The 2019 Southeast Regional Association for Applied Sport Psychology Conference

March 29th-30th

Hosted by

Georgia Southern University

Statesboro, GA





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**Keynote Speakers**

**Amber Brooks**

*M.A., CMPC*

*Brooks Kerr Consulting, LLC*

A native of California, Amber Brooks has spent the last seven years carving her own path in the field of Sport Psychology. She has had the opportunity to work with a very diverse population of athletes, performers and individuals.

While in graduate school, she worked exclusively with youth populations in San Francisco and Las Vegas. After graduating, she accepted a position as a Master Resilience Trainer – Performance Expert with the Ready and Resilient (R2) program. Her time was spent teaching US Army Active Duty soldiers, DA Civilians and Army Spouses Resilience and Performance Enhancement strategies.

 A free thinker at heart, Amber embraced her entrepreneurial aspirations and accepted the challenge, of starting her own Sport and Performance consultancy. Where she currently works with performing artist, musicians, medical, law and graduate students.

**John Miglarese**

*Head Coach: Tormenta FC, PDL and USL3 Professional Soccer*

*VP of Player Development*

For the past 19 years, John Miglarese has developed elite soccer athletes at the collegiate and professional level. Along the way, he has been a head soccer coach at the NCAA Division II and NAIA levels as well as the previous head coach for the Southern West Virginia King’s Warriors, a third-tier professional soccer team of U.S. Soccer.

John Miglarese has shown a dedication to success as indicated in the most recent season for his current role as head coach of Tormenta FC, the professional soccer league in Statesboro, GA. Tormenta is a member of the Premier Development League (PDL) and USL League One, the third division of the United States Soccer Federation. In 2018, the team advanced to the second round of the Open Cup from a spectacular undefeated performance in the regular season. Tormenta was ranked #1 in the country and secured the title of Deep South Division Champions.

John Miglarese received his Bachelor and Master’s degree from Georgia Southern University in Sport Management while serving as the assistant coach to the men’s soccer program at GSU. He also played on the men’s soccer team at GSU finishing in 1999. He is a current member of the National Soccer Coaches Association of America (NSCAA) and is the director and coach of Tormenta FC Youth boys U19 and U17.

**Southeast Regional AASP Conference**

**March 29-30th, 2018**

**Conference Schedule**

**Friday, March 29th**

**12:00 p.m. - 1:00 p.m. Registration/Packet and Lunch Pick Up (Russell Union Room 2043)**

**1:00 p.m. - 1:15 p.m. Welcoming Remarks – Dr. John Dobson**

Interim Associate Chair and Associate Professor of Kinesiology, Department of Health Sciences & Kinesiology

**1:15 p.m. – 1:45 p.m. Workshop (Rm. 2041)** - *Integrating Purposeful Goal Setting into Athletic Academic Advising: A Practical Approach*

    Joann C. Wakefield, Georgia Southern Athletics - Student Athlete Services

**1:45 p.m. – 2:00 p.m. Lecture (Rm.2041) -** *Did you just say Jesus?!? Cultural Competence and the Christian-Athlete*

    Dr. Trevor Egli, Johnson University

**2:00 p.m. – 2:15 p.m. Lecture (Rm. 2041) -** *The Impact of Augmented Reality on PETTLEP-Based Imagery: A Proposed Study*

    Jarad Lewellen, Florida State University

**2:15 p.m. – 2:30 p.m. Break**

**2:30 p.m. – 3:30 p.m. Keynote Speaker (Rm. 2041) – Amber Brooks, M.A., CMPC**

Owner and founder of Brooks Kerr Consulting, LLC based in Atlanta, GA.

**3:30 p.m. – 3:45 p.m. Break**

**3:45 p.m. – 4:15 p.m. Workshop (Rm. 2041)** - *The IJGA Accountability Program: Measuring and Creating Student Involvement in a Modernized Performance Environment*

    Skylar Jewell and Cory Cottrell, International Junior Golf Academy (IJGA)

**4:15 p.m. Closing Remarks**

**7:00-10 p.m. Social**

**Join us for some bowling and food!**

Clubhouse Family Entertainment

2704 Old Register Road

Statesboro, GA 30458

**Saturday, March 30th**

**8:00 a.m. – 9:00 a.m. Breakfast**

**9:00 a.m. – 9:30 a.m. Workshop (Rm. 2041)** -*Did you see that? A workshop on using Nike strobe glasses with athletes*

    Dr. Nataniel Boiangin, Brianne Lutostanski, Jasmine Oates, Matthew Cologgi, David McDaniel, and Dr. Kimberly Cologgi, Barry University

**9:30 a.m. – 9:45 a.m. Lecture (Rm.2041)** - *Presence and search for meaning in sport: Initial construct validation*

    Matteo Luzzeri and Dr. Graig Chow, Florida State University

**9:45 a.m. – 10:00 a.m. Lecture (Rm. 2041)** - *An Examination of Self-Talk in Collegiate Athletes*

    Carly Block, Florida State University

 Dr. Robin Vealey, Miami University

**10:00 a.m. – 10:15 a.m. Break**

**10:15 a.m. – 10:45 a.m. Workshop (Rm. 2041)** - *Client-consultant relationship: What’s identity got to do with it?*

    Michelle Wirbiezcas, Alesondra Colbert, and Ally Claytor, Georgia Southern University

**10:45 a.m. – 11:45 a.m. Keynote Speaker - John Miglarese**

Head Coach of Tormenta FC, the professional men’s soccer league based in Statesboro, GA. Tormenta is a member of the Premier Development League (PDL) and USL League One, the third division of the United States Soccer Federation.

**11:45 a.m. – 1:00 p.m. Lunch**

**1:00 p.m. – 2:00 p.m. Poster Presentations (Rm. 2042)**

1) *The Mediation of Athlete Satisfaction on the Relationship of Role Dimensions and Team Commitment*

    Alesondra Colbert, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Charles H. Wilson Jr., Georgia Southern University

2) *Coaches' Impact on Youth Athletes' Intentions to Continue Sport Participation: The Mediational Influence of the Coach-Athlete Relationship*

    Meredith Wekesser, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Charles H. Wilson Jr., Georgia Southern University

3) *The Mediation of Affect on Imagery Use and Self-Efficacy in Collegiate Athletes*

    Michelle Wirbiezcas, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Ron Snarr, Georgia Southern University

4) *"This sport has shown me what I can become": How athletes define the meaning of their sport*

    Matteo Luzzeri, Riley Remer, and Sophia Akel, Florida State University

5) *The Moderating Influence of Socioeconomic Status on Motivation: A Self-Determination Theory Perspective*

    Terrance Tarver, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Christina Gipson, Georgia Southern University

6) *Calm Mind, Aroused Body: Does Mindfulness Enhance Sport Imagery?*

    Kevin D. Kurtz, Zachary Opdenaker, and Dr. Jennifer L. Etnier, University of North Carolina at Greensboro

7) *Isolation, Athletic Identity, and Social Support: An Exploration Among Injured Collegiate Student-Athletes*

    Ally Claytor, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Tamerah Hunt, Georgia Southern University

**2:15 p.m. – 2:30 p.m. Lecture (Rm.2041) -** *Finding a Mentor: The Mentor-Mentee Relationship*

    Nicholas McMillen, Gary Gilchrist Golf Academy

 Dr. Megan Byrd, Georgia Southern University

 **2:30 p.m. – 3:00 p.m. Panel Discussion (Rm. 2041)** - *“Life Goes On”: Is Personal Development a By-Product of Graduate School?*

    Dr. Aaron Goodson, Winston-Salem State University

 Jonathan Stewart, West Virginia University

**3:00 p.m. Closing Remarks and Thank You**

Abstracts

**Integrating Purposeful Goal Setting into Athletic Academic Advising: A Practical Approach**

 Joann C. Wakefield, Georgia Southern Athletics - Student Athlete Services

Goals are aims of action that provide direction, enhance motivation, prolong persistence, and foster development of new learning strategies in pursuit of a specific benchmark (Gould, 2010; Weinberg & Gould, 2011). Formal goal setting practices are readily utilized in the competitive sport realm. Burton et al. (1998) found athletes need more assistance using process-oriented performance goals, the relationship between short- and long-term goals, and implementing goals in practice and competition. Athletic academic advising meetings offer a promising opportunity for student-athletes to refine goal setting skills in all facets of life (e.g., academics, athletics, personal growth). Goal setting is an excellent tool for athletic advisors to learn more about their student-athletes and for student-athletes to learn more about their own long- and short-term aspirations. Typically, athletic advisors and student-athletes have a very limited amount of one-on-one time each week (anywhere from 15-40 minutes) depending on meeting frequency. It is important for athletic advisors to maximize their time with individual student-athletes, while also creating as much impact as possible. Therefore, the purpose of this presentation is to discuss the role of goal setting activities in the athletic advisor~student-athlete relationship. First, a brief summary will be presented to describe different types of goals and the benefits of goal setting. Next, advising relationship time limitations, potential benefits for athletic advisors and student-athletes, and practical approach examples will be shared. Finally, guidelines for athletic advisor goal setting activity use will be provided.

**Did you just say Jesus?!? Cultural Competence and the Christian-Athlete**

 Dr. Trevor Egli, Johnson University

Christian-athletes are one cultural group that has received little attention within sport psychology literature (Egli & Fisher, 2017). Learning to engage spirituality and/or religion, such as Christianity, is not often discussed within mental performance training, and is seen as a “taboo” topic (Egli, Fisher, & Gentner, 2014). Therefore, the purpose of this lecture will be to develop one’s cultural competence when consulting with Christian-athletes. Relevant literature pertaining to Christianity and sport psychology will be discussed. This will include theoretical frameworks, applied techniques, and other best practices. The author will also provide other helpful strategies based on personal experiences of working with Christian-athletes.

**The Impact of Augmented Reality on PETTLEP-Based Imagery: A Proposed Study**

    Jarad Lewellen, Florida State University

Augmented reality (AR) is a relatively new technology, and its uses are expanding with regularity (Toledo-Morales & Sanchez-Garcia, 2018). One potential use is with imagery. Imagery is a valuable psychological skill that can be used to improve mental state and physical performance (Smith, Wright, Allsopp, & Westhead, 2007). The use of AR for imagery has recently been researched and observed in fields such as surgery and medicine (Gregory, Gregory, Sledge, Allard, & Mir, 2018). One field that has just begun investigating the uses of this technology is sport psychology. This presentation will focus on a proposed study researching how AR can be paired with imagery in sport. Specifically, it will explore how PETTLEP-based imagery can be strengthened by using AR. Participants in the study will be high school basketball players assigned to either a motor-mental imagery or motor-AR imagery group. Participants in each group will first shoot a series of free throws to determine a baseline conversion rate. Each group will then partake in an imagery session. The motor-AR imagery group will be wearing AR headsets, which will be programmed to project an interactive basketball and basketball goal into the participant’s reality. The participant will then go through the physical motions of shooting a series of free throws while interacting with the AR basketball. The program will enable them to see a successfully made free throw on every attempt. This will be in contrast to the control group who will solely use motor-mental imagery before attempting real free throws. The motor-mental imagery will consist of visualizing shooting a series of consecutive successful free throws. Following the imagery sessions, each participant will shoot a series of actual free throws to determine conversion rate differences from baseline. Potential applied implications and limitations to the research will be further discussed.

**The IJGA Accountability Program: Measuring and Creating Student Involvement in a Modernized Performance Environment**

    Skylar Jewell and Cory Cottrell, International Junior Golf Academy (IJGA)

In athletic development, but specifically referring to junior golf academies, a key performance indicator (KPI) is often “improved tournament performance/scores”. Parental expectations often create further emphasis on this KPI as improved performance can often mean an increased level of scholarship and opportunity at the college level and beyond. These factors often drive attention away from the process of development and create an outcome focus. Golf is a multivariate game with several key different mini games played inside of it. Thus emphasizing an importance for any golf program to create measurement through skill acquisition, mastery, and transfer. In addition, Psychological Skills Training (PST) in an academy setting can be difficult to measure in education and also interventions. All technical skill and PST testing however can be contingent on many factors, one of which is student involvement. During the spring of 2017 the International Junior Golf Academy’s (IJGA) Mental Performance team addressed this problem tasked by IJGA golf team and management group and developed an Accountability Program that offers students the opportunity to be responsible for pursuing and enhancing their own golf development. The foundation of this accountability program is rooted in Self Determination Theory with the purpose to enhance student awareness of relevant performance goals and actions that are adaptive for enhanced performance and increased intrinsic motivation. In accordance with Self Determination Theory, the program focuses on developing autonomy, competence, and relatedness for each student athlete (Ryan & Deci, 2000). As a secondary feature this measurement also has served as a means to begin understanding student involvement within the parameters of the IJGA’s elite golf and character and leadership programs. This applied approach to building a culture will be implemented and discussed in an applied way to explore the benefits and initial findings and engage participants to provide incite.

**Did you see that? A workshop on using Nike strobe glasses with athletes**

    Dr. Nataniel Boiangin, Brianne Lutostanski, Jasmine Oates, Matthew Cologgi, David McDaniel, and Dr. Kimberly Cologgi, Barry University

It is well known that visual attention plays a significant role in being an elite athlete. Visual skills are perceived as a key component in the decision-making process (Savelsbergh, Williams, Van der Kamp, & Ward, 2002; Williams & Ward, 2003), and the ability to gaze and attend to relevant cues in the playing environment is essential for athletic success. One particular method used for enhancing an athlete’s performance is through the utilization of stroboscopic technology (Mitroff, Friesen, Bennett, Yoo, & Reichow, 2013; Bennett, Ashford, Rioja, & Elliott, 2004). The implementation of stroboscopic technology and training allows the athlete to view limited information by means of intermittent glimpses of the environment; thus, forcing the athlete to compile those glimpses to execute a certain task (e.g., catch a football; Smith & Mitroff, 2012). Appelbaum and colleagues (2011) described stroboscopic training as a method aimed at utilizing limited information (i.e., stroboscopic effects) to make quicker and more accurate decisions.

**Presence and search for meaning in sport: Initial construct validation**

    Matteo Luzzeri and Dr. Graig Chow, Florida State University

According to Frankl (1959), the will to meaning is a fundamental human motive. Sources of such meaningfulness include relationships, achievements, and personal growth among others (O’Connor & Chamberlain, 1996). Further, perceiving life as meaningful has shown to have desirable outcomes, such as higher positive emotion and less depressive symptoms (Pinquart, 2002). Similar findings emerged when looking at domain-specific meaning, such as work (Rosso, Dekas, & Wrzesniewski, 2010). Although the case has been made for an integration of existential psychology ideas in sport psychology (Greenberg & Weise, 2010; Nesti, 2004; Zestcott, Lifshin, Helm, & Greenberg, 2016), very little empirical consideration has been given to meaning and sport, either as a source of meaning in people’s lives or domain-specific meaning. The purpose of this two-phase project was to initiate the validation of the Meaning in Sport Questionnaire (MSQ), a sport-specific meaning measure. Athletes of seventeen sports from all divisions of the National Collegiate Athletic Association (NCAA) partook in this study. Survey responses (n = 329) from phase one were used to assess factorial validity and measurement invariance for the MSQ. Results from a second sample of athletes (n = 402) supported initial convergent validity for the two subscales of the MSQ, showing relationships between presence of meaning in sport and athletic identity, sport enjoyment, sport commitment, and burnout. The MSQ is a new measure that can be used to investigate the extent to which athletes perceive their sport to be meaningful and search for such meaning.

**An Examination of Self-Talk in Collegiate Athletes**

 Carly Block, Florida State University

 Dr. Robin Vealey, Miami University

The purpose of this study was to examine athletes’ perceptions of their positive and negative self-talk, in terms of how these forms of self-talk influence their sport performance. To analyze athletes’ perception of their own self-talk, a Self-Talk Survey was developed. This survey consisted of closed-and open-ended questions in which athletes were asked to estimate the amount of positive, negative, and neutral self-talk they use during competition. They were also prompted to discuss in what situations does positive and negative self-talk help and hurt their sport performance. The survey was administered to 270 collegiate athletes from various universities. A thematic analysis was used in order to enable contextualized understandings of the athletes’ experiences with self-talk. The analysis revealed that positive and negative self-talk can be both helpful and hurtful to athletes’ sport performance depending on the situation and the individual. Overall, this study adds to the literature by indicating that everyone’s self-talk is individualized and can be hurtful or helpful depending on the situation. It is recommended to coaches and sport psychologists to know their athletes and discuss with them what type of self-talk works best. By coaches and even sport psychology consultants knowing and understanding the athletes’, whom they are working with, needs, they can help them increase their sport performance.

**Client-consultant relationship: What’s identity got to do with it?**

    Michelle Wirbiezcas, Alesondra Colbert, and Ally Claytor, Georgia Southern University

The multicultural counseling field is generally indebted to Kluckhohn and Murray (1953), and more recently Wilber (1996, 1997, 2000, 2001, 2007), for their balanced and harmonious recognition and promotion of universal, differential, and unique aspects of humanity. Multicultural counseling literature has shown that clients of racial or ethnic minority have associated satisfaction in counseling with their perception of their counselor’s multicultural competency (Constantine, 2002). More specifically, multicultural counseling research in sport psychology has increased over the past few decades (Ivey, Ivey & Simek-Morgan, 2002; Pedersen, 1991; Pope-Davis & Coleman, 1997; Schinke, & Hanrahan, 2009; Schweder, 1991; Sue & Sue, 1990; Vontress, 1988). Naoi and colleagues (2011) suggested that athletes, specifically minority athletes, viewed sport psychology consultants experience working with diverse populations to be of high importance. On the other end of the relationship, consultants of racial minority have regularly experienced the effects of stereotypes and microaggressions in their work with clients (Yu, Nguyen, & Petrie, 2016). Due to the examples stated above and many others that are similar, sensitivity to issues of diversity and cultural awareness are vital for a successful client-consultant relationship (Sue, Zane, Hall & Berger, 2009). Thus, the workshop is designed to emphasize the importance of achieving multicultural competency as a consultant. More specifically, the learning objectives of this workshop are (a) for the attendees to identify important dimensions of themselves, (b) to work collaboratively with workshop attendees to identify societal stereotypes, and (c) to raise multicultural awareness/consideration when working with clients. Attendees will engage in self-reflection of their own identities, as well as, better understand the biases and stereotypes they hold towards others and how that may impact the client-consultant relationship.

**The Mediation of Athlete Satisfaction on the Relationship of Role Dimensions and Team Commitment**

    Alesondra Colbert, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Charles H. Wilson, Jr., Georgia Southern University

In the industrial and organizational domain, an individual’s commitment to an organization can be influenced by the perceived satisfaction with their work experience (Meyer & Allen, 1991; Porter et al., 1974). Correspondingly, it has been demonstrated that role components may impact an individual’s satisfaction. Specifically, role ambiguity and role satisfaction have been exhibited to be significant correlates of athlete satisfaction (Eys et al., 2003; Jones, 2006). Although these constructs have been studied separately, the literature has yet to examine them concurrently. The purpose of the current study is to examine the degree to which athlete satisfaction mediates the relationship between role dimensions and team commitment in collegiate athletes. Collegiate athletes will be asked to participate in the current study examining team commitment, athlete satisfaction, role ambiguity, role conflict, role acceptance, and role satisfaction. First, a Pearson correlation analysis will be run to determine if all the variables of role dimensions, athlete satisfaction, and team commitment are related. Then, a linear multiple mediation analysis using the PROCESS tool (Hayes, 2012) will be run to determine if athlete satisfaction mediates the relationship between role dimensions and team commitment. It is hypothesized that athlete satisfaction will significantly mediate the relationship on role dimensions and team commitment. Furthermore, it is hypothesized that, with athlete satisfaction as a significant mediator, role ambiguity and role conflict will negatively predict team commitment, while role acceptance and role satisfaction will positively predict team commitment.

**Coaches' Impact on Youth Athletes' Intentions to Continue Sport Participation: The Mediational Influence of the Coach-Athlete Relationship**

   Meredith Wekesser, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Charles H. Wilson, Jr., Georgia Southern University

Approximately 60 million youth participate in sports each year, however about 70% of these youth athletes drop out of sport by age 13 despite the numerous positive benefits of sport participation (National Alliance for Youth Sports, 2016; National Council for Youth Sports, 2008). Self-determination theory has been utilized to investigate athletes’ motivations (Rocchi, Pelletier, & Desmarais, 2016; Ryan & Deci, 2000). Specifically, interpersonal coaching behaviors that satisfy these basic psychological needs have been shown to impact sport persistence (Curran, Hill, Hall, & Jowett, 2014; Curran, Hill, Ntoumanis, Hall, & Jowett, 2016). The coach-athlete relationship has also been found to be related to sport persistence (Gardner, Magee, & Vella, 2016; Rottensteiner, Konttinen, & Laakso, 2015). The quality of the coach-athlete relationship and interpersonal coaching behaviors that emphasize the satisfaction of basic needs have been found to be positively associated with one another (Felton & Jowett, 2013; Jowett, et al., 2017; Riley & Smith, 2011). The relationships between interpersonal coaching behaviors, the coach-athlete relationship, and intentions to continue sport participation have been examined independently, however, these variables have not been examined collectively. This study investigates if the quality of the coach-athlete relationship mediates the relationship between interpersonal coaching behaviors and intentions to continue sport participation. Participants will complete a series of questionnaires to explore the relationships between coach interpersonal behaviors, the coach-athlete relationship, and intentions to continue sport participation. Pearson’s Product Moment Correlations will be calculated, and significant relationships (α < .05) will be included in mediation analyses. It is hypothesized that perceptions of the quality of the coach-athlete relationship will mediate the relationship between supportive coach interpersonal behaviors and intentions to continue sport participation in youth athletes. Further, perceptions of the quality of the coach-athlete relationship will mediate the relationship between thwarting coach interpersonal behaviors and intentions to continue sport participation.

**The Mediation of Affect on Imagery Use and Self-Efficacy in Collegiate Athletes**

   Michelle Wirbiezcas, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Ron Snarr, Georgia Southern University

In the sports domain, understanding the psychological factors that play a key role in maximizing performance has become essential to research. Previous research has suggested that an individual’s performance can be highly influenced by the psychological variable of self-efficacy (e.g., Bandura, 1997; Calmels & Fournier, 2001). Self-efficacy has been used to describe individuals’ perceived capability of achieving a certain level of performance in the domain of sport (Feltz, 1998). Previous research has also demonstrated that the tendency of athletes to interpret their imagery as either facilitative or debilitative affects specific constructs known to enhance or impede sport performance (Nordin & Cumming, 2005; Quinton et al., 2016; Short et al., 2002). As a result, part of this present study aims to evaluate imagery more broadly by including different types of involuntary imagery (i.e. spontaneous, intrusive) to determine the extent to which these imagery types contribute to collegiate athletes’ positive and negative affective states. Affective states of individuals when performing an activity is one of the most important variables for determining general self-efficacy (Bandura, 1994). The relationship between self-efficacy and MG-M imagery has also been closely examined, which suggests that the use of MG-M imagery is beneficial for increasing athletes’ self-efficacy levels (Martin et al., 1999; Moritz at al., 1996). Though previous research has examined the varying associations among self-efficacy, imagery use (i.e., MG-M, spontaneous, and intrusive) and affect independently, there has been a lack of studies examining these variables collectively. Further, there has been very little examination of involuntary imagery and affect, and involuntary imagery and self-efficacy among athletic populations. The purpose of the present study is to examine the predictive relationship between imagery use (i.e., MG-M, spontaneous, and intrusive) and self-efficacy with affect as the mediator in collegiate athletes. It is hypothesized that affect will significantly mediate the relationship between imagery use and self-efficacy in collegiate athletes. The data will be analyzed using the PROCESS tool created by Hayes (2012).

**"This sport has shown me what I can become": How athletes define the meaning of their sport**

    Matteo Luzzeri, Riley Remer and Sophia Akel, Florida State University

Perceiving one’s life as meaningful has been shown to be related to a wide range of desirable outcomes (Steger, Frazier, Oishi, & Kaler, 2006). The topic of meaning has also been investigated in terms of potential sources of such meaning. Research has identified interpersonal relationships, personal growth, creativity, spirituality, leisure, and work among others as primary sources of meaning in life (Debats, 1999). In recent years, researchers have also looked at meaning in specific domains, such as work. Similarly to life, meaningful work has been associated with a number of sources and positive outcomes specific to work (Rosso, Dekas, & Wrzesniewski, 2010). A potential meaning domain that has received little attention is sport. Although recent attempts have been made to formalize the constructs of presence and search for meaning in sport (Luzzeri & Chow, under review), little is known about sources and meaning attributions in this specific domain. The purpose of this project is to explore common themes emerging from athletes’ attempts to explain what their sport means to them. Responses from this single question were collected from 695 NCAA student athletes from a variety of individual and team sports. Qualitative analysis on the data started by bracketing the original responses into meaning units. Currently, meaning units are being coded into themes using both inductive and deductive methods. Common sources of meaning in life provided the initial basis for deductive analysis. Inductive themes are emerging as data analysis progresses. While we expect a good portion of our data to align with the sources of meaning in life, different themes, more specific to the sport experience, are expected to continue to emerge. Results from this analysis will shed light on meaning attributions specific to the sport experience.

**The Moderating Influence of Socioeconomic Status on Motivation: A Self-Determination Theory Perspective**

 Terrance Tarver, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Christina Gipson, Georgia Southern University

Motivation is the driving force behind the behaviors and actions executed by athletes. It can be influenced by a multitude of internal and external factors such as the athlete’s socioeconomic status. This relationship between motivation and these factors is of great importance due to its effects that I can have on the athlete’s ability and performance. The purpose of this study is to analyze the moderating influence that an athlete’s socioeconomic status may have on the relationship between the satisfaction/frustration of that athlete’s basic psychological needs and the type of motivation that athlete has to continue play in his/her sport. To conduct this study, the researcher assessed motivation through a self-determination theory lens by utilizing both basic psychological needs and causality orientations sub-theories. It is hypothesized that the relationship between the student athletes’ basic psychological needs and their level of motivation to play their respective sport will be significantly moderated by their socioeconomic status. Through this study, practitioners, teachers, coaches, and all supporters of athletes may work together to aid athletes to foster and sustain the intrinsic motivation that they have for their sport, which in turn will lead to increased enjoyment, well-being, and performance by the athletes.

**Calm Mind, Aroused Body: Does Mindfulness Enhance Sport Imagery?**

Kevin D. Kurtz, Zachary Opdenaker, and Dr. Jennifer L. Etnier, University of North Carolina at Greensboro

Imagery is a commonly used technique in sport psychology. Previous studies have been inconclusive in showing whether relaxation prior to imagery use is beneficial to imagery vividness and controllability. Optimal levels of psychological arousal for imagery are likely dependent on the sport and associated skills involved. Past research explicitly investigating this phenomenon has examined relaxation strategies that are more somatic in nature prior to imagery. Techniques inducing a cognitive state of relaxation have not yet been examined and may be more conducive to the imagery process. Mindfulness meditation is an acceptance-based technique involving allowing acceptance of thoughts and feelings and is a form of attentional control. The purpose of the present study was to determine if mindfulness mediation prior to cognitive-specific imagery enhances imagery vividness and performance of a closed sport skill.
Twenty-two college-aged individuals were recruited to participate in the present study. Participants completed questionnaires concerning demographics, self-reported skill on the sport task (the game of cornhole), state and trait anxiety, and imagery ability. After three practice trials, participants either listened to an audio recording of cognitive specific (CS) imagery or listened to a guided mindfulness meditation exercise immediately before CS imagery. Participants were then asked to rate the vividness of their imagery, and then completed performance trials on the sport task. Contrary to the hypothesis, results showed that participants who engaged in mindfulness meditation prior to CS imagery rated vividness of their imagery significantly lower than those who engaged in only CS imagery [t(21) = -3.857, p<.01]. No significant differences in performance on the sport task were observed [t(21) = -0.81, p>.05]. For recreational and novice athletes in closed skill sports, cognitive relaxation prior to imagery may not be required to optimize the imagery process.

**Isolation, Athletic Identity, and Social Support: An Exploration Among Injured Collegiate Student-Athletes**

    Ally Claytor, Dr. Brandonn Harris, Dr. Jody Langdon, and Dr. Tamerah Hunt, Georgia Southern University

Season-ending and career-ending injuries make up a large portion of all injuries (Roos et al., 2015; Tirabassi et al., 2016). As the seriousness of injury increases, so do both physical and psychological consequences. Physical consequences of injury have been studied extensively (Ruddock-Hudson, O’Halloran, & Murphy, 2011; Scherzer et al., 2001). However, psychological consequences have also been consistently identified as being present following an injury (Arvinen-Barrow, Hurley, & Ruiz, 2017; Gould et al., 1997a; Ruddock-Hudson et al., 2012; Ruddock-Hudson et al., 2014; Wiese-Bjornstal et al., 1998). Among psychological consequences, isolation is a social consequence that has been identified as occurring after injury, particularly when the injury is season or career-ending (Gould et al., 1997). Isolation is related to loss of identity for an athlete, especially when an athlete has an extended period of time loss, such as a season or career-ending injury (Mankand et al., 2009). Additionally, low levels of social support has been shown to increase feelings of isolation in injured athletes (Mitchell et al., 2014). Previous literature has taken a broad approach on studying psychological responses to injury. Thus, the purpose of the current study is to examine isolation in greater depth. Specifically, the questions of interest are (a) what is the nature and experience of isolation and (b) how does the experience of isolation relate to that of athletic identity and social support. To answer these questions, the present study will utilize a general interpretive qualitative methodology in order to gain an understanding of injured athletes’ personal experiences with isolation, athletic identity, and social support. A minimum of 5 student-athletes will be recruited from a division I university in the Southeastern United States. These student-athletes will complete an interview lasting a maximum of 45 minutes conducted by the primary researcher. Interviews will be transcribed, coded, and themes will be derived.

**Finding a Mentor: The Mentor-Mentee Relationship**

    Nicholas McMillen, Gary Gilchrist Golf Academy

 Dr. Megan Byrd, Georgia Southern University

Supervision is an important part of the process to becoming a Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology. Supervision serves as a tool for ensuring the field has competent novice practitioners (Watson, Zizzi, Etzel, & Lubker, 2004). Contact hours are required to be supervised in order to apply for certification, and there are many factors of importance that can affect the mentee’s development as a CMPC. Supervisees have expressed important components of the supervision relationship such as trust, guidance, collaboration, and nonjudgmental environments (Foltz, et al., 2015). In addition to ensuring competency, supervisors should also engage in a relationship that fosters professional and personal growth for the mentee (Van Raalte & Andersen, 2000). The mentor-mentee relationship consists of several constructs, including core consulting values, goals, and communication between the mentor and mentee. At the forefront of being mentored is the type of relationship a mentee is interested in pursuing with a mentor and then finding a mentor that fits those needs. Additionally, the process for finding a mentor is not easily navigated. For some mentees, starting this process of finding and approaching a potential mentor is stressful and daunting. This can be especially true if the mentor-mentee are not in a typical face-to-face supervision model. Thus, the primary purpose of this presentation is to review approaches to finding a mentor, and discuss the first-hand experiences from the perspective of a mentee. The presentation will also discuss setting up the relationship and the supervision style of the mentor.

**“Life Goes On”: Is Personal Development a By-Product of Graduate School?**

    Dr. Aaron Goodson, Winston-Salem State University

 Jonathan Stewart, West Virginia University

Numerous studies have examined the nuances of education, training, and professional development experiences that occur for sport and exercise psychology graduate students (Fitzpatrick, Monda, & Wooding, 2016; Hutter, Oldenhof-Veldman, Pijpers, & Oudejans, 2017; Watson, Clement, Blom, & Grindley, 2009). However, there is a dearth of literature that addresses how personal growth and development occurs within the context of graduate school for sport and exercise psychology students. While personal development overlaps with mentoring and professional development, it is a process that is often assumed to occur naturally during matriculation (Whitehall, Hill, Yost, & Kidwell, 2016). Instead of Hutter et al.’s (2017) approach to understanding professional development and Watson et al.’s (2009) approach to understanding mentoring, the presenters put forth a framework to contextualize personal development for graduate students. The presenters will elucidate the framework through reflection on their experiences as graduate students over the last 5-7 years.

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