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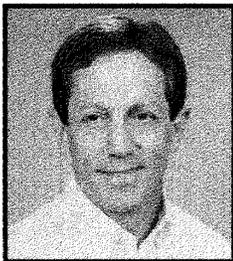


ASSOCIATION FOR THE ADVANCEMENT OF
APPLIED SPORT PSYCHOLOGY

FALL 1999

ASSOCIATION PROMOTION

VOL. 14, 3



Andrew Meyers
President

A Year of Challenge

I'm just coming down from the high of a great week in Banff and I mean that both in terms of the energy and excitement of the conference and the altitude. I know that many of you stole some time from the sessions to go out hiking and, if you did, then we shared an experience. Just about any direction from the valley floor led you up. Steeply up. When Trent Petrie, Jim Whelan and I got away on Saturday morning amidst the snow flurries, we climbed for over 3 hours before

reaching the high alpine lake that had been our goal. But both the snow-covered trail and the hidden lake were incredibly beautiful.

I envision my year as president of AAASP much like that hike. We've got a lot of hard work on a long, steep climb but both the path and the goal can be truly fulfilling. In fact, that day on the trail may be the model for many AAASP presidents and executive boards to come. On climbs like this we often spend too much time staring at our boots and not enough time noticing the scenery. Hopefully we'll remember that as we tackle our task.

The task, of course, is to continue to build the field of sport psychology. And I believe that AAASP is positioned to accomplish this task. We are now over 1000 members strong; the Banff conference continued a trend of impressive attendance and boasted our highest number of conference submissions ever; we have a steady flow of new members into the organization; an improving

journal with a small but attractive subscriber base; and as an organization, we've shown the courage to tackle the tough problems in our field including ethics, certification and the exploration of quality in graduate training.

In my presidential address at the Banff conference I outlined a number of challenges that AAASP must face if we are to succeed. Our retention of members is disappointing. Among both student and professional members, our non-renewal rate is too high. Our three-section structure, Intervention and Performance Enhancement (IPE), Health and Social has come to contribute little to AAASP's or our members' development. Our journal has not yet had the broad impact that we had hoped. We have very few individual subscribers outside of our membership and our institutional subscription base must grow. And like our journal, our organization has yet to have the kind of national

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CONGRATULATIONS!!!

Welcome To Our New E-Board Members

PRESIDENT ELECT: JOAN DUDA

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THE UNIVERSITY OF BIRMINGHAM, UNITED KINGDOM

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OREGON STATE UNIVERSITY

STUDENT REPRESENTATIVE: MICHELLE MAGYAR

DOCTORAL STUDENT IN KINESIOLOGY
MICHIGAN STATE UNIVERSITY

Renew your membership for 2000 NOW!!!

Please be advised that membership renewals received *after* February 1, 2000 will be assessed a \$25 late

A Year of Challenge (continued)

By Andrew Meyers

Continued from page 1

impact that we have dreamed for it. Finally, as an all-volunteer association, we are struggling to manage the organization, our conference, the journal and serve our membership effectively and efficiently.

While there are no sure answers, there are some initial steps we can take to test AAASP's ability to deal with these issues. The first step concerns our organizational structure. I've argued that our three-section structure is relatively nonfunctional. The simple fact is that the sections are dominated by IPE. While that interest may represent our members' current career affiliation and goals, the resulting lack of diversity within the organization restricts our ability to develop career paths. We also have three board members, the section chairs, who have little responsibility beyond the annual conference program.

The Executive Board has now supported the notion of having the three section heads join with the publications director, all of whom serve three-year terms, to assume functional roles. These four board members would take responsibility for the areas of Professional Development (membership issues, marketing and outreach), Professional Standards (ethics, certification and certified consultants, graduate training and diversity), Science and Education (the conference, continuing education, special interest groups and grants and awards) and Publications and Information (JASP, the newsletter, AAASPonline and the graduate directory). The current AAASP committee structure would easily be fitted to this new and responsible organizational scheme. And this would mean that for the first time the AAASP president, in his or her one-year term, would not be solely responsible for supervising all AAASP committee functions. The Eboard will be working during the year to flesh out this new arrangement.

Modifying our three-section model leaves us with a void. Fortunately, Carole Oglesby has filled that void with her proposal for a Special Interest Group (SIG) structure for AAASP. You'll be able to find out more about this in this issue of the newsletter and on our web page, but, basically, SIGS give groups of members an opportunity to build professionally and academically relevant peer groups, both to facilitate their own work and to better represent AAASP. SIGS offer the potential to enlarge and enrich the scope of our entire organization. They would enable us to reach beyond performance enhancement to new topics and areas that could influence our consumers and help us build new career paths.

If we are to build continuity and increase service to our members, we also need an association director. Right now, if you have a question about AAASP, who do you call? Where are our institutional records? Who knows what policies were set 10 years ago? Too often, questions like these have no clear answers. An association director would allow us to make use of the incredible volunteerism of AAASP members without suffering from its limitations. A director would supply us with the organizational memory and continuity that we now lack.

To do all this requires something that we hate to talk about. Money. To support permanent staff, to develop marketing plans, to promote AAASP and sport psychology requires money. Yes, AAASP is currently in good financial shape, but if we are to be assertive national and international representatives of sport psychology, we must be in a position to risk new initiatives. And that takes money. Your current Eboard has put in place the first comprehensive set of fiscal policies AAASP has ever had. By necessity, this includes inflation-adjusted increases to student and professional dues, conference costs, journal fees and institutional subscription costs in alternating years. No doubt this can be painful, but if we are to invest in a strong organization, hopefully, the eventual profit will be yours.

Finally, we must explore broadening the reach of our journal. If we are to move beyond our own membership, if we are to help build careers in sport psychology, our journal should represent what makes us unique. Trent Petrie, our IPE section chair, has argued that this uniqueness is our focus on **excellence in human performance**. Many of our members have already taken this focus beyond the sport arena and we should follow. Our organization and JASP should continue to emphasize sport but must include the incredible breadth of research and application that AAASP members engage in. This initiative should prompt us to consider a name change for the journal and, possibly, for the organization. In my presidential address I asked the audience to e-mail me ideas for new journal and organizational names that might better represent us and I repeat that call now (ameyers@memphis.edu). I'm really looking forward to hearing your opinions.

We have a busy year ahead and I'll try to keep you abreast of our progress in these columns. I look forward to meeting our challenges with you.

1999 CONFERENCE REPORT

By Joan Duda

The Banff Conference Centre, snuggled between the majestic Canadian Rockies, was the site for this year's AAASP Conference. Our weather during the conference was variable with never a dull moment. We went from summer, to fall, to winter (did I miss Spring?). Seeing nature's biggest turquoise, alias Lake Louise, on a warm and sunny afternoon is nothing I (or the number of other AAASP cohorts met along the hiking path) will soon forget. Waking up to snow on Tunnel Mountain was truly beautiful and invigorating (especially for those of us who knew we could take off our snow boots at the Calgary Airport and say goodbye to the white stuff for the winter. Can you tell I'm not a skier?).

The conference program, too, had something for everyone (we could have done without the charging male elk, however). In the space allotted here, I cannot mention many of the particularly notable symposia, workshops, research presentations, and poster papers. I'll try to hit some of the highlights.

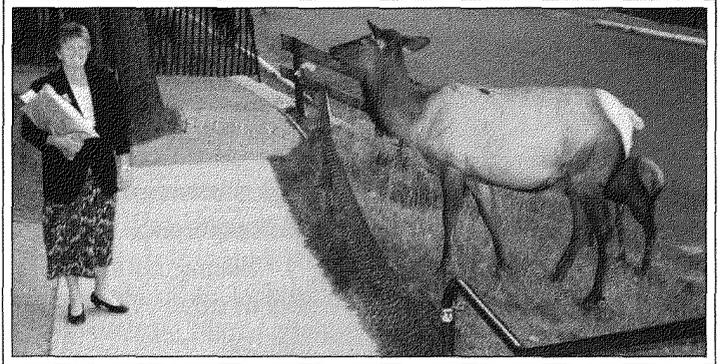
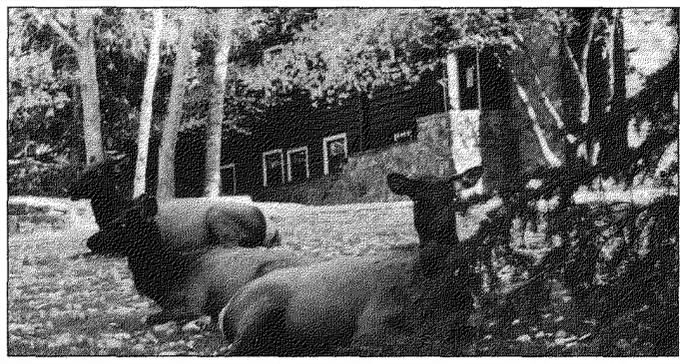
We started our time in Banff with a day (Tuesday, in fact) of continuing education offerings...and these continued throughout the week. For example, Greg Dale, Ken Ravissa, and Jeff Janssen conducted a popular workshop on fostering collaboration with coaches. In an evening session, Kate Hays and Sandra Foster provided examples of how we can transfer performance-enhancement skills to other populations besides athletes.

The conference program was kicked off in fine style with the Coleman R. Griffith Lecture, given this year by Dr. Murray Smith of Canada. He gave us a sense of history in terms of the development of sport psychology (particularly in North America). Murray also reinforced the contributions of exercise science, clinical psychology, and social psychology to our current sport psychology knowledge-base.

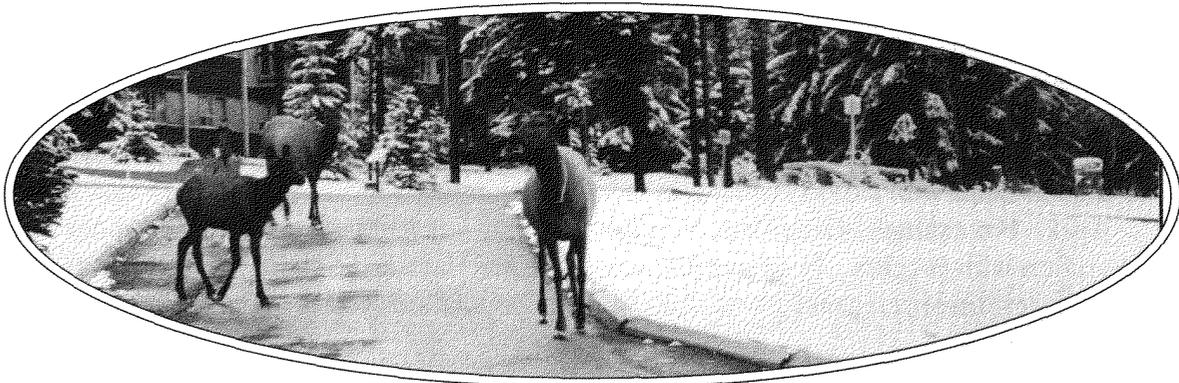
In his presentation as the 1999 Distinguished International Scholar Award recipient, Yuri Hanin reviewed the development of his IZOF model of the arousal-performance relationship and highlighted his more recent work on idiographic profiling of positive and negative emotions in athletes. Hanin's main thesis was that we can't begin to study the interplay between anxiety/arousal/emotion without considering intra-individuality in athletes' cognitive and somatic response patterns in sport settings. The international theme (AAASP has certainly turned into a worldwide and world-class organization) was also upheld in a number of other sessions, such as the one Bob Brustad organized on European Perspectives on Social Psychology and Dan's Smith symposium on sport psychology "The Singapore Way."

I found the cooperative keynote session offered by Dan O'Brien and Rick Sloan very interesting and most inspiring (the latter had nothing to do with Dan taking his jacket off! I suppose you would be more likely to believe me if I was referring to when our current AAASP President, Andy Meyers, did the same during his Presidential Address. Only kidding, Andy!). I first was struck with how dedicated these two men were to their sport and how knowledgeable they were of the "ins and outs" of the grueling decathlon. I was also impressed with how appreciative they were of the field of sport psychology, how sensitive they were to the role of psychological factors in athletic excellence, and how they attempted to incorporate mental skills training and psychological preparation (e.g., the use of simulated competition) in Dan's daily physical workouts. Finally, being someone who has always been fascinated by the lessons on motivation (the good, the bad, and the ugly) that we glean from high level athletes, I was particularly struck by the motivational perspective reflected in Dan's comments about how he interprets competition and counters the set-backs endemic to sport.

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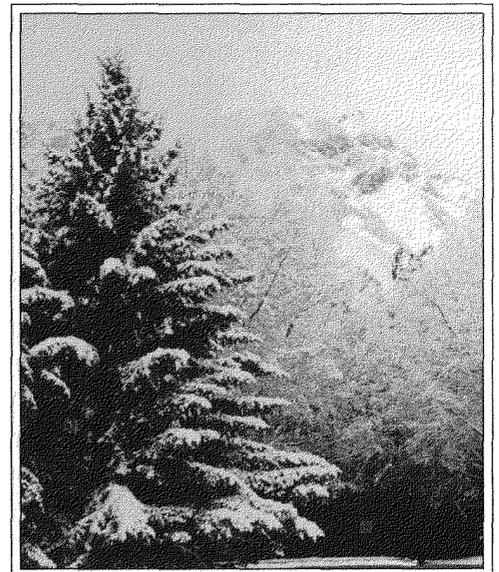
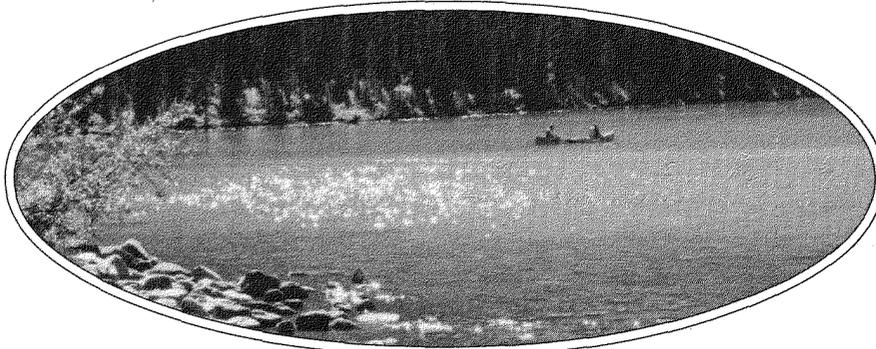
THE FAMOUS (OR INFAMOUS) ELK



SCENES FROM BEAUTIFUL BANFF



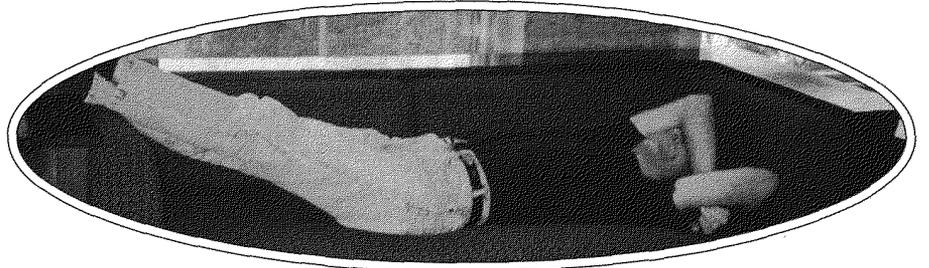
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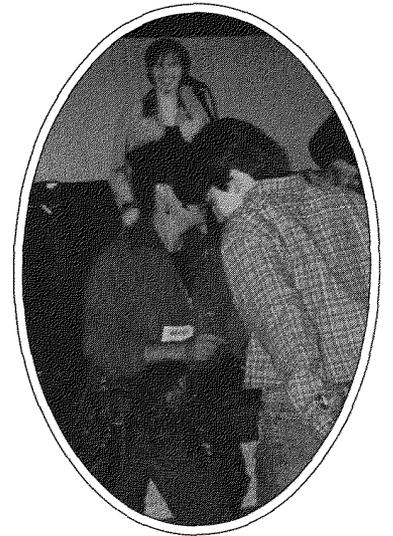
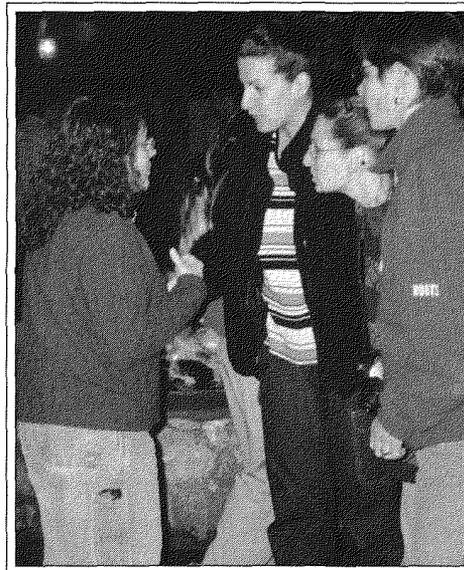
E-BOARD HARD AT WORK & EMPLOYING THE COPING SKILLS OF RELAXATION



CONFERENCE
VADA - 1999



POSTERS & PARTIES - SUCH WONDERFUL THINGS



Continued from page 5

A thoughtful and provocative lecture was given by Dr. Don Sabo, the Health Psychology Keynote Speaker. Contrasting what he called the "Military/Professional" and Education/Health" models of sport, Don spoke about the psycho-social mechanisms which put athletes at health risk. He also pointed out the potential positive power of sport in terms of impacting public health (e.g., teen pregnancy prevention) as well as other contexts in which applied sport psychology has relevance (e.g., working with prison populations or urban youth). Dr. Sabo also reminded us of the applicability of sport psychology research and practice to policy formation in the health arena.

Dr. Mike Messner, who gave the Social Psychology Keynote lecture, discussed the triad of violence in men's sports....which includes male athlete violence against women (e.g. rape), other men (e.g., excessive aggression against an opponent), and against themselves (e.g., risk-taking, overuse injuries). Providing research evidence and telling anecdotes to make his case, Mike illustrated how the contexts of violence and gender inequality in sport and society in general contribute to the perpetuation of this triad. He also gave us ideas on how we can help break this vicious cycle.

The program was also graced by the 1999 Dissertation Award Lecture. Tom Graham, University of Saskatchewan, spoke on his work concerning the motivation-related determinants of emotions in youth sport. Other topics addressed in this year's AAASP conference included multicultural counseling, injury rehabilitation, the promotion of exercise behavior, mental preparation with elite athletes and other sport groups, motivation and goal perspectives (I had to get that topic in!), group processes among sport teams, social development and social influence, anxiety and coping strategies, body image and self-concept among athletes, imagery use and effects, eating disorders and steroid use, measurement issues and qualitative inquiry, and overtraining in sport. The program didn't ignore the important professional issues facing our field; we heard interesting talks on certification, how to secure a position in academe (and then get tenure!), models of graduate education, and the supervision of sport psychology consultations. We also saw some "live" demonstrations of the consulting process with athletes and other performers. A number of the esteemed leaders in our field provided their insight into sport psychology in the next millennium. From some very experienced colleagues in the applied realm, we heard about the "Lessons learned on the road and in the air" when working with athletes and sport teams.

AAASP is always marked by a number of productive meetings on the "sidelines." Three of the major sport psychology journal editorial boards met (JASP, JSEP, and TSP) as did the Certified Consultants and the Standing Committees. A lot was accomplished...especially given the time these meetings commenced (I, for one, don't do mornings especially well...although the coffee helps!).

A great turnout and much lively discussion occurred at the annual AAASP Business Meeting, led by our fearless and high energy President, Robin Vealey (who is now our Past-President and Program Director for the 2000 meetings)." This followed the humorous, insightful, and heart-felt Presidential Address given by Andy Meyer. He had many important things to say about what "is good" about AAASP and what challenges we face in the years to come. I was so enamored with this speech that I videotaped it (and copied the PowerPoint file); we will see it all again next year when it is my turn behind the podium!

As usual, the social highlight of the conference was the Saturday banquet. The indoor barbecue this year included delicious grub (note the Western lingo...I always try to get into the motif) and some fine foot stomping music. It is not often that you can chat over dinner and dance the night away with good colleagues/friends...with light snowflakes falling on a bonfire in the middle of the dining room/dance floor! This important part of the conference certainly took part in a wonderful setting that made us feel that we were in the Great Outdoors.

Well, it's goodbye to Banff....I'm looking forward to seeing you next year in Nashville!

Joan Duda

CALLS FOR NOMINATIONS AND AWARDS

CALL FOR 2000 DOROTHY V. HARRIS AWARD NOMINATIONS

AAASP is pleased to accept nominations for the Dorothy V. Harris Memorial Award. The Award acknowledges the distinguished contributions of Dot Harris to sport psychology by recognizing the efforts of an AAASP scholar/practitioner in the early stage of his/her scientific and/or professional career. The Award may not always be given annually. When given, the Award consists of a plaque, a \$200 research grant, and a waiver of the registration fee for the conference in which the award is announced. Also, the recipient gives a 20-30 minute presentation summarizing his/her research/applied activity during that conference.

The recipient of the Award must meet the following criteria:

1. received a doctoral degree no more than seven years prior to nomination;
2. made significant contributions to AAASP through presentations, publications, and/or involvement on committees; and
3. demonstrated a record of scholarship that clearly established the individual as a leading scholar/practitioner when compared to a group of people at similar stages in their academic careers.

Evidence for this national/international distinction might include the innovation of the person's work, the impact the work has on the field of sport psychology, or the importance the work has in an applied setting. In all cases, the collected works of the individual should exhibit quality contributions that are both theoretical and practical and that have been subjected to the critical review of established scholars/practitioners in the individual's area of expertise. AAASP members who feel qualified can nominate themselves and are encouraged to do so. In addition, AAASP members are encouraged to nominate qualified individuals for this Award.

The letter of nomination should be accompanied by three copies of the following:

1. an updated curriculum vitae;
2. a one-to-two page summary of the nominee's work emphasizing the basic/applied importance of that work;
3. reprints of five publications;
4. a letter of recommendation concerning the nominee's qualifications for the award; and
5. the names, addresses, telephone numbers of two additional individuals who would write letters of recommendation for the nominee if called upon to do so. Address all questions and nominations to President-Elect, Joan Duda, who shall chair the review committee. All nomination materials and recommendations must be received by **February 15, 2000**.

Joan L. Duda
School of Sport and Exercise Sciences
The University of Birmingham
Edgbaston, Birmingham B15 2TT
United Kingdom
(44) 121 414 4115
Joan.Duda@bham.ac.uk
Joan.Duda@uv.es (through December,
1999)

CALL FOR NOMINATIONS

The Executive Board is soliciting nominations for the offices of:

1. President-Elect
2. Health Psychology Section
Chair
3. Student Representative

Submit your nominations to:

Joan Duda at the above address.

CALL FOR 2000 MASTER'S THESIS AWARD APPLICATIONS

AAASP also has an award to recognize completion of an outstanding Master's thesis by an AAASP student member. This award was first offered in 1999. Applications for the Master's Thesis Award must meet the following guidelines:

1. the thesis needs to have been completed between January 1, 1999 and December 31, 1999 on a topic related to exercise and/or sport psychology;
2. the individual must have been a member of AAASP during 1999;
3. one copy of the entire thesis should be submitted;
4. five copies of a long abstract should be provided. The abstract should include the study purpose, method, results, and discussion and can be up to three single-spaced pages in length; and
5. a letter of support (two pages maximum) from the chairperson of the thesis committee and a signed cover sheet (used by universities and signed by thesis committee members indicating acceptance and completion of the thesis work) must be included with the application.

No members of the AAASP Thesis Award Committee will evaluate theses with which they have had involvement. The evaluation criteria equates to that used to review manuscripts for publication in the *Journal of Applied Sport Psychology*.

Deadline for the receipt of all materials is **February 15, 2000**. Address questions to Darren Treasure, who will chair the Review Committee.

Dr. Darren C. Treasure
Arizona State University
Exercise Science and Physical Education
PO Box 87404
Tempe, AZ 85287-0404

CALL FOR AAASP 2000 DISSERTATION AWARD APPLICATIONS

AAASP has an award to recognize completion of an outstanding doctoral dissertation by an AAASP student member. Applicants for the Dissertation Award (assuming submissions met the standards set for the award) must meet the following guidelines:

1. complete a dissertation between January 1, 1999 and December 31, 1999 on a topic involving exercise and/or sport psychology;
2. membership in AAASP for the application year and year preceding application;
3. submit one copy of the entire dissertation;
4. provide five copies of a long abstract including study purpose, method, results, and discussion. Up to three single-spaced pages may be submitted; and
5. include a letter of support (two pages maximum) from the chairperson of the dissertation committee and a signed cover sheet (used by universities and signed by dissertation committee members indicating acceptance and completion of the dissertation work) with the application.

No members of the AAASP Dissertation Award Committee will evaluate dissertations with which they have had involvement. Initial screening consists of a blind review of the abstracts; final screening adds the letter of support, and an evaluation of the entire dissertation. The evaluation criteria equates to that used to review manuscripts for publication in the *Journal of Applied Sport Psychology*.

Deadline for receipt of all material is **February 15, 2000**. Address questions and/or applications to President-Elect, Joan Duda, who chairs the review committee.

Joan L. Duda
School of Sport and Exercise Sciences
The University of Birmingham
Edgbaston, Birmingham B15 2TT
United Kingdom
(44) 121 414 4115
Joan.Duda@bham.ac.uk
Joan.Duda@uv.es (through December, 1999)

CALL FOR 2000 AAASP FELLOW NOMINATIONS

Members desiring to become an AAASP Fellow shall meet the following criteria:

1. demonstrated high standards of professional development by committing directly to the goals and longrange activities of the Association as evidenced by activities such as presentations at Association conferences, membership on Association committees, and contributions to Association publications;
2. an earned doctorate from an accredited institution in a field related to sport psychology;
3. been a member of the Association for at least three consecutive years;
4. made significant contributions to the scientific body of knowledge in sport psychology as evidenced by a distinguished record of publications; and
5. received approval from the Fellow Review Committee.

We encourage members to nominate others for Fellow status or to nominate themselves if they feel qualified for this distinction. Send all nominations to the President-Elect, Joan Duda, who chairs a Fellow Review Committee comprised of the three Section Chairs. Dr. Duda will forward the nominee a copy of the application materials.

Regardless of how an individual is nominated, the following application materials and references must be in the hands of Dr. Joan Duda by **March 1, 2000** for consideration in this year's review process:

- (a) four copies of a one-page completed application form (available from Joan Duda) and
- (b) four copies of the candidate's curriculum vitae.

In addition, the candidate should send Fellow Candidate Reference Forms to two members of the Association, at least one of whom should be a Fellow, in time for those individuals to return a recommendation by March 1, 2000.

To receive information regarding the application for fellow status, contact:

Joan L. Duda
School of Sport and Exercise Sciences
The University of Birmingham
Edgbaston, Birmingham B15 2TT
United Kingdom
(44) 121 414 4115
Joan.Duda@bham.ac.uk
Joan.Duda@uv.es (through December, 1999)

CALL FOR 2000 RESEARCH GRANT PROPOSALS

This will be the fifth year that AAASP has funds available to sponsor research grants. Preference will be given to proposals that:

1. clearly integrate material from at least two of the sections of AAASP (Social Psychology, Health Psychology, Intervention/Performance Enhancement);
2. integrate research and applied practice; and/or,
3. require money to conduct a worthy project and funding resources are not available.

Budget requests can range from \$250.00 to \$5,000.00. Total funding for 2000 equals \$5,000. Applicants must have been a continuous member of AAASP for at least three years. If students do not meet this criteria, they should co-author the proposal with a professional member. **Deadline for receipt of application is February 1, 2000.**

To request an application, please contact:

Dr. Andrew Meyers
Department of Psychology
Campus Box 526400
University of Memphis
Memphis, TN 38152-3230
a.meyers@mail.psyc.memphis.edu

CALL FOR 2000 DISTINGUISHED PROFESSIONAL PRACTICE AWARD

This award recognizes outstanding service delivery in sport psychology, and may not always be given annually. The recipient of the award should be an AAASP member who demonstrates exceptional quality and innovation in delivering sport psychology services to the public.

Award Criteria

The recipient of the award must meet three criteria:

- a. a sustained involvement in a sport psychology service delivery program to the public.
- b. quality and innovation that distinguishes this program as an exceptional model of professional practice in sport psychology.
- c. significant program impact on the public and the enhancement of public interest in and appreciation for professional sport psychology services.

Eligibility for the Award

Candidates for the award must have been a member of AAASP for three consecutive years at the time of nomination.

Submission Guidelines

Candidates must be nominated by an AAASP member who is then seen as the candidate's sponsor for the award. The sponsor must:

- a. Ensure that the candidate is eligible for the award (check membership status with AAASP Secretary-Treasurer).
- b. Submit a letter of nomination for the candidate that describes in specific detail the achievements of the candidate in relation to the three award criteria (three pages maximum).
- c. Solicit letters of support for the candidate from two individuals that specifically describe the quality and impact of the candidate's work. These individuals should be participants in the group agency in which the candidate's work has been focused (they should not be professional sport psychology colleagues).
- d. Submit a copy of the candidates' curriculum vitae.

Award Recognition

- a. A \$300 cash award earmarked for professional practice work is given to the award recipient.
- b. Conference registration is waived for the year in which the candidate receives the award.
- c. A plaque is given to the award winner at the conference in a session where he/she overviews his/her professional practice work in a 20-30 minute presentation.

The deadline for receipt of all nomination material is **March 1, 2000**. Address all questions and nominations to:

Andrew Meyers, AAASP President
Psychology Department
University of Memphis
Memphis, TN 38152-3230
901-678-2146
a.meyers@mailpsych.memphis.edu

ATTENTION: CALL FOR PAPERS

The call for papers for the AAASP 2000 Conference can be found on the AAASP web site:
www.AAASPONLINE.ORG

Please **also** check the web site for information regarding Continuing Education proposals.

Abstracts

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1997, 1998, and 1999 Conference Abstracts are available from the Publications Office. The cost is \$12.00 ea. plus shipping and handling. If interested in ordering, please call the Publications Office, and we will give you payment instructions. **816-235-2748**.

NASPE SPORT PSYCHOLOGY ACADEMY 1999 DISSERTATION AWARD

For dissertations and doctoral degrees
completed in between January 1, 1999 and
December 31, 1999

Each year the NASPE Sport Psychology Academy presents an award for the outstanding doctoral dissertation completed during that year. The dissertation award recognizes student research that has the greatest potential for making a significant contribution to the knowledge base in sport psychology.

Dissertation will be judged on four primary criteria: a) the originality and significance of the problem; b) the development of a unique and appropriate study design; c) the use of rigorous and suitable data analysis procedures; d) the concise and cogent discussion and interpretation of the results.

Dissertation award applicants should include an extended abstract not to exceed 1500 words (organized according to a)-d) above), a letter of support from the student's advisor that must also attest to the successful completion of the student's doctoral degree, and a brief resume. Send the abstract, letter of support, and resume to Dr. Finch at the address below. Materials must be **RECEIVED by Tuesday, January 18, 2000.**

Laura Finch, Ph.D., CC, AAASP
Chair-Elect, NASPE Sport Psychology Academy
Department of Physical Education
Brophy Hall
Western Illinois University
Macomb, IL 61455-1390

309-298-2350 (Office)
309-298-1820 (Messages)
LM-Finch@wiu.edu

A New Tradition?

An idea that was presented by Natalie Durand-Bush in a Regional Representative meeting proved to be a great one. The initial objective of the Program Fair was to provide a comfortable atmosphere for prospective students to interact with faculty and graduate students from programs in the field of sport psychology. This year in Banff a combined effort from 30 programs did just that and a whole lot more.

The program Fair attracted over 104 attendees in one hour. Fortunately, a wide variety of people were present, from first time AAASP attendees Sascha Werner and Robert Castillo to Past president Dr. Robin Vealey. Many of the programs displayed their programs' philosophies as well as passion for the field. Some of the many highlights were Boston University's and University of Florida's cutting-edge displays, University of North Texas's t-shirt raffle, and CBU's (Cash Bar university) incentive program.

A great deal of feedback was appreciated and taken into consideration. It's probably a safe bet to predict that the Program Fair will not be scheduled during a poster session in the future. Dr. Sachs was able to become familiar with new programs, such as Murray State, which will be included in the next edition of the Directory of Graduate Programs in Applied Sport Psychology. Overall, the Program Fair seemed to serve its purpose. More importantly under the initiative and direction of Justine Reel, it was developed by the students for the students. Great job to all of the presenters for their creativeness and for their willingness to try something new. Registration information for next year's AAASP Program Fair will appear in a future newsletter. If you have any questions, comments, or concerns in regard to the Program Fair please contact Rob Fazio, s2rjfazi@titan.vcu.edu. I hope that the Program Fair is The Start of a New Tradition.



The Student Section

“Opportunities are usually disguised as hard work, so most people don’t recognize them.” – Ann Landers

Hello AAASP students! My name is Michelle Magyar and I am the current AAASP student representative. Recently, I have come to realize that there are many opportunities ahead of us. When having to work alone viable prospects can be perceived as overwhelming, however, by collectively identifying issues and developing strategies we can work together to turn opportunities into a reality that benefits all students. After reviewing the student surveys administered at the regional conferences last year and attending the AAASP conference in Banff, it is apparent that the students have pressing issues as well as helpful ideas to resolve these matters. The major concerns from the students’ perspective are receiving proper training while in graduate school (training and certification), finding a job after graduation (marketing), and financial issues related to membership and conference fees. In an attempt to take a proactive approach toward these issues, I have outlined some preliminary strategies that will begin to address these concerns.

If you are interested in providing input or would like to contribute to the development of the student agenda, please feel free to contact me directly at magyarti@pilot.msu.edu.

Upcoming Projects

Fundraising Project: Jim LeVain, the Pacific Northwest regional representative from Western Washington University has agreed to oversee the development and implementation of fundraising strategies. Currently, he is organizing a T-shirt fundraising project that will feature shirts with the new AAASP logo and raise funds for the student membership. If you would like to become involved, please e-mail him at levain@cc.wvu.edu.

Marketing Project: Julie Partridge, the Great Plains regional representative from the University of Northern

Colorado and Sharleen Hoar, one of the Canadian regional representatives from the University of Saskatchewan will help me organize the student marketing project. Specifically, we will begin by disseminating information to all of the regional representatives to help facilitate the marketing of AAASP at the grass roots level.

Program Fair: Due to the overwhelming response at the conference, the Program Fair will be held again next year. Rob Fazio, who is now at Virginia Commonwealth University, will coordinate this project because he did such an exceptional job this year. If you would like more information concerning the Program Fair for the 2000 conference, please contact Rob Fazio at: s2rjfazi@titan.vcu.edu.

In order to better represent the interests of the student membership, I intend to maintain an open line of communication with the students and convey pertinent issues to the Executive Board, Fellows, and working committees of AAASP. However, to do this effectively, it is imperative that students stay in touch! There are many other issues which need to be addressed so please look for upcoming discussions on the student forum related to student financial concerns, the nomination process of representative positions, regional representative responsibilities, regional conference information, and suggestions for the student panel sessions for the upcoming AAASP 2000 conference.

Regional Student Conferences

Southeast - February 18-19

University of Virginia

Southwest - March 31-April 1

Arizona School of Professional Psychology

Eastern Canada - March 23-25

Queen’s University

Northwest - Dates to be announced

University of Idaho

Regional Student Representatives

New England (NY, VT, NH, ME, MA, CT, RI)

Josh Avondoglio
Springfield College
JB8von@aol.com

Laurie Ben-Ami
Springfield College
Lbenami@aol.com

Steph Habif
Springfield College
ninimoster@aol.com

Diana Schrader
Temple University
dschrade@thunder.ocis.temple.edu

Doug Hirshhorn
Southern Connecticut
sportpsych@cshore.com

Mid-Atlantic (VA, WV, PA, DE, MD, NJ)

Rob Fazio
Virginia Commonwealth
s2rjfazi@titan.vcu.edu

Sam Maniar
West Virginia U.
smaniar@wvu.edu

Carolinas (NC, SC)

Karen Collins
UNC-Greensboro
kecli2@uncg.edu

Christy Greenleaf
UNC-Greensboro
cagreenl@uncg.edu

Marc Stickland
UNC-Greensboro
imstick@aol.com

T. Sully Sullivan
UNC-Greensboro
sprtpsyc@aol.com

Jonathan Metzler
UNC-Chapel Hill
metzler@email.unc.edu

Southeast (FL, GA, AL, MS)

Alan Behram
Auburn University
arbehrman@cs.com

Robert Castillo
Florida International U.
robertcastilo@hotmail.com

Midwest (IN, OH, MI)

Aaron Dinsdale
Miami University
dinsdaac@muohio.edu

Robert Long
Miami University
Robert_long7@yahoo.com

Kevin Stefaneck
Michigan State University
stefane3@pilot.msu.edu

Great Lakes (WI, IA, IL, MN)

Angie Hartman
Mayo Clinic Sports
Medicine Center
hartman.angelaz@mayo.edu

Great Plains (CO, WY, KS, NE, ND, SD)

Julie Partridge
University of Northern
Colorado
part2854@blue.unco.edu

South (KY, MO, TN, AR)

Pete Giacobbi
University of Tennessee
Giacobbi@utk.edu

Diana Lattimore
Memphis University
dllatmr@memphis.edu

Nikki Webber
U. of Missouri-Columbia
webbers@missouri.edu

South Central

Michelle Joshua
University of North Texas
mdj001@students.cus.unt.edu

Southwest-Arizona

Azadeh Ajami
Arizona School of
Professional Psychology
aajamie@azspp.edu

Jim Cook
Arizona School of
Professional Psychology
jpcook@aol.com

Carrie Scherzer
University of Arizona
scherzer@u.arizona.edu

Southwest-Utah

David Butsford
University of Utah
dcgoplay@hotmail.com

Elena Estand-Johnson
Utah University
Elenaj@aol.com

Chris Schoen
University of Utah
c.schoen@m.cc.utah.edu

Pacific Northwest (WA, OR, ID)

Jim LeVain
Western Washington
levain@cc.wvu.edu

California

Ken Opochinsky
University of Southern
California
keno@pacificnet.net

Jim Skelton
CSU Fullerton
Jims121@aol.com

Canada

Sharleen Hoar
University of
Saskatchewan
Hoar@duke.usask.ca

Ryan Sleik
University of Lethbridge
sleirs@uleth.ca

New Zealand

Bruce Pinel
University of Otago
bpinel@pooka.otago.ac.nz

UK

Joy Bringer
Cheltenham & Gloucester
joybringer@usa.net

Norway

P. Nicolas Lemyre
Norwegian U. of Sports
nicolasl@brage.idrettsks.no

GUIDELINES FOR STUDENT CONFERENCE GRANTS

UP TO EIGHT \$250.00 REGIONAL STUDENT CONFERENCES
GRANTS WILL BE PROVIDED PER YEAR.

PURPOSE OF GRANTS

The purpose of awarding grants for student conferences is for AAASP to support regional professional meetings that are student-oriented. The executive board recognizes that students are often responsible for organizing the conferences, and this money will help with the "start-up costs" that are involved with running an event.

PROCEDURES FOR SUBMITTING GRANTS

1. A formal request must be submitted to the current AAASP President that includes dates of conference, registration fee, purpose of conference, and proposed budget.
2. In order to qualify for student conference grants, conferences must demonstrate that they are student-oriented. They must make an effort to provide a forum for student presentations and/or student-oriented sessions and meetings.
3. The registration fee for students must be \$50 or less to qualify for a grant.
4. Regional conferences that are independent from larger functions will be given preference over student meetings that are held in conjunction with a larger conference.
5. An attempt will be made to avoid overlap in regions for seed money awards.
6. Students must demonstrate how they will use the conference seed money if it is provided (Budget justification).
7. If a conference receives seed money from AAASP, that regional conference agrees to acknowledge AAASP's sponsorship and advertise upcoming AAASP national conferences and information.

CRITERIA FOR AWARDING OF GRANTS

The procedures for submitting grants emphasize that qualifying conferences will demonstrate they are student-oriented, their budget is specific and appropriate, and other funding sources have been investigated. Student-oriented will be defined as:

1. Giving students an opportunity to present their research (as exemplified by having 75% of presentations made by students);
2. Having low student registration fee (under \$50);
3. Providing student-oriented sessions (if other speakers are included); and
4. Planning student activities (e.g. student meeting).
5. Seed money is not to be used for alcoholic beverages.
6. A school may not receive the seed money more than 2 years in a row.

Voices From The Field: Frances Flint

Frances Flint has been a faculty member in the School of Physical Education at York University since 1977. She obtained both her Master's degree and Ph.D. from the University of Oregon. Frances's doctoral work involved an integration of sport psychology and sports medicine and focused on the injured athlete. Her doctoral dissertation on the efficacy of modeling as a psychological intervention in athletic injury rehabilitation was recognized with two international dissertation awards (AAASP and NASPE). While at Oregon she earned certification as an Athletic Trainer (NATA) and later she received the Canadian equivalent, the Canadian Certified Athletic Therapist (CATA). At York University she has developed the Sport Therapy Certificate Program for the education of future athletic therapists. Currently, Frances teaches in the sport therapy program, conducts research in the psychology of athletic injury and consults in area of sport psychology at York University.

Prior to returning to graduate school for her Ph.D., Frances was the varsity women's basketball coach at York University for eight years. She also worked as the Team Leader for the Canadian Women's Basketball team in the 1985 World Student Games (Japan), the 1986 World Basketball Championships (U.S.S.R.), and the 1987 (Indianapolis) Pan Am Games. In 1987 Frances was presented with an award from the Canadian Women's Basketball Association (CIAU) in recognition of her contribution to the development of basketball in Canada. Her link with coaching has been maintained through her involvement with the National Coaching Certification Program as a Level IV, V Course Conductor. Outside the university setting, Frances has been a member of the Mission staff with the Canadian Olympic Association at the 1991 (Cuba) and 1995 (Argentina) Pan Am Games and the 1992 (Barcelona) Summer Olympics.

Frances offers the members of AAASP a truly multi-disciplinary perspective of sport psychology and sports medicine. In this segment she discusses her views on the relationship between these areas of study, as well as a portion of her journey toward the integration of these two areas in her teaching and service. We are fortunate to have her share with us her contributions to the field of sport psychology.

Sport psychology and sports medicine is a perfect marriage. I have said this often since graduating from the University of Oregon and, even though there are always "rough aspects" to any marriage, I still believe this to be true. Now, teaching in sports medicine and integrating my research and writing certainly presents a challenge and an enjoyment.

When I first started combining the academic areas of sport psychology and sports medicine under my advisor, Dr. Maureen Weiss, I felt that becoming a Certified Athletic Trainer and a Canadian Certified Athletic Therapist were not important aspects of my understanding of the psychological impact of injury on athletes. After all, I had experienced anterior cruciate ligament reconstructions (two, would you believe!), lost a university career to injury, and worked with injured athletes as a coach. Surely observational learning in a clinical setting would be sufficient to round out my knowledge of injury and athletes. In talking with injured athletes, however, I felt like an observer, on the outside and out of the loop. The athletes might talk with me, but not as a member of the "club" which included other injured athletes, athletic trainers, and the physicians. Even coaches who are close to their athletes may be on the outside looking in. It was as if the athletes were saying, "If you are not feeling the pain I am experiencing or aren't helping me with my pain, you are just a tourist."

Of course, I am not suggesting that everyone who wants to study sport psychology and sport injury must become a Certified Athletic Trainer. Becoming part of the athlete's "healing team" is certainly possible within the role of a sport psychology consultant. For me, though, I felt a thirst for knowledge of sport injury trauma including preventative measures, tissue healing responses, and rehabilitation protocols. I also wanted to feel comfort-

Voices from the Field: Frances Flint

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able in the clinical and field situations related to athletic training and be privy to the "inner sanctum" of the hurt-helping relationship. The logical progression at this point was to study sport psychology along with sports medicine and work toward becoming a Certified Athletic Trainer/Therapist.

Why is the marriage of sport psychology and sports medicine so perfect? Athletic trainers are considered part of the "helping profession." This means that the role of the athletic trainer allows for the establishment of a close working relationship between the injured athlete and the athletic trainer. There is a trust established since the injured athlete knows that the athletic trainer's only concern is helping in the recovery process. This is particularly evident when there is a "laying on of hands." There is more frank, open discussion about feelings, hopes and concerns in the sport injury clinic than anywhere else. Because of this trust relationship, the athletic trainer is in the perfect position to use listening skills, suggest timelines for healing goal setting, offer guidance on healing visualizations, provide knowledge and insight to allay fears, and offer support for the efforts of the athlete. This marriage of sport psychology and sports medicine helps in seeing the whole person, not a dichotomy of injured body or troubled mind.

As I mentioned, there are always challenges in any marriage. When I returned to teaching after completing my degree, split personality would have been an apt description of me. For example, for the sport psychology person, LOC means locus of control, but for the sports medicine professional, LOC stands for level of consciousness in trauma situations. My sport therapy students looked thoroughly confused when I talked about the locus of control in conscious and unconscious athletes! The biggest challenge of a two-area career is trying to stay current in both fields. Obviously, this is an impossible situation because of the quantity and quality of literature being produced in these two areas. So far, focussing on the integrated area, psychology of injury, has been the only way to maintain a modicum of current knowledge. In addition, attending conferences in both areas and belonging to sport psychology and sports medicine organizations is time, and financially, consuming. One web of entanglement pertinent to combining these two areas is the practitioner versus researcher dilemma of which we are all familiar in the university setting. This predicament is particularly relevant since there is a combination of roles: teacher, researcher, and athletic trainer/therapist. This may be a perfect marriage of knowledge, but it is a challenge of time and role demands.

One of the most rewarding aspects of integrating sport psychology and sports medicine has been the opportunity to work with athletic trainers and therapists enhancing the knowledge base in sport psychology. Much of the research in this area has shown a healthy regard for sport psychology knowledge among athletic trainers and sport physiotherapists. During the last two years there has been a concerted effort by the National Athletic Trainer's Association (NATA) to increase the sport psychology knowledge of Certified Athletic Trainers. Workshops on sport psychology skills and techniques have been very effective in this regard, however, I think that the initiative of the NATA Research and Education Foundation has been the most constructive. Last year, I had the opportunity to work with the NATA Foundation and Human Kinetics to produce a continuing education home-study course on Psychology of Sport Injury. This was part of the Professional Achievement Self-Study (PASS) courses offered to Certified Athletic Trainers (NATA) and Certified Athletic Therapists (CATA) to enhance educational opportunities after certification. The manual covers an introduction to psychological reactions to injury, but focuses on psychological skills including relaxation, visualizations, goal setting, rational emotive therapy, pain, and an integrated approach to rehabilitation. In addition, the NATA Foundation selected Psychology of Sport Injury Rehabilitation as the educational topic for 1998-99. This means that they sponsor the District Lecture Series at all District Meetings of the NATA across the United States and Canada. It was my privilege to be asked to be the speaker at District 10

Voices from the Field: Frances Flint continued

(Montana, Oregon, Washington, Alberta, British Columbia, Saskatchewan) in March and District 6 (Texas and Arkansas) in July. Obviously, AAASP consultants in the area were part of my information package. The reception to these lectures has been very positive.

Closer to home at York University, we have attempted to integrate sport psychology into both the medical services provided to athletes and educational programs for student therapists. In our Sport Therapy Certificate Program, which provides a knowledge base for certification as an Athletic Therapist, we have added the psychology of injury. Classes devoted to understanding the potential psychological antecedents to injury, possible psychological reactions to injury, and psychological techniques during recovery are offered to all 1700 kinesiology and health science students in the School of Physical Education. In addition, my role as the sport psychology consultant on the sport medicine team (orthopaedics, dentistry, orthotics, etc.) hopefully enhances the medical services offered our 600 varsity athletes. Each year, interest in the psychology of sport injury seems to be increasing which presents a healthy challenge to those who have ties to both sport psychology and sports medicine.

Should others in the field be encouraged to integrate sport psychology and sports medicine? I would give a resounding affirmative response to this question because the two areas are so compatible. Are there challenges and roadblocks to this kind of integrated work? Yes, very definitely. We must be aware of the heavy demands and expectations from both knowledge bases and the inherent dilemma of the practitioner/researcher model. There is also the question of the possible dilution of knowledge of one or both areas and this is a legitimate caution about this kind of "split personality." The cost/benefits of this kind of approach to advanced academic study are quite evident, but if this is an appealing challenge, then I hope more of our students will embrace it.

THE UNIVERSITY OF BIRMINGHAM

SCHOOL OF SPORT AND EXERCISE SCIENCES
POSTDOCTORAL FELLOWSHIP IN SPORT PSYCHOLOGY

A two-year postdoctoral fellowship is available in Sport Psychology in the School of Sport and Exercise Sciences at the University of Birmingham, England. The person appointed will work with Professor Joan Duda and carry out research on motivation and other aspects of Sport Psychology. Other members of the sport psychology research team at Birmingham include one Lecturer, Dr. Steven Bray, and four post-graduate (Ph.D.) students. Evidence of published research and strong writing and statistical skills are desired from successful candidates for this post.

The School of Sport and Exercise Sciences at Birmingham has been distinguished by its accomplishments in and commitment to scholarship. It was rated 5A in the last national Research Assessment Exercise. This was the highest research rating achieved by any Sport and Exercise Sciences department in the United Kingdom.

This post is available from January 2000 (Fall 2000 start date preferred). Salary will be *L* 16,286 - *L* 18,185. For further information, contact Professor Joan Duda at the School of Sport and Exercise Sciences, University of Birmingham, Edgbaston, Birmingham B15 2TT, England. Professor Duda is currently on sabbatical leave (through December 1999) at the University of Valencia, Spain, and her e-mail address is joan.duda@uv.es

Point/Counterpoint

The Issue of Accreditation: A Graduate Student Perspective

The accreditation of graduate programs by AAASP has been a topic of great debate among the members of AAASP. This segment of Point/Counterpoint focuses on the views of accreditation from the student perspective. Justine Reel, AAASP Student Representative from the University of North Carolina, Greensboro, provides a brief overview of accreditation. Two doctoral students, Sam Zizzi from the University of West Virginia and Christy Greenleaf from the University of North Carolina, Greensboro, then share two differing perspectives on accreditation. Sam presents the benefits of accreditation while Christy highlights some concerns. Both raise some very important and interesting points for consideration.

Accreditation Overview by Justine Reel, 1999 Student Representative

The sport and exercise psychology field is in a precarious position. Student interest in sport and exercise psychology careers is overwhelming in comparison to the number of full-time applied sport and exercise psychology positions. Simultaneously, there is great variability in the preparation provided at various graduate-training programs. A Graduate Training Committee (GTC) has been created to address issues regarding graduate preparation for those interested in becoming an AAASP Certified Consultant. Accreditation is one way of standardizing graduate training in sport and exercise psychology. Accreditation is not the same as certification. Accreditation involves the competencies of a training program, whereas certification and licensure involve examining the competencies of individuals.

As the AAASP Student Representative and member of the GTC, I polled students about their perspectives on a variety of issues including accreditation. A total of 120 students completed the survey. While it was clear that the most pressing concern for students was the lack of jobs for both academic and applied positions, I focused on responses related to the accreditation item for this overview.

There were five categorical responses to the open-ended questions, "What is your understanding about the potential benefits/disadvantages of introducing accreditation to the sport psychology field? Would you vote for accreditation?" In response to these questions on accreditation, 42 students (35%) responded in a positive manner toward accreditation, 18 (15%) responded in a negative manner, and 10 students (8%) noted both benefits and disadvantages of accreditation. Interestingly, 50 students (42%) responded in a way that indicated a misunderstanding between the accreditation and certification. The findings suggest that students who are confused about the implications of accreditation outnumber those who have adopted a positive or negative stance. Hopefully, the comments presented by Sam and Christy help to bring some clarity to the issue of accreditation.

Despite a great deal of discussion given to the issue of accreditation during the last few years, little progress has been made. Yet this issue remains important as recent research in the area of graduate training has identified specific deficits, particularly in clinical training. As a professional organization, we must ensure proper training of graduate students in sport and exercise psychology. It is important to consider the potential impact of accreditation on graduate training and ultimately on the entire field of sport and exercise psychology.

Potential Benefits of Accreditation in Sport and Exercise Psychology by Sam Zizzi

1. Accreditation will provide face validity and program balance. To administrators and to students, the term "accredited program" has a nice ring to it. This term suggests a legitimate training program where students get prepared to pursue a given career. Across campus, programs would gain recognition from other departments, and most importantly, interested students would find direction and comfort in the

Point/Counterpoint: Accreditation (continued)

accreditation standards. Imagine for a moment the typical students who enroll into Master's programs in sport and exercise psychology. More than likely, they have a high level of interest in sports, with experience as an athlete at some level, and they have an interest in psychology and/or kinesiology as well. Beyond that, there is great diversity in most students' minds as to what exactly they want to accomplish with their degree. Some students may want to coach, many are interested in consulting/counseling athletes, and others might prefer an academic position.

Given this diversity, we cannot count on entry level graduate students to understand the experiences they need to be trained effectively. Individual programs are responsible for providing adequate training, but AAASP is responsible for providing guidelines for sport and exercise psychology competencies. The certification guidelines outlined by AAASP can serve as the foundation for specific curriculum guides for individual programs. With more detailed and consistent guidelines in place, each student can expect to be trained adequately in relevant course work (i.e., research methodology, sport sociology, counseling skills, etc.), and to conduct research and applied interventions competently. Standardizing training relative to the core course work and experiences that are provided in each program will alleviate much of this confusion. With accreditation as a general guide, students can then comfortably choose programs based on more specific career interests (e.g., exercise adherence, performance enhancement, or coaching).

2. Structured, supervised experiences in applied settings would evolve. One of the primary complaints I have heard voiced by students at the last four AAASP conferences is a lack of structured applied experience in their graduate programs. I have been amazed to discover that most students have had to completely create their own opportunities with teams and individuals without adequate supervision. In discussions with a variety of students at a variety of programs, this unstructured, unsupervised experience seemed to be the norm not the exception. In support, the most recent publication by the AAASP Graduate Tracking Committee (Andersen et al., 1997) reports that an unacceptably high percentage of advanced degree recipients whose primary course of study involved sport performance enhancement consulting did not have any practicum or internship experiences in their graduate programs. Further, research has also suggested that few graduate programs appear to be meeting the students' perceived needs for structured, applied training (Andersen & Williams-Rice, 1996).

The current "patchwork" training model is outdated and does not meet the current evolution of the field. Consider for a moment the training programs of students in athletic training, school psychology, counseling psychology, and clinical psychology. All of these disciplines rely on structured, supervised experiences to train their students. Why, then, do we place the responsibility on the student (in most cases) to create his or her own experience? To develop a new standard for applied training in sport and exercise psychology, it will be necessary to develop a more formal model through which students may obtain supervised experience. Of all the areas that accreditation may cover in sport and exercise psychology (i.e., course work, research experience, teaching experience, applied work), the area of supervised applied experiences appears to be lacking the most and may require the most effort to establish a more effective, formal model of training to meet the current demands of the students.

3. Programs will begin to "graduate" students into AAASP Certification. Underneath the face validity that accreditation would provide lies the much more important issue of the overall quality of training and understanding who our programs are graduating. We must recognize that the reputation of sport and exercise psychology as a legitimate profession is at risk each time poorly trained individuals interact with coaches and athletes. Committing to the process of raising the overall level of training to a point where programs at the minimum prepare students for AAASP certification would greatly improve our standard of training. What is the point of having certification criteria if we don't have comprehensive programs to

Point/Counterpoint: Accreditation (continued)

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support the guidelines? Perhaps in the future, the average student will resemble someone who is prepared to apply for AAASP Certification upon graduation instead of someone with scattered coursework and only half of the supervised experience they need.

Think of the possible ramifications of this increased level of competence that could result from accreditation. The "standard" student would get a balanced, science-practice training and would be prepared to handle a variety of applied situations. Each "standard" interaction with a coach, an individual athlete or exerciser, a team, or a class of students will be improved. The overall "standard" of service would reach a higher level due to the increased competencies and interdisciplinary focus. Satisfaction with sport and exercise psychology services would likely improve, and requests for consultations would increase. Remember, we must be comfortable with how we are training individuals to teach and practice sport and exercise psychology. Focusing on the process of accreditation shows that we (as a field) accept responsibility for the practitioners we produce. Accreditation, very realistically, would set a new and higher standard of training for applied sport and exercise psychology.

Conclusion

Without training programs to support it, AAASP certification becomes more arbitrary and meaningless with each passing year. Students continue to patch together piecemeal coursework and unsupervised applied experiences in an effort to become competently trained. If we choose not to devote our resources to improving graduate training, I fear we are headed down the wrong path as we approach the millennium. So let's just do it - not next year, not in two years, but now. Let's use the resources of the Graduate Training Committee to identify the core curriculum, research, and applied experiences necessary to competently train students in pursuit of AAASP Certification. Then, let's start the process of change and improvement. Sure there are departmental and financial roadblocks that must be overcome in order for accreditation to be established, but every other field that has attempted the process (e.g., psychology, athletic training) has already faced and conquered similar obstacles. Further, each of these fields has benefitted and grown from the overall improved training provided by accreditation (Roth, 1989; Zellman, Johansen, & Van Winkle, 1994).

What are we afraid of? Why are we so scared to examine our strengths and weaknesses as a field and commit to improvement? Would we suggest to the athletes with whom we are working that they wait around for about five to ten years to improve themselves until it becomes convenient or "more feasible?" Would we suggest that they shy away from a critical self-examination? This is essentially what the field has been doing - waiting and becoming stagnant. As a student, it has been frustrating to engage in the same conversations and meetings at each AAASP conference for the last four years. It is time to stop talking about accreditation and time to begin a commitment to increasing the comprehensiveness and overall level of graduate training to ensure that the field of applied sport and exercise psychology continues to grow in the right direction.

The Concerns about Accreditation in Sport and Exercise Psychology by Christy Greenleaf

While understanding the rationale for moving towards accreditation of sport and exercise psychology programs (e.g., ensuring quality programs, providing experiences for AAASP certification), I have several major reservations about accreditation. The concerns I have are related to the logistics of the accreditation process, conceptual arguments for accreditation, and the impact of accreditation on the development of the field of sport and exercise psychology. After presenting my concerns, I offer a few suggestions both for AAASP and for students.

Point/Counterpoint: Accreditation (continued)

Logistical concerns.

Many of my concerns about accreditation are related to practical issues, such as cost, personnel, legal issues, inter-departmental relationships, and the international nature of AAASP. My first concern is the cost of program accreditation, both to AAASP and to individual graduate programs. Potential costs to AAASP for accreditation of graduate programs include extensive paperwork and documentation of the accreditation process, required visits to graduate programs by members of the accreditation commission, and legal fees. It is unclear how AAASP plans to cover the costs of the accreditation process and if AAASP is in the financial position to undertake this process. Additionally, what is the potential cost to individual programs and will individual sport and exercise psychology programs be willing to pay for the accreditation process?

Personnel resources are a second area of concern. Who will do the accrediting? Several helping professional organizations that accredit programs, such as the American Psychological Association (APA) and the American Counseling Association (ACA), have accreditation commissions. These commissions are responsible for conducting site visits to programs applying for accreditation, reviewing applications for accreditation, and awarding accreditation to graduate programs meeting specified guidelines. The APA's Committee on Accreditation (CoA), for example, consists of 21 members representing groups with an interest in the accreditation process, including chairs of graduate programs, independent psychologists, university psychologists, internship programs' representatives, non-psychologists (who represent the public interest) and graduate students. Who will make up AAASP's accreditation commission and how will these people be chosen? Another concern related to the issue of personnel resources is the considerable time commitment that will be involved in the extensive documentation and site visits required for program accreditation. Does AAASP have enough personnel willing to make such time commitments?

A third logistical concern involves the issues of AAASP's legal and financial strength. If AAASP's legitimacy as a professional organization for accrediting graduate programs in sport and exercise psychology is challenged legally, do we have the political, financial, and legal resources to fight that battle? In a similar vein, does AAASP have the political, financial, and legal resources and clout to enforce accreditation decisions?

A fourth, and perhaps more serious concern, is the fact that sport and exercise psychology programs are unique in that they are housed in a variety of departments, schools, and colleges, including psychology departments, exercise and sport science departments, schools of education, schools of health and human performance, and colleges of arts and sciences. Is it possible to accredit programs located across different departments, schools, and colleges? Additionally, if AAASP accreditation is based on certification criteria, then it would seem as though graduate programs would have to guarantee access to course work in exercise and sport science and counseling or psychology. How many programs can make that guarantee? It is especially difficult for graduate students in exercise and sport science programs to be guaranteed the opportunity to take the necessary courses in counseling or psychology, as often those courses are restricted to counseling/psychology "majors only." Additionally, the relationship between departments (e.g., exercise and sport science, counseling, education, psychology) can change given new faculty and/or administrators. Fields like psychology, counseling, and physical therapy do have specialized program accreditation; however, unlike sport and exercise psychology, they are housed within one department, making standardization of training much more realistic.

Lastly, as an international organization, would an accreditation program be international in scope? If so, how will the differing educational systems be accommodated? We must be cognizant of differences between graduate education in the US, where there is a heavy emphasis on course work, and Canada, where graduate students take fewer courses with a heavier emphasis on research. It is evident that it would be quite difficult to develop accreditation criteria that could be met by programs in both the US

Point/Counterpoint: Accreditation (continued)

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and Canada given the differences in the structure of graduate education. Are international standards possible without infringing on the autonomy of national sport and exercise psychology organizations that exist in countries such as Armenia, Australia, France, Japan, and Korea?

One argument I have heard for accreditation is that other helping professions (such as psychology, counseling, and physical therapy) have benefited from specialized program accreditation. I see four major factors that differentiate those fields from sport and exercise psychology and summarize logistical barriers to AAASP accreditation. First, the professional organizations of these fields have much larger memberships (i.e., APA has over 159,000 members, and ACA has over 55,000 members), while AAASP has just over 1000 members. Given the differences in membership, those organizations also have more financial, personnel, and legal resources than AAASP. Second, as I previously mentioned, programs in these fields are within one department, unlike sport and exercise psychology which is currently housed in several different departments and schools. Third, the professional organizations that accredit programs are national, not international like AAASP. Finally, these professions have national and/or state licensing which has been initiated by public interest and can be enforced, unlike current AAASP certification.

Conceptual concerns.

Another common argument for accreditation of sport and exercise psychology programs is that it will lead to more jobs. I disagree with this argument for several reasons. First, there is little public demand for accreditation, which seems to have preceded accreditation in other fields like psychology. Second, currently, the general public, including coaches, administrators, and athletes are unfamiliar with AAASP and few know what being a "Certified Consultant, AAASP" means. Why will graduating from an AAASP accredited program, which will help a graduate meet certification criteria, be any more meaningful to future employers than being a "CC, AAASP?" The one exception in this area is the USOC sport and exercise psychology registry, which requires that members are certified consultants in AAASP. Yet, most of those on the USOC registry are not employed full-time through their membership, and in fact, they are not to use membership in the registry to advertise or enhance their careers. Finally, accreditation is geared towards improving graduate training for applied sport and exercise psychology (that is, direct intervention with athletes, teams, coaches, parents, and administrators), yet most sport and exercise psychology jobs are in academia. While the potential for applied sport and exercise psychology jobs seems relatively untapped, I have seen little information on how accrediting graduate programs in sport and exercise psychology will lead to an increase in jobs in applied settings.

Impact of accreditation on the development of the field.

The final area of my concern is the impact that accreditation will have on the development of the field of sport and exercise psychology. As several people that I spoke with suggested, accreditation assumes that there is one "correct" model for training sport and exercise psychology graduate students. Currently, students have many options and great flexibility in designing their graduate training to meet their career goals. While this places much responsibility on the student, it also allows the student to control his or her own future. Accreditation would limit the current flexibility in graduate training. Additionally, I see the loss of many programs if we move in the direction of accreditation. Given the budget crunches of many universities, departments may simply decide to cut sport and exercise psychology if it does not meet accreditation criteria. This may be especially true of programs with only one faculty member. Although there are many programs with only one sport and exercise psychology faculty member, I do not see the logic in assuming that these programs are not of high quality and cannot provide quality training simply because of this. If these programs were lost, that would also mean fewer job opportunities

Point/Counterpoint: Accreditation (continued)

in academia.

The potential loss of programs not meeting AAASP accreditation criteria also means that there will be more competition and higher standards to get into programs that are accredited. This is one consequence that, while not necessarily negative, I do not think that many students have considered. If students are not already in quality programs, have they considered the difficulty of getting into an accredited program that may have even tougher standards?

Suggestions.

I am not opposed to monitoring the quality of graduate training and providing the following suggestions for AAASP as alternatives to program accreditation. (1) The Directory of Graduate Programs is a valuable resource for students interested in pursuing a graduate degree in sport and exercise psychology. One idea (compliments of Thad) for future editions of the directory is to list each program's ability to provide experiences meeting AAASP certification criteria - something like a consumer report. Students interested in attaining AAASP certification would be able to use that information in making their decisions. Second, the American College of Sport Medicine (ACSM) has made certification of individuals work - maybe we should look into how they have done it. ACSM certification requires passing a written test of knowledge and a practical exam to measure hands-on skills. Additionally, individuals are reviewed every four years to ensure ongoing competence and standards and are required to earn continuing education credits. A unique aspect of ACSM certification is that there are different tracks (clinical and health and fitness) and different levels of certification. This seems like a good approach and more in line with what AAASP has currently in place.

Here are some suggestions for students interested in pursuing a career in sport and exercise psychology. First, be proactive in deciding on a graduate program - including serious contemplation about their career goals, talking to current and former students, asking specific questions to program directors, and visiting programs. These suggestions are nothing new; as a matter of fact they are in the Directory of Graduate Programs. Second, closely examine your career goals and look into programs that will meet your needs. The "Graduate Training and Career Possibilities in Exercise and Sport and Exercise Psychology" booklet provides valuable information for students considering entering the field of sport and exercise psychology. It clearly states that a doctoral degree is required for most career tracks and that very few full time athlete-consulting positions exist. Somehow this information is not getting to students. The number of students with unrealistic expectations about careers in sport and exercise psychology has surprised me. Many students believe that they will be able to get an applied sport and exercise psychology job (that pays money) with only a master's degree in sport and exercise science. Some students seem to have entered graduate programs without doing much research into the program before hand.

In summary, I have many reservations about moving toward AAASP accreditation of graduate programs in sport and exercise psychology including logistical concerns, uncertainty about conceptual arguments for accreditation, and the impact of accreditation on the development of sport and exercise psychology in higher education. While I am not opposed to monitoring the quality of graduate training, I do not feel that AAASP is in a position to accredit graduate programs or that it will be beneficial to the future of the field of sport and exercise psychology.

I would like to thank Dr. Penny McCullagh, Thad Leffingwell, and Shelley Wiechman for their insights and thoughts on the topic of accreditation.

2000 Conference Preview

“Music City 2000”

Music City 2000 is the theme for the 15th annual AAASP conference to be held in Nashville, TN on October 18-22 next year. Known as the “Country Music Capital of the World,” Nashville is considered the mecca for aspiring musicians from country to bluegrass to blues to rock-n-roll. You can catch the trolley to famed Music Row and the Country Music Hall of Fame and Museum. A short walk away is the legendary RCA Studio B where Elvis, Dolly, and Waylon have recorded, as well as 90’s stars LeAnn Rimes and Garth Brooks. If all this has you hankerin’ to cut your own cheatin’ heart tape or video, stop at the You’re a Star Recording Studio to go home with a lasting memory of your trip to Music City.

From Music Row, head downtown for a visit to the historical Ryman Auditorium, where the Grand Ole Opry performed from 1943 to 1974. Stop next door at Tootsie’s Orchid Lounge, the famed watering hole for Grand Ole Opry stars where faded pictures of legends line the walls, and where Hank Sr. used to sneak to across the alley and into the back door after performances. Top off your evening with some serious boot-scootin’ at the Wildhorse Saloon’s 3300 square foot dance floor where line dance lessons are offered daily.

The Wildhorse is located in The District, a 16-block downtown area packed with restaurants, boutiques, and nightclubs. Country is not the only song that Music City has to sing. The blues have been a mainstay in Nashville since the 50’s nightclubs boasted Little Richard, Ray Charles, and Muddy Waters. Rhythm, blues, soul, and alternative music are abundant along the famed Printer’s Alley in such clubs as the Bourbon Street Blues and Boogie Bar and the Bluebird Cafe.

Head down to the riverfront and take a riverboat or water taxi down-river to the sprawling Opryland complex, with its nine acres of indoor gardens, shops, and restaurants. Or shop ‘til you drop in the brand new Opry Mills shopping and entertainment complex. Or go for lunch or dinner on the Music City Queen or General Jackson Showboat, a four-deck paddle-wheeler that features live entertainment on all cruises. Spend your Friday evening at the world-famous Grand Ole Opry, the longest-running radio show in the world, where you can see superstars, legends, and hot new stars perform.

A short drive will get to some of Nashville’s cultural attractions such as the Bell Meade Plantation, an antebellum mansion; the Hermitage, the plantation home of Andrew Jackson; and the Parthenon, a full-scale replica of the famous Greek temple which houses a fine art gallery. Sporting activities in Nashville abound. The NHL Predators now play in Nashville, and the Tennessee Titans (former Houston Oilers) reside in a new state-of-the-art stadium on the downtown riverbank. The AAASP golf tournament will be held at the Legends Club of Tennessee built by Tom Kite and Bob Cupp, where the fall foliage should be spectacular.

The AAASP conference will be hosted by the Sheraton-Music City Hotel, a stately 410 room Georgian-style manor. Convenient to the airport, downtown Nashville, the Grand Ole Opry and Opryland, and all major interstates, the Sheraton offers complimentary airport shuttle, free parking, and shuttle service to all major attractions. With indoor pool, health club facilities, and lighted tennis courts for our physical activity-minded members, to the Veranda Piano Bar and Coyote’s Night Club for our leisure activity-minded members, the Sheraton will meet all the needs of AAASP.

SO... ya’ll come to Nashville next fall - and don’t break my achy-breaky heart by not showin’ up.

Robin Vealey
2000 Conference Coordinator

Book Review

**Winning the Mental Way: A practical guide to team building and mental training
by Karlene Sugarman, M.A. (1998).
Reviewed by: Jerry Sandberg, M.A.**

Winning the Mental Way by Karlene Sugarman, M.A., was published in December, 1998, by Step Up Publishing. This book was written with the coach and athlete in mind who want a comprehensive and foundational guide to team building and mental training. I found this book to be particularly good at troubleshooting potential problems that may arise in individual athlete and within the team as a unit. I found both the quotes and comments coming from individual athletes who are or have been at the elite level of sports both informative and captivating. The quotes and vignettes taken from other sources such as Eastern philosophy, were quite inspiring at times, insightful and served as great examples for the points being discussed. Sugarman includes many of the most successfully used techniques in applied sport psychology and the theories of many of the most successful practitioners in the field.

Sugarman's book is essentially divided into two sections, one on team building and the other on mental training. The first chapter sets the tone for the book by describing the characteristics of a peak performance and then the second through the sixth chapters emphasize the different aspects of team building. Chapter seven is a transition chapter that discusses the importance of mission statements both individually and as a team, and the last seven chapters concentrate on the acquisition of effective mental skills.

There are many books available that attempt to share the tools that lead to effective mental preparation for the athlete. There are not too many, however, that attempt to use this approach from the vantage point of enhancing team mental skills. It is my feeling that Sugarman does a praiseworthy job in parts of this book in her attempt to present this approach successfully. It is my contention, however, that she falls short of her overall goal to

make this an effective practical guide for both team building and mental training.

Sugarman does a commendable job in four areas. First, she does a great job describing the optimal mental state for each aspect of team building and her description of what it is like to be "in a flow state." Even for the experienced athlete, this is particularly well done. Where she falls short however, is that she does not spend enough time on how to reach these optimal states. It is not that she is missing the ingredients of effective team building or why team building is important; but rather, she does not adequately address the different approaches on how to optimize team building. There are many exceptional team building and cohesion exercises which could be included that would aid the coach and team in improving in this area. Unfortunately, the author chose to include only six exercises.

The mental training section is the stronger of the two sections of the book. In particular, the chapters on mission statements, goal setting, imagery and handling adversity are especially strong because they include not only excellent background information but also good descriptions of what is to be accomplished as well. What makes these particularly effective is the up front and poignant examples and suggestions of how to approach these techniques combined with what the benefits might be if these areas are pursued. Unfortunately, not all the chapters in this section are equally as thorough. For example, both the stress and relaxation, and positive self-talk sections give the reader the most rudimentary theories on the subject and are very thin in suggested exercises, much like the earlier chapters in the book. Third, overall the book is well-written. For the most part it is easy to follow, engrossing at times and easy for the coach and athlete, who do not have much experience in

Review - Winning the Mental Way

continued from page 27

these areas, to understand. For example, the chapter on concentration is very well organized by beginning with a clear definition of the topic, followed by how focus can be disrupted, ways to improve an athlete's concentration, and then concludes with how to refocus. This format is quite effective in a number of chapters and gives the reader a clear purpose of what they are trying to achieve. As I stated earlier, the quotes and vignettes are both engrossing and quite timely. They provide the reader with a sense of confidence that the techniques are useful, aids in visualizing the purpose and gives validation to each aspect of the mental training. For example, in the "Getting It Together" chapter, the United States Rower Don Smith says, "Man for man we're at least as good as anybody else. It's how we blend together that will make the difference." This quote summed up nicely the point the author was addressing.

Certain chapters, such as the concentration and motivation, are difficult to follow. This is due to the author's attempt to consolidate all the pertinent material into short paragraphs. In some cases, material is introduced but not fully integrated into the overall discussion or application of the topic. Such an approach tends to give the reader the impression that material is being included because it should but unfortunately how all the pieces fit together is not actually addressed.

Sugarman organized the book itself very well. The table of contents reveals that the chapters are organized so that the athlete will initially be introduced to one of the ultimate goals in sport performance (peak performance). The perspective then broadens to tackle important team-oriented issues and concludes with mental skills that can be used on an individual and/or team level. In addition, the book does include a wealth of information in each chapter. The problem, however, is that the material is not always presented comprehensively enough. As a result, the questions that the more inquisitive reader may ask such as "Is it as easy as this?", "Does this work differently when used with individuals versus teams?" or "Okay, but what if I tried that approach and it did not work for

our team?" are left unanswered. Finally, some passages in the book are rather biased in tone in relation to such topics as what is the optimum way to think, carry oneself individually and on a team, be motivated, etc. This impression of 'you better do it this way or else' can lead some athletes to creating potential problems for themselves rather than aiding in their improvement, especially if they tend to overanalyze.

In summary, this book would be valuable for the coach or athlete as a comprehensive introduction to team building and mental training and will provide them with both good insight and how to identify potential problems in performance. It does not, however, give enough practical suggestions and exercises to enhance team building or cohesion. It is also not satisfying to the more educated reader who is looking for the most current information on applied sport psychology, especially in the areas of motivation, stress and relaxation, and communication. In addition, the brief explanations of the topics in each chapter may give the uneducated reader the impression that sport psychology does have quick fixes or set recipes of what works and what doesn't work. In conclusion, this book seems to have trouble deciding whether it is a book on the theories of sport psychology or whether it is a practical guide. The impression left with this reader is that if the author did not try to cover so much ground and went more in depth on specific aspects of team building and mental training, that it would be a much stronger book and appeal to a wider audience.

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Congratulations
to
Dr. John Heil,
a new AAASP Fellow
.....

SIG's!!

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AAASP members have asked to explore the development of Special Interest Groups (SIG) on specific topics related to the missions of AAASP. The SIG function is to stimulate scholarly and professional growth and interest in a particular, focused topic. If ten or more AAASP members initiate a request, by petition to and approval of the AAASP Executive Board, then a SIG on a specific topic may be formed.

Two SIG's have been formed:

Eye Movement Desensitization Reprocessing (EMDR) has been formed with 15 members - if you are interested in this topic and this SIG, please contact: Dr. Sandra Foster (samrolf@aol.com)

Qualitative methods has formed with 22 members - if you are interested in this topic and this SIG, please contact: Ms. Helen Hooper (h.hooper@mmu.ac.uk)

If AAASP members wish to form a new SIG they must:

Request the AAASP Executive Board consider forming a new SIG (in writing). Include a description of the SIG topic focus, identify a SIG coordinator and obtain and submit at least 10 current AAASP member signatures. Please forward those requests to the AAASP Publications Director. Potential new SIG's will be presented for consideration at the next AAASP Executive Board meeting.

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AAASP Certified Consultants Link

The AAASP Executive Board has approved the concept of linking from the AAASP web site to AAASP Certified Consultants' web sites. To initiate this process please send a written request to the AAASP Publications Director. Upon receiving the request, the AAASP Certified Consultant will be asked to sign a letter indicating they are in compliance with all AAASP guidelines regarding ethics, nondiscriminatory practices and professional practices. The AAASP Certified Consultant's web site will be reviewed, and after approval, the AAASP Web Master will provide a link from the AAASP web site to the consultant's web site. Written requests for this service to AAASP Certified Consultants will begin being reviewed on January 1, 2000.

AAASP Committees 1999-2000

Health Psychology

Carole Oglesby (Chair)
Emily Claspell
Burt Giges
Ed Etzel
Devin Riley

Social Psychology

Vicki Ebbeck (Chair)
Susan Levy
Jeff Martin
Tom Raedeke
Dan Wann
Lavon Williams

Intervention/Performance Enhancement

Trent Petrie (Chair)
Lois Butcher
Greg Dale
Beth Howlett
Scott Martin
Tommie Lee White

Certification

Damon Burton (Chair)
Heather Barber
Karen Cogan
Frank Perna
Ralph Vernacchia

Continuing Education

Gloria Solomon (Chair)
Leslee Fisher
Frank Gardner
Bart Lerner
Tony McGroarty
Debra Rhea
Dawn Stephens
Kevin Stefanek

Graduate Training

John Silva (Chair) David Conroy
Allen Cornelius Alan Cornspan
Heather Deaner Chris Lantz
Bart Lerner Sean McCann
Bob McGowan Shane Murphy
Justine Reel Michael Sachs
Jim Taylor Robin Vealey
Bob Weinberg

International Relations

Gloria Balague (Chair)
Joan Duda
Susan Jackson
Mi-Sook Kim

Development

Diane Finley (Chair)
Debra Ballinger
Sean McCann
John Noble

Ethics

Ed Etzel (Chair)
Sandra Foster
Charles Hardy
Robert Harmison
Kirsten Peterson
Jack Watson

Diversity

Doreen Greenberg
(Chair)
Steve Danish
Karen Cogan
Ruth Hall
Katie Kilty

Past-President's Council

John Silva
Robert Weinberg
Lawrence Brawley
Charles Hardy
Tara Scanlan
Maureen Weiss
Robin Vealey

Ronald Smith
Daniel Gould
Michael Sachs
Jean Williams
Penny McCullagh
Len Zaichkowsky

Certified Consultants

Susan Ziegler (Chair)
Mary Ann Kane
Tova Rubins
Craig Wisberg

Organization Outreach

Greg Dale (Chair)
Melissa Chase
Shirley Durtschier
Debbie Getty
Robert Harmison
Robert Long
Scott Martin
David Striegel

Committee Reports

Intervention/Performance Enhancement Report by Trent A. Petrie, Ph.D.

I want to start by thanking the I/PE Committee – Scott Martin, Greg Dale, Laura Finch, Tommie White, Beth Howlett, and Lois Butcher - for their help in making the 1999 conference a great success. They were integral in bringing great programs, from the keynote to the invited workshops, to the membership.

The I/PE keynote set the stage for a great conference - one that was exciting, innovative, thought provoking, and yes, entertaining. To a standing room only audience, Rick Sloan and Dan O'Brien gave us an insider view on the training of the world's greatest athlete. I was impressed with how Dan and Rick, with the help of their sport psychologist Jim Reardon, make sport psychology a part of what they do each day as they work together in pursuit of excellence. The keynote was followed by a panel discussion with Dan, Rick and Jim. I was very pleased that we had this opportunity to interact informally with the presenters and ask more indepth questions than were allowed in the actual keynote. The numerous positive comments that I and the other I/PE committee members received from you has strengthened our commitment to make sure that we have presenters of this caliber at every conference. If you have ideas on the selection of speakers, please feel free to contact me. As most of you already know, AAASP will be moving away from the concept of sections (social, health and I/PE) and toward a model that will better serve the professional needs of the organization. Although approval of the new organizational structure is still pending, the E-board is moving ahead in some areas. First, we will no longer have section keynotes at the conferences. Instead, the conference program committee will work together to bring in two to three distinguished speakers that represent the breadth of our scientist-practitioner organization. Second, beginning this year, conference proposals will no longer be submitted to sections.

Instead, you will be asked to select a thematic area that best represents the content of your proposal. This change from sections to themes will better correspond to the topics that are covered in our conference presentations. I strongly believe that these and other changes will make our organization more efficient in how we operate and more effective in how we serve you.

Again, if you have any feedback or questions, please feel free to contact me.

Health Psychology Committee Report by Carole Oglesby, Ph.D.

At the recent Banff Conference, the Health Psychology Section Committee expressed its absolute delight with the wonderful keynote address by Dr. Don Sabo and the quality of presentations by Association members in the 1999 conference. We offer sincere congratulations to all involved.

The main work of the Committee, during this last half of the year, has focused on the development of a definition statement which is shown below. This statement has been submitted for review to the Executive Board (no action requested as yet) and to the section members attending our open meeting at the Conference. It has been positively received to this time. We welcome any viewpoints on this statement from other members.

Health Psychology Definition Statement

The Health Psychology Section Committee has requested that the name of the section be changed to Health and Exercise Psychology. Inclusion of the terms health and exercise in the title suggests the applied and research emphasis of our committee, thus distinguishing this section from generic psychology and health sciences.

The major categories in health and exercise psychology are as follows:

1)health psychology; 2) exercise psychology; and 3)

Committee Reports

Health Psychology Report continued

Continued from p. 31

psychology of injury. Delineating topics important to health and exercise psychology, the creation of a taxonomy, will help AAASP members interested in the area self-identify, develop their research interests with awareness of areas of consensual guidelines among colleagues, and target submissions to AAASP conferences. Although agreed upon taxonomic elements are dynamic, such a structure will guide discussions about relationship-building with outside organizations (example APA Div. 38, Health Psychology), and will aid in discussions of appropriate content for inclusion in relevant texts and journals. The following is a preliminary list of topics classified under the three major categories.

I. Health Psychology

- a) Fitness and health
- b) Life stress and health
- c) Drug and alcohol abuse/addiction
- d) Eating disorders (body image, physique anxiety)
- e) Influence of sport/exercise on health outcomes (ex. HIV, CAD, Diabetes, ADDH)
- f) Active lifestyle/health relationships among culturally diverse groups

II. Exercise Psychology

- a) Exercise patterns and social/cultural diversity
- b) Barriers to exercise for health maintenance
- c) Adoption of adherence, and addiction, to exercise behavior
- d) Exercise across the lifespan
- e) Exercise and mood state
- f) Exercise as an adjunct to psychotherapy

III. Psychology of Athletic Injury

- a) Prevention of athletic injury (psychosocial predictors of injury)
- b) Athletic injury rehabilitation (adherence/social support)
- c) Emotional response and adjustment to injury
- d) Athletic identity and injury
- e) Interventions (psychological skill training) and injury
- f) Trauma in sport, trauma treatment through sport

Although these topics are grouped under three subject categories to provide a taxonomy, it is acknowledged that the categories are not discrete and are often interactional.

Social Psychology Committee Report by Vicki Ebbeck, Ph.D.

Informative and interesting presentations characterized the Social Psychology program at the 1999 AAASP conference. One of the best examples of the many quality sessions was the keynote address delivered by Dr. Michael Messner from the University of Southern California. Dr. Messner captivated the audience with a discussion of violence in men's sport. This important topic was delightfully explored through the interweaving of empirical findings and personal experiences. In addition, the newly adopted format at AAASP of following a keynote address with a keynote panel discussion facilitated a free exchange of ideas between Dr. Messner and the audience who capitalized on the opportunity to ask questions about specific areas of interest. Many individuals in attendance were determined to further familiarize themselves with Dr. Messner's impressive collection of work when they returned home. Conference attendees also enjoyed an extensive array of symposia, colloquia, lectures, posters, and workshops. Individuals who were unable to make the trip to Banff should remember that the conference abstracts can be purchased from Dr. Cynthia Pemberton, AAASP Publications Director, upon request.

Of course, we need to recognize those individuals who worked so hard to ensure that the conference was a success. Robert Brustad has made significant contributions not only as the Program Chair of this year's conference, but also as Chair of the Social Psychology section over the past three years. We will miss Bru's impressive work ethic and great story telling abilities. Other outgoing members of the Social Psychology committee include Mary Walling Fry and Jay Deiters, whose service to the

Committee Reports

Social Psychology Report continued

committee has been greatly appreciated. Two newly appointed members to the committee include Tom Raedeke at East Carolina University and Susan Levy (student representative) at Oregon State University. They will join the current committee members of Dan Wann, Lavon Williams, and Jeff Martin. I am also delighted to be joining this committee and encourage any members to contact me with suggestions, comments, or concerns as we embark on what undoubtedly will be a very exciting year.

Certified Consultants Committee Report by Sue Ziegler, Ph.D.

The Certified Consultants Committee discussed numerous ideas which would support the Certified Consultants.

The Committee developed three objectives for the year. These include:

1. To develop a database of certified consultants and to determine their geographical location, areas of specialization, sports, as well as the age groups and gender of their clients. This database could then serve as a valuable resource for consultation. Data will be collected via a consultant's survey and then made available to the membership.
2. To develop an inventory of sport organizations to be contacted to determine their interest in consultants, speakers, workshops, etc. Consultants will be asked to assist us in identifying these organizations via the AAASP consultant's survey.
3. To determine the type of services the certified consultants would like to receive from AAASP. The consultant's survey includes a listing of potential services and provides consultants with an opportunity to identify other types of initiatives they feel would be useful in their professional development.

The Committee welcomes input from all AAASP members. Please contact Sue Ziegler (s.ziegler@csuohio.edu).

Graduate Training Committee Report by John Silva, Ph.D.

The Graduate Training Committee (GTC) held a series of productive meetings before and during the AAASP conference in Banff, Alberta, September 21-26, 1999. The committee is reviewing various options designed for graduate students interested in a career in sport psychology. There are three subcommittees within the GTC: 1) Options for Establishing and Enhancing Training Standards (David Conroy - Penn State), 2) Existing Models for Education and Training of Graduate Students (Justine Reel - UNC-G), 3) Implementation Options for Enhancing Graduate Training in Sport Psychology (Allen Cornelius - Springfield College). Each of the subcommittee chairs made a formal report to the committee based on information gathered over the past several months. An interim report from each subcommittee will be presented in draft form by December 1, 1999, followed by a draft of an Action Report from the GTC which will be discussed in the early spring of 2000. The final draft of the Action Report will be circulated to the following groups for feedback: 1) a Student Advisory Board composed of 10 student members, 2) the AAASP Executive Board, 3) the Past Presidents' Council. Following receipt of feedback from each of these groups by May 1, 2000, the GTC will place the Action Report in final form and submit the document for approval. Any AAASP student member interested in being considered for inclusion in the Student Advisory Board should e-mail Justine Reel (jjreel@uncg.edu) and John Silva (silva@unc.edu).

Ethics Committee Report by Ed Etzel, Ph.D.

The committee met with President Myers concerning ethics committee initiatives. We discussed implications of proposed AAASP organizational realignment as related to Ethics Committee (EC) functions.

The EC is seeking input from the membership relative to

Committee Reports

Ethics Committee Report continued

Continued from p. 33

potential revisions to the Ethics Code along the lines of a similar initiative being undertaken by APA. The EC has created a survey, similar to Petitpas et al., 1994, that will be mailed to the membership seeking suggestions about ethics code revisions. This should be mailed within the next month or so. Request for AAASP funding of the survey will be submitted to Jim Whelan.

The EC heard from Sandra Foster about the possible inclusion of guidelines for culturally competent practice and education and research into the code. Foster and Harmison presented at the Banff convention on this topic.

Watson discussed ethical considerations relative to the use of telehealth technologies (e.g., Internet) by members. EC members may submit a proposal to present a CE program or regular program at the Nashville conference.

Organization/Outreach Committee

Report by Gregory Dale, Ph.D.

The Organization/Outreach committee met at Banff and had a very productive meeting. We narrowed down our many ideas to a couple of key initiatives for the upcoming year.

1. We will be developing a database of various coaching organizations at all levels. We will contact these organizations to determine dates for their conventions.
2. We will target two or three of these organizations and attempt to secure a spot on their program. We would then work with AAASP to identify key persons to make presentations at these conventions. These presenters would also have a booth on-site to provide literature on the field of sport psychology and talk with those in attendance. There was also discussion of developing a videotape about AAASP and sport psychology that could be used at these presentations as well.

Continuing Education Committee Report by Gloria B. Solomon, Ph.D.

The Continuing Education committee is pleased to report that the workshops held at the 1999 AAASP Conference in beautiful Banff drew on the expertise of seven sport psychology experts and generated stimulating discussions. Four workshops were offered: one 6-hour and three 3-hour workshops. The number of AAASP and/or APA members who participated in the pre-conference workshops was 95; this represents an increase of 6.3% over the count from last year. Considering the location of this conference, and overall attendance numbers, this was a great turnout. Additionally, 34 (36%) of the 95 participants requested APA credit; compared to last year this represents an 11% increase. This year's program included workshops on coaching the coaches in sport psychology skills, emotions and optimal athletic performance, coping with acute stress, and diversifying your sport psychology practice.

The success of this year's pre-conference workshops relied on the hard work of many people. I would like to extend my thanks to the workshop presenters for their contributions to the Continuing Education Program: Mark Anshel, Greg Dale, Sandra Foster, Kate Hays, Jeff Janssen, Ken Ravizza, and Yuri Hanin. The Continuing Education Committee, who serves as the review board for this important conference function, also deserves praise for their meticulous and detailed review of workshop proposals. Many thanks to Leslee Fisher, Chris Lantz, Bart Lerner, Tony McGroarty, Adam Naylor, Debbie Rhea, and Dawn Stephens. The committee terms for both Chris and Adam have ended, and I would like to specifically thank Chris for his service. Chris was instrumental in creating, administering, and analyzing the Continuing Education Survey sent to AAASP members earlier this year. Please direct your attention to the findings from this survey which are reported elsewhere in this newsletter. (See pp. 37-38). Our committee is in the process of inviting two new members who will join our efforts to meet the tasks set forth for the next year.

Committee Reports

Continuing Education Committee cont.

Finally, our gratitude is extended to Collette Hall and Sue Wilcox from Centennial Conference Services for their assistance in the on-site production of the CE workshops.

Although the major task of the CE committee is organizing and preparing the Continuing Education Workshops each year, the committee continually works on other projects.

There are several goals generated by the committee in conjunction with President Andy Meyers for the coming year. One, the information from the survey allowed us to identify the needs and interests of the AAASP membership. We will use this information to proactively solicit proposals on relevant topics to continue to increase the quality of pre-conference workshops. Two, we will continue to work with the Certification Committee to examine the linking of Continuing Education credit to AAASP certification and recertification. Three, as a committee we will critically evaluate the workshop proposal application and edit as necessary. Four, each workshop is subjected to a formal evaluation by the participants; we will examine that form and consider modifications. Finally the CE Manual, originally prepared by Laura Finch, will be amended based on changes that have occurred in the past three years and passed on to the incoming chair in the Fall of 2000.

One major objective each year is to solicit workshop proposals, conduct a formal review, and encourage participation. **Please refer to the AAASP web site for information regarding Continuing Education Proposals. Proposals must be postmarked by February 15, 2000.** Note that this date may be different from the submission deadline for all other AAASP conference abstract submissions.

The CE Committee encourages you to consider submitting a workshop proposal, or if you have ideas for work

shops, encourage experts in that area to submit a proposal. If you have any ideas or questions regarding the Continuing Education program, please contact me. We are looking forward to hearing your ideas, reviewing your proposals, and seeing you present or attend the pre-conference Continuing Education Workshops in Nashville next year!

Development Committee Report by Diane Finley, Ph.D.

The Development Committee is focusing on gathering information from the Board and former Board members about past activities of this committee. The committee is working on clarifying the mission of the committee and creating programs to fulfill that mission.

Two proposals are currently being explored. The first is a mechanism for raising funds from current members for a Speaker's Fund and Scholarship Fund. The second is a proposal for programming at the 2000 conference.

Website of Interest from Ellen Edgerton, Webmaster, Silent Edge

A mailing list on general abuse/harrassment in sport issues has been set up. This site will be an online forum to disseminate news and developments. If you are interested in starting or participating in discussions or talking about your work to the general public, please visit the signup page:

<http://www.onelist.com/community/abuse-in-sport>

**AN ATTRACTIVE PACKAGE TO
SPORT & EXERCISE PSYCHOLOGISTS:
SCIENTISTS & PRACTITIONERS**

In the year 2000, Sydney will host the Olympic Games. You can combine attending the Olympic Games with touring Australia and attending two world calibre congresses.



2000 Pre-Olympic Congress
International Congress on Sport, Science,
Sports Medicine and Physical Education
BRISBANE AUSTRALIA
7-13 SEPTEMBER 2000



The Organizing Committee of the 2000 Pre-Olympic Congress invites you to join in a celebration of sport, science, medicine, education and culture in the new millennium. To be held in Brisbane, Australia between 7-13 September, 2000. The Congress will appeal to all professionals interested in the science and practice of human movement.

The major international meeting is organized on behalf of the International Council of Sport Science and Physical Education (ICSSPE) and Sports Medicine Australia (SMA). Held once every four years, the Congress is an excellent opportunity to keep abreast of the latest findings and developments in the multidisciplinary sports industry. In 2000, the Organizing Committee will develop a unique program expanded to include representation from six specialized sports-related disciplines:

Pedagogy
Biophysical

Sports Medicine
Physical Therapies

Sociocultural & Psychology
Nutrition & Health Promotions

* Please indicate your interest in this important Congress by contacting: The Congress Manager, Sports Medicine Australia, P.O. Box 897, Belconnen ACT 2616. Telephone: (61) 2 62516944; Facsimile: (61) 2 62534189; or Email: smanat@sma.org.au or Congress Secretary, Ms. Amanda Costin, 2000 Pre-Olympic Congress, Queensland University of Technology, Kelvin Grove Campus, Locked Bag No. 2, RED HILLS Q LD 4059, Australia. Telephone: (61) 7 38645824; Facsimile: (61) 7 38649690 and Email: a.costin@qut.edu.au

THE BRAIN GAMES

35th Annual Conference of the Australian Psychological Society Ltd
(In Association with the International Society of Sport Psychology)
Canberra, Australia: 3-7 October, 2000

Combines work and pleasure by participating in this exciting Conference after attending the 2000 Olympic Games in Australia!

The Australian Psychological Society Ltd (APS) and the International Society of Sport Psychology (ISSP) takes pleasure in inviting you to participate as a presenter or delegate at the 35th APS Annual Conference. Scheduled for October, you will enjoy springtime in a city that is steeped in both Australian history and culture.

Offering a world-class program, rich in tropical and insightful perspective, the Conference will be relevant to an international psychology audience and related professions. Social events built into the program will provide delegates with the opportunity to network and see more of the Conference's host city.

* Should you like to be placed on the mailing list to obtain more information as it is released regarding the Conference, please contact the Conference Coordinator, The Australian Psychological Society, P. O. Box 126, CARLTON SOUTH, VICTORIA 3053, AUSTRALIA. Telephone: (61) 3 9663 6166; Facsimile: (61) 3 9663 6177; Email: confer@psychsociety.com.au or via the WWW: <http://www.psychsociety.com.au>

Continuing Education Survey Report - 1999

Gloria B. Solomon and Chris D. Lantz

The Continuing Education Committee, under the guidance of Chris Lantz and Gloria Solomon and with the assistance of Jim Whelan, created and administered a survey to the AAASP membership this year. As a committee, we were particularly interested in the needs and interests of AAASP members in terms of pre-conference Continuing Education Workshops. Of the 979 surveys mailed along with membership renewal forms, 218 members completed and returned the surveys, a response rate of 22.3%. We would like to report the results obtained in order to alert the membership to the perceived continuing education needs and to encourage members to submit Pre-conference Workshop Proposals for the 2000 conference next year in Nashville.

We would like to begin with a brief background description of the respondents. There were missing data in each category so the percentages will not necessarily add up to 100%. The majority reported expertise in Kinesiology and/or Psychology. There were 110 (50%) professionals and 84 (38%) students who responded; 40 (18.3%) indicated that they were AAASP Certified Consultants. Over ½ (n=115, 52.8%) held doctorate degrees and 70 (32.1%) earned masters degrees. Collectively, the respondents reported 4.96 years of AAASP membership, 3.49 AAASP conferences attended, .91 pre-conference workshops attended, and .08 pre-conference workshops presented. Of the 218 respondents, 138 (63.3%) indicated that they attended the 1998 conference in Hyannis. The data were collected prior to the most recent conference in Banff.

Individuals were asked to report on factors that most likely influenced their decision to attend a pre-conference workshop. Of the 11 factors, the highest ranking items in descending order included: interest of topic, applicability to practice, cost of extended stay, and reputation of presenter. Based on these factors, we as members of the Continuing Education Committee would like to take this information and present it to the membership in order to stimulate interest in both attending workshops and considering workshop submissions.

A section of the survey allowed for respondents to voice topics that they would be motivated to attend and also for recommended presenters. This latter information will be utilized by the committee to solicit workshop proposals that will then be formally reviewed by the entire committee. The topics recommended are presented here.

We hope that the list of workshop topics detailed below will serve to increase pre-conference workshop submissions for the Fall 2000 conference in Nashville. The proposal application will appear in the Winter newsletter and will be due by February 15, 2000. Many topics were recommended and a comprehensive list of suggestions is reported here in no particular order:

- athlete career transition
- biofeedback applications in sport psychology
- diversity issues
- communication across diverse populations
- team building techniques
- development of a sport psychology practice
- racism in sport
- adherence to rehabilitation
- mental imagery techniques
- aggression in sports

Continuing Education Survey Report - 1999

Continued from page 37

mental skills training for children
character development
fee structuring for professional services
internet and telephone consultations
mentoring graduate students
teaching sport psychology
coping with sport injuries
consulting with youth sport programs
psychological assessment tools for athletes
eating disorders
coach effectiveness training
working with administrators

We have tried to provide a thorough synopsis of requested workshop topics and hope that professional members of AAASP consider sharing their expertise by submitting a workshop proposal. We encourage you to submit additional topic suggestions and would like to hear from people willing to submit a proposal on any of the topics above.

If you would like more information about the Continuing Education component of AAASP, contact the CE Chair, Gloria B. Solomon at G.SOLOMON@TCU.EDU or 817-257-6866.

Winter Newsletter Deadline

The deadline for submitting information to be included in the Winter Newsletter is January 15, 2000. Please send information to:

Cynthia Pemberton
AAASP Publications Director
University of Missouri - Kansas City
Exercise Science Department
5100 Rockhill Road
Swinney Recreation Center 250
Kansas City, MO 64110-2499

or send via e-mail to Technical Editors:

cglastetter@cctr.umkc.edu

gregan@cctr.umkc.edu

(Preferred format: Microsoft Word)

Association for the Advancement of Applied Sport Psychology Spring Executive Board Meeting Minutes

11-12 April 1999

Attendance: Robin Vealey (President), Len Zaichkowsky (Past- President), Andy Meyers (President-Elect), Carole Oglesby (Health Psychology Section Head), Trent Petrie (Intervention/Performance Enhancement Section Head), Bob Brustad (Social Psychology Section Head), Cynthia Pemberton (Publications Director), Justin Reel (Student Representative), Jim Whelan (Secretary/Treasurer).

Call to Order. Vealey called the meeting to order, welcoming Board Members and introduced agenda for the meeting.

Secretary Treasurer Report. Whelan reported that the Association's assets totaled over \$275,000 and presented the '98 Financial Report. This report presented a new organization that had Association revenue and expenditures in four categories, Conference, Continuing Education, Operations, and Publications. One highlighted was the decreased revenue (\$8,689) and increased expenses (\$16,996) at the '98 Conference relative to '97 Conference. While the '98 Conference did generate income in excess of expenses, the net financial gain was less than previous years' net financial gain. Other highlights included: Continuing Education experienced a flat year, dues revenue exceeded operations by \$12,415, and revenue from the journal exceeded expenses by \$10,864.

Whelan discussed the need for prospective budgets for 2000. It was also recommended that policy was needed about making strategic revenue increases to cover cost of living increases in expenditures. In addition, the need for a fiscal plan for assets was discussed. Given our present assets, it was discussed that the Association maintains \$135,000 in Restricted Capital, \$65,000 in Unrestricted Capital and \$18,000 in Capital Reserves.

Motion: Meyers moved, Brustad seconded, that the association policy should reflect that the reserve capital fund that equals a one year association operation budget, that the budget include a capital reserve for equipment needs, and one-time expenses be funded from the Capital Reserves. Motion passed unanimously.

Motion: Meyers moved, Pemberton seconded, that 75% of year-end revenue in excess of expenditures, be considered Restricted Capital and that 25% be considered Unrestricted Capital until we reach the goal of a Restricted Capital fund that equals the projected annual operations cost. Once this goal is met, then the year-end revenue should be split evenly between these categories. . Motion passed unanimously.

Motion: Meyers moved, Pemberton seconded, that the Association adopt a policy to increase revenue generation in one of primary revenue lines period (i.e., dues, conference, publications) in two years of any three year period in order to take into account anticipate cost of living and profit-loss conditions of the organization. Motion passed unanimously.

Motion: Meyers moved, Zaichkowsky seconded, that the Executive Board establish dues, conference fees, publications subscriptions rates, and educational outreach products costs. Motion passed unanimously.

Whelan reported on membership renewal. The '98 membership was down. Although decrease may have been related to dues increase, membership retention may be a historical problem. Analysis of membership changes over past four years revealed a 35+% annual turnover in professional members and a 45+% annual turnover student members. Mail out of renewal notices in '99 appeared increasing retention of '98 .

Strategic Planning. Vealey presented her strategic 5-year plan. The goals for this plan were: (1) To achieve an internal organization structure that will meet growth needs and better fit the Association mission; (2) Restructure the financial operations of the association; (3) Promote professional practice of sport psychology, and (4) Expand scope of communication/publications functions. The detailed draft for this plan was discussed. Board provided clear support for the vision of the plan and the need to initiate constitutional changes to create opportunity to meet the objectives of the plan.

Vealey presented a set of five proposed Constitutional changes. Each was discussed and revisions to these proposals were made. The text of these Constitutional changes was published in the 1999 Summer Newsletter.

Spring Executive Board Meeting Minutes, continued

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Technology Committee. Wade Gilbert and John Salmela reported that Phase 1 (Conference Submission and Review) went into effect in January. For the 1999 conference, 86% of the submissions used the Web-based process. No server problems were identified although several suggestions were made for minor revisions to the electronic submission process. Gilbert requested additional \$2,883 to complete revisions of the conference submission database, to include the conference program and the ethical standards on the Web page, and to provide regular site maintenance.

Options for Phase II (i.e., membership application processing, dues payment system, member directory, Consultant finder directory, etc.) were presented. Projected costs ranged from \$15,000 to \$20,000 (capital investment). Board discussed the procedural and fiscal issues related to the Web site. The need for long range planning for Web use was noted.

Motion: Whelan moved, Pemberton seconded, that Vealey would negotiate a contract Standard Digital Assets, Corp for the following services: membership registration, a member profile service, dues payment system, and a basis consultant finder database. Costs should not exceed \$12,000. Motion passed unanimously.

Motion: Petrie moved, Pemberton seconded, that the Web development be considered a one-time expenditure and to paid from the unrestricted capital reserves. Motion passed unanimously.

1999 Conference. Zaichkowsky program development processes. Penny McCullagh attended the meeting to discuss the particulars of the Banff Centre.

McCullagh presented the conference management proposal from Centennial Conferences to provide conference management support that included conference planning, conference preparation, and on-site conference services. The proposed contract was for \$15,000.

Motion: Pemberton moved, Reel seconded, to accept the Centennial Conferences proposal pending Meyers' negotiating on-site registration and the completion of 1999 conference planning. Motion passed unanimously.

Whelan and McCullagh presented the conference budget and Whelan proposed a registration fee structure. Board discussed fees and supported a revised set of registration fees.

Brustad reported on the keynotes for the conference and several structural changes. For example, no session longer than 90 minutes, keynotes will be later in the morning; conference day typically ends at 7 or 8 PM. Discussion focused on not doing program planning at the Spring Board meeting.

Continuing Education. Solomon's report noted 13 submissions and five recommended programs. It was recommended that Solomon and Whelan work to establish CE workshop fees and to ensure that registration fees cover expenses. Vealey noted the CE chair should be appointed for three years.

Motion: Whelan moved, Brustad seconded, that CE Chair be appointed for a term of three years. Motion passed unanimously.

President-Elect Report. Meyers reported that Frank Perna was the '99 Dorothy Harris Award winner. He will give a talk at the 2000 conference. Thomas Graham was the '99 Dissertation Award winner. John Heil was recommended to receive Fellow status.

Meyers also reported on conference site options for '01. He recommended Orlando, Florida, and he enters final negotiations with three hotels. Meyers reported that he would visit sites for the 2002 conference before the Fall '99 board meeting. Meyers also noted need for site selection policy.

Health Psychology Section Chair Report. Oglesby reported on action for the year and presented idea of developing liaison with APA Div. 47.

Motion: Petrie moved, Zaichkowsky seconded, that board support Oglesby's exploration of a liaison with the American Psychological Association's Division of Health Psychology. Motion passed unanimously.

Student Representative Report. Reel reported that there were 31 representatives from 18 regions that in-

Spring Executive Board Meeting Minutes, continued

cluded US, Canada, Australia, and New Zealand. She has coordinated Student Internet forum and several "chat meetings." Work has begun on the student survey about accreditation and training standards. Reel also discussed Program Fair to be held at the '99 conference. This Fair is an interactive forum where students will present graduate training experiences and specific department programs.

Motion: Reel moved, Brustad seconded, that program that participate in the Program fair be charged \$25 to cover cost of tables and set-up. Motion passed unanimously.

Reel presented board with procedures and guidelines for regional conferences and she discussed the role of AAASP grants for these conferences.

Motion: Whelan moved, Zaichkowsky seconded, to approve the procedure and criteria for AAASP sponsorship of the student regional grants pending revision for procedures to specify restriction on purpose of funds and requirement about use of conference proceeds. Motion passed 9-3.

Motion: Petrie moved, Brustad seconded, that AAASP annually provides \$2000 for regional student conferences and \$250 per grant. No university can receive an AAASP Regional Student Conference grant more than two consecutive years. AAASP members from a regionally accredited College or University can apply for this grant funding. Motion passed unanimously.

Publications Director Report. Pemberton reported on success in establishing publication office and securing Lavon Williams and Maria Newton as associate editors. Discussed with board options for the "What is Sport Psychology?" brochure.

Motion: Petrie moved, Brustad seconded, that the "What is Sport Psychology?" brochure can be purchased in packets of 25. The cost is \$25 for AAASP members and \$35 non-members. Motion passed unanimously.

Pemberton announced that the deadline for the spring Newsletter should be moved from May 20 to May 1. Program highlights, not entire program, will be included in this newsletter. Board supported that any layout consultation should be postponed until decisions are made about Web development Phase III.

Journal Editor Report. Bob Weinberg noted changes to editorial board and he proposed the inclusion of Bob Eklund, Frank Perna, and Kevin Burke to the editorial board.

Motion: Petrie moved, Zaichkowsky seconded, the approval of the addition of Eklund, Perna, and Burke to the JASP editorial board. Motion passed unanimously.

Petrie raised issue of his serving as JASP Associate Editor and Executive Board member.

Motion: Meyers moved, Zaichkowsky seconded, developing policy that not prohibit a member from serving on as JASP Associate Editor and Executive Board member. Motion passed unanimously.

Weinberg also requests that the JASP office be funded at the same level as the previous year (\$6,220).

Motion: Whelan moved, Reel seconded, funding the JASP Editor Office at the same level through the end of the '99 fiscal year. Motion passed unanimously.

President Report. Vealey reported that Yuri Hanin would be the 1999 Distinguished International Scholar Award. She also reported that the committee continues to develop the Distinguished Professional Practice Award.

Vealey reported on the Graduate Training Committee. She noted that Committee Chair, John Silva, requested financial support for committee members to meet in Banff before the start of the '99 conference.

Motion: Meyers moved, Petrie seconded, that the board recognized the value of meeting at the conference, but declined funding a pre-conference meeting. Motion passed unanimously.

Vealey reminded the Board of the history of debating the possible change in JASP publishing contract. Board reviewed and discussed proposals from Human Kinetics, FIT and Allen Press.

Motion: Zaichkowsky moved, Petrie seconded, that Vealey negotiate FIT proposal. If agreement is not met then we should continue with Allen Press through fiscal year 2000. Motion passed unanimously.

Spring Executive Board Meeting Minutes, continued

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Board reviewed research request from Erik Dunlap. His proposal requested funding and endorsement of a thesis study that involves contacting professional sport teams. Board discussed that Dunlap needed to apply through the AAASP research grant program.

Intervention/Performance Enhancement Section Head Report. Petrie reported on plans for '99 conference. Petrie also noted that he would develop policy for inviting keynotes to the conference. Vealey agreed to support I/PE committee's request to distribute a training and diversity survey at the conference pending her review of the survey.

Petrie also discussed idea of developing new AAASP logo. He will gather some ideas for a new logo and present it to the board at a later date.

Motion: Petrie moved, Whelan seconded, the development of policy so that spouses/partners/family members, who are not also members of AAASP or presenting at the conference, can receive one day pass at no cost. Motion passed 9 to 1.

Social Section Head Report. Brustad received four submissions for the thesis award. The award winner would be determined after committee review of the submissions and winner will be provided plaque at the conference.

Brustad reported that his year was predominately focused on duties as senior section head.

Certification Review Chair Report. Board discussed the pros and cons of current certification process. Discussion will continue at the next Board meeting.

Motion: Whelan moved, Brustad seconded, adjournment. Motion passed unanimously.

Attention: Membership Applications and Renewals

Whether you are joining AAASP for the first time or renewing your longstanding membership, life is about to get little easier. We are presently piloting an on-line membership option. Everything is on target for rolling out this on-line option in mid-December. All you will need is a valid VISA or MasterCard and can renew or join on-line. No need for an envelope, form or stamp. You can simply log onto www.aaasponline.org and renew or join.

Don't be afraid to use your credit card on line. We have arranged for one of the most secure on-line payment systems to process our membership payments. For those not wanting to use the web, however, there will continue to be the option to mail your dues and application to Jim Whelan, AAASP Secretary/Treasurer, 202 Psychology Building, The University of Memphis, Memphis, TN 38152-3230

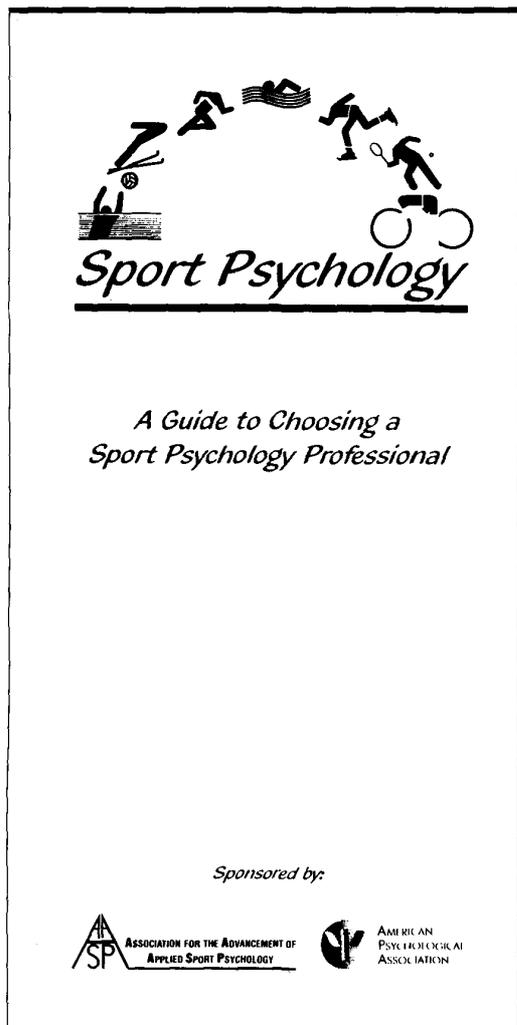
Annual fees for 2000 are \$60.00 for students, \$100.00 for professional and affiliates. Applications processed after February 1, 2000, will be assessed a \$25.00 late processing fee. Professionals who have let their membership lapse for over one year will be required to pay the \$100.00 fee plus a \$25.00 processing fee.

All current members will be mailed a postcard in December reminding to check their membership information and status using our web site.

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