



Winter 2013 Newsletter

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**Jonathan
METZLER**

President's Message

Jonathan Metzler, Ph.D., CC-AASP, SAIC/CSF2

I am ecstatic to take the reigns as AASP's 28th President. It is my hope that those of you who were able to attend our recent conference in New Orleans left with even more inspiration, hope, and enthusiasm for our profession. As I have had the opportunity to interact with more and more members, I think one characteristic that clearly stands out about our group is the passion. I mentioned this in my Presidential Address – our greatest commodity as an organization may be our collective passion for helping people within the realm of sport, performance, and exercise.

With all the hard work and dedication of our members, committees, SIGs, and Executive Board, AASP continues to grow. We continue to surpass our previous standards in terms of membership and conference attendance. The Executive Board accomplished quite a lot under Jack Watson's leadership, and I hope to maintain this trajectory. Given that Jack and President-Elect Rob Schinke and I value continuity, we should not miss a beat. It is an exciting time to be immersed in AASP. I am also honored to have worked alongside Jack Lesyk on the Executive Board. Jack will finally be getting well-deserved rest from his

leadership in AASP. His volunteer involvement and wisdom within the Executive Board over the past decade has been instrumental in AASP's evolution.

I am also excited to report that our Executive Management team has been instrumental in handling the detailed logistics of operating our organization, allowing the Executive Board to focus its attention on vision and leadership. This past year, there continued to be growth in shifting our focus from minor details to larger substantive issues. My hope is that my Presidential Address laid the foundation for some of the issues that I think are critical to advancing our profession. **I am excited that this address is available on our website.** It is my intent in this newsletter to highlight the importance of advancing AASP further into the consumer market through branding and messaging.

Leaving academia for a job with the US Army challenged me professionally for a variety of reasons. One of my main areas of growth was learning how to balance my value of authenticity and precision with the goal of 'selling' sport psychology to individual Commanders and Soldiers. Communication is critical! Just as any developing practitioner experiences, you must learn the craft of translation – how do you use a language that stimulates curiosity and engagement to inspire growth without activating preconceptions and schemas that may block improvement? In my involvement with Comprehensive Soldier and Family Fitness (CSF2), I have worked hard to communicate to our practitioners that we have an internal form of communication where we talk about science and use jargon to ensure we identify the important

universal concepts. Yet, we must also translate these concepts to an external form of communication that invites those who lack subject matter expertise - our consumers - into the content so they are receptive to growth and change. In external messaging, we are focused on what is in it for the consumer in their terms.

I believe AASP is facing a similar challenge. In order to take the next step in advancement, we need to ensure that we are unified and distinct in what we are offering the public. I think it is prime time for the members of AASP to return to central questions – what is our common purpose? What distinct value does AASP offer the public? Who is our target market? As a person who grew up playing sports and music, I admit my central interest and passion is in understanding the psychological mechanisms for performing authentically. That is, I am interested in helping performers display their skill, regardless of the situation. As detailed in an APA Division 47 Practice Committee document entitled “Defining Applied Sport & Performance Psychology”, the central defining feature of the profession of sport psychology has not been psychology applied to the context of sport, but has been the dedication to promoting the psychological underpinnings of performance excellence. Other folks are interested in how individuals cope with the context of performing where



Morten Andersen was awarded AASP's inaugural Performance Excellence Award by AASP President Jon Metzler.

social evaluation may be at its peak. Some of my colleagues are interested in understanding how performance contexts can facilitate optimal social and emotional development so that they can help structure these contexts.

Collegiate athletic departments in the U.S. seem to be gaining interest in hiring 'sport psychologists', but not for the primary purpose of promoting performance excellence. Instead, their primary outcome of interest is student-athlete (i.e., performer) well-being. Other colleagues may be interested in how to promote adherence to exercise or physical training/therapy, while others

may be interested in how exercise can contribute to psychological processes characteristic of human flourishing. Many of these outcomes are not distinct from what psychology, in general, wants to impact. Therefore, if we are to offer a distinct service or services to the public, we need to be very precise in defining our unique value to consumers.

Performance excellence and performer well-being are obvious distinct targets for AASP. I believe a vast majority of the AASP membership would like for Certified Consultant-AASP to be of value to institutions dedicated to performance such as collegiate athletic departments, professional sport organizations, and military organizations, as well as individual athletes, coaches, and other performers. To do so, we need to ensure our certification is current with best practices for legitimized, objective certification. We intend to initiate a job task analysis in the very near future to help us understand what it is that professionals in sport psychology do on the job to help us better objectify competencies that ensure quality service provision. In parallel, we need to reignite the Graduate Program Committee to begin to offer precision to, and crystallization of, the experiences necessary for becoming CC-AASP.

I intend to guide Executive Board discussions toward the branding and messaging of AASP to actively establish

“Our challenge is getting consumers to buy our CC-AASP credential.”

sport psychology as a service industry to the performance market. We will be leveraging our Public Relations firm, Yopko Pennhallurick, to ensure vitality and consistency of branding and messaging. I am also excited to announce that Anthony Kontos will be serving as **Strategic Alliance Liaison** for AASP (see page 6 for more details). In this position, Anthony will take on the task of establishing networks and alliances with targeted consumer and professional organizations that can help in promoting the AASP brand. We want to establish an AASP presence at such venues as international coaching conventions and meetings attended by athletic directors.

I am very aware of the diversity of interests and agendas within the membership of AASP. I realize that there is some insecurity from those who strongly identify with the exercise psychology niche. I am not disregarding this aspect of the membership. The performance

market is a bit more obvious. I think the target market for services offered from scholarship in exercise psychology is more of a challenge. Also, in terms of external messaging, we cannot sabotage ourselves by insinuating the desired outcomes of professional performers are the same as those who are interested in the benefits of exercise. For example, an offensive lineman in the National Football League is likely not adhering to healthy physical activity behaviors, because it is not functional for performance in his profession. I am also not sacrificing interest in such aspects as enhancing social and emotional development through sport, particularly youth sport. Our challenge is getting consumers to buy our CC-AASP credential. If we agree a major aspect of sport psychology is performance excellence, yet organizations dedicated to performance are not buying our credential, it undermines our ability to sell to other organizations.

We certainly need to represent the entirety of our membership, and I intend to engage individuals who identify primarily with exercise psychology to begin to wrestle with the central difficult questions such as: What values are we selling to the consumer of exercise psychology? What distinct service does an exercise psychologist provide? What is an initial target market? What credentials already compete with the targeted market share?

Regardless of the outcome of the job task analysis, we need to be very deliberate in how we approach branding and external messaging. We are not selling a body of knowledge, nor are we selling mental skills training as an approach that meets the needs of all consumers. Our uniqueness is that we offer the public competent professionals who offer quality service that is distinct from other professions. My hope is that you, the AASP member, will support us in this challenging process by letting go of internal terminology and labelling so that we can promote the influence of AASP, in its entirety, to the public. As the water rises, so will all the ships. ■

Reference:

American Psychological Association, APA Division 47 Practice Committee. (2010). *Defining applied performance and sport psychology*. Retrieved from <http://www.apadivisions.org/division-47/about/resources/defining.pdf>

Kontos to Serve as Strategic Alliance Liaison



Anthony
KONTOS

The AASP Executive Board is pleased to announce the establishment of the Strategic Alliance Liaison position. This appointed position is charged with increasing the profile of AASP, and sport and exercise psychology as a profession, on a global level by establishing a long-term connection with the Joint Commission on Sports Medicine and Science, attending related conferences (e.g., JCSMS, ACSM, NASPE, APA Div 47, BASES, COSP) as well as traveling to meet with executives from related organizations (e.g., NCAA, NFL, NBA, NHL, MLB, Little League Baseball). See <http://www.appliedsportpsych.org/about/aasp-committees/strategic-liaison-position/> for the full position description. The Strategic Alliance Liaison will serve on a trial basis, beginning in 2013 with an automatic sunset of December 2016. Based upon the merits of this position as determined by the standing Executive Board in 2016, a decision will then be made about the permanence of this position.

We are ecstatic to announce the appointment of Anthony Kontos as our first Strategic Alliance Liaison. Anthony is an Associate Professor in the Department of Orthopaedic Surgery at the University of Pittsburgh and the Assistant Director of Research for the University of Pittsburgh Medical Center's Concussion Program. Anthony is well-networked within sport science related professional organizations and has working relationships with members of the NCAA and professional sport organizations. We are excited to have Dr. Kontos' expertise and energy in this role. He has already been active in developing a targeted strategy for the upcoming year to promote AASP to our colleagues and consumer organizations. ■



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**Tanya
PREWITT**

Editor's Note

Tanya R. Prewitt, Ph.D., CC-AASP, North Park University

"When you do what you love, the seemingly impossible becomes simply challenging, the laborious becomes purposeful resistance, the difficult loses its edge and is trampled by your progress."
- Steve Maraboli

Last month I began my training to be your Newsletter Editor. I pondered what the new responsibility would entail. As my uncertainty of the newsletter editorial process began to surface, I told myself to "take a breath" and simply begin the work. Through the guidance of Sarah Carson, your former Newsletter Editor, as well as delving into the articles prepared by our colleagues, I was reminded of not only the organization's initiatives but of all of

ASSOCIATE EDITORS

Jamie Shapiro, University of Denver

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the amazing people that make AASP who we are. The perceived difficulty of the unknown had lost some of its edge. Growth is challenging and yet exciting in any endeavor whether it is in sport, the continued advancement of an organization, or even taking on a new editorial role.

From pieces that highlight our recent conference in New Orleans to others that provide evidence of the growth of our organization and its members, articles within this issue serve as a reminder that we are in exciting times. To name a few, the President's Message reminds readers of his initiative to enhance the branding of AASP to the public consumer while a reflection piece of the Pre-Conference Mentorship Workshop highlights techniques for those mentoring future professionals in the field. An interview piece with Kate Hays, our 2013 Coleman Griffith Keynote, reminds all of us of the importance of understanding the process of change in not only the athletes and clients we serve but also within ourselves. You will also find manuscript submission guidelines for the Journal of Sport Psychology in Action as well as the New Consensus Guidelines on College Athletes and Mental Health provided by the National Athletic Trainers' Association in which AASP was a task force member organization. I hope you enjoy the articles and take pride in the work that our organization and colleagues are doing. I believe as each and every one of us continue to do what we love, the challenges we may encounter will seem less daunting and our progress will be evident.

I encourage any feedback that you may have regarding the current issue. Also, if you are interested in submitting a piece or have a timely idea for an article, please do not hesitate to contact me at trprewitt@northpark.edu. Thank you, and I am honored to serve our organization in this editorial capacity during such exciting times. ■



**Robert
SCHINKE**

AASP 2013 Conference Recap

Robert J. Schinke, Ed.D., Laurentian University

As I begin to write this piece, the closing banquet is about two hours away and counting. The 2013 AASP Conference is almost in the books. It has been an extremely busy week, beginning with three days of pre-conference board meetings, followed by four days of conference scheduling, during which members connected and reconnected. I was grateful for the opportunity to meet many of the conference goers and to discuss matters relating to AASP and the conference experiences of attendees.

Allow me to share a few general observations about the conference. First off, for the second consecutive year, we've had a record number in attendance – more than 900 conference attendees. If this trend continues, we will have to consider convention centers, thus

limiting ourselves to a decreasing number of cities. The reason for this success is that our conference program balances wonderful keynotes and lectures with a harmonious blend of young and established scholars, researchers, and practitioners. I tried to attend as much of the conference schedule as time permitted, sat in on each invited lecture, and tried to pop in, even for short spurts, for several student presentations to gain a taste of what is to come from the new generation of professionals in our domain. What I found with each session was that the presentations were thoughtfully constructed and the dialogue between the presenters and audience was evocative and inclusive. Our conference is a place for vast interest areas, researchers and practitioners, the young, and the established. What follows next is a brief overview of the invited keynotes and lectures from my vantage point.

Kate Hays delivered the Coleman Griffith Lecture. Hays, a practicing clinical sport psychologist from Canada, generously shared with the audience her “journey as an independent scholar–practitioner.” The delivery was refreshing. We all admire Kate for all she continues to do for AASP and what stood out in her address

was her openness and introspection. Kate provided a wonderful example for those in attendance the length of self-awareness and compassion needed in order to connect with a client. The journey always starts by looking at oneself and one's origins.



The Performance Psychology Panel Discussion featured 2012 Olympic Goal Medal swimmer Claire Donahue (pictured above), her collegiate coach Bruce Marchionda and Betsy Shoenfelt.

Craig Jenkins and **Gary Denham** presented the Performance Psychology Keynote. These two energetic presenters

provided the audience with in-depth information about a high performance context that has gained our attention over the past few years at AASP. As those in attendance noticed, there were many members representing the Armed Forces, Marines, and the Central Training Headquarters. Our very own recently minted President is one such member, helping the membership take note of the growing employment opportunities in this emerging sector. The presenters provided 90 minutes of captivating information in terms of the psyche needed to be a special operations tactician – clearly a high-performance athlete of sorts. The hardships and resilience of these performers were brought to life as the presenters described the sleep deprivation, excessive heat and cold, fear, and life-and-death decision making skills required. As I sat and listened to what was shared, it became abundantly clear that the military has become a friend to AASP, supporting our expansion through job opportunities and a broader understanding of what constitutes performance and how best to work within this emerging market.

Morten Andersen was the first recipient of AASP’s Performance Excellence Award. The award was envisioned by Jon Metzler and launched at this year’s conference. As Jon



AASP Members were able to get professional photos taken during the AASP Conference this year.

introduced the award, I had to agree, not only does this cutting edge initiative benefit AASP’s conference program and the Association, there could not be a better inaugural recipient of the award than Morten. Morten spoke of his experiences in the National Football League and how he integrated skills garnered through a long-term consulting relationship with our founding AASP President, John Silva. Listening to Morten, there were several takeaway messages. One of these is that it is hard for consultants to break into the various professional sport opportunities that abound. However, once a highly competent practitioner does break in, opportunities flourish, not only for the growing of one’s consulting roster, but also for the possibility of long-term consulting relationships.

Jacquelynne Eccles delivered the Social Psychology Keynote. Dr. Eccles is a well-respected international scholar in social psychology from the University of Michigan. During her presentation, the audience became acquainted with the adaptive and maladaptive behaviors of secondary school students. The



An AASP Member receives One-on-One Media Interview Coaching from AASP’s PR firm, Yopko Penhallurick.

Conference Statistics

Total Attendees:	933*
Members:	465
Nonmembers:	24
Students:	394
Undergraduate Day:	6
Onsite Registrations:	78

***AASP 2013 (New Orleans, LA) was the largest conference in AASP history!**

presentation was an opportunity to follow Dr. Eccles' scholarship over several decades (both in the United States and also through international collaborations



Dan Gould and students representing MSU at the 2013 AASP Conference Program Fair.

with colleagues in Australia). What resonated with me was that athletics paired with additional extracurricular activities in high school seemed to be the most adaptive pathway, longitudinally, to a psychologically healthy life. One would discern from this presenter's work that a balanced life is healthiest and that a balanced adaptive pattern should be embarked upon and rooted early in life. The feedback regarding Dr. Eccles' presentation was that we need more research keynotes going forward in order to balance our association's practice with ever increasing academic rigor.

John Ratey, from Harvard University, was the invited Health and Exercise Psychology Keynote. He presented his research about the importance of daily physical activity throughout the lifespan.

During the presentation, the benefits derived from physical activity during each day of one's life became abundantly clear. For children and youth, these experiences are not only an outlet for energy; they also encourage creativity, engagement, and concentration. For adults and seniors, physical activity prolongs youthfulness well into one's golden years. Research was also presented about the benefits of physical activity for people struggling with a broad spectrum of mental illnesses. Walking away from the presentation, as a researcher focused mostly on elite sport topic matter to this point, I began to see various possibilities where my interests could intersect with several other AASP members interested in exercise psychology.

There were also two invited lectures featured within the conference schedule. **Dr. James Whelan** presented one of these. James is a well-known contributor to AASP's current Ethics Code. Within his presentation, he stimulated thought about such topics as the morality of

practitioners during their daily practice. **Dr. Jaume Cruz** was the Distinguished International Scholar. Jaume spoke of nearly three decades of research about coaching behavior, with his earliest work guided by the well-known Coaching Behavioral Assessment Tool. The consensus regarding both lectures is that they were thoughtful, and that the Ethics and International Relations Committee, respectively, chose well.

To this point, I have not mentioned the President's Address. We have a new and energetic President in **Dr. Jonathan Metzler**. For those in the audience listening to Jon's words, we were witness to a fresh perspective that I believe will further connect the generations of AASP's membership. Jon spoke about social media and the importance of modernizing AASP. As I move into my second year working with him, I become increasingly aware that one of the best ways to grow AASP is through social media and technology. Jon also spoke of the importance of a much broader perspective of sport psychology,



AASP Past Presidents during their annual luncheon.

with more focus on performance psychology given the increased number of job openings for today's young professionals in this emerging market. Personally, I cannot wait to see Jon in action as he begins his office. **Jack Watson** closed the book on his year of leadership to AASP, as always, with grace and dignity. He spoke of the many initiatives that the E-board and various committees engaged in this year. The list of accomplishments was long, revealing a productive tenure and much added value for the membership. A few of these initiatives were brought forward to the Fellows Committee, including an appeals process for CC-AASP applicants and a more defined classification system for CC-AASP members. Robert Harmison delivered these proposals to the Fellows, and both became policy. Jack's tireless work throughout the various conference meetings, in my view, only deepened the interpersonal ties within the Association as members left their fingerprints and voices throughout the time he led.

On behalf of AASP's leadership, and also as a member of our association, thank you for making this conference, in my view, the most engaging to date. Now onward to E-board related tasks where we promise to serve the membership and the broader association with care and diligence this coming year. ■

New AASP Website!

AASP has recently launched its revamped website, aimed at providing members with a number of valuable new resources right at their fingertips. The site provides users with a cleaner, more professional look as well as easier navigation throughout the entire site and it is also configured to work easily on your mobile device. Click here to visit the new site: <http://www.appliedsportpsych.org>

NEW FEATURES

Several new additions have been added to the site. You can:

- Find available CC-AASP Mentors,
- Search for speakers with our new Speaker's Bureau,
- Check out the resources in the Member's Dashboard area (must be logged in),
- Find and view a previous Webinar from the archives quickly
- Review conference abstracts from AASP 2013,
- Read the latest journal articles in both JASP and JSPA, which are featured on the homepage on the site



IF YOU HAVEN'T ALREADY DONE SO, CREATE YOUR NEW MEMBER ACCOUNT TODAY!

With the new site design, we have upgraded the security of our member account system. Regardless if you are a current or returning member, you will need to create a member account on the new site. The process only takes a few minutes and involves confirming your email address. If you have not set up your account on the new site since the launch in late September, please visit <http://www.appliedsportpsych.org/members/setup/> and follow the prompts. At the end of the process, you should be able to log into our new Member Dashboard.

If you have questions, suggestions, or problems logging onto the site, please send an email to info@appliedsportpsych.org.



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AASP 2013 Annual Conference Candids



AASP 2013 Annual Conference Candids



AASP 2014 CONFERENCE PREVIEW



The AASP 2014 Conference, to be held on October 15-18, will feature over 100 workshops, lectures, and symposiums. Need CC-AASP, APA, or BOC continuing education credits? We've got them! AASP 2014 will have plenty of opportunities for you to earn the CEs you need by attending pre-conference workshops and other designated sessions.

While the conference will have plenty of sessions to choose from, you will also have the opportunity to network with colleagues and catch up with friends. Las Vegas has a reputation as a vibrant showcase for the extraordinary, offering the grandest hotels, the biggest stars in entertainment, the highest caliber of award-winning chefs and master sommeliers, and, of course, the brightest lights. The Rio All Suite Hotel & Casino, the host hotel of the 2014 conference, is located only a quick cab-ride from the strip. Make sure to take some time to experience the exciting Las Vegas nightlife that you can't find anywhere else.

Abstract submission for the 29th Annual AASP Conference will be available beginning January 1, 2014. The deadline to submit an abstract will be February 15, 2014. Conference registration will be available online in Summer 2014.

Join us for AASP 2014 – you won't forget it!



**Heather
HASSINGER**

I have had a wide variety of mentorship and supervised experiences throughout my graduate studies. Some of these experiences were exceptional and others lacking, which led me to seek advice from other professionals in the field. These experiences have inspired me to mentor others. As part of my own professional development and to ensure I was meeting my goals to enhance the field, I chose to attend the *Pre-Conference Certified Consultant Workshop: Essentials of Mentorship* led by Renee Appaneal, Bob Harmison, and Carrie Scherzer at the recent Association for Applied Sport Psychology (AASP) 2013 Annual Conference in New Orleans, Louisiana. It became clear to me that the current model of mentorship within the field of sport and exercise psychology is an area we need to continue to develop.

A Review and Reflection of the Pre-Conference Workshop: Essentials of Mentorship

Heather Hassinger, M.A.

“You Are Not a Gate Keeper”

When the Certification Review Committee Chair, Bob Harmison, made this statement, the first question that came to my mind was: “Where does a ‘gate’ occur for individuals who are not meeting the standards for certification?” Given this statement, our group began to consider who they *would* mentor; specifically, the individuals who would contribute to and uphold the standards of the profession. However, in university settings, Certified Consultants may not always have the opportunity to choose who they mentor. We were assured that the AASP Certified Consultant review process is a good filter for this, and that candidates often do not fall below the standards. When reviewing applicants’ packets for certification, the Certification Committee makes decisions to ensure individuals meet the standards and will represent the organization. According to Dr. Harmison, our role as a ‘mentor’ is to educate, with the goal being to prepare mentees well enough that they can enhance the profession. This portion of the workshop gave me a clearer understanding as to why the

term ‘mentorship’ was used within AASP opposed to the word ‘supervision.’

Mentorship Models & Theories

A powerful exercise from this workshop occurred when the group was asked to discuss our best and worst mentorship experiences. I thoroughly enjoyed this conversation because I began to hear how others were mentored and what they found most beneficial about those experiences. One area my group discussed was how various universities established a plan to give skilled students opportunities to mentor inexperienced students. This method gives the inexperienced mentee more support as they begin working within the field and allows students the opportunity to act as mentors after they have gained experience.

Next, the presenters explained the Discrimination Model (Bernard, 1997) and the Integrated Developmental Model (Stoltenberg & McNeil, 2010). As we discussed each model in the workshop, we considered the practical utility of mentorship models such as mentee goal

setting, developing an action plan for the mentoring relationship, and establishing a mentorship contract at the beginning of the relationship. An important take-away point for me was to meet the mentees “where they are” in their training.

The presentation also highlighted how effective mentorship has a direct effect on the client and the system in which they perform. The world of sport inherently adds a level of complexity to the traditional client, supervisee, and supervisor relationship by forcing consultants to consider the needs of an entire team, coaching staff, consultant, mentor, and others holding a vested interest in the team. Throughout the workshop, an underlying theme continued to be a lack of research regarding mentorship within the domain of sport and exercise psychology. Attendees obtained some valuable resources that could serve as a springboard into future areas of study.

As an attendee for this workshop, I not only learned that we must develop best practice guidelines regarding efficacious mentoring of graduate students and

post-grad professionals, but I also enjoyed the experience and wished we had more time to go into greater detail regarding some of the areas we discussed in small groups (i.e., proper implementation of mentorship, ethics, technology, etc). After attending this annual workshop, I feel better prepared to guide the individuals whom I mentor. Moreover, I found it incredibly powerful to reflect on my own mentoring experiences, and I encourage the reader to do the same. ■

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Benard, J. M. (1997). The discrimination model. In C.E. Watkins, Jr. (Ed.), *Handbook of psychotherapy supervision* (pp.311-327). New York: John Wiley & Sons.

Stolenberg, C. D., & McNeil, B. W. (2010). *IDM supervision: An integrative developmental model for supervising counselors and therapists*. New York: Routledge.

Appaneal, R., Harmison, B., & Scherzer, C. (2013, October). *Essentials of mentorship: Developing quality sport psychology practitioners*. Preconference workshop conducted at the meeting of the Association for Applied Sport Psychology Conference, New Orleans, LA.

“An important take-away point for me was to meet the mentees ‘where they are’ in their training.”

2014 AASP Important Dates & Deadlines

- **Certified Consultant Application Deadlines: February 1, June 1, and September 1**
- **Conference Abstract Submission Period: January 2 - February 15**
- **Membership Renewals Due: February 15**
- **Fellow Applications Due: March 1**
- **Awards Submissions Due: March 1**
- **Executive Board Nominations Due: March 1**
- **Continuing Education Workshop Proposal Submissions Due: March 5**
- **Research & Outreach Grants Deadline: April 1**

If you have any questions regarding these deadlines, please contact AASP at info@appliedsportpsych.org.

2014 AASP Award Nomination Reminder



AASP Request for Award Nominations **Deadline: March 1, 2014.**

Recipients will be officially recognized during AASP's 2014 Annual Conference, held October 15 - 18 in Las Vegas.

Dorothy V. Harris Memorial Award—The Dorothy V. Harris Memorial Award acknowledges the distinguished contributions of Dot Harris to sport psychology by recognizing the efforts of an AASP scholar/practitioner in the early stage of their scientific and/or professional career.

Doctoral Dissertation Award—The Dissertation Award recognizes the completion of an outstanding dissertation by an AASP doctoral student member (dissertation must have been completed between January 1 and December 31, 2013).

Distinguished Professional Practice Award—The Distinguished Professional Practice Award recognizes outstanding service delivery in sport and exercise psychology as demonstrated by exceptional quality and innovation in delivering sport and exercise psychology services to the public.

Distinguished Student Practice Award—The Distinguished Student Practice Award recognizes outstanding service delivery in sport and exercise psychology by a student who demonstrates exceptional quality and innovation in delivering sport and exercise psychology services to the public.

Master's Thesis Award—The Thesis Award recognizes the completion of an outstanding thesis by an AASP student member (thesis must have been completed between January 1 and December 31, 2013).

Performance Excellence Award—AASP's Performance Excellence Award recognizes individuals who embody exemplary psychological principles associated with performance excellence as demonstrated through consistent achievement, merit or leadership over the course of their career. The nomination should include a description of the nominee's accomplishments and a rationale for why AASP should confer the award.

Student Diversity Award—The Student Diversity Award recognizes and honors the achievements of students involved in research, service or applied experiences that focus on issues of diversity (i.e., race or ethnicity, sexual orientation, social class, disability) that impact sport, exercise and health.

We strongly encourage you to consider nominating yourself or other qualified individuals for each of these prestigious awards. Award applications and more detailed information about each award can be found by visiting the award page: <http://www.appliedsportpsych.org/resource-center/awards/>. Submit your award application by March 1, 2014.



**Andy
DRISKA**

Examining the Work of How People Change: Dr. Kate Hays Delivers 28th Annual Coleman Griffith Lecture

Andy Driska, M.S., Michigan State University

Dr. Kate Hays was the invited Coleman Griffith Lecturer for the 2013 AASP conference, during which she shared her journey as an independent scholar. Typically, Coleman Griffith lectures showcase a consultant's life work as a practitioner and/or researcher. I found that Dr. Hays' choice to examine *ways of knowing* was a timely topic and a welcome departure from the norm. Linking theory and practice is a consistent issue for the field of sport and exercise psychology, and AASP has put a continued focus on this topic at annual conferences. Evidence-based practices are essential features of professions who thrive, especially as we push ahead into an era that has a higher threshold for evidence-based practice. I had the pleasure to sit down with Dr. Hays for a conversation following her Coleman Griffith Lecture, and, for me, it was a great opportunity to learn and catch up.

"The Three-Legged Stool"

Dr. Hays used the analogy of the three-legged stool to provide a useful point of departure for this theory and practice journey. The first leg is *research*, from sport and exercise psychology principles to the fundamentals of behavior change. The second leg is the practitioner's *expertise*, the knowledge base that the practitioner builds during years of reflective practice, through the iterative

process of finding ways to make consulting work. The third leg is the *client*, or more broadly, the *context*, meaning the client's needs and cultural preferences. All three legs of the stool equally support good practice. A failure to acknowledge the importance of one leg creates a precarious situation for both the practitioner and the client.

"The Work Is About Change"

For all of the discussion of theories of anxiety, motivation, or imagery, how many presentations or conversations at an AASP conference have discussed a theory of how people change? Ultimately, lasting change is the truest measure for the effectiveness of our work. Some notable theories explain the process of change, but as a practitioner, the three-legged stool is essential to understanding how the unique demands of the client might govern the particulars of any one theory of change. Dr. Hays presented five pathways for change: goal setting, inductive reasoning, mindfulness, tacking, and the iterative process.

Our conversation immediately veered into goal setting, and our appraisal of its strengths and limitations. In many situations, goal directed behaviors made sense, and they explain some significant achievements in our own lives. On the other hand, a large part of life – and a large part of change – is "getting there without knowing," (i.e., without a deliberate goal). Dr. Hays started her career doing long-term play therapy with children, yet currently works as a performance psychologist. Was that her goal? We laughed about how certain important elements of our careers were not goal-driven, but had elements of chance. "Your interests drive you... and they shift." As a scholar-in-training, and someone whose interests have shifted significantly in short periods of time, I found this wisdom reassuring. Our interests truly matter to our careers.

I wondered how this principle translated to our work with clients. Sometimes we are so focused on goal attainment, setting up the structures by which goals can be achieved. And yet, without a core understanding of the client, and the requisite forces that would drive the client towards achieving this goal, the theory of goal setting may be completely lost on the client. Yet, there are also instances where goal setting works extraordinarily well and provides the client with a new existential question: "I got what I want, now what?"

“ Life can only be understood backwards, but it must be lived forwards. ”

This dialogue led to a discussion of "tacking" or changing the journey, punctuated with a quote from Kierkegaard: "life can only be understood backwards, but it must be lived forwards." We discussed the work of the psychologist George Kelly, noted for personal construct psychology, which suggests that every person is a scientist of sorts, creating tiny personalized theories that allow him or her to anticipate events and the behavior of others. Kelly called this work "collaborative empiricism."

Personal constructs play into the idea of the iterative process of change. Dr. Hays suggested that an athlete's retirement presents a new 'iteration' or version of the self. It is a version of the self that is related to and draws from the previous versions of the self, but a version that has a new dream or vision, and one that will face a new set of obstacles. Dr. Hays helped me understand my own uncertainty of being "between selves," as I finish my degree and prepare to enter the job market. Being between selves is a simple way to understand and be comfortable with the process of change – a way of anchoring yourself in some time and place, while you carefully consider and decide on the future pathways to which you will commit.

Singing

Perhaps the most memorable turn of Kate Hays' lecture was her request for the 800 members of the audience to join her in singing a round. However, when Dr. Hays asked the audience to join her in song, it immediately provoked an anxiety deep within me. She may have asked the entire audience, but I felt as if she asked only me to stand up and sing before the entire group! I mentioned my anxiety over singing, which goes far back into my childhood, stemming perhaps from my issues with fitting in with my elementary school classmates. It was an interesting moment of our conversation. Without delving too far into the past, Dr. Hays suggested that singing – for me, in that moment – was about letting myself perform in an uncomfortable space. "Isn't that what performance psychology is all about?" I had to agree. For me, it was a stark portrayal of my 'judging-self' holding back my 'performance-self.'

I came away from the conversation wondering if the point of the audience singing was simply to put all of us in an uncomfortable space – where we had to let go of our judging selves in order to perform a simple task. What can we all learn from that experience...? ■

Dr. Kate Hays is an independent scholar and practitioner who lives and works in Toronto. Dr. Hays is a Fellow and Certified Consultant of the Association for Applied Sport Psychology. She is a Fellow of the American Psychological Association and is listed in the USOC Sport Psychology Registry.

AASP Membership Renewals

**Don't forget to renew your
AASP Membership for 2014!
Renew online beginning January 1.**

****Remember to renew by February 15 to avoid the
\$25 membership late fee.****

If you have any questions regarding your membership, please contact AASP at (317) 205-9225 or via email at info@appliedsportpsych.org.



**Sae-Mi
LEE**



**Fernanda
SERRA DE
QUEIROZ**

Reflections on the 13th World Congress of the International Society of Sport Psychology in Beijing, China

Sae-Mi Lee, M.S., West Virginia University & Fernanda Serra de Queiroz, M.S., University of Queensland

Traveling to international grounds is always an exciting adventure; traveling to attend a conference in a field you love is even better! The 13th World Congress of the International Society of Sport Psychology (ISSP) was held at Beijing Sport University in Beijing, China this past July. The ISSP Congress is held every four years and, unlike the AASP conference, is held in different locations around the world. We were very fortunate to be able to participate in this rare opportunity as graduate students and learn about our field from a wide range of international scholars. Thus, we would like to share our observations and reflections on attending the 13th World Congress of ISSP.

To begin, we would like to start at the end. The final keynote presentation of the congress was by Dr. Artur Poczwardowski from the University of Denver (USA). He spoke about the consultant as a performer and how the consultant is as much a part of the intervention as the techniques and skills used. Thus, to be effective in our work, we must learn to manage and care for ourselves. One way of managing the self, he proposed, was through self-reflection. Reflection and self-awareness are foundational steps for a sport and exercise psychology professional to ensure quality service. Excellence as students, practitioners, and academicians all start from the self. Poczwardowski identified the meta-self to include

three roles: the expert (competencies), the performer (displaying [executing] competencies), and the person (impacting the execution of competencies). Thus, we will borrow his framework in reflecting on how the 13th World Congress of ISSP helped us understand and develop our meta-selves as sport and exercise psychology professionals.

The Expert (Competencies)

From the list of keynote speakers and their topics, one could see that the ISSP congress was extremely diverse. Perhaps due to the number of international professionals attending, one trend that we noticed was the focus on cultural issues. Not only were there topics specifically on cultural issues at every time slot of the congress, but cultural influences could



Shuang Li, Samuel Zizzi, Sae-Mi Lee, Stephanie Hanrahan, & Fernanda Serra De Queiroz, after presenting at ISSP 2013.

not be ignored in other sessions, due to the fact that presenters and attendees were from all over the world. We were able to learn mindfulness breathing techniques of Japan, hear about the wild stories of global consultancy work from traveling practitioners, and discover the training models in SEP worldwide. Interestingly, due to culture shock and the being-pushed-out-of-our-comfort-zone feeling we were experiencing by being in China and meeting international scholars, the cultural issues could not have felt more pertinent and apropos. No wonder we wanted to learn about the uniqueness of various groups when we had to navigate an unfamiliar place that had a different set of rules and norms, not to mention different languages. This reminded us of research suggestions that an individual only becomes truly culturally competent when



Artur Poczwardowski (University of Denver) presenting his keynote address.

“Applying this experience back to our profession, we, as sport and exercise psychology professionals, can be the supportive staff that helps clients with their transitions and adjustments to new contexts and situations.”

s/he experiences working with diverse groups (Hanrahan, 2010). In addition to multicultural experience, we learned that the new ISSP position stand significantly adds to the existing cultural competence literature by offering nine postulates for culturally competent research and practice (Ryba, Stambulova, Si & Schinke, 2013).

The Performer (Displaying/ executing competencies)

Needless to say, the most evident difference between the AASP conference and the ISSP congress would be the geographic location. Because the congress was organized in a location that was foreign to both of us, our ability to adjust and adapt to the new environment affected our ‘performance’ as congress attendees and presenters. For example, although the Chinese cuisine we encountered was incredible, we often did not know how to communicate our

order! It is always humbling when simple tasks such as ordering food or finding a conference building become challenging. Reflecting back on this helps us realize what Dr. Poczwardowski meant when he discussed the need for managing ourselves as performers. With our sometimes empty or irritated stomachs, we were reminded of one’s need to consider the context one is working in and to have the ability to navigate it to be fully able to execute one’s competencies.

This foreign experience also highlighted the significance that a good support staff can have on one’s performance. We would have been much more lost and confused if it were not for the tireless congress volunteers who were present throughout the conference site from morning until night. Applying this experience back to our profession, we, as sport and exercise psychology professionals, can be the

supportive staff that helps clients with their transitions and adjustments to new contexts and situations.

The Person (Impacting the execution of competencies)

Although both of us have traveled extensively around the world, it was our first time in China, and one thing we quickly realized was the importance of balancing our willingness to see Beijing and attending the actual congress. The magnificent city of Beijing is rich with history and famous sights such as the Great Wall, the Summer Palace, and the Forbidden City. Even though we wanted to do it all - tour the city, attend congress sessions, and catch up with old friends and network with new ones - it was naturally challenging to do everything while also adjusting to a different time zone and getting our much needed rest. Finding this optimal individual balance between work, play, and rest was the focus of several sessions during the congress. We were naturally forced to reflect and practice how we might find this balance not only during a congress, but also in our careers. Both academia and the applied world are extremely demanding, and it is quite easy to put ourselves, family, and our overall health and wellbeing on the backburner. These reminders could not feel more appropriate than when we had competing tasks and interests at the congress. If we believe that the secret of service delivery is placing ourselves as part of the intervention, we cannot stress the importance of balance and self-care enough.

Attending the 13th ISSP World Congress has helped us understand and grow our meta-selves in innumerable ways. We left the congress feeling more knowledgeable, having more practice adapting and performing despite challenges, and balancing our need for wanting to do everything with the need to take care of ourselves. We are tremendously grateful for the opportunity to attend the World Congress of ISSP, and we look forward to attending the next ISSP congress as early career professionals. If you have the opportunity, we strongly encourage you to attend international conferences in addition to attending the AASP conference. The 14th World Congress of ISSP will be hosted in Sevilla, Spain in 2017. *Vamos to Sevilla!* 🇪🇸

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Members In The News Is Moving!

AASP is working to make our Members In The News resource a more accessible and timely source of information. You can now find these reports on the AASP website (<http://www.appliedsportpsych.org/media/members-in-the-news/>), with updated lists published triannually.



Additionally, the Web Presence Committee is bringing Members In The News updates to the AASP Twitter Account. Follow us at [@SportPsyAASP](https://twitter.com/SportPsyAASP) to get more frequent updates about the work our membership is doing in the popular press.

If you have a Members in the News submission that you would like posted, please email it to us at inthenews@appliedsportpsych.org.

A Qualitative Examination of Body Image Among Athletes with Disabilities

Nick Galli, Ph.D., CC-AASP, Justine J. Reel, Ph.D., LPC, CC-AASP, Hester Henderson, Ph.D., & Nicole Detling, Ph.D., CC-AASP, University of Utah

Research Corner: Highlighting AASP Research Grant Recipients

As part of the AASP grant program (<http://www.appliedsportpsych.org/resource-center/grants/>), seed grants are provided to assist primarily early career professionals and students with their research endeavors. Below, AASP Research Grant recipients share their work as well as how the grant money was used to fund their projects. It is our intention to spend the next few issues sharing similar pieces that help to illustrate the fantastic work being produced by your membership and supported by our Association.

The objective of this study was to explore body image in competitive athletes with physical disabilities. Specifically, we were interested in understanding how athletes with disabilities feel about their body, as well as learning about sport's influence on body image. A basic descriptive qualitative design (Sandelowski, 2000) was employed to interview 20 current and former competitive athletes with a physical disability (11 men, 9 women; *M age* = 34.45 years). The participants competed in wheelchair basketball ($n = 5$), sitting volleyball ($n = 3$), monoskiing ($n = 2$), hand cycling ($n = 2$), archery ($n = 2$), canoeing/kayaking ($n = 2$), equestrian ($n = 1$), track ($n = 1$), triathlon ($n = 1$), and snowboarding ($n = 1$). Half of the sample ($n = 10$) reported an acquired spinal cord injury, while the remaining athletes had a lower- or upper-limb amputation, either due to an accident ($n = 6$) or a congenital condition ($n = 4$). Three of the athletes were retired from competition, while the remaining 17 were still active at the time of their interview.

All interviews were audio recorded and transcribed to produce 265 pages of text. Thematic analysis (Braun & Clarke, 2006) was used to identify patterns in the data. Although data analysis is still in progress, some tentative findings have emerged. First, for many of the athletes, sport participation facilitated a level of comfort, pride, and acceptance with their body that may not have otherwise been possible. As one athlete said, "... for me, I feel comfortable in the body that I have, because I am so powerful." Alternatively, most noted similar body pressures to those reported by athletes without a disability. When asked about attaining her ideal body, one woman responded, "... I'll never have that body . . . there's always going to be times I wish I didn't have one leg but that's cool. I'm a woman, I will always do that..." Although these results support previous research indicating psychosocial benefits of sport for individuals with disabilities (Stephens, Neil, & Smith, 2012), they also suggest that athletes with disabilities

experience dissatisfaction with their body due to both general societal pressures and their specific disability (e.g., wanting their leg back, wanting to be able to walk). Further analysis will lead to the refinement of these themes and the emergence of additional themes. ■

My colleagues and I were pleased to receive a research grant from AASP to support our project in the summer of 2012. The funds were used to purchase recording equipment, provide incentives to participants, and compensate graduate and undergraduate students who helped with recruiting, transcription, and analysis. Our plan is to complete analysis by the end of 2013 and prepare the manuscript for submission to a peer-reviewed journal during the spring of 2014.

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2014 AASP Grant Submission Reminder

AASP FUNDING OPPORTUNITY ANNOUNCEMENT

Request for Community Outreach & Research Grant Proposals, Deadline: April 1, 2014

The Association for Applied Sport Psychology offers 'seed grants' for both **community outreach** and **research projects**. Grants range from \$250 to \$5000, recognizing that the total funds available in one year for Community Outreach Grants is \$12,000, while the total funds for one year for Research Grants is \$18,000.

Community Outreach Grant Award—The primary function of these community outreach grant awards is to provide limited support to professionals or students for their evidence-based, outreach service endeavors. These grants are not intended to fund projects in the development phase. Consideration will be given, pending available funds, for projects from certified consultants (CC-AASP) and professional and student members working towards certification. Priority will also be given to applicants who demonstrate systematic and sustained

implementation of programming and impact, as opposed to a one-time program or intervention.

Research Grant Award—The primary function of these research awards is to provide limited support to early career professionals (pre-tenured faculty) or students for their research endeavors. Secondary consideration will be given, pending available funds, for projects from tenured faculty or practitioners for projects that clearly benefit the members of AASP.

If you would like to learn more or apply for an AASP Outreach Grant or Research Grant, please go to our website award page: <http://www.appliedsportpsych.org/resource-center/grants/>. Submit your grant application by April 1, 2014.



**David
FLETCHER**

Author Note: This article is an abridged version of the *Journal of Sport Psychology in Action* editorial in volume 4, pages 1-4. Correspondence concerning this article should be addressed to David Fletcher, School of Sport, Exercise and Health Sciences, Loughborough University, Epinal Way, Loughborough, Leicestershire LE11 3TU, United Kingdom. Voice: 4415-0922-3271. Fax: 4415-0922-6301. E-mail: D.Fletcher@lboro.ac.uk.

Writing Manuscripts for Submission to the *Journal of Sport Psychology in Action*

David Fletcher, Ph.D., CC-AASP, Loughborough University, UK

The aim of the *Journal of Sport Psychology in Action (JSPA)* is to provide psychology practitioners involved in the sport industry with sound information that is immediately applicable to their work. It provides sport psychologists with useful and sensible informed guidance that will make a difference in the way they practice.

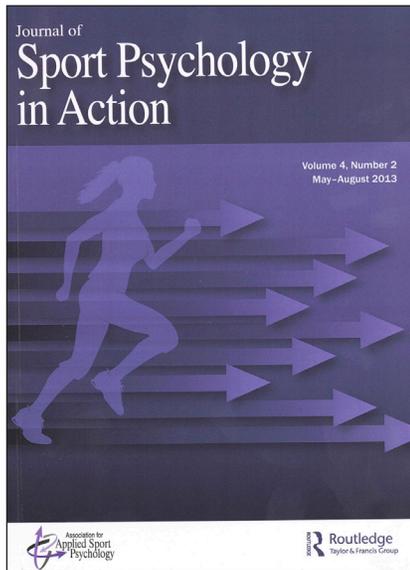
The scope of *JSPA* is any information that assists sport psychology practitioners to better understand, assess, and intervene with clients (individuals, families, groups, organizations, community) in order to promote more effective functioning. In all sport settings, practitioners are likely to encounter a range of issues that require understanding of performance enhancement, health and well-being, clinical disorders, ethical guidelines and dilemmas, all forms of diversity, coaching and support, and so forth.

Although the core audience of *JSPA* is psychologists and consultants practicing in the sport domain, we also wish to appeal to a range of other informed deliverers and consumers, including students, trainee psychologists, educators and

supervisors, sports scientists and medics, sports coaches and parents, performance directors and managers, the media, and athletes themselves.

JSPA seeks several types of manuscripts:

1. Reflective accounts by or interviews with sport psychology practitioners, supervisors/mentors, trainees, educators or students which involve discussion and evaluation of their work. These manuscripts should make explicit reference to the practices, techniques and strategies that can be used to assist in the promotion, delivery and/or effectiveness of sport psychology.
2. Similar types of manuscripts from consumers of sport psychology-related services, such as coaches, performance directors and managers, support staff, parents, and athletes which involve the portrayal of their perspective of sport psychology practice. It may be that, for some manuscripts, deliverers and consumers of sport psychology collaborate to provide shared or contrasting reflections of their experiences.



Contribute to the field by submitting a manuscript to the *Journal of Sport Psychology in Action*.

3. Reports of projects, case examples, or concepts developed by practitioners in the field who, through their experience, have developed competent and effective ways for intervening with various client populations. These manuscripts may draw on the published evidence based in applied sport psychology or they may attempt to innovate and, in doing so, illuminate directions for researchers to explore.
4. Discursive reviews of professional practice issues relevant to sport psychology service delivery. Such topics may be perennial issues in sport

psychology or they may be emergent issues that require consideration in contemporary practice.

5. Descriptions of effective and efficacious psychosocial interventions in sport that have been previously evaluated and published in the literature. Often, due to journal space restrictions, the content and delivery of such interventions can only be summarized in the original publication and a need exists to expand on and better understand what exactly the intervention entailed.
6. Brief book reviews of professional practice and applied sport psychology textbooks and of biographies and autobiographies that contain reference to psychosocial aspects of sport performance. In the case of the latter, it may be that these reviews develop into a full manuscript that extracts and discusses in more depth the psychosocial-related issues raised in the book.

In addition to these main types of manuscript, *JSPA* is also receptive to a number of alternative approaches:

1. Opinion manuscripts that outline how the practical implications of psychological-related theory and/or research could be applied in sport contexts. Importantly, these manuscripts should not focus on reviewing theory and/or research, but

rather emphasize how practitioners can effectively translate the implications of this work to their practice. The author(s) should go beyond identifying the implications of scholarly work by illustrating how recommendations can be realized in best practice.

2. Written transcripts or summaries of sport psychology presentations. These accounts should be adapted for *JSPA*'s audience, emphasizing the practical take-home messages that professionals can integrate into their work.
3. Policy-level work that outlines how individuals, groups and organizations can further the development of sport psychology as a profession. These manuscripts could target sport or non-sport organizations that govern, manage, or have the potential to influence sport psychology support services, or they could focus on the creation of psychology intervention programs for sports teams or specialty groups.
4. Critical accounts that challenge the status quo regarding the effectiveness of practitioners' work. These could involve, for example, a researcher querying practices commonly used with athletes or teams, or a practitioner questioning the applied implications of theory and/or research. These accounts may

evolve into a series of themed papers written by different authors debating the merits of certain sport psychology practices.

The above types of manuscript are intended as indicative, rather than prescriptive, guidelines for authors. *JSPA* welcomes variants and hybrids of these types of manuscript, but authors

should note that we do not consider original research studies or reviews of theory and/or research. A unique aspect of *JSPA* is the 'In the Huddle' feature that involves posing a question to a selection of experienced sport psychology practitioners and providing each of their perspective on the issues raised. We welcome readers' suggestions for questions, which should be e-mailed to

the editorial assistant for consideration. In terms of the presentation and formatting of manuscripts, authors should consult the 'Instructions for Authors' webpage on the *JSPA* webpages. To conclude, if you have any questions or queries about writing manuscripts for publication in *JSPA*, please do not hesitate to contact the editorial office (D.Fletcher@lboro.ac.uk). 📧

Join the AASP Speakers Bureau

Do **you** have an interest in speaking about sport, exercise and performance psychology topics to inspire and educate others? If your answer is yes, you should consider joining the AASP Speakers Bureau! The Speakers Bureau gives AASP members the opportunity to reach audiences around the world.

This valuable resource is for people who plan meetings, conferences and special events. AASP can provide speakers on subjects related to business, sport, exercise, coaching, parenting, performance under pressure, and more.

To join the AASP Speaker's Bureau, please contact Stephanie Groff at AASP's Public Relations office for more information and instructions on how to sign up. Stephanie can be reached via email at sg@yp-pr.com.



AASP Foundation Honor Roll 2013

Platinum (\$200+)

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Patricia Sullivan
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Since the Association for Applied Sport Psychology's (AASP) inception in 1986, the association has worked to establish a strong professional network, facilitate research in the field and develop resources for professionals in the field of sport, exercise and health psychology throughout the world. AASP has now established a Foundation specifically to ensure continued funding for these important activities -- we want your support!

The AASP Foundation's mission is to foster and enhance AASP's education, research and training programs as well as fund new development and opportunities in these areas. It provides a mechanism by which individual members can give back to the Association and also support the next generation of professionals so that they may fully realize their goals.

We appreciate any support that you can provide! Please contact AASP at foundation@appliedsportpsych.org for more information or you can click here to donate before the end of the year: <https://www.appliedsportpsych.org/donate/>.

AASP Financial News: Winter 2013

Financial Report from AASP Executive Board

We hope you enjoyed the 2013 AASP conference in beautiful New Orleans and benefitted from the stellar keynote speakers, scientific talks, athlete panels, workshops, and professional development opportunities that were programmed with you in mind. These examples are just some of the many ways that AASP invests in its members and the promotion of the field of sport psychology. Additionally, over \$31,000 was awarded to AASP members over the past year for research grants, community outreach grants, and support for regional AASP conferences.

The Executive Board is pleased to report that AASP is financially stable and secure; the Federal Deposit Insurance Corporation insures 100% of our money. As of September 30, 2013, 48% (i.e., \$440,129) of AASP's assets are in CDs, with our assets total at \$865,732.

As of September 2013, our funds are in the following accounts:

Checking, savings, money market	
BMO Harris Bank Checking	\$336,609
BMO Harris Foundation Checking	\$3,459
Forum CU Savings	\$5
Summit CU Savings	\$3,149
BMO Harris Money Market	\$71,431
Subtotal: Checking, savings, money market	\$414,653

CD/Time/Rate	Maturity Date	
Summit CU CD 12M .6%	6/9/14	\$58,569
Summit CU CD 12M .6%	6/9/14	\$58,569
BMO Harris CD 13M .55%	11/11/13	\$53,760

Summit CU CD 24M .65%	8/10/14	\$28,114
Forum CU CD 33M 1%	10/11/15	\$73,384
Park Bank CD 33M 1%	12/11/15	\$105,156
BMO Harris 60M 1.25%	5/17/17	\$62,577
Subtotal: CDs		\$440,129

Prepaid Expenses	\$10,000
AMEX Gift Cards (Award points cashed)	\$950
Total Current Assets	\$865,732

Our year-to-date income is \$633,705, and our year-to-date expenses are \$341,262. Many of our conference expenses have yet to be paid out, and we project our year-end expenses to be \$593,019. We are ahead of budget in numerous areas; membership, conference, both journals, certification, and education are projecting an \$80,000 profit for 2013. These funds will be used to move forward with our strategic plan, certification efforts, and new initiatives. AASP's 2013 year-end financial statement will not be finalized in time for this newsletter, but will be presented in the Spring 2014 Newsletter.

Thank you to the members of the Finance Committee, Dean Culpepper, Todd Gilson, Larry Lomison, and Michael Sachs, for their valuable financial guidance to AASP. Many thanks to Jessica Dale, Michele Kerulis, Lena Torgerson, and Justine Vosloo of the Development Committee for their energetic and creative pursuit of member-enhancing programs.

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.



**Leigh
BRYANT**



**Brendan
CARR**

Student Report

*Leigh Bryant, B.S., West Virginia University &
Brendan Carr, M.S., M.Ed., CSCS, University of Georgia*

Hello, everybody! We are honored to serve as your 2013-2014 AASP Student Representatives. Following the New Orleans conference, we are very excited to start working. We want to thank Leeja Carter and Alicia Johnson for their dedication to AASP and our student membership over the past year. Under their guidance, students have benefitted from several new initiatives and opportunities to become involved with the organization. We look forward to continuing to develop ways in which we can increase the value of AASP for students, advocate for the student membership, and assist individuals in their development as students and as future professionals.

Our Major Goals for the Year:

1. Create an organizational structure that reflects the needs of AASP student members.

Following the presidential address by Jon Metzler, we aim to rise to his challenge for "Quality or Else." In doing so, we intend to implement a strategic reorganization of various student initiatives in order to clarify the initiatives' purposes, while also maximizing the time and effort of our student body.

2. Increase the value of AASP student membership.

AASP must be perceived as more than just a conference and certification. We will seek to address the critical needs of students through the recognition of graduate training programs, better access to quality supervision, and improved job opportunities.

3. Provide a voice for students in the 2016-2020 Strategic Plan.

Students comprise nearly 50% of the Association's membership, but are 100% of our organization's future. Because we serve as your direct connection to the Executive Board, it is critical that, as your representatives, we make student needs and interests known. Thus, we encourage all students to provide us with feedback on how AASP can enhance your continued professional growth.

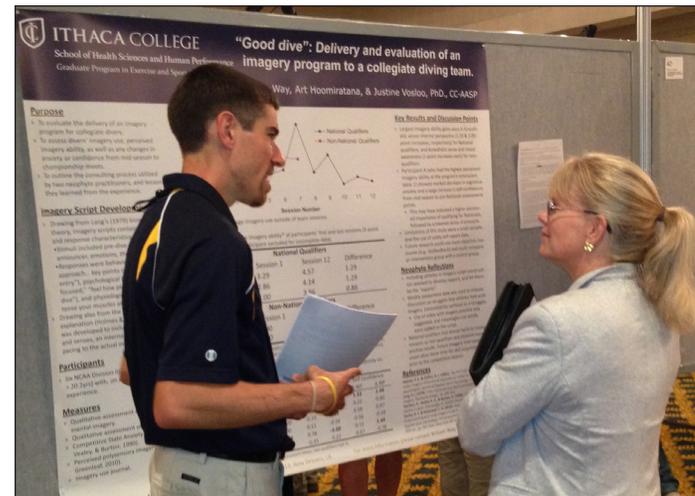
It is our mission to find an opportunity for each and every student willing to dedicate his or her time and energy to AASP. We will be working closely with the Regional Representatives to develop

and execute this year's primary goals and overall vision effectively. In the coming weeks, we will review Regional Representative applications and the Student Interest Forms that we've received through the revised website. As we move into 2014, we encourage all student members to remain involved in AASP-related activities.

Below we have provided ways to become, or to stay, involved in the organization:

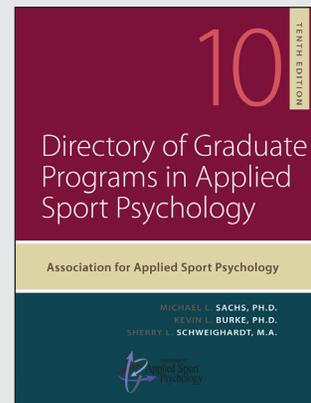
- Respond to the post-conference survey. Your opinion matters and your feedback will help the Conference Planning Committee determine future conference events.
- Register for the Performance Enhancement for College Athletes webinar that will take place on Tuesday, December 3. For additional information on webinars, visit: <http://www.appliedsportpsych.org/resource-center/webinars/>
- Join the virtual conversation on Facebook by sending a request to the AASP Student Facebook Group. You can find a direct link to the page through the 'Student's Center' on the AASP website: <http://www.appliedsportpsych.org/students-center/>
- Submit an abstract for and attend an AASP Regional Conference in the spring. Locations and dates will be selected and posted online soon. You can find information on last year's conferences here: <http://www.appliedsportpsych.org/students-center/regional-conferences/>
- Write an article for the Performance Excellence Movement (PEM) Newsletter. Past issues and submission details can be found at: <http://www.appliedsportpsych.org/students-center/initiatives/performance-excellence-movement-pem/>

Don't see anything here that meets your needs or interests? Do you have an idea that will add quality to the organization? Contact your Regional Representative(s) or email us at studentrep@appliedsportpsych.org to discuss additional ways to be involved in AASP. ■



Student presenting a poster at AASP 2013.

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/site/assets/documents/AASPGraduateDirectoryOrderForm.pdf> to download an order form today.

Regional Representative Spotlights

*Daniel Palac, Adler School of Professional Psychology, &
Rachel Walker, Springfield College*



**Daniel
PALAC**



**Rachel
WALKER**

Daniel Palac, South Central Regional Representative

What are you researching, and how is it useful in applied settings?

During my time at the Adler School of Professional Psychology, I have been fortunate enough to be a member of several research teams. These research projects have comprised a broad scope of study, including the exploration of current interventions and assessments used to manage sport-induced traumatic brain injuries, marathon runners' application of imagery skills via the use of a periodization model, exploring current techniques used in sport psychology regarding visual methodology, and investigating the social effects of athlete exploitation. Having personal experience with concussion

in sport, I particularly enjoyed reading the most current research pertaining to concussion awareness, protocol, and management. As technology advances, I am excited to continue reviewing new research that examines the effectiveness of sporting equipment and its ability to detect collision force.

How do you use sport psychology in everyday life?

I have often tried to think of my earliest experience that involved using sport psychology tools. More times than not, I end up thinking of when I played soccer in middle school. At that time, I did not have the slightest clue that what I was doing could be considered sport psychology. Before penalty kicks, I would envision where I would want the ball to land in the

“ Having personal experience with concussion in sport, I particularly enjoyed reading the most current research pertaining to concussion awareness, protocol, and management. ”

field or hitting a certain spot in the goal's netting. I believe this is the case for the majority of people who are not aware of sport psychology. Most people do not realize they are using these techniques, which can range from imagery to positive self-talk to goal setting. I think that is one of the best components of sport psychology: it can be used at any time and in any environment, without the individual even knowing!

Rachel Walker, International Regional Representative

What are you researching, and how is it useful in applied settings?

I am researching resilience and athletic identity in elite disabled athletes. My dissertation is still in the beginning stages; however, it will be a qualitative study exploring how resilience is perceived in disabled athletes and how athletic identity could play a role in regards to resilience in this population. Essentially, I am looking to explore these concepts with the goal of better understanding how disabled athletes use sport as a positive coping resource in response to adversity. Ultimately, this research will help practitioners more clearly understand resilience amongst disabled athletes and provide suggestions for how to minimize negative responses to adversities as well as strategies to assist with the development of resilience over time.

How do you use sport psychology in everyday life?

I use sport psychology in many areas of my life. I use self-talk strategies to help with my motivation in school and also to re-focus on the task at hand when procrastination creeps up on me. I am an avid runner, so when I'm running longer distances, I use imagery to keep me going

by picturing the route and the feeling that I will have when I reach the distance that I set out to achieve. In addition, I have affirmations posted in different places that keep me positive, focused, and driven on a daily basis. I find that the affirmations help to re-affirm my passions and the reasons for why I do what I do. ■

EXECUTIVE BOARD NOMINATIONS

Interested in making a difference in AASP or the field of sport and exercise psychology? Think about getting more involved in AASP and, at the same time, networking with new people. Here are a few great ways for YOU to get more involved in 2014.

The following positions will be available for election in 2014:

- **President-Elect** (3 year term on the Board, 1 year each as President-Elect, President, and Immediate Past President)
- **Research & Practice Division Head** (3 year term)
- **Student Representative** (1 yr term – 2 positions open)



If you would be interested in running or nominating someone else to run for a position on the AASP Executive Board that would be starting in Fall 2014, please go to our website page: <http://www.appliedsportpsych.org/about/executive-board/> and click on AASP Short Nomination Form to download and fill out a Nomination Form! To learn more about the election procedures, please go to this page: <http://www.appliedsportpsych.org/site/assets/files/1032/electionprocedure.pdf>. Completed Nominations Forms can be sent to info@appliedsportpsych.org.

If you have any questions about the responsibilities associated with these positions, please contact Kent Lindeman, CMP, AASP Executive Director at (317) 205-9225 or via email at k lindeman@hp-assoc.com.



**Timothy
NEAL**

Timothy Neal, MS, ATC, is assistant director of athletics for sports medicine and an adjunct professor at Syracuse University; and chair of the Inter-Association Task Force that developed the new consensus statement, "Recommendations for Developing a Plan to Recognize and Refer Student Athletes with Psychological Concerns at the Collegiate Level."

AASP Supports New Consensus Statement Guidelines on College Athletes and Mental Health

Timothy Neal, M.S., ATC, Syracuse University

In October, leading health care professionals released an inter-association task force consensus statement entitled "Recommendations for Developing a Plan to Recognize and Refer Student Athletes with Psychological Concerns at the Collegiate Level." The announcement was made at a national press event convened by the National Athletic Trainers' Association and held at the NCAA headquarters in Indianapolis. The Association for Applied Sport Psychology was a task force member organization and actively involved in the statement development. In addition, the task force was spearheaded by NATA and was also supported by the American Academy of Pediatrics, American Medical Society for Sports Medicine, American Psychological Association, Association for University and College Counseling Center Directors, and the National Collegiate Athletic Association. This meeting was believed to be the first time a cross-section of interdisciplinary professions has collaborated on this type of document.

The resulting guidelines were created to provide school administrators, physicians, athletic trainers, mental health experts, coaches, athletes, and others with a clear roadmap to address the psychological challenges college athletes may face today. A summary of these recommendations is provided below.

Consensus Statement Executive Summary Recommendations

To develop a plan that recognizes and refers student athletes with psychological concerns at the collegiate level, the task force developed the following guidelines:

- 1. Refer the student athlete for psychological evaluation and care:** Having a team in place to address these concerns is important. This team should include the team physician(s), athletic trainers, campus counseling service, and community-based mental health professionals.
- 2. Address mental health concerns during pre-participation exams:** These exams are the optimal time to

ask about a history of mental health problems. Any affirmative answers about mental health should be brought to the attention of the team physician so he or she may discuss with the athlete and determine appropriate follow up.

3. Approach the student athlete with potential psychological concerns:

This can be uncomfortable and should be handled once the health care expert has the facts and is in a position to listen to and encourage the athlete to talk about his or her challenges and seek a mental health evaluation.

4. Schedule a routine referral for a mental health evaluation:

Once the student athlete has agreed to undergo psychological evaluation, he or she should be referred as soon as possible to the mental health care professional. If possible, the athletic trainer should help that individual make the appointment. Having pre-existing relationships with the mental health experts will help facilitate the referral.

5. Discuss confidentiality issues:

For a routine referral, the athlete should be informed that, although it is confidential, it may be helpful to notify the coach and parents of appointments. The athlete is not required to do so. With regard to use of medical insurance, the athlete

should also be informed that parents will receive notifications of treatment and an explanation of benefits from the insurance company.

6. Know when emergent mental health referrals are necessary:

If a student athlete demonstrates violence or imminent threat to himself or herself, others, or to property, or reports feeling out of control, unable to make sound decisions or is incoherent or confused, an emergent mental health referral is recommended.

7. Be aware of suicide and student athletes:

More than 30 percent of all undergraduates in a national college health assessment reported feeling so depressed that it was difficult to function, and few youth or young adults receive adequate mental health care. Therefore, the possibility of suicide is ever-present.

8. Address campus counseling services and catastrophic incident considerations:

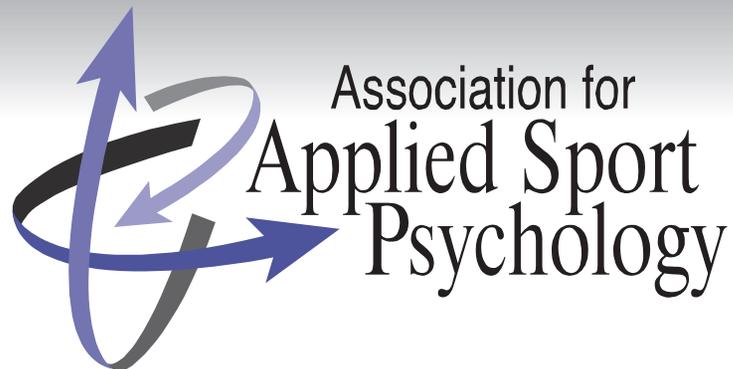
Student athletes are concerned with team status and playing time and may be negatively affected if their coaches become aware of their mental health problems. The athlete is more likely to favor therapists that understand this challenge and as a result, it is important for the counseling center to have a relationship with the athletic department to ensure

good communication and care. Having a primary point person in that department can be beneficial and may fall to the athletic trainer. The collaborative approach to care may be most beneficial with the athletic trainer providing initial support until the mental health expert is identified.

9. Consider risk management and legal counsel: University administrators face the challenges of managing risks associated with mental health and student athletes and should be aware of the following:

- Develop a plan to include a policy statement and related procedures for identifying and referring student athletes with potential health concerns to appropriate administrators and counselors;
- Carefully evaluate the institution's insurance policies that may be triggered in the event of a mental health incident;
- Protect confidentiality; and
- Consider an interdisciplinary approach where individuals from different departments collectively confront the complex problems of mental health in student athletes.

A copy of the statement is available at: <http://www.nata.org/sites/default/files/psychologicalreferral-summary.pdf>.¹⁴



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