

The 2016 Southeast Regional Association for Applied Sport Psychology Conference

February 26th-27th

Hosted by

Georgia Southern University

Statesboro, GA



Conference Schedule, Keynote Speakers, and Presentation Summaries

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Keynote Speakers

Dr. Andrea Wieland

IMG Academy

Head of Mental Conditioning

Dr. Wieland became the Head of Mental Conditioning at IMG Academy in 2015. In this capacity, she oversees all aspects of the mental conditioning program. She is involved in developing curriculum and coaching and consulting with student athletes of all sports. She is closely involved in professional development and support of the mental conditioning coaching staff and consulting with coaches, support staff and teachers to ensure the optimization of mental well-being and athletic performance of students.

She believes success to anything in life starts with mindset, encouraging others to see one's mental approach as the first frontier, not the last. Dr. Wieland is passionate about helping the Athletic and Personal Development department further advance the integrated, collaborative approach to developing "the total athlete."

Dr. Wieland received her B.A. in Psychology from the University of Iowa then received her M.B.A. focused on Leadership and Organizational Performance from the University of Iowa. She received her Ph.D. in Counseling Psychology from the University of Iowa and is a licensed psychologist in the state of Colorado. She has two decades of coaching experience with high performers in sport and business as well as being a member of the U.S. Women's Field Hockey Team including the Olympics in 1996. For 6 years, she was a Division 1 Coach and won the National Championship with the University of Maryland.

Ben Freakley, MS, CSCS

Exos

Performance Psychology Coach for Special Operations Forces

For over 15 years, Ben Freakley has worked with elite athletes in sport and military environments with the goal of performance optimization. Along the way, he has been a head soccer coach at the NCAA Division I and II levels and worked with special operations forces as a performance psychology consultant.

His current roles include:

Performance Psychology Coach: US Army Rangers

Head Coach: U16 Boys Storm Soccer Academy

General Manager: Tormenta FC PDL Soccer Franchise

Ready.Set.Resilient: Founder of team dynamics and leadership consulting company currently serving 10 collegiate men's and women's soccer programs

National Soccer Coaches Association of America (NSCAA): Associate National Staff

Ben Freakley received his Master's degree from Georgia Southern University in Sport Psychology while serving as first assistant coach to the men's soccer program at GSU. He holds several soccer certifications as well as his certified strength and conditioning specialist (CSCS).

He played on the men's soccer team at GSU finishing in 2000 and is married to the former Melissa Cox who played on the women's soccer team. They have been married 12 years and have two sons (Ben and Connor) who wrestle and play soccer.

Southeast Regional AASP Conference

February 26-27, 2016

Conference Schedule

Thursday, February 25th

6:00 – 8:00 p.m.

Meet and Greet Social/Registration:

Your Pie
701 Piedmont Loop #200
Statesboro, GA 30458

Friday, February 26th

8:00 a.m. Registration/Packet Pick Up (Hollis Bldg. Room 2103)

9:00 a.m. Welcoming Remarks

Dr. Barry Joyner, Dean, College of Health and Human Sciences

Dr. Jim McMillan, Georgia Southern University

9:30-10:30 a.m.

Invited Speaker

Ben Freakley

10:30 a.m. Break

10:45-11:30 a.m.

Lecture

Experiences of Fully Disclosed Collegiate Student-Athletes who Identify as Lesbian, Gay, Bisexual, or Transgender: A Qualitative Investigation

Dr. Hannah Bennett, Augusta University

11:30 a.m. - 12:30 p.m.

Workshop

Let's Talk "Taboo": Spirituality and Sport Psychology

Dr. Trevor Egli, Johnson University

12:30-1:30 p.m. Lunch (Hollis Bldg. Room 1120 & 1123)

1:30-2:30 p.m. (Hollis Bldg. Room 1118)

Panel

This IS Our First Rodeo: Experiences of Supervised Graduate Students in an Applied Sport Psychology Program

Lindsay Nathan, Briana Salter, and Samantha Engel, Barry University

2:30-3:00 p.m.

Lecture

Club Rugby Players' Attitudes Toward Seeking Mental Health Services

Matthew Bird, Florida State University

3:00 p.m. Break

(Poster set-up in Hollis Bldg. Room 1120)

3:15-4:00 p.m. (Hollis Bldg. Room 1120)

Poster Presentations

1) *Improving Mission Rehearsals with Mental Imagery in U.S. Army Aviation Trainings*

Dr. Stephen P. Gonzalez and John W. Gaddy, The College at Brockport: State University of New York

2) *Increasing Awareness of Mental Skills in the United States Army*

Robert W.H. Price, United States Military Comprehensive Soldier and Family Fitness

3) *Personality Resilience Indicators of Attention and Self-Regulation in College Athletes*

Dr. Daniel W. Wright, Texas A & M University

4) *Effect of Self-Confidence on Athletic Performance with an Emphasis on Competition*

Nicholas McMillen, University of Georgia

5) *Mental Toughness and Resilience of Appalachian Trail Hikers*

Emily Akers, Georgia Southern University

6) *The Effectiveness of Teaching Life Skills through Sport-Based Interventions for At-Risk Youth*

Mindy Scott, Georgia Southern University

4:00 p.m. Closing Remarks

6:00 p.m. Social

Millhouse Steakhouse
1601 Statesboro PI Cir
Statesboro, GA 30458

Saturday, February 27th

9:30-10:30 a.m. (Hollis Bldg. Room 0108)

Keynote

Dr. Andrea Wieland, IMG Academy

10:30-11:15 a.m.

Lecture

Anxiety in the Brazilian Jiu-Jitsu Athlete

Nader Tannir, University of Missouri/University of South Carolina

11:15 a.m. Break

11:30 a.m.-12:30 p.m. (Hollis Bldg. Room 1118)

Panel

Dynamics of Performance Consulting at an Athletic Academy

Dr. Vernice Richards, Evert Tennis Academy
Dr. Dan Vosgerichian, Elite Performance Solutions

12:30-1:30 p.m. Lunch (Hollis Bldg. Room 1120 & 1123)

1:30-2:30 p.m. (Hollis Bldg. Room 0108)

Invited Workshop

Taylor Stutzman, IMG Academy

2:30-3:15

Lecture

Implementation and Evaluation of a Standardized Performance Profile Intervention with Collegiate Athletes

Matteo Luzzeri, Matthew Bird, Camilo Sáenz, Elmer Castillo, Carina Thompson, and Graig Chow, Florida State University

3:15 Break

3:30-4:30 p.m.

Workshop

Utilizing Sport Psychology Skills in Various Environments for Best Practice and Increased Marketability

Dr. Hannah Bennett, Augusta University

4:30 p.m. Closing Remarks and Thank You

Abstracts

Experiences of Fully Disclosed Collegiate Student-Athletes who Identify as Lesbian, Gay, Bisexual, or Transgender: A Qualitative Investigation

Dr. Hannah Bennett, Augusta University

In the United States, there has been an increase in acceptance of those who identify as lesbian, gay, bisexual, and transgender (LGBT) through modern culture and society (i.e., Adams, Andersen, & Fetner, 2008; Herek, 2000; Schafer & Shaw, 2009; Treas, 2002). However, sport and athletic arenas have yet to fully accept their non-heterosexual counterparts (i.e., Roper & Halloran, 2007). With the historical component of sport as a gender normalized, heteronormative, and male-dominated space (McKay, Messner, & Sabo, 2000; Messner, 2009), the purpose of this study was to examine the experiences of fully disclosed student-athletes who identified as LGBT during their collegiate sport careers. Four participants were interviewed using a semi-structured interview process. Through the use of MAXQDA, their interviews were coded and analyzed through a phenomenological lens and a liberal feminist lens. While the experiences of all athletes were unique in their own right, there was an overwhelming consensus from all participants regarding the need to increase awareness and support of student-athletes who identify as LGBT within collegiate athletics and athletic departments. These suggestions can be implemented as steps to ensure safety and support of these athletes within collegiate athletics.

Let's Talk "Taboo": Spirituality and Sport Psychology

Dr. Trevor Egli, Johnson University

Though there are statements within the Association for Applied Sport Psychology's (AASP) ethical guidelines regarding the necessity of cultural competence for sport psychology professionals, there is still a dearth of research related to this topic within the field (Schinke & Hanrahan, 2009). Becoming culturally competent is an ongoing process which includes an awareness of bias, knowledge of other cultures, and providing culturally appropriate strategies when working with athletes and coaches (Mio, Barker-Hackett, & Tumaming, 2006). Although many sport psychology professionals may be aware of the importance of cultural competence, addressing how specific aspects of culture may impact sport, such as spirituality, are often neglected within one's training (Egli, Fisher, & Gentner, 2014). Therefore, the purpose of this workshop is to discuss what some certified consultants described as a "taboo" topic in our field – spirituality (Egli et al., 2014). Participants will be asked to reflect on their own values and beliefs, work through a case study, and move towards becoming more culturally competent. Relevant research and appropriate strategies when working with spirituality within a sport psychology consulting relationship will be discussed.

Dynamics of Performance Consulting at an Athletic Academy

Dr. Vernice Richards, Evert Tennis Academy
Dr. Dan Vosgerichian, Elite Performance Solutions

Junior Sports Academies have increased in popularity and expanded their services to offer a holistic training system for student-athletes. An integral part to this holistic training approach has included the adoption of mental training services which presents a viable career option in addition to private practice, academic positions and professional sports teams for Sport, Performance and Exercise psychology graduates. The practice of applied sport psychology in the academy setting can be a valuable and fulfilling experience for both new and seasoned practitioners. Additionally, Mental Training Departments within Junior Academies often offer graduate students unique opportunities to intern and develop in-depth applied sport psychology experiences. The purpose of this presentation is to provide attendees with an overview of the dynamics involved within working, practicing and developing Mental Training Programs at the Junior Academy level. The presentation will be led from the perspective of two consultants with a combined 7 years of experience in academy sports representing tennis and golf. The consultants will provide an outline of the typical day in the life of an academy student and the demographics represented at the academy. Ethical challenges that consultants have encountered when working with student-athletes and coaches at this level and training structure will also be explored. Performance consulting, applied approaches and mental training services offered to student-athletes at the different academies will then be described and compared. The presentation will conclude with a summary of the consultants' personal reflections of their experiences and what they foresee as future options available for working with student-athletes within a junior academy setting.

Club Rugby Players' Attitudes Toward Seeking Mental Health Services

Matthew Bird, Florida State University

The topic of mental health is a growing concern among intercollegiate athletics with around 10% of college athletes estimated to be experiencing a mental health problem which requires the help of a trained professional (Hinkle, 1994). Additional research has shown student-athletes underuse mental health services provided on college campuses (Pinkerton, Hinz, & Barrow, 1989). Reasons for such underutilization include holding a negative attitude towards help-seeking behavior (Watson, 2005), a perceived stigma from others, a deficiency in understanding serious mental health issues, and a lack of access to treatment (Lopez & Levy, 2013; Gulliver, Griffiths, & Christensen, 2012). This study explores club rugby players' attitudes towards seeking mental health services using the Health Belief Model (Rosenstock, 1966) as a theoretical perspective and framework for investigation. Semi-structured qualitative interviews and field observations were employed to collect data from three, male, club rugby players. Findings from this study indicate rugby players believe there to be a multitude of reasons why an athlete may develop a mental health issue, that there are both barriers and benefits to engaging in psychological help, and that mental health issues can seriously impact a players daily functioning. This study has a number of implications for mental health professionals and researchers.

Improving Mission Rehearsals with Mental Imagery in U.S. Army Aviation Trainings

Dr. Stephen P. Gonzalez and John W. Gaddy, The College at Brockport: State University of New York

United States (U.S.) Army helicopter crews face danger both in combat and in training scenarios. In addition to flight time and physical training, the U.S. Army requires leaders to conduct rehearsals of upcoming missions to build a lasting mental picture of a planned sequence of actions (U.S. Army, 2011). However, despite this requirement, many aviators are unfamiliar with key imagery principals to enhance rehearsals. Researchers have established that humans have the capacity for imagery (Hall, 2001), but optimum effectiveness requires systematic practice (Vealey & Greenleaf, 1998). In an effort to enhance rehearsal abilities, members of an aviation company of the U.S. Army (N=13) received eight hours of training on mental imagery from two sport psychology practitioners. The training emphasized the following components: 1) arousal regulation to relax the body to better engage in focused imagery, 2) teaching the importance of having vividness and ease when imaging (Williams & Cumming, 2011), 3) how to incorporate the five senses in creating vivid images, and 4) how to utilize internal and external perspectives when imaging. Following this formalized classroom training personalized imagery scripts were developed. To assess the impact of this intervention, the Sport Imagery Ability Scale (Williams & Cumming, 2011) was used to measure imagery ability prior to training and two weeks following training to allow soldiers to practice the principles taught in training. Analysis of the pre and post measurement scores indicated a 14% increase in the ability to image strategies and a 10% increase in the ability to image skills. This poster will discuss the nuts and bolts of the intervention as well as challenges faced when delivering sport psychology training to the U.S. Army.

Increasing Awareness of Mental Skills in the United States Army

Robert W.H. Price, United States Military, Comprehensive Soldier and Family Fitness

Military personnel are frequently exposed to the potential for physical harm to themselves or others as well as stressors such as ambiguity, anxiety, and boredom (Barlto, 2012). The negative impacts of stress on performance have been well documented in a military context. (e.g., Adler, Castro, & Britt, 2006; Adler, Huffman, Bliese, & Castro, 2005; Bartone, 1999, 2006). In order to mitigate some of these negative effects, crews of the Bradley Fighting Vehicles (BFV) were given training in performance psychology skills (i.e. imagery, attention control, relaxation and activation) in preparation for an upcoming BFV Gunnery. Three specific areas were assessed during these trainings. First is it possible to reduce the deficit of inexperienced crews compared to experienced crews? Second, which mental techniques did crews find most effective? Finally, would these techniques improve Gunnery scores regardless of experience level? These areas were tested in order, one at a time, at three separate Gunneries. Training took place in a classroom and varied in duration from 2-8 hours over 1-5 days. Additional applied field support was provided to crews on site the day of the Gunnery. Inexperienced crews averaged a score of 803 out 1000 compared to experienced crews which averaged 811. Attention cues, deliberate breathing (relaxation), controllable factors, and imagery were rated as the most effective skills. When comparing scores of a company of soldiers that received training to a company that did not, the group that received training scored an average of 835 compared to the untrained group which averaged 798. Providing soldiers with specific mental skills training appears to be beneficial to reduce the deficit between experienced and new crews and improve Gunnery scores regardless of experience level.

Personality Resilience Indicators of Attention and Self-Regulation in College Athletes

Dr. Daniel W. Wright, Texas A & M University

Sport psychology research relies on advancements in the measurement of psychological resilience to explore healthy and adaptive responses to conditions that present adversity among student athletes (Sarkar & Fletcher, 2013). This study examined relationships between personality, attention and self-regulation as a means to contribute a prototypical perspective of athlete resiliency that correlates with health (Berry & Schewebel, 2009) and wellbeing under stress (Berry, Elliott & Rivera, 2007). A sample of 75 college student athletes completed the Big Five personality dimensions using the Big Five Inventory (BFI; John, Donahue, & Kentle, 1991; John, Naumann, & Soto, 2008), the Mindful Attention Awareness Scale (MAAS; Brown & Ryan, 2003) and The Self-Regulation Scale (SRQ; Brown, Miller, & Lawendowski, 1999). A cluster-analysis of the BFI data yielded a three-cluster solution of the resilient, overcontrolled and undercontrolled personality prototypes generally found in previous research with an important exception: the highest Neuroticism score did not occur in the overcontrolled cluster, but in the undercontrolled cluster. Data analyses indicated that resilient athletes reported significantly higher overall present moment attention ($M = 4.09$, $SD = .77$) compared to both the undercontrolled [$M = 3.45$, $SD = .49$, $t(45) = 3.39$, $p = .01$] and overcontrolled groups, $M = 4.09$, $SD = .77$, $t(48) = 3.49$, $p = .01$. Resilient athletes were reported significantly higher self-regulation ($M = 234.64$, $SD = 18.01$) compared only to the undercontrolled group, $M = 219.88$, $SD = 16.24$, $t(45) = 2.95$, $p = .01$. No significant differences were detected between men and women on present moment attention or self-regulation. Personality prototype had a significant main effect on present moment attention [$F(2,69) = 4.77$, $p < .01$] and gender had a significant main effect on self-regulation, $F(1,69) = 4.42$, $p < .01$. However, no interaction between gender and personality prototype was detected on present moment awareness or self-regulation. Distinctive aspects of athlete resilience pertaining to self-regulation, along with implications for future study other prototypes in sports psychology are discussed.

Effect of Self-Confidence on Athletic Performance with an Emphasis on Competition

Nicholas McMillen, University of Georgia

Self-confidence is "the belief that you can successfully perform a desired behavior" (Weinberg and Gould 2007). Levy et al. (2011) found that self-confidence positively correlates with perceived performance on a task, and Dewar et al. (2013) found that an emphasis on competition positively correlates with perceived performance. The purpose of this study is to find the correlation between self-confidence and performance when competing against others versus competing alone. Swimming will be studied because it is a mentally and physically demanding competition that requires confidence in one's ability. Club level swimmers ($n = 20$) will be recruited and entered into a raffle to win a \$20 gift card. The State Sport-Confidence Inventory (SSCI), a thirteen-item Likert scale, will be used to measure self-confidence in athletes (Vealey, 1986). On the first condition, participants will complete the SSCI then warm up by swimming 500 meters before racing 200 meters alone. On the second condition, participants will complete the SSCI then warm up by swimming 500 meters again, before racing 200 meters against others. The SSCI results and participants' times will be recorded. Bivariate correlations will be used to assess the relationship between demographic variables and research variables to check for confounding variables. Data will be analyzed using a repeated measures ANOVA. It is expected that the higher a participant's self-confidence, the faster time he or she will have when competing against others versus racing alone. Possible limitations of this study include a small sample size, the inability to examine elite athletes, the inability to perform multiple trials, and a homogeneous sample. Future research could include a larger and more diverse sample. Future research could also examine the relationship between self-confidence and performance in elite swimmers.

Mental Toughness and Resilience of Appalachian Trail Hikers

Emily Akers, Georgia Southern University

The purpose of this research is twofold: to determine whether mental toughness and resilience vary between day hikers, section hikers, and thru-hikers on the Appalachian Trail (AT); and to examine how well these constructs predict successful completion of a 2,186 mile AT thru-hike in one year. Mental toughness and resilience are important constructs to understand given the extreme conditions and possible risks associated with hiking the Appalachian Trail. In order to be a part of the 25% that successfully completes a thru-hike, one must have extraordinary determination to achieve his or her goal, an undeniable sense of self-confidence, and the ability to adapt to difficult demands (Davis, 2012). Participants from each category (day hiker, section hiker, and thru-hiker) will complete the Sport Mental Toughness Questionnaire and the Connor-Davidson Resilience Scale. Depending on the sample size and power, either four one-way ANOVAs or one MANOVA and one ANOVA will be used to examine differences between mental toughness and resilience, as a function of category of hiker. It is hypothesized that thru-hikers will score higher than day hikers and section hikers on both mental toughness and resilience. Thru-hikers spend the most amount of time on the trail, and generally experience more seasons and hardships; thus, they are also predicted to have higher scores in the subcategories of mental toughness (control, confidence, and consistency). It is also hypothesized that higher mental toughness and resiliency scores will be significant predictors of successfully completing a thru-hike. Ultimately, results of this study could help hikers of all levels mentally prepare for their hike by making them self-aware of the aspects of mental toughness and resilience that they need to develop or maintain to become the most mentally strong hiker.

The Effectiveness of Teaching Life Skills through Sport-Based Interventions for At-Risk Youth

Mindy Scott, Georgia Southern University

At-risk youth are children and adolescents who live in a negative environment and/or do not possess the skills they need in becoming responsible members of society (Collingwood, 1997). Many of these youth experience adjustment difficulties, behavioral problems, academic failure and dropout, or mental health difficulties (Moreau et al., 2012). One of the current resources for these youth has been sport-based or physical activity to measure the benefits of psychosocial wellbeing among the adolescents. However, most of these studies have simply used sport or physical activity as the intervention rather than incorporating life skills into it (Lubans, Plotnikoff, & Lubans, 2012; Moreau et al., 2012; Dunn, 2014; Johnson et al., 2014). The current study analyzed the effectiveness of a life skills program that used sport in a population of at-risk youth. The life skills program has only previously been used among sport teams that already exist (SUPER; Danish, 2002). The current study used a single subject design where each individual served as his own control, and the researcher was able to work individually with each participant in order to develop rapport with them. The researcher worked with three participants during their regular school physical education time where basketball was used to teach life skills to these youth. The life skills included managing emotions, goal setting, relaxation, confidence, mental preparation, and seeking help from others. Each module had the students play or perform an aspect of basketball while incorporating the various skills. The participants would then respond to a portion of the Life Skills Transfer Survey (Weiss, Bolter, & Kipp, 2014) as well as a portion of the Ottawa Mental Skills Assessment Tool (Durand-Bush, Salmela, & Green-Demers, 2001) to evaluate the effectiveness of the intervention. The data analysis will include visual inspection of the graphic representations of each life skill. Results from this study could lead to a better understanding of resources that should be offered to at-risk youth.

Anxiety in the Brazilian Jiu-Jitsu Athlete

Nader Tannir, University of Missouri/University of South Carolina

Brazilian Jiu-jitsu, as the name infers originated in Brazil, and its creation is largely credited to the Gracie family. The world was officially introduced to Brazilian Jiu-jitsu on November 12, 1993 in the first event of the Ultimate Fighting Championship (UFC), where Royce Gracie showcased Brazilian Jiu-jitsu effectiveness by defeating opponents that were much larger than him. His success has lead Brazilian Jiu-jitsu to being a staple in the current world of Mixed Martial Arts (MMA). Furthermore, his success has led to an explosion in sport Jiu-jitsu. Brazilian Jiu-jitsu continues to increase its popularity worldwide becoming the official national sport of the United Arab Emirates. There continues to be a lack of research conducted with Brazilian Jiu-Jitsu athletes despite the increasing popularity of the sport. In 2014, the University of Sao Paolo conducted a study concerning Brazilian Jiu-jitsu athletes. During this study, researchers found an average level of competition anxiety amongst the athletes. The study admitted that it was limited by, using Jiu-jitsu athletes that were considered beginners (Blue belts) who only competed at the regional level (Andreato, L.V. et al.,2014).The author suggested a larger sample size as well as athletes of higher technical level (higher belt rank)to provide a better understanding of the combat sport(Andreato, L.V. et al.,2014). This study is aimed at measuring competition anxiety as well as determining factors that influence competition anxiety in Brazilian Jiu-Jitsu athletes. The study's goal is to recruit 50 Brazilian Jiu-jitsu athletes ranging from white belts to black belts to participate in our study. The athletes will answer a survey which consists of a basic medical history questionnaire, information regarding their belt rank, length and frequency of training as well as their level of competition and finally the athletes will complete the Sport Competition Anxiety Test (SCAT). After statistical analysis, the study is predicted to help us understand the average levels of competition anxiety in Jiu-jitsu athletes. The study will help determine if factors such as belt rank, total length of time training as well as training frequency influence competition anxiety levels. This study will pave the way for future sport psychology interventions aimed at reducing anxiety to increase performance in Brazilian Jiu-Jitsu.

This IS Our First Rodeo: Experiences of Supervised Graduate Students in an Applied Sport Psychology Program

Lindsay Nathan, Briana Salter, and Samantha Engel, Barry University

The literature on practitioner development has been continuously growing as have the number of students pursuing careers in applied Sports Psychology (Owton, Bond, & Tod, 2014). It is essential that neophyte sport psychology consultants continually engage in reflective practice during and after their practicum experiences to allow them to gain a deeper insight into themselves, their philosophies as well as develop stronger self-awareness (Holt & Streaan, 2001). While the literature surrounding supervision of graduate student trainees has increased (e.g., Cremades & Tashman, 2014) opportunities for these graduate trainees to discuss their personal experiences with other graduate students outside of their respective programs are limited. The proposed panel consists of three second year Master's students in an applied sport psychology program. Each of the individuals on this panel will be providing their own unique reflections on their applied sport psychology experiences. More specifically, the panel will be discussing the following aspects of: (1) Experience of working with teams and individuals, (2) professionalism and finding one's role, (3) boundaries and ethics, (4) supervision and reflection and (5) am I ready for a real job? The panel discussion will be interactive allowing others to ask questions and to promote reflective practice.

Implementation and Evaluation of a Standardized Performance Profile Intervention with Collegiate Athletes

Matteo Luzzi, Matthew Bird, Camilo Sáenz, Elmer Castillo, Carina Thompson, and Graig Chow,
Florida State University

Performance profiling is a technique commonly utilized by sport psychology consultants to assist athletes in identifying and understanding their perceived strengths and areas of improvement. Anecdotal and empirical evidence suggests that the performance profile technique can raise athletes' self-awareness (Butler & Hardy, 1992), provide the basis for goal-setting (Weston et al. 2010), and increase motivation to adhere to training programs (Jones, 1993). In addition, performance profiling is designed to be applicable across a wide range of sports and competitive levels, and can be implemented at the individual or team level. Although a number of studies have investigated the usefulness of performance profiling, and have offered descriptions regarding its application in sport settings, there is limited empirical research using standardized protocols for implementation and pre-post designs. The development of systematic intervention protocols in applied sport psychology is much needed both for the training of emerging sport psychology consultants and for enhancing intervention fidelity in research. Thus, the purpose of this presentation is to introduce a proposed study that examines the efficacy of a revised performance profile intervention (Gucciardi & Gordon, 2009) using a standardized protocol with collegiate athletes in a team setting. Outcomes to be evaluated include self-awareness, self-efficacy, confidence, intrinsic motivation, and attitudes toward sport psychology services. This presentation will include a brief background on performance profiling including its conceptualization and research, an explanation of the developed intervention protocol, and an applied demonstration of the revised performance profile technique.

Utilizing Sport Psychology Skills in Various Environments for Best Practice and Increased Marketability

Dr. Hannah Bennett, Augusta University

As we look at sport and exercise psychology, our field lends itself well to other disciplines within kinesiology, such as physical education teacher education programs. This workshop will help sport psychology specialists understand how to better utilize their sport psychology techniques and skills across the field of kinesiology in an effort to increase marketability and exposure, specifically within the realm of self-awareness and diversity of physical education. This workshop will consist of useful classroom activities for teachers within kinesiology in an effort to openly discuss the topics of social justice, inclusion, and diversity with their students. This packet has been created using a variety of skill sets from counseling, sport psychology, and physical education. These activities will allow teachers to broaden both their own understanding of diversity and inclusion, and will help them challenge potential preconceived notions of current students. The overall goal will be to establish a more culturally competent frame of mind in our future teachers and leaders.

AASP 31st Annual Conference

September 28-October 1, 2016

Arizona Grand Resort
Phoenix, Arizona

AASP's 2016 Conference will feature over 100 workshops, lectures, panels, and symposia as well as CC-AASP or APA continuing education credits! While the conference will have plenty of sessions to choose from, you will also have the opportunity to network with colleagues and catch up with friends, while enjoying the beautiful scenery of the Arizona Grand Resort.

Information about the conference can be found at:
<http://www.appliedsportpsych.org/annual-conference/>

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