicate their responsibility to address their performance issues? This presentation will examine the positives and negatives of texting and e-mail between client and consultant. A look at 3 separate cases will showcase the ups and downs of these technologies in private consulting, and provide an opportunity to develop your own parameters for use of such communications in your own practice.

SYM-01D

JOIN THE BLOGOSPHERE. TAKE YOUR PASSION AND MAKE IT HAPPEN: CREATING A MENTAL WEALTH, LIFETIME HEALTH, & PHYSICAL WELL BEING BLOG

Elaine O'Brien, Temple University / Positive Fit Lab, USA

Utilizing technology to create a web presence, within exercise, performance, and sport psychology, is a viable option for savvy AASP professionals. Learn how to define your niche, identify your audience, put your mission and passion into action, and realize your goals and dreams.

As technology evolves, opportunities are arising for AASP members who understand the media landscape, and can recognize under-served niches through blogging. Learn about 'marketing' creating events, using social media to attract readers, and about branding yourself. Take control of your future, help others, and do amazing things, 'blogging your way to success.'

In this presentation, we will look at the notion of creating blogs to promote viable and 'beneficial and necessary' exercise, performance and sport psychology related products, practices and services. The presenter will share her personal experience in creating a lifetime well-being and fitness blog, combining inspiration, humor, and best practices in Exercise, Performance, Sport, and Positive Psychology, with the aim of promoting lifelong flourishing.

The session learning objectives include distinguishing your service, product audience, and finding your niche. You will discover the importance of knowing your demographics: Who do you want to reach and how will this be accomplished? You will also learn the value of positive community building, how to create an online media kit, and ways of developing revenue streams. Finally, we will discuss how to make your blog a viable profitable and integrated experience, adding value to your whole lifetime.

SYM-02

PAST, PRESENT, AND FUTURE OF AASP LEADERSHIP: TO INFINITY AND BEYOND

Michael Sachs, Temple University, USA; Cindra Kamphoff, Minnesota State University/The Runner's Edge, USA; Leeja Carter, Adler School of Professional Psychology, USA; Dana Dunwoody, Temple University, USA

AASP and APA's Division 47 (hereafter D47) are both in their early adolescence. There have been many noted professionals who have served as Presidents of each association (27 AASP, 18 D47). This is an appropriate time to review where we have come with our leadership, who is currently serving in leadership positions, and perspectives for early career professionals (ECP) and students who aspire to leadership positions in AASP. The first presentation in this symposium will review some demographic data concerning AASP and D47 Presidents, and offer some analysis of their background and what this may say for the future. The second presentation will be by an ECP serving on the AASP Executive Board. She will provide an ECP perspective on leadership within AASP and the Executive Board and recommendations for other ECP. The third presentation will be by a student member of AASP (a student representative on the Executive Board), who will address leadership opportunities and perspectives for students in AASP. A discussant (a former President of both AASP and D47) will provide an overarching analysis of past trends and future perspectives. Implications for future leaders of the profession, including opportunities

across gender, ethnicity, and professional background lines, are discussed, with additional recommendations for students and professionals who aspire to become leaders of AASP.

SYM-02A

AASP AND APA DIVISION 47 PRESIDENTS: PAST AND FUTURE PERSPECTIVES

Michael Sachs & Dana Dunwoody, Temple University, USA

The Presidents of AASP and APA's Division 47 (hereafter D47) may be considered as leaders in the field. There have been 27 Presidents of AASP and 18 Presidents of D47. These represent 43 leaders in our field (two individuals have been President of both) and it is of interest to examine their backgrounds and suggest trends for future leaders of AASP and D47. Gender breakdown is similar across AASP/D47 - 62% of the Presidents have been male, 38% female (AASP 17M/10F, D47 11M/7F). Ethnicity is predominately Caucasian (95%) - only one Latina and one Latino have served as President (both of D47). Indeed, no African American nor Asian American has even run as a candidate for President, reflecting the lack of diversity within the membership of AASP and D47. As might be expected, D47 had a higher percentage of individuals as President with a psychology as opposed to a kinesiology focus/background (9 vs. 8 for 53%). AASP had 'only' 18.5% with a psychology focus/background (5 vs. 22 kinesiology). Presidents were working in a wide variety of institutions, although primarily 'Division 1' institutions, but also other settings such as private practice (1 D47, 2 AASP) and the United States Olympic Committee (1 D47, 1 AASP). Many of the psychologists were working in academic institutions, as might be expected for leadership of academic organizations. Almost all the Presidents are still alive (with one tragic exception), although approximately eight Presidents are retired (however, some appear to working almost as hard in retirement as they were when in academia). Implications for future leaders of the profession, including opportunities across gender and professional background lines, are discussed, with additional recommendations for students and professionals who aspire to become leaders of AASP and D47.

SYM-02B

LEADERSHIP IN AASP: AN EARLY CAREER PROFESSIONAL'S PERSPECTIVE

Cindra Kamphoff, Minnesota State University/The Runner's Edge, USA

Early Career Professionals (ECPs) have numerous demands on their time. In an academic position, for example, ECPs may feel the pressures of getting tenure and the need to conduct and publish research. In private practice, ECPs may feel the pressures of marketing, growing their services, and generating a profit. Given these demands, the possibility of serving on the AASP Executive Board may be an unlikely thought for an ECP. As an ECP on the Executive Board, the presenter will discuss the leadership opportunities within AASP and her perspective as an ECP on the Executive Board. The presenter will discuss her personal reasons for running for the Executive Board position, and how she continues to stay motivated in her position despite other demands on her time (i.e., a full-time academic position, consulting, family, etc.). She will also discuss her career aspirations and how the position on the Executive Board fits with those aspirations in order for other ECPs to see a similar connection. Advice for other ECPs will be provided, including how to ensure you are the most prepared for an Executive Board position and the benefits of serving on the Executive Board.

SYM-02C**LEADERSHIP IN AASP: A STUDENT'S PERSPECTIVE***Leeja Carter, Adler School of Professional Psychology, USA*

Graduate school is rigorous and rewarding. As graduate students managing the demands of course work, internships and practica, research assistantships, working, and personal obligations to family and friends, graduate school can take on a life of its own. Due to the many responsibilities graduate students have, thinking about serving in a leadership position within AASP is often overlooked. As a student member of AASP and current student representative on the Executive Board, the presenter will address leadership opportunities as a student and perspectives for students in AASP. The presenter will discuss why she decided to devote time and energy to a leadership position in AASP (particularly given her role as a graduate student and instructor), and her aspirations and goals within leadership, academia, and exercise and sport psychology. Advice will be offered for other graduate students concerning steps they can take to get into various leadership positions as a student within AASP and in other professional areas of exercise and sport psychology.

SYM-03**TRAINING THE TRAINERS: SUPPORTING SPORT-BASED YOUTH DEVELOPMENT COACHES***Vanessa LoVerme Akhtar & John McCarthy, Boston University, USA; Caitlin Barrett, Up2Us, USA; Frederick Ettl & Robert DiBernardo, Boston University, USA*

While most youth sport coaches have no formal coach training or education, coach education interventions have shown to positively impact both coach-athlete interactions and overall youth experiences in sport (Barnett, Smoll, & Smith, 1992; Gould, Krane, Giannini, & Hodge, 1990; Smoll, Smith, Barnett, & Everett, 1993). This symposium will explore multiple aspects of a coach education program designed for coaches of a national sport-based youth development program, serving in various under-resourced communities. Presenters will first outline the organization of the program as a whole, with particular emphasis given to the objectives for creating learning and professional pathways for its coaches (Bheenuck & Davis, 2003; Klentschy, 2005). The presenters will then discuss the development of a three-tiered coach mentoring program, designed to increasing coaches' feelings of efficacy, support (Feltz, Chase, Mortiz & Sullivan, 1999; Feltz, Hepler, Roman & Paiement, 2009), and interest in these professional pathways. In addition, attention will be given to aspects of the training focused on developing a coach-as-mentor approach to foster athlete-centered and collaborative coach-player interactions (Karcher & Nukkala, 2011; Kidman & Lombardo, 2010). As this program places coaches across the country, presenters will discuss the implementation of distance-learning strategies, with particular emphasis on technology, including online reflection logs, webinars and Skype (Cassidy, Potrac, & McKenzie, 2006; Cassidy & Rossi, 2006). The symposium will conclude with a discussion of lessons learned and potential implications for future implementation of coach education for sport-based youth development coaches.

SYM-03A**PROFESSIONAL PATHWAYS FOR SPORTS-BASED YOUTH DEVELOPMENT COACHES***Caitlin Barrett, Up2Us, USA*

In the United States, the vast majority of the estimated 2.5-3 million youth sport coaches do not have formal training in the field (Gould, Krane, Giannini, & Hodge, 1990; Weiss & Hayashi, 1996). However, research has shown that the education coaches receive has an impact on the kind of interactions they have with youth and the experience of these participants in the sports activity (Barnett, Smoll, & Smith, 1992; Smith, Zane, Smoll, & Coppel, 1983; Smoll, Smith, Barnett, & Everett, 1993). This presentation will focus on the development of a national coaching corps whose goal it is to build a highly trained workforce of sports-based youth development professionals. These coaches are placed in non-profit organizations in underserved communities that provide physical activity, sports, health, and life skills programming for youth. Presenters will discuss how coaches are identified, trained, and supported throughout their terms of service, with special emphasis on professional development and mentoring. Creating pathways that allow coaches to continue their education, improve their skills, and remain in the sports-based youth development field is a key element in recruiting and retaining a high-quality workforce (Bheenuck & Davis, 2003; Klentschy, 2005). All coaches make their way through a training and skills-based pathway throughout their term of service, while a smaller set of individuals who want to remain in the field entering a separate professional development pathway in subsequent years. Finally, the presentation will explore how mentoring, reflective practice, and evaluation have become important parts of the coaching program.

SYM-03B**DEVELOPING A THREE-TIERED SPORT-BASED YOUTH DEVELOPMENT COACH MENTORING PROGRAM***Vanessa LoVerme Akhtar, Boston University, USA*

This presentation will focus on the creation, implementation and adaptation of a three-tiered mentoring model for youth coaches working for a nationwide sport-based youth development program. Attention will be given to the initial design of the program, informed by research on adult-youth mentoring styles (Karcher, 2010; Karcher, Kuperminc, Portwood, Sipe & Taylor, 2006; Larson, 2006) and coaching efficacy (Feltz, Chase, Mortiz & Sullivan, 1999; Feltz, Hepler, Roman & Paiement, 2009). In addition, presenters will discuss how the three-tiered model was adapted in its second year to better fit with the organization's goal of improving career pathways for youth coaches. Presenters will discuss the measures, both qualitative and quantitative (Feltz et al., 1999), that were used to better understand changes in coaches' feelings of professional efficacy, support from peers and the organization, and their overall professional development. The presentation will conclude with lessons learned about implementing a three-tiered mentoring approach, geared toward coach development and the promotion of sport-based youth development principles.

SYM-03C

A COACH-AS-MENTOR MODEL FOR SPORTS-BASED YOUTH DEVELOPMENT

John McCarthy, Boston University, USA

Although national standards for coaching exist that guide the behavior of the coaches of youth sport (NASPE Standards, 2012), at the present, coaching youth sport in the U.S. can at best be described as disparate in aims, approaches and delivery methods. Unfortunately, in many settings the de facto “mindset” of these adult-sponsored youth sport programs mimics “the professional model” (Lombardo, 1987). Too often, coaches fall prey to a win-at-all-costs mentality and their approaches are decidedly “coach centered” (Cassidy, Jones, & Potrac, 2009). But it is well documented that sport can be a powerful site to learn important life lessons when coaches create a climate conducive to coach-athlete collaboration (Karcher & Nukkala, 2011; U.N. Sport for Development and Peace, 2010). The emergence of a network of sport-based-youth-development (SBYD) organizations made a clear call for an alternative model for the coaches in their programs. The developmentally sensitive and “athlete-centered” (Kidman & Lombardo, 2010) coach-as-mentor model was designed for a nationwide SBYD program serving under-resourced communities. Drawing from what is known from the field of mentoring (Karcher & Nukkala, 2011) and effective coaching (Jones, 2009), this model redefines the role of coach as educator and social pedagogue. This portion of the symposium describes: 1. The core elements of the Coach-as-Mentor model, 2. How we aided coaches in developing their own interactional style and approach that is authentic to them, and 3. How we aspired to assist coaches to be able to forge educational and transformational coach-player relationships.

SYM-03D

DISTANCE LEARNING IN A SPORT-BASED YOUTH DEVELOPMENT PROGRAM: REFLECTION, MENTORING, AND COMMUNITY OF PRACTICE

Frederick Ettl, Boston University, USA

This presentation will focus on how a national sport-based youth development program has implemented distance-learning strategies to support their participant coaches in ongoing coach education training. The presenter will highlight the design and rationale behind this framework that provides formal learning pathways and educational opportunities to a national coaching corps serving under resourced communities (Barcelona & Young, 2010; Griffiths & Armour, 2012; Misener & Danylchuk, 2009; Wiersma & Sherman, 2005). Presenters will discuss how the program has developed the curricula of these educational opportunities to address best practices concerning coaching behaviors and dispositions. Additionally, they are designed to be responsive to the contextual needs, concerns, and curiosities of corps coaches (Cassidy, Potrac, & McKenzie, 2006; Cassidy & Rossi, 2006; Knowles, Borrie, & Telfer, 2005). In doing so, technology is emphasized as this portion of the symposium describes: 1. The use of online reflection logs to support reflective practice (Killeavy & Moloney, 2010), 2. How those reflections inform subsequent professional development delivered via monthly webinars, and 3. How Skype helped facilitate peer mentoring through a community of practice (Cassidy, Potrac, & McKenzie, 2006; Griffiths & Armour, 2012; Gilbert, Gallimore, & Trudel, 2009).

SYM-04

SPORT PSYCHOLOGY PREPARATIONS FOR THE OLYMPICS: HOW TO HELP ATHLETES MAINTAIN BALANCE AND WELL-BEING IN A HIGH PRESSURE ENVIRONMENT

Frank Abrahamsen, Norwegian Olympic Center, Norway; Anne Marte Pensgaard, Norwegian Olympic Training Centre, Norway; Elsa Kristiansen, Norwegian School of Sport Sciences, Norway; Pierre-Nicolas Lemyre, Norwegian Research Center for Training and Performance in Youth Sports, Norges Idrettshogskole, Norway

Balance in life is equally important for elite athletes, as it is for the general population. However, athletes might have a lot more difficulties maintaining this balance, because of time constraints due to competitions, practice and travel. In order to help elite athletes' well-being, applied consultants should acknowledge their difficulties by facilitating the competitive environment and helping them overcome any life imbalance. In this symposium we will emphasize how one can support athletes before, during and after major events such as the Olympics and give examples with Olympic medal winners.

Elsa Kristiansen's talk will discuss the experiences from the Youth Olympic Games and how one can help these young athletes cope with the total stress during these games and give some advice in how one may improve this work. Frank Abrahamsen will speak about how elite athletes may find a balance in life, work and sports preparations for the OG when they are not fully paid, needing of an income on the side. Nicolas Lemyre will talk about mental skills periodization with one elite athlete during a four year period, preparing for the Sochi Olympic Games as part of a sport team. Finally, Anne Marte Pensgaard will discuss the presence of family members during OG in order to facilitate the performance of the national handball team, balancing the need for loved ones with possible external distractions. Professor Glyn Roberts will act as a discussant.

SYM-04A

THE NEW OLYMPIC CHALLENGE FOR YOUNG ELITE ATHLETES

Elsa Kristiansen, Norwegian School of Sport Sciences, Norway

The Youth Olympic Games (YOG) is an innovative development of the International Olympic Committee (IOC), targeting youths between 14 and 18. The first YOG was held in Singapore in 2010 (summer) and the second in Innsbruck in 2012 (winter). YOG's vision is to inspire young athletes to participate in sport and adopt and live by the Olympic values. In addition to the regular competitive program, this new event also includes two new components: First, the Culture and Education Program (CEP), teaching athletes Olympic values and experiences and second, modification is the innovative events created by the different International Federations.

This investigation intended to study how the Norwegian Olympic Youth Team experienced the first winter YOG, examining how they balanced the regular competitive program, the Cultural and Education program, and several innovative events. Nine athletes were interviewed. Their experiences and perceptions of stressors differed according to their sports program during the ten days of the Games. The results are presented in three narratives: the curler (extensive

competitive program), the biathlete (more balanced program), and the luger (one competition – possible to participate in CEP). Because of the curler's schedule, YOG was all about competing and trying to get enough rest whenever possible. The biathlete with a balanced program had time to experience all that YOG had to offer, while the luger would have benefitted from additional competition, regular or innovative. In order to cope, different types of social support from coaches, team mates and parents, together with cognitive strategies, were mentioned as important. The athletes' main goal for YOG is to perform in competition. However, if the IOC wants all the athletes to embrace the cultural learning possibilities offered during the Games, future organizers should balance a cultural-competitive program for all athletes.

SYM-04B

ELITE AMATEUR: MAINTAINING BALANCE IN LIFE DURING THE PREPARATION PHASE FOR THE OLYMPIC GAMES

Frank Abrahamsen, Norwegian Olympic Center, Norway

The Olympic Games requires tremendous training and sacrifice in order to be well-prepared. Extensive travelling to competitions and training camps may put a hold on their personal life. However, many, if not most, Norwegian Olympic and Paralympic athletes are not wholly professionals, meaning that they need to be either a part/full time student or have a part/full time job in addition to their sport preparations. Hence, maintaining a balance in life is difficult, when existential issues such as income, partner and children are put into the equation. This is important for several reasons, as for instance Williams (2001) found that 30 out of 35 life stress studies demonstrated a relationship with injury susceptibility. During consultations, several athletes have clearly stated that they feel torn, or as one athlete put it: "I collect my family's fame and glory, while my spouse collects the income". Some athletes have also argued that coaches do not understand their position, as the coaches are paid for their job. If these athletes have to work or be home with their kids so their partner can go to work, the athletes feel that the coach and support staff believes that they are not serious enough and do not prioritize their sport enough.

The presentation will briefly discuss some of the challenges that Olympic and Paralympic amateur athletes have highlighted regarding their life balance and well-being during consultations and delineate some coping mechanisms they have utilized in these instances. Research regarding athletes' roles and responsibilities for maintaining life balance is an understudied area, hence some suggestions for research will also be given. The Cognitive Activation Theory of Stress (Ursin & Erikson, 2004) will act as a guideline for maintaining athletes' life balance and help applied sport psychology consultants design theoretically based interventions.

SYM-04C

BRINGING CHILDREN INTO THE OLYMPIC GAMES: TO BE (THERE) OR NOT TO BE?

Anne Marte Pensgaard, Norwegian Olympic Training Centre, Norway

The length of female athletes athletic career has often come to a close with the onset of motherhood. The combination of bringing up a child and at the same time conduct the amount of training necessary to be able to qualify and compete in the Olympic Games, has traditionally been daunting for most athletes. This has

been especially challenging for team players who, in addition to taking care of their own conditioning and preparations, also has to take into consideration their teammates needs and references. One challenge is to juggle the day- to day encounters. A different challenge is to decide whether or not to bring your child with you to the Games. Especially, when the Olympic Games takes place at a different continent, this becomes a vital question due to the length of stay. The Norwegian Female Handball team has won the Olympic Gold Medals in the last two Olympic Games. In the 2012 London Games, there were two players who had to cope with the roles of being both Olympic team players and also mothers. The attitude and experiences of the Sport Association, Olympic Committee, coaches, teammates and, not the least, the players themselves are revealed and future recommendations are offered.

SYM-04D

PERIODIZATION OF MENTAL SKILLS TRAINING PROGRAM OVER AN OLYMPIC CYCLE PERIOD

Pierre-Nicolas Lemyre, Norwegian Research Center for Training and Performance in Youth Sports, Norges Idrettshøgskole, Norway

The Principle of the Individual Training Response (Hawley, 2000) suggests that the effect of a particular training plan (load and method) varies considerably from athlete to athlete. It has been discussed that while a certain training volume may be excessive for one athlete and result in maladaptive training responses or exhaustion, it may be less than adequate to stimulate adaptation and progression in another. Balague (2000) suggested the transfer of Bompa's (1999) concept of periodization of physical training for athletes to the area of mental skills training for elite athletes. The current presentation will use the case of a women Olympic team competing in an individual sport to illustrate the challenges of planning and implementing a periodized mental skills training program following the appropriate macrocycles (divided in three main periods, namely preparation, competition, and transition periods), mesocycle (e.g., a month), and microcycle (e.g., a week), to help the athlete reach his or her potential by maximizing learning and performance (Bourne, 1993; Balague, 2000). Each of these cycles presents potential opportunities and pitfalls to the development of foundation skills, performance skills, and facilitative skills (Vealy, 1988, Balague, 2000). In similar fashion to a physical training plan, appropriate adaptation of the mental skills training program should reflect the age and the experience level of the athletes, as well as the composition of the team (Reid, 2000). Periodization examples from four years of mental skills training program, individualized planning and integration of the skills in everyday training, will be used to illustrate the unique roles of post-Olympic and pre-Olympic seasons in preparation to Sochi.

SYM-05

APPLIED RESEARCH IN ELITE YOUTH SOCCER: EMBEDDING THE SCIENTIST-PRACTITIONER MODEL WITHIN A PROFESSIONAL SOCCER ACADEMY DEVELOPMENT PROGRAM

Chris Harwood & Nicola Clarke, Loughborough University, United Kingdom; Richard Hampson, GB Canoeing, United Kingdom

Following the launch of the English Football Association's 'Psychology for Football' initiative in 2002, there has been a steady growth in the attention given to psychological research and applied services within professional club academies. Such academies

exist as an ecological laboratory for studying psychological development and practice across stages of participation (Cote, 1999). Resources for applied research and practice are often directed to the later adolescent stage, with attention to younger age groups remaining limited. The purpose of this symposium, however, is to demonstrate how a scientist-practitioner model has been embedded in one professional youth academy across all stages of development. Specifically, each of the three presenters deliver research-informed practice across all age groups of the professional academy. The first research presentation focuses on early specialization with a view to understanding how the youngest players interpret their experiences and challenges at the academy. This research is central to parent and coach education work and incorporates innovative focus group methods. The second presenter focuses on the later specializing phase, illustrating an extension of Harwood's (2008) 5C coaching intervention with U-13 players. A multiple-baseline design methodology demonstrates how psychological strategies can be integrated into training sessions, leading to player, coach and parent-reported changes in the psychological responses of the player. The final presentation progresses to the investment stage by reporting a four month action research study conducted by a trainee sport psychologist working with 17 to 19 year old players. This research centres on the use of REBT and the collaborative relationships between researcher and player-clients when levels of unhealthy perfectionism emerged as a prevalent issue within players who are now competing for coveted professional football contracts. The symposium will conclude with key applied research considerations when working within and across the key stages of a professional talent development environment.

SYM-05A

CHILDREN'S EXPERIENCES AND CONSTRUCTIONS OF PLAYING EARLY SPECIALIZATION STAGE FOOTBALL IN AN ELITE PROFESSIONAL CLUB ACADEMY

Nicola Clarke, Loughborough University, United Kingdom

According to Bronfenbrenner's (1979) bioecological systems theory, children's experiences and development are influenced by the sport environment and interactions with significant others. Despite the current interest in how sport can enhance positive youth development, first-person accounts of children's experiences of social interactions within specific sport contexts are rare. The purpose of this study was to explore elite youth footballers' experiences of a professional academy, and how children construct their experiences through interaction with peers. Focus group interviews were held with 16 youth football players registered to an English professional club academy. Groups of four children aged 8 to 10 years participated in four 20 to 44 minute interviews ($M = 30$) during which they were asked to describe what it is like and what it means to play football at an academy. Open questions and a variety of interactive activities were used to prompt discussion. Using a phenomenological approach, a two-stage analysis of the experiential and interactional aspects of the interviews offered a number of key findings. Children agreed that it was essential for academy players to work hard to keep developing, although interpretations of why this was important varied. Being selected to an academy meant that players understood they were identified as talented, and constructed a hierarchy differentiating professional clubs from local leagues. Model academy players were constructed as mirroring professional footballers' behaviours and training as much as possible to improve, which in turn limited the children's capacity to keep a balanced lifestyle. Concepts of identity, discourse, relationships and situated meaning are used to interpret findings, and

implications for the design and delivery of youth football programmes are proposed. In addition, reflections on adapting focus group techniques and the usefulness of this method for research with children are provided.

SYM-05B

ENHANCING PSYCHOSOCIAL RESPONSES IN EARLY ADOLESCENT SOCCER PLAYERS: SUPERVISORY CONSULTING WITHIN A SINGLE CASE INTERVENTION PROGRAM

Chris Harwood, Loughborough University, United Kingdom

Early adolescence represents an important phase of development in relation to a young player's increasing ability to understand the psychological demands of their sport. During this phase, players are more ready to appreciate concepts, skills or attributes that are important to their long term enjoyment and performance in soccer. The present study examines the effects of a longitudinal psychosocial intervention focused on improving players' responses associated with the 5C's (Harwood, 2008) - Commitment, Communication, Concentration, Control and Confidence. Five players from the Under 13 age group ($M = 12.5$) at an English professional soccer academy participated in a single-case multiple baseline across individuals design. Applying a supervisory consulting model of practice aligned with Harwood's protocol, the scientist-practitioner worked directly with the U-13's coach to educate and integrate the 5Cs into the coach's normal training practices. Following a three week baseline period to collect player, coach and parental assessments of each player's current 5C levels, coaching behavior strategies related to each C were integrated and coached in turn over a three week period. After each of the three weeks, the coach, selected players and players' parents reassessed the 5C responses of the players. This protocol of intervention and reassessment occurred until each block of the 5C's had been covered in sessions (i.e., 15 weeks). Results indicated that the psychosocial responses of players associated with the 5C's increased cumulatively across the intervention irrespective of which C was being coached. The commitment and communication coaching phases appeared to have strong effects as the initial two phases of the intervention. Parent and coach-reported evaluations in conjunction with detailed social validation data largely corroborated player perceptions. Key reflections from this study are presented with respect to the psychosocial development of the adolescent player, alongside the roles of coach, parent and peers.

SYM-05C

USING RATIONAL EMOTIVE BEHAVIOURAL THERAPY TO ALTER UNHEALTHY PERFECTIONIST BELIEFS IN ELITE ADOLESCENT SOCCER PLAYERS: AN ACTION RESEARCH STUDY

*Richard Hampson, GB Canoeing, United Kingdom;
Chris Harwood, Loughborough University, United Kingdom*

Perfectionism is a multidimensional and multifaceted construct of which not all dimensions are believed to be maladaptive. For example, a profile characterised by low perfectionistic concerns and high perfectionistic strivings may lead to positive psychological and behavioural (performance) outcomes. Despite this, there has been a lack of applied research demonstrating how interventions may be used to help create more healthy versions of the construct within individuals. This presentation will reflect upon an action research intervention carried out by a trainee sport psychologist aimed at developing

more healthy perfectionistic beliefs and behaviours (i.e. low perfectionistic concerns and high perfectionistic strivings) in a sample of eight elite academy soccer players (mean age 17.5 years). Four action research cycles were conducted over a period of four months. During cycle one, the trainee psychologist initially identified players who demonstrated high levels of unhealthy perfectionism (e.g., high perfectionistic concerns) associated with the expectations and pressures of the academy (e.g., gaining a professional soccer contract). The learning and reflection process subsequently directed the content of the further action-research cycles. Specifically, rational emotive behavioural therapy (REBT) was employed by the practitioner as the main approach to reconstruct the unhelpful beliefs and behaviours causing and resulting from the performers' high levels of unhealthy perfectionism. Despite REBT having been reported as having highly beneficial effects for reconstructing dysfunctional beliefs in other domains (e.g. clinical and educational psychology), there has been a relative lack of investigation surrounding its use with athletes. The results of this study are discussed using individual case studies of intervention effectiveness and via the learning experiences of the trainee throughout each of the action research cycles. Further reflections and suggestions for the application of action research in an elite youth organisation and REBT within elite adolescent populations will conclude this presentation.

SYM-06

PSYCHOSOCIAL ASPECTS OF SPORT INJURY: AN ATHLETE-CENTERED APPROACH

Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA; Damien Clement, West Virginia University, USA; Megan Granquist, University of La Verne, USA; Jennifer Jordan Hamson-Utley, Weber State University, USA

Surveys across the world (e.g., Conn, Annett & Gilchrist, 2003; Kujala, Taimela et al., 1995; Uitenbroek, 1996) indicate that participation in sport and physical activity related activities can have both social and economical toll on individuals' overall health. Research has also indicated addressing both physical and psychosocial aspect of injury is essential in ensuring an individual's safe return to back to sport. Given the role of sport and physical activity participation in maintaining life-long physical and mental well-being, the purpose of this symposium is to discuss the process of psychosocial sport injury rehabilitation from an athlete-centered perspective. The first presentation will discuss the importance of considering injured athletes' readiness to engage in rehabilitation related activities. It will also discuss how sport injury rehabilitation can be likened to a process of behavior change, and as such, will apply the Transtheoretical model (Prochaska & DiClemente, 1983) to injury rehabilitation. To further facilitate an athlete-centered approach, the second presentation will move away from viewing injury rehabilitation from an injury/illness perspective and move toward a more positive "injury rehabilitation as a performance" perspective. The presentation will argue that viewing the rehabilitation process as an extension of sporting performance, rather than a "set-back" may help athletes maintain their motivation throughout rehabilitation, thus enhancing rehabilitation adherence and overall rehabilitation outcomes. The third presentation will discuss the positionality of the injured athlete, sport medicine team members, and significant others in the rehabilitation process. It will be argued that for successful rehabilitation, it is imperative to place the athlete at the center and consider roles, responsibilities and relationships between those involved in the rehabilitation. The final presentation will share novel, evidence-based methods of incorporating modern technology (e.g., mobile phones, iPads,

and other tablet devices) into the delivery of personalized, athlete-centered psychosocial sport injury rehabilitation.

SYM-06A

ARE ATHLETES "PSYCHOLOGICALLY READY" FOR SPORT INJURY REHABILITATION?

Damien Clement, West Virginia University, USA

Sport injuries are typically viewed by athletes as "unnecessary time away from sport", "a hindrance" or a "set-back". They are usually experiences that athletes are trying to avoid, and often present athletes with situations which may require modifications in their daily routines/lifestyle. Research has shown that some athletes often present with psychosocial responses which, in some cases, impede their progress through rehabilitation (Tracey, 2003; Johnson & Carroll, 1998). During rehabilitation, athletes are often required to engage in new behaviors (e.g., change in daily routines and activities, new exercise regimes), as well as being personally committed to, and ready for, the process. However, it seems that athletes are often transitioned into the injury rehabilitation with very little consideration given to their psychological readiness for this phase of the injury recovery process (Clement, 2008). As such, Clement (2009) suggested that it may be worthwhile to consider assessing athletes' psychological readiness for this stage of the injury recovery process prior to their commencement of injury rehabilitation. What's more, sport injury rehabilitation can be likened to a behavior change and psychological readiness can be assessed using the Transtheoretical model (Prochaska & DiClemente, 1983), which has provided an excellent framework for helping researchers and practitioners understand behavior change. It is argued that in order to determine an injured athlete's readiness for injury rehabilitation, their stage of change, processes of change, self-efficacy, and decisional balance must all be assessed (Clement, 2009). Based on the results obtained from the aforementioned assessments, relevant members of the sport medicine team would be able to implement the necessary interventions or even facilitate a referral if warranted depending on the athlete's psychological readiness. This presentation will apply the Transtheoretical model within the context of injury rehabilitation. Furthermore, possible interventions, based on the varying degrees of psychological readiness, will also be presented.

SYM-06B

SPORT INJURY REHABILITATION AS A PERFORMANCE: AN ALTERNATIVE PERSPECTIVE

Megan Granquist, University of La Verne, USA

Literature suggests that for successful rehabilitation, an athlete's attitude and affect are foundational (Pargman, 2007; Clement, Granquist & Arvinen-Barrow, in press), and having negative views about the injury may significantly hinder the rehabilitation process and outcomes. Therefore it may be helpful for athletes and members of the sport medicine team (e.g., rehabilitation professionals, sport psychology professionals, etc.) to view sport injury rehabilitation from a performance point of view (rather than from an injury/illness perspective). This positive performance perspective sets the tone for athletes to approach rehabilitation with the same dedication and intensity with which they would approach athletic conditioning, sport practice, and competition. This presentation will adopt a theoretical stance in which sport injury rehabilitation will be likened to athletic performance; the athlete will perform in rehabilitation much like they have performed on the field. By viewing injury rehabilitation as an

athletic performance, athletes may be more inclined to utilize psychosocial strategies (e.g., goal setting, imagery, self-talk, etc.) that they know from the sport performance enhancement setting within the rehabilitation context. Conversely, this performance view also provides athletes the opportunity to learn and practice new psychological skills and strategies that they can subsequently apply to their sport performance upon return to participation. Viewing the rehabilitation process as an extension of sporting performance, rather than unnecessary time away from sport, may help athletes maintain their motivation throughout rehabilitation, thus enhancing their rehabilitation adherence and overall rehabilitation outcomes.

SYM-06C

IT'S THE ATHLETE THAT COUNTS: PLACING THE ATHLETE IN THE CENTER OF THE MULTIDISCIPLINARY CARE

Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA

When rehabilitating athletes with injuries, it is imperative to recognize the importance of athletes' own role in the process. More specifically, a number of psychosocial techniques and assessment tools (e.g., goal setting and use of performance profiling) typically used in sport psychology consulting are based on the premise that "the athlete becomes central" and require great levels of personal involvement for successful implementation. As such, in order to increase motivation and personal commitment to rehabilitation (and subsequently increasing adherence and improving overall rehabilitation outcomes), an athlete should feel that their thoughts, emotions, and actions are valued and respected during the process. It is therefore proposed that when rehabilitating injured athletes, the athlete, along with their primary treatment provider(s) should be central in the rehabilitation process, thus forming the "primary rehabilitation team." The secondary rehabilitation team should consist of range of professionals (e.g., sport psychology professionals, nutritionist, coaches and team mates) and significant others (e.g., family and friends) who are deemed necessary and relevant to the rehabilitation (Clement & Arvinen-Barrow, 2013). When placing the athlete at the center of the rehabilitation, and working as part of a multidisciplinary rehabilitation team, it is also imperative to understand the roles and responsibilities of those involved. Often different professionals (e.g., athletic trainers) may work with the athlete in a "direct day to day relationship", whereas others (e.g., sport psychologist, nutritionist) may work with the athlete directly (or indirectly) but on a more infrequent basis. This presentation will therefore introduce a model of multidisciplinary approach to sport injury rehabilitation, in which practical suggestions for implementing it in practice will also be presented.

SYM-06D

MOBILE THERAPIES: AN EVIDENCE-BASED APPROACH TO ATHLETE CARE

Jennifer Jordan Hamson-Utley, Weber State University, USA

With the aim of providing athlete-centered care and facilitating the relationship between the athlete and the professionals working with them, practitioners are often required to deviate from traditional methods of service delivery. Research has shown that e-Therapies can work and are sought out by many patient populations for different reasons (U.S. Department of Health & Human Services, 2009). To add to this, research on

stress and counseling shows that writing about the stress is as effective as talking about it (Greenberg & Stone, 1992); and in some studies, patients have reported that they wouldn't talk about it (the stress), however, they could write in a blog or email about the event (Greenberg et al., 1996). This session will present and discuss current theory and evidence on the use of mobile phones, iPods, iPads, and other tablet devices in the delivery of psychosocial care. This is important as trends in the patient population suggest this type of intervention fits best with their lifestyle (Epstein, 2011) and provides a way to receive therapies in modes they prefer (Sucala et al., 2012). Moreover, it will provide evidence-based practice guidelines on the implementation of e-Therapies in the form of mobile applications, and will consider gender, diversity and multicultural aspects of care. Specific to mobile therapies, iTunes will be utilized to lead participants on hand-held iPad devices to Internet resources that are both low-cost and effective, avoiding the ineffective applications by learning how to evaluate usefulness and valid tools. Whether used to educate (Donavan et al., 2011) or to collect data on progress and use of therapy regimens (Cohn et al., 2011), technology plays a vital role in optimizing athlete care.

SYM-07

A COMPREHENSIVE OVERVIEW AND EVALUATION OF A COMMUNITY-BASED OBESITY PREVENTION AND TREATMENT PROGRAM: EXERCISE PSYCHOLOGY IN PRACTICE

Sam Zizzi, Jesse Michel, Olivier Schmid, Peter Kadushin, Megan Byrd, Christiaan Abildso, & Kaitlyn Shaffer, West Virginia University, USA

This symposium will review data related to an innovative insurance benefit designed to prevent and treat obesity. The West Virginia Public Employees Insurance Agency's Weight Management Program (WMP) is designed to provide the support and professional services necessary for individuals to adopt and maintain healthy eating and regular exercise. The program is a collaborative effort between a state-funded university and a state-funded health insurance provider, and serves as viable, funded training ground for the research and practice of exercise psychology. The WMP is provided to over 1000 participants per year across 60 fitness and rehabilitation centers in West Virginia. The two-year program includes fitness center access, personal training, dietary services and behavioral counseling for a \$20 monthly co-payment. This topic seems well suited for the AASP conference as it links closely to the conference theme of lifelong physical and mental well-being. All data was collected by CITI trained researchers after IRB approval. The first presentation will provide a detailed description of how the partnership with the insurance agency evolved and the current structure of the intervention program. Program outcomes will be presented, based on the RE-AIM framework (Belza, Toobert, & Glasgow, 2007), including data related to overall participation and adherence rates, weight loss and physical activity patterns, and changes in mental and physical health status. The second presentation will focus on a qualitative study of lessons learned by participants in their interactions during the program with registered dietitians, fitness professionals, and health behavior counselors. The final presentation will review outcome data related to long-term weight loss maintenance after program participation. In the end, the findings from this program will be discussed to further the development of exercise psychology as a career path with fundable research and applied opportunities.

SYM-07A**MERGING THE FITNESS AND INSURANCE INDUSTRIES TO TREAT OBESITY: DEVELOPMENT, STRUCTURE, AND OUTCOMES OF THE PEIA WEIGHT MANAGEMENT PROGRAM**

Sam Zizzi, Christiaan Abildso, & Kaitlyn Shaffer, West Virginia University, USA

Best practice recommendations related to the prevention and treatment of obesity integrate fitness and dietary services with behavioral counseling (NHLBI, 1998; Wadden & Stunkard, 2002). Few such comprehensive interventions are widely available in the US, and little research has been published on the validity of such approaches, particularly those set in non-clinical settings. Researchers in public health have advocated for more practice-based evidence from real world settings (Green, 2006). The PEIA weight management program provides one possible example of an innovative, insurance funded program that is available at a low cost to a large population of at-risk adults. Document analysis, semi-structured interviews, surveys, and database reviews were conducted to show patterns in program participation and success. Return on investment analyses were also performed to compare the yearly costs incurred by the agency to the reduction in medical and pharmaceutical claims during and after the program. The projected return on investment is 1.4 to 1. Using the RE-AIM model (reach, effectiveness, adoption, implementation, maintenance), the program demonstrates low to moderate reach and adoption, high effectiveness and implementation, and moderate maintenance of weight loss. On average, approximately 75% and 50% of participants complete at least six months and one year of the program respectively, with average weight loss of 6% of total body weight. From baseline to six months, substantial reductions have been observed in depression and medication usage (from 25-40%), while moderate and vigorous physical activity levels increase. It must be noted, however, that the program is not designed as a randomized controlled trial, and therefore the findings, though promising, do not show clear cause and effect. Overall, the program appears to be sustainable and has the potential to impact health in WV public employees for years to come.

SYM-07B**WHAT KNOWLEDGE AND SKILLS ARE WEIGHT LOSS CLIENTS LEARNING FROM PERSONAL TRAINERS, DIETICIANS, AND HEALTH BEHAVIOR COUNSELORS?**

Jesse Michel, Peter Kadushin, & Sam Zizzi, West Virginia University, USA

Researchers focusing on evidence-based strategies for lifelong physical activity and mental health (e.g., Wadden, Webb, Moran, & Bailer, 2012) have recommended weight management programs provide the following services: Nutrition, physical activity, and behavioral therapy. To better understand what participants learn from their meetings with these professionals, researchers surveyed participants after six months in a community-based weight management program to assess the benefits of working with a Personal Trainer, Registered Dietician, and Health Behavior Counselor. A total of 958 participants were recruited in monthly cohorts

beginning September 2011. Average monthly response rates are good, ranging typically from 50-70%. Qualitative analysis was completed on the following survey item: "Please tell us what you found to be most helpful from your meetings with your [insert health professional]". Responses (n = 1872) from 567 completed surveys were reviewed by three members of the research team using an inductive analysis approach. A codebook with specific definitions for each raw theme and higher order grouping was used to guide the analysis. Researchers first coded the raw data independently, and then shared results with team members until 75% agreement was reached. This method allowed for triangulation of the data across researchers, and the data was also triangulated across health professionals (Patton, 1999). Results indicate participants benefitted from gaining knowledge, learning new behavioral skills, or from interpersonal interactions. Interpersonal responses (40.6%) and knowledge (31.4%) represented the majority of all data coded, while behavioral skills represented 9.7% of the data. The specific results from this study suggest that health behavior counselors are primarily appreciated for the encouragement and support they provide, and that sport and exercise psychology students services are valued by this population.

SYM-07C**PREDICTORS OF LONG-TERM WEIGHT LOSS MAINTENANCE FOLLOWING PARTICIPATION IN AN INSURANCE SPONSORED COMMUNITY-BASED WEIGHT MANAGEMENT PROGRAM**

Megan Byrd & Olivier Schmid, West Virginia University, USA

Weight loss and weight loss maintenance are related to improved mood, energy, physical mobility, self-confidence and physical health (Klem et al., 2007). A common issue in weight management programs designed to provide lifestyle interventions is promoting long-term weight loss maintenance and preventing "weight cycling." This pattern of weight loss and weight regain leads to increased risks for metabolic syndrome, mental health concerns, and weight regain (Vergnaud et al., 2008). Maintaining a 5-10% weight loss was found to increase rates of long-term maintenance, prevent weight cycling, and provide health benefits (Colorado Clinical Guidelines Collaborative, 2007; Wing & Hill, 2001). Behavioral, cognitive, physical, and motivational factors have been proposed as predictors of successful long-term weight loss maintenance (Wing & Hill, 2001). However, consensus on successful predictors of weight loss maintenance during and after programs is lacking. The purpose of this study was to determine predictors of long-term weight loss maintenance following participation in an insurance-sponsored, community-based weight management program. Current and former participants (N=2,106) were recruited to complete a program evaluation survey. Of 835 responses (40% response rate), survey and objective outcome data from respondents that were at least one month post program completion and lost weight during the program (n=450) were analyzed using hierarchical, stepwise logistic regression procedures. Factors predictive of long-term weight loss maintenance included (all $p < .05$): 1) time since ending the program; 2) frequency of self-weighing; 3) limiting snacking in the evening; 4) limiting portion sizes; 5) perception of initial weight loss; and 6) perceived difficulty of continuing a regular exercise routine. The presentation will highlight areas of potential in- and post-program intervention for consultants based on this practice-based evidence.

SYM-08

ATHLETE ACCULTURATION AND ACUTE CULTURAL ADAPTATION: EXPANDING KNOWLEDGE FROM THE CONCEPTUAL, THROUGH THE EMPIRICAL, TO THE PRACTICAL

Robert Schinke & Kerry McGannon, Laurentian University, Canada; Tatiana Ryba, Aarhus University, Denmark; Natalia Stambulova, Halmstad University, Sweden; Amy Blodgett, Laurentian University, Canada

Within this symposium, the presenters open up discussions spanning the acculturation and acute cultural adaptation of elite athletes traveling across national borders. It has been found that athletes are progressively crossing national borders, either through relocation or as shorter-term acute cultural adaptation experiences whilst they train and compete in a host country (Kontos, 2009). To present, sport psychology scholars have considered this burgeoning topics based upon their own applied experiences (e.g. Kontos & Arguello, 2005; Kontos & Breland-Noble, 2002). Most recently, there is an emerging scholarship where authors have taken up the topics of acculturation and acute cultural adaptation. The prevalence of these discussions has been supported by research with varsity (Bartolacci, 2010; Yukelson, 2008), national team (Ryba, Haapanen, Mosek, & Ng, 2012; Schinke, Yukelson, Bartolacci, Battochio, & Johnstone, 2011), and professional athletes (Schinke, Gauthier, Dubuc, & Crowder, 2007; Battochio, Schinke, McGannon, Tenenbaum, Yukelson, & Crowder, 2013). This symposium is comprised of four presentations. Within presentation one, the conceptual landscape of acculturation and sport psychology scholarship is overviewed. The second presentation frames athlete acculturation and acute cultural adaptation within the career transition literature, expanding what needs to be known about athlete international travel through this second literary lens. The third presentation features data from a funded immigrant elite athlete project, utilizing interpretive thematic analysis and discourse analysis to view a narrative of fluidity as athletes move between home and host worldviews in their acculturation processes. The fourth presentation reveals a research project where shorter-term acute cultural adaptation is experienced by elite swimmers. The first presenter, serving as moderator, will then coordinate discussions about how what is known from the theoretical and conceptual transfers into practice for professionals in the field of sport psychology and coaching.

SYM-08A

OPENING THE DISCUSSION OF ACCULTURATION, CULTURAL ADAPTATION, AND ACUTE CULTURAL ADAPTATION

Robert Schinke, Kerry McGannon, & Amy Blodgett, Laurentian University, Canada

Athlete migration against a backdrop of globalized sport culture is not a newly studied phenomenon in sport sociology (see Magee & Sugden, 2002; Maguire, 2004; Weedon, 2011). The experiences of athletes who relocate from their home country to a host country have also been recently considered in sport psychology (see Kontos, 2009; Schinke, Yukelson, Bartolacci, Battochio, & Johnstone, 2011). In addition to the aforementioned, athletes also relocate for shorter lengths of time to seek advanced training opportunities. Terms such as migrants and sojourners pertain to athletes fluidly travelling

across national borders to pursue sport opportunities (e.g., footballers playing out of country) (Maguire & Stead, 1996; Magee & Sugden, 2002). As these athletes travel to train and/or compete, they experience unique transitions, via either acculturation or acute cultural adaptation within a host sport context. From this presentation, members of the audience are introduced to the topics of athlete acculturation and acute cultural adaptation, beginning with their theoretical underpinnings. It is proposed that athletes that travel across national borders, and also those from minority cultures encounter significant relocation stress, with this stress requiring personal strategies and effective social support from coaches, teammates, and sport scientists. Given the increasing number of developmental, varsity, national team, and professional athletes that relocate to pursue their sport, this introductory presentation to the broader symposium opens up a broader discussion in terms of what is known of this topic, trajectories for researchers, and practices that sport psychologists and coaches might utilize to support the effective integration of transnational athletes.

SYM-08B

ACCULTURATION AS A TRANSITION: MUTUAL INSIGHTS FOR CAREER TRANSITION AND ACCULTURATION RESEARCH IN SPORT PSYCHOLOGY

Natalia Stambulova, Halmstad University, Sweden

This presentation encompasses three points of discussion: (1) characterization of acculturation of immigrant athletes in cultural sport psychology literature, (2) description of the acculturation process based on the approaches developed in career transition research, and (3) some ways athletes' acculturation and transition research might be integrated to deepen our understanding of immigrant athletes' transition experiences. In cultural sport psychology immigrant athletes' experiences are described in terms of adaptation process, acculturation-enculturation continuum, and dealing with relocation and cross-cultural stressors, that are driven by five core motives, such as understanding, control, self-enhancement, belonging and trusting, shared with other people involved and result in promotion or demotion as acculturation outcomes (e.g., Battochio, Schinke, McGannon, Tenenbaum, Yukelson, & Crowder, 2013; Fiske, 2004; Kontos, 2009; Schinke, Cummings, & Bonhomme, 2013). In the career transition area, cultural transition research is a recent development within the cultural praxis of athletes' careers paradigm (Stambulova & Ryba, 2013). Based on approaches developed in career transition research, a cultural transition can be considered as a process characterized by transition demands, interactions of internal and external resources and barriers, coping strategies, primary (successful vs. crisis), and secondary (delayed successful vs. negative consequences) transition outcomes (e.g., Stambulova, 2003, 2010; Taylor & Ogilvie, 1994) and expected to be studied using the holistic lifespan (Wylleman & Lavallee, 2004; Wylleman & Reints, 2010) and the holistic ecological (Henriksen, 2010) perspectives. To improve mutual understanding and cooperation, cultural sport psychology and transition researchers might consider several integration strategies, such as negotiating common terminology relevant to the acculturation/cultural transition, deciding on the best way to describe cultural contexts (home-host), as well as considering the complementarity of the holistic lifespan perspective and the five core motives in cultural adaptation frameworks, including their relevance to applied work with immigrant athletes, to name a few.

SYM-08C**SPEAKING OF ACCULTURATION AND IMMIGRANT ATHLETES: WHAT THEMATIC ANALYSIS AND DISCOURSE ANALYSIS CAN TELL US ABOUT NAVIGATING TWO WORLD VIEWS**

Kerry McGannon & Robert Schinke, Laurentian University, Canada

Writings concerning the acculturation of immigrant athletes are limited (Ryba et al., 2012) despite the presence of sizeable numbers of these athletes in sport (Kontos, 2009; Schinke & McGannon, in press). Critical theorists within cultural psychology have raised questions concerning the conceptions of acculturation and how appropriate such conceptions are in aligning with immigrants' experiences (Bowskill, Lyons & Coyle, 2007; Verkuyten, 2005). Such critiques are part of a dialogue that conceptualizes acculturation as a complex, fluid process linked to self-identity, social networks, power and discourse (Chirkov, 2009). Within this presentation, we extend the foregoing critiques and dialogue into the realm immigrant athlete acculturation using two different qualitative research methodologies. Drawing upon focus groups with immigrant elite athletes relocated to Canada (n=13) and coaches working with such athletes (n=10), we first show one central theme identified via thematic analysis: Navigating two world views: home country vs. host country, and a subtheme of "frustrations". The meaning and experience of "frustrations" was shown to change, as athletes navigated two world views. To further understand and "unpack" the complex and contradictory meanings of "frustration" within the context of the two world views, we shift the discussion to discourse analysis. Through discourse analysis, we show how these differential meanings and the effects (e.g., psychological, behavioural) are simultaneously (re)produced via athletes' and social agents' (e.g., coaches) everyday talk (McGannon & Schinke, 2013) which is framed by various discursive, political and structural forces (e.g., the Canadian Sport system). We conclude with a discussion of what each of these methodological approaches contributes toward further understanding immigrant athlete acculturation and how such contributions are useful in future research in multicultural sport contexts.

SYM-08D**UNDERSTANDING A CULTURAL TRANSITION IN ATHLETES' TRANSNATIONAL CAREERS**

Tatiana Ryba, Aarhus University, Denmark

A globalized sporting topography, in which crossing of geographic, cultural, linguistic, and political borders is now commonplace, has transformed the course of athletes' careers and impacted their lifestyle (Maguire & Falcous, 2011; Ryba, Haapanen, Mosek, & Ng, 2012; Schinke, Yukelson, Bartolacci, Battochio, & Johnstone, 2011; Stambulova & Ryba, 2013). In this paper, I extend Schlossberg's (1981) ideas about lifespan adaptation to transition in human development to propose an understanding of cultural transition as a process of conceptual transformation of meanings and reconstruction of subjectivity. Therefore, to begin to understand the role of culture in adaptive processes, I studied cultural adaptation as a process of subjectification of space and time occurring at the level of everyday practices. Rejecting the linear psychological models that claim that all immigrants undergo a universal psychological process of acculturation and adaptation (e.g.,

Berry's (1980) acculturation model), I argue for an approach that considers the lived experiences of individual athletes within a multiplicity of their cultural identities/identifications, simultaneous embeddedness in various transnational and local networks and practices, and multiple sites of belonging. To this end, I discuss the concept of acute cultural adaptation (ACA), which considers psychological adaptation to a cultural transition as a negotiated process. Rather than framing adaptation as 'achieved' in terms of either psychological wellbeing or sociocultural proficiency, I propose an understanding of acute adaptation as negotiation between maintaining a psychological homeostasis and engagement in sociocultural everyday practices of the host site. Rereading a self-determination theory (SDT; Ryan & Deci 2000) through the lens of cultural epistemology, the proposed theorisation suggests that ACA is realised in everyday practices drawing on a range of material and symbolic cultural resources to satisfy basic psychological needs. I will use examples from my research to illustrate the conceptual arguments.

SYM-09**ADAPTABILITY: HUMAN PERFORMANCE IN AMBIGUOUS, UNPREDICTABLE, AND UNCERTAIN ENVIRONMENTS; THEORY, EXAMPLES, AND TRAINING**

Holly Roselle, United States Military, USA; Louis Csoka, APEX Performance, Inc., USA; Mark Stephenson, Naval Special Warfare Development Group, USA

As adaptability becomes increasingly important within all areas of organizations, the focus on adaptability training has also increased. Organizations that formerly performed best with defined protocols, structure, and routine are reexamining the need for change. The United States Military is one of those organizations.

Current combat operational environments (COE) consist of asymmetric threats that are instantaneously changing from threatening to nonthreatening. The current and future COE includes conventional warfare as well as non-conventional warfare such as diplomacy, social, economic, and political warfare that replaces and develops civil government (Mahaney, 2010). As a result, the performance demand is consistently changing in the course of the mission, which has created a reexamination of training for optimal human performance (Freeman & Burns, 2010).

The need for a more adaptable military has created a recent surge in adaptability research that has established theories, models, education and training surrounding adaptive performance. Theories such as Eight Dimension Taxonomy and I-ADAPT describe the knowledge, skills and characteristics that underlie the metaskill of adaptability (Pulakos et al., 2001; Ployhart & Bliese, 2005). Additionally, major military organizations have created training strategies to enhance human performance in ambiguous, unpredictable and uncertain environments. While the recent field of knowledge surrounding adaptability was motivated by the Department of Defense, it can provide a new and powerful contribution to the field of sport and human performance psychology. Sport performance can greatly benefit from adaptability theory and applied work because they share an element of human performance that is uncertain and unpredictable. Four presenters will present on 1) the theories, models, and needs surrounding adaptability 2) characteristics of uncertain environments and the use of mental skills in these environments 3) applied training techniques that increase the mental demands of adaptability.

SYM-09A

ADAPTABILITY: HUMAN PERFORMANCE IN VOLATILE, UNCERTAIN, COMPLEX AND AMBIGUOUS ENVIRONMENT

Louis Csoka, APEX Performance, Inc., USA

A number of years ago, the Army War College identified what has become the general description of the world in which not only the military but corporations and even athletes must perform. Characterized by the acronym VUCA, the nature of a volatile, uncertain, complex and ambiguous environment dictates that the preparation for and the performance in such situations makes the development of critical mental skills paramount. This session will describe the characteristics of VUCA, the performer capacities needed to thrive in such an environment and the mental skills needed to develop these capacities. Examples from sport, military and corporate performers will illustrate the power and impact of mental skills training to meet the demands of a VUCA world.

SYM-09B

ADAPTABILITY: APPLIED TECHNIQUES TO BUILD THE MENTAL SKILLS ASSOCIATED WITH ADAPTABILITY

Mark Stephenson, Naval Special Warfare Development Group, USA

The United States Military has spent considerable resources on exploring and defining the problem and impact of a force that is not adaptable. However, identifying and explaining the problem is only part of the process for organizational change. Like most problems, the next step is to implement actionable training in order to create the most adaptable military force for the 21st century and beyond. Training techniques that are based off of real adaptability demands of the current operational environment are crucial to preparing performers for performing under pressure. By inserting techniques that enhance the eight dimensions of adaptability into training, it creates both tactical and mental skill development. In addition to live scenario based training techniques, military trainers suggest the post training discussions purposefully puts a focus on the thought processes and decisions made surrounding adaptability (Richmond and Roukema, 2007). In essence, all training can be used to develop adaptability in some dimension.

This presentation will focus on applied techniques that are used to enhance the mental skills needed for adaptability. While these techniques have been motivated by the operational demands of modern day warfare, they may also be considered when training athletes who must perform under pressure in uncertain environments.

SYM-10

COALITION FOR THE ADVANCEMENT OF GRADUATE TRAINING IN THE PRACTICE OF SPORT PSYCHOLOGY: A REPORT AND DISCUSSION

John Silva, The University of North Carolina-Chapel Hill, USA; Artur Poczwardowski, University of Denver, USA; Brendan Carr, The University of Georgia, USA; Sarah Castillo, National University, USA; Alexander Cohen, United States Olympic Committee, USA; Michael Sachs, Temple University, USA; Renee Appaneal, Australian Institute of Sport, Australia; Mark Aoyagi, University of Denver, USA; Dolores Christensen, Springfield College, USA; Ed Etzel, West Virginia University, USA; John Evans, CSF2-PREP, USA; Tim Herzog, Reaching

Ahead PLLC, USA; Judy Van Raalte, Springfield College, USA; Ashley Coker-Cranney, West Virginia University, USA; Angela Fifer, United States Military Academy, USA; Lauren Tashman, Barry University / Inspire Performance Consulting, USA; Jack C. Watson, West Virginia University, USA; Jon Metzler, USA; Alison Rhodius, JFK University, USA; Lois Butcher-Poffley, Temple University, USA; Nick Galli, University of Utah, USA; Justine Vosloo, Ithaca College, USA

The Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology is a colleague-driven initiative designed to provide guidance and recommendations for sport psychology professionals in academic and private practice settings who are interested in educational pathways for the practice of sport psychology. The Coalition's recommendations also provide current and aspiring students interested in the field of sport psychology with information on career pathways, educational endpoints and potential job prospects related to each pathway/endpoint. The Coalition has met several times and has developed a document that will be shared with the AASP membership, the AASP Executive Board, and Division 47 (Exercise and Sport Psychology) of APA (American Psychological Association). This symposium reviews preliminary recommendations on undergraduate preparation and three educational pathways to a practice oriented career in sport psychology (CC-AASP; CC-AASP, licensed Master's practitioner; and CC-AASP, licensed psychologist). Recommendations are also provided for practicum experiences, mentoring, and supervision. Detailed information in each of these areas will be provided, as well as an opportunity for an extended discussion of the preliminary recommendations. The Coalition will review this feedback and develop final recommendations to present to the AASP membership, the AASP Executive Board, and APA's Division 47.

SYM-10A

THE FORMATION, GOALS, AND FUTURE DIRECTION OF THE COALITION FOR THE ADVANCEMENT OF GRADUATE TRAINING IN THE PRACTICE OF SPORT PSYCHOLOGY

John Silva, The University of North Carolina-Chapel Hill, USA

The Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology is a colleague-driven initiative designed to provide guidance and recommendations for sport psychology professionals in academic and private practice settings who are interested in educational pathways for the practice of sport psychology. This presentation will focus on how the Coalition was formed during the fall of 2012 and how the Coalition's initiative interfaces with some of the most important founding goals of the Association for the Advancement of Applied Sport Psychology (AAASP). A brief review of the Coalition's work completed to date will provide a lead-in for individual presentations focused on five content areas. Each individual presenter will provide recommendations developed by their working group. Each working group is comprised of a diverse cross-section of colleagues that includes current sport psychology graduate students, practicing professionals, and academically based practitioners. The recommendations focus on undergraduate preparation for a student interested in the practice of sport psychology, three educational pathways to a practice oriented career in sport psychology (CC-AASP; CC-AASP, licensed Master's practitioner; and CC-AASP, licensed psychologist) and recommendations for practicum experiences, mentoring, and supervision. The Coalition is developing a document that will recommend a "Gold Standard" for graduate education

in the areas identified above. This document will be shared with the Association for Applied Sport Psychology (AASP) membership, the AASP Executive Board, and Division 47 (Exercise and Sport Psychology) of the American Psychological Association (APA) so that the recommendations can be interfaced with each association's efforts to advance the practice and profession of sport psychology in the 21st century.

SYM-10B

COALITION FOR THE ADVANCEMENT OF GRADUATE TRAINING IN THE PRACTICE OF SPORT PSYCHOLOGY: TO INFINITY AND BEYOND

John Silva, The University of North Carolina-Chapel Hill, USA; Michael Sachs, Temple University, USA; Renee Appaneal, Australian Institute of Sport, Australia; Brendan Carr, University of Georgia, USA; Sarah Castillo, National University, USA; Alexander Cohen, United States Olympic Committee, USA; Artur Pocwardowski, University of Denver, USA

The recommendations of the Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology have been presented for undergraduate preparation, three educational pathways to CC-AASP status, and for practicum experiences, mentoring, and supervision. This final presentation will provide a brief look at the future - in the words of the immortal Buzz Lightyear, "To Infinity and Beyond." The recommendations are designed to assist the profession of sport psychology to find common ground in the preparation of sport psychology practitioners. The Coalition's recommendations provide clarity to aspiring sport psychology practitioners, current graduate students attempting to determine an educational pathway that will provide a "good fit" with their personal career path, and colleagues who wish to retool and legitimately practice sport psychology. A solid undergraduate preparation, clear educational pathways through CC-AASP for those with different career goals, and quality practicum mentoring/supervision will increase the likelihood that those pursuing graduate work in programs that follow these recommendations will receive education and training that will best prepare them for the challenges that await sport psychology practitioners. How to move forward with these recommendations and how to best implement them at the program level will be discussed and an action plan offered to move the educational model for the preparation of professionals in sport psychology into the 21st Century.

SYM-10C

COALITION FOR THE ADVANCEMENT OF GRADUATE TRAINING IN THE PRACTICE OF SPORT PSYCHOLOGY: LICENSED PSYCHOLOGIST, CC-AASP PATHWAY

Brendan Carr, University of Georgia, USA; Mark Aoyagi, University of Denver, USA; Dolores Christensen, Springfield College, USA; Ed Etzel, West Virginia University, USA; John Evans, CSF2-PREP, USA; Tim Herzog, Reaching Ahead PLLC, USA; Judy Van Raalte, Springfield College, USA

The Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology is a colleague-driven initiative

designed to provide guidance and recommendations for sport psychology professionals in academic and private practice settings who are interested in educational pathways for the practice of sport psychology. The Licensed Psychologist, CC-AASP pathway is comprised of successful completion of a terminal doctoral degree program in Psychology, along with specialized training in Sport Psychology, and all state-regulated requirements for licensure. This pathway also includes the standard academic preparation found in the CC-AASP guidelines, including quality mentoring/supervision of 400 hours for doctoral certification. This pathway would be for the sport psychology consultant, trained in both research and practice of sport psychology and general mental health, seeking licensure as a psychologist. These professionals may find employment in teaching and supervision, research, and/or the practice of sport psychology. Professionals who choose to pursue Licensed Psychologist, CC-AASP for their educational pathway will be confronted with both challenges and opportunities in the field of practice. These challenges and opportunities are outlined and explored and recommendations are offered that could improve the integration of sport performance and mental health training at the doctoral level.

SYM-10D

COALITION FOR THE ADVANCEMENT OF GRADUATE TRAINING IN THE PRACTICE OF SPORT PSYCHOLOGY: A REPORT AND DISCUSSION

John Silva, The University of North Carolina-Chapel Hill, USA; Michael Sachs, Temple University, USA; Renee Appaneal, Australian Institute of Sport, Australia; Brendan Carr, University of Georgia, USA; Sarah Castillo, National University, USA; Alexander Cohen, United States Olympic Committee, USA; Artur Pocwardowski, University of Denver, USA

The Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology is a colleague-driven initiative designed to provide guidance and recommendations for sport psychology professionals in academic and private practice settings who are interested in educational pathways for the practice of sport psychology. The Coalition's recommendations also provide current and aspiring students interested in the field of sport psychology with information on career pathways, educational endpoints and potential job prospects related to each pathway/endpoint. The Coalition has met several times and has developed a document that will be shared with the AASP membership, the AASP Executive Board, and Division 47 (Exercise and Sport Psychology) of APA (American Psychological Association). This symposium reviews preliminary recommendations on undergraduate preparation and three educational pathways to a practice oriented career in sport psychology (CC-AASP; CC-AASP, licensed Master's practitioner; and CC-AASP, licensed psychologist). Recommendations are also provided for practicum experiences, mentoring, and supervision. Detailed information in each of these areas will be provided, as well as an opportunity for an extended discussion of the preliminary recommendations. The Coalition will review this feedback and develop final recommendations to present to the AASP membership, the AASP Executive Board, and APA's Division 47.

SYM-10E

UNDERGRADUATE PREPARATION IN SPORT PSYCHOLOGY: RECOMMENDED STANDARDS FOR COURSEWORK AND EXPERIENCE

Sarah Castillo, National University, USA; Ashley Coker-Cranney, West Virginia University, USA; Angela Fifer, United States Military Academy, USA; Lauren Tashman, Barry University / Inspire Performance Consulting, USA; Jack C. Watson, West Virginia University, USA

Students' initial exposure to the theory and practice of applied sport psychology and recommendations for undergraduate coursework and experiences is an essential consideration of the Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology. Although some colleges/universities may offer undergraduate majors or minors in sport and exercise psychology (Sachs, Burke & Schweighardt, 2011), most students are forced to seek coursework and experiences outside of a formal major to prepare for graduate education and training in sport psychology. This is not always an easy task to accomplish, particularly if little or no guidance is provided. The majority of undergraduate students likely gravitate to sport psychology due to past sport experience, a desire to coach or parent athletes, or simply as a way to complete a degree in a field of interest. For those, however, who want to pursue a career in applied sport psychology, two educational pathways are suggested: 1) significant exposure to both exercise science/kinesiology and psychology (e.g., double major or a major/minor combination as available); or 2) an undergraduate major in sport psychology. Both potential pathways will be discussed, including suggested coursework and experiences as well as potential pitfalls and caveats. Recommendations will also be provided for undergraduate students without access to these pathways. Finally, the presenters will offer suggestions for developing and implementing future undergraduate experiences, as well as how to facilitate students' transition from undergraduate to graduate coursework in applied sport psychology.

SYM-10F

COALITION FOR THE ADVANCEMENT OF GRADUATE TRAINING IN THE PRACTICE OF SPORT PSYCHOLOGY: BEST PRACTICES IN SUPERVISED/MENTORED APPLIED TRAINING EXPERIENCES

Alexander Cohen, United States Olympic Committee, USA; Renee Appaneal, Australian Institute of Sport, Australia; Tim Herzog, Reaching Ahead PLLC, USA; Jon Metzler, USA; Alison Rhodius, JFK University, USA; Judy Van Raalte, Springfield College, USA

This presentation will review strategies for supervised/mentored applied sport psychology training experiences. Particular attention will be focused on developmentally appropriate sequencing of experiences as trainees matriculate through novice, intermediate, and advanced levels of applied consultation to meet (and exceed) minimum standards for competency. Novice level supervised/mentored experiences start with role-playing that can be supported and enhanced by observation. These experiences help to develop multiculturally competent practitioners and provide a safe environment for trainee learning, allowing trainees to gain confidence and competence in the consulting role. It is essential that early training experiences and all future consulting involve supervision/mentoring to ensure the protection and care of athlete-consultees. Benefits of direct live supervision/mentoring as well as the strengths and weaknesses of indirect

approaches (retrospective self-report) will be presented. Similarities and differences between supervision and mentoring will be discussed. The importance of video-assisted feedback, reflective practice and consultant self-care will be discussed. As trainees reach intermediate skill levels, experiences expand to include multiple sources of feedback from structured group work with co-consultants, peer supervisors/mentors, and practicum supervisors/mentors. Advanced trainees' roles are more autonomous (lead or sole consultant) and may include the development and acquisition of supervision/mentoring skills, perhaps as supervisors of novice trainees. Guidance for training of supervisors/mentors for three educational pathways/endpoints (CC- AASP; CC- AASP licensed Master's practitioner; CC- AASP licensed psychologist) based on current practice among graduate schools with established and sustainable applied sport psychology programs and best practice standards according to CC-AASP, CACREP, APA, and National Register/ASPPB will be provided.

SYM-10G

COALITION FOR THE ADVANCEMENT OF GRADUATE TRAINING IN THE PRACTICE OF SPORT PSYCHOLOGY: CC-AASP PATHWAY

Michael Sachs & Lois Butcher-Poffley, Temple University, USA; Nick Galli, University of Utah, USA; Justine Vosloo, Ithaca College, USA

The Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology is a colleague-driven initiative designed to provide guidance and recommendations for sport psychology professionals in academic and private practice settings who are interested in educational pathways for the practice of sport psychology. The first educational pathway presented is CC-AASP status. This pathway envisions the standard academic preparation found in the CC-AASP guidelines, including quality mentoring/supervision of 400 hours for provisional certification and an additional 300 hours for full certification. The CC-AASP pathway is for individuals intending to neither pursue a doctoral degree nor seek licensure in areas such as clinical psychology, counseling psychology, or social work. This pathway would be suitable for the 'traditional' performance enhancement consultant, including someone in an academic position doing occasional sport psychology consulting work, or an entrepreneur who is trying to make performance enhancement consulting her/his profession. The professionals who choose to pursue CC-AASP as the terminal point for their educational pathway will be confronted with both challenges and opportunities in the field of practice. These challenges and opportunities are outlined and explored, and recommendations are offered for maximizing the CC-AASP as the terminal point for a practicing professional's educational pathway.

SYM-11

SPORT PSYCHOLOGY CONSULTING WITH COACHES

Lee-Ann Sharp, University of Ulster, United Kingdom; Ken Hodge, University of Otago, New Zealand; Mark Holland, Joan Duda, & Jennifer Cumming, University of Birmingham, United Kingdom; Natalie Fraser, Highlanders Rugby Franchise, New Zealand; Peter Sanford, High Performance Sport NZ, New Zealand

It can be argued that there is a need to view sport coaches as performers in their own right; they are educators, administrators, leaders, planners, motivators, negotiators, managers, and listeners, but they are also people (Vealey, 1988; Vernacchia,

McGuire, & Cook, 1996). Coaches are expected to perform their coaching duties in pressurised environments, often with their job dependent on their athletes' and teams' success. They are also considered influential individuals in athletes' lives and it has been argued that it is the coach that the athlete typically turns to for advice, guidance, and support when they are experiencing difficulty (Bowes & Jones, 2006; Fletcher & Scott, 2010; Jowett & Poczwardowski, 2007). However, it has been noted that coaches' needs for sport psychology support are not typically being addressed in a practical manner (Vernacchia et al., 1996). The purpose of this symposium is provide insight into a number of differing perspectives on sport psychology consulting with coaches that both meets coaches' individual needs but also assists them in providing guidance and support for their athletes. The first presentation will discuss the components necessary for the development of an effective consulting relationship between a sport psychology consultant (SPC) and coach. The second presentation will discuss the development and implementation of a formal evidenced-based MST education program for volunteer national coaches. The third presentation discusses the challenges of 'who is your client' when working with both the coach and athletes within the SPC-athlete-coach triad. The final presentation will provide a novel insight into a case study illustrating the challenges faced by a SPC working with a coach to implement a psychological skills training programme leading into an Olympic Games. The discussant will consider the presentations from both research and applied practice points of view.

SYM-11A

DEVELOPING CONSULTING RELATIONSHIPS WITH COACHES

*Lee-Ann Sharp, University of Ulster, United Kingdom;
Ken Hodge, University of Otago, New Zealand*

In commencing work with a 'client' it has been suggested that the starting point for any psychological intervention should be the development of an effective consulting relationship or working alliance between both individuals (Giges, Petitpas & Vernacchia, 2004). The purpose of this presentation is to discuss the components necessary for the development of an effective applied sport psychology consulting relationship between a sport psychology consultant (SPC) and a coach. To address this purpose, two SPC-Coach consulting relationship case studies (perceived to be effective by both dyad members) will be presented. The use of case studies within sport psychology have been seen to play an "integral role in the accumulation of knowledge... and can promote the development of intervention strategies for enhancing performance and psychological well-being" (Smith, 1989, p.11). Following purposeful sampling methods, members of two SPC-Coach consulting relationships (2 SPCs and 2 elite coaches) participated in individual interviews to discuss their perceptions of effective consulting relationships. Inductive content analysis was conducted to search for common themes both within and across the two case studies (Weber, 1990). Three categories emerged with shared similarities between both case studies as being important to the development of effective consulting relationships between an SPC and a coach; (a) SPC knowledge; (b) trust; and (c) friendship. In addition, two categories unique to each of the case study consulting relationships emerged; (d) SPC fitting in with team culture; and (e) flexibility. These findings will be discussed in relation to previous SPC consulting research; and following the scientist-practitioner perspective a number of practical recommendations will be offered for developing effective consulting relationships with coaches.

SYM-11B

CONSULTING WITH NATIONAL VOLUNTEER COACHES OF YOUTH ATHLETES

Mark Holland, Joan Duda, & Jennifer Cumming, University of Birmingham, United Kingdom; Lee-Ann Sharp, University of Ulster, United Kingdom

In recent years there has been a growing emphasis on a more systematic and comprehensive approach to coach education. This has resulted in the advancement of formal programs to promote coaching practices in areas such as skill acquisition, strength and conditioning, and nutrition. However, sport psychology is still drastically underrepresented within many national coaching qualifications within UK. Indeed, Cushion, Armour and Jones (2003) noted that experience and observation are the primary sources of knowledge for coaches. These informal learning styles make coaches' application of mental skills training (MST) vulnerable in the face of barriers, whether real or perceived (e.g., Pain & Harwood, 2004). Furthermore, little research has examined how coaches teach mental techniques to their athletes (Gould, Medbury, Darmarjian, & Lauer, 1999). This highlights the need for more systematic teaching of MST for coaches. This presentation aims to describe an evidenced-based MST education program for volunteer national coaches. The aims of the coach education program were twofold. First, to develop the coaches' own mental skills through the application of cognitive-behavioral techniques that would support his or her coaching performance. Research has demonstrated that coaching behaviours directly influence athletes' psychological state (e.g., Duda & Balaguer, 2007; Smith & Smoll, 1996). This goal of the program, therefore, attempts to support their coaching performance, learning, and well-being. Second, the program aims to promote the coaches' ability and confidence to integrate MST into their current coaching practices. This tried to reduce the reliance on coaches developing positive MST practice through intuition or unstructured experience. This presentation will outline: 1) the evidenced-based process through which the curricula of the program was developed; 2) the barriers faced in implementing the program with national volunteer coaches; 3) the structure of the coach education program; 4) and the development of an integrated MST coaching resource.

SYM-11C

CONSULTING WITH PROFESSIONAL COACHES, AS WELL AS THEIR ATHLETES

Ken Hodge, University of Otago, New Zealand; Natalie Fraser, Highlanders Rugby Franchise, New Zealand

Athletes and/or coaches – who is your client? Adopting a scientist-practitioner, performance psychology approach we will address this crucial issue by focusing on the coach as a 'performer' in her/his own right; as well as a key member of the SPC-Athlete-Coach triad. This presentation will provide insight into the mental skills training support provided for a professional rugby team playing in the Super 15 competition (teams from Australia, New Zealand, South Africa). An 'athlete-centered', but 'coach-driven' consulting style was adopted as the preferred approach; however, in the professional team sport context individual player needs have to be balanced against the team needs, as identified by the coach – hence the 'coach-driven' strand to the consulting style in this environment. A scientist-practitioner model was employed that integrated aspects of Self-Determination Theory (SDT; Deci & Ryan, 2002) and Personal Construct psychology (Gucciardi & Gordon, 2009;

Kelly, 1955, 1991). Consulting goals were based upon a desire to satisfy both the athlete's and the coach's psychological needs for autonomy, competence and relatedness (SDT). Personal Construct psychology principles were followed in order to help both athletes and coaches identify their individual strengths and weaknesses (i.e., via Performance Profiling; Butler & Hardy, 1992; Gucciardi & Gordon, 2009). Challenges and potential conflicts of interest are identified and examples of mental skills training by proxy (i.e., mental skills reinforced and fine-tuned by the coach) are offered for consideration.

SYM-11D

CONSULTING WITH COACHES TO MINIMISE THE EFFECT OF STRESS IN AN OLYMPIC ENVIRONMENT

Peter Sanford, High Performance Sport NZ, New Zealand

In an Olympic environment athletes must manage outcome expectations and performance pressure (Hermansson & Hodge, 2012; McCann, 2008). It is also documented the stress experienced by coaches to perform at the elite level (Olusoga et al., 2009). Using a scientist-practitioner approach this case study will illustrate how the sport psychology consultant worked with a coach to implement a psychological skills training programme leading into an Olympic Games. This programme had two goals: (1) work with the coach to develop their own coping strategies to manage stress leading up to and during an Olympic games (Olusoga et al., 2012), and (2) to introduce the coach to the applied principles of an autonomy-supportive coaching model, with the vision of empowering the athletes to manage the stress of the Olympic games experience (Mallett, 2005). Despite best intentions of the neophyte sport psychology consultant (SPC); the approach was ineffective. The presentation will explore and explain the failure of the programme from several perspectives: (1) failure to manage the conflict within multi-disciplinary team, and the impact of the conflict on the coach and athletes' stress (Reid et al. 2004), (2) lack of performance management from the sport's high performance leadership, creating organisational stress that effected the coach (Fletcher & Arnold, 2011), (3) the SPC's limited scope of practice to support the coach's mental health challenges in an isolated 'holding' camp, and (4) the late development of mistrust from the coach regarding the SPC's work with the athletes. These factors will highlight the importance of the coach as a performer; not only to get the best out of the athletes, but themselves, and the providers they lead during an Olympic campaign.

SYM-12

GROWING PAINS AND SUCCESSES: EVALUATING A MENTAL TRAINING PROGRAM FOR A BASIC TRAINING BRIGADE

Steven DeWiggins, CSF2-TC, USA; Jonathan Anderson, Army/University of the Rockies, USA; Nicholas Bartley, CSF2-PREP, USA

This symposium brings together nearly three years of observations, best practices and feedback regarding a mental skills training program provided by Comprehensive Soldier and Family Fitness Training Centers (CSF2-TC) to Basic Training cadre and Soldiers at Fort Benning, GA. The overall intent of the symposium is to provide an example of a systematic, methodical, and logical expansion of a mental skills training program from relatively small to larger units. We

hope performance consultants in other contexts can benefit from lessons learned from our experience as they look to implement and expand mental skills training to fit larger organizations. The first segment provides the perspective and related insight of a company commander discussing details about the goals, intent, development, and available evaluative indicators of the initial mental skills training (MST) program with an Infantry Basic Training company. The second portion proceeds further to discuss how the MST program was provided to additional cadre and Soldiers across another training cycle and company, along with performance indicators and anecdotal support from leaders to evaluate efficacy of the mental skills training program. Finally, the last segment covers the challenges and successes of fulfilling the request to expand the MST program into the entire training brigade (approximately 6000 personnel). This presenter will share his perspective on being a local resource to the unit, to include; the adjusted approach to MST used to accommodate such immense growth, the varied levels of observed impact and effectiveness, and the factors that appeared to better set the conditions for observable change. Lastly, we want to present thoughts and respond to questions about how the lessons learned on the growth of this particular application of MS could be applied to sport, business and other areas of performance psychology education and training.

SYM-12A

INITIAL DEVELOPMENT AND EVALUATION OF THE MENTAL TRAINING PROGRAM

Jonathan Anderson, Army/University of the Rockies, USA

The idea to implement a mental skills training (MST) program in Infantry basic training came from years of recorded use across the U.S. Army at small unit levels. Anecdotal observation revealed promising trends in performance enhancement of combat operations (e.g. increased efficiency, minimized mistakes, and increased rate of mission accomplishment) of platoons at Joint Base Lewis-McChord after development and implementation of a tailored MST program. The challenge for this group of practitioners was to develop and implement a similar program with a larger unit (company) within the performance environment of Basic Training. This process began with one company of Infantry Basic Training Soldiers, experienced Drill Sergeants, and cadre in order to develop and refine an effective MST model. A short train up period prepared the cadre to coach and reinforce the MST program that lead up to the company receiving 220 new Soldiers to train over a 14 week period. The MST program targeted the application of mental skills directly to key Soldier performances. In order to evaluate the mental training programs effectiveness and need for future modification, the unit tracked three standardized performance markers; marksmanship scores, Army Physical Fitness Test (APFT) scores, and attrition rate. Soldiers within this company achieved marksmanship scores 10% higher than the average group during that period. Furthermore, physical fitness scores averaged 15% higher than the comparison groups and attrition levels, or individuals that quit or failed to meet the standard, dropped from 10% to 1%. These observations and available trends served as enough evidence to warrant scientific investigation. As practitioners, we viewed the available evidence as a pattern of indicators that supported a continuation of mental skills training with future companies in future training cycles as a way to determine if the trends were replicable and/or transferrable.

SYM-12B**REPLICATION OF MENTAL TRAINING TO ADDITIONAL COMPANIES AND TRAINING CYCLES**

Steven DeWiggins, CSF2-TC, , USA

The observed success at Fort Benning was limited to a single company across one training cycle. Efficacy of MSTs applied to Basic Training would be enhanced if replicated across another additional training cycle and an additional company. Thus, the mental skills training program was implemented with two infantry basic training companies across another training cycle that resulted in enhanced performance. Measurable differences in performance were observed in marksmanship, physical fitness, and attrition, with scores that exceeded the performance increases observed in the initial MST implementation. Another marked improvement was for the number of perfect scores on the physical fitness test, which increased by an average of 200% for the companies that implanted MST as compared to historic company averages. Additionally, the old brigade record (17 out of 200) for the number of Soldiers scoring perfect marks in a physical fitness test, was greatly exceeded by each company that implemented MST (26, 33, and 33 out of 200, respectfully). The attrition rate also observed a consistent and significant drop from the historic unit average of 10% down to an average under 1% for the three MST companies. These observations, along with anecdotal evidence, will be shared as the available support for the replicated and generalized positive impact of the mental skills training program with infantry Soldiers at Basic Training.

SYM-12C**EXPANDING THE MENTAL TRAINING PROGRAM TO ENTIRE ORGANIZATION**

Nicholas Bartley, CSF2-PREP, USA

Following the observed success of the initial program evaluation of the mental skills training program to three Infantry Basic Training companies detailed in Part I and II, a demand for such training grew from the Company to the Battalion (comprising 5 companies), then quickly up to a Brigade level (approximately 6000 Soldiers). The final piece of this symposium examines the challenges and best practices for the implementation of a customized mental skills program provided at FT Benning, GA. In any system, especially in large organization like an Army Brigade, there are many working pieces. The success of enhancing the performance of the entry level soldier required a methodical approach to achieve Command "buy-in," a structured training program for Drill Sergeants on the mental skills training program, and subject matter experts providing quality control and assurance. While some measurable outcomes supplied by units continued to be support efficacy of the MST program, there were others where varied or no performance improvement was observed. This part of the symposia investigates the reasons why some companies improved, while others did not. As well, factors and challenges that the practitioners identified as the most likely to impact the likelihood of success (performance enhancement) will be discussed within the context of actions taken to continually improve the delivery and practice of the mental skills training program at the brigade level. Finally, these factors and challenges will be related to other performance and group environments in order to help consultants identify important considerations to the development of any organizational mental skills training program, whether in sport or business.

SYM-13**SEX AND SEXUALITY ISSUES IN TRAINING AND PRACTICE OF APPLIED SPORT PSYCHOLOGY**

*Mitch Abrams, Learned Excellence for Athletes, USA;
Judy Van Raalte, Springfield College, USA;
Stiliani Chroni, Hedmark University College, Norway;
Donna Duffy, UNCG, USA; Ed Etzel, West Virginia University, USA;
Marita Padilla, Midwestern University, USA;
Greg Shrader, Argosy University, Phoenix, USA*

Although a wide range of topics from health and exercise to life skills development have received attention from sport psychologists in recent years, discussion of issues of sexuality and sexual conduct have been widely overlooked. The purpose of this symposium is to serve as forum in which a range of topics related to sex and to sexuality in applied sport psychology can be discussed. The symposium will begin with a presentation exploring the veracity of several ideas related to sex and sport performance such as the idea that abstaining from sex prior to athletic competition increases testosterone levels. Next, students' attitudes toward sexual harassment behaviors will be presented. Implications of the results of this study for sport psychology professionals will be discussed. The next speaker will discuss issues related to sexual violence, in particular, high school coaches' use of sexually violent language and the effectiveness of interventions designed to eliminate sexually violent language in coaching contexts. This presentation will be followed by a discussion of transference issues that can arise during sport psychology service delivery and supervision. The last speaker will address ethical guidelines and sport psychology specific examples related most strongly related to sexual issues. The symposium will conclude with a discussion followed by an open question period to encourage audience involvement in addressing important and challenging issues related to this topic.

SYM-13A**"SORRY BABY, NOT TONIGHT. COACH SAYS I CAN'T HAVE SEX BEFORE A GAME": DEMYSTIFYING ABSTAINING FROM SEX BEFORE ATHLETIC COMPETITION**

*Marita Padilla, Midwestern University, USA;
Greg Shrader, Argosy University, Phoenix, USA*

For most people, including athletes, sexual activity is a part of everyday life. For decades, coaches and other influential members of athletic organizations have discouraged athletes from engaging in sexual activities prior to athletic competition (Pupiš, Rakovi, Stankovic, Koci, & Savanovi, 2010). The idea that it is important to abstain from sexual activities (e.g., intercourse, masturbation, oral sex, etc.) prior to sport competition is exacerbated by fear (Fischer, 1997). Athletes fear sub-par performance, losing competitions, and even increased risk of injury as a result of engaging in sexual activity prior to competition. However, it is unclear if these fears are warranted. This research examined five ideas related to sex and sport performance: 1) Abstaining from sex will increase testosterone production; 2) Having sex before athletic competition will adversely impact endurance; 3) Having sex before competition will adversely impact the body; 4) Having an orgasm relaxes the body making it difficult to be alert and ready for athletic competition; and 5) Sex will distract players from game associated tasks. Results based upon a critical review of available literature indicated that: abstaining from sex increases testosterone production; having sex before

athletic competition adversely impacts endurance; and having sex before competition adversely impacts the body. There was insufficient research evidence to support or refute the ideas that having an orgasm relaxes the body making it difficult to be alert and ready for athletic competition and that sex distracts players from game associated tasks.

SYM-13B

UNIVERSITY STUDENTS' SALIENT BELIEFS THAT FACILITATE OR IMPEDE INTERVENTION IN SEXUAL HARASSMENT INCIDENTS

Stiliani Chroni, Hedmark University College, Norway

Sexual harassment experiences in sport are common affecting 71.5% of 308 Greek female athletes surveyed (Chroni & Fasting, 2009). Chroni et al. (2012) found that if university students witnessed a sexual harassment incident they intended to intervene if they perceived strong social pressure, had strong self-control beliefs, and held negative, unfavorable attitudes toward sexual harassment. To further explore factors related to intervening in sexual harassment incidents as a bystander, 20 sport science university students (10 men and 10 women, M age = 22, SD = .632) completed an open-ended questionnaire exploring their beliefs related to standing up for a victim of sexual harassment. Participants responded to questions about the advantages and disadvantages of standing up to sexual harassment verbally; about significant others, who would approve and disapprove of standing up verbally; and about parameters facilitating and impeding them from acting in a sexual harassment situation. Results revealed that in sexual harassment situations, students had concerns about whether or not others would back up their actions, worried about confronting harassers who are friends, were afraid of getting in trouble with the harasser or becoming targeted in sexual harassment, and were concerned about the number of bystanders witnessing the incident. Additionally, participants reported lack of certainty about whether to respond to sexual harassment claims if they had not been present when the incident occurred and if they heard only the woman's point of view. Some students thought it was likely that women attracted sexual harassment onto themselves. The results of this study show that intervening in sexual harassment incidents involves complex processes and highlight key factors that contribute to responses to sexual harassment.

SYM-13C

COACHING COACHES: AN EDUCATIONAL PROGRAM TO ELIMINATE SEXUALLY VIOLENT LANGUAGE IN HIGH SCHOOL COACHING

Donna Duffy, UNCG, USA

High school athletics are an important aspect of the school environment. To embody the educational values instilled during the school day coaching language and the messages being delivered to motivate high school athletes in practice and competitive settings should be instructional in nature with word choices free of violent language, derogating messages, and the normalization of violent sexual acts. The North Carolina Coalition Against Sexual Assault (NCCASA), North Carolina High School Athletic Association (NCHSAA), and UNC Greensboro (UNCG) aimed to enhance the leadership role that coaches (and by extension athletes) play in eliminating the normalization of gender-based sexual violence in athletic settings via the creation of an educational program for high school coaches in North Carolina. Workshop evaluations indicate the training of coaches to eliminate sexually violent

language from their coaching efforts is effective. Over 80 percent of North Carolina high school coaches who went through the training report that they understood the importance of eliminating sexually violent language from their coaching efforts. More than 70 percent said they'd be able to recognize moderately aggressive and/or covert sexually violent language. More than half of participants said they'd know what to do to stop the use of violent language in athletic settings. Given the significant impact that high school coaches can have on their student-athletes during a critical time in their development, it is valuable to know that training programs may be used to curb the use of sexually violent language in High School sport.

SYM-13D

SEXUAL COUNTERTRANSFERENCE IN SPORT PSYCHOLOGY SETTINGS

Mitch Abrams, Learned Excellence for Athletes, USA

Athletes are generally an attractive group in terms of physical appearance, confidence, vitality, and other factors, perhaps making practitioners working with athletes more likely to experience countertransference reactions. Stevens & Anderson (2007) aptly state that "romantic or erotic attraction between sport psychologists and those in their care probably occurs more often than many would believe, or want to believe." Anderson, Van Raalte & Brewer (1994) further note that sport psychologists often operate in looser settings than other practitioners and therefore sport psychologists may have more difficulty establishing and maintaining boundaries. This presentation aims to pull back the curtain on erotic countertransference as a normal phenomenon that becomes problematic and increases risk for acting out when not processed in supervision or consultation. Issues related to difficulties with ethical codes, lack of training in this area that should be a core competency, and the code of silence that exists in sport psychology that increases the likelihood of transgressions will all be discussed. This presentation culminates with examination of the way that these factors can play out in supervisory situations as well as the risks involved when the supervisor may, consciously or unconsciously, use their power to sexually exploit their students.

SYM-13E

ETHICAL AND LEGAL IMPLICATIONS OF SEXUAL RELATIONSHIPS WITH STUDENTS, SUPERVISEES, CLIENTS

Ed Etzel, West Virginia University, USA

Sport psychology professionals and students interact with a wide range of clients, research participants, students, co-workers, and others on a daily basis. Many of these people are interesting, fit, and active. Naturally, we find some people who we teach, train, study, and consult with to be attractive. Others may correspondingly be attracted to us. Even though we are usually trained to recognize sexual attraction and to consult with mentors/supervisors and/or colleagues about these issues, we may be worried about a range of taboos, experience conflicting reactions, feel embarrassed, uncomfortable, reluctant to talk about this normal phenomenon, and unsure exactly how to address this powerful issue. Unfortunately, some of us are inclined to and ultimately act on attraction and so initiate intimate relationships with those we find attractive. These intimate, often sexual relationships are generally seen as harmful to others and ourselves in a number of ways. AASP's ethics code, as well as other allied professional ethics codes, direct members to avoid harming others and to minimize harm whenever the risk is sensed and avoidable. Further, standard 9 of AASP's ethics

code directs members to not engage in sexual relationships with students, supervisees, and clients. The purpose of this part of the symposium will be to address selected ethical and legal aspects of sexual attraction and multiple relationships.

SYM-14

SIGNATURE SPORT PSYCHOLOGY TECHNIQUES THAT LINK THEORY & PRACTICE

*John Heil, Psychological Health Roanoke, USA;
Eric Bean, CSF2, USA; Taryn Morgan, IMG Academy, USA;
Chris Harwood, Loughborough University, United Kingdom;
Angus Mugford, IMG Academy, USA*

In our professional practice as sport psychology consultants, we use a variety of techniques and activities to help clients integrate mental skills into physical practice. Each year at the AASP Conference, individuals attend multiple presentations to build on the repertoire of strategies they use when working with clients. While many innovative ideas are presented, the theoretical foundations from which they are derived are not always acknowledged. This has become a critical issue within the organization because it increases the likelihood of our practice seeming like a “bag of tricks” or gimmicks. The purpose of this annual symposium, sponsored by the Performance Psychology Committee, is to bridge the gap between theory and practice and to provide the audience with several mental training techniques in one session. Specifically, four experienced consultants, representing the academic, elite sport and even medical domain, will present one of their signature sport psychology techniques. An overview of the theoretical basis from which it emerged will be discussed and the technique will be demonstrated. The first presenter presents from an Olympic perspective, utilizing a scientific approach to a team building program. The second presenter discusses the impact of using sport psychology techniques with the cognitive load demands of surgical residents. The third presenter discusses the use of a confidence model applied to junior athletes through to Olympians. The final presentation looks at enhancing rational thinking and personal identity in youth sports to enhance performance.

SYM-14A

‘TEAM GAME’ TRAINING

John Heil, Psychological Health Roanoke, USA

The ‘Team Game’ project was the key element of the high performance plan developed with USA Fencing National Team Coach, Paul Soter, for the Athens Olympics. Although success in team competitions was clearly the best path to Olympic success the “individual first” mind-set dominated the culture of American fencing, with no prior efforts at systematic study of team competition. The team building program addressed the emotional and relationship dynamics indirectly, while focusing specifically on the cognitive and tactical dimension of team competition. The ‘Team Game’ training methodology combined a Rogerian (Rogers, 1951) intervention style (client centered, active listening) with a lessons learned approach to post event critique (Weber, Aha, & Becerra-Fernandez, 2001). Content generated in discussion was organized by theme and assembled into a hierarchical structure in a way consistent with the inductive qualitative research method. Athletes and coaches participated as equals in Socratic style post-competition debriefing that identified barriers to success and potential remedies. The sport psychologist lead the inquiry, served as a scribe recording comments, and integrated these into key themes, which were operationalized as action plans

– then implemented and re-evaluated, in a repetitive manner. The program clearly delineated team roles which represented a novel approach to tactical problem solving, developed team routines which assimilated established personal preparation routines, created a coaching lexicon etc. The team qualified for the Athens Olympics and secured a 6th place finish. Significantly, the team also prevailed in implementing an athlete replacement strategy at the Olympics in opposition to the prevailing sport culture. The collaboration also yielded two commercial products (a mental training program and a coaching guide).

SYM-14B

THE IMPACT OF WORKING MEMORY AND COGNITIVE LOAD ON SURGICAL AND NON-SURGICAL RESIDENTS

Eric Bean, CSF2, USA

Cognitive load theory is commonly discussed in educational psychology as a mechanism to inform educators that our working memory is limited by the amount of information it can hold as well as the amount it can process (Sweller, 1999). Therefore, if a lecture is designed in a fashion that exceeds a learner’s working memory capacity, performance (e.g. comprehension or storage into long-term memory) will suffer. Working memory is essentially a system that actively holds information in order to manipulate that information for verbal and non-verbal tasks (i.e. reasoning, decision-making, and comprehension). Working memory and cognitive load (more specifically cognitive overload) have been extensively discussed in choking literature (Beilock & Carr, 2005). It has been shown that choking can occur when working memory resources, typically devoted to skill execution, are consumed by thoughts of worry, anxiety or other mental distractions. Recent research has demonstrated that cognitive overload effects surgical and non-surgical doctors in a similar fashion by impacting their decision making skills which leads to diagnostic errors (Chisholm, et al 2000; Laxmisan, et al, 2007; Wears & Leape, 1999) resulting in preventable errors. In my work with surgical and non-surgical residents I have seen performance challenges due to cognitive overload in a variety of their performance domains. Because of the nature of the medical environment their working memory is frequently used (e.g. diagnosing patients, applying recently learned material, etc.) and, therefore, often at risk for overload. In this presentation I will demonstrate how I explain cognitive load, the factors that contribute to cognitive overload, how increased cognitive load affects performance and how common sport psychology strategies can be used to reduce cognitive load.

SYM-14C

THE CONFIDENCE CYCLE: PREPARE TO BE CONFIDENT

Taryn Morgan, IMG Academy, USA

Self-confidence is seen as an important mental skill related to performance (Horn, 2008) and has been studied for many years in sport psychology. Notably, Bandura’s self-efficacy theory (1977, 1986) suggested four sources of self-efficacy: performance accomplishments, vicarious experiences, verbal persuasion and physiological states. From this, performance accomplishments showed the greatest effect on performance (McAuley, 1985; Feltz & Riessinger, 1990). Furthermore, Vealey’s self-confidence framework (1986, 1988) focused on trait and state sport confidence as well as competitive orientation. Vealey (1998) also focused on sources of sport confidence, delving into seven sources: performance/mastery, ability/outcomes, preparation/effort, social support, vicarious

experience, psychological strategies and uncontrollable external sources. Vealey (1998) found that physical/mental preparation (preparation/effort and psychological strategies) accounted for the most variance while developing the Sources of Sport Confidence Questionnaire. Research by Gould, Hodge, Peterson and Giannini (1989), Horn and Hasbrook (1987) and Williams (1994) support that preparation/effort develop confidence in athletes. It makes sense that preparation would lead to confidence, but in some cases outcome oriented athletes gain their confidence from wins and losses, whereas process oriented athletes understand that preparation can lead to confidence, which in turn affects performance. Using mental strategies such as goal setting, positive self-talk and imagery can aid in preparation, thereby allowing an athlete to enter competition with greater confidence (Mamassis & Doganis, 2004). Mental training programs assist in developing confidence to compete successfully in sport. Process oriented athletes' utilized preparation that was controllable as a determining factor of confidence more than outcome oriented athletes, whereas outcome oriented athletes' confidence was influenced by demonstrating ability or less controllable factors (Vealey, 1998). In this presentation, a preparation and confidence cycle will be presented, as well as the types of mental skills used within the preparation phase of a confidence cycle and how this affected the performance for some athletes.

SYM-14D

PRIMING THE REAL ME: RATIONAL THINKING AND STRENGTHS-BASED TECHNIQUES IN YOUTH SPORT

Chris Harwood, Loughborough University, United Kingdom

Adolescent athletes face a number of developmental challenges associated with both their progressions and performance in sport, and the growth of their identity as a young person. Motivational factors such as competence, autonomy and relatedness (Deci & Ryan, 1985) continue as critical facets of basic human need fulfillment, whilst cognitive and emotional coping skills continue to be vital elements in managing the stress of training and competition within their sport. Humanistic and cognitive-behavioral approaches to sport psychology can be highly synergistic during the adolescent period where self-concept, self-identity and self-regulation are important parameters for the transitions of the talented young person in sport. This presentation outlines a process of technical work as a practitioner aimed at strengthening the self-concept for young athletes so that they possess an arsenal of robust coping skills for competition. It will draw upon the humanistic and cognitive literature in demonstrating how young athletes can harness a more approach-oriented mindset to both training and competition. Using examples from within youth tennis and soccer, the practitioner's attention to four different components in collaboration with the athlete will be examined. This signature technique focuses on priming the 'real me' by enhancing rational thinking and personal identity.

SYM-15

POSITIVE YOUTH DEVELOPMENT MEETS ARMY RANGER TRAINING: A MIXED METHOD ASSESSMENT OF AN INTENSIVE WRESTLING CAMP FOR ADOLESCENTS

Daniel Gould, Scott Pierce, Ian Cowburn, & Andrew Driska, Michigan State University, USA

Sport and human performance are studied in many different In the last decade, researchers in sport psychology (e.g., Flett et al., 2012; Camarie & Trudel, 2012) and youth development (e.g., Larson, Hansen, & Moneta, 2006) have shown an increased interest in the role that sport participation plays in fostering psychological growth in young people. Results reveal that sport participation is correlated to growth in initiative, emotional regulation, and teamwork in young athletes. Factors such as the motivational climate created and the coach-athlete relationship have been shown to influence psychological growth (Gould & Carson, 2010, 2011). However, influence of creating intentionally challenging sport climates on the psychological growth of youth athletes. This symposium addresses this void in the literature, and presents results from a mixed-methods study of adolescent athletes taking part in an "intensive" wrestling camp, recognized within the wrestling community for being physically and psychologically demanding. The first presentation will discuss the rationale and design of the project. Next, the quantitative portion of the study will present results of pre/post assessments of 10 psychological attributes. The third presentation provides a qualitative analysis of based on a series of systematic in-depth interviews with athletes, as well 14 days of camp observations. Fourth, individual case analyses are contrasted, providing an idiographic, narrative-based perspective to the project. The final presentation integrates findings from all 3 studies, discusses these findings relative to the extant literature on positive youth development, psychological skills training, and the preparation of military Special Forces, and then forwards implications for future research and professional practice. A discussant, not involved in the project, but highly involved in psychological skills training and positive youth development research, will provide an external critique and evaluation of the investigation to conclude the symposium.

SYM-15A

PROJECT RATIONALE AND OVERVIEW

Daniel Gould, Michigan State University, USA

In the last decade, researchers in both sport psychology (e.g., Flett et al., 2012; Camarie & Trudel, 2012) and positive youth development (e.g., Larson et al., 2006) have shown an increased interest in the role that sport participation can play in fostering psychological growth and personal development in young people. However, few studies have examined the process by which such growth through sport participation unfolds over time, influencing athletes' psychological growth and personal development. This symposium was designed to help fill this void in the literature, and presents results from a mixed-methods study of adolescent athletes (ages 14-18) who participated in a physically and psychologically demanding intensive wrestling camp. The 14-day camp involved approximately 88 hours of physical training (i.e., wrestling, fitness and strength and conditioning activities), and 13 hours of mental training (i.e., presentations, relaxation/imagery sessions, and reflective journaling). In the quantitative portion of the project, 89 wrestlers completed pre-camp and post-camp psychological assessments, which assessed demographics and sport-history, the Athletic Coping Skills

Inventory-28, the State Hope Scale, the Behavioral Regulation in Sport Questionnaire, the Trait Sport Confidence Inventory, as well as additional items designed to examine the stated learning goals of the camp (e.g., discipline, accountability). In the qualitative portion of the study, two members of the research team were embedded in the camp 24 hours a day for the entire camp. They conducted pre-camp and post-camp interviews with 10 athletes, as well as brief check-in interviews with athletes and coaches during the camp. The researchers made systematic observations of the wrestlers, took detailed field notes over the duration of camp, and chronicled on-the-mat and off-the-mat camp training activities. Results were content-analyzed both across-participants and within-participants.

SYM-15B

PRE- AND POST-CAMP WITHIN SUBJECT QUANTITATIVE FINDINGS

Andrew Driska, Michigan State University, USA

This study measured and compared the changes in psychological attributes of wrestlers at the beginning and the conclusion of a two-week intensive wrestling camp. Eighty-nine wrestlers between the ages of 14-18 completed an 84-item questionnaire administered both at the beginning and conclusion of the camp. The questionnaire measured 10 psychological attributes correlated to athletic success through the use of three psychometrically valid instruments – the Athletic Coping Skills Inventory-28 (ACSI-28), State Hope Scale, and Trait Sport Confidence Inventory (TSCI). The questionnaire also assessed athlete self-regulation using the Behavioral Regulation in Sport Questionnaire (BRSQ). One-sample t-tests compared mean values for each attribute pre-camp and post-camp. Results from the BRSQ indicated a significant increase ($p < .00$) in autonomous forms of regulation and a significant decrease ($p < .00$) in controlled forms of regulation over the duration of the camp. Wrestlers showed significant increases ($p < .05$) on five attributes measured by the ACSI-28, including coping with adversity, coachability, achievement motivation and confidence, goal setting and mental preparation, and freedom from worry, in addition to significant increases ($p < .00$) in trait sport confidence (TSCI). Wrestlers showed significant increases ($p < .00$) in both agency (the belief that one can shape future outcomes) and pathways (the belief that one can find pathways to desired outcomes), as measured by the State Hope Scale. Results suggest that participating in the camp correlated with increases in eight psychological attributes that impact athletic success. Furthermore, the improvements in state hope, specifically agency and pathways, two attributes that are likely transfer to contexts outside of sport, suggest that increasing hope is, in part, one of the ways in which the camp builds a general life-skill set.

SYM-15C

PRE- AND POST-CAMP QUALITATIVE CONTENT ANALYSIS ACROSS PARTICIPANTS

Scott Pierce, Michigan State University, USA

The purpose of this portion of the study was to understand the effect the two-week intensive wrestling camp on the psychological development of the 10 athletes involved using qualitative research methods. One female and nine male wrestlers, aged between 14 and 18 years, were interviewed

at the beginning of the camp, periodically throughout the camp, and at the conclusion of the camp. Two researchers embedded in the camp observed these 10 athletes throughout the two-week experience, making detailed field notes of their on-the-mat and off-the-mat activities and behaviors. Hierarchical content analysis across all athlete interviews and field notes provided a detailed understanding of the observed and self-reported psychological development across the 10 athletes throughout the two week camp experience. As a result of the experiences within the structure of the intensive wrestling camp and the interactions with the camp director and coaching staff, the athletes believed that they developed a number of psychological skills and characteristics. The degree to which an athlete developed was dependent on his or her expectations of the camp and his or her psychological make-up at the beginning of the camp. Psychological growth was seen in athletes through the identification of assets that would help them develop as wrestlers, such as creating a new definition of hard work, as well as assets that are useful for other areas of life, such as responsibility and accountability. Analysis suggested that the use of a systematic process and specific coaching strategies for developing these life assets enabled the camp to successfully meet its stated goals of athletic and personal development. The connection between the intensive nature of the camp and the athletes' perception of psychological development will be highlighted, with specific reference to using military style training to enhance athletic and personal development in youth sport programs.

SYM-15D

QUALITATIVE CASE STUDIES

Ian Cowburn, Michigan State University, USA

This study is an idiographic examination of psychological development of athletes participating on a two week intensive wrestling camp. Ten athletes, one female and nine males aged between 14 and 18 years were interviewed at the beginning of the camp, periodically throughout the camp, and at the conclusion of the camp. Two researchers were embedded at the camp, observing athletes throughout camp and making field notes. Additionally, the athletes completed a pre-post camp questionnaire as used in the first study of this symposium. Idiographic profiles for each athlete were created using data from the questionnaires, hierarchical content-analysis, and field notes as well as observations of embedded researchers. Each profile provides a description of the athlete and a narrative of psychological development from the beginning of camp to the end of camp. Three of the 10 athletes will be presented as they represent higher, medium, and lower- levels of psychological development across camp. All three groups of wrestlers made gains in terms of psychological and life-skills across camp, including goal setting, imagery, responsibility, accountability, and hard work but differed by grouping in the extent of this growth. Psychological and life-skill development differed based on psychological make-up at the beginning of camp and readiness to reflect and learn from camp which appeared to impact the developmental outcomes gained from this experience. Interactions with camp counselors, the camp director, other wrestlers, and the structure of the camp were all influences in skill development. It was evident that the athletes responded differently to the intensive nature of the camp. The implications of this finding will be discussed with a focus on how to maximize the quest for psychological development in athletes who participate in youth sport programs.

SYM-15E

DISCUSSION, PRACTICAL IMPLICATIONS AND FUTURE DIRECTIONS

Daniel Gould, Michigan State University, USA

Participation in this intensive camp significantly enhanced self-reports of psychological development, especially in the areas of hope, coping, coachability, achievement motivation and confidence, goal setting and mental preparation. Qualitative data triangulated these findings, but also showed how the camp influenced individual youth in different ways. These results are consistent with recent work of Larson and Brown (2007) and Larson et al. (2011), who showed that youth in non-sport performance settings (i.e., theater group), learn to better understand and regulate emotions from experiencing “hot” emotional episodes and then drawing from the culture around them. These studies have also showed that environments that provide structure, create expectations, and hold participants accountable help youth to learn to regulate emotions. The findings of this study also support many of the key criteria needed to enhance positive youth development, as identified by the National Research Council and Institute for Medicine (2002). As a youth development experience, what makes this camp unique is that many of the camp’s techniques derived from the camp director’s experiences as an Army Ranger. Hence, as the name of this symposium suggests, the camp intervention was an effective combination of demanding physical training (in some ways, similar to special forces training) and psychological skills training (e.g., reflecting on experiences through nightly journaling, relaxation/imagery training, cognitive restructuring). Therefore, youth development researchers might consider broadening current approaches to studying youth development by increased examination of how youth learn from demanding and challenging environments. While the results of this study are provocative, caution is needed when interpreting them. The limitations of the study must be recognized: it included no control group data, and no interviews with participants who discontinued the camp. In addition, it employed a design that did not permit causal determinations. That being said, the findings present a number of practical implications.

SYM-16

PEDAGOGICAL PRACTICES ACROSS THE SPORT PSYCHOLOGY CURRICULUM: USING MULTIMEDIA, RESEARCH, AND SERVICE LEARNING TO PROMOTE LIFELONG HEALTH AND WELLNESS IN THE CLASSROOM AND BEYOND

Noah Gentner, Humber College, Canada;
Jason Grindstaff, Cumberland University, USA;
Ashwin Patel, Western State College of Colorado, USA;
Melinda Houston, Occidental College, USA;
Vanessa Shannon, West Virginia University, USA;
Camille Rex, University Of Mary Hardin-Baylor, USA;
Taryn Morgan, IMG Academy, USA

In an early edition of *The Research Quarterly*, Blanchard (1932) discussed characteristics of highly effective educators which moved beyond personal dispositions such as sound moral character, good social skills, and an engaging personality. Educators must also demonstrate a continued willingness to be open minded and receptive to new ideas in their fields of study (Blanchard, 1932). Nearly 80 years later these pedagogical qualities continue to hold true. Unfortunately, pedagogy is not always the reflective practice it should be and this, to some degree, contributes to 45% of college students not demonstrating significant improvement in learning across

the curriculum (Arum & Roska, 2011). Sport and Exercise Psychology, much the same as other academic disciplines, needs educators to address these concerns by demonstrating a willingness to grow, evolve, and adapt to the changing demands of the students we serve. Pedagogical research and connecting those findings to practices in the classroom has the potential to create effective learning environments for our students (Lee & Solmon, 2005). This symposium draws together a diverse group of educators from a variety of sectors including research universities, liberal arts universities, and performance training institutes. The presenters will share lesson plans and activities that integrate multimedia, research, and service learning projects across the Sport Psychology curriculum. They will also discuss ways to incorporate Sport Psychology principles in other disciplines to promote health and wellness for students across campus. Specifically, the presenters will offer information about how they use the above methods to engage students and promote lifelong health and wellness for their students and the population at large. Each presenter will also discuss how reflective practice informed the preparation process and post-lesson evaluation. Symposium attendees are welcome to integrate and adapt any of the presented lesson plans and activities in their own work with students.

SYM-16A

AT THE MOVIES: USING MULTIMEDIA TO PROMOTE LEARNING IN THE CLASSROOM

Ashwin Patel, Western State College of Colorado, USA;
Camille Rex, University Of Mary Hardin-Baylor, USA;
Taryn Morgan, IMG Academy, USA

Being an effective teacher involves incorporating a variety of methodologies into your classroom. This can include having a student-centered focus and creating an environment which is conducive to learning. One way to accomplish this is through the use of video in the classroom. Fain (2004) found that using popular media clips can enhance students’ comprehension of important course concepts. Furthermore, Czech et al., (2006) found that coaching education can be greatly enhanced through the use of digital media. Goldenberg, Lee, and O’Bannon (2010) found that the use of movies and reflective assignments based upon those movies can serve as a valuable tool for teaching concepts in Recreation, Parks, and Tourism courses. More specific to Sport and Exercise Psychology instructors, Whalen, Post, and Gonzalez (2008) and Simpson and Post (2012) have both discussed the manner in which teachers can use popular media and technology to benefit classroom education and comprehension. In this symposium the presenters will share some video clips and the corresponding activities/assignments that have helped students better comprehend concepts in Sport and Exercise Psychology. Specifically, select video clips from the ESPN 30 for 30 series will be shown and discussed in terms of how they related to concepts such as: hardiness (Into the Wind), overcoming obstacles (The Two Escobars), and dealing with injury (The Best that never was).

SYM-16B

MAKING RESEARCH FUN: HOW TO INCORPORATE RESEARCH INTO YOUR COURSE WITHOUT SCARING STUDENTS

Jason Grindstaff, Cumberland University, USA;
Vanessa Shannon, West Virginia University, USA

Students in many of the social sciences often dread and resent being required to read research and take courses that address content related to research methods and

statistics (Coleman & Contrad, 2007; Lalayants, 2012). For many of these students this apathy and/or anxiety stems from limited math-efficacy and the belief that research and/or understanding statistical concepts will have limited application over the course of their career. For another group of students the belief that research will be important for their future professions can increase anxiety while taking research methods and statistics courses (Papanastasiou & Zembylas, 2008). Other scholars have explored ways to engage students, reduce anxiety, and re-frame their perceptions of research methods and statistics courses by providing opportunities for group research (Campisi & Finn, 2011), educational scaffolding through online instructional activities (Hudson, Owen, van Veen, 2006), and providing clear and easy to understand research examples from the students' area of specialization (Lalayants, 2012). This symposium will provide attendees with examples of how experienced instructors have structured classroom activities and lesson plans to encourage students to have an open discussion regarding research. These instructors have used these activities and lessons to help students connect with research methods and statistical concepts in a fun and engaging manner while at the same time enhancing their efficacy and belief that they can become lifelong consumers of research.

SYM-16C

REACHING THE ECHO-BOOMERS: USING SERVICE LEARNING TO ENGAGE STUDENTS

Noah Gentner, Humber College, Canada

Elmore (2008) has referred to the generation of students born between 1984 and 2002 as the Echo Boomers. This group which constitutes the current generation of college students presents a unique challenge to educators. In fact, Elmore (2009) suggested that effectively communicating with and teaching this generation requires a unique and different pedagogical approach than what has been typically utilized. Sweet (2007) further suggested that this generation requires experiential and participatory teaching styles which allow them to connect with the environment around them. In other words, these students want to actively participate in their learning. Within Sport and Exercise Psychology these students often want to help improve the health and well-being of those within their community.

Service learning provides one avenue through which we can provide students with the hands-on, participatory learning experiences they crave. Service learning is a form of experiential education in which students provide a needed service to their community that is connected to specific learning outcomes from a course (Abes, Jackson, & Jones, 2002). The goal is to connect course material with "real-life" experience giving students the opportunity to process course information while making a difference in their community (Eyler & Giles, 1999; Jones, 2002). For Sport and Exercise Psychology students this can, and should, include promoting lifelong health within their communities.

While service learning provides an example of effective pedagogy many instructors find it difficult to identify formal service learning opportunities for their students. The purpose of this presentation is to provide attendees with examples of simple service learning projects which they can incorporate into their classes. These projects are all aimed at enhancing lifelong health for those involved. The presenters will discuss several assignments and

activities which they have used in their courses and provide attendees with resources to develop their own service learning projects.

SYM-16D

BRINGING SPORT PSYCHOLOGY ACROSS CAMPUS: INCORPORATING SPORT PSYCHOLOGY TECHNIQUES IN OTHER CLASSES

*Ashwin Patel, Western State College of Colorado, USA;
Melinda Houston, Occidental College, USA*

As part of their faculty appointments many Sport and Exercise Psychology teachers are asked to teach courses outside their expertise. In fact, anecdotal discussions with teachers across the country suggest that most people will be asked to teach a course outside of Sport and Exercise Psychology at some point during their career. Fortunately, Sport and Exercise Psychology professionals have recognized the benefits of mental skills in other performance settings and have been able to incorporate mental skills training principles into courses beyond "Introduction to Sport and Exercise Psychology." In this symposium the presenters will discuss their experiences in creating unique courses that integrate mental skills into various curricula. Specifically, one presenter will discuss the effectiveness of using of Sport Psychology strategies as part of a writing seminar for first-year college students. Concepts such as motivation, goal setting, energy management, and finding meaning were discussed in this course in a way that is directly applicable to daily living. Students left the class with a greater awareness of how to utilize their strengths and were equipped with strategies that foster resilience when dealing with challenges unrelated to sport. Another presenter will discuss the benefits of using Sport Psychology strategies for a program planning for physical activity settings course. Concepts such as communication, adherence, self-confidence, and mental toughness were incorporated into class discussion to tie in the notion of lifelong health and wellness. Through activities and assignments, students gained the skills necessary to become more informed and knowledgeable personal trainers, strength and conditioning coaches, cardiac rehabilitation specialists, and physical therapists. Attendees should gain an appreciation as how to use Sport Psychology strategies in other courses and possibly how to develop new courses at their institutions.

SYM-17

SPORT PSYCHOLOGY 2.0: MERGING PSYCHOLOGY, NEUROSCIENCE, AND TECHNOLOGY

*Scott Goldman, University of Arizona, USA;
John Sullivan & Amy Athey, Clinical and Sports Consulting Services, USA; Leonard Zaichkowsky, Biocam, USA;
James Bowman, Athletic Intelligence Measures, USA;
Alex Auerbach, University of Arizona, USA*

Due to the advances in brain evaluation techniques the "black box" has been cracked open! Not only can the first generation core skills can be optimized but we can more clearly understand the brain based training and its impact on the whole training process.

This new level of understand of the inner workings of the brain can assist athletes to perform more consistently at new heights quicker! Measuring the functional state of the Brain and central nervous system provides information about the quality of communication in the brain, resistance to training stress, and levels of activity/rest. The brain is the major factor

affecting day-in, day-out performance; everything else are just the outputs. In the application of second generation applied sport psychology we measure this and provide training tools to help understand peak performance and make it more consistent.

Mastery in sports requires three critical factors: practice, benchmarking current abilities, and consistent feedback. Without benchmarking and consistent feedback, performance is often erratic. Athletes may appear to simply “go through the motions” at practice and be unsure of how they will perform in competition. Second generation Sport Psychology provides a high level understanding using the latest advances in neuroscience, sport psychology, and exercise science. Consistent performance requires more than just “thinking positively,” but rather assisting athletes to control the controllables by not only being told, but rather experiencing, seeing, and making real neurological changes in the brain in real-time.

SYM-17A

ATHLETIC INTELLIGENCE QUOTIENT (AIQ)

Scott Goldman, University of Arizona, USA;
James Bowman, Athletic Intelligence Measures, USA;
Alex Auerbach, University of Arizona, USA

Intelligence, a stable genetic trait and one of the greatest predictors of success, is the ability to learn, process, and apply information. In athletics, intelligence is an innate ability that is essential to skill attainment, decision making, creativity, adaptability, versatility, and the ability to understand and apply tactics and strategy.

The Athletic Intelligence Quotient (AIQ) was developed using the Cattell-Horn-Carroll (CHC) theory. CHC theory has been widely investigated and applied in various fields. Moreover, neurocognitive research has provided additional support for the structure of CHC theory (Horn & Noll, 1997). Perhaps most notably, CHC theory has served as a foundation for significant revisions made to both intelligence tests and academic achievement tests. For instance, a review of changes made in current versions of the most commonly used intelligence tests (e.g., Wechsler Intelligence Scales for Children, 4th Edition) reveals the addition of measures tapping abilities newly emphasized in CHC theory.

It has been proposed that the Cattell-Horn-Carroll Theory of Intelligence includes between 10-12 broad intellectual or cognitive abilities, which are each comprised of several narrow abilities. Based on the Cattell-Horn-Carroll theory of intelligence, specific intellectual abilities directly related to athletic performance exist. The AIQ measures these specific abilities as well as identifies strengths and weaknesses for each athlete tested.

Further, previous research has established correlations between specific cognitive abilities and occupational success in a wide range of professions (e.g., architect, lawyer, accountant, etc.; McGrew & Flanagan, 1998). Within the military, Lohman (1994), Horn (1988), and McGrew & Flanagan (1998) discovered individuals with strong visual spatial processing skills are more likely to be successful pilots. Thus, the AIQ provides an in-depth and specific analysis of cognitive abilities that contribute to an athlete's success or failure. Further, it can differentiate between athletes with high and low intellectual abilities.

SYM-17B

PROFESSIONAL AND ETHICAL IMPLICATIONS OF ADVANCED SPORT PSYCHOLOGY CONSULTING WITH TECHNOLOGY

Amy Athey, Clinical and Sports Consulting Services, USA

As the field of cognitive psychology, neuropsychology, and neurology take shape, scientists and practitioners alike are reaping the benefits of more sophisticated understandings of brain functions and processes in sport performance. Technologies designed at assessing and training cognitive abilities such as complex reaction time, pattern recognition, and decision-making are being rapidly developed and deployed in performance training settings. Ethical and professional issues such as developing and maintaining competency, emerging science issues related to disclosures of benefits and risks, and practical matters of integrating technology training with teams and organizations will be discussed.

SYM-18

EVIDENCE DRIVING PRACTICE: EMERGING ROLE OF THE SPORT PSYCHOLOGY PROFESSIONAL IN SPORT-RELATED CONCUSSION

Anthony Kontos, University of Pittsburgh, USA;
R.J. Elbin, University of Arkansas, USA;
Adam O'Neil, Pinnacle Performance Center, USA

The purpose of this symposium is to provide a critical examination of emerging issues in sport-related concussion with a focus on the growing role of the sport psychology professional in working with athletes with this injury. The symposium will include three presentations that incorporate emerging empirical data, newly developed clinical tools, and case reports. In the first presentation we will examine evidence for evolving risk and prognostic factors of outcomes following concussion including on-field and sub-acute signs/symptoms and cognitive impairment, post-traumatic migraine, ADHD/LD, and other factors. In the second presentation we will examine new empirical data from a meta-analysis including 37 research studies on computerized neurocognitive testing, and preliminary data for over 100 athletes with concussion using a newly developed vestibular ocular examination. In the third presentation we will explore interventions for performance-related (e.g., return to play, fear of re-injury, coping/social support) and clinical (e.g., anxiety/PTSD, depression, conversion disorders) issues affecting athletes following concussion. The symposium will conclude with a brief panel discussion of expanding opportunities in concussion for the sport psychology professional including work with the military, youth sports, and medical clinics. At the conclusion of the symposium we will respond to questions from the audience.

SYM-18A

EVOLVING RISK AND PROGNOSTIC FACTORS AND THEIR ROLE IN OUTCOMES AND RECOVERY FOLLOWING SPORT-RELATED CONCUSSION

R.J. Elbin, University of Arkansas, USA

The purpose of this presentation is to examine evidence for evolving risk and prognostic factors of outcomes following concussion including on-field and sub-acute signs/symptoms and cognitive impairments, post-traumatic migraine (PTM),

ADHD/LD, and other factors. The signs, symptoms, and impairments (i.e., cognitive, physical, vestibular ocular) presented by athletes with a sport-related concussion and the concomitant approach to the injury are highly individualized (McCrary et al., 2009). The inconsistent presentation of concussion has warranted attention from researchers to identify factors that influence the risk and recovery from concussion. Established health history factors that include age (Field, Collins, Lovell, & Maroon, 2003), sex (Covassin, Elbin, Harris, Parker, & Kontos, 2012), and history of previous concussion (Covassin, Stearne, & Elbin, 2008; Iverson, Echemendia, Lamarre, Brooks, & Gaetz, 2012) are known to influence concussion risk and recovery outcomes. In addition, injury-specific temporal factors including on-field dizziness (Lau, Kontos, Collins, Mucha, & Lovell, 2011), sub-acute post-traumatic migraine (Mihalik et al., 2005), and post-traumatic amnesia (PTA: Collins et al., 2003) influence the severity and recovery from concussion. Recently, researchers have identified additional health history and injury-specific factors that influence outcomes following sport-related concussion and should be considered by sport psychology professionals who work with concussed athletes. In this presentation we will critically examine evidence for established and emerging factors that influence concussion risk and outcomes. In addition, the results of several new clinical studies that examine the influence of migraine history, PTM, learning disability/ADHD, and vestibular ocular impairment will be analyzed. The role of these factors in assessment and management of sport-related concussion will be emphasized.

SYM-18B

NEW EVIDENCE FOR ASSESSING SPORT-RELATED CONCUSSION USING COMPUTERIZED NEUROCOGNITIVE AND VESTIBULAR OCULAR TESTING

Anthony Kontos, University of Pittsburgh, USA

The purpose of this presentation is two-fold: 1) to examine emerging evidence from a new meta-analysis comprising 37 studies on computerized neurocognitive testing (NCT) and moderating factors, and 2) present and analyze preliminary data for 100 athletes with concussion using a newly developed vestibular ocular examination. During the past decade, the use of computerized NCT as one tool in a comprehensive assessment and management approach to concussion has become more common (Johnson et al., 2011; McCrary et al., 2009). Recently, the reliability and validity of computerized NCTs for use in assessing and managing concussion have been questioned in several review papers (Randolph, 2011; Mayers & Redick, 2012). However, as Schatz and colleagues (2012) pointed out, these reviews employed subjective research methodology involving selective inclusion of data. As such, a more objective examination of the efficacy of computerized NCT to identify the subtle effects of concussion using meta-analytic techniques is warranted. Therefore, in the current presentation, we will examine the results of a new meta-analysis to determine the effects of concussion as measured by current computerized NCTs across 37 research studies. In addition, we will examine the effects of moderators including NCT type, sport, and age. As mentioned above and in the first presentation, the assessment of sport-related concussion should be both individualized and comprehensive. One emerging area of assessment that appears to be related to concussion outcomes is vestibular ocular impairment (Chamelian et al. 2004; Paniak et al. 2004). We have developed and implemented a brief clinical examination involving vestibular ocular components including visual smooth pursuits, gaze stability, convergence, and visual-vestibular fixation. In this section of the presentation we will focus on preliminary empirical data describing vestibular ocular

impairment following concussion and its role in assessment and management, as well as its relation to concussion outcomes and recovery.

SYM-18C

THE EXPANDING ROLE OF THE SPORT PSYCHOLOGY PROFESSIONAL IN SPORT-RELATED CONCUSSION: PERFORMANCE AND CLINICAL ISSUES

Adam O'Neil, Pinnacle Performance Center, USA

The purpose of this presentation is to explore performance-related and clinical issues affecting athletes following concussion including return to play, mood, coping/social support, and conversion disorders. We will also describe interdisciplinary approaches to manage these issues. The acute, direct effects of sport-related concussion involve a constellation of behavioral, physical, and psychological symptoms and deficits (Herring et al., 2010). The concussed athlete must also manage the removal from important social settings (i.e., sport, school, etc.), pressures to return to sport, and the financial burden incurred for lost time and treatment expenses, among other psychosocial issues (Podlog & Ecklund, 2004). Over the course of recovery, both performance (e.g., fear of re-injury, lack of motivation, navigating non-normative transitions) and clinical issues (e.g., depression, anxiety, conversion disorders) can develop and persist (Echemendia, 2012). It is therefore important for sport psychology professionals to employ a systematic, interdisciplinary approach when working with concussed athletes (Gagnon et al., 2009). We will discuss interventions including mindfulness (Al Sayegh et al., 2009), social support (McCauley et al., 2001), education (Tator, 2012), exercise (Baker et al., 2012), goal setting (e.g., Gilbourne & Taylor, 1998), cognitive (Marcantuono & Prigatano, 2008), vestibular (Alsalaheen et al., 2010), and visual therapies (Suter et al., 2011) designed to expedite and ease the transition back into sport and academic settings. In addition, qualified sport psychology professionals are in a position to address the less common clinical issues (e.g., anxiety/PTSD, depression, conversion disorders) that affect some athletes following sport-related concussion. To that end, we will discuss a case study of an athlete who developed a conversion disorder following injury to illustrate an interdisciplinary approach to the clinical side of concussion.

SYM-19

BALANCE IN SPORT, BALANCE IN CONSULTANCY

Gregory Chertok, The Physical Medicine & Rehabilitation Center, USA; Adam Naylor, Boston University, USA; Matthew Cuccaro, Junior Sports Corporation, USA

Sport psychology consultants often espouse the importance of athletic "balance" with their clients as a prerequisite for high performance. Time and energy honing physical and mental skills must be followed by rest and recovery in order to sustain motivation and restore physical strength as well as decrease injury risk, exhaustion, mental fatigue and, ultimately, athlete burnout. However, seldom do consultants heed this advice as effectively as they dispense it. In order to maximize the level of client care and intervention success, balance must be met on the consultant's end.

In this symposium, three sport psychology consultants share their experiences navigating their own quest to satisfy their personal work-recovery balance. Each consultant will discuss the opportunities, obstacles, and lessons learned as they strive – and at times fail – to achieve optimal balance. This presentation frames ideas around theoretical concepts

including effort constraint, flow, deliberate practice, self-identity, and life/work stress. Case studies will be presented that illustrate the detrimental nature, on both body and mind, of disregarding the relationship between purposeful work and purposeful restoration.

SYM-19A

WORK-LIFE BALANCE DURING A 365 DAY SPORT CYCLE

Adam Naylor, Boston University, USA

Applied practice in sport psychology can be immensely fulfilling. Societal passion for athletic development combined with a disappearing off-season for athletes has provided rich opportunities for professional practice. Nonetheless the relentless culture of sport combined with a still nascent field can threaten a healthy work-life balance. In this lecture a certified consultant with almost 20 years experience reflects on balancing service to athletes and organizations, commitments to university teaching, and personal life. Framing the presentation will be the concepts of self-identity, cultural norms, and stress. Throughout the discussion, core spheres of life – family, finances, and health – will be central to reflections. Examples of challenges to each domain that arise during a career will be discussed and personal reflections on how each is navigated will be shared. Ultimately three principals for finding work-life balance in sport psychology are encouraged: 1. clarifying one's passion, 2. highlighting one's values, and 3. practicing sport psychology with purpose.

SYM-19B

RECOVERY AND BALANCE FOR CLIENTS AND PRACTITIONERS

Matthew Cuccaro, Junior Sports Corporation, USA

As practitioners we appreciate the time and dedication required for our clients to achieve peak performances. As individuals we must also appreciate the cost associated with this output. The work of Anders Ericsson highlights the need for 10 years and 10,000 hours of deliberate practice to gain expertise and Mihaly Csikszentmihalyi points the attainment of flow states for total engagement and greater success in daily life. What is not so clearly articulated throughout some of this research are the costs and effort constraints associated with these effort-based strategies. A deeper exploration looks to expose these limitations to highlight the importance of recovery and balance in the life of both clients and practitioners striving to maximize human potential.

SYM-19C

POURING ENERGY INTO THE RIGHT "CUPS"

Gregory Chertok, The Physical Medicine & Rehabilitation Center, USA

Sport psychology consultants often espouse the importance of athletic "balance" with their clients as a prerequisite for high performance and a decreased risk of injury and athlete burnout. However, seldom do consultants heed this advice as effectively as they dispense it. Here, a certified consultant with 5 years experience and a young (and growing) family shares the challenges of pouring his energy into the right "cups". Balance and burnout literature will be presented, as will personal anecdotes, that illustrate the detrimental nature of disregarding an appropriate work-life balance.

SYM-20

WOMEN AND WELLNESS ACROSS THE LIFESPAN: EXPLORING FEMALE CLIENTS FROM A WELLNESS PERSPECTIVE

Michele Kerulis & Leeja Carter, Adler School of Professional Psychology, USA; Tanya Prewitt, North Park University, USA

A goal of the "Women in Sports" special interest group (SIG) is to increase awareness of issues affecting women's adherence and engagement to regular physical activity. This Women in Sports SIG sponsored symposium examines exercise participation across the lifespan. The facilitators will discuss different kinds of physical activity, women's perceptions of the activities, and how these activities can be beneficial for women of all ages. Women's participation in marathon running, engagement in mixed martial arts, and adherence to exercise will be explored. Three topics will be presented. First, Women on the Move: Examining Women's Motivations for Marathon Running examines themes that were uncovered through semi-structured face-to-face interviews with first time marathoners several weeks before the marathon experience and again after the experience. Next, Women Mixed Martial Artists' Personality Traits, Aggression, and Self-Perceived Wellness will provide information about a sample of adult females who participate in MMA and recommendations about encouraging non-traditional sports participation. Finally, The Reality of Today's Female Exercisers: A Consultant's Guide will discuss trends in women's exercise; myths women (and men) hold regarding fitness training for women; the pervasive socio-cultural factors influencing females' physical activity regimens; and women's exercise fears and challenges. The presenters will encourage attendees to consider wellness as a lifelong goal and will facilitate discussions about how to help female clients reach their full potential.

SYM-20A

WOMEN ON THE MOVE: EXAMINING WOMEN'S MOTIVATIONS FOR MARATHON RUNNING

Leeja Carter, Adler School of Professional Psychology, USA

Women are engaging in more intense, challenging physical activities that test their physical and mental limits while confronting current gender-role stereotypes and reinforcing feminist values (Leedy, 2009). One such activity is marathon running. Marathon running has turned from an Olympic competition to a social movement (Burfoot, 2007) where the prototypic marathon runner is an everyday person running for a variety of social, health, competition, and generally personal reasons. From the mother of three excited to test her limits to the 30-year-old running for her bucket list, the marathon has become an event that unites women from diverse backgrounds connected by their passion for running and desire to complete the marathon. The current presentation will provide findings from a two-part IRB-approved study exploring women's motivation, preparation, and training for the Chicago marathon. Fourteen female first-time marathon runners registered to run in the 2013 Bank of America Chicago Marathon in Chicago, IL completed semi-structured, face to face interviews before their Chicago marathon experiences concerning their perceived race challenges, motivation for running a marathon and the Chicago marathon, experiences with running, and race preparation strategies. Upon completion of the Chicago marathon, participants completed a second interview encompassing their perceptions of their first marathon experience, positive and negative memories from the race, and future running and marathoning goals. Several

themes emerged concerning women's race concerns, race goals, motivations, and race strategies before the marathon as well as positive and negative experiences during the marathon that are applicable to applied sport psychology practice.

SYM-20B

WOMEN MIXED MARTIAL ARTISTS' PERSONALITY TRAITS, AGGRESSION, AND SELF-PERCEIVED WELLNESS

Michele Kerulis, Adler School of Professional Psychology, USA

Beginning in childhood, young martial artists are taught to respect others and appreciate physical capabilities (Lantz, 2002; Twemlow, Briggs, Nelson, Vanberg, Fonagy, & Twemlow, 2008), however, gender stereotypes can discourage female participation in traditionally male sports. Some women reject gender stereotypes and excel in traditionally male sports. Women of all ages can benefit from engaging in regular exercise and should be encouraged to try a variety of physical activities. Women's wellness is a matter of mindfulness and involves a commitment to mental and physical health. This IRB-approved study examined personality characteristics, aggression, and self-perceived wellness in mixed martial artists (MMA). Women mixed martial artists who participated in this study helped provide information about how consultants can work with people to create goals and balanced lifestyles. The mind-body connection of martial arts will be discussed and attendees will learn how to talk with clients about wellness-based goals.

SYM-20C

THE REALITY OF TODAY'S FEMALE EXERCISERS: A CONSULTANT'S GUIDE

Tanya Prewitt, North Park University, USA

It is no secret that women are entering challenge races, mud runs, triathlons and marathons in larger numbers than ever before. Yet, there are still countless women intimidated by fitness centers, yoga classes, and a mile run or walk. Regular exercise places demands on women who are already overextended and simply trying to make it through their daily routine. While there is increasing literature on the correlation between exercise and quality of life (Berger, 2004; Giacobbi, Dietrich & Larson, 2012), convincing some women that they deserve the personal time it takes to be fit is no easy task. How can a consultant help women make a commitment to let go of the misperception that physical activity and exercise is a luxury? Moreover, research suggests that women report a lack of self-discipline as one of their personal barriers to exercise (Netz, Zeev, Arnon & Tenenbaum, 2008). What does a consultant do when she finds herself working with a woman who cannot seem to dedicate herself to adhere to her fitness routine? The purpose of this presentation is to discuss contemporary women's issues regarding exercise and to provide useful and practical techniques for consultants working with diverse female exercisers. The presentation will discuss: 1) trends in women's exercise, 2) myths women (and men) hold regarding fitness training for women, 3) the pervasive socio-cultural factors influencing females' physical activity regimens, 4) women's exercise fears and challenges as well as useful practices and discussions one can use when working with female exercisers. Attendees will be provided with sample handouts to utilize in their future consulting endeavors.

SYM-21

RUN BABY RUN: SUCCESSFUL PSYCHOLOGICAL SKILLS PROGRAMING FOR ENDURANCE ATHLETES

Leeja Carter, Adler School of Professional Psychology, USA; Cindra Kamphoff, Minnesota State University/The Runner's Edge, USA; Steven Portenga, iPerformance Psych, USA; Michael Sachs, Temple University, USA

Running a marathon is tough. The physical and mental training can take a considerable toll on the body, relationships, as well as test a marathoner's discipline and resilience. Due to the intense nature of marathoning (i.e., from training to completing the race), psychological preparation is essential to assisting with physical training, race preparation, and race completion. As such, this symposium provides both theoretical and applied methodological reports discussing the use of two innovative psychological skills training (PST) programs with marathon runners, as well as one sport psychology practitioner's experience working directly with endurance athletes. The first presentation will provide results from a 4-week individualized imagery training program examining the effects of tailored imagery training on mental toughness and flow in first-time marathon runners. The second presentation will review the development and implementation of a sponsored psychological skills training program where brief interventions are provided to marathon runners, with the third presentation from a sport psychology consultant providing a practitioner's perspective on PST with endurance athletes.

SYM-21A

RUNNING IN THE ZONE: MENTAL TOUGHNESS, IMAGERY, AND FLOW IN FIRST TIME MARATHON RUNNERS

Leeja Carter, Adler School of Professional Psychology, USA; Michael Sachs, Temple University, USA

Research concerning the relationship between imagery, mental toughness, and flow achievement in endurance athletes is still developing; however, research regarding the effects of psychological skills training on athletes' levels of confidence, flow achievement (see Pain, Harwood, & Anderson, 2009), and enhanced performance (see Tod, Hardy, & Oliver, 2011) have been firmly noted in the literature. This presentation will report research findings from a 4-week individualized imagery training program assessing mental toughness and flow in first-time marathon runners. 20 first-time marathon runners registered for the 2013 Chicago Marathon completed a demographics survey, Movement Imagery Questionnaire (MIQ), Sport Imagery Questionnaire (SIQ), Short Flow States Scale-2 (Short FSS-2), Sport Mental Toughness Questionnaire (SMTQ), and interview prior to running the marathon.

Participants in the experimental group received a 4-week imagery training intervention involving a 10-15 semi-structured imagery script and a 15 minute video of the Chicago marathon course. The imagery script led the participant through imaging self-identified race challenges and confronting those challenges physically and psychologically by imaging a sequence of movements and thoughts from internal, external, and future perspectives. The video served as a visual aid to assist participants in imaging the current Chicago Marathon course. Runners were instructed to listen to the imagery and watch the video three times a week for the four weeks preceding the marathon. Participants in the control group received only

the video. Next, participants ran the marathon and after met with the researcher to complete the post-test scales and interview. Findings suggest that flow was significantly related to sport-specific imagery use ($r = 0.77$ for control and $r = 0.72$ for experimental) and increased imagery use was correlated with mental toughness in the experimental group ($r = 0.57$). Implications for future research will be discussed, to include a model for implementing individualized imagery programming with endurance athletes.

SYM-21B

THE SPORT PSYCH TEAM: IMPLEMENTING BRIEF INTERVENTIONS WITH ENDURANCE RUNNERS

Cindra Kamphoff, Minnesota State University/The Runner's Edge, USA

Both the marathon and half-marathon are growing in popularity in the U.S. and around the world (Gerweck, 2010; Lamppa, 2011). This growth provides an opportunity for certified consultants to work with marathoners and half-marathoners. In order to provide outreach in our local community as well as to help runners reach their potential, the Sport Psych Team was designed two years ago. At our local marathon, members of the team provide runners with brief interventions the day before the race at the marathon Expo, at the start of the race, and during the race as "Psychs on Bikes." The Sport Psych Team is sponsored by a local community business which funds over 40 motivational signs along the half marathon and marathon courses to keep runners motivated. In addition, an AASP Community Outreach Grant was received to help fund the intervention the first year. The Sport Psych Team provides opportunities for students and others to gain certification hours and was designed based on the Psyching Team in Toronto. The brief interventions provided to runners are based on literature on how to conduct brief interventions (Giges & Petitpas, 2000) and research on the psychology of running. More specifically, research studies related to mental toughness in marathoning (Jaeschke & Sachs, 2012; Crust & Clough, 2005, Kamphoff, 2013) and mental strategies in running (Masters & Ogles, 1998; Kamphoff, Harris & Armentrout, 2012) guide the community intervention. The presenter will discuss the research that guides the Sport Psych Team to provide a framework for sport psychology consultants who currently work or would like to work with endurance athletes. Advice on how to seek a community sponsor and apply for an AASP Community Outreach Grant, as well as guidelines for sport psychology consultants who are interested in designing a similar community intervention will also be discussed.

SYM-21C

A PRACTITIONER'S PERSPECTIVE

Steven Portenga, iPerformance Psych, USA

The marathon is a grueling event. It takes a toll on participants mentally and physically during preparation and competition. Mastering mental skills is essential to quality training and consistent performance. The presenter will build upon the research presented here and discuss their experience working with endurance athletes. He has worked with endurance athletes from multiple sports and all developmental levels during the past decade, including working with the USA Track and Field Olympic Team. The presenter will share insights and experiences across a range of developmental issues in helping endurance athletes master the right mindset for training and competition.

SYM-22

COMING DOWN AND COMING UP: OLYMPIC TRANSITIONS IN THE YEAR AFTER LONDON AND BEFORE SOCHI

Karen Cogan, Alexander Cohen, Peter Haberl, Sean McCann, & Wendy Borlabi, USOC, USA

"It's not every four years, it's every day." This slogan is well-known at USOC Training Centers. To the public, Olympic preparation occurs the year of the Olympics. Clearly, this is true, but for sport psychologists working closely with athletes and teams, preparation occurs every day, beginning the few weeks after the Closing Ceremony and building to the Games four years later. Several past presentations (McCann et al., 2011) have documented sport psychology's involvement and successes in the Olympics, but rarely are issues that emerge in a non-Olympic year addressed. This presentation will focus on sport psychology's role in 2013, one year after London 2012 and less than four months prior to the Sochi 2014 Winter Games. For summer sports, each presenter will provide a brief overview of sport psychology highlights from London and his/her role in contributing to athletes' performances. The main focus of each presentation will then shift to the after-math of the Games and "post-Olympic letdown." After the intensity of preparation and Games themselves, athletes may have difficulty adjusting to changes in life or training focus and are faced with decisions about their futures. One presentation will focus on maintaining resilience across the "in between" Olympic years. Case examples will be utilized to provide greater understanding of the challenges some athletes face and how sport psychology has helped. Sport psychologists themselves face adjustments in non-Olympic years as the focus of work shifts. These issues also will be addressed. While the summer Games cycle is just beginning, the Winter Games are right around the corner. The winter sport psychologist will focus on preparation for the upcoming Games, comparing it to current work with the summer sports' transitional years. Presenters will conclude with ideas for assisting athletes through major transitions.

SYM-22A

AFTER THE LONDON OLYMPICS: HOW ARE ATHLETES MANAGING THE TRANSITIONS?

Karen Cogan, USOC, USA

The Olympic Games are undoubtedly the pinnacle in an athlete's career and are a career highlight for sport psychologists as well. It is no surprise that many past conference presentations have focused on sport psychologists' involvement each Games and a review of memorable moments. But what happens after the Olympics, and what is sport psychology's role? Whether athletes performed up to expectations, had disappointing performances, or fell somewhere in between those two, their lives change in the several months following the Olympics. Each athlete responds differently to the decisions and transitions with which they are faced. Those who retire experience a life transition with the potential of many uncertainties. Those who continue to train may do so with a renewed sense of purpose, particularly if they did not make the team or did not perform as they had hoped. Often sport psychology is so focused on the Games that athletes are ill-prepared for the after-effects. In addition, sport psychologists can experience a type of post-Olympic transition themselves. This presentation will focus on the months immediately following the 2012 London Games. The presenter will illustrate through case examples the reactions of three athletes: (1)

an athlete who did not perform up to expectations and was making a decision about whether to train for four more years (2) an athlete who performed successfully but was unsure how to manage life after the Games, and (3) an athlete who did not make the Olympic team and began training with renewed focus for Rio. Finally, the presenter will share her own transition experience as a sport psychologist in adjusting to changes in work focus and travel after the Games.

SYM-22B

OLYMPIC TRANSITIONS: CHALLENGES FOR ATHLETES, STAFF, AND A SYSTEM CONSTANTLY IN MOTION

Sean McCann, USOC, USA

While the challenges faced by elite athletes transitioning out of sport have been well documented (Baillie, 1993; Lavallee, 1997; Stambulova & Alfermann, 2009; McCann, 2008), Olympic sport transitions have unique factors that increase challenges for all involved. One aspect is the unique quadrennial calendar that is just long enough to make coming back for another go round a daunting leap of faith, yet just short enough to cause doubt and hesitation about retiring from sport. In this year following the London Games, we have been working with athletes dealing with post-Games mood disturbance, while also attempting to manage the decision making process about stopping or continuing. This presenter will discuss efforts of our Olympic Committee to counsel athletes in transition, and also describe the challenges for ourselves as staff coming down from one Games and getting up for the next Games which arrives in just a few months in Sochi.

SYM-22C

THE EFFECTS OF PERFORMING BELOW EXPECTATIONS IN AN OLYMPIC YEAR

Wendy Borlabi, USOC, USA

In the NFL, it is called “Black Monday,” the Monday after the last regularly scheduled game, and coaches are fired for nonperformance. Every sport has a “Black Monday,” and the Olympics are no different. In the Olympics the only goal is to win gold. There is so much hype and energy leading up to the Olympics and this includes the pressure to perform up to expectations and/or be the next breakout athlete. The school of thought in sport is that you hire and fire coaches and trade and acquire athletes until you find the right combination to win the championship. The same can be said for the Olympics and the National Governing Bodies (NGB's) for each sport; however, there is no million dollar budget for acquiring the right athletes. An Olympic hopeful athlete must medal in the Games to make any money. In other words, he or she has to perform to obtain any money or get recognition. What happens when athletes are not successful? Does this affect his/her coach and support staff? This presentation will focus on Olympic performances that were below expectations and how this affected the current coaches and athletes. In addition, issues related to these sports' continued training in the future will be addressed.

SYM-22D

RESILIENCE & FOCUS AT THE OLYMPIC GAMES: SOW THE SEEDS EARLY AND OFTEN

Peter Haberl, USOC, USA

Our past branding slogan “It’s not every four years, it’s every day” elegantly captures the need for daily training and

development of mental skills on the road to the Olympic Games. Invariably, in the experience of this presenter, the Olympic Games will put the athletes to the test and determine if they indeed followed this concise piece of wisdom. From a mental skills perspective, focus and resilience are two key components that the athletes need to develop and cultivate in order to be successful at the Games. Focus and resilience are also two key components of Davidson’s (2012) model of emotional styles, each with specific brain structures, that are testable and, most importantly for a performance setting, trainable. This presentation will discuss practical efforts to “sow the seeds” of focus and resilience early and often in the non-Olympic years in order to reap a rich harvest at the time of the Olympic Games.

SYM-22E

SUCCESS IN SOCHI: SPORT PSYCHOLOGY PREPARATION FOR THE 2014 WINTER OLYMPIC GAMES

Alexander Cohen, USOC, USA

This presentation will focus on issues and challenges for athletes, coaches, and support staff leading to the 2014 Sochi Winter Olympic Games, with a focus on psychological preparation for the Games experience. Specific issues addressed will include Sochi statistics, geography, venues, and logistics; typical challenges for athletes and coaches leading up to and during the Games (e.g., team selection, physical/psychological periodization, media and sponsor requests, credentials, Village and Venue access, clothing, distractions/opportunities); recent Games developments and strategies that will impact success in Sochi; and the role of USOC sport psychology support in preparation for and during the 2014 Winter Olympic Games.

SYM-23

THE ROLE OF NEUROFEEDBACK IN THE ONGOING EVOLUTION OF ELITE PERFORMANCE PSYCHOLOGY: APPLICATIONS OF THEORY, RESEARCH, AND TECHNOLOGY TO CLINICAL AND MILITARY POPULATIONS

Jonathan Metzler, USA; Adam O’Neil, Pinnacle Performance Center, USA; Leslie Sherlin, Neurotopia, Inc, USA

The utilization of psychophysiological measurement, specifically quantitative electroencephalography (qEEG) and neurofeedback, has been widely researched for the purposes of treating clinical disorders (e.g., Depression: Hammond et al., 2005; TBI: Collie et al., 2006; Autism: Kouijzer et al., 2009; ADD: Lubar et al., 1997), performance enhancement (e.g., Vernon et al., 2005; Hammond et al., 2007; Sherlin et al., 2011), and military training (e.g., Janelle and Hatfield, 2008; van Erp et al., 2009; Peniston et al., 1991). Recently, research trends have emphasized the role that neurofeedback plays in the development of personal resource management and sleep regulation, particularly how it relates to the effects on optimal performance (e.g., Johnston et al., 2010). While research (e.g., Harung et al., 2011) and application (e.g., Hammond, 2011) of neurofeedback has grown, so too have technological advancements (Sherlin et al., 2012).

Despite being based on well-established psychological theory (i.e., operant and classical conditioning), and despite having decades of valid and reliable research on the utility of qEEG and neurofeedback with various populations, a gap between the fields of sport and performance psychology and psychophysiology has remained. However, recent scientific trends from both disciplines highlight the importance

of integrative, multidisciplinary collaboration to better understand the various factors that contribute to elite human performance (e.g., Larson et al., 2012; Aoyagi et al., 2011). This symposium will highlight new technical advances, and will critically examine the practical applications of qEEG and neurofeedback with elite performers, offering an example of its use in US military settings. Two experts from each field will discuss their experiences in bridging the gap between disciplines, and will address concerns and questions from the audience. The authors hope that the symposium will inspire discussion on multidisciplinary collaborations, how each discipline potentially complements one another, and to critically consider the costs and benefits of such collaborations.

SYM-23A

TECHNOLOGICAL ADVANCES IN NEUROFEEDBACK: ENOUGH TO BREAK DOWN THE BARRIERS?

Leslie Sherlin, Neurotopia, Inc, USA

The term brain training is not an unfamiliar term but its definition and application are as diverse as the users. Quantitative electroencephalography (QEEG) and biofeedback modalities have been well established over the past 40 years to reflect and provide operant conditioning to the levels of cognitive engagement and arousal (Budzynski, 1996, Thompson & Thompson, 1998, Siniatchkin, Kropp & Gerber, 2000, Sherlin et al., 2011). It's well established in the field of sport psychology that an athlete who can exercise volitional control of the levels of cognitive engagement and arousal of brain and body has an advantage during competition (Yarrow, Brown, & Krakauer, 2009). However the measurement and training of psychophysiological domains have received resistance and under-utilization because research has been limited to the observation of specific skills, however the ideal mental states of performance and specific outcomes has eluded investigators. The reinvention of brain-wave technologies that are practical to implement are now becoming tools to the professional (Sherlin, Larson, & Sherlin, 2012). These technological advances have broken down the significant barriers for use with the athlete population. It's now relevant to understand and have the discussion about the barriers to utilization for the sport psychology service provider.

SYM-23B

THOUGHTS FROM THE TRENCHES: INITIAL IMPLEMENTATION OF NEUROASSESSMENT AND NEUROFEEDBACK WITH UNITED STATES SOLDIERS

Jonathan Metzler, USA

The Comprehensive Soldier and Family Fitness (CSF2) program within the United States Army often seeks cutting edge tools, techniques, and technologies to improve Soldier well-being and performance. Recently, neuroassessment and neurofeedback technologies have begun to be evaluated as potential evolving technologies for use by performance consultants at CSF2 Training Centers. Initial experience implementing this technology at two Army installations has stimulated thought regarding a plethora of areas related to the profession of performance psychology. First, the use of qEEG rejuvenates discussion regarding the value and utility of measurement and assessment in performance consultation. Issues of measurement validity are a central concern when engaged in meaningful, real-world application. If neuroassessment is to be used to either indicate substantive change or predict outcomes that are meaningful to Soldiers and their Commanders, content validity and predictive validity must be established. However,

neuroassessment does have certain face validity that can be leveraged for stimulating self-reflection and self-awareness which can facilitate performance consultation. Second, assuming value and utility of the technology, several practical issues need to be evaluated. Execution of neuroassessment can be time intensive and may be ideal for one-on-one consultation. In a large educational program such as CSF2, scalability and cost-benefit analysis must be navigated. Lastly, it is apparent that there exists significant variation in experience with and/or training in brain anatomy and neuroscience within performance consultants. As a result, organizations such as CSF2 must invest in training to ensure consistency of application across consultants. Moreover, graduate training programs may add value to their degree recipients with advanced exposure to these competencies. Strategies and experiences related to these central issues in implementation of neuroassessment and neurofeedback will be detailed in this part of the symposium.

SYM-24

MULTI-GENERATIONAL MENTORING: FROM PROTÉGÉ TO COLLEAGUE

Nicole Detling, University of Utah, USA; Traci Statler, California State University, Fullerton, USA; Stephen Gonzalez, University of Utah, USA; Chelsea Wooding, West Virginia University, USA

Mentoring, defined as “the developmental relationship in which one person invests time and expertise in another, responding to critical needs and enhancing the mentee’s capacity for productivity and achievement” (Mullen, 2008, p.4) is an important part of any student’s academic journey along the path to professionalism. Much discussion has occurred in terms of “how to” mentor students; however, there has yet to be a reliable structure or framework with the sport psychology world from which to work. Both mentors and protégés could benefit from experiences of others who have successfully navigated the mentorship waters. Furthermore, sport psychology practitioners are encouraged to teach within their competency (AASP Ethics Code, Standard 2c), so if a mentor is unable to provide specific training to a protégé for one reason or another, multiple mentoring can help provide training otherwise unavailable to a protégé (Mezias & Scandura, 2004). This presentation focuses on lifelong learning through the process of mentoring. The presenters consist of two mentors who have been through the mentoring process and two of their protégés who were mentored to eventually become colleagues. Multi-generational mentoring will be identified as a viable and necessary method for success. Several mentoring frameworks will be discussed as well as the effectiveness of each framework. Finally, guidelines will be presented from both the mentoring and protégé perspectives to help audience members create their ideal mentor/protégé relationship.

SYM-24A

A PROPOSED MODEL FOR THE MENTORSHIP PROCESS

Nicole Detling, University of Utah, USA

Mentoring future professionals in the field of sport psychology can prove to be a daunting task. Much discussion has occurred in terms of “how to” mentor students; however, there has yet to be a reliable structure or framework from which to work. As more eager students enter the field of sport psychology, the necessity for some conformity in how these students are mentored becomes prominent. Yet the issue facing the field in terms of mentoring is more complex than a simple “how to” (Andersen & Williams-Rice, 1996). For example, the selection

procedures for choosing protégés, personal considerations for the mentor, and facilitating independence of the protégé once that individual has moved beyond the scope of academe (Bernard & Goodyear, 2004). In this section of the symposium, one particular model of mentoring will be discussed. Within this model, learning goals and outcomes will be defined as well as necessary constructs to include for mentors. Barriers to mentoring will be identified and strategies for overcoming those barriers discussed. Finally, guidelines will be presented to assist mentors in the progression of protégé to colleague.

SYM-24B

HOW TO BEST UTILIZE THE MENTOR/PROTÉGÉ RELATIONSHIP

Traci Statler, California State University, Fullerton, USA

Mentoring, defined as “the developmental relationship in which one person invests time and expertise in another, responding to critical needs and enhancing the mentee’s capacity for productivity and achievement” (Mullen, 2008, p.4) is an important part of any student’s academic journey along the path to professionalism. Yet despite this investment of time and expertise on the part of the mentor, they are only half of the equation. Mentorship is a learner-centered process in which the mentor facilitates learning and is successful only when the mentee (or protégé) shares the responsibility for the learning context, goals, and resources (Zachary, 2000). As such, the protégé will contribute as much, if not more to the success of this relationship. It is therefore critically important for students to carefully assess their goals, responsibilities and commitment-levels with regard to this relationship. In this section of the symposium, characteristics of successful and unsuccessful protégés will be presented, and suggestions for strategies protégés may consider in their quest to attract a suitable mentor will be outlined. Case studies of successful and unsuccessful protégé/mentor relationships will be used to highlight this discussion. Finally, in conjunction with the other participants of the symposium, a comparison of several mentorship/protégé models and protocols will be presented.

SYM-24C

IT TAKES TWO: HOW ASPIRING PROFESSIONALS CAN BECOME PROTÉGÉS THROUGH ACTIVE PARTICIPATION IN THEIR MENTORSHIP

Stephen Gonzalez, University of Utah, USA

Receiving intensive, scientist-practitioner training through quality mentorship and supervision is important for aspiring sport psychology practitioners to not only become successful professionals, but to become protégés of their mentors. Despite many prominent practitioners mentoring students, there exists a need to better understand from a protégés’ perspective what are the pressing training needs in a mentoring relationship that will allow an individual to rise to the rank of prominent practitioner. Protégés are just as important to the mentoring process as the mentors (Zachary, 2000) and are in a unique position to provide important reflection on successes and failures of training as they enter the workforce. Indeed, established professional training literature notes, “...young professionals have a much better sense than their more established colleagues of the relationship between training needs and the current state of training opportunities” (Silva, Metzler, & Lerner, 2007; p. 47). In this section of the symposium, the position of a protégé in his or her mentoring and training will be discussed. Specifically, attendees will hear from a transitioning protégé on the importance of mentoring structure

and the mentoring process, the need for quality interactions with a mentor and how to cultivate quality interactions, desired mentor qualities, and how protégés can reciprocate the passion and time a mentor contributes to the mentoring relationship to foster substantial professional growth and trust. Finally, both mistakes and successes from the mentoring process will be discussed to better inform both mentors and their students on how to avoid potential barriers to professional growth and how to manage a proper balance between professional and personal life.

SYM-24D

PASSING THE TORCH: FORMING A MENTORSHIP PHILOSOPHY FROM MULTI-GENERATIONAL MENTORSHIP EXPOSURE

Chelsea Wooding, West Virginia University, USA

In sport and exercise psychology, an individual approach is often taken by practitioners to help athletes reach their unique potential. Research has shown that taking a similar approach to mentoring can also be effective (Southworth, 1995). Furthermore, sport psychology practitioners are encouraged to teach within their competency (AASP Ethics Code, Standard 2c), so if a mentor is unable to provide specific training to a protégé for one reason or another, multiple mentoring can help provide training otherwise unavailable to a protégé (Mezias & Scandura, 2004). This section of the symposium will focus on the experience of a protégé with a multi-generational mentorship approach. More specifically, attendees will hear about the connections created when mentors rely on peers and their own former mentors to help educate and train current protégés. By creating relationships between generations in the field, protégés have an opportunity to learn from various practitioners in multiple contexts to continue providing more effective services. Additionally, ways in which exposure to multi-generational mentorship can guide a protégé’s own mentorship philosophy will be discussed. Rather than relying on the approach of a single mentor, the multi-generational approach allows protégés to learn more about the positives and negatives of different approaches, what style might work best for them, and how to find their own voice in the world of sport and exercise psychology. Finally, the potential impact of multi-generational mentorship will be examined in relation to cultural differences of mentorship in multiple contexts. Just as each team is different, protégés become professionals in unique settings. Having exposure to multi-generational mentorship not only teaches protégés about the benefits of trusting peers in mentoring others, it provides perspective in how to work in diverse settings as a mentor.

SYM-25

ROLLING WITH THE PUNCHES: NAVIGATING NON-PERFORMANCE ISSUES FACED BY SPORT PSYCHOLOGY CONSULTANTS

David Hurley, Stonehill College, USA; Vanessa LoVerme Akhtar, Kelly Madden, & Ira Martin, Boston University, USA

For many people in the field of sport psychology, working professionally as a sport psychology consultant (SPC) is just one part of their professional career (Tod, Andersen & Marchant, 2012), in addition to work in academic or clinical settings (Clement, Visek, Parker & Harris, 2009). SPCs often provide performance enhancement services to professional and Division I athletes, as this is a place where the most opportunities currently exist (Kornspan & Duve, 2006; Wrisberg,

Simpson, Loberg, Withycombe, & Reed, 2009), and many previous presentations at AASP have focused on working with professional and Division I athletes (Mintz, Gardner, Eiring, & Pfenninger, 2009). However, the desire for SPCs is equally prominent at many Division II and Division III colleges and universities (Patel & Houston, 2012) and with many youth sport populations (Gould & Carson, 2008; Hellison, 2003; Visek, Harris, & Blom, 2009). Working in these settings, may be a viable career choice for many sport psychology professionals and recent graduates, in addition to academic or clinical work. Because of the dynamic nature of sport psychology consulting, anyone who wishes to make a career as an SPC, doing performance enhancement consulting, must be willing and able to work in a number of different settings, with athletes across of different ages, encouraging lifelong learning through sport, from youth to adulthood. This symposium brings together several sport psychology consultants who work at the Division I, II & III levels and with youth athletes, with the goal of providing information about the nuances in these settings, such as gender issues, ethical issues that stem from the dual roles of professor and consultant, working with athletic administration, and working with a group of athletes who are at a variety of developmental stages.

SYM-25A

ADAPTING WITH A SYSTEM: A FEMALE PERSPECTIVE ON WORKING WITHIN A DIVISION I ATHLETIC PROGRAM

Vanessa LoVerme Akhtar, Boston University, USA

This presentation will center on one female consultant's approach to working with a male team in a highly academically and athletically competitive Division-I setting. One focus of the presentation will be on initiating consulting and adapting with a team that has served as a practicum site for a variety of sport psychology consultants over the past decade. The presenter will discuss balancing a client-centered model (Rogers, 1957), focused on empowering athletes through a dynamic educational interaction between the consultant and athlete, with the demands of navigating the expectations and challenges of a larger system. Within this framework, the presenter will address the specific challenges and potential benefits of being a female working with a male team, including a completely male coaching and training staff (Wrisberg, Simpson, Loberg, Withycombe & Reed, 2009). This discussion will also include other practical challenges of working within this Division-I program, such as the team's previous experience with sport psychology services, limitations of confidentiality (AASP Ethics Code standard #18) and a constantly changing system of athletes, coaches and administrators. The presenter will also provide strategies for overcoming these challenges and ways to assess the effectiveness of consulting practice (Sharp & Hodge, 2011).

SYM-25B

THE PROFESSOR PARADOX: BALANCING ETHICAL ISSUES OF WORKING AS BOTH PROFESSOR AND SPORT PSYCHOLOGY CONSULTANT AT A DIVISION II COLLEGE

David Hurley, Stonehill College, USA

Many sport psychology consultants who consult at the college or university level work with Division I athletes (Kornspan & Duve, 2006; Mintz, Gardner, Eiring, & Pfenninger, 2009; Voight & Callahan, 2001; Wilson, Gilbert, Sailor, & Gilbert, 2006). However, there is a need for performance enhancement work at Division II and III colleges as well (Patel & Houston,

2012). Previous presentations at AASP have looked at how graduates navigate careers in academia within sport and exercise psychology (Clement, Visek, Parker, & Harris, 2009), the process of setting up paid consulting work within an athletic department (Lubker, Blom & Parker, 2008) and the advantages of working at a non-Division I setting (Patel and Houston, 2012). However, serving as both a professor and sport psychology consultant at the same college or university presents a unique set of ethical issues. The focus of this presentation will be on the ethical dilemmas faced by the presenter after accepting a position as a professor at a Division II college, and then being approached about providing performance enhancement services to the athletic department. These issues include balancing the time demands imposed by working with eighteen men's and women's varsity sports in addition to teaching and research, maintaining dual roles within the college, and negotiating the multiple relationships of psychology professor and sport psychology consultant at the same college and to some of the same students (e.g. AASP ethics code Standard #9).

SYM-25C

NAVIGATING A PROFESSIONAL RELATIONSHIP WITH A STAKEHOLDER OUTSIDE THE TYPICAL TEAM ENVIRONMENT

Kelly Madden, Boston University, USA

Building strong professional relationships is critical for the success of sport psychology services. Not only does a consultant need to be adept at navigating relationships with individual athletes, coaches, and teams in general, but also with those who impact the sport experience less directly. At the collegiate level, administrators are responsible for the well-being of the teams under their roof and their opinions and decisions can have a dramatic impact on the services a consultant provides and the role he or she plays (Wrisberg, Withycombe, Simpson, Loberg, & Reed, 2012). This presentation will focus on the relationship between the presenter and the assistant athletic director (AAD) at a high caliber academic and athletic Division-III university over a two-year period. The relationship has developed from one with minimal contact to being a more professional relationship with regular check-ins. Over that time, discussions have revolved around how to market sport psychology services to the athletes, coaches, and teams. The presentation will focus on the evolution of this relationship and how it contributed to the expansion of sport psychology services at the university. Specifically, the presenter will focus on the issues considered when being invited to consult with several new teams by the AAD, including: responsibilities to teams, limited resources, role of the consultant, and the involvement of the AAD in work. The presenter will discuss the importance of balancing a professional philosophy (Poczwadowski, Sherman, & Ravizza, 2004) with ethical considerations (Pope & Vasquez, 2011) to ensure competent work and effective communication.

SYM-25D**SHIFTING FOCUS: TRANSITIONING FROM COLLEGE SPORT TO YOUTH SPORT**

Ira Martin, Boston University, USA

Sport psychology consulting often has a keen focus on identifying and understanding psychological interventions that can be applied to enhance the performance and personal growth of “elite” college and professional athletes (Sharp & Hodge, 2011). Although sport psychology consulting has shown to be useful and prominent in higher levels of sport, entrepreneurial consultants may find the youth sport setting to be an exciting and new developmental location to give service (Baron, 2007). Weaving sport psychology consulting into a youth sport organization highlights opportunities and challenges for the sport psychology consultant (Tashman, Loney, & Green; 2010; Visek, Harris, & Blom, 2009). Therefore, effective management, sound teaching practices, and execution of curriculum goals are necessary. This presentation will outline the implementation and lessons learned from sport psychology consulting with youth athletes, ranging in age from nine to sixteen, and will discuss the author’s work in the uncommon field of Irish Step Dance. Throughout the presentation the following topics will be discussed: the purpose of introducing a sport psychology curriculum into a new and exciting youth sport setting; the process of creating, preparing and implementing a mental skills program to youth athletes; navigating developmental concerns among a large range of youth athletes; and lessons learned from shifting focus from the college setting to the youth setting. Together, these topics aim to be useful to future practice with consultants, and educators, in the field of sport psychology.

SYM-26**CULTURAL COMPETENCE AND ETHICS OF DIFFERENCE IN SPORT PSYCHOLOGY RESEARCH AND PRACTICE**

Tatiana Ryba, Aarhus University, Denmark; Natalia Stambulova, Halmstad University, Sweden; Robert Schinke, Laurentian University, Canada; Gangyan Si, Hong Kong Sports Institute, Hong Kong; Harri Selanne, LIKES Research Center, Finland; Noora Ronkainen, Aarhus University / Public Health - Sport Science, Denmark; Kerry McGannon, Laurentian University, Canada

Cultural diversity is an important challenge that is frequently encountered by sport and exercise psychology professionals. In this symposium, the presenters wrestle with the concept of cultural competence, further highlighting challenges and controversies not only in various philosophical aspects of the concept, but also in progressing from a definition to the delivery of a culturally competent research and practice. Central to this discussion is unearthing the normative position of ‘whiteness’ through which ‘other’ voices and experiences are explained in much sport psychology research and practice. Hence we advocate for addressing cultural difference as a form of ethical and moral engagement with collective and individual subjectivities that do not yet share the privileged sociocultural space of dominant discourses. This symposium is comprised of three presentations. Within presentation one, the author overviews the conceptual framework and postulates articulated in the recent International Society of Sport Psychology (ISSP) Position Stand on cultural competence. The second presenter shares methodological and ethical challenges in conducting a culturally competent research. The third presenter features applied case examples borrowed from his practice, bridging

conceptual insights to application. Symposium organizers will serve as moderators to coordinate discussions with the audience about the role of AASP in enhancing culturally competent research and practice.

SYM-26A**TOWARD CULTURALLY COMPETENT RESEARCH AND PRACTICE IN SPORT AND EXERCISE PSYCHOLOGY**

Tatiana Ryba, Aarhus University, Denmark; Natalia Stambulova, Halmstad University, Sweden; Gangyan Si, Hong Kong Sports Institute, Hong Kong; Robert Schinke, Laurentian University, Canada

The multicultural landscape of contemporary sport, with increasing numbers of immigrant and transnational athletes, exercisers, coaches, and sport psychology professionals, sets a challenge to rethink sport and exercise psychology research and practice through a culturally reflexive lens. As articulated in the recent ISSP Position Stand, a shift to culturally competent sport and exercise psychology implies: (a) recognizing hidden ethnocentric philosophical assumptions permeating much of the current theory, research and practice, (b) transitioning to professional ethics in which difference is seen as not inherent and fixed but as relational and fluid, and (c) focusing on meaning (instead of cause) as reflected in theoretical and methodological assumptions of cross-cultural and cultural research, and cultural praxis. Cultural competence starts with considering athletes, exercisers, coaches and sport psychology professionals as cultural beings with their idiosyncratic, but always contextually contained experiences. Many sport psychology professionals are intuitive or naive cultural or cross-cultural researchers lacking awareness of how all aspects of their projects are culturally infused. A culturally competent research project can be designed as a cross-cultural psychology study, a cultural psychology study, and/or cultural praxis. When an etic perspective on culture (i.e., culture as external entity or independent variable) is used, the project can be classified as a cross-cultural even if it does not include a comparison of participants from different cultures. When an emic perspective on culture (i.e., of a cultural insider inseparable from the context) is employed, the project aligns more closely with cultural psychology. Finally, a project that blends theory/research, practice, and lived culture can be classified as cultural praxis project. Therefore, researchers and practitioners are recommended to position their projects in relevant contexts, philosophical, methodological, and applied landscapes, as well as to reflect on how their own cultural background trickles into their research and practice.

SYM-26B**TRANSNATIONAL ATHLETES’ LIFESTORIES: REFLEXIVITY IN RESEARCH**

Harri Selanne, LIKES Research Center, Finland; Tatiana Ryba, Aarhus University, Denmark; Natalia Stambulova, Halmstad University, Sweden; Noora Ronkainen, Aarhus University / Public Health - Sport Science, Denmark

This paper is framed within the life stories of 15 male and female transnational athletes to exemplify the insufficiency of such traditional categories as ‘nation’ and ‘race’ to adequately analyse culture and identity in lived experiences. Transnational athletes are not immigrants per se and should be understood as mobile subjects who regularly cross material and discursive borders, maintaining multiple relations (e.g., organizational, religious, political) and whose career

development is negotiated in transnational spaces established through social networks and everyday practices (Ryba, 2012; Ryba & Stambulova, 2013). Locating athletes' stories within a transnational framework allows us to gain a deeper understanding of processes of negotiation and conceptual transformation of meanings occurring in cultural transition. Nevertheless, we also argue for the need to temporarily 'root' our analyses in athletes' ontological self-narratives while maintaining reflexivity of messy and unpredictable in-between-cultural positions shaped by the historicity of athletes' and researchers' subjectivities. Within this presentation, we draw on life history of a mixed-race Finnish female athlete to show the complexity of navigating conflicting meanings between ethnicity and racial discourses in the United States and Finland, which had varied effects on her athletic and non-athletic development, depending on location. We conclude with a discussion of reflexivity as a pivotal characteristic of the culturally competent research.

SYM-26C

WORKING THROUGH DIVERSITY WITH SPORT PARTICIPANTS

Robert Schinke & Kerry McGannon, Laurentian University, Canada

Long before the formal inception of cultural sport psychology, sport psychology practitioners considered matters of practitioner cultural competence utilizing general and more specific practices relevant to each client (Andersen, 1993; Parham, 2005). Slowly professionals in the field of sport psychology have come to understand how they might engage in culturally competent practice through various cultural and cross-cultural considerations (Schinke, Hanrahan, & Catina, 2009). Discussions began with writings pertaining to race and ethnicity (Hall, 2001), expanded to whiteness scholarship (Butryn, 2002, 2010), and slowly, scholarship has crystalized for us that culturally competent practice is a complex undertaking. It requires an understanding of one's own intersecting identities as practitioner and concurrently, the integration of information about the client's general and local cultural socialization (Schinke, McGannon, Parham, & Lane, 2012). From an understanding of self and client, these two people might negotiate understanding and seek cultural intersections where they learn about their respective differences and also identify areas where values and beliefs converge (Schinke & McGannon, in press). In this presentation, the authors consider where consultants can commit servicing mistakes that silence their own or their clients' cultural identities. Following, suggestions are offered regarding how the consultant might engage in culturally inclusive practices that centralize identities and voices in and through sport contexts. Throughout, the authors undergird their presentation with case examples borrowed from the first author's experiences in professional boxing.

SYM-27

EXPERT APPROACHES TO SPORT PSYCHOLOGY I: CRITICAL EXPERIENCES INFLUENCING APPLIED THEORIES

Mark Aoyagi, University of Denver, USA; David Yukelson, Penn State University, USA; Gloria Balague, University of Illinois at Chicago, USA; Rick McGuire, University of Missouri, USA; Richard Gordin, Utah State University, USA; Kenneth Ravizza, California State Fullerton, USA

This symposium will gather five preeminent sport psychology practitioners to discuss the key events throughout their careers

that influenced the development of their theories of performance excellence. The presenters are all from the first generation of sport psychology practitioners, and thus relied upon their own life and sport/performance experiences, generalizing educational experiences to applied sport psychology, and thousands of hours of observing, interacting with, and consulting coaches, athletes, and performers to develop their unique and ecologically valid approaches to sport psychology consultation (Aoyagi & Poczwadowski, 2012). Through the presentation of their aha! moments and significant career events resulting in the evolution of ideas and paradigm shifts, the audience will gain insight into the complex and ongoing process of incorporating theory into the development of one's philosophy and guiding model of sport psychology service delivery (Poczwadowski & Sherman, 2011; Poczwadowski, Sherman, & Henschen, 1998; Poczwadowski, Sherman, & Ravizza, 2004).

SYM-27A

SPORT PSYCHOLOGY AND STUDENT-ATHLETE DEVELOPMENT: AH-HA EXPERIENCES THAT HAVE SHAPED MY COLLABORATIVE COUNSELING STYLE

David Yukelson, Penn State University, USA

During my career, I have had tremendous educational and professional experiences that have shaped my understanding of Applied Sport Psychology principles and theories and influenced my personal counseling style the past 30 years with intercollegiate athletes, coaches, and teams. The purpose of my presentation is to reflect on people, mentors, educational teachings, key events and "ah-hah" moments in my career path that have significantly impacted the development of my own perspective on theories of performance excellence as it pertains to the personal growth and overall development of intercollegiate student-athletes from the time they enter college to the day they matriculate. At the intercollegiate athletic level, I believe performance excellence starts at the beginning of the year when a coach outlines the vision and goals an individual or team is striving to accomplish for the season and creates the training environment and team culture conducive to achieving these goals. From this, it is the responsibility of the athlete to internalize the day to day commitment, work ethic, focus, and sense of accountability to make that vision a reality. Being confident and having steadfast belief in one's ability to persevere and stay focused is also an important consideration. Likewise, life as a division one intercollegiate student-athlete (or coach) brings with it multiple demands, pressures, and stressors that if not managed properly can impact an individual's confidence, focus, and self-esteem. The role of a sport psychologist serving as a positive sounding board in helping student-athletes find and maintain balance and developing proper perspectives about the personal meaning they attach in their quest to excel on and off the athletic field of play will also be addressed.

SYM-27B

REFLECTING ON MY PROFESSIONAL PATHWAY

Gloria Balague, University of Illinois at Chicago, USA

Looking back on one's professional pathway helps increase the awareness of crucial influences that shape our interventions. Having grown up in Spain and moving to the USA strengthened my belief that social psychology and social phenomena were an essential piece when trying to understand individuals and teams. I sought a dual Ph.D. in Clinical and Social Psychology and that framework has accompanied me all along. Working at the burn unit of a major hospital taught me more about how to use and how not to use Imagery and Visualization than all of the

textbooks. In the same manner, traveling with a national team to major competitions, like Worlds or Olympic Games, put under a magnifying glass the pressures, distractions and demands experienced by the athletes, as well as the need for concrete, brief interventions in the moment. It also shaped my belief that sport psychology skills should be taught earlier, not at the elite level, but that major competitions were often times of crisis intervention. Finally, working long term with a college team has helped me see the need for specific ways to address emotion in our field. My perspective on the main psychological elements of successful performance and performance breakdowns will also be summarized in the presentation.

SYM-27C

TAKING SPORT PSYCHOLOGY TO AND THROUGH THE COACH

Rick McGuire, University of Missouri, USA

As a freshman undergraduate I took Psychology 1, and hated it! I swore that I would never take another psychology course as long as I lived. Right out of college, I became a math teacher and a Coach. Nine years later, in the third summer of completing a Masters Degree, I tried to talk my way out of having to fulfill the psychology requirement. The Dean wouldn't budge, and so I registered for Personality Theory. A week into the course, I realized that I could basically write the book! I loved the course! For every topic, principle or theory, I had the name of a kid that I had taught or coached. This was exciting! I realized that I not only didn't hate psychology, but rather that this was the part of teaching and coaching that I loved – coaching the kid! Two years later, I applied to the University of Virginia to pursue my Ph.D. in Sport Psychology! I had no intention of becoming a Sport Psychologist, but rather I was studying Sport Psychology to make me a better coach! And I have never been disappointed! Every topic, every theory, every concept, every conference or clinic presentation, every reading, and every relationship in Sport Psychology has encouraged me, challenged me, and inspired me to confirm or add to my understandings and expertise in being a more effective and impacting Coach! And for 33 years since, I have experienced the thrill and challenge of taking everything that I understand in Sport Psychology, and translating it into the language of sport, and taking these understandings to the leaders of sport through Coach education! Kids meet sport at the Coach! For our field to flourish, we must meet the challenge of successfully delivering Sport Psychology to and through the Coach!

SYM-27D

THE PERILOUS BUT EXCITING ROAD TO CONSULTING

Richard Gordin, Utah State University, USA

Part of doing applied sport psychology is “being you”. Your self is generated over an entire career and is influenced by many factors. Some of these factors include: your growth and development experiences, mentors, self-exploration and continued self-awareness as well as curiosity. I plan to explore my development as an applied sport psychologist over a 35-year period. I will include in my remarks the things that have worked well for me as well as the things that have required adjustment in my style. I will discuss my best consulting and my worst consulting. I will use case examples and personal anecdotes to illustrate my points. This presentation will also explore the exciting aspects of my consulting experiences

around the world but also the drawbacks and challenges with such a lifestyle. The presentation will explore the effects on the consultant in regard to family life and personal stresses. Often in the world of applied sport the psychology only the glamorous aspects are shared. The author plans to explore the side of the field that includes challenges to our work.

SYM-27E

LESSONS LEARNED IN SPORT PSYCHOLOGY CONSULTING

Kenneth Ravizza, California State Fullerton, USA

This presentation will share the lessons learned in consulting in sport psychology during the presenter's 27 years working with collegiate and professional athletes. Topic addressed will include: gaining entry, program assessment and delivery, as well as the self-evaluation process used to improve consulting skills. Some of the critical moments to be shared will include the influence of Hatha Yoga, shifting focus from peak experiences to dealing with adversity, and existential philosophy. In addition, it will address the major changes or shifts in my approach, pitfalls that I have experienced, and adaptations to the athlete in the year 2013.

SYM-28

THE RIDE OF A LIFETIME: CONSULTATIONS ACROSS THE SPORT OF CYCLING

*Kristen Dieffenbach, West Virginia University, USA;
Goran Kentta, The Swedish School of Sport and Health Science, Sweden; Carrie Cheadle, Private Consulting Practice, USA*

Cycling has a rich history dating back to the turn of the last century when the bicycles provided a means of transportation and recreation, as well as being a vehicle for social change (Herlihy, 2004). Competitive opportunities also quickly emerged in cycling, with one of earliest and largest being track racing in venues such as Madison Square Garden. While no longer dominating such venues, modern bicycle racing has grown and expanded to include a variety of events, providing a wide range of personal challenges and competitive opportunities across many disciplines for participants worldwide. The Union Cycliste Internationale, the international governing body, reports while there are only 1200 professional cyclists, there are over 600,000 licensed racers and millions of enthusiasts (UCI, 2013). Riders of all levels and abilities participate in and find personal enrichment in events such as multi day cross state tours, 100 mile plus charity rides, BMX youth racing, 24 hour team mountain bike team events and of course the elite Tour de France. Cycling not only appeals to young riders, but as a lifetime pursuit it attracts older athletes as they transition from other sports and seek out new challenges.

Sport psychology's interest in cycling has also grown since Triplet's (1898) examination of the effect social facilitation theory among racing cyclists. This symposium will examine the unique culture and challenges associated with different disciplines and at different levels of cycling through the experiences of three sport psychology consultants working in different areas of the sport. Three SPCs will discuss their theoretical frameworks, consultation strategies, experiences and tool box ideas for working with different disciplines and populations in competitive cycling.

SYM-28A

THE YOUNG, THE OLD, AND THE RESTLESS: WORKING WITH AGE GROUP CYCLISTS

Kristen Dieffenbach, West Virginia University, USA

Few sports provide the opportunity for true lifetime engagement. Amateur clubs work together for individual and team success at the local and national level competitions while other athletes participate 'unattached' with an emphasis on individual pursuits. Junior (10 to 17 years old), Espoir (18-23), senior (18+) and masters (35+) athletes all train with a focus and intensity that is often only associated with professional sport. For the SPC, developing an understanding of this unique culture will assist in gaining entry, building rapport, and establishing an effective consulting relationship. An overview of the disciplines and key terminology will be discussed along with a review of relevant talent development theories, discipline specific concerns, and the consulting and psychological skills training literature related to consulting within this population. The presentation will focus on how knowledge of the culture and relevant theories have been used in sport psychology consulting with junior and master level athletes, amateur teams, and their coaches for enhancing participation, improving team dynamics and pursuing peak performance.

SYM-28B

WORKING WITH THE ELITE COMPETITIVE AMATEUR CYCLIST

Carrie Cheadle, Private Consulting Practice, USA

Cycling has seen notable growth over the past two decades and certain areas of the country have been described as experiencing a cycling renaissance (Pucher, Buehler, & Seinen, 2010). Several major U.S. cities have made a significant investment to develop more bike-friendly infrastructure and many of those cities have also created bike-share programs to promote exercise and commuting by bike. The sport of cycling has also seen tremendous growth in its fan base as well as growth in the offerings of cycling related events in the U.S. All of these factors have contributed to an increasing number of people selecting cycling as their chosen form of exercise. A percentage of those people have joined a growing population of athletes that have chosen to race their bikes competitively. Throughout the adult lifespan, people choose to participate in physical activity because it is in line with their goals and personal values (Brunet & Sabiston, 2010). For this portion of the symposium the presenter will discuss her work with competitive amateur cyclists including the motivations and challenges faced by this unique population of athletes. The presentation will cover some of the issues faced by this specific population including: differing motivations between "training to race" and "racing to train", the challenges of balancing life and sport, dealing with the risks inherent in cycling including crashing and injury, reconciling desired outcomes with required sacrifices and commitment, and team issues.

SYM-28C

PROFESSIONAL ROAD CYCLING COPING WITH FATIGUE AND MONITORING RECOVERY: A CONSTANT BATTLE

Goran Kentta, The Swedish School of Sport and Health Science, Sweden; Kristen Dieffenbach, West Virginia University, USA

Limited knowledge exists regarding psychological demands placed upon professional road cyclist. In contrast, sports

medicine and other scientific disciplines have developed a considerable amount of knowledge related to understanding performance in cycling. The purpose is to review performance issues in road cycling based on research and consulting experience from a year with a professional team. Road cycling ranks among the most intense endurance exercises and take place in constantly changing places. This is evident by Tour de France, Giro d'Italia and Vuelta Espania with racing distances ranging from 2250 to 5750 km over 3 weeks. Performance parameters are numerous and include the interrelationship of training, physiological, psychological, nutritional, biomechanical, and technological factors (i.e., equipment development). Moreover, racing tactics include two way radios, allowing communication with coaches and team mates making pacing strategies a complex fundamental skill of psychophysiological character. As a consultant some critical performance issues were identified from a psycho physiological perspective. Most importantly, coping with perceptions of fatigue and monitoring recovery on a daily basis is a great challenge. Emotional regulation and perception moment by moment becomes crucial since riders need to deal with uncertainty during an ever changing environment racing 5 hours a day. Notably, there are about 20.000 moments of 3 seconds in a 16 hour day on a grand tour race. Each of these moments is potentially rich in experience. Research show that individuals may control their emotions, using a wide range of strategies to influence which emotions they have and when they have them (Gross, 1998). Consequently, how each rider regulate their emotions, and their ability to psychologically detach (i.e., to "switch off") will either enhance or limit the capacity to recover on a daily basis. In addition, emotional regulation plays an important role in pacing strategy a critical factor determining success in racing.

SYM-29

EXPERT APPROACHES TO SPORT PSYCHOLOGY II: DEMONSTRATING THEORY TO PRACTICE WITH CASE CONCEPTUALIZATION

Anne Marte Pensgaard, Norwegian Olympic Training Centre, Norway; Kate F. Hays, The Performing Edge, Canada; Sean McCann & Peter Haberl, USOC, USA

The purpose of this symposium will be to demonstrate the utility and necessity of theory guiding the practice of sport psychology. Recently, preeminent sport psychology practitioners' applied theories of performance excellence were recorded (Aoyagi & Poczwardowski, 2012), which has provided an opportunity for students, young professionals, and experienced professionals alike to collectively benefit from the wisdom of the first generations of sport psychology practitioners. In order to demonstrate the critical role theory plays in practice, the presenters will all be given the same case and will each conceptualize the client with their theory of performance excellence. From the presentations, the audience will glean the divergent, yet equally useful, approaches that may be taken with the same client. Importantly, it will be noted that theory is what makes the approaches equally useful; and that despite the various conceptualizations demonstrated, without a properly aligned compass (i.e., theory) the differing interventions will more likely result in confusion than performance excellence.

SYM-29A**A META-COGNITIVE APPROACH TO SPORT PSYCHOLOGY CONSULTANCY WITH A TOUCH OF AWARENESS AND POSITIVE RESPONSE OUTCOME EXPECTANCY: AN ILLUSTRATION BASED ON A CONCEPTUALIZATION OF THE CASE OF X**

Anne Marte Pensgaard, Norwegian Olympic Training Centre, Norway

The purpose of this presentation is to illustrate how I would approach the work with the Case of X based on a meta-cognitive approach (Wells, 2011) blended with awareness training (Kabat-Zinn, 2005) and a strong Positive Response Outcome Expectancy (Ursin & Eriksen, 2004). Based on the two existential questions: Who are you? And; Why do you do what you do? I embark on a journey where the athlete, often the coach, and I form a performance team where we have two goals in mind: the athlete's well-being and the athlete's development in order to perform at the highest level possible. Having spent the last eighteen years working with Olympic level athletes, there is no doubt that excellent performances are what we strive for. Yet, paradoxically, we need to focus as little as possible on this end product while working with the athletes. Rather, we need to help them prepare so that they are able to cope with both successes and failures and, at the same time, grow as human beings. This "not so straight forward" journey will be presented with the Case X as a main lead, but also flavored with anecdotes from authentic experiences in the field, all grounded and underpinned with sound theoretical bases.

SYM-29B**INFORMED PLURALISM IN SPORT PSYCHOLOGY CONSULTING**

Kate F. Hays, The Performing Edge, Canada

At a macro level of performance consulting, this presenter suggests that optimal sport psychology intervention involves a three-pronged evidence-based approach. This involves the case-specific combination of a thorough grounding in relevant research, the practitioner's knowledge and expertise, and the client's own characteristics, culture, and preferences in the context of environmental influences (Goodheart, Kazdin, & Sternberg, 2006). The practitioner will want to be familiar with the research literature on optimal performance; have well-developed skills in the delivery and enactment of that literature in a way that speaks effectively to the involved client(s); and have a wide array of techniques and tools in order to select those that are most appropriate for a particular person at a particular moment in time. The athlete's optimal performance will be a function of that person's foundational capacity (innate abilities, sense of self, and self-care), thorough preparation (technical and psychological skills), and performance management (effective use of those technical and psychological skills at the time of actual performance) (Hays & Brown, 2004). The interaction of practitioner and athlete will be fundamental to effective performance consulting. Informed pluralism (Norcross, 2003) attends to the

practitioner's comfort with applications of various techniques to specific situations. Collaborative empiricism (Beck, 1986; Kelly, 1955) recognizes the scientific and interpersonally collaborative nature of the process of change, one that will maximize the athlete's capacity for optimal performance. This perspective regarding performance consulting will be the basis for the presenter's approach to the case study offered in this symposium.

SYM-29C**DIRECTION, FEEDBACK, AND SUPPORT: SPORT PSYCHOLOGY CASE CONSULTATION**

Sean McCann, USOC, USA

The presenter will discuss how his theoretical background and his "personal theory" of performance influences his conceptualization and consultation with the presented case. This presenter's theoretical grounding is in a cognitive behavioral (CB) conceptualization. Formative cognitive-behavioral influences included work by Donald Meichenbaum (1977, 1985) and Arthur Staats (1975). The presenter believes that although there is much focus on the Cognitive aspects of a CB approach, in performance work the value of a CB approach is as much the "B" as the "C", since in performance work, behavior is the bottom line.

With interventions such as this session's case study, the presenter has three main goals. First, he attempts to ascertain where the performer is, where the performer needs to go, and how best to get there (Direction). Second, the presenter works to develop measurable markers for progress on the path (Feedback). Finally, the presenter endeavors to help the performer deal with the inevitable challenges he or she will face along the path (Support).

SYM-29D**WHAT IS ON YOUR MIND AND WHERE DO YOU PUT IT? MINDFULNESS AT THE OLYMPIC GAMES**

Peter Haberl, USOC, USA

My theory of performance was and is heavily influenced by the privilege of working with athletes at the Olympic Games. The Olympic environment poses a significant challenge to the mind of the athlete. We know that optimal performance happens when attention is fully focused on the task at hand (Czikszenmihalyi 1990), and performance breaks down when attention wanders (Gardner & Moore, 2006). A wandering mind, however, is part of the human condition (Teasdale 2012) and difficult to avoid at the Games. Mindfulness exercises cultivate awareness of the wandering mind (Davidson 2012, Siegel 2010) and they develop the ability to aim, sustain and regain attention (Bishop et al., 2004). So mindfulness (Kabat-Zinn 1990) has become the guiding paradigm I apply in my case conceptualizations and my applied work. The aim of mindfulness is to understand how the mind works, and to learn how to work with it effectively (Kabat-Zinn 2005). To this end, and as theory guides practice, implicitly, if not explicitly, I start with two simple questions: do you know what is on your mind? And can you put your mind where it needs to be?

WORKSHOPS

WKSP-01

LIFELONG LEADERSHIP: CREATING AND IMPLEMENTING A LEADERSHIP DEVELOPMENT EVENT FOR HIGH SCHOOL STUDENT ATHLETES

*Samantha Monda, Robert Morris University, USA;
Dana Voelker, The College at Brockport, State University of
New York/DKV Performance Consulting, USA;
Aimee Kimball, UPMC Sports Medicine, USA*

Amidst budgetary cuts in education, supporters of scholastic sport argue that high school athletic programs have the potential to facilitate the development of skills that can be employed throughout the lifespan (Danish, Forneris, & Wallace, 2005). Importantly, the literature suggests that life skills are best accrued through the sport experience if they are proactively taught (Weiss, 2008). Leadership has been noted to be valuable in sport, business, and other life domains, but research suggests that few formal opportunities exist in sport for athletes to develop this critical skill (Voelker, Gould, & Crawford, 2011). The purpose of this workshop is to provide attendees with information and resources to implement a formal leadership development event for high school student-athletes in their respective communities. Through the presentation of a model program, the Student-Athlete Leadership Academy (SALA), workshop attendees will (a) define their own leadership philosophy; (b) take a research-based approach to identify essential leadership skills; (c) identify local groups to partake in leadership training; and (d) work through the logistics of planning a large scale (200+) one-day leadership academy or a series of smaller workshops. Attendees will have the opportunity to engage in leadership building activities, participate in open discussion, and watch video of SALA in action. Participants will receive a planning guide that includes best practice suggestions for identifying program objectives, selecting collaborators, developing marketing ideas, and working within budgetary considerations. Research on youth leadership development will be presented to lay the foundation for the creation of a leadership training program. The information provided through this workshop will enable consultants take a theory-based approach to enhancing the performance, satisfaction, and personal development of young athletes, providing them with the tools necessary to be a positive influence in all areas of their life now and beyond high school.

WKSP-02

WILL THEY REMEMBER TOMORROW?: USING DEBRIEFING AND REFLECTION

*Abby Rhodes, & Robyn Braun, Florida State University, USA;
Jodiann Yambor, Thomas University, USA;
Melissa Murray, The University of Southern Mississippi, USA*

For more than 100 years educators, facilitators, and other practitioners have promoted debriefing to help with learning (Dewey, 1938; Gass, 1993; Nadler & Luckner, 1992; Sugarman, Doherty, Garvey, & Gass, 2000). Debriefing is

referred to as processing, reviewing, and reflecting, and is quite possibly the most important aspect of sport psychology service delivery. Engaging in debriefing helps learners make connections between their educational experiences, real life, and future learning (Kolb, 1984). More specifically, the skills acquired and lessons learned in experiential activities can further knowledge in one's sport, classes, and personal life. Sport Psychology Consultants (SPCs) often use activities to introduce and/or enhance the learning of a specific mental skill and therefore debriefing is essential. While researchers have demonstrated the value of debriefing, (Dewey, 1938; Holmes, 1976; Sugarman et al., 2000). SPCs frequently neglect, discount, or simply lack the knowledge to successfully conduct this process. Therefore, the objective of this workshop is twofold: (1) to introduce participants to theories of debriefing, and (2) to offer strategies and techniques to promote lifelong learning for physical and mental well-being through debriefing and reflection. Specifically, attendees will participate in an experiential activity where we will model debriefing using Thiagi's Six Phases of Debriefing as well as the three and five question models of debriefing. Next, participants will be placed in small groups and asked to create a "debrief" for a given scenario. Participants will then present their ideas to the entire group and have the opportunity to receive feedback. Finally, we will discuss debriefing tips and practices that enhance reflection relative to life skills and future learning. All attendees will receive a handout with information on how to help promote lifelong learning through debriefing and reflection.

WKSP-03

A DEVELOPMENTAL 'SPIN' ON THE WHEEL OF WELLNESS: APPLICATIONS ACROSS THE LIFESPAN

Angela Breitmeyer, Midwestern University, USA

Psychological theory and empirical research have substantiated that a balanced approach to life is a healthy approach to life. In order to achieve life balance, multiple domains of one's life must be addressed. Illustrating such domains, the Wheel of Wellness (Myers, Sweeney, & Witmer 2000) is a holistic model of wellness that addresses six primary areas of functioning: physical, emotional, occupational, social, intellectual and spiritual.

During this workshop attendees will learn: a) a brief overview of the Wheel of Wellness; b) variations of the model incorporating additional domains, namely, athletic, environmental, and cultural; c) developmental modifications enhancing the applicability of the model to preschool children, youth, adolescents, young adults, and older adults; d) the model's relevance and benefits in current sport psychology and mental health practice; e) specific artistic and physical activities incorporating the Wheel of Wellness; and f) practical strategies for educating individuals about health and wellness across the lifespan. Teaching methods will include both a didactic and experiential component, incorporating a brief presentation, small group activities, and a "Q and A" session upon workshop completion. Specific activities for each of the five aforementioned developmental stages will be demonstrated. Finally, workshop participants will be given a PowerPoint handout, as well as a summary sheet of all of the activities presented.

WKSP-04**SPORT PSYCHOLOGY AND INTERCOLLEGIATE ATHLETICS: 25 YEARS SERVICING COACHES AND ATHLETES**

David Yukelson, Penn State University, USA

The purpose of the workshop is to provide an interactive forum from which to educate participants about the practical realities of what it is like working as full time sport psychology practitioner within an intercollegiate athletic department. From a psychosocial perspective, developmental issues pertaining to the special needs of intercollegiate coaches and student-athletes will be discussed, along with logistical problems associated with delivering applied sport psychology services to 31 different teams and coaching staffs. Drawing on over 25 years' experience consulting at the same institution, the first part of the workshop will highlight data from over 30,000 interactive contacts classified by gender, class standing, teams, and nature of the problem, followed by group discussion of two case studies depicting typical situations encountered. In terms of distribution across student-athletes, 51% of the contacts were found to be females, 49% males, with seniors representing 28% of those contacts, followed by juniors 24%, sophomores 23%, freshmen 19%, and 5% high school recruits. Analyzing frequency by nature of the problem, the top three categories include stress management and interpersonal development (22%), mental skills training and performance focus (21%), and ongoing meetings with coaches (19%). In terms of objectives, participants will learn strategies from which to gain entry, build bridges, develop partnerships with coaches, athletes, administrators, counselors, and various sports medicine personnel. Participants will also explore developmental transitions and interpersonal psycho-social issues student-athletes typically confront, how to individualize a mental training program based on the needs of each team and/or Student-Athlete, the importance of visibility and following-up in being an effective consultant, how to consult in a politically sensitive athletic environment, overcoming potential pitfalls and adapting to change, and as a sport psychologist, how to keep things in balance and proper perspective. Interactive questions and answers will follow the case studies.

WKSP-05**AN ATHLETE CENTERED APPROACH TO DEVELOPING FOCUS CUES**

Kevin Becker & Jeffrey Fairbrother, University of Tennessee, Knoxville, USA

It is well established that an athlete's focus of attention can significantly impact the outcome of a performance (Williams, Nideffer, Wilson, Sagal, & Peper, 2011; Orlick, 2008). Many high level athletes report successfully using specific focus cues during performance. It is important for consultants to understand why a cue works and how they can help athletes identify effective cues. Motor learning research has identified advantages of different types of focus cues, namely an external over an internal focus (Wulf, 2007), and an analogy over an explicit focus (Masters, 2001). A limitation of this research, however, is that the cues are prescribed arbitrarily and do not take into account athlete preference. For consultants, the motor learning research can be helpful in understanding cues, but it is just as important to help athletes find cues that work best for them. This workshop will focus on the consultant's role in guiding athletes toward optimal focus cues. We will first present several focus cues used by high-level athletes and assess how they compare with recommendations from motor

learning research. Then, we will share the recommendations of several experienced consultants on methods they use with athletes to identify effective cues. Finally, through both large and small group discussions, we will provide an opportunity for attendees to develop a plan for guiding athletes through cue development. A handout with a summary of the information presented will be shared to aid attendees in this process.

WKSP-06**THE ROLE OF SPORT PSYCHOLOGY IN THE INTENSIVE TREATMENT OF ATHLETES WITH EATING DISORDERS**

Jennifer Gapin, Ron Thompson, & Roberta Sherman, McCallum Place, USA

This workshop will discuss the components of an intensive treatment program for athletes with eating disorders with emphasis given to the role of sport psychology. Primary learning objectives for practitioners, professionals, and coaches include: obtaining knowledge about the value of including a sport psychologist or sport psychology consultant as part of the treatment team; the application of sport psychology skills training as a treatment component; and how best to integrate these skills into standard eating disorder treatment. Specific rationales for including sport psychology in treatment will be discussed, including: Sport psychologists/consultants provide expertise regarding aspects of the sport environment that may serve to maintain the disorder; mental skills training allows athletes whose physical health may too compromised for full physical training to feel connected to their sport and also feel that they are working on sport performance enhancement; sport psychology issues regarding motivation, confidence, and focus are also salient issues in clinical treatment; and sport psychology skills training regarding issues such as arousal control, self-talk, goal-setting, and mindfulness coincide with similar skills training in treatment; that is, the skills in one area can be used in the other. Materials to be shared include instructional and informational handouts on the role of sport psychology in the treatment of eating disorders and case studies of athletes who have received sport psychology services while in intensive treatment for an eating disorder.

WKSP-07**EARLY SPORT SPECIALIZATION: CONSIDERATIONS FOR CONSULTANTS IN YOUTH SPORTS**

David Udelf, Becker, Udelf, and Associates, USA; Michael Zito, Montclair State University, USA; William Russell, Missouri Western State University, USA

A recent trend in youth sports has been early sport specialization, defined as year-round training in one sport at the elimination of other activities (Wiersma, 2000). Many people believe early specialization increases the odds of college scholarships and professional athletic careers. Research, however, does not support this as a likely outcome in most cases. Furthermore, this research demonstrates that "specializers" may be at greater risk for physical, psychological, and developmental issues such as anxiety, injury, social isolation, burnout, and dropout. These negative outcomes may be minimized under certain circumstances especially when the "specializer's" participation is self-determined and not overly influenced by others. Consultants play a crucial role in the education of relevant adults regarding specialization. Therefore, the primary goal of this workshop is to provide participants with strategies and information to educate youth coaches, parents, and administrators about the influences of and outcomes from specialization

practices. Through interactive discussion and case scenarios participants will learn applications from the Developmental Model of Sport Participation (Cote, 1999) and how to help create positive youth sport environments where athletes' decisions are self-determined, and other methods that mitigate the negative effects of early specialization. Attendees will also be familiarized with issues associated with early sport specialization, and interventions that can limit specialization difficulties. Workshop learning objectives will be achieved via presentation and small-group discussion exercises, and include: (1) identifying advantages and disadvantages of early youth-sport specialization, (2) understanding reasons why youth specialize, (3) learning techniques to work with children and families encountering specialization issues, (4) developing awareness of motivational climates that enhances the intrinsic motivation in youth athletes, as well as the overall early sports specialization experience, (5) and illustrating early youth-sport specialization issues with examples encountered by sports psychology professionals. Handouts will include power point slides and case scenarios.

WKSP-08

A SCIENTIST-PRACTITIONER'S WORKSHOP ON PSYCHOLOGICAL RESILIENCE: THEORETICAL BACKGROUND AND TARGETED APPLIED TECHNIQUES

Stephen Gonzalez, Nick Galli, & Nicole Detling, University of Utah, USA

Peak performance is often associated with some form of mental strength, such as mental toughness (Jones et al., 2002), hardiness (Kobasha, 1979), or grit (Duckworth, Peterson, Mathews, & Kelly, 2007). An additional, yet distinct construct related to mental strength is psychological resilience, or the ability for an individual to positively adapt to adversity (Luthar, Cicchetti, & Brown, 2000). Interest in resilience has begun to emerge among sport psychology professionals focused on performance (Fletcher & Sarkar, 2012) and personal development in athletes (Galli & Vealey, 2008; Hossieni & Besharat, 2010). The purpose of this workshop is to: 1) educate professionals on conceptual issues in resilience, and 2) suggest ways in which mental skills training can enhance psychological resilience in athletes at all levels of sport. The scientist component of the workshop will provide attendees with a theoretical framework of resilience synthesized from past research, and two current models of resilience in sport (Galli & Vealey, 2008; Fletcher & Sarkar, 2012). The theoretical framework of resilience presented in the workshop is a synthesis of past research regarding the development and process of resilience. The framework consists of four stages: 1) presence of protective factors, 2) maturation of resilient characteristics, 3) presence of adversity, and 4) positive adaptation. The practitioner component of the workshop will review applied resilience building techniques, and apply traditional mental skills training to resilience theory by offering attendees a broad spectrum of case studies. Workshop case studies will address diverse characteristics such as gender, age, ethnicity and race, acute and chronic adversities, and multiple levels of sport, in a supervised and collaborative setting. The ultimate learning outcome of this workshop is to enhance attendees' understanding of psychological resilience and to better position them to promote resilience in their clients. Attendees will receive handouts with workshop notes and proceedings.

WKSP-09

NEGOTIATING GENDER: CREATING POSITIVE SPORT ENVIRONMENTS FOR TRANSGENDER AND INTERSEX ATHLETES

*Vikki Krane, Bowling Green State University, USA;
Heather Barber, University of New Hampshire, USA*

This presentation will focus on a group of athletes receiving increased media attention, yet who are rarely addressed from a sport psychology perspective: transgender and intersex athletes. While media attention is increasing, research has only begun to examine the sport experiences of these athletes (Lucas-Carr & Krane, 2012; Griffin & Carroll, 2010). Transgender and intersex athletes are competing in youth to elite sport and sport psychology consultants should be prepared to work with them as well as coaches, teammates, administrators, and parents. Using an interactive format, we will guide discussion about terminology and concepts necessary for communicating about the experiences of transgender, transsexual, and intersex people. Dialogue will address myths and stereotypes about these athletes, and counter them with current research knowledge (e.g., Karkazis et al., 2012). Because of differing physicalities and perceptions surrounding transgender, transsexual, and intersex athletes, there are separate sport policies regarding their inclusion. As such, we present current and landmark policies and debate their strengths and limitations with the audience. Finally, case studies presenting situations sport psychology consultants may face will be discussed and analyzed. The learning objectives of this session are to: (a) increase knowledge regarding transgender and intersex individuals, (b) develop strategies for working with team members and coaches to create inclusive performance environments for athletes with differing gender identities, and (c) identify policy implications for the inclusion of trans and intersex individuals within sport teams. Participants will receive handouts containing definitions, samples of current legislation, and references. Ultimately we hope to provide participants with an opportunity to become more conversant with the issues presented as well as foster greater outreach and encouragement of inclusive sport climates for transgender, transsexual, and intersex athletes.

WKSP-10

FROM THEORY TO PRACTICE: A FRAMEWORK FOR ATTENTION TRAINING THROUGH TECHNOLOGY

*Jeffrey Coleman, United States Military Academy, USA;
Andrew Vincent, Springfield College, USA; Angela Fifer,
United States Military Academy, USA; Joanna Foss University
of Denver, USA*

Attention has long been considered an important element of mental skills training for performance enhancement. The recent increase in prevalence of attention-based concepts such as mindfulness (Gardner & Moore, 2012) and implicit motor learning (Francconi, 2011) in sport psychology literature increases the need for appropriate training strategies that bridge the gap between theory and practice. Furthermore, performance contexts such as sport and military often present individuals and groups with ambiguous and complex situations, which can complicate attention training for both the performer and practitioner. While cognitive behavioral techniques for teaching attention allow performers to understand important concepts, experiential techniques give performers an opportunity to train in a way that facilitates implicit learning and the transfer of skills to a performance setting (Kolb, 1984). The purpose of this workshop is to introduce a theoretically sound framework for

attention training that provides pathways to effective training techniques. The learning objectives of this workshop will be achieved in two parts. First, participants will be introduced to a framework of attention for performance enhancement based on the neuropsychological paradigm (Knudsen, 2007) and attention bias modification (Bar-Hiam, 2010). A brief discussion of the framework's testable propositions and an in depth explanation of its use as an instructional guide for attention training will be included. The second stage of the workshop will focus on the use of experiential techniques for attention training. Participants will be divided into groups that rotate among stations to maximize participant interaction and group discussion. Specifically, participants will have an opportunity to experience various 'high tech' visuomotor skill devices as well as more accessible 'low tech' alternatives. As a result, participants will leave the workshop with the understanding of a guiding framework of attention training and a variety of training techniques and creative ideas that can contribute to their own practice.

WKSP-11

FACILITATION IS AN ART: USING EXPERIENTIAL LEARNING TO ENHANCE GROUP MANAGEMENT

Alexander (AJ) LaLonde, Comprehensive Soldier & Family Fitness - Performance Expert, USA; Alicia Johnson, University of Tennessee, Knoxville, USA; Brian Miles, CSF2-PREP, USA; Marcus Washington, Apex Performance, Inc., USA

Experiential Learning (EL) is most simply described as "learning by doing combined with reflection" (Gassner, 1993, pg. 4). Recently, EL techniques have been applied to sport settings including athletic academic advising (Groves, Bowd, & Smith, 2010) and sport psychology consulting (Johnson et al., 2012). In the context of sport psychology, EL may be a viable option for enhancing group management. Whether a sport psychology consultant holds the belief that groups develop in a linear (Tuckman, 1965), cyclical, or pendular (Feinstein, 1987) manner, the underlying belief seems to be that groups do not move from un-cohesive to cohesive in one step. Rather, groups may become cohesive when given opportunities for growth and development. Facilitators of workshops based in EL carefully design programs in a way that provides these development opportunities. This design technique is called sequencing, or "the careful ordering of group activities based on the group's needs, goals, and settings" (Stanchfield, 2008, pg. 34). The goal of this workshop is to provide sport psychology consultants with the knowledge, skills, and abilities needed to utilize EL techniques as a way to enhance group management during sport psychology workshops. A large emphasis will be placed on the participants' development as facilitators. An introduction to EL will be given with a focus on purposeful planning and facilitation of workshops. Participants will have the opportunity to briefly practice these EL techniques as they relate to group management in a small group breakout setting. In addition, participants will be introduced to a variety of activities that can be sequenced into sport psychology workshops. Lastly, the participants will be brought together for a large group debrief that will allow them to share lessons learned and pose questions resulting from the workshop.

WKSP-12

"I HAVE NO IDEA WHAT TO DO!" STANDING TALL AS NOVICE SPORT PSYCHOLOGY CONSULTANTS DURING ETHICAL DILEMMAS

Dolores Christensen, Rachel Walker, Erica Beachy, & Adisa Haznadar, Springfield College, USA

Although students in sport psychology (SP) graduate programs comprise both the backbone and the future of the field, the student voice is sorely missing from a variety of domains across the SP literature (Holt & Streat, 2001; Tonn & Harmison, 2004). This is especially true for the growing literature specifically discussing ethical practices in SP (Haberl & Peterson, 2006). While the process of ethical decision-making is the same for students and more experienced professionals, the student may feel more self-doubt when faced with an ethical dilemma. At the conclusion of this workshop participants will: 1) have a better understanding of the ethical decision-making process that graduate students may undergo in their consulting work, 2) be able to identify the unique core tenants of ethics in SP, 3) understand where to access the APA and AASP ethical codes and how to utilize them, and 4) be able to better apply ethical reasoning to various decision-making scenarios in SP. Utilizing the commentary of SP professionals (Aoyagi & Portenga, 2011; Aoyagi & Shapiro, 2010; Watson, Zizi, & Etzel, 2006), a foundation of ethical research and theory in SP will first be established. Presenters will then provide examples of ethical dilemmas they have encountered during their developing SP careers including the consultant's use of social media, sexual attraction between the consultant and client, and the consultant's duty to report imminent harm. Presenters will role-play the ethical situation in a "Choose Your Own Adventure" format where audience members will "decide" how the consultant should react in the given dilemma. The American Psychological Association Ethical Code (2002) and the Association for Applied Sport Psychology Ethical Code (1994) will be utilized to guide the discussion. Finally, participants will be provided with handouts containing the case vignettes as well as additional resources for information on ethical decision-making.

WKSP-13

TOWARDS CULTURAL PRAXIS OF ATHLETES' CAREERS

Natalia Stambulova, Halmstad University, Sweden; Tatiana Ryba, Aarhus University, Denmark

The objectives of this workshop are: (1) introduce a cultural praxis of athletes' careers framework (CPAC) created by the workshop leaders based on the analysis of career research and practice in 19 countries (Author & Author, 2013); (2) discuss a link between the CPAC and the scientist-practitioner model; (3) practice an implementation of the CPAC in mock cases.

The CPAC is articulated as a set of challenges for career researchers/practitioners to approach career theories, research and assistance as cultural praxis. Some specific conceptual and applied challenges include: (a) a merge of the holistic lifespan and holistic ecological perspectives in career research and assistance, (b) reflexive situatedness of career projects in relevant sociocultural contexts, (c) an idiosyncratic approach with specific attention to diversity in career patterns/trajectories (d) an increased attention to transnationalism in contemporary sporting culture, (e) multicultural and transnational consulting including international networks of existing Career Assistance Programs, and (f) participatory action research facilitating close collaboration between researchers, practitioners, and athlete-participants.

Reflective of the learning objectives, the workshop will be divided into three parts. After introducing the CPAC, workshop participants will work in small groups analyzing case examples relevant to athletes' early careers, elite careers, cultural transitions, and athletic retirement in different sociocultural contexts. To facilitate critical thinking about bridging the gaps in theory, research, and practice—all infused by specificity of sociocultural contexts—a general discussion will follow on a combination of the scientist-practitioner model and the CPAC. The participants will receive case examples of athletes' careers in different sociocultural contexts and the handout summarizing the CPAC.

WKSP-14

BEST OF THE BEST: TEACHING ACTIVITIES IN EXERCISE PSYCHOLOGY

Gloria Solomon, Texas Christian University, USA; Nick Galli, University of Utah, USA; Melissa Madeson, Hardin Simmons University, USA; Taylor Moore, Texas Christian University, USA

AASP has sponsored a series titled Best of the Best to provide experiential activities informed by theory for consultants. Considering that a large percentage of AASP members teach sport and exercise psychology, we believe it is time to begin a Best of the Best series for teaching. While there are usually 1-2 teaching workshops each year, minimal emphasis is placed on teaching exercise psychology which has recently become a distinct area of study, evidenced by academic programs, courses, and textbooks. In this workshop we plan to: (a) target contemporary areas within exercise psychology, and (b) share interactive activities grounded in theory. This workshop will mimic the format used in the classroom; each topic will begin with a brief theoretical discussion, followed by an application activity. The three topics addressed are important aspects of lifelong mental and physical well-being and include exercise motivation, acute psychological effects of exercise, and assessing lifestyle behavior change. For exercise motivation, students will gauge their own exercise motives, and identify common excuses from sedentary people. Based on this "data" students will uncover issues to consider when designing an exercise program. For acute effects, an assessment will be completed before and after bouts of aerobic and strength training. The teaching techniques for this activity involve in-class discussion and a take-home reflection report. The final topic on assessing behavioral change will be guided by discussion of the Transtheoretical Model. After completing several assessments, students identify 2-3 specific behaviors to change, and working in small groups, create a goal-setting plan addressing barriers to success and methods of monitoring progress. The practical teaching activities are tools that can be used both in and out of classroom settings to improve personal wellness at any stage of life. Attendees will receive a packet detailing each technique and including all the relevant materials.

WKSP-15

USING STORYTELLING IN APPLIED PRACTICE WITH ATHLETES

Brian Hemmings, Private Practice/St. Mary's University College, United Kingdom; Christopher Willis, Mental Excellence, Austria

Throughout the history of humankind stories have been used to communicate knowledge and experience between people in a variety of contexts. Storytelling has also been used as a

technique to bring about cognitive and behavioural change, and to facilitate problem-solving in the therapeutic, business, education and personal development settings (Owen, 2001). The purpose of this workshop will be to introduce participants to the concept of storytelling within applied sport psychology practice. Stories are seen to contain therapeutic metaphors (Burns, 2001) if an athlete can relate to the content of story and draw a parallel to their own sport, situation, or current challenge. It is also important to explore what stories athletes tell about themselves. A story is the clients creation of reality and by taking control of his/her story, the athlete must sometimes rewrite it (Loehr, 2008). The workshop will explain the use and benefits of storytelling and introduce guidelines for successful application of stories within consulting practice. A variety of stories will be presented as examples from previous typical consulting experience (e.g. the un-coachable athlete; injury – the second chance for personal growth; my way or the highway-coach). Individuals attending the workshop will be invited to deconstruct the stories' possible metaphors, as well as having an opportunity to create and share a story of their own within a small group setting. Attendees will also be given suggestions on ways of building their own bank of stories for applied practice and how to help athletes to rewrite their own stories.

WKSP-16

YOU DID THE WORK, NOW GET TO WORK: HOW TO SUCCESSFULLY MARKET YOUR BUSINESS TO GET CLIENTS IN YOUR DOOR

Carrie Cheadle, www.carriecheadle.com, USA; Erika Carlson, Excellence In Sport Performance, USA

You can't be a competent practitioner in the field of sport psychology and mental skills coaching if you don't have clients. The field of sport psychology is beginning to recognize the need for supporting practitioners in developing their business skills (Blann, F.W., et al, 2011). There are many people, both qualified and unqualified, that work with athletes on the psychology of sport. It isn't always the consultant or coach that is the most qualified that gets to work with the athlete, it's the one with the best marketing skills. Part of being adept with your applied work means you need to be adept at building a successful business. This workshop will be facilitated by two successful practitioners who will share the marketing strategies they have used to build their own thriving businesses. Developing expertise takes years of deliberate practice (Ericsson, K.A., et al, 1993). You have taken the time to develop your expertise in the application of sport psychology and this workshop will help you to build your expertise in marketing your business. In this workshop you will learn the best practices for marketing your services including how to use analytics to inform your marketing decisions, how to employ the 80/20 principle for efficiency with your marketing strategies, and the best uses of social media for marketing your business. You will work on your own deliberate practice of marketing, set your own marketing goals, and walk away with a yearly marketing plan as well as a list of best marketing resources for your continued education.

WKSP-17**EMPOWERING FEMALE STUDENT ATHLETES THROUGH “WOMEN FOR WOMEN” SOCIAL RESPONSIBILITY PROGRAMMING IN INTERCOLLEGIATE ATHLETICS**

*Anne Shadle & Scotta Morton, University of Missouri, USA;
Lea Lafield, University of Missouri - Columbia, USA*

Every leader in intercollegiate sport faces the challenge of dealing with and responding to their athletes' socially irresponsible and destructive behaviors. Research consistently reveals that student-athletes engage in binge drinking at higher rates than their non-athlete peers (Hildebrand, Johnson, & Bogle, 2001); that college-aged women are at a higher risk for sexual assault, and that 1 in 4 women experience rape or sexual violence at some point in their college career (Karjane, Fisher, & Cullen, 2002). “Women for Women” was developed and successfully implemented to bring awareness to these issues and others, provides a model for lifelong mental well-being through sport and exercise that aligns with the values of Respect, Responsibility, Discovery and Excellence.

Empowering female student-athletes to live their best life by specifically developing self-worth, identity, respect, body-image satisfaction, integrity, community, independence, leadership and more is the primary objective of the “Women for Women” program. When individuals increase levels of overall well-being and become engaged in elements of the college experience, they feel better and perform better in many life domains (Lyubomirsky, 2008; Astin, 1999).

Participants in this workshop will discuss “Empowerment”, and develop creative, inspirational approaches for nurturing and cultivating this in their women. “Empowering Women” is literally the goal and focus! Empowerment of self and others to live a life that matters!

Participants will gain:

- a clear understanding of the importance of Empowerment
- a clear understanding of many issues facing female student athletes
- an awareness of the need for “physical and mental well-being” resources and support services
- the importance of “bystander intervention”

The workshop experience will be delivered through dialog, discussion, video clips, small and large group interaction, and development of an individual plan of action. Examples of the model program will be shared. Participants will leave inspired to become a part of the answer!

WKSP-18**KEEPING UP WITH THE JONES’: TRANSITIONING FROM FACE-TO-FACE TO VIRTUAL CLASSES**

*Amber Shipherd, Eastern Illinois University, USA;
Melissa Murray, The University of Southern Mississippi, USA;
Itay Basevitch, Florida State University, USA*

Online education is growing rapidly, with many colleges and universities moving courses and programs, including sport and exercise psychology, to an online delivery format (Allen & Seaman, 2010; Heaney & Walker, 2012). While some are hesitant to make the switch to online education, a meta-analysis from the US Department of Education reported that students taking online or hybrid (partially online) courses spent

more time on task and outperformed students taking face-to-face classes (USDOE, 2009). The objectives of this workshop are to guide educators through the process of moving sport and exercise psychology courses into an online delivery format and demonstrate how to deliver quality programs in an online environment. Specifically, participants will leave the workshop with knowledge of: (1) effective solutions to common challenges faced when teaching online, (2) innovative teaching strategies designed to promote active learning in an online environment, and (3) ideas for implementing and incorporating technology such as: blogs, videos, webpages, audio or video conferencing, screen capture applications and alternative presentation software. The workshop will begin with a presentation of best practices when developing courses online. Next, the challenges and constraints that online learning presents to designers, instructors, and learners will be discussed. A demonstration will follow of how to use a variety of effective technologies that can be incorporated into virtual courses to engage students in the learning process. Throughout the workshop, participants will work in small groups to create or adapt a course activity or assignment to the virtual classroom. The workshop will conclude with a discussion of ideas and strategies for teaching sport and exercise psychology content online. Participants will receive a handout that includes lecture slides and sample assignments and assessments so they can easily apply the information from the presentation.

WKSP-19**THE NUTS AND BOLTS OF BECOMING A CC-AASP**

Robert J. Harmison, James Madison University, USA

Although created nearly 25 years ago, the standards for and process of becoming an AASP Certified Consultant remain among the most misunderstood and debated issues in our organization. It has taken some time for the number of certified consultants to grow to a critical mass, but with employers and internships now listing AASP Certification as “required” or “highly desired” certification has experienced significant growth in recent years. This workshop will discuss the certification process. In particular, benefits of certification will be presented and explored in order for individuals interested in this process to gain insight and knowledge necessary to pursue certification. Academic program directors will also benefit from the discussion of what courses and experiences are most relevant for certification. Tips and suggestions for successfully navigating the application process will be provided. Members of the Certification Review Committee will be available to discuss frequently asked questions regarding issues such as mentorship, service provision, coursework, and the differences between master’s level and doctoral level applicants. The intent of this workshop is to continue the dialog surrounding AASP certification, so that an increasing number of students and professionals understand the process, ultimately decide to apply, and are successful in becoming AASP Certified Consultants. Audience participation is anticipated and welcomed.

WKSP-20

THE PROMOTIONAL VALUE OF PUBLIC SPEAKING

Betty Weibel & Jennifer Reece, Yopko Penhallurick, USA

AASP members seeking to promote themselves commonly consider media relations, advertising, direct mail and online marketing tools. However, public speaking is an excellent promotional tool, often overlooked. When used strategically, public speaking can provide great value in building community awareness, promoting a book or research and more. This seminar will touch on the aspects of public speaking beyond the content of your talk including advance publicity, driving traffic to your website, and maximizing media opportunities related to the talk. A brief overview of the new AASP Speakers Bureau will also be provided.

WKSP-21

GRANTING PEARLS OF WISDOM: STRENGTHENING AN APPLICATION'S WEAKEST LINKS

*Amanda J. Visek, The George Washington University, USA;
Paula Parker, East Stroudsburg University, USA;
Cindra Kamphoff, Minnesota State University/The Runner's Edge, USA*

The Community Outreach and Research grants are independent, competitive seed funding opportunities offered to members to advance sport science, practice, community engagement, and efforts towards earning Certified Consultant status. For the second time, AASP is offering an informational workshop designed to aid members in writing winning community outreach and research grant proposals. This year's session will focus heavily on how to strengthen components of the grant application that are typically identified during the review process as the weakest, while also providing attendees with helpful, interactive resources to enhance their grant applications.

WKSP-22

EMBEDDING THE LEARNING OF LIFE-SKILLS INTO A PHYSICAL ACTIVITY SESSION OR SPORT PRACTICE

John McCarthy, Val Altieri, Jr., & Frederick Ettl, Boston University, USA

Across the U.S. there are countless programs that aim to support positive youth development through sport and physical activity. These programs often aim to provide opportunities for youth to learn "transferable life skills" (Petitpas et al. 2005; U.N.S.D.P.-I.W.G., 2010). Despite these aims, most youth organizations struggle to consistently provide high-quality, intentional programming that teaches life-skills in any systematic way. Challenges invariably arise (e.g. understaffing, inadequate facilities, transportation issues, insufficient funding), but as Hellison (2011) has urged, these should not overshadow "program leader responsibilities" to provide programming that will support positive youth development.

Hellison's key responsibilities for youth program leaders include: 1. Gradual youth empowerment; 2. Youth self-reflection; 3. Embedding life skills into program activities; 4. Teaching for transfer of lessons outside the gym, and 5. Being relational. To uphold these responsibilities consistently, program leaders must rely on a set of core principles that guide daily action, and design and deliver a thoughtful program that will ensure fidelity to those responsibilities.

Our workshop will present an approach to youth development through physical activity that has been developed over six years in an urban, underserved high school setting. Facilitators will engage attendees in the activities they have developed that address Hellison's key responsibilities for youth program leaders, followed by discussion. Our approach emphasizes creating a caring climate (Newton et al. 2007) using Hellison's (2011) TPSR Model (Teaching Personal and Social Responsibility) and uses guided post-activity reflection (both written and verbal). We will provide examples from youth in our project, and will ask participants to reflect on the design for their own settings. Mild physical activity will be encouraged (but is optional), so if you are considering actively participating in this portion of the session, dress comfortably. Others may observe; all participants will be invited to discuss and reflect.

WKSP-23

APPLIED SPORT PSYCHOLOGY PRACTICE WITH 1ST TEAM AND ACADEMY PLAYERS INSIDE THE ENGLISH PREMIER LEAGUE: 3 DAYS A WEEK OVER 10 YEARS

Martin Littlewood & Mark Nesti, Liverpool John Moores University, United Kingdom

The specific learning objective of the workshop will be to allow participants to gain a better understanding of how principles from existential psychology can be used to guide applied sport psychology practice with elite and professional football (soccer) players. Participants will also be able to understand how to use existential psychology to inform their applied work with elite athletes with a specific focus on helping players' navigate through critical moments (Nesti & Littlewood, 2011). The workshop will also address the importance of providing an organisational psychology role (Nesti, 2010) as part of effective practice in a club's structure. Participants will also be given an appreciation of the role that culture plays in influencing the success of applied practice in the unique environment of English professional football.

The methods and techniques that will be used in the workshop will include a combination of short presentations and interactive exercises. Case studies will also be used throughout the workshop to amplify key points. In addition, role-plays based on work with English Premier League players will be integrated into the workshop to illustrate the existential psychology approach to practice.

A handout relating to the dialogue of the role-play between practitioner and player will be made available to participants. This will include a series of critical reflections within the text. A further handout will be made available of key literature relating to existential psychology and material that is informed by a broad range of theoretical perspectives that have been used to understand the world of elite and professional football.

WKSP-24

MINDFULNESS STRATEGIES: CONSULTING WITH COACHES AND ATHLETES

Amy Baltzell, Boston University, USA; Tina Greenbaum, Tennis to the Max, USA; John McCarthy, Boston University, USA

The Community Outreach and Research grants are Six strategies will be offered, which integrate mindfulness with sport psychology mental skills training. The goal is to help athletes/coaches cope effectively with aversive emotions and, at once, optimize performance. Mindfulness practice can contribute to athletic performance (e.g. Kabat-Zinn, 1986; Gardner and

Moore, 2004, 2007) and can, currently, contribute to long terms mental well-being (e.g. Beaur, 2003) Demonstrations and dyad practice time will be included.

Learning Objectives: Participants will:

1. Understand Kabat-Zinn's concept of mindfulness and the application of mindfulness practices to sport performance.
2. Learn mindfulness strategies, which integrate sport psychology mental skills,
3. Learn six mindfulness based performance enhancement strategies for sport psychology consulting applications, based on the Mindful Acceptance Commitment (MAC) approach.
4. Strengthen awareness of the how to best use mindfulness based strategies in applied practice.

Teaching method will include succinct informational presentation of core material, demonstration of each strategy, participants practicing strategies in dyads and a handout of core material will be offered.

Six specific techniques:

1. Self-talk cue for Most helpful in-the-moment Performance Focus: to shift away from destructive feelings and/or thoughts.
2. Normalizing negative (unhelpful) thoughts and emotions: when athletes/sport coaches cannot get rid of negative aversive feelings and thoughts.
3. Acceptance: of whatever is occurring (e.g. anxiety).
4. Commitment to effective controllables: Priority of what client is committed to doing or "being" regardless of feelings/thoughts.
5. Imaging successful execution of 1: a) key performance moment and/or, b) the end of performance or sought after successful moment.
6. Noticing what is Right (the good) in the face of difficulty.

Materials that will be shared include a list of strategies presented with recommended prompts to use when implementing strategies with coach/athlete/performer, worksheets for reference when using each strategy with individual athlete/coach/clients, and a reference list of mindfulness and performance based books, articles.

WKSP-25

MENTAL SKILL INTEGRATION FOR ADVANCED COMBAT MARKSMANSHIP

Christine Sanchez, SAIC, USA; Cecilia Clark, Special Operations Center for Enhanced Performance, USA; Frederick Dietrich, Digital Consulting Services, USA; Dave Ricciuti, Special Operations Cognitive Enhancement Program, USA; Kathryn Sweeney, U.S. Army Special Operations Center for Enhanced Performance, USA; Brittany Loney, SAIC/Florida State University, USA; Peter Athans, SAIC, SOCEP, USA

While the mental skills of energy management, attention control, and imagery are essential for any elite sport, their mastery is highly critical for advance combat marksmanship

training as implemented by the United States Military. The presenters will first break down how they gained access and incrementally developed and revised training that met the needs of these elite athletes. Training methods consisting of brief lecture and practical exercises will allow attendees a greater understanding of how to gain strategic access and make training specific to their own unique client environments. Specific techniques presented to attendees will include: (a) biofeedback for optimal control of physiology and mental/cognitive processes (Benson, 2006; Grossman & Christensen, 2008), (b) attention control to increase shifting focus on demand as a situation rapidly changes (Endsley, 1995; Niedffer, 1976), and (c) imagery fundamentals for dynamic, ambiguous environments (Driskell, Copper, & Moran, 1994). Practical exercises will allow the audience to implement the skills in a performance environment similar to that the presenters experienced. The presenters' past experiences and training successes will be revealed to show how making mental skills training as specific to the performer's environment as possible, utilizing key terms relevant to the performer, and seamlessly integrating technical, tactical, and mental skills together enhance the performers' understanding, interest, and compliance with mental skills training. By the end of this workshop, attendees will leave with an understanding of how to implement an incremental mental skill training plan into a highly elite performance training calendar.

WKSP-26

CASE STUDIES FOR CC-AASP: OPPORTUNITIES FOR PEER CONSULTATION

Sarah L. Castillo, National University, USA; Kristen Dieffenbach, West Virginia University, USA

Although there are over 400 AASP Certified Consultants (CCs) representing seven countries, many states and countries are without CCs. Thus, the opportunity for CCs to collaborate with each other on client assessment, intervention development, and overall effectiveness is limited at best. The recent creation of a Certified Consultant email distribution list has helped begin the process of connecting CCs with respect to the dissemination of important consultant events and information, but much more needs to be done to truly create a network of professionals able to engage in peer consultation, particularly when facing challenging practitioner situations. This workshop, open solely to Certified Consultants, is specifically designed to encourage the process of collaboration, networking and peer consulting among professionals. Prior to the 2013 AASP Conference, CCs were solicited for particularly challenging consulting cases via the Certified Consultant email distribution list. All ethical considerations relating to the preservation of client confidentiality were appropriately addressed. Two case studies were selected and, with the submitters' permission, distributed to all CCs for their review and consideration one month in advance of the 2013 AASP conference workshop. These cases are presented in a workshop format to facilitate a guided dialogue in terms of case conceptualization, challenges, and eventual intervention design. Having reviewed these cases ahead of time, CC attendees will have the opportunity to discuss their own conceptualization and possible intervention strategies for each case presented. Offering this opportunity for CCs to interact on professional practice issues at the annual conference not only serves to enhance AASP's commitment to Certified Consultants but encourages CCs to build their professional consultation networks, thereby continuing their own development as effective sport psychology consultants.

WKSP-27

WHICH IS BETTER- ACT OR TRADITIONAL CBT?

*Michael Zito, Montclair State University, USA;
Eddie O'Connor, Performance Excellence Center at
Mary Free Bed, USA*

As the popularity of Acceptance and Commitment Therapy grows, it is interesting to consider whether this third wave behavior therapy should replace cognitive-behavioral interventions that employ a different emphasis or whether both techniques are still useful to sport psychologists. A structured comparison and debate between two sport psychologists regarding the theoretical bases, advantages, limitations, and application of each based on empirical support will be the primary teaching method. The traditional cognitive-behavioral intervention is usually active and directive focusing on altering thoughts, beliefs and behaviors that interfere with athletic performance. Interventions redirect attention to the most productive elements of a task with the ultimate goal of limiting conscious thought. Behavioral practice is done to strive for automaticity. ACT differs primarily by taking an observing attitude to accept internal experiences as they are without seeking to alter them. This frees the athlete to behave in a more valued direction with less interference from negative thoughts and emotional distress, thus improving performance. There is considerable efficacy research to support both ACT (Vollestad, Nielsen, & Nielsen, 2012; Powers, Zum Vorde Sive Vording, & Emmelkamp, 2008) and the athlete specific Mindfulness-Acceptance-Commitment (MAC) approach (Gardner & Moore, 2012) as well as CBT (Zinsser, Bunker & Williams, 2006; Vealey, 2007; Weinberg & Gould, 2011). The utility of each will be demonstrated in a case study as attendees create a treatment plan from both perspectives. The goal of this workshop is to enable practitioners to understand the pros and cons of each approach, consider with which cases each approach might be most useful and whether being trained in both approaches would be helpful. Handouts will include power point slides and case scenarios.

WKSP-28

WHAT KIND OF CAR DO YOU DRIVE?: THE RELATIONSHIP AS A VEHICLE OF POSITIVE CHANGE IN COLLABORATIVE ALLIANCES

*Joe Mannion, Fontbonne University, USA;
Chelsi Day, Athletic Mind Institute/Matrix Psychological
Services, USA*

Reviews (Norcross, Beutler, & Levant, 2005; Sexton & Whiston, 1994) have strongly suggested the quality of therapist-client relationships has been a key determinant of positive outcomes in clinical and counseling intervention research. The quality of consultant-client relationships has also been suggested to be a key determinant of sport and exercise psychology intervention outcomes (Mannion & Andersen, 2013; Petitpas, Giges, & Danish, 1999). Furthermore, the quality of supervisor-supervisee relationships has been explored as a key determinant of positive supervision outcomes (Andersen, 2012). The foci of many graduate programs and conference sessions, however, are frequently on the interventions themselves rather than the relationships that underpin them. The purpose of this workshop is to examine dynamics of high

quality consultant-client relationships and to give participants opportunities to practice building positive working alliances during intake role-plays. These initial encounters frequently offer the opportunity to eliminate confusion and suboptimal starts due to the variance of individual defaults by intentionally setting up guidelines and expectations for the relationship. The criteria for these guidelines and relationship-building exercises will draw upon overarching and transtheoretical principles of Rogerian therapy (Rogers, 1957, 1961, 1992), intra- and inter-personal mindfulness (Andersen & Mannion, 2011), and interpersonal neurobiology (Siegel, 2010), which have been shown to improve collaborative alliances (e.g., consultant-athlete, supervisor-supervisee, teacher-student) and outcomes. Teaching methods will include (a) a discussion of research findings and practical implications, (b) role-play breakout groups, and (c) large-group processing. Participants will also receive handouts with workshop content for their practice and suggested reading.

WKSP-29

APPLIED SPORT AND EXERCISE PSYCHOLOGY WITH OLDER CHILDREN AND PRE-ADOLESCENTS

*Christopher Stanley & Jamie Robbins, Winston-Salem State
University, USA; Marli Bennett, Kimberly Fasczewski,
Megan Haas, Stephen Hebard, Bona Lee, Robert Owens &
Lauren Williams, University of North Carolina at Greensboro, USA*

Extensive literature has been devoted to validating the effectiveness of mental skills in terms of performance enhancement. However, much of the literature (and perhaps most applied work) is devoted to adolescents and adults. There is a general paucity of information related to children and pre-adolescents. Given children have markedly different physical, cognitive and socioemotional sets than adolescents and adults, it is important to recognize mental skills should be introduced in novel ways. A primary objective of this workshop is to cover a variety of mental skills typical in applied work (e.g., confidence, motivation, attention, emotion identification and management, goal setting) yet as they relate to older children and pre-adolescents. For each topic, presenters will cover relevant principles and theories which elucidate the distinct nature of this age group. Thereafter, the workshop will follow a demonstration role-play/audience role-play sequence, where participants observe applied work in action, and then practice with their own mock clients. Presenters will orchestrate role-play illustrating sport behavior gone awry in children; subsequent demonstrations will relate to how professionals may facilitate adaptive behaviors. For example, age appropriate goal-setting exercises will be linked with foundational skills of confidence and motivation. Simple props and images will be used to identify feelings, and simple breathing exercises to employ when distraught surrounding a competition. The presenters will demonstrate the importance of context, and the significance of concrete versus abstract thinking. The presenters will also demonstrate the importance of coaching and parental involvement. For example, promoting a mastery orientation with children may be facilitated by having a parent re-examine their definition of winning, and how they communicate "success" to the child. With the aforementioned exercises, the workshop will contribute an important element to the lifelong theme of the conference; offering attendees a renewed appreciation for work with this age group.

WKSP-30**IMPLEMENTING SYSTEMATIC COACHING DEVELOPMENT (CD) PROGRAMS: DIVERSE PERSPECTIVES ON MAKING CD WORK**

Damon Burton, University of Idaho, USA;
Andy Gillham, University of South Dakota College, USA;
Keith Hansen, Red Deer College, Canada;
Jon Hammermeister, Eastern Washington University, USA;
Seth Haselhuhn, Washington State University, USA

Coach development (CD; Gillham & Burton, in press) provides a great entry strategy for sport psychology consultants, and most team consulting requires some CD as part of program implementation. However, beyond techniques and tactics, minimal systematic CD occurs at any level of sport. The objectives of this consultant CD workshop are fourfold. First, an overview of a recently developed CD instrument, the Coaching Success Questionnaire-2, will be provided. The CSQ-2 is a 40-item, 10 subscale measure of 10 characteristics of successful coaches including: attitudes about winning, winning, enjoyment, skills and strategy development, physical development, wellness, confidence development, emotional control, sportsmanship and teamwork. Systematically developed across three studies, the CSQ-2 demonstrates strong psychometric properties, including CFA fit indices. Second, a typical case study describing how the CSQ-2 can be used in CD will be presented, focusing on yearly rating of coaches by their athletes, similar to student evaluation of teachers, with results used to identify coaches' strengths and weaknesses. Coaches can then work with a consultant to systematically enhancing 2-3 target skills each year. Development of a "community of learners" can be created to promote CD. Third, a collegiate coach, AD and consultant and a professional team consultant will briefly describe the CD strategies they currently use and provide perspectives on the role the CSQ-2 might play their CD work. Finally, "breakout" groups to provide hands-on CD experiences. Each presenter will lead group discussion on four CD issues, including: (a) developing entry strategies for working with coaches and/or administrators, (b) partnering with coaches to identify specific CD target variables, (c) selecting materials to inform development of targeted skills, and (d) provide social support and feedback through a "community of learners." Group discussion will summarize potential benefits, problems and future directions of CD.

WKSP-31**PROFESSIONALISM IN SPORT PSYCHOLOGY: A STUDENT-FOCUSED WORKSHOP**

Michele Kerulis, Adler School of Professional Psychology, USA;
Lena Torgerson, Sport Psy/San Francisco State University, USA;
Phillip Post, New Mexico State University, USA;
John Lubker, University of Notre Dame, USA;
Carrie Scherzer, Mount Royal University, USA;
Urska Dobersek, Florida State University, USA;
Ian Connole, Colgate University, USA;
Vonetta Kaileta, SWEAT GYM, USA

Sport psychology graduate students practice their professionalism skills in class, during field training, and at professional association events. Sometimes the casual nature of interactions can result in blurry lines between formal and informal interactions. This interactive workshop is sponsored by AASP's Development Committee and is intended to provide a place for graduate students to discuss the transition from student to practicing professional. Participants in this

workshop will learn basic first impression management, professional social media interactions, email etiquette, and will have the opportunity to draft a personal identity statement. This workshop will be presented by the point of view of both sport psychology professionals and graduate students.

WKSP-32**USING SPORT PSYCHOLOGY CONSULTATION MODELS TO WORK WITH ATHLETES ACROSS THE LIFESPAN**

Michael Berrebi, Leigh Bryant, & Peter Kadushin,
West Virginia University, USA

Many sport psychology practitioners working with sport teams and individual athletes consult using a variety of different techniques and practices. Due to the diversity of sport psychology training at the undergraduate and graduate levels (Sachs, Burke, & Schweighardt, 2011), it is important for practitioners to utilize a consultation model in their work. A consultation model provides a framework that helps clarify expectations and define boundaries, which in turn informs an overall applied philosophy (Perna, et al., 1995). In this proposed workshop, the main learning objective is to discuss and complete an assigned consultation case study in a collaborative, small group setting. To facilitate a deeper understanding of sport consultation models that can be utilized with athletes across the lifespan (e.g., youth, interscholastic, and intercollegiate levels), presenters will begin the workshop by providing an informational PowerPoint highlighting four models. These models are the educational (Loehr, 1990; Ravizza, 1990; Rotella, 1990), clinical (Dorfman, 1990; Ogilvie, 1979), cognitive-behavioral (Murphy & Murphy, 2002) and Youth Sport Consultation Model (YSCM; Visek, Harris, & Blom, 2009). Attendees will then be given a consultation case study that describes an individual athlete's presenting concern. These case studies will provide workshop attendees with the opportunity to explore and devise a working application of one of the four consultation models. Groups will be expected to present: a) a brief summary of the consultation case study; b) a rationale for the selected consultation model; c) an overview of the model applied to the consultation case study (i.e., how the model of choice can be implemented). Exploring the consultation case studies will stimulate discussion and assessment of current individual consultation practices and potential ways in which they can be improved in the future.

WKSP-33**PERMACE: PROMOTING LIFELONG WELL-BEING VIA GROUP DANCE FITNESS AND POSITIVE PSYCHOLOGY**

Elaine O'Brien, Temple University / Positive Fit Lab, USA

With the aim of advancing lifelong physical and mental well-being, this workshop presents an innovative active learning model blending group physical activity, easy to follow Dance/Fitness training, with evidence-based Positive Psychology interventions.

By combining the overarching elements of Seligman's (2011) PERMA theory of well being, with a dynamic exercise to music format, this enjoyable positive exercise program promotes psychological health, physical benefits and social capital. This format offers an opportunity for instilling a lifetime, (and intergenerational), understanding of the possibilities of feeling more joy, fulfillment, and moving well through the life span. This program has been taught to groups ranging from 5th graders, to college undergraduates to active adults in their 90s.

Learning objectives:

1. Explain the science behind PERMA: Positive Emotions (Fredrickson), Engagement (Csikszentmihalyi, 2004), Positive Relationships (Gable, 2006), Meaning (Frankl, 1959), and Accomplishment (Latham, 2002).
2. Discuss the benefits and viability of applying this program in various domains (schools, universities, community and recreation centers, churches, business, gyms)
3. Present the concept of positive exercise practices and matching energy to desired outcomes for increasing levels of physical activity across ages, abilities, and domains.
4. Discuss the importance of character strengths development applying Peterson and Seligman's (2004) model.

Teaching method and specific techniques: This lecture/lab would be presented in an open space and attendees would be dressed to move. Participants would engage in a sample PERMACISE training session, and one or two Positive Psychology interventions would be put into action. At the end, all attendees, would cool down, stretch and debrief.

Materials shared: Mini PERMACISE training – movement to music and Positive Psychology interventions handouts including:

- Best Possible Future Self
- Active and Constructive Responding
- Relaxation Breathing
- Savoring
- VIA Strengths Training

WKSP-34

WHAT IS MOST IMPORTANT: USING VALUES IN TEAM WORK

Jeni Shannon, Regis University & Strive Sport Psychology, USA

The recent popularity of Acceptance and Commitment Therapy (ACT; Hayes, Strosahl, & Wilson, 1999) and Mindfulness-Acceptance-Commitment (MAC; Gardner & Moore, 2004) in the field of sport psychology has highlighted the importance of exploring what athletes value in their lives and their sport. Using values can be a meaningful and effective intervention in working with athletic teams on common consulting issues. It is critical for athletes and teams to identify what is most important to them in their sport and make the connection between values and their everyday choices. The awareness of values can become an anchor that allows athletes to move towards what is most important to them, as a teammate, a leader, and a performer. By defining values and engaging in actions based on those values, athletes are more likely to meet their performance goals (Gardner & Moore, 2007).

This workshop will introduce a variety of ways to incorporate values work into sport psychology consulting with athletic teams. Specific applications and interventions will be

addressed for using values in teambuilding, leadership, and performance enhancement. The interventions presented in this workshop have been used successfully with collegiate athletes and have appropriate applications with athletes at any level. Participants will gain an increased understanding of how values-based work can be beneficial and widely applied. Those attending this workshop will learn concrete strategies for use with teams and identify ways to broaden applications. Participants will receive handouts that can be used with teams and athletes.

Participants will engage in values-focused exercises during the workshop and have the opportunity to brainstorm in breakout groups how they might implement these ideas with the populations they work with. Group discussion will also address potential applications to individual athletes and coaches, as well as appropriate follow-up interventions.

WKSP-35

BEHAVIORAL ACTIVATION: INCREASING ENJOYABLE AND MASTERY ACTIVITIES TO DECREASE DISTRESS

Jeanne Gabriele, G.V. Sonny Montgomery VA Medical Center, USA

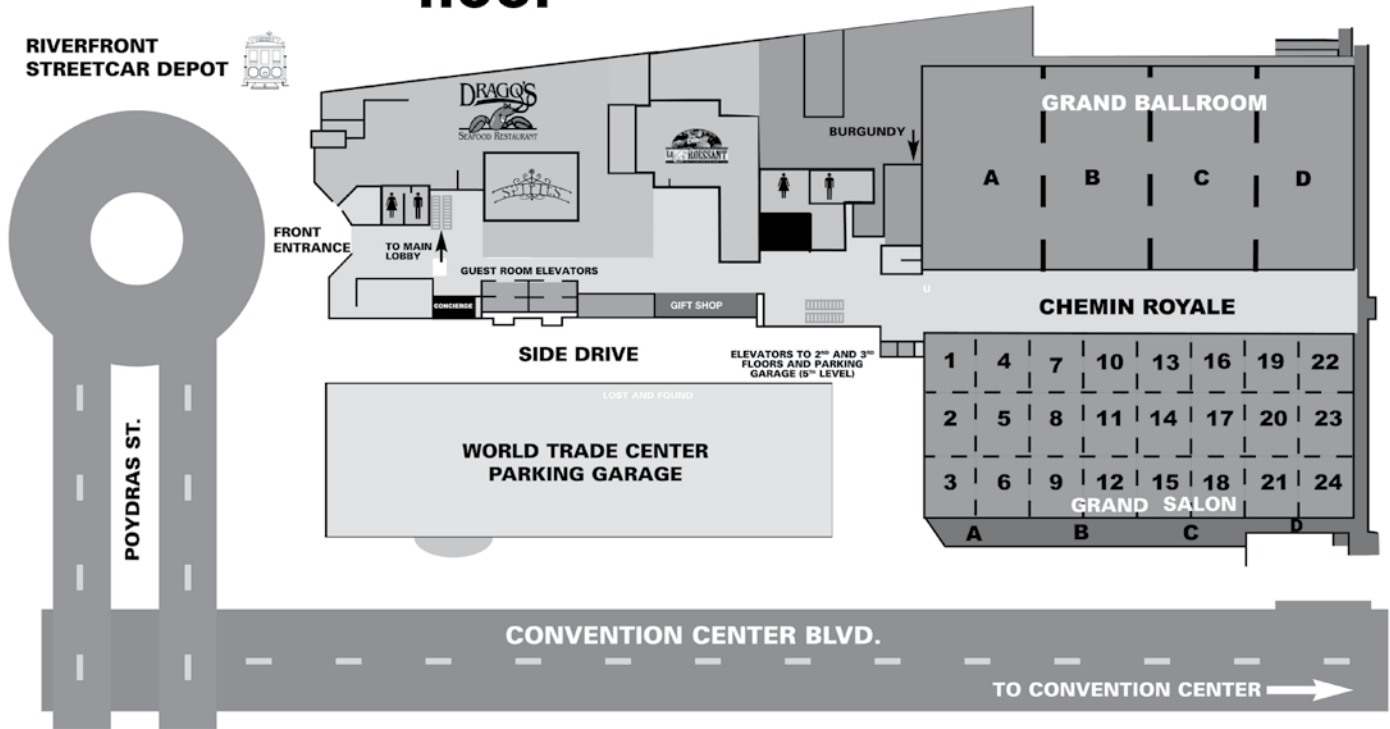
Behavioral activation is an empirically-supported treatment for depression (e.g., Jacobson et al., 1996, Dimidjian et al., 2006). According to the behavioral model of depression, low positive reinforcement and high punishment results in increased depressive symptoms. As depressive symptoms increase, individuals disengage from enjoyable and mastery activities which results in a further increase in depressive symptoms. According to behavioral activation theorists, the key to stopping this cycle is to change what an individual does which will in turn change how the individual feels (Martell et al., 2010). Within the Department of Veterans Affairs, behavioral activation is being used to 1) increase physical activity in depressed individuals and 2) prevent and treat depression and anxiety in Veterans adapting to injury, return from deployment, and transition from military to civilian life. These techniques are of utility to sport and exercise psychologists working with sedentary individuals who wish to increase physical activity or athletes experiencing distress as a result of burnout, end-of-career transition, or injury. The current workshop will introduce components of a brief behavioral activation intervention. After attending this workshop, attendees will be able to 1) describe the behavioral activation model for depression, 2) implement key behavioral activation techniques, and 3) recognize ways in which behavioral activation can be of utility to sport and exercise psychologists. Behavioral activation techniques covered will include creating value-based activity hierarchies, monitoring activity for pleasure and mastery, scheduling activity, developing graded tasks assignments, and countering avoidance. Didactic instruction, modeling, and videos will be used to introduce key components of a brief behavioral activation intervention and illustrate these techniques. Audience members will receive a syllabus for a 8-week behavioral activation protocol being used with Veterans as well as example handouts and provider tip sheets for each technique discussed.

WKSP-36**CONCURRENT CONSIDERATION OF IDENTITY AND COHESION IN SPORT CONTEXTS**

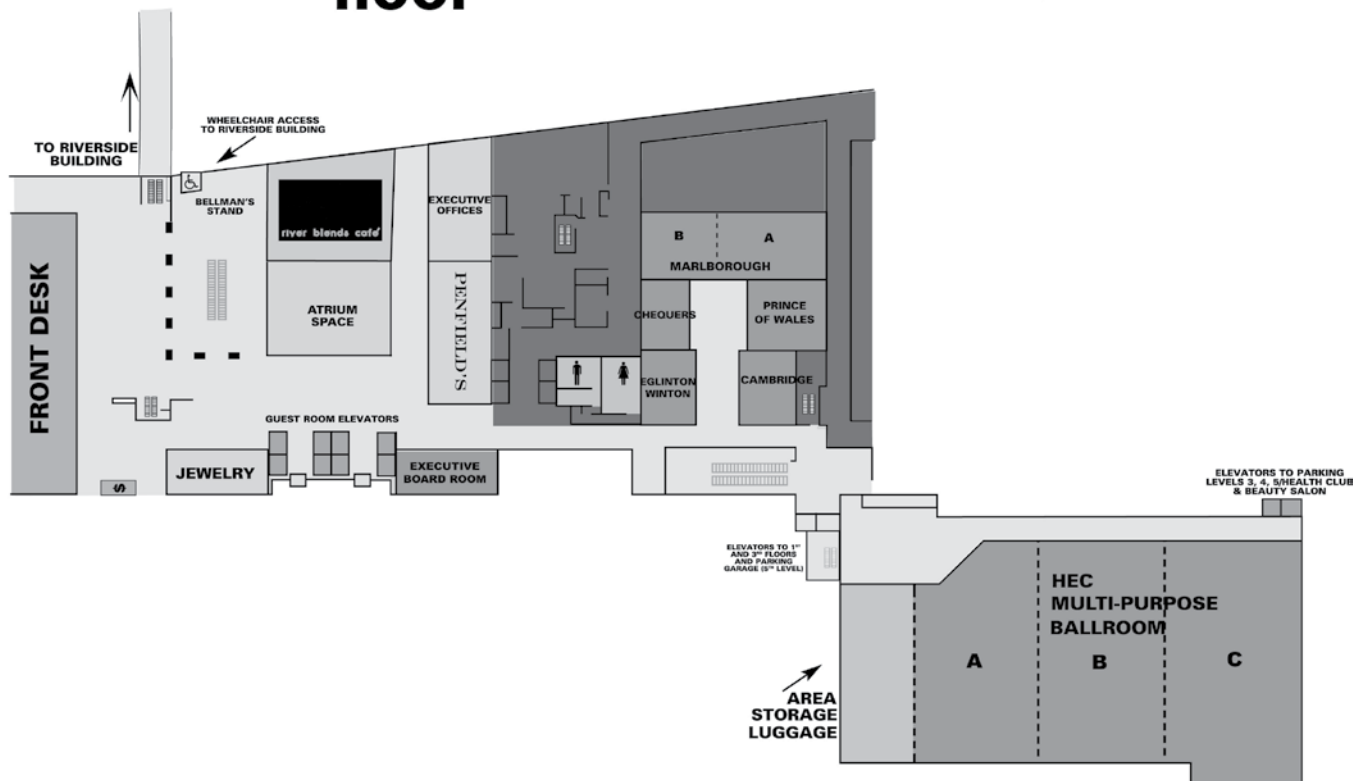
Christopher Stanley & Jamie Robbins, Winston-Salem State University, USA; Lauren Williams, Robert Owens, Bona Lee, Stephen Hebard, Megan Haas, Kimberly Fasczewski, & Marli Bennett, University of North Carolina at Greensboro, USA

It may be tempting to view identity (an intrapersonal concept) and cohesion (an interpersonal concept) as discrete entities. However, the development of a personal identity may be viewed as an adaptive aspect of oneself that develops over time and only within various social contexts (e.g., peers, families, teams). Moreover, enhanced levels of intimacy and connectedness within such groups may further promote identity development. In sport, it is possible various forms of identity are linked with team cohesion, and vice versa. Drawing from traditional theoretical perspectives on identity (i.e., Erikson, Sullivan, Social Identity Theory) and cohesion (i.e., Vealey's cohesion model), conceptual links will be articulated between the two constructs. After covering such central linkages, workshop attendees will be shown two role-plays. The first is based upon a case study (and subsequent article) affiliated with one of the presenters. This case involves an individual whose racial identity may impact the relative lack of belongingness and cohesion she experiences on her volleyball team. The second role-play will demonstrate how an athlete's sexual identity and orientation may impact group cohesion in a sport context. In both cases, the role-play will demonstrate how identity and cohesion may be meaningfully extracted in an applied context, and show plausible intervention techniques. Thereafter, the audience shall be prompted to generate their own ideas (with paper and pencil) about how they could simultaneously or independently work on identity and cohesion with these cases and in their own applied work. Then, the audience will break into groups, presenting the finest idea(s) to the entire audience. Given the developmental nature of these topics, the presenters will discuss the applications in relation to various age groups. Together, audience members will be given some useful theories to consider and a handful of techniques for their applied use.

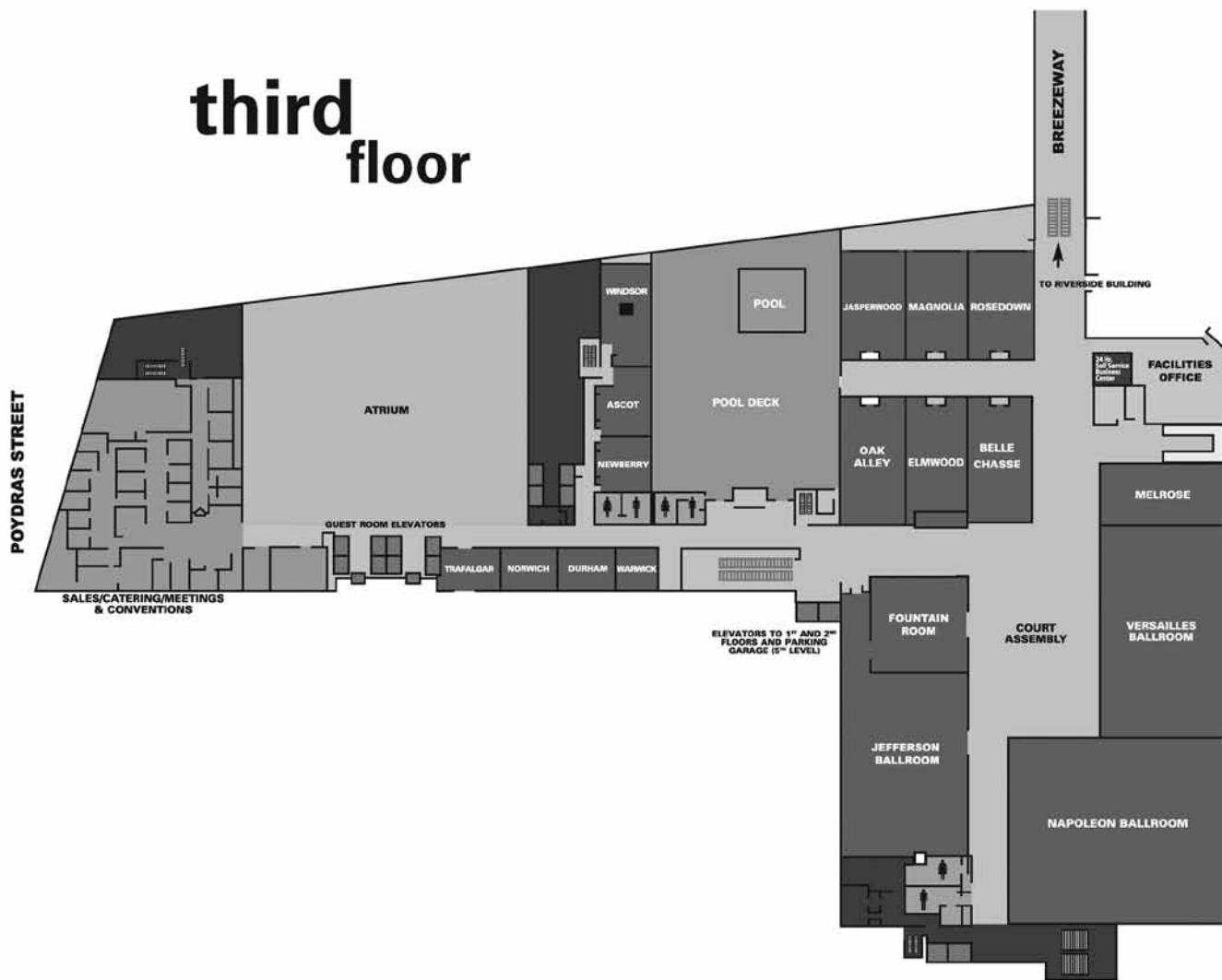
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