

## Hiring an Association Management Company: The Next Step Toward Professionalizing AAASP

As I was mulling over this message, I was looking out my den window, watching huge snowflakes put another 10 inches on top of a snowfall that has already surpassed the last three winters combined, with over a month and a half of prime snow season still to go. Then as if scripted, the snowfall stopped, the sun broke through and a robin appeared on the limb of my favorite apple tree. Although that break in the snowfall was brief, it lifted my spirits by offering a sign that maybe Spring, and better days, were around the corner.

Similarly, the Executive Board and I feel that a host of exciting things are going on that signal a very bright future for AAASP and the field. The most important of those developments is the hiring of an Association Management Company (AMC), a move that we believe is necessary to continue AAASP's professional development. Let's take a brief look at association management companies, why we need one, what we're looking for, and how our selection process will be conducted.

### ASSOCIATION MANAGEMENT COMPANIES

Association Management Companies are firms that specialize in providing management services to professional organizations such as AAASP who are

not large enough to hire their own full-time staff. Most AMCs provide a range of services including a part-time executive director, conference management, site selection, marketing, media relations, web development and maintenance, and financial management. Their role is to help organizations establish a permanent home office, provide more consistent management services, promote growth of membership and revenues, and enhance organization visibility and credibility. In other words, Association Management Companies help organizations such as AAASP make the transition from volunteer-run societies with variable quality control and limited public impact to professionally-run associations that have the size, presence, financial management and promotions skills to significantly impact the field.

### WHY DOES AAASP NEED AN ASSOCIATION MANAGEMENT COMPANY?

AAASP's evolution probably parallels many other similar professional societies. Since its inception in 1986, AAASP has relied totally on volunteers to fill critical leadership roles within the organization, particularly its Executive Board. Over the past 18 years, we've enjoyed unparalleled growth, so that today we have over 1300 members. As the organization evolved, our members asked for more and better services, and our volunteer leadership responded by adding a journal, newsletter, website, certification, bigger and better conferences and much more. Unfortunately, the load on the E-Board and the dozens of other volunteers who do the work of AAASP has escalated to the point that we're having difficulty finding members willing to fill leadership roles.

Increased size also brought with it a number of quality control problems. With the organization's leadership constantly changing, it has become impossible to ensure that policies and procedures get adequately passed along from one generation of leaders to the next. Regrettably, no matter how committed the E-Board remains to quality service, more and more things seem to "slip through the cracks" every year. Thus, the dilemma for the E-Board is to balance a desire to grow our organization and expand its range of services while maintaining quality control with volunteer leaders who can only devote so much time to the organization.

These concerns have prompted previous E-Boards to turn to professionals for help in providing members with better services. First, we contracted with Wade Gilbert for web development and management. Next, Centennial Conferences was hired, first to provide conference management services, then to staff a Home Office, and most recently, to conduct conference site selection



PRESIDENT'S COLUMN

DAMON BURTON  
 AAASP PRESIDENT

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and negotiation. Finally, we hired Marcia Flint to develop our new generation website. Clearly, AAASP would not be able to provide the services it does without professional help, and these services are generally better and cheaper than when they were handled by volunteers.

For example, until last year, the President-Elect was charged with site selection and negotiation. Because our conference is AAASP's major money-maker, it is imperative that we select sites and negotiate contracts that allow us to make a significant amount of money on the conference. Unfortunately, most of us who have been charged with this task don't have any background and training to do it successfully. The result was a wide range of contracts, some quite good that helped us make a nice profit while providing a top quality conference at a reasonable price, and others extremely poor so that we've been lucky to break even and had a number of problems that detracted from the conference experience. Last year with Centennial handling negotiations, we got a great site for 2005 at the Westin Bayshore Hotel in Vancouver at an outstanding price.

AAASP's decision to hire an AMC was spawned by a series of conversations held several years ago between then President Dave Yukelson and Penn State colleague Larry Kenney, then President of the American College of Sport Medicine (ACSM), about the typical evolution of professional organizations. These conversations led to Dave's introduction to Jim Whitehead, the Executive Director of ACSM, who volunteered to help AAASP begin doing strategic planning. Jim has proved to be a tremendous asset to AAASP, volunteering a great deal of time the past several years to help us develop and implement a strategic plan. That plan targets four areas, including: (a) growth of membership and revenues, (b) improved quality control, (c) consolidation of management and services, and (d) enhancement of our image, visibility and professional impact. To best accomplish these long-term objectives, Jim believed our organization had grown to the point that it needed to hire an AMC.

#### WHAT ARE WE LOOKING FOR?

The E-Board is looking for an AMC to help us grow and develop as a professional organization in several ways. First, we want a part-time executive director who can handle many of the time-consuming, day-to-day operations of AAASP while providing greater quality control of services. Second, we want to grow our membership to enhance the vitality, diversity and impact of AAASP. Third, we want to develop other revenue streams to support current and future services without having to raise membership dues or conference fees. Fourth, we want to consolidate services under a single provider, hopefully getting more and better services at a cheaper price. Fifth, we want to enhance AAASP's image and better market our services to sport organizations and the public. Sixth, we need to take the pressure off of our volunteers to manage the organization, enhancing quality control while freeing up their time to better meet the role and mission of AAASP. Finally, we can hire an AMC for approximately the same cost as we're currently spending for services from individual providers.

As we've worked with Jim over the past year, he has emailed us with a number of smaller ways an AMC should be able to help AAASP. For example, when Roy Halladay won the American League Cy Young award last Fall, he credited sport psychologist Harvey Dorfman with having a significant impact on his development into an all-star pitcher. In this situation, many professional organizations have prepackaged news releases ready for distribution that take advantage of the opportunity to promote the organization and field. Additionally, many organizations protect currently unrestricted terminology and websites for their future use and use of the field. We believe that an AMC will not only help AAASP in these ways but also in many other ways that we haven't thought of yet.

#### HIRING AN ASSOCIATION MANAGEMENT COMPANY

Under the leadership of Past-President Linda Petlichkoff and with a great deal of input from Jim, AAASP has developed a request for proposal (RFP) that was distributed in late January to the International Association for Association Management Companies and 10 individual AMCs that Jim selected that best met AAASP's needs. Early returns suggest that AMCs are impressed with AAASP and its growth potential, and we expect to have over 20 companies submitting proposals. Proposals will be due in early March, with Linda conducting an initial screening to cut the list to the 7-12 best applicants. Next a "selection task force" consisting of Penny McCullagh and several E-Board members will conduct a more detailed screening to further narrow the pool down to 2-3 candidates that will make formal proposals to the E-Board at its Spring Meeting. The E-Board will then select an AMC, with the remainder of 2004 serving as a transition period prior to the firm assuming management duties in January 2005.

#### CERTIFICATION EXAM

In another unrelated matter, a proposal for AAASP to take the first step toward development of a certification exam was tabled for further study at the Fellows Meeting in Philadelphia last Fall. Based on the suggestions that came out of that discussion, a Certification Exam Task Force is being finalized to study the pros and cons of an exam option more fully and make a recommendation to the E-Board at its Spring meeting. The task force will have 5-6 members,



including a chair, two members of the certification committee and a representative from Division 47 of APA. Hopefully with this additional study, the E-Board and the Fellows will have more information upon which to base their decision about whether to continue to pursue the exam option.

In conclusion, the Executive Board and I are hopeful that you were able to submit your presentations for next year's conference in Minneapolis. Moreover, we look forward to your input on any, and all, of the important issues facing AAASP and our field in the near future. Stay warm—Spring is coming!! ☺

## RECIPROCITY OFFICIAL BETWEEN AAASP CERTIFICATION AND BASES ACCREDITATION

Reciprocity between AAASP Certification and BASES (British Association of Sport and Exercise Science) Accreditation is now official following its unanimous adoption by both organizations. A Certified Consultant-AAASP can now become BASES accredited by submitting their certification credentials and paying the appropriate accreditation dues. Similarly, BASES accredited consultants can submit their credentials and pay AAASP certification fees to get all rights and privileges of an AAASP certified consultant. Not surprisingly, the first BASES accredited consultant has already been granted AAASP Certified Consultant status. For more information about reciprocity, contact Ed Acevedo, the Certification Chair at [eacevedo@olemiss.edu](mailto:eacevedo@olemiss.edu).

## EDITOR'S NOTE

Greetings. In this election issue of the newsletter, you will find the biographies and position statements of the eight individuals who have agreed to run for positions on the AAASP E-Board. I would encourage you to read their position statements and take the time to vote. You may vote early with the ballot found in the newsletter or at the conference in Minneapolis this Fall. Thankfully, AAASP is blessed with many intelligent, talented individuals who are passionate about the field of exercise and sport psychology, and I am confident any of them would serve the organization with distinction.



P/I DIVISION  
HEAD  
DOUG HANKES

You may notice this issue of the newsletter is a bit leaner than those in the past. This is partly due to a better use of the available space by flowing copy on to the pages in a cleaner and more efficient manner. This issue is also leaner, unfortunately, because of proposed submissions that for one reason or another never made it to the editor. I again find myself wondering (guessing) what the membership wants to see in the newsletter. I know what I find interesting, but it may not meet your exercise and sport psychology needs. All members should feel free to contact me with submission ideas. If you've ever wondered why, fill-in-the-blank, isn't in the newsletter, then let me know and we will see how to remedy the situation. I have rerun an article by Colleen Hacker that was originally written for the APA Division 47 newsletter while I was editor. It's excellent, and I hope you enjoy it.

As a small test to see if anyone reads the editor's note, I'm interested in hearing (and printing) any creative or effective ways that you've implemented an applied exercise or sport psychology intervention. Here's an example. I like to use props to help get performance enhancement ideas across to athletes and teams, or sometimes to simply get their attention. Several years ago, the coaching staff of a team I was working with expressed concern that their athletes were not making a good transition from the conference championships as they began to ready themselves for the upcoming national championships. Some athletes seemed to be resting on their laurels, while others were fixated on their poor conference performance. What to do? I decided on a guided visualization and gave each of the athletes a polished river stone to hold on to during the visualization as they reflected on their conference performance. At the end of the visualization, they were invited to move forward with the message that the river never stops, so it was time to continue the journey. Symbolically, they were offered the option of keeping the stone as a tangible reminder of the past (good or bad), or to throw it far away if that felt like the best way to move on. Hokey? Sure. Effective? Yes. This particular team responded well to interventions of that nature. Last week a senior on this same team approached me before our last contact prior to this year's conference championships and quietly whispered to me, "I still have the stone." Cool.

As part of the new AAASP website, [www.aaasponline.org](http://www.aaasponline.org), an electronic version of the newsletter can now be found under Publications on the member side of the website.

Questions, comments, feedback? Please do not hesitate to contact me at [dughank@auburn.edu](mailto:dughank@auburn.edu). Happy trails. 

# 19th Annual Meeting of AAASP Minneapolis, Minnesota September 29 – October 3, 2004

Please join us for the 2004 annual conference of AAASP to be held at the Minneapolis Marriott City Center in heart of the "Twin Cities"—Minneapolis and St. Paul, Minnesota.

## HOTEL AND CITY INFORMATION

Minneapolis Marriott City Center  
30 S. Seventh Street  
Minneapolis, MN 55402  
(612) 349-4000  
(612) 332-7165 (Fax)  
[www.marriott.com/mspcc](http://www.marriott.com/mspcc)

The Minneapolis Marriott City Center is in the heart of downtown and just six miles from the Minneapolis/St. Paul International Airport. The Minneapolis Marriott City Center features 583 guest rooms (ADA-accessible rooms available) and 89 suites, and connected to some of the best shopping areas in the "Twin Cities." In addition to the mega shopping facilities—Mall of America, City Center Mall, conference attendees can visit the deluxe fitness center or racquet club, or play golf on one of three public golf courses, all within three minutes of the hotel.

Numerous tours are available to visit downtown, the Chain of Lakes, or the River Parkway via the River City Trolley—where past meets present. If you would like more information about the city of Minneapolis, then visit

[www.minneapolis.org](http://www.minneapolis.org) or [www.stpaulcvb.org](http://www.stpaulcvb.org).

## Room Reservations

Room reservations can be made directly with Marriott reservations **800-228-9290** or with the reservation department at the hotel **612-349-4000**. Please be sure to inform the reservations department that you are part of the AAASP Sport Psychology Conference so that you secure the special group rate, which is as follows:

**Single/Double:** \$120      **Additional person:** \$10

**Executive Suites:** \$235

**Note:** Hotel room rates are subject to applicable state and local taxes in effect at the time of check-in.

## Travel to the Hotel

From the airport, go to Ground Transportation. There are two shuttle services that serve the hotel—Airport Express and Super Shuttle—both cost \$13 (one-way) and \$26 (round-trip). Look forward to seeing you September 29-October 3, 2004.

# PRESIDENT-ELECT CANDIDATES

GLYN C. ROBERTS, PH.D.

Glyn C. Roberts is Professor of Psychology at the Norwegian University of Sport Science in Oslo, Norway. He was Professor of Sport Psychology in the Department of Kinesiology at the University of Illinois in Champaign/Urbana, Illinois, USA, for 25 years (1973-1998). He received his undergraduate education at Loughborough Colleges in Britain, his masters at the University of Massachusetts in 1966, and his Ph.D. from the University of Illinois in 1969.

Glyn Roberts's research has focused on the motivational determinants of achievement and he has been particularly concerned with the motivation of children in the competitive sport experience. He has been on research grants for over 2 million dollars, including being a PI on an NSF grant to investigate research ethics. He has over 160 publications, including 14 books and 46 book chapters, and has made over 300 presentations of his research worldwide. Professor Roberts has also made over 40 invited keynote presentations at International Congresses of Psychology and Sport Psychology. He has several distinguished scholar awards, including the Honour Award of the International Society of Sport Psychology (1997), and is a Distinguished Scholar of the North American Association for the Psychology of Sport and Physical Activity (1998).

Dr Roberts is a Past President of NASPSPA (1981-82), was the Secretary-General of the ISSP for 8 years (1985-1993), was on the Executive Committee of the International Association of Applied Psychology (1986-2002), and was the President of the European Federation of Sport Psychology (1999-2003). He was also Founding President of Division 12 (Sport Psychology) of IAAP (1994-1998). He is a Fellow of the American Academy of Kinesiology and Physical Education, and a founding Fellow of AAASP. He is serving or has served on the Editorial Boards of most of the major journals in the area, and was Founding Co-Editor of *The Sport Psychologist*.

Dr Roberts is a certified consultant of AAASP, was a consulting sport psychologist for the United States Gymnastic Federation for 10 years (1983-1993), and has consulted with many other organisations (e.g., Team Denmark, Norges Olympiatoppen) as well as with individuals and sport teams.



## POSITION STATEMENT

I must confess that I was surprised to be asked to run for President of AAASP. I thought I had entered that period of my professional life termed Old Fartdom, but President Damon Burton informed me that it was difficult to get active senior people to run for office in AAASP. That shocked me. I believe we all must be prepared to serve our professional organisations from time to time. Therefore, after talking with Damon a little, and then conversing via e-mail with Linda Petlichkoff, I decided that I would step up one last time to volunteer for a service role in this profession I have found so enjoyable and rewarding for 35 years. If elected, I will be pleased to serve and contribute to the continued development of AAASP and sport psychology.

We have come a long way! In the early days of the 60s and early 70s (this is classic OFdom), when we had a small fledging group and no journals specifically devoted to the field, we met with other organisations (mostly AAHPERD) as special interest groups. We were a small group then, struggling for recognition and respect. But no more! Building on the efforts of NASPSPA, AAASP was formed in 1986 and has now become the largest national sport psychology organisation in the world. We have a broad based, diverse membership from all over the world, with an enthusiastic and energetic approach to the field. AAASP clearly meets the needs of a growing legion of professionals and has become an important organisation in an emerging field. AAASP is blessed with cadre of excellent scientific practitioners who are redefining the field of sport psychology (or should we call it physical activity, or human performance, these days?).

Were I to be elected, my position on many of the issues that confront AAASP is very straightforward: I believe we have had a series of dedicated Presidents who have steered AAASP to its eminent position today. The past and current leadership has identified many critical issues and have made priorities and proposed initiatives. A president must provide the necessary resources, support and guidance to keep ongoing initiatives active and the business of the Association moving forward. However, as with everyone, certain priorities will be a special focus of mine.

First, I totally agree with President Burton about being more inclusive about the Certification process. Whether we can increase the number of certified consultants from 193 today to 500 by 2010 as challenged by Damon remains to be seen. However, I believe that we must put in place mechanisms that attempt to meet that goal: The grandparenting clause, the streamlining of the certification process, the Master's certification process, and the offering of certification courses at conferences must be continued. Certification as a consultant is not an exclusive club, this is a part of promoting and providing quality service in sport psychology. Simply put, this should be AAASP's primary mission.

Second, given the size of the Association, our public voice is puny! We simply have to raise the public image of AAASP and increase its public voice. There are many issues in sport about which AAASP has an opinion, but how often are we asked for our position on these issues? Not often, and certainly not often enough! We should be "the" organisation the public and private sectors go to for advice, comment, and possible solutions on matters that pertain to the practice of sport psychology. We need to target sport administrators, organisations, coach and exercise leader organisations and offer our speaker and workshop competencies at their conferences. Hiring a management firm to increase our name recognition may go part of the way, but that will not be enough. We also need the membership to be active in promoting AAASP and its priorities. Each of us has a role to play in this mission. Each of us should be an advocate for AAASP.

Lastly, but not least, one unique contribution I might be able to contribute to is the international visibility and influence of AAASP. At the moment, we do not do enough promotion of AAASP at the international level. We have international scholars that share their competence with us at conferences, but I think we as an Association need to be more involved on the international scene. We should capitalise on our quality and maturity and contribute more to the international community of scholars. Perhaps we should sponsor AAASP symposia or workshops at major World Congresses (e.g., the Pre-Olympic World Congress), and have a sliding scale of registration fees for our conferences for colleagues from less developed countries (I happen to know that we would get more people from Mexico should we have registration fees more appropriate for their economic realities). Perhaps we should be more proactive in helping our colleagues and fellow associations in the Americas to develop and thereby promote sport psychology on an international scale. Were I to be elected, I would set up a task force to consider the international responsibilities, and yes, the international obligations of AAASP. We have a lot to offer our international colleagues, particularly in the Americas.

As you see, my vision is not unique, each of you share it. We are an important and influential Association, we must live up to those responsibilities, and each of us must do what we can to promote AAASP and our field. If elected, my mission will be just to do that.

## CRAIG WRISBERG, PH.D.

Dr. Craig A. Wrisberg is a Professor of Sport Psychology at the University of Tennessee, Knoxville (1977-present). Prior to coming to Tennessee, Craig was on the faculty at Virginia Tech (1974-1977). A native of St. Louis, Missouri, Craig received a B.A. degree in physical education from Greenville College (1967), M.A. degrees in physical education from Indiana State University (1969) and in psychology from the University of Michigan (1973), and a Ph.D. in motor behavior from the University of Michigan (1974).

Craig's primary research interests include the role of attention and cognitive strategies in sport performance and the factors that influence the life quality of high performance athletes. He has published over 75 papers in a variety of journals including the *Journal of Sport and Exercise Psychology*, the *Journal of Applied Sport Psychology*, *The Sport Psychologist*, the *Journal of Motor Behavior*, and the *Research Quarterly for Exercise and Sport*. Craig has served on the editorial board of *RQES* and is a regular invited reviewer for *JSEP*, *TSP*, and *JMB* as well as several other refereed journals. Dr. Wrisberg is a Past President of the North American Society for the Psychology of Sport and Physical Activity and a Fellow of AAASP, the Research Consortium of the American Alliance for Health, Physical Education, Recreation, and Dance, and the American Academy of Kinesiology and Physical Education. Craig has presented numerous papers at national and international conferences and, in 1992, was a visiting professor of sport psychology at Philipps University in Marburg, Germany.

Dr. Wrisberg has been an active member of AAASP since 1993. He received AAASP certification as a sport psychology consultant in 1993 and was elected a Fellow of AAASP in 1998. In the past several years, Craig has been a member of the Certified Consultants Committee and chaired an ad hoc committee for improving communication between AAASP and the NCAA in an effort to facilitate the activities of sport psychologists who work with collegiate student-athletes.

### POSITION STATEMENT

It is an honor to be nominated for the position of President-Elect of AAASP. I am particularly excited by the prospect of working with all of you as we attempt to move our field further into the next millennium. In my view, a particular strength of the AAASP membership is our diversity. Each time I participate at an AAASP conference I am impressed by the wide variety of interests and credentials of those in attendance. Some folks have their own private practices in clinical or counseling psychology. Others are university faculty who teach exercise and sport psychology, conduct research, mentor graduate students, and provide services for athletic and non-athletic groups alike. Still others are graduate students who are passionately interested in a career in exercise and sport psychology and who want to obtain the best training possible so they can realize their dream. Regardless of our respective positions, we all seem to be united in our desire to provide the best psychological assistance we can for athletes and exercising individuals of all ages and backgrounds, participating at local, regional, national, and international levels. I can get excited about the prospect of working with folks like you...you're my kind of people. However, for the most part, we are a Caucasian American middle-class organization. We need to do more to expand our definition of diversity to include not only those related to our various sub-disciplines, but to issues of power, specifically race, class, gender, sexual orientation, differently abled bodies, aging bodies, and nationality. In this position statement I briefly outline my perspective of the field of applied exercise and sport psychology, touching on some of the questions I think that we as AAASP members should seriously consider as we continue into the twenty-first century.

AAASP is an acronym for the words, Association for the Advancement of Applied Sport Psychology. Our mission is one that puts particular emphasis on the words "applied" and "advancement." AAASP members care about applied issues. We all want to provide athletes and exercise participants with the best assistance our training in the fields of psychology and education affords, be it clini-



cal, educational, or performance-related. We are service providers and as such we want to help meet the needs of individuals whatever those needs might be. Sport and exercise participants are the reason we exist. Without them, the field of exercise and sport psychology would be little more than an academic exercise. AAASP members also care about advancing the field of exercise and sport psychology, whether this means conducting more relevant forms of research, developing more effective psychological techniques or delivery systems, or enriching the quality of educational experiences and training for our graduate student members. If we in AAASP want to really advance the field of applied exercise and sport psychology, we must never lose sight of our diversity.

In my view, we in AAASP fundamentally exist to serve people. At the University of Tennessee, we conceptualize collegiate sport as a wheel that positions the student-athlete at the center or hub and those of us who provide the support services (i.e., coaches, academic staff, strength and conditioning personnel, athletic trainers, sport psychology professionals, clinical and counseling psychologists, nutritionists) as the spokes. The efforts of all support staff converge to provide the best assistance possible to the individuals who are important to all of us--the student-athletes. In an analogous fashion, we who represent the different sections of AAASP might be likened to "different spokes in the wheel" of applied exercise and sport psychology. Each of us serves an important function. For our "wheel" to operate most effectively, we must all be concerned with the quality of every "spoke" -- be it the university faculty member, the psychologist in private practice, or the graduate student. My goal is to increase the sensitivity of our organization to the needs and interests of all of our members and to search for better ways to improve the quality of all of our efforts. If we as AAASP members are able to do this, we are going to be in a better position to join with other individuals and organizations that care about serving sport and exercise participants and advancing the field of applied exercise and sport psychology in this millennium.

# PUBLICATIONS/INFORMATION DIVISION CANDIDATES

## DOUG HANKES, PH.D.

Doug Hankes, Ph.D. is a licensed psychologist and the Associate/Training Director at Auburn University's Student Counseling Services. In addition, he is on the graduate faculty of Auburn University's Health and Human Performance Department. Doug received his B.S. degree in Human Movement Studies from Auburn University, an M.S. degree in Sport Psychology in the Kinesiology Department from the University of North Texas, and his Ph.D. in Counseling Psychology also from the University of North Texas. He completed his clinical internship at the University of Tennessee.



Doug is a charter (student) member of AAASP. He is a Certified Consultant, AAASP and is listed on the USOC Sport Psychology Registry, 2000-04. He is currently completing the last 2 years of the previous AAASP Publications/Information Division Head's tenure. Doug has also served on the AAASP Ethics Committee since 2000. Doug was an executive committee member and Newsletter Editor of the American Psychological Association's Division 47 (Exercise and Sport Psychology) from 1998-2003.

Doug consults regularly with a wide variety of athletes and teams and is the team sport psychologist for the defending 2003 Auburn University NCAA champion men's and women's swimming and diving teams. He continues to boldly masquerade as an athlete as he trains for yet another marathon while in complete denial of his injured and ageing body.

### POSITION STATEMENT

I appreciate the opportunity to run again for the position of AAASP Publications/Information Division Head.

The P/I Division Head's responsibilities that came about through the organizational realignment are threefold. First, and my primary focus since being asked to step in to complete the P/I Division Head's term, is the AAASP newsletter. It is one of the most important membership benefits, and the newsletter should reflect that with quality content, a professional look, and timeliness in delivery. Frankly, my focus this year has been on the latter two elements, and I think we're back on track. I don't believe the content of the newsletter has suffered, but it can be so much better. We have put together an exceptional newsletter staff, and I believe the newsletter should be something membership will read and be proud to display. I have several newsletter "content" goals that I want to pursue. There should be at least one "must read" applied article in the newsletter. Last month in attempting to track down whether some members had received their newsletters, I was distraught to find out that they could not remember whether they received it or not. Granted, it was a small sampling, but if members are not taking the time to even look at the newsletter, then there's a problem. You can expect to see "rubber meet the road" applied-type articles such as Colleen Hacker's description of her experience as team sport psychologist for the U.S. women's national soccer team that we originally published in the APA Division 47 newsletter. I also want to see a separate student submission in addition to the student representative report each issue. AAASP students are an incredible source of energy and talent, and there is no reason why the newsletter shouldn't serve as a professional outlet for the expression of their passion.

The second responsibility of the P/I Division Head is the new AAASP website that has more recently fallen to the AAASP President to coordinate. The new website is an improvement, but similar to

the newsletter, we have to give members and, more importantly, sport psychology consumers a reason to visit it. It will fall on all members of AAASP to provide content that gives people a reason to come back frequently to see what's new in the applied sport psychology world. I foresee the Web Development and Promotion Committee taking a much more active role in the evolution of the new website. This will be extremely time-consuming, and we will have to closely monitor whether the website can become cutting edge under this system. Frankly, this could be a full-time job and as AAASP moves toward increased professionalization, this may need to occur.

The third responsibility of the P/I Division Head is JASP. If it ain't broke, don't fix it. Bob Weinberg did an exceptional job with the journal and has left the new editor, Vicki Ebbeck, with an exceptional voice for AAASP's research arm.

We in AAASP know we have something that is valuable. We know that applied sport and exercise psychology (in all its many facets) is based in strong scientific knowledge and ethical practices and can be delivered by skilled practitioners. We are not, however, even coming close to effectively getting this information to the powers-that-be, the potential every day consumers, or those newly entering the field. This is not a new issue, and it is why I am fully in support of hiring an association management firm to move us forward as a professional organization. AAASP volunteers, though making gallant efforts over the years, are not getting this job done. It is the only way that the services that members are demanding are going to be met. It is the only way that certification is ever going to have any meaning. It is the only way that our public presence is likely to increase. I am still dismayed at the lack of influence that certification carries. Granted, certification and membership in AAASP should not make any of us feel entitled to work with athletes at any level, but aren't you disheartened when reading about a sport psychologist working at the highest levels of sport who isn't even a member of AAASP? I believe an association management firm is the best option to assist AAASP in becoming a vibrant and viable organization that both consumers and providers look to for quality sport and exercise psychology knowledge and application.

It is an honor to have your colleagues recognize your efforts and be asked to run for this position again. I am more than willing to channel my sport psychology energy to give back to an organization that has contributed so much to my own professional identity. 

## TRACY OLRICH, PH.D.

I am currently an assistant professor in the Department of Physical Education and Sport at Central Michigan University in Mt. Pleasant, Michigan, USA. At CMU my primary teaching responsibilities include sport & exercise psychology, and sport philosophy at the graduate level, sport sociology and measurement & evaluation at the undergraduate level.

I am currently in my 4th year serving as the sport psychology consultant to the CMU women's gymnastics team, and have served as a sport psychology consultant since 1993.

I completed my undergraduate degree at Central Michigan University in Physical Education. Upon leaving CMU I taught and coached at the high school and collegiate levels. Areas of coaching included football and strength & conditioning. My master's (1991) and doctoral (1995) degrees were completed in Sport Psychology at Michigan State University. After graduating, I taught at Texas Christian University and Wheaton College, before returning to my undergraduate alma mater in 2000.

My primary research interests revolve around the psycho-social dimensions of ergogenic aid use and the role of sport in the identity development of males. My research as of late has been qualitative work with current and former anabolic steroid users concerning their perceptions of their anabolic steroid use experience. I currently have 14 publications and 17 scholarly presentations. I have been a member of AAASP since 1996 and currently serve on the Continuing Education Committee.

I competed for several years in bodybuilding, and currently enjoy weight training and getting beat by my kids in "driveway basketball" and "backyard soccer."

### POSITION STATEMENT

AAASP is a dynamic, growing organization, reflective of the hard work of hundreds of individuals over the past 2 decades. I am honored to be a member of such an association. As our organization has emerged to become the largest association devoted to sport, exercise and health psychology in the world, the ramifications of such a position are self-evident. The influence of AAASP on our discipline, and literally the entire sporting world cannot be understated.

One of the means through which AAASP has been able to make such an impact is through the publications which have been produced. The functions of our publications are many. First, and foremost to advance the scientific and applied knowledge bases of the sport, exercise and health psychology discipline. The Journal of Applied Sport Psychology (JASP) has established itself as one of the premier academic journals available. In recent years, the move to have the journal published through Taylor and Francis has elevated the quality of the journal immensely and has allowed the journal to be accessed electronically. The journal has moved upon a very positive course, and should continue in such a direction. Therefore, the role of the Publications/Information Division Head in relation to the journal should be to continue to support and develop the affiliation with Taylor and Francis. Further the P/I Division Head should maintain communication ties with association members so that JASP is reflexive of the needs of the greater membership.

Other important functions of our publications are to inform members of current trends, increase communication among members, and raise awareness on important issues. The main vehicle by which these latter objectives are accomplished is through our newsletter and website. Accordingly, the newsletter and website must be well laid out, user friendly, and current. The recent restructuring of the AAASP website has been exciting, with the current site being a vast improvement over the previous one. The newsletter must also continue to improve. Doug Hanks must be commended for his efforts in starting this process. I believe that for the newsletter to truly have a significant impact, association members must embrace it as a forum for discussion and debate. I would like to see a portion of each newsletter devoted to an important issue facing the field, with diverse and, at times, opposing views being presented. I would also like to see the newsletter produced in both "hard" and "electronic" formats. This would allow for greater access by members, and for significant member input and interaction.

Concerning the "nuts and bolts" of the publications, the journal, newsletter and all other materials must reach association members in a timely fashion. Further, through these publications, we project our image to the world. Therefore, time and care must be put in to insure that the publications are as professional as possible. Therefore the P/I Division Head must be dedicated to the position and provide strong leadership. I believe I can provide such dedication and leadership and would appreciate your consideration. ✍



# STUDENT REPRESENTATIVE CANDIDATES

## JESSICA MOHLER, M.A., C.S.C.S

Jessica Mohler received her Bachelors degree in psychology from St. Mary's College of Maryland. In 2000 she graduated from The University of Maryland, College Park with a Master of Arts Degree in Kinesiology with a specialty in Sport and Exercise Psychology. While she attended UMCP she studied the determinants of expert performance while teaching fitness and wellness courses to undergraduates. Currently, Jessica is attending Loyola College, pursuing a doctoral degree in clinical psychology. She conducts research on the use of exercise in the treatment of mental health and has presented on this topic at AAASP. As well, she has been an advocate for the use of exercise as an adjunct treatment modality.



Jessica has provided sport psychology services in private practice and in counseling centers to individual and team athletes. She has built relationships with sports medicine providers and has worked within athletic training facilities providing resources and counseling for injured athletes. Jessica is a certified strength and conditioning specialist, NSCA, and performs in-home personal training with clients who have special needs.

Jessica is the co-student representative for Division 47 of APA and has worked collaboratively with Angela Hartman to help foster student development within both organizations. She has been a regional representative for 2 years, a member of the health and exercise committee for 2 years and is the editor of the PEP newsletter.

### POSITION STATEMENT

I was excited to hear that I had been nominated to run for the position of student representative for AAASP. I joined AAASP as a graduate student while attending the University of Maryland and went to my first conference in Orlando, Florida while pursuing my doctorate in psychology. Each year I have made it a priority to attend the AAASP annual conference because of the excitement and energy of the student and professional members. As well, my attendance and involvement in AAASP has been instrumental in my career path. I have met peers and found a mentor in the field, which has given me guidance and contributed significantly to my professional development. AAASP has impacted my growth as a student, and I am eager for the opportunity to contribute my efforts back to the organization.

During my first conference, I became involved with the organization as a member of the Proactive Peer Undergraduate Mentoring Program (PPUMP). I was excited to talk about sport psychology, my experiences, and ways in which to pursue becoming a sport psychologist. The following year I became more involved as a regional student representative and began editing the Performance Enhancement Program newsletter. Additionally, I joined the health and exercise committee and learned about initiatives that incorporated the psychology of injury and exercise into AAASP. These experiences have helped me to formulate initiatives for the future of student membership in AAASP. First, as a member of PPUMP I realized that many students were unfamiliar with sport psychology and the educational requirements of becoming a professional. Second, as an active member of AAASP, I became aware of the diversity of career paths of the professional and student members. Students make up approximately half of the membership of AAASP and we have many opportunities within our professional organization. Therefore, I want to be a voice that represents not only students interested in performance enhancement, but also who can represent the diversity of our professional interests.

My primary initiative as student representative is to provide a resource that promotes student development and professional growth. As mentioned above, I believe many students struggle with

the decision of how to embark on a career as a Certified Consultant, AAASP. Although AAASP has done a wonderful job in creating guidelines at the doctoral and master's level, there are still several educational choices and paths to attaining certified status. At the AAASP Annual Conference student meeting in 2003, I heard student's requests for more guidance; therefore, I would like to provide a resource that addresses this concern. One possible way to provide more guidance is to ensure programming at the annual conference is devoted to this subject. The "meet the professionals' hour," which allows small groups of students to interact with certified consultants, is one effective method of fostering student development and professional growth, however I would like to provide more programming on this issue.

Over the last couple of years, as my participation in AAASP has grown, I have benefited from the initiatives of our student representatives. Their hard work has created new opportunities for student members and increased student involvement. One of my goals is to continue to develop student involvement through evaluating current initiatives to ensure they are beneficial to the student members. With the development of the AAASP website, students have the ability to interact easily and frequently. I would like to ensure that we are effectively using the resources that the web page provides. Through updating the student page often and making sure contact information is correct, student communication and involvement of the new student members can be fostered throughout the year.

Lastly, I would like to continue to grow the presence and visibility of AAASP through improved communication to other related professional organizations. As well, AAASP would benefit from a series of position papers in which our experts address issues that are important to the public and other professionals. AAASP represents several related disciplines, yet we come together because we are passionate about sport psychology. I would like to convey this passion and knowledge to the public so that they can be informed consumers of sport psychology.

I am honored to be nominated for the student representative position. I look forward, not only, to pursuing my initiatives and the initiatives of the student representatives before me, but also to working within the executive committee as your representative. ✍️

## JOHN WILDMAN, B.S.

Jon Wildman is a third year, University of North Texas Counseling Psychology Doctoral student who is specializing in sport psychology. Jon earned his bachelor's of science degree in psychology at York College of Pennsylvania where he served as the student representative to the psychology department, the public relations director for the YCP Chapter of Psi Chi, a psychology mentor to underclassmen, and as the social chair of the Men's Rugby Club. He was also awarded a YCP Presidential Scholarship and an award for the Most Outstanding Psychology Major while en route to completing his degree with a 4.0 in his major.

Jon began conducting research in sport psychology while at YCP where he gathered data on the benefits of internal and external imagery in putting performance. Jon's research interests at UNT have included the limits of memory effectiveness, and questioning athletic trainers and psychologists on their opinions of sport psychology. In 2002, Jon was published as a third author in *Memory and Cognition* and has written four articles for the UNT Center for Sport Psychology and Performance Excellence Newsletter on various topics including the psychology of weight training, the psychology of injury, the psychology of media relations, and an interview with Dr. Bob Harmison on emotional profiling.

Upon arriving at UNT, Jon initially began his consulting work with teams on the UNT campus. Since August 2003, while fulfilling practicum requirements in both the UNT Counseling & Testing Center and the UNT Psychology Clinic, Jon has been working as the half-time sport psychology consultant for a Texas school district. In 2001, Jon joined AAAASP as a student member, enjoyed his first conference gala in his hometown of Philadelphia in 2003, and hopes to serve the governing body of sport psychology in a greater capacity in 2004.

### POSITION STATEMENT

I know what you're thinking: . . . Wildman? How can I endorse a guy for such an important position with a last name like Wildman? Well, don't worry, you're not the first and honestly, my wife was asking herself the same question 2 years ago on our wedding day. So, because of my genealogical circumstances, I will direct this position statement toward explaining to you who Jonathan Wildman really is, why sport psychology is such a passion for him, and most importantly, why this Wildman is the right person to represent the students of AAAASP.

First, who is Jon Wildman? Sure, you can read my biography and get an idea of where I came from and what my accomplishments have been, but what the awards will not show you is how crazy I am about this field. Growing up, I enjoyed doing two things: playing sports and thinking. Naturally, the psychology part of the equation found me and after reading an article written by Dr. Michael Mahoney on imagery perspectives in sport during my junior year of college, I discovered absolute bliss is possible: I could combine sports and thinking and make money . . . maybe . . . one day. Anyway, that's my story and ultimately I believe the passion that sport psychology has provided me with will help me tackle the important issues of the field, one of which will now be addressed.

At the University of North Texas, what makes the sport psychology program so special is the students and the leadership provided by Drs. Trent Petrie, Scott Martin, Christy Greenleaf, and Karen Cogan. Other students in our program often talk, with jealous undertones, about the camaraderie the sport psychology students have developed and the emotional connection we all have together. This emotional connection is what drives us through the long-nights discussing research, the long-hours waiting together at practices for the chance to have a 2 minute conversation with an athlete, and those personal events that are not supposed to, but often do hinder the pursuit for those initials behind our name. This is the type of atmosphere I would like to bring to the students of AAAASP and three ways to cultivate this global sense of sport psychological camaraderie come to mind.

First, I would like to establish, through the AAAASP website, a link to a student-run forum where each week a topic is posed and all student-members of AAAASP have the opportunity to comment on the given topic and begin to form relationships with those who have similar or even opposing views. What this forum will do is stimulate growth in the field in both the applied and experimental fields and allow students to form contacts with others interested in sport psychology from all over the world.

Second, I would like to tailor the column that the student representative writes in each newsletter to answer specific questions posed by students. After all, the student representative acts as the "voice" of the people, and who better to speak for the people than the people themselves. In each newsletter, questions will be answered that represent the larger concerns voiced by you. Although some of the questions may come directly to the student representative, they also may be drawn from the website's student forum.

Finally, I would like to acknowledge the great job past student representatives have done in setting the stage for an integrative student body of future sport psychology consultants. Continuing projects such as the mentor program (PPUMP) and the program fair will be essential to creating an emotionally connected AAAASP. ✦



# PROFESSIONAL STANDARDS DIVISION CANDIDATES

## AYNSLEY M. SMITH, PH.D.

Aynsley M. Smith, the sport psychology counselor and research director in the Mayo Clinic Sports Medicine Center, is an assistant professor at Mayo Medical School (Orthopedic Surgery and Physical Medicine and Rehabilitation). She is an AAASP Certified Consultant, APA member, is on the USOC 2000-2004 Sport Psychology Registry, and chairs the AAASP Health and Exercise Psychology Committee. Credentials include an R.N. (1961), BSN, M.A. and a Ph.D. in Kinesiology (sport psychology). Her thesis, "The Emotional Responses of Athletes to Injury" (1988), received a Canadian Association of Sport Science award and her dissertation (U of Mn.) was published in *AJSM*. Mayo Clinic Investigators (including Aynsley) won the Hughston Award in 2003 from the American Orthopedic Society for Sports Medicine for research on "Head and Facial Injuries in Junior Hockey: A Function of Individual Playing Time." Aynsley has peer review publications and makes numerous presentations, including at the World Hockey Summit in Boston and at the University of Minho, Portugal. Aynsley developed the Johansson-Gund research scholar program. Multidisciplinary research protocols pertain to epidemiology; emotional response to injury; psychophysiological variables and performance ("yips" in golf, goalies etc.) and physical and psychosocial outcome of ACL reconstruction. Aynsley integrates research with performance enhancement at all levels of ice hockey. Currently, she co-chairs a Hockey Education Program (HEP): Born to Play, developed collaboratively between Minnesota Hockey and Mayo Clinic Sports Medicine Center and chairs the "Waging War on Obesity" program she hopes will be developed collaboratively with AAASP and other national organizations. Aynsley wrote *Power Play: Mental Toughness for Hockey and Beyond*, is the mother of three health-care providers and is married to Hugh, a cardiologist and professor at Mayo. She has a passion for alpine, cross-country, telemark and back-country skiing, snowshoeing, windsurfing, fly fishing, jogging and hiking. Aynsley served 30 years on the National Ski Patrol.



### POSITION STATEMENT

I am honored to be nominated for the Professional Standards position on the AAASP Executive Board and will contribute energy and enthusiasm to AAASP regardless of election outcomes. In recent years AAASP has weathered significant changes as leaders worked with vision and diligence on restructuring. Our AAASP ship is beginning to "right itself" and beat up wind on a firm tack. Nevertheless, we face some challenges I would like to address as we settle into the 21st century. For example:

I support changing the name of AAASP. I believe "The Association for the Advancement of Applied Sport Psychology," suggests a concern with self-promotion than providing services or developing a scientific foundation for our sport psychology practice. Our name ignores our exercise researchers and practitioners.

While I support efforts to promote sport psychology, I am more committed to providing the best possible product/programs to market. I challenge us to attain a strong, ethical, and scientific foundation on which to base performance enhancement interventions. Applied sport and exercise psychology is the art of delivering a scientific, comprehensive, effective program.

Career opportunities exist for the 'hard working and well-prepared' in academics, sports medicine, preventive medicine, health and fitness, complementary medicine, public health, educational organizations, resorts, and in the performing arts. I support broadening opportunities available to sport psychology consultants but I do not believe AAASP "owes" employment to members. We must provide honest, objective assessments of career opportunities to our

mentees. I advise students that studying and practicing sport and exercise psychology is both fun and hard work. Even academic students who prepare vigorously must still have a back-up plan.

To provide an experiential opportunity for graduate students, consultants willing to host students for a week could post the position at AAASP. Interested students could meet consultants at AAASP. "Locum tenens" would allow students to observe the lifestyle and responsibilities of certified AAASP consultants.

Changes to our organizational structure were designed in part to reduce barriers between sections and promote growth. Transcending sub-disciplines is exemplified by the case of an HIV positive professional or competitive high school athlete who seeks a sport psychologist. The important issues have ethical, performance enhancement, health, and social psychology overlap. Comprehensive expertise is necessary for the consultant to effectively serve the athlete. Keynote speakers who demonstrate the overlap rather than accentuate differences can help achieve this objective.

Submissions to AAASP programs should be rigorously reviewed and subjected to a cross discipline evaluation. For example, performance enhancement symposia, social psychology and health and exercise psychology presentations should be scientific and discussed in-depth. Issues that occur when consulting should be addressed. Presenters must share educational content so that young members can develop programs that incorporate the art and science of consulting on their sports, exercise or areas of interest.

I would suggest that AAASP symposium feedback forms be completed before leaving the business meeting and monitored to increase the stringency of that procedure. Incentives (i.e., our banquet drink ticket) might provide a higher return rate. More feedback would help the program committee meet the needs of our members.

In conclusion, if elected I will work to ensure that the professional standards of AAASP members are maintained. I will facilitate having Masters-level consultants secure AAASP certification as they have much to offer our sport and exercise psychology clients. If elected, I will work to see that AAASP or better yet the Association of Applied Sport and Exercise Psychology (AASEP) receives national prominence. AAASP members have expertise in both sport and exercise psychology. As our stressed countries face crises in communication, mood disturbance, obesity, metabolic syndrome, and their medical consequences, all hampered by the lack of physical activity, I am increasingly convinced that "our time is now" and you, my colleagues in AAASP-CAN MAKE A DIFFERENCE! Carpe Diem!

## FRANCES FLINT PH.D., ATC, CAT(C)

Frances Flint has been a faculty member in the School of Kinesiology and Health Science at York University since 1977. She attended the University of Oregon for her M.S (1973) and Ph.D. (1991) degrees in sport psychology and sports medicine. Her research was an integration of both areas and focused on the psychology of the injured athlete. In 1991, Frances' research was recognized with the Association for the Advancement of Applied Sport Psychology Dissertation Award and NASPE Sport Psychology Academy Outstanding Dissertation Award. She is a Certified Athletic Therapist (CATA) and a Certified Athletic Trainer (NATA).

Frances' background in sport involved competitive swimming, basketball and any other sport that was available. Now, her sporting goals focus on reducing the random spray of golf balls over the fairways. She was the Head Coach of the varsity women's basketball team at York University for 9 years and was involved with the Canadian Women's National Basketball team from 1983 to 1988. In 1988, she was presented with the Canadian Women's Basketball Coaches' Association Award for her contribution to the development of basketball in Canada. Frances' background with international sport included work with the Canadian Olympic Association at three Pan American Games and at the Barcelona Summer Olympics as well as various World Student Games and World Championships. This background in sport helps Frances with sport psychology counseling in team building, communication, and sport injury recovery.

Frances has been involved with the Board of Directors for the Canadian Athletic Therapists' Association in various executive roles including President-Elect, President, International Relations Committee, the Written Examination Review Committee (1999-present), and the Ethics sub-committee (2002-present). The CATA has recognized her academic work with the presentation of the Distinguished Athletic Therapy Educator Award. Currently, Frances is the Coordinator of the Athletic Therapy Certificate Program at York University. The focus of her research and teaching is in psychology of injury and sports medicine. Frances presents nationally and internationally in these areas.

### POSITION STATEMENT

It is an honour to have been nominated for the position of Professional Standards Division Head. I appreciate the confidence that members have in my ability to offer assistance in the progress of AAASP. Over the years, AAASP has been central to my learning experiences in sport psychology and the collegial nature of AAASP members has provided a strong support structure. To date, I have made the typical contributions to AAASP with presentations, Continuing Education sessions, and an Outreach seminar; however, now I am pleased to be offered the opportunity to contribute further.

When I look at the names of those members of AAASP who have led our association over the years, I am somewhat awed by the amount of responsibility, commitment, and creativity they displayed in such an undertaking. I admire their chutzpah! It seems like a daunting task to provide leadership to our association members who are progressive, educated, entrepreneurial, and benevolent - among other things. Our committee and Board members have laid a strong foundation for the development of AAASP and we are gaining recognition around the world as leaders in sport psychology. Hopefully, my past experiences will assist me in supporting the furthering of AAASP's goals.

As well as overall Executive Board responsibilities, the position of Professional Standards Division Head involves interacting closely with the Certified Consultants Committee, the Diversity Com-



mittee, and the Ethics Committee. Underlying this is the focus on the standards by which we define and govern ourselves. The background I have had within the field of Athletic Therapy parallels some of these areas because both require strong ethical standards, both are committed to being inclusive rather than exclusive, both see strength in continuing the education of our professionals, and both require a standardization of qualifications. As a member of the Board of Directors for the Canadian Athletic Therapists' Association (CATA), I experienced some of the trials and tribulations of establishing written and practical examination standards for certification. This task is fraught with challenges and pitfalls especially if we consider the world-wide norms related to sport psychology and the diversity of the members of our association. It will take creativity and transparency to deal with all the views related to our standards.

Another dimension of the Professionals Standards portfolio is our Code of Ethics. I believe strongly in members being guided by high moral and ethical standards so that the public is protected, but am realistic enough to know that not everyone marches to the same beat. When it comes to interaction between figures of authority such as sport psychology consultants and impressionable, young athletes, there is no room for deviation from ethical standards. The issue of Code of Ethics violations is not one that can be dealt with by simplistic "if, then" statements. It requires reasonable decision-making based on sound principles backed by experience. From my involvement as President of the CATA and now as an Ethics Sub-Committee member, I think I can bring some of these useful experiences to the Executive Board.

Diversity is also an aspect of the Professional Standards Division Head responsibilities. As a former coach, I have learned to believe in diversity because it can provide strength through collective creativity and the sharing of ideas and strengths. Diversity isn't an easy concept to embrace because with diversity we have differing opinions, goals, and expectations. I believe that the challenge of diversity is twofold: we need to demonstrate that we are open to diversity and then we have to ensure that diverse members have the opportunity to bring their skills to the table. We need a multidimensional approach in AAASP to give us strength for the world-wide challenges ahead. I would like the opportunity to extend and expand the work of previous Executive Board members in welcoming diversity to AAASP.

If elected to the position of Professional Standards Division Head, I will work for the advancement of applied sport psychology and bring whatever skills and experience I have to AAASP. ✎

# PROFESSIONAL NEWS & ACCOMPLISHMENTS

compiled by Deb Roche, AAASP Associate Editor

## ACCOMPLISHMENTS

**Ruth Hall** and **Bill Parham** have been named Fellows of APA Division 47 (Exercise and Sport Psychology)

## UPCOMING EVENTS

### Sport Psychology Professional Training Workshop

"Developing Your Knowledge, Skills, and Practice in Sport Psychology," an intensive workshop (13 APA CEUs available), will be conducted by Jack Lesyk, Ph.D. of the Ohio Center for Sport Psychology, June 18-19, 2004 at the Hampton Inn, Middleburg Hts., OH, a suburb of Cleveland.

The program is designed for mental health and sport science professionals and students who are interested in starting or expanding practices in sport psychology. Topics will include: defining your goals, developing your skills and credentials, ethical issues, the business side of sport psychology, working with specific athlete populations, and marketing your practice. Additionally, the workshop will include an introduction to the performance enhancement model, "The Nine Mental Skills of Successful Athletes," an integrative, holistic model for assessment and intervention.

For additional information check the Center's website [www.SportPsych.org](http://www.SportPsych.org) or contact Dr. Lesyk at (216) 575-6175 or [jjlesyk@SportPsych.org](mailto:jjlesyk@SportPsych.org).

### 2004 North American Society for the Psychology of Sport and Physical Activity (NASPSPA)

Annual Conference, Vancouver, British Columbia, June 10-12, 2004.

The program of invited speakers includes Dr. J.A. Scott Kelso as the Human Kinetics Lecturer and the Sport and Exercise Psychology Keynote Address by Dr. Jacquelyne Eccles.

Additional conference information is available on the NASPSPA website, [www.naspspa.org](http://www.naspspa.org).

**Ethics and Laws: Your Safety Net for Practice** (completes CE requirements for most states) Joyce Braak, M.D

Issues addressed at this conference include standards and principles to guide your practice, relevant considerations when professional obligations conflict or ethical uncertainties arise, differentiating reasonable differences in judgment from ethical breaches, what "malpractice" is in real life and what is not, dealing realistically with duty to warn, latest HIPAA related issues and more.

### Anger and Aggression: CBT and Short Term Interventions for Change W. Robert Nay, Ph.D.

Issues addressed include anger assessment, how to use and interpret a variety of measures, how to teach rapid reframing of threatening perceptions and personalizations, imagery visualization and relaxation techniques, confrontation and working through, etc.

For locations of sites and more conference information, visit [www.ahi-online.com](http://www.ahi-online.com).

## AAASP Election Ballot ✓ AAASP Election Ballot ✓ AAASP Election Ballot ✓ AAASP

### President-Elect

- Glyn C. Roberts
- Craig Wrisberg

### Publications/Information Division Head

- Doug Hanks
- Tracy Olrich

### Professional Standards Division Head

- Frances Flint
- Aynsley M. Smith

### Student Representative

- Jessica Mohler
- John Wildman

To assure that your vote is counted, please follow these directions ▶▶

1. Copy or cut this ballot from the Newsletter and mark your vote;
2. Write "AAASP Ballot" on the front of your envelope;
3. PRINT your name on the envelope above your signature on the envelope flap; and
4. Mail your ballot (postmarked by September 1, 2004) to ▶▶

**Marty Ewing, Ph.D.**  
**AAASP President-Elect**  
**201 IM Sports Circle**  
**Michigan State University**  
**East Lansing, MI 48824**

An alternative to mailing this ballot is to vote at the 2004 AAASP Conference in Minneapolis, MN

# AAASP 2003 CONFERENCE OUTREACH PROGRAM: ATHLETIC TRAINERS

## AAASP ASSOCIATE EDITOR, AL CLARKE INTERVIEWS FRANCES FLINT



**AL CLARKE:** CAN YOU TALK SOME IN GENERAL ABOUT THE OUTREACH PROGRAM THAT AAASP HAS BEEN DOING AT THE ANNUAL CONFERENCES? HOW DID THIS GET STARTED AND WHAT HAS BEEN DONE BEFORE THIS YEAR?

**FRANCES FLINT:** I believe that Joan Duda started the outreach concept, although I am not certain of this. As far as I know, the first outreach program presentation took place last year at AAASP with coaches. About 20 coaches

from the Tucson area came to an evening session similar to ours this year. Since we are in a different city each year, it provides the opportunity to share some educational material with local professionals and promote AAASP awareness at the same time. I think it is a win-win situation particularly since it does not cost a lot to operate. Hopefully this outreach program will continue at each AAASP city.

**A.C.:** HOW DID THIS YEAR'S PROGRAM GET DEVELOPED AND WHO PRESENTED? WAS OUTREACH FOR TRAINERS AT THE COLLEGE OR HIGH SCHOOL LEVEL? WERE CEUS INVOLVED?

**F.F.:** This year's outreach came about from Past-President Linda Petlichkoff asking last year in Tucson if Laura Kenow and I would be interested in presenting. We have always had CEUs at the AAASP conference and this seemed like a perfect marriage - AAASP and NATA (or CATA since we will be in Vancouver soon) sharing information sessions on psychology of injury. The outreach targets Certified Athletic Trainers (Therapists in Canada) or students who want to learn more about dealing with the psychology of injury. We focused this year on recognizing what injured athletes feel about the injury, how their lives have changed due to the injury and some common interventions that ATs could use. The NATA members were able to get CEUs from this session. This year, Laura Kenow from Linfield College in Oregon and I (York University in Toronto, Ontario) presented.

**A.C.:** CAN YOU DESCRIBE WHAT WAS PRESENTED AT THE OUTREACH?

**F.F.:** This year we looked specifically at psychological reactions to injury and how this affects athletes' lives...the changes they go through from being "on top of the world" to being in rehab. In a workshop format, we discussed how ATs can recognize when an injured athlete is having difficulties adjusting to the change in playing status, to the injury, to being relegated to the sport injury clinic. We then went into some very easy skills that can be used by ATs to help these athletes: communication skills and goal setting, particularly. We also stressed communication with the whole team (athlete, coach, parents, sport psych person) to ensure that the athlete's recovery comprehensively covers all aspects of the safe return to sport.

**A.C.:** WHAT WERE THE OBJECTIVES/ GOALS OF OUTREACH?

**F.F.:** The main objectives for AAASP (for outreach) I believe are to provide timely educational experiences, to use the presence of AAASP members at conferences wisely, to spread the work of sport psychology consultants around the world and to help sport practitioners understand what AAASP has to offer. You should understand, however, that I was not a designer of the outreach program - just a presenter.

**A.C.:** AND LASTLY, HOW DO YOU THINK SPORT PSYCHOLOGISTS CAN BEST INTERVENE WITH TRAINERS?

**F.F.:** I think that sport psychologists can help trainers/therapists by interacting in a number of ways: presenting educational seminars to introduce ourselves to sports medicine professionals, volunteering to be on "sports medicine teams" so that referrals from ATs can occur, and offering pre-season sport psychology sessions to help athletes' performances which will open the door to sport injury work. Sport psychologists can help ATs understand that they are in an ideal position to provide simple interventions to help athletes. An example would be using visualizations of the plays of an upcoming game while the athlete receives treatment. Athletes can be helped to understand the goal setting that goes into designing a physical rehabilitation program. Athletic trainers/therapists already use goal setting daily within athletes' recovery programs, but often these goals are not shared with the athletes. This makes the athlete a passive recipient of therapy rather than an active participant. Sport Psychologists can help ATs understand the basics of recognizing maladaptive behaviour before and after injury so that appropriate referrals can be made.



## AAASP STUDENT REPRESENTATIVE REPORT ANGIE HARTMAN

Hello students! My name is Angie Hartman and I am currently serving as your AAASP student representative. It is my goal throughout this year to increase student involvement. By reading this article you are beginning the important step of getting more informed. Now is the time to take one more step... taking action. There are plenty of opportunities to get involved. If you are unsure how you can help, please do not hesitate to email me directly at [hart0504@umn.edu](mailto:hart0504@umn.edu). I look forward to working with and meeting AAASP students from all over the world in the year to come.

### REGIONAL CONFERENCE UPDATES

Postponed: The 21st Conference on Counseling Athletes will be postponed until March 2005, at which time the conference will hold a National Summit on Youth Sports. Please see the announcement below:

The National Football Foundation Center for Youth Development through Sport at Springfield College is pleased to announce that they will be hosting a Summit on Youth Development through Sport in March 2005. Leading educators, researchers, and representatives of the major sport fields, including the NBA, NFL, PGA, and LPGA, will present information about their youth sport initiatives. If you want to receive more information on being a presenter or attendee, please contact the NFF Center Project Coordinator Kelly O'Brien at 413-731-3408 or by email at [kaobrien@spfldcol.edu](mailto:kaobrien@spfldcol.edu). We look forward to seeing you next year!

Southeast Region: Samford University, Birmingham, Alabama, April 23-24, 2004

Contact: Dr. Daniel Czech, at 205.726.4229 or by email at [samfordsportpsychology@yahoo.com](mailto:samfordsportpsychology@yahoo.com)

### STUDENT INITIATIVE UPDATES

The next edition of the Performance Excellence Movement (PEM) will be focused on using sport psychology skills within the entertainment industry. The next edition will be available in April. Previous editions have focused on business coaching, medicine, and the military. If you are interested in writing an article, please contact Jessica Mohler ([jmohler@loyola.edu](mailto:jmohler@loyola.edu)).

Chris Bader has graciously agreed to take over the Internship Database. If you are aware of internships that students can apply for, please contact Chris ([chrisbader@charter.net](mailto:chrisbader@charter.net)).

Damien Clement, in collaboration with the SIGS Diversity group, has been working on getting together a student survey that addresses diversity. The survey focuses on need assessment issues in course work and graduate level experiences, including internships. Keep your eyes open for this survey. We need your input!

The Proactive Peer Undergraduate Mentoring Program (PPUMP) list is currently being generated. If you are interested in serving as a mentor for peers and prospective students as they search for graduate programs that best fit their needs or in collaborating with other sport psychology students interested in similar research topics or applied experiences, please contact Heather Peters ([hjpeters@u.arizona.edu](mailto:hjpeters@u.arizona.edu)).

Nick Galli has been working hard to ensure a successful program fair for the 2004 conference to be held in Minneapolis, Minnesota. Although the program has seen great success in past years, we would like this year to be even better. With that said, it is the goal to increase the number of programs who participate in the fair from 17 to 27 and to increase the number of international programs who participated in the fair from one to four. Help make these goals a success!

### 2004 AAASP CONFERENCE SNEAK PREVIEW

You may be asking yourself, what in the world is there to do in Minneapolis? Isn't it cold there year around? As a veteran Minnesotan, I am here to assure you that Minnesota's fall season is amongst one of the best, as the fall foliage will be approaching its peak during the conference dates (okay, so maybe I'm a little biased).

The conference will be held September 29-October 3, 2004 in downtown Minneapolis at the Marriott hotel. Within blocks of the conference site, there are ample opportunities for students to explore Minneapolis. The downtown area is host to the Metrodome and the Target Center where the Minnesota Vikings, Twins, Minnesota Gopher football, Timberwolves play. For social gatherings, the Warehouse district is one of the best, offering students everything from restaurants to nightclubs to the theater. If you really want to consume Minnesota culture, you should explore The Depot, an old train station that has been renovated for year round ice skating!

To truly experience the fall season and the colorful fall foliage, I encourage you try some of the trails in the city. One of the more popular running, biking, hiking, or blading trails start right in downtown Minneapolis and runs along the Mississippi River, separating Minneapolis from St. Paul, the Twin Cities. Another popular trail is within minutes from downtown and the hotel. The Chain of Lakes is a 13.3 mile trail that encircles Cedar Lake, Lake of the Isles, Lake Calhoun, and Lake Harriett.

# AAASP REGIONAL STUDENT REPRESENTATIVES

It is a great honor to be working with the following regional representatives. Throughout the year we will be working to improve student issues and initiatives in AAASP.

**NORTHEAST** (MAINE, NEW HAMPSHIRE, VERMONT, MASSACHUSETTS, CONNECTICUT, NEW YORK, RHODE ISLAND)

Matthew Bauman  
Springfield College  
mattbuman@hotmail.com

Chris Siuta  
Capella University  
csiuta@falkschool.com

**MID-ATLANTIC** (PENNSYLVANIA, NEW JERSEY, MARYLAND, WEST VIRGINIA, KENTUCKY, DELAWARE, WASHINGTON DC REGION)

Damien Clement  
West Virginia University  
dclement@mix.wvu.edu

Jennifer Hurst  
West Virginia University  
jhurstl@mix.wvu.edu

Jessica Mohler  
Loyola College  
jmohler@loyola.edu

Amy Athey  
Loyola College  
aathey@loyola.edu

Jonathon Metzler  
The Pennsylvania State University  
jmetzler@psu.edu

**SOUTHEAST REGION** (TENNESSEE, NORTH CAROLINA, SOUTH CAROLINA, GEORGIA, ALABAMA, MISSISSIPPI, FLORIDA)

Aimee Kimball  
University of Tennessee  
akimball@utk.edu

Josh Avondoglio  
University of Memphis  
javondgl@memphis.edu

**MIDWEST** (OHIO, MICHIGAN, WISCONSIN, MINNESOTA, IOWA, ILLINOIS, INDIANA, MISSOURI, NORTH DAKOTA, SOUTH DAKOTA, NEBRASKA)

Nick Galli  
Miami University (Ohio)  
gallin@muohio.edu

Aaron Moffett  
Michigan State University  
moffetta@msu.edu

Southwest (California, Nevada, Utah, Arizona, Colorado, New Mexico, Hawaii)

Heather Peters  
University of Arizona  
heatherjpeters@hotmail.com

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

Brad Jurica  
San Diego State University  
bradjurica@yahoo.com

**NORTHWEST** (ALASKA, WASHINGTON STATE, OREGON, MONTANA, IDAHO, WYOMING)

Rebecca Concepcion  
Oregon State University  
concepr@onid.orst.edu

**SOUTH CENTRAL** (KANSAS, OKLAHOMA, ARKANSAS, LOUISIANA, TEXAS)

Chris Bader  
University of North Texas  
chrisbader@charter.net

**AFRICA**  
Yomi Omogbeja  
University of Ibadan  
Yomog7@yahoo.com

**CANADA**

Shauna Burke  
University of Western Ontario  
sburke7@uwo.ca

James Galipeau  
University of Ottawa  
jamesgalipeau@hotmail.com

**NEW ZEALAND**

Chris Lonsdale  
University of Otago  
clonsdale@pooka.otago.ac.nz

**AUSTRALIA**

Christopher Mesagno  
Victoria University  
christopher.mesagno@research.vu.edu.au

**INDIA**

Vasundhara Nangia  
HNB Garhwal University  
nangia@sancharnet.in

**SINGAPORE**

David Shepard  
Nanyang Technological University, Singapore  
daveshep@starhub.net.sg

# UNITED STATES WOMEN'S NATIONAL SOCCER TEAM: PSYCHOLOGICAL SKILLS TRAINING PROGRAM AND HISTORY

Colleen M. Hacker, Ph. D.  
Professor, Assistant Dean, School of Physical Education  
Pacific Lutheran University

Carla Overbeck. Kristine Lilly. Joy Fawcett. Mia Hamm. Brandi Chastain. Those are the names of the five players who jogged the long 40 yards from where they gathered with their teammates in front of 91,000 screaming fans at Rose Bowl Stadium on July 10, 1999. It was their turn to strike a penalty kick to help determine the team soon to be crowned World Champion. The final game ended after 90 minutes of regulation play followed by 30 minutes of overtime in a scoreless draw. Much of the team's success reached the sporting consciousness of mainstream America and appreciation for their accomplishments is strong among soccer pundits and fans. What few people know, however, is the magnitude and the details of the adversity, challenges and changes (both individual and collective) that precipitated that magnificent triumph. Perhaps the most illustrative, even symbolic, glimpse into that drama can be found in the team's own history.

In 1991, the United States National Women's Soccer Team won the first-ever Women's World Cup in China. They had triumphed in the most prestigious world event in their sport. Many professional sports "claim" to crown a "world champion" even though teams represent only a handful of nations. In soccer, the World Cup involves teams (32 for men, 16 for women) from every continent and corner of the globe. The 1999 Women's event drew over 650,000 fans to the stadiums, and on television over 40 million viewers in the United States watched the Final game along with more than a billion people worldwide. When the 1991 team won that same event, they returned home largely to an empty airport and a home country that had little knowledge and even less interest in what they had just accomplished. America had not yet experienced a watershed event in a women's sports event...at least not since the Billie Jean King - Bobby Riggs tennis match in the 1970s.

Favored to win the next World Cup in 1995, the games in Sweden were played in front of sparse crowds and an American press that virtually ignored the team's quest to win its second world title. Although talented, prepared and competitive in every match, the US lost to Norway in the semi-finals and had to settle for third place. It was into that environment that I was invited to join the team.

When asked, by the editor, to commission 47 ESPNewsletter regarding the Team, my reaction was similar to Tony DiCicco and his assistant April and expectations for me and how I first joined the team in May of Championships, because US Soccer had never utilized the services of a Mental Skills Coach or Sport Psychology Consultant, there was neither awareness of nor support for sending me with the team to Sweden. After the third place finish, however, the coaching staff decided to make several changes in the program including player personnel, staff and team tactics. I was one of those changes.

I have served steadily on the coaching staff of the US Women's Soccer Team since early 1996 beginning our quest for Gold in the Summer Olympic Games. During those years, the team has won a gold medal in the 1996 Olympic Games, a gold medal in the 1998 Goodwill Games, the 1999 World Cup and a silver medal in the 2000 Olympic Games. Many people have asked me over the years how I got involved with the team and then usually follow that question with "is it a dream come true?" Both answers may surprise the reader. My background at the time was strictly as a professor and collegiate soccer coach at Pacific Lutheran University (PLU), a small, private institution in Tacoma, Washington. At that point, I was teaching full time and had been coaching collegiate sports (first field hockey and then soccer) for 17 years. Collegiately, we competed in the NAIA (now NCAA Division III) and were fortunate enough to compete for the National Collegiate Championships five consecutive years, ultimately winning three national soccer titles. My professional "dreams" were to teach classes and coach soccer. They never included working with the National Soccer team or coaching in the World Championships or the Olympic Games. Nothing seemed more unlikely. Certainly, I "knew" about the Women's National Soccer Team but never had any occasion to see them play, not even as a fan.

In 1994, I was selected to join the National Soccer Coaches of America (NSCAA) Academy coaching staff. It was a group of coaches, primarily from major Division I Universities that were selected to provide coaching education to soccer coaches in the United States from youth to professional levels. When I joined that group, the former Women's National Team Head coach (Anson Dorrance), the then-head coach (Tony DiCicco) and one of his Assistant Coaches, and the current National Team Head Coach (April Heinrichs) were all serving as members of that same Academy Staff. Needless to say, while it was quite an honor to serve alongside these and other illustrious coaches of the men's and women's game, it was an intimidating environment as well as an incredible professional opportunity. It was through the NSCAA National Coaching Academy that my philosophy, approach and perspective to psychological skills training caught the attention of the national team's coaching staff. Although I didn't complete my Ph.D. until 1992, sport psychology was an integral part of my coaching practice since I first began coaching at the University of Arizona in 1978. When I took the teaching and coaching position at Pacific Lutheran University in 1980; psychological skills training was a cornerstone of our

tribute an article for the APA Division my experiences with the National the one I gave then head coach, Heinrichs, "What are your goals can I help achieve them?" Although 1995 prior to the second World had never utilized the services of a

Mental Skills Coach, Sport Psychology Consultant  
U.S. Women's National Soccer Team

soccer program. Unbeknownst to me, it also caught the attention of the National Team coaches. My "try-out" period with the team apparently went well and I was asked to join the coaching staff prior to the 1996 Olympic Games. At that point, it was clear that I could not continue to coach our collegiate team, teach full time and work with the US Team.... something had to give. I resigned my head soccer coaching position at the conclusion of the 1995 season.

The National team moved into a full-time residency program in Florida that same year and my immersion into the challenges, demands, joys and pressure of serving as a faculty member at PLU and Mental Skills Coach for the United States Women's National Soccer Team began in earnest. At every conceivable break in the University calendar, I was on a plane joining the Team either for a training camp or for an international match. It was common for me to conclude teaching on a Thursday and take a red-eye flight to join the team on Friday morning only to leave on Sunday night in order to be back in the classroom on Monday morning. That year, I was able to carve out a week here, 10 days there and a long weekend at every opportunity. When the semester ended in May, I moved to Florida to be with the team full time as we prepared for the Olympic Games. Essentially, the model I just described continues to this day. Fate, flexibility and athletic event planning have been extraordinarily kind to me over the years.

The Goodwill Games in 1998 were held over the summer months so I was able to live and train with the team full time. The 1999 World Cup was held from May through July so again I was with the team full time throughout a major championship. The 2000 Olympic Games were held in the fall in Australia but timing was on my side again as I was scheduled for sabbatical that same year. Obviously, this challenging schedule requires that the head coach be understanding and flexible with the demands placed on my time. The University has also supported this dual endeavor by not scheduling classes for me on Friday's (in the Fall semester) and starting classes later in the day on Monday (in the Spring semester). While there are certainly days throughout the academic year that I miss class, it

has been a personal priority to limit the total number of days missed to not exceed the amount I usually missed in order to coach for the University, or more than would be missed by a professionally active faculty member who attends and presents at conferences. Of course, the trade off for me is apparent. Clearly, my priorities have had to be narrow, clearly delineated and firm...faculty responsibilities at PLU and the United States Women's National Soccer Team.

During the time that I had served on the National Team Staff, there have been two different head coaches, more than a half dozen assistant coaches, at least four different goal-keeping coaches and significant player turnover every year. What many people do not realize is that of the 20 members of the 1999 World Cup team, five were not invited to the next national team training camp for Sydney, a mere 6 months later. From a staff of 12 or so for the World Cup (including coaches, trainers, equipment personnel, massage therapists, etc.) only two members returned to the 2000 team. Athletes in our player pool experience similarly high pressure and turnover rates. No spots are guaranteed and no players ultimately feel secure. The age range of athletes, while different for every major event vacillates consistently from ages 15 and 16 to the early 30s. In our most recent event in July 2002, we brought in a range of players from high school to professionals, ages 16-34, veterans of three world championships and two Olympic Games and younger players hoping to make the National Team for the first time challenging for spots on the 2003 World Cup roster.

One advantage of being the Mental Skills Coach with the Women's National Team is that I have served, as time permits, in a similar capacity with several Youth National Teams. Over the years, I consulted with the U-16, the U-19 and the U-21 National Soccer Teams. While only a small percentage of the players who are members of the Youth National Teams go on to play for the Women's Team, more often than not, I have encountered these players at an earlier age. This familiarity makes the transition and efficacy of our working relationship much easier. Recently, US Soccer in conjunction with the USOC, has developed its own Performance Enhancement Team (PET) of sport scientists. These individuals form sport psychology, sport nutrition, strength training and exercise physiology have helped coaches create a master plan of vertical integration to bring the best of what sport science has to offer to all of the national soccer teams. I am fortunate and challenged by the charge to head the sport psychology branch of the PET Team.

Our national teams operate under the premise that the training effects accrued from psychological skills training mirror those of physical skill training, that is,

both are developed, refined and improved with consistent, qualified and systematic practice throughout one's competitive career. Since my academic background is rooted in physical education, the sport psychology services I provide are fundamentally educational in nature. No counseling occurs from a clinical perspective and should those types of services be required, individuals are referred to a licensed clinical (or sport) psychologist. Primarily my role centers on the teaching of psychological skills for performance enhancement (or maintenance). Psychological skills training includes: relaxation techniques, imagery, concentration and distraction control, pre performance routines, positive self-talk and performance cueing, goal setting and team building. Team building activities serve a critical role in our team's evolution and aids the assimilation of strong personalities into a unified and collective whole. We "work for" rather than "hope for" team chemistry. We make it a matter of individual responsibility and players take pride in demonstrating actions that facilitate a team-first perspective. Athletes also receive assistance in dealing with competitive pressures, team selections, playing status, sleep patterns, travel, family and life demands as well as team dynamics. All of my work is conducted in concert with the coaching staff although the specific details of my individual work with athletes remains strictly confidential. When I conduct full team meetings, topics usually follow both the needs identified and requested by the Head Coach. It has truly been a team effort. My goal is to complement the philosophical and programmatic philosophy of the coaching staff. Their support has proved invaluable.

My approach has been eclectic from the start. It represents a combination of knowledge and experience gained over the years from my own competitive background as an athlete (playing at a national and Olympic Trials level in several sports), my tenure as an intercollegiate coach and my formal education and training in sport psychology. This integrated approach is practical, user-friendly and individually tailored. At the heart of our program is the athlete herself. Players are first encouraged to effectively and systematically self-monitor and to honestly self-report psychological strengths and mental toughness goals for a particular training block. Athletes function as active agents in the design, implementation and evaluation of their own performance enhancement techniques. No one knows better than they do what issues they face, what challenges they are confronted with and what obstacles they must overcome. Their world is one of high pressure, high demand and high stakes virtually every day of the year. The typical focus is on three types (although certainly not discrete) intervention strategies: somatic relaxation and energizing strategies, cognitive appraisals and restructuring skills and finally, behavioral modification techniques. While both educational and remedial interventions are employed, the educational component clearly is the most utilized. Our goal is to not only facilitate optimal performance for both individual athletes and for the team, but also to foster enjoyment and the intrinsically satisfying aspects of performance.

We employ a variety of teaching and learning tools and strategies all aimed at actively engaging athletes. We have developed written workbooks, "homework" assignments, and work sheets. We use imagery videos, edited movie clips, audio tapes, verbal cueing, written guidelines and suggestions, hands-on practice in training and international competition, team and individual video footage, music, team building activities and small group and full team meetings. The ultimate goal is to consistently employ techniques that work best for individual athletes rather than stressing some predetermined intervention strategy for the entire team. Listening closely to athletes, offering alternative perspectives to solve problems, maintaining confidentiality and providing successful, athlete-friendly solutions to actual challenges are essential to program success. The process is long, intensive and individualized. It requires a mutual commitment from the athletes, coaching staff and support personnel.



I am often asked to describe what a typical day is like as the mental skills coach for an Olympic or World Championship team, and a saying among team members may shed some light: "One national team day equals four traditional 'earth' days." That analogy illustrates just how much activity occurs each day including: team meals, training sessions, fitness workouts, medical rehabilitation and preparation, team meetings, youth clinics, public appearances and media demands. Because knowledge of each athlete's personal style, preferences, needs and idiosyncrasies are vital to the design and effective implementation of the psychological skills training program, I attend every training session, all meals, all team meetings, group meetings and coaching staff meetings. Our coaches meetings include the head coach, the assistant coach (or coaches), the goal keeping coach and the mental skills coach. I offer mental skills services primarily through individual consultations but also conduct full team and small group meetings in every training block. Because these athletes are committed to psychological skills training year round and since almost every athlete is competing nearly 11 months of each year including the Women's Professional league (WUSA) or their collegiate programs in addition to the national team, I spend approximately 15-20 hours per week working via email, phone or through written communication with the athletes and coaching staff in the National Team Program.

Gaining trust and credibility at this level of performance and professional scrutiny is essential and can only be developed over time and then, only after solutions, competence and guidance have resulted in performance improvements. I approach mental skills training from a practical, application-oriented perspective. I do not "fix the head cases" or offer "quick fixes." If we can make even minute improvements in performance, then most Olympic, Professional and World Champion athletes are motivated to participate. Certainly, the most rewarding aspects of my position has been to witness the extraordinary success of athletes and teams in their quest to narrow the gap between current and potential, highest-level performance and seeing that feat accomplished on a consistent basis and in the biggest competitions. Beyond that, the opportunity to work with some of the world's most talented, brightest, dedicated and marvelous human beings is the greatest gift of the entire experience. The challenges, the joys and the rewards are unending. Our next competitive challenge is clear: assemble the best possible team to represent the United States of America in the 2003 Women's World Cup.

# VIDEOTAPE REVIEW: AN INSIDE LOOK AT SPORT PSYCHOLOGY CONSULTING

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Reviewed by AAASP Associate Editor Deb Roche

*An Inside Look at Sport Psychology Consulting* is an 85-minute video with Dr. Gloria Balague, a licensed Clinical Psychologist and certified AAASP Consultant. Dr. Balague demonstrates the process of engaging in a sport psychology consultation with a competitive rugby player, Kevin. She shares her experience in three distinct sessions with Kevin. *An Inside Look at Sport Psychology Consulting* also includes brief dialogues between performance enhancement sessions where Dr. Balague and Dr. Al Petitpas process the previous session and prepare the audience for upcoming segments. Drs. Petitpas and Balague discuss the interventions utilized, the rationale for these interventions, various performance enhancement techniques, and assessment tools presented. Viewers have the opportunity to observe the relationship develop between Dr. Balague and Kevin through this sequential demonstration. We learn how to develop a rapport with athletes, gather relevant information, and implement various performance enhancement techniques to assist them most effectively.

*An Inside Look at Sport Psychology Consulting* begins with an overview by Dr. Balague and Dr. Petitpas. After a brief explanation of the upcoming sessions, viewers are immediately engaged in the intake assessment between Dr. Balague and Kevin. Dr. Balague demonstrates how to connect with athletes by creating a comfortable environment. As a Clinical Psychologist, Dr. Balague describes her role as a practitioner eloquently addressing issues of confidentiality, multicultural factors and informed consent. The viewer learns the professional and delicate manner by which the athlete is made aware of the process while developing and creating an excellent working relationship. Within minutes, viewers observe Dr. Balague's skills engaging the athlete and actively assessing goals for treatment. Dr. Balague provides a framework for practitioners to conceptualize athletes, holistically assessing issues within sport and other areas. She shows viewers a concrete assessment method, the "pie chart", in which she explores with the athlete his roles across several domains including both sport related factors and social, financial, familial, and academic issues.

In the middle session, viewers are able to see the impact of the Dr. Balague's interventions from session one. Kevin is experiencing significant improvement in performance and discusses his ability to implement the various imagery exercises and positive self-talk techniques suggested by Dr. Balague. Again the viewer is exposed to methods of assessment in which Dr. Balague is able to enumerate Kevin's perception of his performance enhancement. Dr. Balague assesses Kevin again across a variety of domains. We observe Dr. Balague challenging Kevin's verbal and nonverbal behaviors to help him develop a complete appreciation of his situation. Dr. Balague identifies a potential barrier for Kevin, and demonstrates how to note this barrier and explore it with the athlete in a nonjudgmental and supportive way. Viewers learn how to identify important cues from the athlete and methods of collecting this information for later integration into treatment.

In the final session, viewers appreciate the progress that Kevin has made and also see setbacks in his treatment. Dr. Balague demonstrates to viewers how to utilize her rating scale to assess the athlete's current status in a

concrete way. She artfully illustrates how to integrate information gathered in previous session to help the athlete who is faced with a difficult dilemma. She shows viewers how to meet athletes where they are, to redefine goals that are appropriate given new information and priority of roles and to include the client in the process by creating a collaborative relationship. Practitioners learn how to gently challenge the athlete to explore barriers to goals while protecting the relationship and maintaining rapport.

*An Inside Look at Sport Psychology Consulting* is an excellent video for many audiences. It would be an ideal supplement for professors teaching new practitioners the complex nature of working with an athlete as a Sport Psychology Consultant. It gives insights into difficult tasks including a discussion of confidentiality, multicultural elements, and obtaining informed consent from the athlete for consultation/treatment. This video also provides some new ideas for the more experienced practitioner demonstrating Dr. Balague's personal techniques and assessment tools. I would like to have seen the creators include a demonstration of specific techniques such as guided imagery or confidence building strategies for the audience. These are discussed and alluded to in the individual sessions, but an illustration where the athlete is taught these skills is not provided. It would have been educational for the audience to see some of these common techniques that the athlete credited for his performance improvement. 🌟



# THINKING OF ETHICS: THERE'S A ROGUE ELEPHANT ON THE LOOSE!

**Edward Etzel & Jack Watson**  
**West Virginia University**

COULD THIS  
BE A NEW  
DSM-V CODE  
ENTITLED  
"THOSE WHO  
JUST DON'T  
GET IT?"

At one time or another, many of us unfortunately run across members in the applied sport psychology community who engage in ethically questionable activities with evidently little concern for the ethical principles and the consequences of their actions. Truth be told, many of these rather free wheeling people do so, even though it would seem that they should have had sufficient ethical education and training or at least common sense to behave differently.

Somehow, an often visible minority of professionals and students tend to roam freely around the field, taking risks and engaging in independent behaviors that would likely be seen as at least questionable to the average AAASP member. These folks may be likened to "rogue elephants"-- outliers who are inclined to "do their own thing," and not responding to feedback from others (e.g., colleagues, ethics boards, licensing bodies). Common instances of rogue activity are undertakings such as: 1) professionals providing mental health services without a license; 2) graduate students marketing their services and practicing without supervision; 3) misrepresenting one's credentials and skills; 4) going beyond the limits of one's competencies; 5) entering into harmful or potentially harmful dual relationships (e.g., dating clients or recent ex-clients or students, entering into business relationships, accepting inappropriate gifts from clients); 6) not responding to feedback or complaints from others such as peers or clients; 7) practicing when one is "impaired"; 8) utilizing new and unproven interventions or practices; and/or 9) openly slamming others in the media or on the Internet. It seems that many such elephants just don't get it. Could this be a new DSM-V V code entitled "Those who just don't get it?"

The central dilemma facing each of us is what to do, if anything, as an ethical member of AAASP when you become aware of the suspect actions of an apparently unethical beast on the loose? All too often, the response to these predicaments, especially minor or "gray" ethical problems, (e.g., a slip of confidential information in a meeting or encounter, a third party inaccurately portraying our degree or credentials in the media), is that we tend to turn a blind eye on such situations and do nothing. It is certainly easier to do this because it is often not at all fun to confront others. This is particularly difficult if you are a student member and you are concerned about the behavior of a professional. Although it is quite an uncomfortable, stressful and time consuming task to confront an elephant, we are compelled to do so. (It has been our experience that confronted elephants react quite defensively!) Nevertheless, if we do not take our responsibility to respond to apparent ethical violations seriously, our code is essentially worthless; there is no substance behind the document. Frankly speaking, some members believe this to be true, however, the AAASP Ethics Committee will listen to all complaints brought to the group, provide consultation, and typically encourage member action first and foremost.

Passivity enables rogues to continue to roam the field and take advantage of clients, students and others. Not only does this hurt you as a local academic or practitioner in direct contact with the rogue beast, but in all probability it is also negatively impacting our field as a whole. Passivity cultivates an undesirable bad impression of applied sport psychology to our customers and trainees. When we accept membership in AAASP or other



allied professional organizations, we assume responsibility to monitor our own behavior and the behavior of our peers. It is very important for us to monitor our own profession as much as possible, as it is also possible that clients and "customers" do not even know that rogue behavior is inappropriate or unethical.

Where do the roots of this problem lie? Is it in the hands of the programs that train the students or in the faculty members who did or were supposed to supervise these offending individuals? We must focus our attention away from blaming others, and towards dealing with the problem at hand and to confronting those individuals with the problematic behaviors. If this rogue elephant is a student, it may be a wise decision to discuss the issue with his/her program or supervisor. If not a student, your confrontation of the person(s) should involve a brief description of the ethical principles, standards or laws that they may be taking too loosely. Again, be as prepared as you can for them to be defensive about being confronted with these issues. (After all, everyone thinks s/he is a good driver, right?) Do not stoop to their level, but instead, be prepared for such a reaction. Remain as calm and cool as you can when handling their reactions. Listen to what they have to say about their actions, and continue to counter with your knowledge of the standards and the potential negative effects that the person may be having upon the profession. If an agreement about the behavior cannot be reached, this may be the time to ask for outside assistance from the Ethics Committee or other members of the field.

The "take home" message of this commentary is that all positive as well as negative professional behaviors of the sport psychology community likely affect you and our client base. Clearly, there will probably always be rogues on the loose just like there will always be charlatans in other fields, however, each of us has to do our part to shape the view of our clients so that they can be confident that the vast majority of applied sport psychology professionals are honest and that their services can be useful to them. For this reason, we must attempt to provide effective supervision to our students, monitor ourselves and our fellow professionals, and be willing to take action when a situation calls for it. Take some comfort that you are acting as an ethical, model practitioner should, when you hear trumpeting or see the tips of tusks emerge from the jungle. 5

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### —Deadline for Submission—

Deadline for submission of materials for the **SUMMER, 2004** issue is **May 15, 2004**. Please send all items to: Douglas M. Hanks, Ph.D., Student Counseling Services, 118 Foy Union, Auburn University, AL 36849