

The Internship and Practicum Experience Database Manual:
A Student's Guide to Applied Experience in
Sport and Exercise Psychology



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PREFACE

Hello Association for Applied Sport Psychology (AASP) students! As you begin your journey in the field of sport and exercise psychology, whether as an undergraduate or graduate student, the one question you may ask is, “Where can I find internships or applied experiences in sport and exercise psychology?” As many of you know, and some of you may soon find out, formal internships in sport and exercise psychology are rather limited. While this *can* be a source of frustration for students looking to gain experience, it can also be a source of endless creativity and opportunities given the right mindset. Although formal internships are few and far between, there is often no shortage of coaches, parents, and athletes seeking sport and exercise psychology consultation. Thus, given the right skills, mentorship, an open and creative mind, opportunities exist, and it is up to you to find them. This manual will provide you with the information you need to create a meaningful practicum experience for both yourself and the clients you serve while gaining hours towards your Certified Consultant, Association for Applied Sport Psychology (CC-AASP) credential. As such, it is recommended that you read this manual in its entirety. Additionally, in an effort to continually improve the quality of this manual, we ask that you submit any relevant experience or suggestions to the *Internship and Practicum Experience* Student Initiative director. You can find this person’s information in the student section of the AASP website. Thank you for your support and interest in the field of sport and exercise psychology!

A NOTE ON LANGUAGE

We use the term *sport and exercise psychology professional* throughout this document. Please note that this title is only used for the convenience of denoting credentials. Although state and country laws may differ, it is illegal for individuals to use the terms “psychology” or “psychologist” unless they are state-licensed practitioners of psychology. Often, CC-AASPs refer to themselves as “mental skills consultants” or “performance enhancement consultants” to avoid this legal issue. It is important that you research the laws in your state or country pertaining to the use of the term “psychologist” or “psychology” before advertising or marketing your services in any way. Additionally, throughout this document, we use the terms “*mentor*” and “*mentorship*,” as there is an important distinction between the terms “*mentor*” and

“*supervisor.*” During supervision, which generally occurs as an individual pursues clinical hours towards licensure in psychology, the supervisor is legally responsible for the work of the supervisee. When acquiring a consultant to oversee client contact hours in sport and exercise psychology, AASP refers to this relationship as a mentorship. Therefore, this document will refer to CC-AASPs who oversee student hours as mentors, students working with mentors as mentees, and the process through which they collaborate as a mentorship. However, when referring to the literature on student’s experiences as a supervisee (i.e., supervisor carried a legal responsibility), we will remain consistent with the terms used in the literature cited, so as not to distort the meaning of the findings.

ROLE OF CERTIFICATION

Designation of the title "Certified Consultant, Association for Applied Sport Psychology," (CC-AASP) represents recognition by the Association of attainment of a professional level of knowledge of the sub-disciplines of applied sport psychology: health/exercise psychology, intervention/performance enhancement, and social psychology. The application of this knowledge is viewed primarily as an educational enterprise involving the communication of principles of sport and exercise psychology to participants in sports training and competition, exercise, physical activity, and other performance related domains (i.e. military, music, dance). The focus of the work in this specialty area is on the development and understanding of cognitive, behavioral, and affective skills in participants of all ages and at all skill levels. Assessment procedures and interventions utilized are specified in operational terms and evaluated as objectively as possible.

The following educational activities exemplify the services provided by individuals who achieve CC-AASP status:

- Providing information relevant to the role of psychological factors in exercise, physical activity and sport to individuals, groups, and organizations.
- Teaching participants specific cognitive, behavioral, psycho-social, and affective skills for application in exercise, physical activity, and sport contexts. Such instruction or intervention could focus on, for example, relaxation, concentration, imagery, or moral reasoning.

- Within exercise, physical activity and sport settings, helping participants understand, measure, and improve relevant factors, such as arousal, anxiety, audience effects, and coping skills.
- Educating organizations and groups in areas such as improvement of adherence or exercise regimens, communication, team cohesion and program development and evaluation.

Although some individuals may possess coaching expertise and/or knowledge of the analysis and treatment of psychopathology, these two areas are excluded from the role definition associated with CC-AASP status. The analysis and treatment of psychopathology is viewed as the province of licensed (or certified) health care providers. More specifically, the following activities (and several others) are outside of the scope of services associated with the title “CC-AASP.”

- Coaching
- Diagnosis of psychopathology
- Treatment of psychopathology (including, for example, affective disorder or personality disorders)
- Treatment of substance abuse disorders, including alcoholism, other types of chemical dependencies, eating disorders, and obesity
- Marital and family therapy
- Billing third party insurance carriers for treatments that require psychological/psychiatric diagnosis
- Use of commercially available psychological tests that are restricted in their distribution to licensed medical health professionals.

I. Practice in the Field of Sport and Exercise Psychology

Experiences in Applied Sport & Exercise Psychology: Implications for Students

The skills needed to become a successful sport and exercise psychology professional are akin to those thought to yield success in athletic performance (i.e., focus, determination, confidence, the ability to set and reach goals). Consequently, due to the challenging nature of the field, there are many considerations for young professionals entering graduate programs with ambitions of working as a CC-AASP. In addition to the skills mentioned above, the development of a consulting philosophy, an awareness of veteran sport and exercise psychology perspectives, and a consideration of workplace dynamics have been identified as three critical components to succeed as a novice consultant (Fifer, Henschen, Gould, & Ravizza, 2008; Lubker, Watson, Visek, & Geer, 2005; Vealy, 2005).

Creating a focused philosophy is necessary for the success of a novice consultant. A consulting philosophy is the basic beliefs that guide your professional policies and behaviors (Vealey, 2005). As such, to ensure authenticity and credibility, it is important that the consultant 'walk the talk' by living out their philosophy and serving as a model of success for clients (Friesen & Orlick, 2010). Having a well-defined philosophy is also important to help regain direction and perspective (i.e., Lindsay, Breckon, Thomas, & Maynard, 2007). For example, when faced with a moral or ethical dilemma, a consultant can reference their governing body's code of ethics, along with their personal philosophy to inform the decision making process. Moreover, a philosophy may change over time; therefore it is important for new consultants to remain flexible in their approach. While research has indicated that novice consultants tend to adopt a rigid problem solving approach to service delivery, it is more advantageous to develop a relationship with the client and remain open to their personal needs and presenting concerns (Tod, Anderson, & Marchant, 2009).

Knowledge of approaches to service delivery and philosophical beliefs of highly experienced CC-AASPs can also be valuable to the novice consultant (interested readers are referred to Bond, 2002; Gardner & Moore, 2005; Hanton & Mellalieu, 2012; Herzog & Hays, 2012; Martindale & Collins, 2012; Poczwadowski & Sherman, 2011; Ravizza,

2002; Simons & Andersen, 1995). Experienced CC-AASPs possess a higher degree of knowledge and expertise that can be passed down to novice consultants. For example, expert consultants have noted that developing rapport with team members and staff is essential when gaining entry into the team or athletic environment (Fifer, Henschen, Gould, & Ravizza, 2008). In order to fulfill your role within the team, establishing respect, credibility, and trust with coaches, staff, and athletes is necessary. This is a gradual process and that may include activities such as being present for team meetings, competitions, and practices, as well as assisting the staff by carrying equipment, filling water bottles, retrieving balls, or helping maintain the field of play. Experienced CC-AASPs also note the importance of initial assessments when working with clients. According to Fifer et al. (2008) interviews and observations of the team or athlete should be utilized in conjunction with psychometric instruments in order to fully assess the needs of the client. By conducting a thorough assessment, the consultant can develop an appropriate and comprehensive program for the client with whom they are working.

In addition to an awareness of approaches to service delivery by experienced CC-AASPs, it is also important for novice consultants to be mindful of various work environment considerations in the field of sport and exercise psychology. Research findings indicate that athletes may prefer certain physical attributes when selecting a CC-AASP. For example, Lubker et al. (2005) reported that athletes prefer a consultant who is physically fit and dressed in athletic clothes as opposed to consultants who appeared less fit and dressed in professional attire. It was also reported that athletes felt more comfortable working with a consultant of the same gender. Similarly, among non-Caucasian athletes, individuals rated African American consultants higher on sport knowledge than Caucasian consultants (Lubker et al., 2005). These findings highlight the notion that athletes tend to seek helping professionals most similar to their own demographic characteristics. However, this is not to say one should avoid consulting experiences with diverse clients, but rather consultants should be aware of how personal attributes (i.e., gender, race, fitness level, dress, age) may affect the client-consultant relationship. To accomplish this, it is recommended that consultants become proficient in multicultural consulting and cognizant of the barriers faced by various groups (i.e., gender-role stereotypes, negative stigma attached to sport and sexuality, historical racist

ideologies in sport; Cogan & Petrie, 2002; for further reading, see Hanrahan, 2011; Schinke & Moore, 2011).

Finally, as the field of sport and exercise psychology continues to move towards a scientist-practitioner model, it is necessary to recognize the concept of “multiple roles” within an applied setting. Corrie and Lane (2009) proposed that the scientist-practitioner model includes four domains: (1) the ability to think; (2) the ability to weave data from different sources into a coherent formulation or case conceptualization; (3) the ability to act effectively; and (4) the skills to evaluate and critique our work. Watson, Clement, Harris, and Leffingwell (2006) surveyed 33 consultants regarding multiple roles in sport psychology. The authors reported that licensed practitioners were significantly more likely to report multiple roles as inappropriate when compared to their non-licensed colleagues. However, more than half of the sample indicated that teacher-practitioner (80%), teacher-coach (54.3%), teacher-researcher (65.7%), and researcher-practitioner (57.1%) could be appropriate dual roles in sport and exercise psychology. Despite this, consultants reported both concern for one’s self and concern for clients when entering a dual-role relationship. Specifically, consultants reported time, objectivity, role clarification, conflicts, ethical concerns, and power as personal concerns, and client welfare and student expectations as client concerns. To this end, Jones, Evans, and Mullen (2007) expressed the need for establishing ground rules when a consultant finds him/herself fulfilling multiple roles. The consultant should therefore clearly define their multiple roles and strive to maintain confidentiality at all times to safeguard the interests of all parties.

There is much to learn when starting out in the field of sport and exercise psychology. This career path can lead to rewarding positions and experiences. However, to assure optimal service delivery, it is essential to develop a sound consulting philosophy, seek advice from expert sport and exercise psychology professionals, and acknowledge the diversity within a given work environment. With these considerations and the many lessons you will learn along your path, you are en route to a successful career in this field.

Mentored Experience in Applied Sport and Exercise Psychology

Mentored experience is a common and necessary practice in various types of applied psychology, as it allows less experienced mentees to learn from the experience and expertise of a mentor, provides quality control in the respective field, and adds impetus and direction for developing professionals (Schoenwald, Sheidow, & Chapman, 2009). If one is interested in becoming a CC-AASP, he/she will need 400 hours of mentored experience by an AASP-approved mentor. Ten percent (40 hours) of mentored experience hours will be spent in direct or indirect meetings with the mentor (i.e., mentored experience). Thus, it is critical to identify schools that offer internship experiences, as well as determine if there are potential mentors in the area that would be able to offer the necessary mentorship (i.e., a mentor who is a CC-AASP; see <http://www.appliedsportpsych.org/Consultants/become-certified>). Consulting directly with a team, working on performance enhancement with an individual athlete, and teaching individuals how to increase exercise adherence are all examples of possible mentored experiences (AASP, 2007-2012).

At this point in your career development, you may have completed many of the major steps toward becoming a professional in sport and exercise psychology. These steps may include deciding on a field of study, selecting an educational institution, and completing required coursework. The next integral step towards becoming a CC-AASP is mentored experience. As such, identifying a mentored opportunity, gaining knowledge of the mentorship process, and understanding both your role as a mentee and the benefits of mentorship are essential tasks that will prepare you for your mentorship experience. Mentorship is especially crucial to development and gaining competence in sport and exercise psychology due to the unique clientele and the idiosyncratic settings in which services are often rendered (Carr & Shunk, 2011).

One of the most effective tools for locating a mentor or creating a mentored experience is networking. The connections made through networking can provide information, contacts, and/or referrals (Appleby et al., 2011). Another effective way to locate a potential mentor is getting involved in organizations, such as AASP and the American Psychological Association (APA). These organizations have student

memberships and offer multiple opportunities to become involved with fellow members who are CC-AASP. Additionally, when looking for potential mentored experiences, it is suggested that individuals reference the CC-AASP registry to locate the nearest consultant.

Once a mentor and practicum site have been located, it is important for the mentee to have an understanding of the mentorship process. First, it is important to acknowledge that some students may experience anxiety when beginning an applied experience (e.g., Tonn & Harmison, 2004). Entering into a practicum in which a student will work with clients for the first time, as well as working with a mentor who possesses more knowledge and experience can be an anxiety-provoking situation. Additionally, the mentee will often be asked to leave his/her “comfort zone” in order to grow as an effective sport and exercise psychology professional. This might include a willingness to be open and receptive to critical and constructive feedback given by the mentor. Finally, ambiguity concerning role expectations (i.e., mentee, mentor) and the possible benefits of mentorship can also be a source of anxiety for students entering mentorship. In attempts to develop awareness of the aforementioned experiences that take place during the mentorship process, the following paragraphs provide a brief review of literature examining the experience of mentees undergoing applied mentorship.

Tod, Andersen, and Marchant (2009) reported that early in training, students believed the supervisor’s role was to provide specific guidance as they began working with clients. Additionally, trainees stated that their supervisors were able to ease many of their anxieties when working with clients, as well as their overall competencies in the field. With this in mind, mentees who feel overwhelmed during the process are encouraged to utilize their mentor as a resource, as well as a mechanism of support. Furthermore, McCullagh and Noble (2002) shed light on the fact that mentorship in sport and exercise psychology is relatively new in comparison to some of the other well established supervision procedures in other specializations (consider, for instance, clinical psychology [Falender & Shafranske, 2004], social work [American Board of Examiners in Clinical Social Work, 2004], or medicine [Ulmer, Wolman, & Johns, 2009]). Although the mentorship experience in sport and exercise psychology may not

be as explicitly articulated or predictable, it has been found to be an essential aspect for the well-being of the client (whom the trainee may be working with) and overall professional development (McCullagh & Noble, 2002).

Taken together, the aforementioned papers highlight that mentorship is a necessary process, and trainees tend to find mentorship extremely valuable. Trainees reported an increase in communication skills and an improved ability to mold interventions to match the individual needs of the athlete or client (Tod et al., 2009). Moreover, other trainees stated that the guidance of their supervisors stuck with them well into their professional careers. Finally, the literature suggests that mentorship is an important component of professional growth for both the individual and the field of sport and exercise psychology. Therefore, students should view the mentorship experience as an opportunity to accumulate knowledge, a place to hone skills, and a resource for support when coping with anxieties concerning competence.

The brief reading list below offers resources for additional information on the supervision/mentorship process.

Andersen, M. B., Van Raalte, J. L., & Harris, G. (2000). Supervision II: A case study. In M. Andersen (Ed.), *Doing sport psychology* (pp. 167-179). Champaign, IL: Human Kinetics.

Tammen, V. V. (2000). First internship experiences – or, what I did on holiday. In M. Andersen (Ed.), *Doing sport psychology* (pp. 181-192). Champaign, IL: Human Kinetics.

Van Raalte, J. L., & Andersen, M. B. (2000). Supervision I: From models to doing. In M. Andersen (Ed.), *Doing sport psychology* (pp. 153-165). Champaign, IL: Human Kinetics.

Watson II, J. C., Zizzi, S. J., Etzel, E. F., & Lubker, J. R. (2004). Applied sport psychology supervision: A survey of students and professionals. *The Sport Psychologist*, *18*, 415-429.

Žorga, S. (2003). Stage and contextual approaches to development in professional supervision. *Journal of Adult Development*, *10*, 127-134. doi:10.1023/A:1022444016408

Ethics in Applied Sport and Exercise Psychology

Ethical conduct is an essential part of any professional organization. Like many professional organizations, AASP has formulated and published a set of ethical guidelines, which its members are required to abide by. However, due to the academic diversity in AASP (i.e., psychology, kinesiology, athletic training, education, coaching, etc.), AASP members might belong to multiple professional organizations with separate ethical codes, which can cause confusion regarding ethical conduct. Additionally, while many students might be attuned to ethical guidelines set by the American Psychological Association (APA), American Counseling Association (ACA), or American Psychiatric Association, performance enhancement consultation generally does not involve clinical and counseling issues, which is the focus of the aforementioned organizations (Singer, 1993; cf. Brady & Maynard, 2010; Herzog & Hays, 2012). This portion of the manual is dedicated to aiding CC-AASPs and novice sport and exercise psychology professionals “abide by the AASP Ethical Code” (AASP, 2012) by providing ways to ensure one is adhering to the ethical guidelines mandated by AASP. Additionally, this portion of the manual will inform individuals of common ethical issues that arise in the field of sport and exercise psychology. *Note: This manual does not cover ethical guidelines mandated by other professional organizations; however, it is highly recommended that students with multiple professional memberships consult with each organization’s ethical code.*

When seeking the CC-AASP credential, one must be knowledgeable and aware of AASP’s ethical expectations and requirements. AASP has developed a preamble, six general principles (Competence, Integrity, Professional and Scientific Responsibility, Respect for People’s Rights and Dignity, Concern for Other’s Welfare, and Social Responsibility) and 26 standards that help guide current and future CC-AASPs in ethical professional development, assessment, application, and research practices. While it is the responsibility of the potential or current CC-AASP to review and comprehend the AASP ethical code, certain ethical issues tend to arise at a higher frequency than others (Etzel, Watson, & Zizzi, 2004). According to Moore (2003), common ethical issues include “multilevel organizational demands, multiple relationships, issues of confidentiality, time and location of services, limits of competence, appropriate informed consent, and the necessity to engage in indirectly therapeutic organizational activities” (p. 602; see also

Oliver, 2011). Additionally, Loughran and Etzel (2008) reported that confidentiality, diagnosis and third-party billing, maintenance of boundaries, and competencies are common ethical issues that arise in sport and exercise psychology. Although a multitude of ethical dilemmas may arise in professional practice, the remainder of this section will focus on three issues recently reported as particularly salient to sport and exercise psychology professionals: confidentiality; competence; and multiple relationships (Oliver, 2011). While all ethical issues are important, the remainder of this section will focus on these three topics as an introduction to ethical professional conduct.

Confidentiality is a critical principle to uphold in the field of sport and exercise psychology. Moore (2003) reported that most confidentiality issues in sport and exercise psychology do not arise in one-on-one private practice situations, but rather when a third party (i.e., professional sport team, university athletic department, coaches, etc.) requests services for a potential athlete. Novice professionals need to be aware of the specific AASP Ethics Code relating to third party services, and are directed to Standard 12. To ameliorate potential confidentiality issues, it is important to inform all parties (i.e., coach, parent, athlete, etc.), from the onset of services, the ethical guidelines the consultant is obligated to uphold. Specifically, all parties must be aware of what information they will and will not have access to, who provides what services, and what services they can expect. If a third party inquires about the progress or development of the athlete, and the athlete had not previously agreed to allow the third party to access the information, the CC-AASP consultant must get a signed released form from the athlete. As in any ethical situation, consulting with fellow CC-AASPs and referring to the AASP Ethics Code is highly encouraged and recommended.

Another common ethical dilemma in sport and exercise psychology is competence. As previously mentioned, AASP is a unique organization with professionals from various disciplinary domains. Thus, realizing one's boundaries in offering services is a must (Taylor, 1994). For example, one issue that may arise during performance consultation is that you become aware that the athlete has an eating disorder. In this scenario, continued services in performance-enhancement may be outside the professional's competency area and subsequently unethical (Moore, 2003). In this situation, a referral to a psychologist specializing in eating disorders is necessary. A

second competency-related issue pertains to working with specific populations. Laughran and Etzel (2008) discussed specific issues that are unique to student-athletes in academic settings (i.e. universities, colleges, and high schools). To work with such athletes, a CC-AASP must be aware of the population's unique characteristics that may impact services. Likewise, a CC-AASP who is trained in application, but with little education in assessment or research, must be aware of their limits when asked to provide these services in the field. Lastly, AASP is dedicated to cultural competency. AASP believes cultural competency is a pertinent component for its members to develop and practice. To this end, it is recommended that students pursuing the CC-AASP credential take coursework pertaining to multicultural education and diversity.

Finally, a common ethical issue in sport and exercise psychology concerns multiple roles on the part of the consultant. The AASP Ethical Code has five specific subsets under its Standard regarding Multiple Relationships: (1) understand the effects one may have on social or other nonprofessional contacts; (2) interactions dealing with preexisting relationships; (3) sexual relationships where one party may be at the risk for exploitations; (4) relationships with family members; and (5) resolving multiple relationships in the best interest of the affected person, while maximizing compliance to the Ethics Code. Watson and Clement (2008) reported that CC-AASPs can become involved in multiple roles quickly, thus role clarification becomes essential early in the consultation process. For example, role confusion may occur when a consultant becomes emotionally invested in the athlete's performance, causing the consultant to lose objectivity in their consulting role. Additional examples of multiple roles in applied sport psychology include: coach-practitioner, teacher-practitioner, and researcher-practitioner (see Watson, Clement, Harris, Leffingwell, & Hurst, 2006). For additional information, it is recommended that students review Watson and Clement's (2008) article on multiple relationships to better understand the potential issues that may arise and how to approach these ethical concerns (as cited above, see also Jones, Evans, & Mullen, 2007).

While this manual provides a starting point for understanding the ethical guidelines set forth by AASP, novice professionals and students entering the field are encouraged to review and learn each dimension of the AASP Ethics Code (<http://www.appliedsportpsych.org/about/ethics/code>). It is also recommended that

potential CC-AASPs become aware of common ethical issues in the field and develop a philosophy and personal plan for how ethical issues will be addressed. Finally, when there are ethical dilemmas, novice consultants are highly encouraged to consult with the AASP Ethics Committee and fellow and/or more experienced CC-AASPs.

II. Background and Education

What courses should I take prior to starting a practicum?

In order to gain CC-AASP status, you must be a current AASP member, complete the required amount of mentored experience hours, have an earned doctorate or master's degree from a regionally accredited institution, and complete the required coursework. The following guidelines are given in regards to coursework:

- Pass/fail courses do *not* satisfy course requirements.
- Unless otherwise specified, one three-credit semester course, or one four-credit term course is required for each criterion.
- Up to *four upper-level* (i.e., junior or senior level) undergraduate courses may be substituted for graduate courses, unless specifically designated as “graduate only.”
- A course can be used in only one category of coursework.

Below, you will find a list of the courses required for certification. While we acknowledge that most individuals will not finish all of the required coursework prior to starting a practicum, we have highlighted those courses we deem essential prior to beginning work with any clients.

Required Courses:

- 3 Sport and Exercise Psychology courses (2 at the graduate level)
 - We recommend completing at least two of these courses prior to consulting with clients
- One course from each of the following categories:
 - Professional Ethics and Standards

- Biomechanical and/or Physiological Bases of Sport
- Historical, Philosophical, Social, or Motor Behavior Bases of Sport
- Psychopathology and its Assessment
- Counseling Skills (a graduate course)
- Research Design, Statistics, or Tests and Measures
- Biological Bases of Behavior
- Cognitive-Affective Bases of Behavior
- Social Basis of Behavior
- Individual Behavior

What sport and exercise competencies should I have prior to starting a practicum?

AASP requires that individuals demonstrate competence within skills/techniques/analysis for sport or exercise and related experiences (i.e., coaching, clinics, participation in sport). While AASP does not provide specifics, we recommend the following prior to beginning consulting work with an athlete:

- Prior competitive experience
- 2-5 years as a coach in an athletic environment **OR** 2-5 years working with clients in a fitness environment (i.e., personal trainer)
- 1-2 years experience as a formal mentor to an athlete or team (i.e., academic advisor/tutor for student-athletes, life skills coordinator, etc.)
- Attended at least one sport or exercise related clinic for professional development

III. Suggestions For Undergraduate Students

Tips for Undergraduate Students Interested in a Career in Sport and Exercise Psychology

Original Source: Association for Applied Sport Psychology

<http://appliedsportpsych.org/resource-center/professionals>

Major Point: Undergraduate students who are interested in the field of sport and exercise psychology can broaden their understanding of the field by taking courses in psychology and exercise science, assisting with research, volunteer coaching, and communicating with current sport and exercise psychology (SEP) professionals.

"How do I begin my career in the field of sport and exercise psychology?" Due to the increasing visibility of the field of sport and exercise psychology, questions such as this from undergraduate students are becoming more common (McCullagh & Noble, 2002). Unfortunately, the field of sport and exercise psychology has not developed to the point where answers to these questions are readily available. Most universities still do not offer graduate programs in sport and exercise psychology, and undergraduate students studying exercise science or psychology may be hard pressed to locate a faculty member in their department who is knowledgeable about graduate training and career options in sport and exercise psychology.

Double Dip

Sport and exercise psychology is a multidisciplinary field of study. That is, sport and exercise psychology professionals must have a large base of knowledge in both psychology and exercise science/kinesiology (McCullagh & Noble, 2002). Unfortunately, very few universities currently offer an undergraduate program in sport and exercise psychology. The best alternatives to a sport and exercise psychology specific degree are to either double major in psychology and exercise science, or to major in one discipline, and minor in the other discipline. Important psychology courses to consider include cognitive psychology, abnormal psychology, and social psychology. Exercise science courses to consider include motor behavior, exercise physiology, and sport sociology. If possible, take an introductory sport and exercise psychology class (typically offered through the exercise science/kinesiology department). Although sport and exercise

psychology graduate programs are usually housed in either psychology or exercise science, having a background in both disciplines will show that you have a genuine interest in sport, exercise science, and the psychology components of the field.

Get Experience

Besides coursework, practical experiences are valuable for introducing you to sport and exercise psychology. Even if you can't work directly in the sport and exercise psychology field, there are options available for you to 'get your feet wet' by assisting with projects at your university and in the community. One way to gain experience is to volunteer to assist a faculty member at your university who is conducting research related to the psychology of sport or exercise. If you can't find a faculty member interested in sport and exercise psychology research, find the faculty member whose research is most closely related and volunteer to help him/her with their research. Faculty members are usually more than happy to have an undergraduate research assistant to help with tasks such as data collection and data entry. Although research may not first come to mind when you think of sport and exercise psychology, it is an important part of the field. Knowledge attained through research is used by sport and exercise professionals to improve individuals' sport and physical activity experiences. Having research experience will make you more attractive to graduate programs, and prepare you for graduate-level work. Another way to gain practical experience in sport and exercise psychology is to volunteer as a coach or assistant coach in a local youth league. Further, if you have an opportunity to do a senior thesis, do one, and do it in the area of sport and exercise psychology. Basically, you want to take on and complete experiences that show a commitment to learning about sport and exercise psychology. These experiences will help you when you apply to graduate school. Although coursework and research are vital activities for learning about the field, there is nothing quite like actually working with athletes in the sport environment.

Make Connections

As previously discussed, it might be difficult to locate individuals at your university with knowledge about sport and exercise psychology. Therefore, one of the most important things you can do as an aspiring sport and exercise psychology professional is to establish

contact with current sport and exercise psychology professionals in other geographic locations. Obtain a copy of the Directory of Graduate Programs in Applied Sport Psychology (Sachs, Burke, & Schweighardt, 2011), and e-mail or call faculty members who seem interesting based on their profiles. Ask them questions about graduate school, career opportunities, and what they look for in a graduate applicant. An even more effective way to make connections with sport and exercise psychology professionals is to attend a professional conference. The Association for Applied Sport Psychology (AASP), The North American Society for the Psychology of Sport and Physical Activity (NASPSPA), and the American Psychological Association (APA) all hold annual conferences attended by sport and exercise psychology professionals. Further, AASP holds regional student conferences that have smaller attendance, and are often regarded by students to be much less threatening and more cost effective. Not only do conferences expose you to the kind of research done in sport and exercise psychology, but they provide great opportunities to network with other students and sport and exercise psychology professionals from around the world. If possible, search the conference program for sport and exercise psychology professionals who will be attending, and e-mail one or two of them to find out if they would be willing to meet with you for 15-20 minutes at some point during the conference.

Summary

Despite extensive growth in the field of sport and exercise psychology, and all that the domain offers professionals and clients, information regarding graduate training and career options in sport and exercise psychology is not yet readily available. However, taking undergraduate coursework in psychology and exercise science, gaining practical experience in the form of research or coaching, and making connections with sport and exercise psychology professionals are three valuable strategies for learning about and gaining entry into the field as an undergraduate student. Although implementing these strategies will require a high level of commitment and dedication on your part, in the end, be confident that you'll find that it was a journey worth taking.

IV. Suggestions For Graduate Students

Locating and assessing practicum sites can be a frustrating process for students and early professionals seeking the necessary mentored experience hours to earn the CC-AASP credential. Although the field of sport and exercise psychology is diverse in professional membership, locating a practicum site that fits one's individual needs can seem like an ominous task. As such, we assessed the process of completing the necessary hours for AASP certification with a group of current CC-AASPs. In the spring of 2011, 33 CC-AASPs responded to a survey regarding their practicum experiences, and offered guidance and reassurance to novice professionals interested in starting a career in the field of sport and exercise psychology. This section outlines what was learned from this survey.

The practicum experiences of those responding to the survey parallel the professional diversity seen in AASP membership. Specifically, the CC-AASPs held a variety of employment positions, including: university faculty member and/or researcher, private consultant, director of a sport psychology center, and clinical or counseling psychologist. Thus, there is a breadth of opportunities for those entering the field of applied sport and exercise psychology.

When examining practicum placement of respondents, three common sites emerged: university athletic departments (5 of 33), formal internships (i.e. clinical or counseling psychology, and sport sciences) (5 of 33), and various independent teams/clients (12 of 33). Moreover, an additional seven individuals reported a combination of the aforementioned sites. With regard to formal internships, athletic departments, marriage and family centers, and counseling centers were the most frequently reported sites. Overall, it appeared that the majority of sites were linked with a university or charter school athletic department. Furthermore, a large portion of CC-AASPs (12 out of 33) worked with independent teams/clients.

CC-AASPs were also asked about the process of identifying a mentored practicum experience. Seventy-five percent reported receiving mentorship from someone other than their primary advisor. Specifically, the respondents identified locating mentorship through the following avenues: formal internship (6 of 25), another

professional/mentor at their academic institution (6 of 25), a hired mentor from the CC-AASP list (<http://appliedsportpsych.org/certifiedconsultants/searchConsultant.cfm>) located on the AASP website (4 of 25), and a colleague of their primary advisor (4 of 25). Thus, while most individuals received mentorship from an internship or mentor at their current institution, there are also mentors on the CC-AASP list willing to supervise student hours.

Although finding a practicum site and mentorship can be a challenge, most of the respondents listed their practicum experience as "positive." To help you in your search for supervised practicum experiences, a list of available mentors and sites are provided in this manual. We encourage you to use the resources available here to get your career off to a productive start!

To review, the following are common places to look for mentorship:

- Primary advisor or other advisor at your academic or work-related institution
- Formal internships
- CC-AASP mentor list

In addition, the following are common places to gain practicum experience:

- University Athletic Departments
- Formal Internships (i.e., clinical or counseling psychology, sport science)
- Independent teams/clients (local semi-professional, amateur, adolescence sport teams)

V. Creating a Sport and Exercise Psychology Training Site

Sport and exercise psychology (SEP) students may come across several SEP related professional training opportunities that have the potential to provide valuable exposure, educational, and eligible mentored experiences toward CC-AASP application. Students interested in a sport or exercise setting not previously used for SEP, should review the information provided below on how to create a SEP training experience. The provided information is a set of recommendations to make it more likely that your training experience will be approved by the AASP Certification Review Committee (CRC) and applicable for inclusion on the CC-AASP application.

Clarifying Site Details

In order to ensure that the potential site will meet the basic AASP standards for mentored experiences in SEP training, students interested in creating their own SEP site as an eligible mentored experience should first do the following:

1. Review the CRC eligible and ineligible mentored experiences outlined in the “Become a Certified Consultant” section of the AASP website (<https://www.appliedsportpsych.org/Consultants/become-certified>) to assess if your potential site can offer an eligible training experience for certification.
2. Contact the CRC chair (aaspcertificationchair@yahoo.com) with a detailed description of the site and the potential training experience to be offered. This should be done in order to obtain additional clarification regarding if the site meets AASP training standards.
3. Find an AASP certified consultant who will mentor your sport and/or exercise psychology training. Students can find national and international certified consultants through the certified consultant directory on the “Find a Certified Consultant” webpage at:
<https://www.appliedsportpsych.org/certifiedconsultants/searchConsultant.cfm>

Sport and Exercise Psychology Site Requirements

Students planning to develop a SEP site not previously used for SEP training should keep in mind AASP standards for eligible mentored experiences and note that the

primary responsibility of the SEP training site is to provide students with a high quality and SEP specific training experience. In order to ensure that students in the process of creating a SEP training site receive a quality training experience, students must:

1. Discuss with the sport and/or exercise professionals/personnel located at the potential site the need for a site supervisor that is responsible for managing the student's SEP training experience who is responsible for and can provide the following:
 - A supportive and appropriate space for the student to conduct sport and/or exercise psychology work.
 - A sport and/or exercise setting that emphasizes respect for diversity including gender, race, ethnicity, sexual orientation, disability, religion, and socioeconomic status.
 - A setting that abides by a code of conduct and ethics as outlined by the Association of Applied Sport Psychology Code of Ethical Principles and Standards (<https://www.appliedsportpsych.org/About/Ethics>) and the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (<http://www.apa.org/ethics/code/index.aspx>).
2. Have one or more certified sports psychology consultants responsible for:
 - Mentoring the student throughout their training.
 - Verifying all student SEP training hours.
 - Providing feedback to the student about their training progress.
 - Completing the AASP Professional Mentorship Verification and AASP Professional Mentorship Evaluation Forms.

VI. Available CC-AASP Mentors

Below is contact information for current CC-AASP mentors who stated they are willing to provide mentorship for interested students working towards AASP certification:

Dr. Butcher-Poffley, Lois A.

Contact Information:

Assistant Professor, Pearson Hall 118, Department of Kinesiology, Temple University
215-204-1940

Fee: \$50/hour

Short Description: Students should have some sort of access to a client base (i.e., internship with a team at their school is probably the best bet) to make the mentorship more relevant and effective. They should have completed at least one sport psychology course, as well, in order for the work to make sense. It is best for them to contact me via e-mail at lbutcher@temple.edu. They will have a reply in under 24 hours.

Carlson, Erika

Contact Information:

excellenceinsport@comcast.net

Fee: \$125/hour

Short Description: All potential mentees will be interviewed by me to see if they are a fit for my mentorship. All potential mentees will be required to have at least 2 letters of recommendation (not written to me necessarily) from former faculty members or mentors. Would also require the student has liability insurance.

Cheadle, Carrie*Contact Information:*

performingedge@mindspring.com

Fee: \$100/hour

Short Description: I won't work with someone remotely unless I can listen to audio recordings as well as possibly watch video of workshops.

Dr. Coeshott, Randall*Contact Information:*

925-284-7506

sportpsychology@msn.com

Fee: \$125/hour

Short Description: Students must be able to come to my office in the beginning of mentorship. Potential mentee would need to carry some form of liability insurance, and understand that any mentorship would not count towards hours for licensure as a psychologist.

Dr. Gardner, Doug*Contact Information:*

ThinkSport Consulting Services

www.thinksport.com; dg@thinksport.com

925.284.7506

Fee: NA

Short Description: I do not have an internship opportunity. Students should already have

an internship opportunity but not have started it before we have agreed to begin working together. Students can contact me with any questions via email or by phone.

Dr. Heil, John

Contact Information:

Psychological Health , 2727 Electric Rd., Suite 100, Roanoke, VA 24018

Phone-Office: 540-772-5140; Phone-Direct: 540-772-5147; Fax-Office: 540-772-5157

Fee: Negotiable

Short Description: Mentorship, fees, and structure of the internship are flexible and negotiable. I have worked with individuals with a wide variety of backgrounds. Both sport and other high performance consulting (I work extensively with police departments) are options. For those working in town, clients could be provided.

Dr. Neff, Bob

Contact Information:

Mobile: (214) 773-4813

Email: drbob@mentaltraininginc.com

Fee: \$2,000 (AASP requires 40 hours of mentorship, fee covers total cost)

Short Description: This is a formal internship opportunity. The student contracts with Dr. Neff to complete the required mentorship hours. If the student is in the Dallas Metroplex, MTI can provide clients. Long distance students (outside of the Metroplex) will need to provide some clients. Upon completion, and possibly before, there may be an employment opportunity offered to the student, depending on credentials and interest from both parties. Videotaped client sessions are a key method used in our mentorship process. Students need to be willing/able to record client sessions and then upload to a password-protected site (their own or MTI's). Mentorship hours are tracked on a shared, password-protected timesheet.

Dr. Rhodius, Alison*Contact Information:*

arhodius@jfkku.edu

Fee: \$100/hour

Short Description: A contract would need to be signed. This details liability insurance and requirements of providing examples of video/audio work, etc.

Dr. Weinberg, Bob*Contact Information:*

Email: weinber@muohio.edu

Fee: \$100/hour

Short Description: This opportunity is for mentorship, not an internship. Students would have to have their own clients. I would work with students via e-mail/phone/SKYPE if face-to-face was not feasible (students would supply consulting information according to AASP guidelines and we would discuss individual cases, ethics, interventions, etc. periodically).

Dr. Wierzba, Jill*Contact Information:*

Email: jill.wierzba@gmail.com

Fee: \$50/hour

Short Description: This is an informal internship placement. The individual seeking mentorship will need their own athletes/performers to work with, although I would be happy to help establish a relationship with a team or group. Please contact me by email if you are seeking mentorship and/or collaborative work at jill.wierzba@gmail.com.

****Attention all CC-AASP: If you are a CC-AASP and would like to have your contact information added to this list, please contact the current IPED Director (as listed on the AASP website; <http://www.appliedsportpsych.org/Students/Initiatives>)**

VII. Formal Sport Psychology Internships

Included below are formal internship sites for students interested in gaining sport and exercise psychology experience. The reader should be aware that these sites are not being recommended by AASP by way of their inclusion, they are merely listed as a reference. The reader should also note that this is not an exhaustive list; some sites may exist outside of the authors' awareness.

American Board of Sport Psychology

Contact Person: Roland Carlstedt, Ph.D.

New York City

917.680.3994

www.americanboardofpsychology.org

Evert Tennis Academy

Contact Person: David Da Silva, Mental Conditioning Consultant

10334 Diego Drive South

Boca Raton, FL 33428

561.488.2001

ddsilva@imgworld.com

www.evertacademy.com

IMG Academies – Mental Conditioning Division

Contact Person: Dr. Angus Mugford, Dr. Taryn Morgan

IMG Academies, 5500 34 St. W.

Bradenton, FL 34210

941.752.2437

angus.mugford@imgworld.com

www.imgacademies.com/mental/jump.sps

United States Military Academy - Center for Enhanced Performance

Contact Person: Nate Zinsser, PhD

th
6 Floor, Washington Hall

West Point, NY 10996

Nate.Zinsser@usma.edu

Mind Plus Muscle: Institute for Applied Sport Psychology

Contact Person: Dr. John Bowman

Mind Plus Muscle, 5225-49 Rte 347

Port Jefferson Station, NY, 11776

(631) 331-7857

jjb@mindplusmuscle.com

VIII. Clinical Psychology Internships

Below are pre-doctoral internship sites for clinical and counseling PhD and PsyD students. These sites have acknowledged sport psychology opportunities for interns. The reader should be aware that these sites are not being recommended by AASP by way of their inclusion, they are merely listed as a reference. The reader should also note that this is not an exhaustive list; some sites may exist outside of the authors' awareness.

Ball State University

Indiana/USA

Dr. June Payne, PhD

jpayne@bsu.edu

765-285-1264

<http://cms.bsu.edu/CampusLife/CounselingCenter/TrainingPrograms/APAPreDoctoralInternship.aspx>

Brigham Young University

Utah/USA

Richard A. Moody

Rick_moody@byu.edu

801-422-3035

<http://ccc.byu.edu/cc/internship>

Emory University

Georgia/USA

Dr. Pamela J. Epps

pepps@emory.edu

www.emory.edu/SCOUNSEL/internship.htm

Erie Psychological Consortium

Pennsylvania/USA

Dr. Michael P. Schwabenbauer

mschwabenbauer@northshorepractices.com

www.safeharborbh.org/eriepsychcons.htm

Harvard Medical School/McLean Hospital

Massachusetts/USA

Dr. Phillip G. Levendusky

levendp@mclean.harvard.edu

617-855-2137

www.mclean.harvard.edu

Lehigh University

Pennsylvania/USA

Aaron M. Sterba

Aas207@lehigh.edu

610-758-3880

<http://www.lehigh.edu/~incso/PDFs/Brochure.12.29.09.pdf>

Miami University of Ohio

Ohio/USA

Dr. Maria Carrubba-Whestine, PhD

carrubmd@muohio.edu

513-529-4634

www.muohio.edu/studentcounseling/internship

Montana State University

Montana/USA

Dr. Cheryl Blank, PhD

cblank@montana.edu

406-334-4531

<http://www.montana.edu/wwwcc/docs/internship3.html>

Northwestern University

Illinois/USA

Dr. Jod Tawaditep

tawaditep@northwestern.edu

847-431-2151

www.northwestern.edu/counseling/training

Oklahoma Health Consortium

Oklahoma Health Consortium

Dr. Scott M. Miller

smiller@ou.edu

<http://goddard.ou.edu/counselingservices.html>

Pennsylvania State University

Pennsylvania/USA

Dr. Dennis Heitzmann

Deh8@psu.edu

814-863-0395

www.sa.psu.edu/caps

State University of New York at Albany

New York/USA

Dr. Joseph E. Bernier

jbernie@uamail.albany.edu

518-442-5800

http://www.albany.edu/counseling_center/doc_training_prog/internship.shtml

Texas A&M University

Texas/USA

Dr. Mary Ann Covey

mcovey@scs.tamu.edu

202-336-5500

www.scs.tamu.edu/internship

University of California – Los Angeles, Counseling Center

California/USA

internshipgroup@caps.ucla.edu

http://www.counseling.ucla.edu/training_apa.html

University of California – Davis

California/USA

Dr. Kristee Haggins

khaggins@ucdavis.edu

530-752-0871

<http://caps.ucdavis.edu>

University of Rochester

New York/USA

Dr. Brigid Cahill, PhD

Brigid.cahill@rochester.edu

585-275-3113

www.rochester.edu/ucc

University of Southern California

California/USA

Dr. Robin M. Scholefield, PhD

rscholef@usc.edu

www.usc.edu/uphc

West Virginia University

West Virginia/USA

Dr. Ian Kellems, Ph.D.

wwucccps@mail.wvu.edu

304-293-4431

<http://well.wvu.edu/>

**Most, if not all, of these internships offer a ROTATION in applied sport and exercise psychology. However, the main focus of these internships are denoted to clinical or counseling psychology, not sport and exercise psychology specifically.*

About the Creators

William V. Massey, MS, a Doctoral student in applied sport psychology at the University of Wisconsin-Milwaukee, David Bauman, MA, a Doctoral student in clinical psychology at the School of Professional Psychology at Forest Institute, and Bridget Beachy, MA, a Doctoral student studying clinical psychology at the School of Professional Psychology at Forest Institute were AASP regional representatives and the creators of the *Internship and Practicum Experience* initiative during their rotations. During their tenure, the first version of the Internship and Practicum Experience Database (IPED) manual was developed with the mission of providing AASP student members with a reference tool to assist them in understanding, finding, and developing internship and practicum experiences in sport and exercise psychology.

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Appendix

Sample PowerPoint Presentation

A common situation novice consultants may find themselves in involves being asked to introduce sport psychology to an athletic team or group of clients. While experienced consultants may have an organized presentation as a way to introduce sport and exercise psychology and the services they offer, the following section provides an outline for the novice consultant. The link below contains a sample PowerPoint presentation for interested consultants. The purpose of this PowerPoint presentation is to offer suggestions on how to present a mental training program to a targeted population. The PowerPoint provides suggestions to consultants on how to set up their mental training program presentation. This resource was developed based on the experiences of expert consultants and references key educational points to include in your own service presentations.

Guidelines for a Successful Introduction Presentation

Hillary Cauthen, MS, MA

Targeted Population

- Know your population
 - Youth athletes (competitive, recreational)
 - High School Athletes
 - Collegiate Athletes
 - Elite Athletes
 - Know who you are trying to "win over"
 - Parents
 - Athletic Directors, Principal, High School Coaches, Booster's
 - Athletic Directors, Collegiate Coaches, Players
-

Formal or Not Formal Pitch

- Always have a formal presentation with you
 - Bring a flash drive just incase they want a power point
 - Dress for your population
 - Where are you presenting (office, field, parent's house)
 - Sometimes athletic gear fits better than suit, tie, or heels
 - Bring Handouts, business cards, brochures
 - Remember pass the handouts with the information you're currently presenting on. You will lose them if you pass the entire presentation out in the beginning
-

Introduction

- Always thank them in the beginning and end of the presentation
 - Ex: Thank you for your time today. I am looking forward to building this relationship...
 - Your personal background information
 - Name, credentials
 - Educational Background (talk about your training)
 - Title: Mental Skills Coach, Sport Psychology Consultant, Licensed Psychologist
-

Introduction

- Explain how long you have been working with athletes
 - Who have you worked with
 - KEEP CONFIDENTIALITY
 - You don't need to explain you worked with Tiger Woods.
 - Explain you have experience working with elite level athletes in golf, bobsledding, cycling..
 - If you have a specialty explain it
 - Positive youth development
 - Life skill development
 - Only work with competitive soccer plays
-

Educate

- What is Sport Psychology
 - Explain a brief background
 - Discuss performance enhancement
 - Mental skills training
 - Provide all the key words you use when working with athletes
 - Again, emphasize your title if you have a master degree you are not a sport psychologist!
-

Make it Personal

- While discussing your services talk about their mission statement, coaching philosophy, overall goal for their athletes
 - Do your research to make sure your services will fit their culture
-

Your Services

- Discuss what mental skills you offer
 - Who do you work with
 - Individuals, teams, coaches
 - How long are sessions
 - 30 min twice a week
 - 1 hr once a week
 - Weekly observations
 - What plans do you offer
 - 10 week, 20 week, full season
 - When is the best time to start working with you
 - Pre/post season
 - During the season
-

How Much Do You Cost?

- Rates
 - Do you provide rates on your website/brochures?
 - Do you have a sliding scale fee
 - Do you offer discounts
 - If you are marketing to a club with 20 teams maybe offer a discount
 - Always have a number in your head
 - Share what is comfortable for you
 - Don't sell yourself short! Your rate is showing the quality of service you can provide
-

ProBono

- Sometimes we all work for free
 - Offer practice and game observations for free
 - Free coaching clinics, or parent workshops
-

Collaboration

- Build the relationship
 - Involve coaches in the development of your work
 - Understand their culture and incorporate into your work
 - It's all about them!
-

Confidentiality

- Discuss the importance of confidentiality
 - How much information do you share with coaches, parents?
 - Build a trusting relationship with the athletes
 - Only share the general topics of the weekly sessions not what athletes talked about
 - REPORT ANY HEALTH/SAFETY CONCERN
 - Understand the ethical standards
 - Make sure you have a solid ethical foundation in your work
-

Contracts!

- It's always best to state in written form your work together
 - How many sessions you will have
 - Rate per session
 - What skills you will work on
 - Cancellation policy
 - Confidentiality terms
 - What your rate covers
 - Individual/team sessions for _time
 - Travel expenses
 - Handouts
 - Observations
-

Bring it Home

- Thank them for their time
 - Be open for questions
 - How can they contact you
 - Allow them time to discuss and inform them you will follow up with them
 - Always great to email and thank them when you get home!
-

