

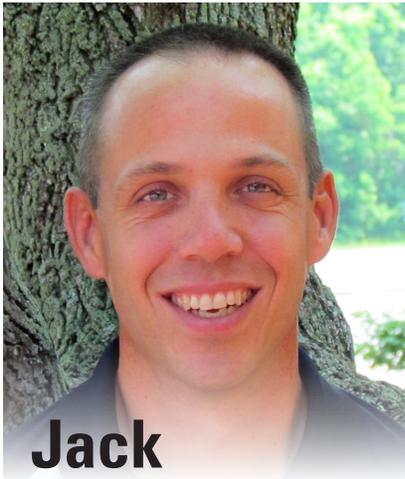
# Summer 2013 Newsletter

Volume 28 // Issue 2



## IN THIS ISSUE:

-  President's Message
-  Election Results
-  Editor's Note
-  Have You Thought About Exercise Psychology?
-  AASP 2013 Award and Grant Winners
-  Self-Talk Interventions in Youth Sport:  
Five Best Practice Recommendations for Consultants
-  AASP 2013 Conference Preview
-  Ethical Termination During Sport Psychology Service Provision
-  Book Review: *Golf Flow: Master Your Mind, Master the Course*
-  AASP Members in the News
-  Financial Update
-  Student Report
-  Regional Representative Spotlights



**Jack  
WATSON**

# President's Message

*Jack C. Watson II, Ph.D., CC-AASP, West Virginia University*

I hope that the summer is treating everyone well. This will be my third and final newsletter column as AASP President. While this position comes with a good deal of work and responsibility, it has also provided me the unique opportunity to individually communicate with a large number of our members.

From these interactions, I am

continually amazed by your creativity, enthusiasm, and efforts to get involved in AASP and strive to make it a stronger organization. I want to personally thank all the members who have taken the time to write me notes to express their thoughts and opinions about AASP and our profession. I am pleased to report that the predominant sense I get from these communications is that members believe the organization continues to move in a positive direction.

I have been fortunate to lead AASP at a time when our Strategic Plan provides specific direction to guide our Executive Board members, Committees, and Special Interest Groups (SIGs) in their efforts – all with sport psychology principles in mind. This year, Committees and SIGs were required to create measureable and achievable goals that were aligned with the strategic plan and to develop a timeline as to when these objectives would be completed. Each Executive Board member was asked to create a Big Hairy Audacious Goal (Legacy Goal) that they have been working on for the balance of the year. I feel as if we have made great progress towards achieving many of our goals, but make no bones about it, we still have a long way to go. I am confident that Jon Metzler, AASP's incoming president, will continue our momentum in this area.

## Conference Updates

I hope that everyone will be able to join us in New Orleans for our 2013 conference, scheduled for October 2-5 at the Hilton Riverside Hotel. This event will be personally special for me as we are returning to the city where I attended my very first AASP conference in 1995. Having been involved with some of the conference planning, I can attest to the fact that Jack Lesyk and the Conference Planning Committee have put together an exciting program. This year's theme is 'Lifelong Physical and Mental Well-Being through Sport and Exercise.' With a record number of abstract submissions, an all-star program, and exciting conference and non-conference entertainment opportunities, we are expecting one of our most successful conferences ever.

I am happy to report that our conference locations for the next few years have been set as well. Our 2014 conference will be held in Las Vegas (October 15 - 18 at the Rio All Suite Hotel & Casino) and the 2015 meeting will take place in Indianapolis (October 14 - 17 at the JW Marriott). As Past President, I will be chairing the Las Vegas conference, and I am currently considering possible conference themes (members – feel free to contact me with suggestions). We are very excited about Indianapolis as the 2015 site is home to several national organizations we plan to establish stronger partnerships with in the coming years (e.g., the NCAA, American College of Sports Medicine, USA Gymnastics, and the National Federation of State High School Associations). We are currently working on securing a location for the 2016 conference, and hope to announce it at our upcoming conference.

## Organizational Updates

I am happy to report that, as an organization, AASP continues to grow. We have seen a 20% increase in membership compared to the same point in 2012. The increase in number has been due both to attracting new members and our specific efforts to retain current members through offering valuable benefits or returns on investments. It is also clear to me that the profession of Sport and Exercise Psychology is expanding and retaining more professionals. AASP has made it a priority for the organization to be both a leader and catalyst in promoting this growth. We are actively engaged in increasing public awareness of the profession as well as connecting with other professional, performance, and sporting organizations/groups that will increase the profile of Sport and Exercise Psychology and AASP and lead to an increase in available job opportunities.

## Organizational Involvement

I would like to close this column with some of the same language that I used during my Presidential Address last year in Atlanta. I encourage each of you to get involved, as AASP is a great organization with a lot to offer its members and the profession. Remember to “Pay It Forward” for the next generation of Sport and Exercise Psychology professionals by personally working to make the profession better. Remember that while we need great leaders within AASP, not everyone needs to run for positions on the Executive Board. Please consider getting involved in Committees or SIGs or being a Regional Student Representative. You do not need to wait to be asked to take on a position within the organization; it is appropriate to ask to become a member of a committee or to nominate yourself for a position. So, to once again paraphrase my wife, “Stop complaining about it and

just do something.” If Sport and Exercise Psychology is truly a passion of yours, be willing to help.

## Closing

Thanks to all AASP members who have been truly supportive over the past year. I hope to see and talk with many of you in New Orleans. It is my sincere hope that when people look back at this year, they will be able to say that AASP got stronger due to the hard work and collective efforts of the Executive Board, Committees, and SIGs. I am certainly proud to be a member of this organization. ▀

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“ We are actively engaged in increasing public awareness of the profession as well as connecting with other professional, performance, and sporting organizations/groups that will increase the profile of Sport and Exercise Psychology and AASP and lead to an increase in available job opportunities. ”

# 2013 Election Results

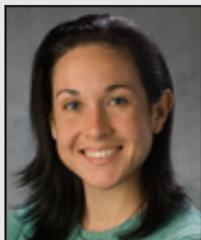
Thanks to the 323 current AASP members (19% of the membership) who cast ballots in the recent election.



**Robert Schinke, Ed.D., CSPA, CRC**, Associate Professor at Laurentian University will be AASP's President for the 2014-2015 year. He will serve as President-Elect in 2013-2014, working with president Jon Metzler (SAIC/CSF2) and the rest of the Executive Board to lead the association.



**Alexander Cohen, Ph.D., CC-AASP** is a Senior Sport Psychologist at the United States Olympic Committee. He was tapped to serve as AASP's Professional Standards Division Head, replacing Rob Schinke as chair. Alexander will serve a three-year term on the AASP Executive Board.



**Sarah Carson, Ph.D.**, Assistant Professor of Kinesiology at James Madison University, was elected as AASP's new Publications/Information Division Head, replacing Emily Roper (Sam Houston State University).

**Traci Statler, Ph.D., CC-AASP**,



Assistant Professor of Kinesiology at California State University, Fullerton, was elected as AASP's Scientific Program Division Head - Elect to begin in 2015, fully replacing Brent Walker (Columbia University) after a mentorship year shadowing Brent in 2014.



AASP's new **Student Representatives** will be **Leigh Bryant** from West Virginia University and **Brendan Carr** from University of Georgia, replacing Leeja Carter (Adler School of Professional Psychology) and Alicia Johnson (University of Tennessee, Knoxville).



# 2012-2013 **EXECUTIVE BOARD**

**Jack C. Watson II, Ph.D., CC-AASP**

President  
*West Virginia University*

**Jonathan Metzler, Ph.D., CC-AASP**

President – Elect  
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**Kent Lindeman, CMP**

Executive Director



**Sarah  
CARSON**

# Editor's Note

*Sarah Carson, Ph.D., James Madison University*

*"Coming together is a beginning; keeping together is progress; working together is success." ~ Henry Ford*

One of the things I have enjoyed most about editing the AASP Newsletter has been the experience of reading through the first full-draft of each issue. Doing so never fails to add an exciting new item to my to-do list. Generally, I don't get too excited to see this list grow any longer, but these items are not the ones that get shifted from list to list – you know, the dreaded carry over items – the ones that make you sigh a bit as you scribe them again and again, perhaps with a different wording as you try to spark a new sense of initiative. With the exception of the consistent reminder to book a much needed new headshot, these items are never *those* dreaded items. The President's Report has encouraged me to scour the AASP website for more information about our association's new initiatives, webinars, and resources to share with colleagues

and students. The Teachers' Toolbox and Members in the News segments have sparked plans for readings to use and strategies to try in my classroom. The Book Reviews keep my B&N.com wish list growing, and the position pieces from members across the various sub-disciplines in our field have revealed references to dig up and questions to pass along.

The AASP Newsletter may only be a small corner in the larger world of sport, exercise, and performance psychology, but it is one in which we can easily see the people of AASP coming together, working together, and not only keeping together, but growing together as well. Sure, we are not always of one mind, but that is part of what will keep AASP great. I believe a sign of a healthy community is not just one that is growing in numbers (which AASP has done on a consistent basis), but also one that grows in its ability to ask itself critical questions, celebrate its small successes, and challenge itself to operate at its best. I applaud and thank everyone who has and continues to offer interesting, challenging, and thought-provoking pieces to our publication. I hope you all enjoy this issue, and I look forward to reviewing the next set of list-lengthening submissions to come.

As always, I invite any and all feedback regarding this newsletter issue and what you would like to see provided in future installments. For example, if you would like to contribute a piece to one of our regular segments such as the Teacher's Toolbox or Book Review or nominate a colleague for a Researcher's Spotlight or 10 Burning Questions piece, please contact me at [carsonsa@jmu.edu](mailto:carsonsa@jmu.edu). Thank you, and I look forward to seeing you all in New Orleans. 🍷

## ASSOCIATE EDITORS

Jamie Shapiro, University of Denver

Adam O'Neil, Sports Concussion Institute — Los Angeles, CA

Sam Forlenza, Michigan State University



**Sean  
FITZPATRICK**

# Have You Thought About Exercise Psychology?

*Sean Fitzpatrick, Ph.D., John F. Kennedy University*

As a young academic, I have been fortunate to interview or speak with a number of individuals who are considering graduate training in Sport and Exercise Psychology. Most come from psychology undergraduate programs and were athletes in high school or college. Many prospective consultants find the field in a happenstance manner: they were looking for additional units to take and found a Sport and Exercise Psychology elective (this is seemingly the story of most students); they had a professor, mentor, or other trusted advisor suggest the field (a handful of students); they were an athlete and had interactions with a Sport Psychology professional (this group is seemingly growing); or they found the field through a random internet search of their interests, which included sport

and/or psychology (a surprisingly large number). Regardless of *how* one finds the field, most decide to pursue training because they have a passion for sport and are searching for a way to continue to be involved with it. I too was this student. I was an athlete (very loosely defined). I loved sport, and I knew I wanted to stick around it. Therefore, I choose Sport and Exercise Psychology as my major, not knowing what it really was.

Just as many find the larger field of Sport and Exercise Psychology in a happenstance manner, once in the field, many future professionals happen upon the Exercise Psychology specialty in a similar fashion. Again, I was one of those individuals. I took my first Exercise Psychology class as a junior - and only because it was required. Within just a few weeks, I was hooked. The question of why some individuals exercise and some do not fascinated me. From that day forward, while I still was passionate about Sport Psychology, I knew it was Exercise Psychology that would become my main focus. I have seen classmates take the same exact path after their first taste of work within the Exercise Psychology realm, and I have taught, supervised, and

mentored students who have followed suit. For many within our field, just one exposure to an Exercise Psychology class or consulting experience is all it takes to become captivated.

Exercise Psychology professionals apply psychological principles to help individuals adopt and maintain physical activity (Lox, Martin Ginis, & Petruzzello, 2010). What draws many students to Exercise Psychology after having a singular focus on Sport Psychology is that much of exercise-related work includes utilizing the same performance psychology approaches to exercisers. Be it goal setting, working on motivation, or even using mindfulness techniques, work with exercisers often utilizes similar performance enhancement techniques used with athletes and other performers. The performance, in the case of Exercise Psychology, is adopting and/or maintaining physical activity as opposed to pitching a no-hitter or becoming a scratch golfer. While helping individuals perform better in any arena can be a rewarding experience for individuals in our field, helping someone improve their health by becoming more active is a large reason many are drawn to Exercise

Psychology, and the transformations that some clients realize can be striking.

Unfortunately, there are currently many individuals who need to become more active. Over 50% of people within the U.S. do not meet the recommended levels of physical activity, and close to 25% partake in no leisure time activity (CDC, 2010). These statistics point to the fact that a great number of individuals could benefit from enhancing their physical activity 'performance.' Simply put, the ability to help others become more active is becoming increasingly valuable.

There are many reasons for pursuing Exercise Psychology, but perhaps the best reason is also the most pragmatic: there are jobs in Exercise Psychology. The number of jobs in this realm only continues to grow. Health insurance companies are hiring individuals with Exercise Psychology training as behavior coaches, positions I have seen a number of former students pursue and secure. The opportunity for private consultation is also growing. Applied Sport and Exercise Psychology professionals can work with gyms or other organizations, such as the YMCA, as exercise behavior specialists to help their clientele stay active. Corporate wellness positions are also becoming more common, and some students have even created their own jobs by proposing the need for a wellness program to companies that did not currently have one in place. Having Exercise Psychology training is also very valuable when seeking an academic position, as many Sport Psychology positions require teaching an Exercise Psychology course and a large number of positions are solely focused on the psychology of physical activity. Further, the potential for grant funding within Exercise Psychology is exponentially greater than that of Sport Psychology, and the opportunity to do collaborative work with other disciplines is vast. So, if you are a student interested in pursuing Exercise Psychology, what are your next steps?

- First and foremost, get to know the exercise world. Take a course in exercise physiology, public health, or kinesiology. Learn the lingo of the other professionals (e.g., personal trainers and exercise physiologists).
- Find a supervisor with an Exercise Psychology background and seek an applied Exercise Psychology internship. College recreation centers, local gyms, and YMCAs are all great places to look.
- Read the research. Do this tentatively at first. One of the first things that students in Exercise Psychology courses notice is how much larger the literature base is within the exercise realm - it can be overwhelming. Begin with a few pieces from Sport and Exercise Psychology journals or the recently published Oxford Handbook of Exercise Psychology (Acevedo, 2013) before broadening out to other health journals.
- Check out a few Exercise Psychology presentations at this year's AASP conference (e.g., the Health and Exercise Keynote by Dr. John Ratey promises to be very enlightening), join an Exercise Psychology special interest group, or speak with a Health and Exercise Psychology Committee member.
- Lastly, if available, take an Exercise Psychology course. Do not wait to 'run into' Exercise Psychology, seek it out. You never know, you just might walk away hooked. ■

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# 2013 AASP Award and Outreach Grant Winners

## AWARDS



**Dorothy V. Harris Memorial Award** – Recognizes an AASP member, in the early stage of her or his professional career, who has made outstanding contributions that are both theoretical and practical

Amanda J. Visek, The George Washington University



**Dissertation Award** – Recognizes the completion of an outstanding dissertation by an AASP doctoral student member

Rachel Arnold, Bath University, *“The Assessment and Examination of Organizational Stressors in Sport Performers”*



**Thesis Award** – Acknowledges the completion of an outstanding thesis by an AASP student member

Enoch Chow, UNC Greensboro, *“The Effects of Music and Video on Perceived Exertion and Performance of a Cycling Task at Vigorous Intensity”*



**Distinguished Student Practice Award** – Acknowledges outstanding and innovative service delivery in sport and exercise psychology by an AASP student member

Ian Connole, M.S., Colgate University



**Distinguished Professional Practice Award** – Awards an AASP professional member who demonstrates exceptional quality and innovation in delivering sport and exercise psychology services to the public

Keith Henschen, University of Utah - Emeritus

**Student Diversity Award** – Recognizes and honors the achievements of students involved in research, service, or applied experiences that focus on diversity issues

Ya-Ting Shang, UNC Greensboro



**Distinguished International Scholar** – Honors the achievements of outstanding individuals from the international community whose scientific and/or applied work has significantly influenced the field of sport and exercise psychology

Jaume Cruz Feliu, Universitat Autònoma de Barcelona



## COMMUNITY OUTREACH GRANTS

Carole Oglesby, Positive Embodiment Enterp., Brad Conn, Alliant International University-Los Angeles, & Patricia Mejia, *“Major League Baseball Urban Youth Academy: Enhancing performance in athletic competition and life skills through applied sport psychology workshops,”* Grant Amount: \$3,500

Aimee Kimball, UPMC, & Samantha Monda, Robert Morris University, *“Partners in outreach: The Student Athlete Leadership Academy,”* Grant Amount: \$2,600

Brandon Spradley, Conrad Woolsey, & William Steffen, United States Sports Academy, *“Concussion awareness, training, and management for community coaches and athlete support personnel,”* Grant Amount: \$2,600

Lauren Brooke, Peter Young, & Katie Irwin, John F Kennedy University, *“Mind over miles,”* Grant Amount: \$2,000

Oscar Gutierrez, Jean-Charles Lebeau, Urska Dobersek, Gershon Tenenbaum, & Nataniel Bioangin, Florida State University, *“Exercise and psychological well-being among adults with disabilities: A community outreach program,”* Grant Amount: \$1,000

# 2013 AASP Research Grant Winners

Candace Hogue & Mary Fry, University of Kansas, *"Participant Inflammatory and Cortisol Responses During a Motivational Climate Intervention,"* Grant Amount \$4,166

Kathryn Longshore & Michael Sachs, Temple University, *"Mindfulness Training for Coaches (MTC): An Exploratory Study,"* Grant Amount \$1,990

John Mahoney, The University of Queensland, Daniel Gucciardi, The University of Queensland, Nikolaos Ntoumanis, University of Birmingham, & Cliff Mallett, The University of Queensland, *"A Psychological Needs-Supportive Coaching Intervention for Fostering Mental Toughness in Adolescent Golfers,"* Grant Amount \$1,966

Jennifer Gapin & Elena Holler, Southern Illinois University-Edwardsville, *"A Comparison of the Effects of Indoor and Outdoor Exercise on Cognitive Function,"* Grant Amount \$1,600

Alexandra Thompson & Trent Petrie, University of North Texas, *"Psychological Well-Being of Female Collegiate Athletes Post Career: A Longitudinal Investigation,"* Grant Amount \$1,500

Dana Voelker, The College at Brockport, State University of New York, & Justine Reel, University of Utah, *"A Qualitative Investigation of Weight Pressures, Body Image, Exercise, and Eating Behaviors in Figure Skating,"* Grant Amount \$1,500

Ryan Flett, West Virginia University, *"Developing and Accessing a Positive Youth Development Module for Teachers in Physical Education Settings,"* Grant Amount \$1,200

Karen Howells & David Fletcher, Loughborough University, *"A Cross-Cultural Comparison of Olympic Swimmers' Experiences of Adversity and Growth,"* Grant Amount \$1,200

Edson Medeiros Filho & Gershon Tenenbaum, Florida State University, *"From Explicit to Implicit Coordination: Interactive Brains in Circus Acts,"* Grant Amount \$1,078

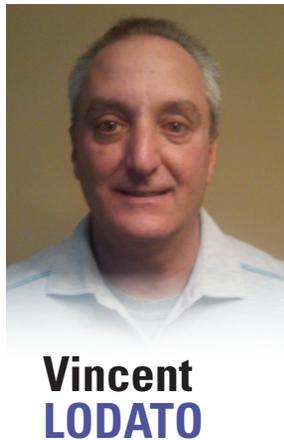
Tadhg MacIntyre, University of Limerick, Judy Van Raalte, Springfield College, Britton Brewer, Springfield College, & Aidan Moran, University College of Dublin, *"A Mixed Methods Exploration of Career Satisfaction, Engagement, and Self-Care among Applied Sport Psychology Practitioners,"* Grant Amount \$1,000

Leilani Madrigal & Diane Gill, University of North Carolina at Greensboro, *"An Investigation on the Relationships among Mental Toughness, Coping, and Stress in Roller Derby Skaters,"* Grant Amount \$800

If you would like to apply for an AASP Award or either of our Grants, please go to our website award page: <http://www.appliedsportpsych.org/About/awards-and-grants> and submit an application by March 1, 2014.

# Self-Talk Interventions in Youth Sport: Five Best Practice Recommendations for Consultants

Brandonn S. Harris, PhD, CC-AASP, Georgia Southern University, Lauren Easton, M.S., Georgia Southern University, Darcy L. Strouse, PhD, BelieveinMe Sports, LLC, & Vincent A. Lodato, LCSW, CC-AASP, National Sports Performance Institute



*“Whether you think you can or think you can’t, you’re right.”* These words from Henry Ford underscore the impact that self-talk plays, for better or worse, in our life experiences. For young sport participants, what youth athletes think about themselves, their performances, and specific game and practice situations can directly influence their feelings, behaviors, and athletic performances (Williams & Leffingwell, 2002). It may initially appear that cognitive interventions such as self-talk are most appropriate for adult athletes given differences in informational capacity and processing; however, incorporating self-talk into sport psychology consultations with youth can serve as an effective strategy to teach younger athletes that they have control over their sport experience and overall well-being. Given that youth athletes are not miniature versions of their adult counterparts (Visek, Harris, & Blom, 2009), it is critical that professionals make a variety of accommodations in order to present this particular intervention in imaginative, creative, and effective ways to youth sport participants. To assist practitioners in doing so, we offer the following five best-practice tips for consultants:

**1. ‘Verbose is Gross:’ Using Developmentally-Appropriate Terminology.** Children and adolescent athletes have been shown to benefit from the use of cognitive interventions for a variety of sport- and life-related circumstances (Visek et al., 2009). However, given that youth athletes process information differently than adults, consultants should adapt the terminology they use when introducing self-talk interventions so the target population is able to understand the relevant terms and techniques. For example, practitioners could use concise and direct language that is simple for athletes to comprehend when describing what self-talk is. Further, using phrases such as “changing our thoughts” or “what we say to ourselves in our mind” instead of “cognitive restructuring,” “reframing,” or “countering” might be more developmentally appropriate as well.

**2. Metaphors and Language.** Practitioners can take into account youths’ language systems and the modalities they employ to interpret the world around them. Many times we ‘see’ the world in certain ways, but when we communicate with others and ourselves

through our internal dialogue, we may 'hear' it differently. Before beginning to address any young athlete's self talk, a practitioner should listen to how he or she describes her/his performance and performance setbacks. This dialogue gives clues into the athlete's inner world of thoughts and the various modalities being employed - not just to *what* is being said but *how* she/he says it. For example, does his/her language system reflect a lot of visual imagery? Or does he/she use words that elicit more emotion or actions (Hall, 1989)? This process is critical to being in sync with athletes' language systems as we confront negative and self-defeating self-talk and reframe their language and internal dialogue. We can then use metaphors from the young athlete's language and modalities to calibrate the meaning and representations of her/his language and create new metaphors for change. By syncing with a young athlete's language system, the use of positive self-talk becomes a powerful tool for change (Reese, 2013).

**3. Developing Self-Talk Skills through Creativity.** Consultants serve as educators of athletes who may be visual, auditory, or kinesthetic learners. As athletes become more experienced with traditional self-talk practices, they may search for alternate ways of self-expression. Thus, we may be challenged to choose from a variety of techniques for the athlete to be reminded of his/her cue words or phrases. Creative outlets, such as writing on bathroom

mirrors, compiling a musical slideshow of performance images, and constructing vision boards with pictures and various meaningful cues help to satisfy the individual learning styles of athletes.

introduced during a consultation with the youth athlete to demonstrate how a highly successful athlete uses positive self-talk to master a specific skill, facilitate his/her overall performance in training and

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“ Creative outlets, such as writing on bathroom mirrors, compiling a musical slideshow of performance images, and constructing vision boards with pictures and various meaningful cues help to satisfy the individual learning styles of athletes.” ”

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Furthermore, these tactics help the consultant build rapport with the athlete, as most of the activities can be completed during sessions.

**4. Using Mental 'Models' with Youth Athletes.** A key ingredient for self-talk to be an effective mental tool for the youth athlete is that the individual must believe in the efficacy of [positive] self-talk. One approach for validating the use of positive self-talk with youth athletes is to use elite athletes as 'mental models.' These indirect, vicarious models can be

competition, and/or to overcome a mental road block such as performance anxiety or low confidence levels. It is helpful if the model athlete participates in the same sport as the youth; however, models from different sports can also be an effective validator, particularly if they are considered a reputable 'sport legend' by the athlete. The youth athlete may or may not be familiar with the model athlete(s), so it is helpful to provide the youth with some historical background on the athlete's achievements along with examples of how the model athlete has used positive

self-talk. These examples are most often found in media reports such as video interviews, magazines, and newspaper articles.

**5. Broadening Horizons: Using Self-Talk to Build Self-Efficacy in Sport and Life.** As consultants, we teach athletes techniques to reframe their thoughts in hopes of increasing their confidence towards successfully completing a challenge. However, our services extend far beyond improving performances in practice and competition. The athlete can benefit from utilizing self-talk to overcome unexpected events and cope successfully with sport and other life experiences. To further address this skill, consultants can incorporate the previous tip and use 'mental models.' One example might include Pittsburgh Pirates closing pitcher Jason Grilli. In 2010, Grilli sustained a near career-ending injury when a bone chip in his knee lacerated his right quadriceps, shredding the muscles into ribbons (Meisel,

2013). Grilli attended rehab with a hopeless, defeated attitude toward his future in baseball. Prior to beginning a session, he met a female collegiate soccer player with a prosthetic leg. Their friendship inspired him to develop a greater appreciation for his life's blessings. He explained, "It's all about perspective." Although Grilli learned a lesson on perspective through a painful event, consultants can use anecdotes of professional athletes' experiences to improve their approach to overcoming obstacles, whether in the classroom, home, or on the playing field. ■

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“ Although Grilli learned a lesson on perspective through a painful event, consultants can use anecdotes of professional athletes' experiences to improve their approach to overcoming obstacles, whether in the classroom, home, or on the playing field. ”

October 2 – 5, 2013

# Featured Lectures and Speakers



**Kate F. Hays, Ph.D., CC-AASP**

The Performing Edge  
*The Journey of an Independent Scholar-Practitioner*  
**COLEMAN GRIFFITH LECTURER**  
**WEDNESDAY, OCTOBER 2**



**Craig Jenkins, Ph.D., ABPP, LTC, MS**

10th Special Forces Group (Airborne)



**Gary Denham**

Effective Presentation Solutions  
*Conceptualizing Special Operations Tactical Athletes... Who are those guys?*  
**PERFORMANCE PSYCHOLOGY KEYNOTE**  
**THURSDAY, OCTOBER 3**



**Jacquelynn Eccles, Ph.D.**

University of Michigan  
*Sports Participation and the Transition to Adulthood*  
**SOCIAL PSYCHOLOGY KEYNOTE**  
**FRIDAY, OCTOBER 4**



**Morten Andersen**

All Time Leading Scorer in NFL History  
*From Head to Toe: A Seven Time NFL Pro Bowl Kicker's Journey to Excellence*  
**FRIDAY, OCTOBER 4**



**James P. Whelan, Ph.D.**

University of Memphis  
*Professional Ethics: The Long View When Working with Athletes*  
**ETHICS ADDRESS**  
**FRIDAY, OCTOBER 4**



**John Ratey, MD**

Harvard Medical School  
*Title TBA*  
**HEALTH & EXERCISE PSYCHOLOGY KEYNOTE**  
**SATURDAY, OCTOBER 5**



**Jaume Cruz Feliu**

Universitat Autònoma de Barcelona (UAB)  
*The Importance of Social Environment in Youth Sport for Lifelong Physical Activity*  
**DISTINGUISHED INTERNATIONAL SCHOLAR LECTURE**  
**SATURDAY, OCTOBER 5**



**Claire Donahue**

Western Kentucky University/  
 USA Swimming National Team



**Bruce Marchionda**

Western Kentucky University



**Elizabeth Shoenfelt**

Western Kentucky University

**PERFORMANCE PSYCHOLOGY  
 PANEL DISCUSSION**

*Theory to Practice: Reflections of an Olympic Gold Medalist, Her Coach, and Her Sport Psychologist*  
**SATURDAY, OCTOBER 5**

October 2 – 5, 2013

Lifelong Physical and Mental Well-Being  
through Sport and Exercise

## Featured CE Workshops

### Entrepreneurial Bootcamp

Introduction via webinar:

Tuesday, September 3, 2013 • 9:00 pm – 10:00 pm Eastern

Onsite in New Orleans:

Tuesday, October 1, 2013 • 6:00 pm – 9:00 pm

Wednesday, October 2, 2013 • 9:00 am – 12:00 pm

### Assessment and Management of Self-Injury, Suicide, and Violence in Athlete Populations

Wednesday, October 2, 2013 • 9:00 am – 12:00 pm & 1:00 pm – 4:00 pm

### Developing, Selling, and Delivering a Comprehensive Integrated Sport Psychology Service Delivery Program for Intercollegiate Athletics

Wednesday, October 2, 2013 • 9:00 am – 12:00 pm & 1:00 pm – 4:00 pm

### Team (Together Everyone Achieves More) Talks: Strategies for Team and Group Presentations

Thursday, October 3, 2013 • 6:00 pm – 9:00 pm

### Certified Consultant Workshop: Essentials of Mentorship

Tuesday, October 1, 2013 • 6:00 pm – 9:00 pm

Wednesday, October 2, 2013 • 9:00 am – 12:00 noon

**For more information about AASP's CE Workshops please visit:**  
<http://www.appliedsportpsych.org/Conference/CEWorkshops>

## Registration Fees\*

AASP Professional Members - \$299

AASP Student Members - \$199

Non-Member Professional - \$479

Non-Member Student - \$319

**Online registration now available:** [https://www.associationmembership.com/aasp/conference\\_registration2013.php](https://www.associationmembership.com/aasp/conference_registration2013.php)

*\*early bird registration rates*

**For more information about the conference, please visit:**  
<https://www.appliedsportpsych.org/Conference/Highlights>

## Hotel Information

A special room rate of \$165 single/double \$165 and \$185 triple/quad \$185 is available for all meeting participants at the Hilton New Orleans Riverside. This rate is offered on a space-available basis only through August 31, 2013. Reservations can be made online here: <https://resweb.passkey.com/go/AASP2013> or by calling 1-800-HILTONS. Please indicate you are with the 2013 AASP Conference to receive the special room rate.

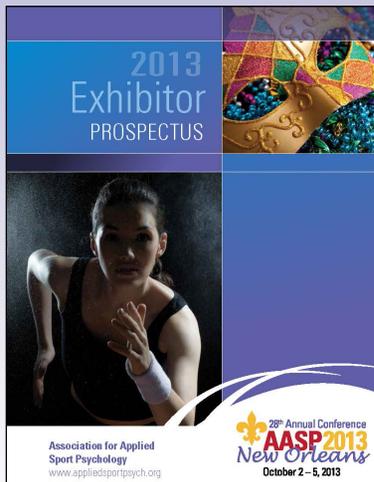
28<sup>th</sup> Annual Conference  
**AASP2013**  
*New Orleans*

October 2 – 5, 2013

**Lifelong Physical and Mental Well-Being  
through Sport and Exercise**

## 2013 Exhibitor Prospectus

Do you have a company looking for exposure to nearly 1,000 sport, exercise, and health psychology professionals? If so, then exhibit at AASP's 2013 Annual Conference, scheduled for October 2-5 in New Orleans, LA.



AASP members who are registered to attend the conference get a special discount to exhibit - 50% off the \$750 booth price.

Contact AASP today at [info@appliedsportpsych.org](mailto:info@appliedsportpsych.org) to obtain registration materials or to learn more, please visit: <http://www.appliedsportpsych.org/Conference/Exhibitors>.

## 2013 PR Workshops

**The Promotional Value of Public Speaking**  
Thursday, October 3, 2013  
2:30 pm – 3:45 pm

Public speaking is an excellent, albeit often overlooked, promotional tool. When used strategically, public speaking can provide AASP members great value in building community awareness, promoting a book, research, practice, and more. This seminar, conducted by Yopko Penhallurick, will touch on the aspects of public speaking beyond the content of your talk (e.g., advance publicity, driving traffic to your website, and maximizing media opportunities related to the speaking event). A brief overview of the new AASP Speakers Bureau will also be provided.

**Mastering the Message: Personalized Media Coaching**  
Thursday, October 3 and Friday, October 4, 2013  
8:00 am – 12:00 noon (register before September 30; NO COST)

Personalized video interview coaching sessions with Yopko Penhallurick will be offered Thursday and Friday morning. These 30-minute sessions are focused on improving video presence and interview skills, whether it is for television or an online media interview via Skype. Conducted by Betty Weibel and Jennifer Reece, these practice sessions are an opportunity to hone your skills through individualized coaching, including a brief on-camera taping with analysis and feedback.

Pre-registration is required, as timeslots are limited. Register early by emailing [bw@yp-pr.com](mailto:bw@yp-pr.com) directly to determine availability and scheduling details.



**Matthew  
BIRD**



**Brandon  
HARRIS**

# Ethical Termination During Sport Psychology Service Provision

*Matthew Bird, M.S., Georgia Southern University & Brandon S. Harris, Ph.D., CC-AASP, Georgia Southern University*

For a sport psychology consultant (SPC), termination is an inevitable element of service provision that involves the ethically, and professionally, appropriate process by which a consulting relationship is ended (Younggren & Gottlieb, 2008). One of the many challenges faced by an SPC is determining the appropriate time to terminate a relationship and under what circumstances the consulting relationship should end. Further, it has been suggested that a sound understanding of the reasons for termination can increase the chances of a collaborative and appropriate ending to the consulting relationship (Davis & Younggren, 2009).

Although the principles and standards provided by AASP do not specifically address termination in its Ethics Code, the American Psychological Association (APA) does offer some specific guidance in this area. The APA Ethics Code suggests that professionals may terminate the therapeutic relationship for a number of reasons including, but not limited to: (a) when the client no longer needs or is not benefitting from the services provided; (b) when continued service is causing harm to the client; or (c) when the therapist feels threatened or endangered by the client (APA, 2010).

Additionally, an SPC may determine it to be appropriate to terminate a professional relationship due to a number of other common factors not explicitly outlined in the APA Ethics Code. For example, these instances might include a client being temporarily

unavailable due to an end of season/mid-season break or the client relocating to a different geographical region or team. The consultant may also choose to terminate the relationship because the content of sessions changes from performance enhancement issues to more clinical ones, or simply because the SPC and client have achieved all of the goals set at the start of the relationship. Lastly, termination may occur because the client is no longer interested in the services provided by the SPC and decides to end his/her participation in the consultation. The dynamic nature of athletics and sport psychology service provision is such that access to a client may be difficult to maintain. Therefore, it may not be uncommon for a relationship to come to an abrupt end.

One ethical concern for the SPC during termination is to ensure that the client does not leave feeling abandoned. Abandonment is an inappropriate termination (Behnke, 2009) or a failure to take clinically and ethically appropriate steps to terminate the relationship (Younggren & Gottlieb, 2008). Abandonment may take place if no steps are taken to bring the relationship to an end or if there is no closure to the therapeutic process. In many cases, abandonment occurs because an SPC does not make appropriate plans for the end of a relationship or because a client terminates the relationship prematurely. Because of this risk, an SPC should always consider the possibility that the

relationship is going to end and should prepare accordingly.

Another ethical implication associated with termination in sport psychology involves a practitioner's competence and her/his training regarding the content of the clients' needs. Depending on an SPC's training and expertise, there may be some issues for which a consultant is not comfortable or properly trained. The AASP Ethics Code states that individuals must deliver services that are within the boundaries of their competence (AASP, 2002); therefore, when issues arise that are outside of an SPC's competence, the SPC should refer the client to another practitioner and work to facilitate a smooth transition. Implications regarding termination should be discussed prior to the onset of services so both the consultant and client are prepared for this process before it takes place (Moore, 2003). Realistic expectations regarding the duration of the service and the course of the treatment should also be discussed at this time (Swift, Greenberg, Whipple, & Kominiak, 2012). These discussions should include the circumstances in which the relationship would end and what the relationship would consist of after services are no longer provided. Additionally, to aid practitioners in managing the termination process in an ethical manner, we offer the following recommendations:

- *Discuss termination from the onset:* Include discussions regarding termination as part of the consent process. Further, consider preparing for termination from the beginning of the relationship.
- *Educate clients about the termination process:* When discussing termination, consider exploring, in detail, the estimated length of the consultation as well as how and when the consulting relationship may likely end. Also, address what the athlete should expect once the provision of services has ended (e.g., maintaining confidentiality following termination, etc.).
- *Remain educated as to when termination is necessary:* Consultants should be aware of the reasons for termination that are addressed in relevant ethics codes and other common reasons termination occurs in sport psychology service

provision.

- *Address premature termination:* Review the status of the consulting process with clients from session to session to track progress and create treatment goals. Inform clients if premature termination takes place and have a process planned if it occurs.
- *Create referral networks:* Establish and maintain contact with professionals who can address issues that may surface that are outside the boundaries of your competence so referrals can be made if necessary. ■

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**Christian  
SMITH**

The book, *Golf Flow: Master Your Mind, Master the Course*, authored by Dr. Gio Valiante, explores the concept of flow as it relates to the game of golf. The book is divided into four parts (or 25 chapters). Part I – The Golf Flow Experience (Chapters 1-4, pp. 1-44) addresses the contradictory nature of flow with respect to time, control, effort, and awareness and what is it like to experience flow. Consistent with the work of Csikszentmihalyi (1997), the author discusses the paradoxes of time passing both quickly and slowly simultaneously, how it is essential to give up control of physical actions and results to gain control over them, the idea of effortless effort and the power of automaticity, as well as how one can be completely absorbed and focused on the task at hand, but aware of relevant (yet not always directly related) information to the task during a performance.

## Book Review: *Golf Flow: Master Your Mind, Master The Course*

By Dr. Gio Valiante (Foreword by Sir Nick Faldo)

ISBN-13: 978-1-45043404-1

ISBN-10: 1-4504-3404-5

Champaign, IL: Human Kinetics, 228 pages, US \$19.95 (paperback)

*Reviewed by Christian Smith, M.A., Mental Conditioning Coach, IMG Academy*

In Part II – Your Flow Toolbox (Chapters 5-9, pp. 45-94), the author shares concepts that help both increase self-efficacy and facilitate the potential for one to experience the flow state. Beginning with the importance of striking the right balance between one's skills and the challenges faced, the author goes on to address motivation (and differences between mastery and ego orientations) by asking the reader to consider why he or she plays golf and to uncover the 'whys behind the why'. In the subsequent chapter, the author discusses growth mind-set, how golf is a journey of emergence and evolution, and how the present impacts the road ahead. The author concludes Part II by discussing the inevitability of adversity and how setbacks must be viewed as feedback and as an opportunity to learn about yourself and your game. He then turns his attention to confidence, how success and failure are subjective interpretations, and how reliving positively perceived past experiences (for example, by creating episodic memories, pp. 92-3) can facilitate the development of self-efficacy.

In Part III – Flow on the PGA Tour (Chapters 10-15, pp. 95-152), the author recounts stories of challenges faced by some of the world's best golfers on the PGA Tour and how they went about reconnecting themselves with their flow state. In the chapter titled 'Matt Kuchar – Loving the Game,' the author shares how Kuchar learned to fall in love with golf again. In the chapter about 2013 U.S. Open Champion, Justin Rose, the themes of qualitative change preceding quantitative change, underachieving, managing expectations, failure as feedback, and cultivating the mastery approach are explored. In the next chapter about Stuart Appleby, the author advocates the idea that the game of golf does not *teach* you, but instead *gives* you the opportunity to practice and cultivate the necessary mental skills. He goes on to discuss how Stuart was able to 'free it up' on the course and developed a newfound appreciation for the game. In the fourth of the six chapters in Part III, we learn how Camilo Villegas let go of the idea of being perfect, improved his ability to accept the outcome, and realized his goals by

changing his attitude on the course. The author wraps up the third part of the book by citing how Sean O’Hair’s redemption came from learning to find the lessons in the experiences he went through and by committing to the process and letting

refers to the habit of minding your minutes and adopting strategies for how to take advantage of one’s most important non-renewable resource - time. Chapter 18, ‘Practice with a Purpose,’ offers practical strategies on how to make one’s practice

humans have a “central governor” (Rowland, as cited in Valiante, 2013, p. 186) that serves as a “brake” and “limits how hard our unconscious brain will allow us to push ourselves.” He goes on to provide the reader with recommendations to transcend one’s own self-imposed limits, such as auditing your belief system for the presence of self-limiting beliefs and making small, qualitative changes to attitudes and behaviors.

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“ The author suggests that a pre-shot routine will not only act as a buffer between an athlete and what he terms the “environmental variables,” but will also help to facilitate the acceptance of the outcome of the shot. ”

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Chapter 21, ‘Craft Your Environment,’ tackles the topic of pre-performance routines and how any golfer at any level of the game can benefit from developing and refining a consistent process before hitting the shot. The author suggests that a pre-shot routine will not only act as a buffer between an athlete and what he terms the “environmental variables” (p. 194), but will also help to facilitate the acceptance of the outcome of the shot. In the chapter that follows, ‘Respond Positively to Negativity,’ the author describes the choice golfers face in how they respond verbally to different situations and how their choice of words can make a difference. Building on the impact of positive self-talk on performance, he refers to how people fail to adhere to the simple adage of “say unto yourself as you say unto others you love” and offers the practical exercise of writing out a list of positive phrases you can tell yourself when you are staring adversity in the face.

go of the results. Additionally, Bryce Molder’s return to the winner’s circle was recounted as a consequence of learning to accept what the game gave him and by getting back to the fundamentals that made him a great player.

The final part of the book, Part IV – Ten Keys to Flow on the Course (Chapters 16-25, pp. 153-223), provides the reader with ten keys to cultivating the flow state on the golf course. Chapter 16, ‘Study Success,’ speaks to the idea of being a student of the game and learning from other successful golfers and people through personal interaction, observation, and reading. Chapter 17, ‘Manage Time Effectively,’

more deliberate, efficient, and effective. The author refers to the book, *The Talent Code* (Coyle, 2009), which discusses what exactly constitutes ‘deliberate practice’ and shares different players’ views on practice. The next chapter, ‘Achieve a Mastery Mind-Set,’ is centered on the idea that golfers should start a golf journal and consistently ask themselves two questions after they play - “What did I learn from today’s round of golf?” and “How can I continue to get better?” to help develop a growth mindset and mastery orientation. In the chapter titled ‘Discern Between Real and Perceived Limitations’, the author introduces recent research by Rowland (2011) that suggests

The chapter, ‘Control Your Body,’ includes scientific models and some research

related to the Inverted U-Theory and Hanin's IZOF as well as directions and a sample script for a progressive muscle relaxation (PMR) exercise based on the original work by Jacobsen (1938). 'Emphasize Rhythm, Not Mechanics' includes a pre-round checklist (p. 214) and suggestions about how to determine the ideal rhythm of your pre-shot routine and golf swing. The final chapter of the book, 'Play Fearlessly,' speaks to tackling fears head on by welcoming and immersing oneself in situations that make one feel uncomfortable on a regular basis so as to increase self-awareness and to practice applying the techniques and strategies outlined in the book.

The explicit and implicit assumptions about the impact of sport psychology on Dr. Valiante's clients that are presented in the Introduction are strong. Also, some readers may question whether it is

necessary for the author to disclose the names of the professional golfers with whom he works. As both a competitive golfer and an applied mental conditioning coach, I look at it from the perspective that it is great to see some of the best golfers in the world clearly embracing mental coaching. I also believe that it helps to challenge and dissolve the stigma of working on the mental game as a sign of weakness, and ultimately help to reinforce the idea that 'you don't have to be sick to get better.'

In summary, "Descriptive rather than prescriptive" (p. 34) is an accurate summation of the first part of the book. The chapters become progressively more practical in nature, with strategies for improvement not explicitly expressed until Part IV. The author clearly draws from the world of research and academia as well as more contemporary publications

and anecdotal evidence derived from his applied work. Although the material in the book is grounded in theory, the text is thankfully diluted such that the average golfer can understand how flow and its related concepts are relevant to the game of golf.

In my opinion, the book has a wide appeal given that it is aimed more towards the consumer and applied end of the market. Written primarily for the golf community (e.g., players, coaches, and enthusiasts), there are a lot of good anecdotes and player examples that appeal to the reader. For sport psychology students and practitioners, the integration of theory and practice is strong, with just as many tips to shave a few strokes from your own game as well as your clients'. ■

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“ For sport psychology students and practitioners, the integration of theory and practice is strong, with just as many tips to shave a few strokes from your own game as well as your clients’. ”

# AASP MEMBERS IN THE NEWS

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**Adam Naylor, CC-AASP**, in TennisNow “Overcoming mental hurdles in the heat of a match” <http://www.tennisnow.com/News/Overcoming-Mental-Hurdles-in-the-Heat-of-a-Match.aspx>, in Boston.com “Fathers and Daughters, Dads and Sons - Share Sports” [http://www.boston.com/lifestyle/health/fitness/getmovingblog/2013/06/fathers\\_and\\_dau.html](http://www.boston.com/lifestyle/health/fitness/getmovingblog/2013/06/fathers_and_dau.html), and in NECN News “The road to mental healing for the bombing victims” [http://www.necn.com/04/18/13/The-road-to-mental-healing-for-the-bombi-landing\\_features.html?blockID=838179&feedID=11106](http://www.necn.com/04/18/13/The-road-to-mental-healing-for-the-bombi-landing_features.html?blockID=838179&feedID=11106)

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*Members in the News Cont. on page 23.*

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# AASP MEMBERS IN THE NEWS Continued

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*Members in the News Cont. on page 24.*

# AASP MEMBERS IN THE NEWS Continued

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*Compiled by Gualberto Cremades, AASP Public Relations and Outreach Division Head*



## SAVE THE DATES!

**AASP 29th Annual Conference**  
**October 15 - 18, 2014**  
**Rio All Suite Hotel & Casino**  
**Las Vegas, Nevada**

**AASP 30th Annual Conference**  
**October 14 - 17, 2015**  
**JW Marriott**  
**Indianapolis, Indiana**

# Financial Update

*Financial Report from AASP Executive Board*

During the Spring E-Board meeting in May, the Board approved additional educational programming and other enhancements to the upcoming conference to be held this fall in New Orleans. These benefits will be funded, in part, by increased journal royalties. Among the additions to this year's conference is a business "Boot Camp" to be led by John Coumbe-Lilly, a historical display presentation of Race in Sport, and a very memorable offsite banquet experience for members! Other Board decisions were to increase the incentive for student volunteers at the conference and to increase financial support for regional conferences.

The Development Committee is planning a soft-skills workshop that would focus on interview, interpersonal, and professional development skill sets. This committee is also gathering bids for a photographer to take professional head shots for interested members. For a yet to be determined fee, these photos will be available for members to download for use on their websites, print material, and other professional publications.

On another note, an accounting firm (Petrow, Leemhuis, Vincent & Kane) has completed the audit of our financial records, which is standard procedure between changing AASP Secretary-Treasurers. They have found our records and finances to be in good order.

As of May 2013, our funds are in the following accounts, which are 100% insured by the FDIC:

<b>Checking, savings, money market</b>	
BMO Harris Bank Checking	\$241,125
BMO Harris Foundation Checking	\$3,169
Forum CU Savings	\$5
Summit CU Savings	\$3,147
BMO Harris Money Market	\$71,407
<b>Subtotal:</b>	<b>\$318,853</b>
<b>Checking, savings, money market</b>	

<b>CD/Time/Rate</b>	<b>Maturity Date</b>	
Summit CU CD 12M .6%	6/9/13	\$58,506
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BMO Harris CD 13M .55%	11/11/13	\$58,391
Summit CU CD 24M .65%	8/10/14	\$28,053
Forum CU CD 33M 1%	10/11/15	\$73,141
Park Bank CD 33M 1%	12/11/15	\$104,807
BMO Harris 60M 1.25%	5/17/17	\$62,577
<b>Subtotal: CDs</b>		<b>\$436,350</b>

AMEX Gift Cards (Award points cashed)	<b>\$950</b>
<b>Total Current Assets</b>	<b>\$756,153</b>

If you have any questions, concerns, or suggestions related to AASP's financial activity, please contact Rebecca Concepcion, AASP Secretary-Treasurer, at [reb.concepcion.aasp@gmail.com](mailto:reb.concepcion.aasp@gmail.com).

# Summer 2013 AASP Student Update and Report

Alicia Johnson, M.S., University of Tennessee, Knoxville & Leeja Carter, M.A., Adler School of Professional Psychology



**Alicia  
JOHNSON**



**Leeja  
CARTER**

Happysummerto all AASP student members! We hope that you find some time to rest and recover while working on all of the research, writing, and applied work that often gets pushed to the side during the madness of the semester. This update will include what to look for at the conference and three regional representative spotlights.

## Student Highlights for the 2013 AASP Conference

- *Student Volunteers:* Each year we recruit students to help provide audio/visual technology support during the conference presentations. These students are given a small stipend for their service. If you are interested in participating in the program, you can simply indicate your interest when you register. There are a limited number of spots, so register early! If you have

any questions, you can contact Dolores Christensen at [da\\_christensen@yahoo.com](mailto:da_christensen@yahoo.com).

- *AASP Conference Student Challenge:* This is a fun, new initiative for students who attend the conference. If you attend six invited presentations (e.g., Coleman Griffith Lecture, Keynote Lectures, Distinguished International Speaker) and demonstrate what you learn in the student challenge game Saturday afternoon, you have a chance to win \$199 (first place), \$50 (second place), or \$75 (raffle). This event is limited to the first 125 individuals to register. The \$5 entry fee will be donated to the New Orleans Girls on the Run chapter. Go to <http://www.appliedsportpsych.org/files/AASPChallengeRegistration.pdf> for more information.

- *Undergrad Day:* This year, AASP is hosting the second annual Undergrad Day, which is led by the PPUMP student initiative. Undergraduate students in the New Orleans area will be invited to attend the AASP conference on Thursday, October 3. Undergrad students will register on-site for one-day admittance to the conference for \$20. Contact Anna-Marie Jaeschke at [amc.jaeschke@gmail.com](mailto:amc.jaeschke@gmail.com) for more information.

- *Graduate Program and Internship Fair:* The GPIF will be held on Thursday, October 3, which coordinates with Undergrad Day and many other student

activities. Faculty and student members from graduate programs and internship site supervisors from all around the world will be in attendance. If you are searching for graduate programs or internships, you will not want to miss this event! If you would like more information, contact Kathleen Carter at [kathleencarter@gmail.com](mailto:kathleencarter@gmail.com) or Eric Watson at [eric.watson@mnsu.edu](mailto:eric.watson@mnsu.edu).

- *Meet the Professionals Luncheon:* Students will have the opportunity to interact and network with leading sport and exercise psychology faculty and practitioners. The participating professionals include Angus Mugford, Bonnie Berger, Jack Watson, Ken Ravizza, Amanda Visek, and Renee Appaneal. There are only spots for 54 students, and these slots will be filled on a first come, first served basis. Sign up for this event when you register!

- *Student Open Meeting:* During the student open meeting, which is held prior to the student social on Thursday evening, you will have the opportunity to meet student representatives, regional representatives, and discuss the needs of AASP student members. Be sure to join us during this event to learn more about how AASP involves student members and to give feedback about your own experiences.

- *Student Social:* The student social will be held on Thursday evening. This is an informal event where students can interact with one another. The location of the social will be

# Student Report Continued

released prior to the conference.

• *Regional Conference Meeting:* Have you ever hosted a regional conference or are you interested in hosting one? We will have a meeting during the conference to discuss how we can make the process of hosting regional conferences more efficient and how we can increase the number of meetings that are held!

We are excited about the many opportunities AASP is providing students this year. Conference registration is now open, and we recommend registering early. When you register, do not forget your banquet ticket. The banquet will be held on the Creole Queen, an authentic paddlewheeler river boat. A second line parade will be held to bring everyone to the boat. We think that students can bring a lot of energy to this parade!

If you have new ideas, suggestions for improvement, questions, comments, or concerns, please email us at [studentrep@appliedsportpsych.org](mailto:studentrep@appliedsportpsych.org) or contact your Regional Representative, whose information can be found on the student website. We look forward to seeing you in New Orleans in October! ■

## 2013 GRADUATE PROGRAM & INTERNSHIP FAIR



Association for  
Applied Sport  
Psychology

**Thursday**  
**October 3, 2013**  
**Hilton New Orleans Riverside**  
**New Orleans, LA**

Each registered program will be provided with an assigned table to present their program. In order to ensure that the Graduate Program & Internship Fair runs smoothly the \$75 (USD) registration fee **MUST** be paid **BEFORE** August 31, 2013 and returned with a completed registration form. Please make checks payables to AASP.

If you would like more information about the Graduate Program and Internship Fair or to request a registration form, please contact Kathleen Carter at [kathleencarter@gmail.com](mailto:kathleencarter@gmail.com) or Eric Watson at [eric.watson@mnsu.edu](mailto:eric.watson@mnsu.edu). You may also call Lauren Spencer, AASP Meeting Manager at (317) 205-9225 to learn more.

# Regional Representative Spotlights

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*Nicole Gabana, Springfield College, Morgan Hall, University of Utah, Carly Schwartz, Mount Royal University*



**Nicole  
GABANA**

## ***Nicole Gabana, Northeast Regional Representative***

***What advice would you offer to sport and exercise psychology students who are looking for doctoral programs that match their interests?***

Sport psychology programs are housed under different disciplines, so decide which path best fits your career goals. You should also consider each program in terms of applied work and research focus. Many programs use a scientist-practitioner model, but some lean more in one direction. Determine what type of balance you envision for your doctoral experience. *The Directory of Applied Sport Psychology Programs* is a good place to start, but your best leads will come from networking. Do your homework early. The spring/summer before you apply, email program faculty and talk to them on the phone if possible. You want the faculty to recognize your name when they receive your application. Create a list of questions that will be useful to ask every person with whom you talk; this way you can compare programs. Remembering the details of various programs is difficult, so take notes! Be sure to discuss specific

reasons why you are interested in the program. Ask to talk to current students as well; this will give you an honest, firsthand perspective of each program. The most important thing is to find a good match. Just as the faculty will be looking for a student who fits well into their program, you should be looking for a program that fits well with your values, interests, and aspirations. Show them why *you* belong there.

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## ***Morgan Hall, Southwest Regional Representative***

***Based on your experiences, how has attending the conference helped you as a student and developing professional?***

Being able to attend the annual AASP conference has been a blessing on many fronts. Primarily, I'm able to see people who are experts in particular topics present current information that probably will not come out in article form for years. I also have the opportunity to speak to professors, researchers, and practitioners outside of my university and ask them all of my burning questions. The conference



**Morgan  
HALL**



**Carly  
SCHWARTZ**

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“ Just as the faculty will be looking for a student who fits well into their program, you should be looking for a program that fits well with your values, interests, and aspirations. ”

also provides the occasion to see presentations of topics about which I know little. These sessions broaden the scope of what sport psychology is and can be in the future. By attending presentations and lectures on a variety of subjects, my knowledge base is also extended. I am then able to widen my research interests, insert interesting information into the classes that I teach or will teach, and develop better means of designing and analyzing research projects. Additionally, the conference provides an opportunity to develop networks with fellow graduate students and to maintain networks with graduate students I have met at previous conferences. These associations may prove vital later in my academic career when I am looking for researchers with whom to collaborate. Lastly, the keynote speakers often provide a fresh viewpoint that enhances how I approach the field and how I interact with the concepts and ideas that drive my passion for sport psychology.

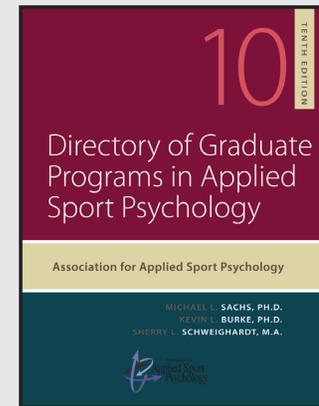
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***Carly Schwartz, Southwest Regional Representative***

***What helpful advice were you given before your first AASP conference, and what advice would you give to first time student attendees?***

Second year students in my program provided me with the best advice prior to attending my first AASP conference, as I did not know what to expect. First, upon arriving at the conference and receiving

the conference program, spend time going through and highlighting the lectures and symposiums that are of most interest to you. I was told that I would find many things intriguing, but it would be essential to give myself breaks throughout the conference so as to not burn out too early. While the lectures are motivating and thought provoking, it is easy to become over-stimulated. Planning specific symposiums and lectures along with allotting for periodic breaks was key to keeping my energy level high and keeping myself intrigued. The second piece of advice that resonated with me was to make sure to speak with students from other schools. While I am a social person, I did not realize the importance of this strategy until attending the conference. I learned a great deal from the lectures and symposiums, but I believe I gained the most from speaking to peers from other schools as I realized these students are the future of the field. I believe this advice maximized the experience of my first conference; therefore, I will continue offering this advice to others attending their first conference. ■

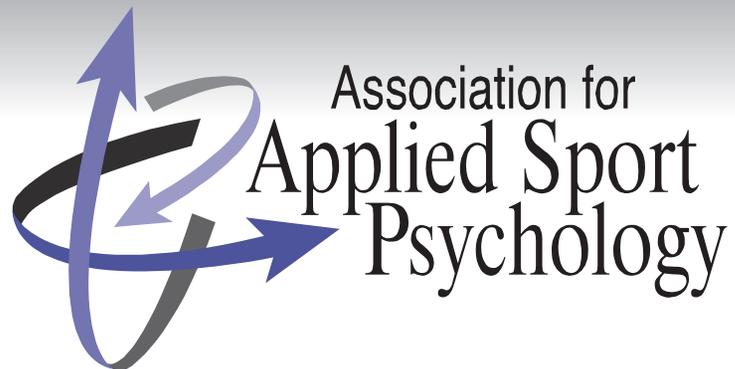


### Special Member Price for Graduate Program Directory

Get your copy of the 10th Edition of the Directory of Graduate Programs in Applied Sport Psychology for only \$29.99 (plus \$7.50 shipping in the US). Edited by AASP members Michael L. Sachs, Kevin L. Burke, and Sherry L. Schweighardt, the latest edition of this widely acclaimed directory offers a wealth of information on more than 100 'masters' and doctoral degree programs from 9 countries.

Visit

<http://www.appliedsportpsych.org/files/AASPGraduateDirectoryOrderForm.pdf> to download an order form today.



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