

# Spring 2013 Newsletter

**Volume 28 // Issue 1**



## IN THIS ISSUE:



President's Message

---



Editor's Note

---



Outreach Spotlight: Adventures in Sport Psychology - Uganda

---



How Einstein's Wisdom and a Chinese Proverb Can Inform Mental Skills Consulting

---



AASP 2013 Conference Preview

---



What's in a Name? Some Ins and Outs of Representing Yourself

---



Coalition for the Advancement of Graduate Training First Meeting

---



10 Burning Questions with Cindra Kamphoff, Ph.D., CC-AASP

---



Book Review: Advances in Motivation in Sport and Exercise: 3rd Edition

---



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*

the industry and our members. I am pleased to be able to provide members with an update of these initiatives in this column.

**Website and Electronic Media.** Members of the Executive Board, led by Rob Schinke, have assessed the language used to promote AASP, the CC-AASP brand, and the profession of sport and exercise psychology on the website. In order to more clearly and ethically define the field and the training of our professionals, language has been changed to help the organization stay clear of the term 'psychologist,' as it does not clearly define the training and skill set of the entire membership and profession. A larger and much-needed project is the complete overhaul of our website. Besides making the site more dynamic and easier to navigate, we will be improving its functionality and incorporating newer media (e.g., social media, blogs, RSS feeds). The Web Presence Committee, chaired by Sam Forlenza, has been hard at work, guiding the design, content, and functionality of the site that we hope to roll out by July 1, 2013. AASP is also exploring the prospect of offering a mobile app for the 2013 conference in New Orleans. The app would allow conference attendees to search abstracts, review the conference schedule, and access other important conference-related information.

**Virtual Seminars.** Under the guidance of Cindra Kamphoff, AASP has offered two very successful webinars to members over the past six months, with many more to come in 2013 and beyond. A session on 'Mental Preparation for the Olympic Games' (led by Dan Gould and Sean McCann) and a second on 'Starting and Sustaining Your Private Practice' (led by Jack Lesyk and Carrie Cheadle) drew almost 100 attendees each. All webinars are available to members for viewing at any time on our new online, on-demand system (under the 'What's New' portion of the AASP homepage). AASP is working on planning future offerings a full year in advance and trying to offer innovative webinars about four times per year. Upcoming topics include military performance psychology, psychology of injury, exercise psychology, and performance enhancement for college athletes. Please keep a lookout for these offerings in the future. The webinars have received excellent reviews, and attendees have indicated the presentations have been very beneficial to their professional development.

**Case Studies in Applied Sport and Exercise Psychology.** To further enhance the benefits associated with AASP membership, we have been working with Human Kinetics to develop *Case Studies in Applied Sport and Exercise Psychology* as a resource to help improve education, training, and development in the area of applied sport and exercise psychology. This project will incorporate a dynamic online library of cases (searchable by topic, author, or keyword) that engages readers with real-life or simulated consultations with clients. The goal is to have these case studies written in a way that makes them relevant to students, instructors, certification candidates, researchers, and practitioners in the field of sport and exercise psychology. We hope to have this resource available by the AASP 2013 conference.

**AASP Foundation.** AASP is also very excited about the development of the new AASP Foundation. The Foundation Committee, chaired by Michael Sachs, is currently developing specific objectives and a vision for how the Foundation could be best positioned to help initiate and support new projects for AASP. As you might expect, the development of a Foundation could be a game changer for the organization.

**AASP 2013 Conference.** I can tell you with confidence that the AASP 2013 conference, scheduled for October 2-5 in New Orleans, will be one that you will not want to miss. AASP has many keynote speakers lined up, and we just established a new record for overall abstract submissions from members (with 396 submissions received). We expect strong attendance in the 'Big Easy.' Please make sure you mark your calendars for this event and for the 2014 conference when AASP will visit Las Vegas for the first time. Given the great locations and recent advances in conference programming, the AASP Annual Conference will continue to be a can't miss experience.

**Certification.** The Future of Certification Ad Hoc Committee has set a goal to try to get changes to the current certification system in place and approved at the upcoming conference. To make this goal happen, we have decided to establish a series of conference calls with interested Fellows to help answer questions about the suggested changes (e.g., implementation of an exam, modification to the portfolio review process, a potential job-task analysis, plans for internationalization), to gather information, and to make modifications to the plan as needed. With progress already being made, we will attempt to gain approval from the Executive Board and the Fellows at the AASP 2013 conference. This plan is certainly ambitious and will require a great deal of hard work.

**Graduate Program Directory – new edition.** Michael Sachs, Kevin Burke, and Sherry Schweighardt are working on the newest edition of the *Directory of Graduate Programs in Applied Sport Psychology*. The 11th edition, which will incorporate new information from over

120 sport psychology graduate programs all over the world, should be available exclusively for on-line subscriptions in the fall of 2013. This online version will be made available prior to the printed edition in 2014.

In closing, I am pleased to report that there continues to be a great deal of work being done to improve AASP. With that said, we certainly have room for improvement, but are making great strides to keep us moving in the right direction. I want to thank each of you for your membership and participation in AASP. This organization continues to grow (with over 1,700 members in 42 countries) because of the individual efforts of members like you. Please continue to get and stay involved in the organization and do your best to make a difference. I look forward to seeing you in New Orleans later this year.■

---

“As you might expect, the development  
of a Foundation could be a game  
changer for the organization.”

---



Association for  
Applied Sport  
Psychology

# 2012-2013 **EXECUTIVE BOARD**

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

President

*West Virginia University*

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

President – Elect

*CSF2-PREP / SAIC*

## **Jack J. Lesyk, Ph.D., CC-AASP**

Past – President

*Ohio Center for Sport Psychology*

## **Rebecca Concepcion, Ph.D.**

Secretary – Treasurer

*Saint Mary's College of California*

## **Robert J. Schinke, Ed.D.**

Professional Standards

*Laurentian University*

## **Emily Roper, Ph.D.**

Publications/Information

*Sam Houston State University*

## **Gualberto Cremades, Ph.D., Ed.D., CC-AASP**

Public Relations & Outreach

*Barry University*

## **Cindra Kamphoff, Ph.D., CC-AASP**

Research & Practice

*Minnesota State University*

## **Brent Walker, Ph.D**

Scientific Program

*Columbia University*

## **Leeja Carter, M.A.**

Student Representative

*Adler School of Professional Psychology*

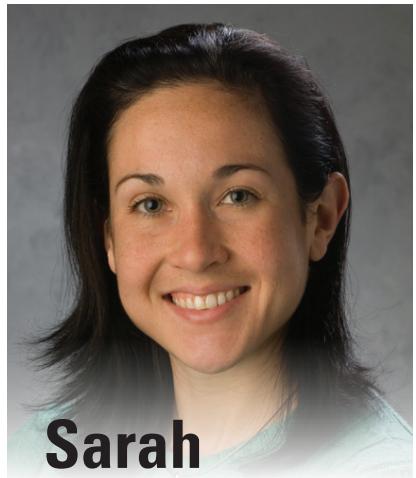
## **Alicia Johnson, M.S.**

Student Representative

*University of Tennessee, Knoxville*

## **Kent Lindeman, CMP**

Executive Director



**Sarah  
CARSON**

# Editor's Note

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

*"Everyone has inside of him  
a piece of good news. The  
good news is that you don't  
know how great you can be!  
How much you can love!  
What you can accomplish!  
And what your potential is!"  
~ Anne Frank*

It is always a pleasure when the news we get to share with our membership is encouraging, inspiring, and exciting. The wealth of examples you read at the front end of this issue nicely illustrate how our Association is taking great strides toward carrying out its Strategic Plan. And that report is only the beginning! The rest of these pages will tell the tales of how our members are bringing sport psychology to those in their own communities and to communities thousands of miles away. You will read how both the scholars of today and the philosophers

and theorists of the past can help inform our researchers and practitioners in novel and unexpected ways. You will also see how our members are exploring innovative ways to distinguish our work and to provide quality service to the public.

On a less grand scale, we have made some minor modifications to the newsletter to help make our news more 'digestible'. More specifically, we have trimmed the length of some of our pieces and increased the font size to promote easier reading. We hope these changes, albeit small ones, leave you satisfied, yet suitably 'hungry' for our next issue.

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).■

## ASSOCIATE EDITORS

Jamie Shapiro, University of Denver

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

Sam Forlenza, Michigan State University

# Outreach Spotlight: Adventures in Sport Psychology - Uganda

Judy L. Van Raalte, Ph.D., CC-AASP, Springfield College, Alicia Johnson, M.S., University of Tennessee, Knoxville, Megan Omli, M.S. - Whole Body Fitness, & Jens Omli, Ph.D., Texas Tech University



**Judy  
VAN RAALTE**



**Jens  
OMLI**



**Alicia  
JOHNSON**



**Megan  
OMLI**

We headed off to Uganda to build basketball courts at Lira Integrated schools as part of a project supported by Courts for Kids and Springfield College. In addition to our own gear, we (8 travelers) brought 450 pounds of building supplies and sports equipment for the journey. The airport check-in process went better than feared, as duffle bags full of Fibermesh (to strengthen the concrete for the basketball courts), basketballs, and Quick Start Tennis gear eased through security.

We landed in Entebbe more than 24 hours later, missing only one piece of luggage. After spending the night in Kampala at Makerere University, we then drove five hours north to Lira, stopping at cross roads 'rest areas' to buy hot goat and beef meat on sticks, cassava, plantains, ground nuts, tamarind, and Fanta soda out of the windows of the bus. We arrived ready to work under the supervision of Beatrice Byaruhanga (headmistress of the school) and J. Wilson (retired construction instructor), but found that both Beatrice and J. had come down with malaria. The incubation period for malaria before symptoms appear is longer than the time J. had been in Uganda, but apparently his strain of malaria had not

read the medical journals. J. was in the hospital receiving infusions and Beatrice should have been in the hospital, but was out running her school and hosting us at home for dinner (along with her pet monkey, Sarah).



**Judy petting Beatrice's pet monkey, Sarah.**

Undaunted (and glad that Beatrice and J. both recovered enough to work in a few days), we turned to the task of basketball court construction, expecting that the ground had been leveled and the court was ready for installation. What we found was that soil still needed to be brought in by truck, tamped down, and leveled. The truck to bring in additional soil was broken, and the local labor hired to help was

primarily prisoners (wearing yellow) on work release. Yes, prisoners. And after carting enough wheelbarrows of dirt, sand, and gravel from distant piles, there is no one more appreciated than prisoners who have come to join the fray. We were overwhelmingly grateful to the prisoners and the local workers (and children) from the village, many of whom were unpaid and came to help us anyway.

Over the course of the week, we worked from 8am to 8pm, by headlights after dark because the electricity was intermittent. With no power tools available to us on-site to cut wood, we bought and used hand saws, hammers, and sledge hammers. Adaptations were made (for example by breaking unused rebar off the roof of a nearby unfinished building for staking the court). We used 90 pound bags of concrete to hold retaining walls in place without nails, and were thrilled when nails were found and purchased.

On Saturday, we took the day off from work because we had been invited to an 'Introduction Ceremony', which is the traditional celebration for a wedding. It was a long ride on a bumpy road to the celebration meeting area in Gulu. After arriving rather



Working hard constructing the basketball court



Ugandan wedding celebration

late, we still had plenty of time to wait, participate in, and observe the taking of photos with the groom's family. We then piled back into the van and formed a parade, which drove to the bride's village to demonstrate to her people the support for the groom and this marriage. After parking and lining up, we marched into the ceremony under a flower arch, received a bow to wear, and were handed a monogrammed handkerchief and a piece of candy.

There was a DJ running the ceremony and a band of traditional musicians.

After some warm up jokes and traditional dancers, in came a group of women in stunning traditional bridesmaid dresses. The groomsmen checked them out and then said, "No, there is no bride here." The mother of the bride told them that she needed money to be motivated to bring in more girls. After she got her cash and a joking comment that she shouldn't ask for too much more, group one danced out and in danced another group of women, also beautifully attired. The DJ said, "Hey, this group is really nice, check them out from behind." Another group of groomsmen did more checking out and again rejected the group. This ceremony went on several more times with the whole ceremony lasting for hours.

Due to our long drive home to Lira, we brought our gifts up (no shimmying or head balancing) and delivered them. The DJ made jokes that speakers of the native language were hesitant to translate, one along the lines of "The African women like the African men, but the African men like the white women." That was hilarious, but also maybe not far from the truth, as one of the guests on the groom's side had offered to take Alicia as a wife (he already had at least one wife, but polygamy is accepted in Uganda). The man insisted to Beatrice that he had fallen in love and needed to marry Alicia. Also, the DJ noted that this wedding was so blessed that even white people came to it. These events highlight the level of white privilege in Africa; although, to be fair,

white people coming to wedding events may be unusual in this part of Uganda as we saw only one or two local white people in Lira.

After the wedding, it was back to court building. Over the course of time, friendships were formed as we shared work, water, delicious meals (pineapple, hot milk with sugar, passion fruit juice, and African tea), and breaks. We had brought a supply of balls (including an American football) and pumped them up for break time. Most balls were in the missing piece of luggage that was eventually delivered to the hotel as promised, all 60 pounds of it on the back of a bicycle. We also brought Quick Start Tennis gear that included portable mini tennis nets. We had hoped to use them on the basketball courts, but found that they worked just fine on the soccer pitch. Lawn tennis in Uganda? You bet!

It was hard to keep a big enough supply of bottled water available. To get more, 3 of us walked to town and bought 5 gallon water cooler jugs carrying a wad of cash, as 2,400 Ugandan Shillings are about equal to \$1. We then took a taxi back to

school to deliver the water to the crew. What is a taxi in Lira? It is a boda boda, a motorcycle driven by the 'cabbie' with the passenger climbing on the back of the bike, everyone riding helmetless over giant speed bumps and massive pot holes and around chickens - all while balancing the water jug and waving at children who are pointing and waving at the 'mzungu' (white person). The whole thing costs less than \$1, a priceless experience for sure.

Work on the basketball court progressed slowly but surely, with J. passing on as much knowledge as he could to the group (he and Lorraine, the building experts, were leaving before the court work was done). One of the most exciting moments of construction was the placing and raising of the first basketball hoop. Centered under the legs of the backboard and embedded in concrete, we placed a brick that we brought from Springfield. The brick was from the building in which basketball was first played (the original building was torn down and is now a McDonald's restaurant). Thanks to Frank Wolcott for donating the brick from the

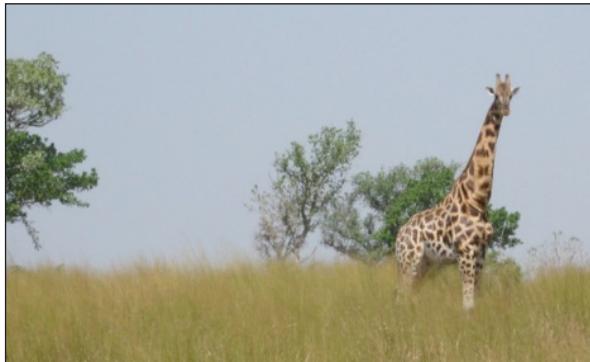


Taking a break from the hard work!

birthplace of basketball to Lira Integrated Schools.

In addition to court building, Alicia and Judy also met with students for HIV/AIDS and life skills education. We had been trained in Springfield by a group called STEP-UP Uganda that had provided health education at Lira Integrated Schools last year. The program we developed was interactive, starting with the game '5 things in common' (we all like pineapple, smiling, making new friends, travel, and boda bodas, but do not like bumpy roads or being beaten). Next, we completed and discussed an HIV/AIDS quiz, deciding which items were facts and which were myths. The group was quite knowledgeable. For example, in





response to the statement, "You can tell by looking at someone if they have a sexually transmitted infection," some answered fact and others myth. The individuals who answered 'fact' said you can't always tell by looking, but sometimes you can because some people have telltale symptoms. Good point! We then discussed the pros and cons of having sex, which led to an interesting discussion and conversation led more by the 19 year olds in the group than the 11 year olds.

We also discussed vignettes, applying the knowledge base we had developed to dating and other situations. We ended by reading and discussed the children's book "Rudy's Secret CAP" that Judy had written with Al Petitpas. The book addresses life skills that are transferrable from sport to school and life, and is about a young boy who got so angry playing sports that he quit. Fortunately, he was able to come back to the game the next season after learning the secrets of CAP from a friend (i.e., stay 'C'ool, 'A'sk for help, and stay 'P'ositive). The goal was to train the students to provide a similar presentation for their classmates if they felt they had

the skill and the material was appropriate. Those involved were enthusiastic about teaching and have gone on to teach their classmates. Thanks to a donation of backpacks, we were able to hand out materials to all the students that could then be taken home. That arrangement was nice as one boy had walked over an hour to get to school to attend our class and had a long walk home, hopefully, before dark. This type of commitment to learning seems common in northern Uganda. Students are eager to learn and are hindered in doing so by the need to raise school fees to pay for their education.

Walking home along the road takes a certain amount of skill given the volume of traffic. Roads are approximately one and a half lanes wide. Cars and trucks cruise along, and when they meet, they play a game of chicken to determine who gets to pass first. A certain amount of horn honking precedes the vehicular encounter because the beautifully dressed pedestrians and cyclists on the shoulder must be alerted that one of the vehicles is moving over shortly. It is made all the more exciting as a passenger because Ugandans drive on the left side of the road. Although we rode safely through the traffic, motor vehicle accidents are a leading cause of death in Uganda these days.

We wrapped up our time in Lira with closing

ceremonies filled with speeches and traditional dances, all enjoyed while eating goat, salad, and Irish (white potatoes). It was hard to say good-bye, especially as the basketball court was not complete. However, the staff in Lira was ready and able to finish the work and to complete two other courts in time for a May 2012 training of 200 basketball coaches (and 400 basketball players). This training was funded by a grant from the SportsUnited Division of the U.S. Department of State's Bureau of Educational and Cultural Affairs and was awarded to International Sport Connection, the organization founded by Dr. Jens Omli who was the driving force behind our trip. Another large basketball coach and player training will be held in Lira in May 2013.

We were glad to work in Uganda and glad to return home. Many of us have Ugandan dresses to wear in the dog days of winter to remind us of our adventures and friends in Africa.■



# Next AASP Webinar: Performance Psychology within the Military

**Wednesday, April 10, 2013**

Speakers: Dave Ricciuti, Ed.D., CC-AASP, Special Operations Cognitive Enhancement & Performance (SOCEP), Shannon Baird, Ph.D., Comprehensive Solider & Family Fitness (CSF2), U.S. Military, & Ceci Clark, M.Sc., Special Operations Cognitive Enhancement & Performance (SOCEP)

Length of session: 75 minutes

1:00 pm Eastern (12:00 pm Central, 11:00 am Mountain, 10:00 am Pacific; 17:00 GMT/UTC), international attendees should convert the time accordingly.

AASP's Certification Review Committee (CRC) has approved this virtual seminar for 1 hour of CE to partially meet the 6-hour CE recertification requirement for Certified Consultants (CC-AASP). Applicants will need to provide documentation with their recertification application materials that documents their participation in the seminar, so please keep proof of your registration on file. AASP will also provide participants with a Certificate of Completion that can be used to document participation.

## PROGRAM OVERVIEW

This webinar will feature three performance consultants contracted to serve the United States Army who will discuss their performance psychology work within the military context. Two consultants work within the Special Operations Cognitive Enhancement & Performance (SOCEP) program and one is employed in the Comprehensive Solider & Family Fitness (CSF2) program.

Dave Ricciuti, Ed.D., CC-AASP, will discuss the importance of applying performance psychology of sport to the military as well as how to best prepare for performance psychology jobs within the military. Shannon Baird, Ph.D., will discuss the necessity for distance consulting when working with Soldiers who are deployed and a strategy entitled the



**Dave Ricciuti**



**Shannon Baird**



**Ceci Clark**

"Mental Work Out of the Day." Ceci Clark, M.Sc., will discuss the importance of transitioning theory into action when working with Soldiers as well as the development of the Mental Fitness course.

We are excited to provide this opportunity to the membership to learn more about performance psychology within the military and the growing opportunities in the field. The presenters have diverse backgrounds and a unique expertise to share with us. Don't miss out!

## PROGRAM FORMAT

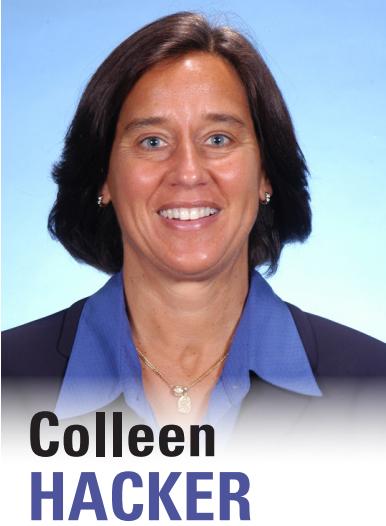
Participants can attend an AASP Webinar session right from your office or home. All you need is a telephone and a computer with high speed internet connection. The audio is delivered over the telephone (toll-free) or through your computer. Registrants will be provided call in/login information 2-3 days prior to the session and a URL to access the presentation right on the web in real time.

## COST:

\$25 student  
\$35 member (non-student)  
\$50 non-member

## REGISTER

Please go to [www.associationmembership.com/aasp/register.hip?id=3](http://www.associationmembership.com/aasp/register.hip?id=3) to register.



**Colleen  
HACKER**

At the most recent AASP Conference, I was privileged to share the stage with Coach Tony DiCicco to deliver the Performance Psychology Lecture. In subsequent discussions, those in attendance were particularly curious about our insistence on evidence of successful implementation of mental toughness protocols. One challenge many consultants face is that of providing 'proof of value' to athletes and coaches regarding the positive effects of mental skills training. Generally, coaches are not concerned with what 'the literature shows' regarding a particular intervention as much as they are with having meaningful, verifiable, and direct evidence of value-added for their own athletes and teams. No matter what the level, the desire for tangible, authentic, performance-driven improvement is 'the coin of the realm' for successful mental skills consulting.

# How Einstein's Wisdom and a Chinese Proverb Can Inform Mental Skills Consulting

*Colleen M. Hacker, Ph.D., Pacific Lutheran University, CC-AASP*

The wisdom of Einstein and Confucius might provide unexpected insight with regard to effective mental skills coaching. First, Confucius (551 BC-479 BC), a Chinese philosopher and reformer noted, "I hear and I forget. I see and I remember. I do and I understand." If we, as Sport Psychology Consultants (SPCs), take that advice to heart, we will search for methods and strategies that move beyond the generalized 'show and tell' model of consulting. Rather, we need to involve athletes directly and robustly with the task of examining their own performance patterns, their strengths, and their deficits so that the ability to self-correct is as familiar as the technical components of their sport. The goals will be self awareness, mastery, and personal agency. No one knows better than the athletes themselves what has worked for them in the past, what their perceived strengths are as competitors, and when the particulars of an event or changes in their preparation or focus yield suboptimal performance. Athletes wear those memories as emblems of both honor and pride and of disappointment and regret. As SPCs, it is not enough for us to simply cite, know, and present facts, techniques,

and interventions to clients and hope they work. That technique is one I refer to as 'spray and pray' - spray athletes with an array of mental skill strategies, concepts, and techniques and pray those protocols are understood, adopted, and work for a particular individual. Rather, we need athletes (as well as coaches and teams) to be active agents in their own performance maintenance and enhancement. Clients need to consistently learn and improve their mental skill repertoire, to seek out a qualified Mental Skills Coach when a 'check up' is needed, and to systematically utilize and apply those strategies in practice and competition. The point of emphasis is on what athletes DO (not simply what they know), and the proof is in action (performance). Remember, athletes and coaches want evidence for how performance is enhanced, maintained, and, in difficult situations, recovered with minimum performance decrement and time.

The second piece of wisdom comes from Einstein (German-born physicist, 1879-1955) when he cautioned that, "Not everything that can be counted counts and not everything that counts can be counted." His observation provides quite

a conundrum in the sport sciences, and sport psychology in particular. While psychometric development and testing certainly has its place in consulting, caution must be exhibited when there is either an over-reliance or inappropriate focus on 'scoring' a client or 'categorizing' an athlete and prescribing interventions primarily based on that measure. Conversely, Einstein's wisdom also challenges SPCs to find ways to quantify mental toughness constructs - to provide 'proof of value' that has meaning and value in competitive sport, but may defy psychometric clarity or access.

Now that the challenge is set, what are examples of consulting practices that actively engage athletes in the process of DOING mental skills practice and, at the same time, provide evidence that the training is working? The first step is to accurately establish baseline behaviors and patterns of thought. For example, using a form of confidence profiling, I might ask an athlete, "When you are confident and playing well, how would I SEE that in

your performance"? Athletes are asked to generate thought characteristics and observable behaviors. The examples are limitless depending on the sport, level, and mental toughness goal, but illustratively, an outside back in soccer might say, "When I'm confident I get forward on attack, I play the ball calmly to feet, and I'm comfortable holding the ball under pressure." All three of those 'confidence indicators' are also associated with observable, authentic, performance behaviors. The next step is to provide a range of goals by which to judge competitive impact. Ironically, that list remains fairly stable across sports and positions. For example, athletes can demonstrate mental toughness by:

1. Maintaining consistent, predictable performance regardless of the situation or circumstance;
2. Performing well when it is needed most;
3. Performing well under pressure or quickly regaining strong performance after errors, loss, or adversity;



4. Returning to previous high and consistent performance standards sooner and without a catastrophic drop prior to the turnaround; and
5. Implementing purposeful, productive, and practiced mental toughness interventions immediately when needed, as often as is needed, and whenever is needed.

Each of the five options provides opportunities for quantification and assessment. We now have the basis for action steps, counting, and accountability. Let us return to the example of the outside back. When athletes are confident, playing well, and performing to potential, rarely are they 'thinking about performance', worrying, actively analyzing, or ruminating. Rather, they are fully engaged in the present, absorbed, flexible, and free. Like the NIKE ad, most athletes under those

**“...find ways to quantify mental toughness constructs - to provide ‘proof of value’ that has meaning and value in competitive sport, but may defy psychometric clarity or access.”**

ideal conditions report that they ‘just do it’. When confidence wanes (and it will) and mistakes happen (and they will), oftentimes the ‘busy brain’ kicks in. Athletes begin to re-invest in their performance. They think. They analyze. They worry and they fret, either about the past or future concerns. This is the time for mental toughness performance (and one of many value-added moments for the investment in mental skills training).

So, what proof can be offered and what are the action steps taken by a mentally tough performer? The athlete provided the solution. They must look for opportunities to ‘get forward’ on attack (an outward, controllable focus) rather than hide in the back, afraid of making errors. So, baseline data revealed that when playing confidently, the athlete got forward on attack an average of three times per half, but that when she lost confidence, she never made forward runs. One tangible and controllable action the athlete can make when confidence is low is to get forward, even just one or two times per half. This way, even when confidence is lacking, athletes now have verifiable evidence of improvement and change. This response also allows the coach to keep faith in the game plan and the athlete. Additionally, getting forward on attack might produce opportunities for individual or team success that can help kick start their lagging confidence more quickly.

Athletes are also encouraged to construct ‘What if’ scenarios followed by ‘If-Then’

solutions. They have already imagined, practiced, and planned for this very occurrence. Rather than something to worry about, losing confidence now becomes a cue to act and a cue to do! The defender might make an extra effort to win second balls, or get stuck in on tackles, possess the ball under pressure, or look for opportunities to get forward on attack. By implementing their mental toughness protocol, including productive, purposeful and present-tense self-talk cues, the athlete now has evidence of their ability to “perform well under pressure, after errors, adversity, or less-than-ideal conditions” (#3 above) and are more likely to “return to their previous high and consistent performance standards sooner and with less of a catastrophic drop prior to the turnaround” (#4 above). Proof. Proof

is directly apparent to the athlete, to teammates who have previously witnessed a hesitancy to attack or play possession, and proof is provided to the coach who has also seen the change in observable, meaningful, and desirable performance.

It has been challenging and rewarding to work in partnership with individual athletes and teams in the active construction of ‘go to’ mental toughness plans for diverse and recurrent competitive demands. The solutions are individually tailored and athlete-specific based on sport, position, team, coach, situation, and event particulars. However, it is possible (with collaborative work, commitment, and creativity) to design mental skills programs that provide observable, quantifiable, and controllable evidence of value and merit. ■

## UPCOMING SPORT PSYCHOLOGY WORKSHOPS

### 14th Annual Workshop in Applied Sport Psychology June 21-22, 2013

*“Developing Your Knowledge, Skills, and Practice in Sport Psychology”*

“Developing Your Knowledge, Skills, and Practice in Sport Psychology”, an intensive workshop, will be conducted by the Ohio Center for Sport Psychology, June 21-22, 2013, at the Comfort Inn, Middleburg Hts., OH. The program is designed for mental health and sport science professionals and students who are interested in starting or expanding consulting practices in sport psychology. Psychologists can earn 13 APA recognized C.E.U.’s. The workshop will be conducted by Jack J. Lesyk, Ph.D., CC-AASP, Past President of the Association for Applied Sport Psychology and author of *Developing Sport Psychology Within Your Clinical Practice*. For complete information go to [www.SportPsych.org](http://www.SportPsych.org) or contact Dr. Lesyk at (216) 575-6175, [jjlesyk@SportPsych.org](mailto:jjlesyk@SportPsych.org).

# AASP Foundation - Honor Roll

We would like to thank the following members who made generous donations to the AASP Foundation since its inception last Fall:

## PLATINUM (\$200 or more)

Jack J. Lesyk, Ph.D., CC-AASP  
Holland-Parlette Associates  
Sean McCann, Ph.D., CC-AASP  
Elizabeth Schoenfelt, Ph.D., CC-AASP

Ohio Center for Sport Psychology  
AASP's management firm  
USOC  
Western Kentucky University

## GOLD (\$100-199)

Laura Finch, Ph.D., CC-AASP  
Daniel Gould, Ph.D., CC-AASP  
Lance Green, Ed.D.  
Michael Sachs, Ph.D., CC-AASP  
Carolyn Youren, Ed.D., CC-AASP

St. Cloud State University  
Michigan State University  
Tulane University  
Temple University  
P.S. Counseling

## SILVER (\$25-99)

Catherine Broadhead  
Damon Burton, Ph.D., CC-AASP  
Charmaine DeFrancesco, CC-AASP  
Kate Hays, Ph.D., CC-AASP  
Colby Huffman  
Margaret Ottley, CC-AASP  
Patricia Sullivan, Ed.D., CC-AASP  
Jenny Susser, Ph.D., CC-AASP  
Lin Wang  
Julie Wiernik, Psy.D.  
Leonard Zaichkowsky, Ph.D., CC-AASP

The Broadhead  
University of Idaho  
Florida International University  
The Performing Edge  
Essig Golf Management  
West Chester University  
  
University of Texas Pan-American  
Boston University, Biocam

## BRONZE (\$10-24)

Robert Andrews  
Tanya Bialostozky  
Angela Breitmeyer, Psy.D., CC-AASP  
Greg Cartin  
Dave Charny, MS  
Jeb Clay  
Nancy Cullen, Psy.D., CC-AASP  
Stephen Graef  
Tina Greenbaum, LCSW  
Jerry Holt, CC-AASP  
Elaine Hutchinson  
Goran Kentta  
Kristin Malinowski  
Jessica McCall, CC-AASP  
Liza Mohan-Watts, CC-AASP  
Heather Peters, Ph.D., LP, CC-AASP  
Peter Sanford, MPhEd  
Shelly Sheinbein  
Bruce Stankavage  
Emma Swarzman  
Yvette Terui  
Tommie White, Ph.D., CC-AASP  
BLee Williams, UNB Saint John  
Takehiko Yukishita  
Itzhak Zur

Institute of Sports Psychology  
Fordham University  
Midwestern University  
GC3 Performance Consulting  
Charny Performance Coaching  
Northern State University  
  
Barbara Fordyce and Associates  
Tennis to the Max  
  
Swedish School of Sport & Hlth Sci  
Boston University  
PSYKD Performance Consulting  
Sports Co. of Trinidad & Tobago  
University of Minnesota - Morris  
HPSNZ  
  
UNLV  
Tacoma School District

We appreciate any support that you can provide!  
Please contact AASP at [info@appliedsportpsych.org](mailto:info@appliedsportpsych.org)  
for more information or to find out how to donate.



October 2 – 5, 2013

# CONFERENCE PREVIEW

## Featured Lectures and Speakers

### John Ratey, MD

Harvard Medical School

HEALTH & EXERCISE PSYCHOLOGY KEYNOTE

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

The Performing Edge

COLEMAN GRIFFITH LECTURER

### Jacquelynne Eccles, Ph.D.

University of Michigan

SOCIAL PSYCHOLOGY KEYNOTE

### Craig Jenkins, Ph.D.,

ABPP, LTC, MS

10th Special Forces Group (Airborne)

### Gary Denham

Effective Presentation Solutions

PERFORMANCE ENHANCEMENT /  
INTERVENTIONS KEYNOTE



## 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.

## Registration Fees\*

AASP Professional Members - \$299

AASP Student Members - \$199

Non Member Professional - \$479

Non Member Student - \$319

Online registration will be available on June 1, 2013.

\*early bird registration rates

We expect to have over 100 different programs (workshops, lectures, symposium) that you can chose from!

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



**Michael  
ZITO**



**Tim  
HERZOG**



**Amber  
SHIPHERD**

# What's in a Name? Some Ins and Outs of Representing Yourself

Michael D. Zito, Ph.D., Montclair State University and private practice, Tim Herzog, Ed.D., National University and Reaching Ahead PLLC, & Amber M. Shipherd, M.S., Texas Tech University

Given the diversity of education and training options in sport and exercise psychology, as well as in kinesiology and sport sciences, there is often confusion about which professional titles are appropriate to use. Currently, a group of colleagues, led by Dr. John Silva, is in the early stages of developing more explicit recommendations for the educational pathways to a practice-oriented career (e.g., CC-AASP; CC-AASP, licensed Master's practitioner; and CC-AASP, licensed psychologist). Despite the above initiative, a survey of current advertisements regarding sport psychology yields an array of terminology used to describe related services, some of which are appropriate and some of which are not. Ethically representing yourself relies on three central factors: your education and training, the licensing laws and regulations in the jurisdiction in which you practice, and applicable Ethics Codes (e.g., AASP, APA, and ACA).

Obtaining appropriate multidisciplinary education and training is essential for proficiency in our sub-discipline. Both APA Division 47 and AASP suggest that ideal training combines traditional psychology, sport sciences, and sport psychology. Furthermore, it is imperative that an individual practices within the boundaries of his or her education and training. If one's education and training does not lead to licensure (or registration) as a psychologist, what one practices cannot legally be labeled 'sport psychology'. Non-licensed, eligible practitioners will

have to represent themselves using unrestricted terms discussed later in this article. This requirement is somewhat controversial because many non-psychologists contend that they conduct similar work to that of licensed psychologists who practice sport psychology. While this contention may be true in some respects, it is most important to understand that the ways in which individuals represent themselves and describe their services are restricted by laws and regulations.

Earning a degree in psychology or sport psychology does not automatically allow you to represent yourself using the terms *psychology*, *psychologist*, *psychological*, or other forms of these words. The use of these terms depends on laws and regulations in your jurisdiction (i.e., state, province, territory, region, and/or country). It is incumbent on each practitioner to know the licensing laws (or 'registration' laws in countries such as Canada and Australia) to determine if these terms, or variations, are allowed. A quick sampling of laws evidenced considerable variability in the acceptable usage of the terms between countries. The U.S. appears to be tightly regulated, where most states restrict use of the three terms for use by licensed psychologists only. Practitioners who are not licensed psychologists must know the laws where they practice to avoid illegal self-representation. Ignorance about the law holds little credibility with a Psychology Board that is pursuing legal action, and breaching these laws

holds the same legal gravity as someone who has received basic medical training who represents him-/herself as a Medical Doctor. Bear in mind, certification as a CC-AASP merely communicates that you have met AASP's seal of approval for minimum industry standards, but this credential does not serve as any form of legal license.

Applicable Ethics Codes dictate that practitioners represent themselves clearly and honestly, especially when reporting their qualifications and services. Practitioners need to be careful to avoid false, misleading, or deceptive statements by using the proper terms allowed in their jurisdiction. Most ethics codes dictate that members have an ethical obligation to take action if they are aware of ethical violations by attempting to contact the practitioner to resolve the matter. If the matter is not resolved, the issue can be reported to the governing body in the jurisdiction where the misrepresentation of services has occurred.

The following are example cases that are frequently reviewed by ethics committees or licensing boards for possible improper representation in jurisdictions that require a license or registration to use the terms *psychology*, *psychologist*, *psychological*, or variations thereof:

- A practitioner has not achieved a license (or proper registration) as a psychologist, calls him or herself a *sport psychology consultant*, *sport psychologist*, or offers *sport psych services*.
- A practitioner who is not a licensed psychologist offers services as a Sport Psychology Practice Consultant to assist early career professionals in building their own sport psychology practices.
- A soon-to-be licensed practitioner prematurely markets sport psychology services before actually obtaining licensure.
- An author writes a book or an article about sport psychology, and believes that gives him or her the right to refer to him-/herself as a sport psychologist.
- A marketing company decides that it would be best to promote someone as a sport psychologist to improve business opportunities.

Competent practitioners working ethically within their domain should not despair. Unlicensed and licensed professionals with sport science backgrounds can use titles such as *mental skills consultant*, or *performance coach*, etc., since these terms are usually not restricted by licensing laws, registration, or certification status. In fact, these titles may represent your services more accurately and could help you build clientele in certain circles (e.g., some athlete populations) where the term 'psychologist' may not be well-received. Masters-level mental health professionals can use these same unrestricted terms. State boards for licensed clinical professional counselors, social workers, and marriage and family therapists, use terms like 'counseling', which are often unrestricted. Conversely, a licensed professional may elect to use non-psychology-related terms in certain contexts. However, according to Eric Harris (APA's legal consultant), it is important to remember you can be held accountable by a licensing board to provide services at the standard of care of your license, regardless of what you call yourself.

In summary, when determining how best to represent yourself, consult the licensing laws and regulations in the jurisdiction in which you practice, as well as applicable Ethics Codes (e.g., AASP, APA, and ACA). Also, consider your educational background and training. Take the responsibility to represent yourself accurately in order to prevent licensing board investigations about misrepresentation. ■

#### Additional Resources:

- AASP Ethics Code: <http://www.appliedsportpsych.org/About/Ethics>
- APA Ethics Code: <http://www.apa.org/ethics/code/index.aspx>
- ACA Ethics Code: <http://www.counseling.org/knowledge-center/ethics>
- Association of State and Provincial Psychology Boards (ASPPB) Directory: <http://www.asppb.org/HandbookPublic/before.aspx>
- EuroPsy Website: <http://www.europsy-efpa.eu/about>
- Ken Pope on licensure across US and Canada: <http://www.kspoke.com/licensing/index.php>

# Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology Concludes First Meeting

---

Ashley Coker-Cranney, M.S., West Virginia University

The Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology met for the first time on January 4-5, 2013 at The University of North Carolina - Greensboro. The Coalition, made up of students and professionals representing academia and colleagues in full-time practice, met in person and via remote technology to discuss the education and training of students interested in various career paths related to the practice of sport psychology. The ultimate goal of the Coalition is to offer students and programs explicit guidelines/recommendations for training sport psychology practitioners. Throughout the two-day endeavor, a variety of topics were discussed with the focus of identifying potential career pathways and desired practicum experience guidelines.

At the conclusion of the meeting, three primary endpoints were identified: a) CC-AASP, b) CC-AASP licensed Master's practitioner or c) a CC-AASP with licensed psychologist credentials. Each of these endpoints was discussed, with the goal of identifying the various educational pathways needed to achieve the desired endpoint, as well as what career opportunities might be available for individuals who achieve the specific credentialing. In the end, various popular pathways to reach the three endpoints were identified with the hope that these pathways may assist programs and advisors to more effectively counsel prospective students on how they might achieve their future professional goals.

Additionally, the group discussed the nature of sport psychology practicum experiences for graduate students in training. Included were recommended sequences of exposure and practice

experiences, as well as considerations for the development of essential skills. These proposed sequences and necessary skills were based on the collaboration of Coalition members from both Exercise Science/Kinesiology-based and Psychology/Counseling-based programs. Future discussions on practicum experience and skill development, as well as the pathways and endpoints mentioned above, are on the horizon for the next meeting of the Coalition.

The meeting catalyzed an ongoing process that hopefully will assist future students in better identifying how to acquire the necessary knowledge, skills, and abilities to be successful in their chosen line of work, as well as provide them with some suggestions of what to look for in a personally meaningful graduate program. Moreover, various departments might use these guidelines to continue to evolve and improve their applied programs in the best interest of those students who are interested in the full-time practice of sport psychology, their future clients, and the profession as a whole.

At the conclusion of this meeting, a number of questions were raised for discussion in the coming months. In an effort to further the evolution of the profession, several working groups were assembled to examine existing models of training in order to pinpoint areas of success as well as areas for improvement. Working groups will specifically examine: a) undergraduate majors and programs in sport psychology, b) programs that seek to train students within each of the three identified career endpoints listed above, and c) practicum experiences currently being used by graduate programs. A second meeting is being

tentatively scheduled for April/May to examine the findings from each working group and to continue the work of the Coalition. The Coalition is currently looking for appropriate outlets to disseminate the products of current and future discussions. Please look for more detailed descriptions of these discussions in the future. ■

## **Coalition Members**

### **University-Based Professionals**

Aoyagi, Mark; Denver University  
Barba, Douglas; National University  
Butcher-Poffley, Lois; Temple University  
Carter, Leeja; Adler School of Professional Psychology  
Castillo, Sarah; National University  
Etzel, Ed; West Virginia University  
Fifer, Angela; United States Military Academy at West Point  
Galli, Nick; California State University, Northridge  
Gapin, Jen; Southern Illinois University, Edwardsville  
Harmison, Robert; James Madison University  
Harris, Brandom; Georgia Southern University  
Kerulis, Michele; Adler School of Professional Psychology  
MacIntyre, Tadgh; University of Limerick  
Navarre, Mike; Augsburg University  
Naylor, Adam; Boston University  
Petrie, Trent; University of North Texas  
Poczwadowski, Artur; Denver University

Rhodius, Alison; John F. Kennedy University  
Sachs, Mike; Temple University  
Scherzer, Carrie; Mount Royal University  
Statler, Traci; Cal State Fullerton  
Van Raalte, Judy; Springfield College  
Vealey, Robin; Miami University  
Vosloo, Justine; Ithaca College  
Watson, Jack; West Virginia University

### **Practicing Professionals**

Brown, Charlie; Private Practice  
Cohen, Alex; USOC  
Dale, Jessica; Private Practice  
Dunlap, Erik; Private Practice  
Gardner, Doug; Private Practice  
Herzog, Tim; Private Practice  
McCann, Sean; USOC  
Metzler, Jon; Fort Hood, TX  
Mintz, Marshall; Private Practice  
Newcomer Appaneal, Renee; Australian Institute of Sport  
Quigley, Karen; Private Practice  
Tashman, Lauren; Private Practice  
Taylor, Jim; Private Practice  
Walker, Brent; Columbia University Athletic Department

### **Students**

Carr, Brendan; University of Georgia  
Christensen, Delores; Springfield College  
Coker-Cranney, Ashley; West Virginia University  
Connole, Ian; West Virginia University  
Domyancic, Matt; Cal State Fullerton  
Evans, John; University of North Carolina – Greensboro

Kirby, Josh; Pepperdine University  
Lee, Sae-Mi; West Virginia University  
Reifsteck, Erin; University of North Carolina – Greensboro  
Tamez, Elenita; University of the Rockies  
Washington, Leah; University of North Carolina – Greensboro  
Weltman, Anna; San Diego University of Integrative Studies

### **Coalition Coordinator**

Silva, John; University of North Carolina – Chapel Hill



## Cindra KAMPHOFF

### Q: How did you choose the field of Sport Psychology?

**Cindra:** I attended the University of Northern Iowa on a full-ride scholarship for cross-country and track. My undergraduate degree is in psychology, yet I realized my passion was in sports, and I wanted to focus on that area. I went on to get my M.S. and Ph.D. at the University of North Carolina at Greensboro. Looking back, I wish I had the mental skills that I now have when I was competing at the collegiate level.

I believe if you carry your passion into your work, you will be that much more dynamic and influential when conveying your message. I get excited every day that I'm working with athletes and performers and am able to watch their transformation. What I try to do every day is follow what gives me energy. When I

# 10 Burning Questions with Cindra Kamphoff, Ph.D., CC-AASP

Associate Professor of Sport and Exercise Psychology at Minnesota State University, Mankato & Director of the Center for Sport and Performance Psychology in Mankato, MN

*Interviewed by Karen Costello, M.A., Argosy University, on behalf of the AASP Performance Psychology Committee*

can see a wrestler, for example, reach his potential with the power of sport psychology, it gives me a sense that I helped somebody to be better. It jazzes me.

### Q: How did you get to where you are today in your career?

**Cindra:** Through a lot of hard work and confidence in myself. I believe each one of us has a unique contribution to add to the field of sport psychology. I followed my passion and aligned myself with people who could help me - people who could teach me and guide me to where I needed to be. I went out and made myself known in the community. At first, it was scary promoting what I do. It is still scary sometimes, but I give myself a little pep talk in my head, because I know it is important for our field that people learn about what we do. Now, I have my own column in the local newspaper and a weekly spot on the local radio station called 'Mental Mondays.' My research, my consulting work, and my public exposure have all helped me advance my career.

### Q: Do you think it's important to find your own niche within the field of sport psychology?

**Cindra:** I think I have flourished in the last few years because I have aligned myself with what I do - with my passion for running, my consulting work, my teaching, and my research. I also think experiences matter, and that is what Anders Ericsson meant when he said a person needs 10,000 hours of experience in his or her field to be an expert. It started clicking for me. I believe that the running is a niche for me, but I don't let that pigeonhole me. I don't want the football players or volleyball players I work with to think that I can't work with them because I'm a runner. It's just one area of specialization for me that is due to my own experience and my research.

One of the things I did that really transformed my consulting was to earn a wellness coaching certification with WellCoaches. Personally, I think we need to work more in this area of psychology, because the WellCoaches certification

was really exercise psychology. When I got the certification, it informed my work in sport psychology, it made me a better consultant, and it gave me the skills to work with the general population. One of things we're offering through the Center for Sport and Performance Psychology is Wellness Coaching. I also see Wellness Coaching as another opportunity for our graduate students to explore – an additional career path.

**Q: You seem to have a great passion for sport psychology. Where did this come from and how do you maintain it?**

**Cindra:** I would say it comes from three areas: my own personal experiences in sports; knowing how much improving my mental skills has helped me in my marathon running; and watching athletes, exercisers, and performers that I work with improve substantially.

It's easy to maintain the passion when you see results. Our football team, at Minnesota State University, just finished their season with a 13-1 record. I worked with them for the first time this year, and it was so exciting for me to break into this sport. I have permission to talk about this experience, and our coaches and athletic director are really supportive of sport psychology. We implemented a 13-week, systematic mental training program that included one workshop per week, one-on-one individual work with the athletes, and

observations from the sidelines. I felt like the response from both the players and the coaches was incredible. Once the athletes started seeing results, they realized just how valuable mental training is. When the other sports saw how the football team responded, mental training at Minnesota State has been an animal on its own. The buy-in has been great.

**Q: Describe the Center for Sport and Performance Psychology that you recently helped open in Mankato, MN. What was the experience of opening the center like?**

**Cindra:** It was amazing! The grand opening was on February 22, and it was really embraced by the university, the community, and the state. What was really exciting was that we received a \$100,000 grant from the President of our University. To have his support is wonderful. We

The Center focuses on five major areas: Sport, Wellness, Performing Arts, Injury Recovery, and Business/Public Speaking. We have defined performance broadly, as we perform each day in our lives. We have performance consultants and wellness coaches on staff. Also, we have aligned ourselves with faculty and consultants who are helping us develop the business and public speaking component.

**Q: How do you garner excitement for the use of sport psychology services by the community in Mankato?**

**Cindra:** Again, I would say we get this support through the use of the media and community involvement. Most of our exposure has come through interviews with local television stations, my radio spot, my column, and Facebook. Getting out in the community, meeting people, and

---

“ When the other sports saw how the football team responded, mental training at Minnesota State has been an animal on its own. ”

---

really saw a need for this type of facility in our community. The Center is modern and fresh, which, to me, represents what we do in sport psychology. It feels good to finally open our doors and provide services to others and help them be better at what they do.

making them aware of what the Center has to offer and who can benefit from it has helped quite a bit. It also helped that I lived in the community for five years before opening the Center. I am very involved in the community, and I organize a group run every Saturday morning. All

of that helps because people knew who I was when we opened the Center.

I think we need to make it our mission to promote our field and educate people about what it is we do and how it can benefit the general population. That's the message we have sent out in Mankato. If we don't promote our field, opportunities in sport psychology will not grow. In 10 years, we will be exactly where we are now. I want our graduate students to have more opportunities than I did. I work each day to help make that happen.

**Q: Since you're a very active runner, how do you apply sport psychology to your own running?**

**Cindra:** For me, my running started to change dramatically after I finished my Ph.D. I had two children, and just kind of ran for fun after that. Since I've integrated sport psychology into my own running, I have improved dramatically. This year, I won the Omaha Marathon and ran a best time of 3:05, which is about a 30 minute improvement since I ran my first marathon. For each race, I commit to not saying anything negative to myself. I focus on myself and my improvement. I believe in my ability as a runner. I'm more passionate and much more dedicated. What's different? I changed my thinking.

**Q: What is your favorite research study that you have conducted and why?**

**Cindra:** My research has focused on gender issues, psychology of running, and psychology of injury. Our research

team recently conducted a study on the psychological effects of tapering for a marathon. I was interviewed by Runner's World Magazine about the taper experience, and found there was a lack of research available on how tapering impacts a runner psychologically. The physical research clearly shows the benefits of tapering for a marathon, including increases in VO<sub>2</sub> max, muscle recovery, glycogen levels, and improved energy. However, a runner may not feel the physical benefits of the taper until race day. A runner may question the process when s/he feels sluggish in the days leading up to the race. We found that the runners who trusted their training, had a positive mindset, and were more excited for the race than nervous had a positive taper experience and a positive race. The runners who were skeptical of tapering, lacked confidence in their training, and 'misinterpreted' the taper tended to have a negative taper experience and a negative race. I like this study because it was inspired by the real world. Runners want this information, and these results can help runners better mentally prepare. I believe this is a good example that practice can inform research and research can inform practice.

**Q: You are very involved in AASP and are a certified consultant. Why is this important to you?**

**Cindra:** I believe becoming a certified consultant is essential to the field. It broadens opportunities and provides standardization to our profession. The

whole process of going through a graduate program that prepares you for certification is important to the credibility of sport psychology. I'm involved in AASP because I want to advance our profession. I have seen the power of the skills we teach people. My goal is to make an impact on the field.

**Q: Who is your mentor in the field of sport psychology? What characteristics does he/she have that makes them unique?**

**Cindra:** There are a lot of people who have impacted my career, and I am thankful and grateful for them. I would say I have two mentors, Diane Gill, Ph.D., at the University of North Carolina-Greensboro, and Dan Gould, Ph.D., at Michigan State University. I try to emulate them every day. They have both had an incredible and unique impact on our field, which inspires me to make this field better. They both do a lot for their students, which is what I try to do. They're respectful colleagues, and that's important to a profession.

In certain situations, I find myself asking, "What would Diane or Dan do?" I also read a quote about a year ago that said you should work to be better than your mentor. That notion is a little scary to me because of the impact these two have had on our profession. However, it is fun to think and dream about. I know if I keep this goal in mind, I'll continue to make the impact on our field that I hope to. ■

# Book Review: *Advances in Motivation in Sport and Exercise: 3rd Edition*

---

ISBN-13:978-0-7360-9081-0 (hard cover)

*Advances in Motivation in Sport and Exercise: 3rd Edition*. Glyn C. Roberts and Darren Treasure (Eds.). 2012. Champaign, IL: Human Kinetics, 465 pp., \$69.00 (HB).



**Adam  
O'NEIL**



**Robert  
DIEHL**

*Advances in Motivation in Sport and Exercise: 3rd Edition*, edited by Glyn C. Roberts and Darren Treasure, provides the reader with a summary of sport and exercise motivation research trends. The text is organized into two parts, with Part I reviewing the evolution of motivation theory and outlining how the theories apply to sport populations. Roberts (Chapter 1) begins by discussing how Achievement Goal Theory (Nicholls, 1984) acts as the foundational conceptualization for understanding motivation in sport and exercise contexts. He emphasizes the importance of "parsimonious, elegant, and conceptually coherent" (p. 58) theories, and he introduces the reader to various challenges that motivation-focused researchers have experienced to this point.

Chapter 2 (Papaioannou, Zourbanos, Krommidas, & Ampatzoglou) elaborates on the fundamental differences between Nicholl's and Elliot's (1996, 1997) motivational theories, and provides a review of literature from the sport context. One important contribution that this chapter provides is how coaches, parents, and teachers can influence the adoption of approach and avoidance goals in sport.

In addition, the authors offer brief and provocative case studies that challenge the reader to utilize and articulate specific definitions and theoretical concepts.

Chapter 3 (Ntoumanis) introduces the reader to Self Determination Theory (SDT; Deci & Ryan, 2000) and presents research supporting the utility of this theory in understanding adaptive motivation in sport and physical education settings. The author provides the reader with an extensive list of practical applications of SDT, which would benefit coaches, teachers, parents, and performance psychology consultants.

Hall, Hill, and Appleton (Chapter 4) provide a rich description of perfectionism in sport settings (and how it relates to achievement goals, anxiety, anger, burnout, exercise dependence, and athletic performance), as well as the methodological limitations associated with measuring the construct. A major contribution to this book, this chapter identifies the various factors of perfectionism that inhibit performance and provides interventions and empirical evidence that support the notion that "perfectionism is not a foundation for excellence" (p. 168).

With one of the most intriguing chapter titles, Vallerand (Chapter 5) addresses the psychology of passion and offers a review of research on passion in sport settings. The discussion includes recent models of the development of passion (Dualistic

motivation research based on three landmark theories of motivation: Self-Determination Theory (Deci & Ryan, 2000), Social Cognitive Theory (SCT; Bandura, 1986), and the Theory of Planned Behavior (Ajzen, 1991). Chapter 7 (Standage & Ryan)

discussion seamlessly transitions to Chapter 9 (Vallance & Courneya), which focuses on the use of SCT in the study of exercise behaviors in cancer survivors. The authors give the reader an eloquent background of cancer treatments, describe how exercise is associated with cancer survivorship, and offer detailed yet easily understood analyses of the current state of science in researching exercise in this population. This chapter reinforces the significance of developing effective interventions based on sound theoretical foundations. In chapter 10, Martin Ginis and Mack offer a wide-ranging review of research pertaining to self-presentation. Of particular interest is how various moderators (e.g., study design, participant characteristics, etc.) can influence the study of exercise motivation. Part II concludes with an intriguing chapter dedicated to *Interventions for Physical Activity and Sedentary Behavior* (Biddle, Mutrie, Gorely, & Blamey). Whereas the majority of this book is dedicated to viewing motivation from the lens of the individual, the authors of this chapter expand on the larger, ecological perspective of motivation. In a well-written conclusion to the book that presents up-to-date statistics, the authors review the challenges associated with researching physical activity and sedentary behavior and the effectiveness of a range of exercise motivation theories in the development and evaluation of exercise interventions.

Model of Passion; Vallerand et al., 2003), which posits that personal identity is strongly tied to participation in a self-defining, important activity that requires considerable investment of time and energy. Part I concludes with an in-depth review of goal setting for the purpose of enhancing motivation in sport (Chapter 6). Perhaps the most salient chapter for the applied performance psychology professional, Roberts and Kristiansen outline supporting research of goal setting theory, achievement goal theory, and the importance of a mastery-oriented motivational climate.

In Part II, the authors focus on exercise and physical activity settings and provide the reader with a review of exercise

presents a review of exercise motivation literature with interventions based on SDT, both critical to the understanding of content in subsequent chapters. This chapter is essential, not only in that it encapsulates arguably the most widely used theory on the topic, but in doing so, the authors outline and summarize relevant research for the sub-theories of SDT. In Chapter 8, Gilson and Feltz provide a useful reference for the relationship between self-efficacy (Bandura, 1997) and motivation, including a detailed description of SCT. The authors provide research on self-efficacy and collective efficacy in exercise, recommending several practical applications for building efficacy in these settings. This chapter's

In general, the authors provided great depth and breadth in regards to the theories and research of sport and exercise motivation. Moreover, there was a heavy emphasis on practical applications and future research ideas for the advancement of the topic. Despite some redundancy in description of popular motivation theories, the book continued to be interesting chapter-to-chapter, due in large part to the range of populations studied. While the editors assembled a diverse group of chapter authors, we wished the research itself would have better reflected multicultural approaches to sport and exercise motivation. Also, the vast majority of citations in this book were published prior to 2008, which reflects more of a 'recap' rather than 'advances' in motivation research. This trend may indicate a decline in the momentum of the study of motivation, which is disconcerting during a time of rising rates in obesity and sedentary behaviors.

We recommend *Advances in Motivation in Sport and Exercise* to professional researchers in exercise psychology, as well as those interested in the current state of motivation research across sport and exercise settings. The applied performance psychology practitioner and the typical graduate student with an interest in motivation theory and research might also use this book for reference. We find it not only vital to understanding commitment on our own professional mastery paths, but most importantly for the clients with whom we work. ■

## APA Announcement Division 47 Section 2

On March 3, 2013, APA's Division 47 (Exercise and Sport Psychology) approved the formation of a new section, Performance Psychology. The purpose of this new section is to bring together those professionals and students who are interested in the psychological aspects of optimal performance. Researchers, practitioners and teachers who study and interact with performers, broadly defined, such as athletes, performing artists, business leaders, and professionals in high risk occupations (e.g., military, public safety officers, surgeons) are invited to join. Members of this Section will work towards developing collective definitions and models regarding training and practice in performance psychology, while developing the field more broadly and intentionally.

To be a member of Division 47's Section 2, Performance Psychology, you must be a member of the Division, whether as full member, affiliate, or student. Note that you do not need to be a member of APA to join the Division (although you are encouraged to do so). For more information, please visit the Division 47 website (<http://www.apadivisions.org/division-47/index.aspx>) and complete the membership application at <http://www.apadivisions.org/division-47/membership/member-application.pdf>. If you need any assistance in joining Division 47, please contact Mr. Chad Rummel, Division Services Officer, at [crummel@apa.org](mailto:crummel@apa.org). If you have any questions about the Performance Psychology section, please contact Dr. Kate Hays at [drhays@theperformingedge.com](mailto:drhays@theperformingedge.com). ■

# AASP MEMBERS IN THE NEWS

---

Alicia Johnson, AASP member, in *Knoxnews* "School Briefs Oct. 24"  
<http://www.knoxnews.com/news/2012/oct/23/schools-briefs-oct-24/>

---

Cindra Kamphoff, CC-AASP, in *Star Tribune* "In shape for Turkey Day"  
<http://m.startribune.com/local/?id=180546491>  
*New York Times* "Mavericks succeeding without their coach"  
<http://www.nytimes.com/2012/12/08/sports/ncaafootball/minnesota-st-in-division-ii-football-semifinal-without-coach-todd-hoffner.html>  
and in *Mankato Free Press* "MSU Opens Center for Sport and Performance Psychology"  
<http://mankatofreepress.com/local/x273850453/MSU-opens-Center-for-Sport-and-Performance-Psychology>

---

Jack Lesyk, CC-AASP, on Cleveland's local NPR station participating in a panel discussion on youth sports. Interview:  
<http://www.ideastream.org/soi/entry/50490>  
and in *Cleveland Northeast Ohio* "Kids want sports to be fun: letter to the editor"  
[http://blog.cleveland.com/letters/2012/11/kids\\_want\\_sports\\_to\\_be\\_fun\\_let.html](http://blog.cleveland.com/letters/2012/11/kids_want_sports_to_be_fun_let.html)

---

Christina Heilman, AASP member, in *Valley Citizen* "Mind over Matter"  
[http://valleycitizen.com/stories\\_news\\_detail.php?pkStories=644](http://valleycitizen.com/stories_news_detail.php?pkStories=644)

---

Larry Lauer, CC-AASP, on ESPN *Outside the Lines* "Bounties In Pop Warner Football"  
<http://espn.go.com/video/clip?id=8694645>

---

Brian Baxter, AASP member, in *Transworld Business* "Windells Academy Incorporates Sports Psychology"  
<http://business.transworld.net/116522/news/windells-academy-incorporates-sports-psychology/>

---

Rob Bell, CC-AASP, in *Get2theLeague* "The truth about mental preparation for football"  
<http://www.get2thelaguge.com/the-truth-about-mental-preparation-for-football-with-dr-rob-bell/>

---

Greg Chertok, CC-AASP, in *Reuters* "Pedometers play up every step you take"  
<http://www.reuters.com/article/2012/11/12/us-fitness-pedometers-idUSBRE8AB0CZ20121112>  
and in *Reuters* "Long-distance runners lap up miles for the love of it"  
<http://www.reuters.com/article/2012/11/26/us-fitness-running-idUSBRE8AP09C20121126>

---

Angus Mugford, CC-AASP, in the *Wall Street Journal* – Market Watch "IMG Academy's 2013 NFL Combine/Draft Training Program Features Three Dozen Top Prospects"  
<http://www.imgworld.com/news/news/2013/january/img-academy's-2013-nfl-combine-draft-training-prog.aspx>

---

Denise Nathan, AASP member, in *Active Suburbia* "Jovan Belcher, KC Chiefs tragedy examined with a sport psychology prospective"  
<http://www.chicagonow.com/active-suburbia/2012/12/kc-chiefs-tragedy-examined-sport-psychology-prospective/>

---

Adam Naylor, CC-AASP, in *Psychology Today* "The sporting life"  
<http://www.psychologytoday.com/blog/the-sporting-life>

---

Brent Walker, AASP member, in *Columbia Spectator* "Mental toughness critical for competitive edge"  
<http://www.columbiaspectator.com/2012/12/04/mental-toughness-critical-competitive-edge>

---

David Yukelson, AASP member, in the *New York Times* "Authority of coaches is absolute no longer"  
<http://www.nytimes.com/2012/12/15/sports/coaches-authority-becomes-less-than-absolute.html>

---

Robert Neff, CC-AASP, in *Online PR Media* "Mental Training Is Now Only A Touch Away"  
<http://www.onlineprnews.com/news/287722-1354300383-mental-training-is-now-only-a-touch-away.html>

---

# AASP MEMBERS IN THE NEWS Continued

Sean McCann, AASP member, in *Outside* "How Advanced Sports Psychology Can Help the Average Athlete"  
<http://www.outsideonline.com/fitness/mental-conditioning/How-Advanced-Sports-Psychology-Can-Help-the-Average-Athlete.html>

Michael Gervais, AASP member, in *Outside* "The Sports Shrink: Michael Gervais, psychologist to the stars"  
<http://www.outsideonline.com/fitness/The-Sports-Shrink.html?page=all>

Glen Albaugh, AASP member, in Monterey County –*The Herald* "Sports psychologist helped start Salinas High golf team in 1946"  
[http://www.montereyherald.com/localsports/ci\\_22524364/sports-psychologist-helped-start-salinas-high-golf-team](http://www.montereyherald.com/localsports/ci_22524364/sports-psychologist-helped-start-salinas-high-golf-team)

Tonya Johnston, AASP member, in *Berkeley Patch* "Berkeley Woman Named One of JFK University's Alumni of the Year"  
<http://berkeley.patch.com/articles/berkeley-woman-named-one-of-jfk-universitys-alumni-of-the-year>

Lindsay Shaw, CC-AASP, in *Bicycling* magazine "It's all in your head"  
<http://www.bicycling.com/news/featured-stories/its-all-your-head?page=0,0>

Adrienne Langelier, AASP member, in the *Houston Chronicle* ([www.chron.com](http://www.chron.com)) "Running notebook: Psych up before training and race day"  
<http://www.chron.com/sports/outdoors/article/Running-notebook-Psych-up-before-training-and-4314507.php>

*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*

AASP's financial health is strong, with a \$58,197 profit at the end of the 2012 fiscal year. Much appreciation goes to Heather Peters, outgoing Secretary-Treasurer, the 2012 Executive Board, and Holland-Parlette Associates, our management company, for their efforts in these matters.

## **2012 Final Income and Expense Report**

Income for 2012 was \$623,694, which was \$112,563 over budget. The revenue gain was a combination of income from our Annual Conference, a 20% increase in membership from 2011, new webinars, and healthy sales of the Graduate Program Directory. Expenses for the year (\$565,497) were higher than budgeted (\$504,351), but not unexpected given additional attendance at the conference and associated costs. Because our reserve fund now exceeds one year's operating expenses, the 2012 profit will be part of the board-designated funds used to develop initiatives identified in AASP's Strategic Plan. One example of this 'reinvestment' is AASP's new website, which will be rolled out to the membership in summer 2013.

As of February 2013, our funds are in the following accounts (100% insured by the FDIC):

<b>Checking, savings, money market</b>	
BMO Harris Bank Checking	144,897
BMO Harris Foundation Checking	2,034
Forum CU Savings	5
Summit CU Savings	3,146
BMO Harris Money Market	71,383
<b>Subtotal:</b> <b>Checking, savings, money market</b>	<b>\$221,465</b>

<b>CD/Time/Rate</b>	<b>Maturity Date</b>	
Park Bank CD 6M .15%	3/5/13	104,534
Summit CU CD 12M .6%	6/9/13	58,391
Summit CU CD 12M .6%	6/9/13	58,391
BMO Harris CD 13M .55%	11/11/13	55,829
Summit CU CD 24M .65%	8/10/14	27,993
Forum CU CD 33M 1%	10/11/16	72,902
BMO Harris 60M 1.25%	5/17/17	62,577
<b>Subtotal: CDs</b>		<b>\$440,617</b>

AMEX Gift Cards (Award points cashed)	<b>\$950</b>
<b>Total Current Assets</b>	<b>\$663,031</b>

In other AASP financial business, we have hired an accounting firm to conduct an audit of our financial records in keeping with the standard business practice between outgoing and incoming secretary-treasurers. Additionally, the Finance Committee welcomes two new members, Larry Lominson and Dean Culpepper. They join Michael Sachs and Todd Gilson who continue their highly valued service. We thank Matthew Ruiz for his excellent work as he rotates off of the Finance Committee. Finally, we are seeking a student member for Finance Committee. If you are interested in this opportunity or 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).■

# Student Report

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



**Leeja  
CARTER**



**Alicia  
JOHNSON**

Greetings, student members! As your spring semester is now in full swing, so too is the work of your student leadership. Working with student leaders and professionals on the Executive Board has been great, and there is much to report regarding the progress your student leadership has made since our last update.

## **Winter Regional Representatives Meeting**

Recently, the AASP Regional Representatives and Executive Board Student Representatives discussed the current work and goals of each initiative. In review, the Proactive Peer Undergraduate Mentoring Program (PPUMP), Across Land and Sea (ALAS), and Performance Excellence Movement (PEM) reported making productive strides in marketing their initiatives to students and professionals and expanding upon previous work started last year. The groups' primary goals for the upcoming year are to get more students involved and further market their initiatives.

The Internship and Practicum Experience Database (IPED) initiative reported working diligently on the IPED manual in efforts to deliver a well-crafted and finished product to the student members as soon as possible. The students working on this year's Graduate and Internship Fair stated they are progressing on the program with the goal of bringing representative from more internship sites to the 2013 AASP conference. Lastly, the Student Website Committee (SWC) has been working to

update various parts of the student website in an effort to streamline the webpage for user-friendliness and easy reading.

Without the hard work from our dedicated regional representatives and the continual feedback from the student members, the progress we have seen thus far would not be possible. Great work everyone!

## **How to Become Involved in AASP as a Student**

- If you have Facebook, join the "[AASP Student Facebook Group](#)" (current student-members only)
- Become a PPUMP Mentor
- Volunteer with a Student Initiative
- Join a Special Interest Group
- Attend and present at a regional conference
- Apply for an AASP grant
- Consider applying for a regional representative position when applications are being accepted (typically the six weeks following the conference)
- Communicate your ideas about student involvement with us!

If the above opportunities interest you or if you have any 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 (contact information can be found on the student website).■

# Regional Representative Spotlights

Julie Vieselmeyer, University of Denver, Eric Martin, Michigan State University, & Urska Dobersek, Florida State University



Julie  
VIESELMAYER



Eric  
MARTIN



Urska  
DOBERSEK

## **Julie Vieselmeyer, Northwest Regional Representative**

Julie Vieselmeyer, M.A., is a sport and performance psychology consultant based in the greater Seattle area. She became interested in sport psychology when her high school coach brought in a consultant to her track team. Julie was captivated by the idea of utilizing thoughts and emotions to perform at one's potential. That season, she implemented an imagery routine and developed mental skills that helped her set the school record in the mile and perform on piano. As a collegiate rower and coach, she taught others the skills that contributed to her success.

Julie earned her master's degree in sport and performance psychology from the University of Denver, culminating in a research project entitled, *A study of triathletes: The relationship between training variables, motivation, and subjective well-being*. She is continuing her doctoral studies in counseling psychology. Now, Julie provides services for individuals, groups, and teams through Flourish Performance Consulting. She has been a featured speaker at the Washington Athletic Club, Rocky Mountain Triathlon Club, the Falcon Running Camp, and many more. She consults with local high school and collegiate teams competing in a variety of sports. Her professional interests include motivation, health

psychology, and studies on well-being and life satisfaction. Additionally, Julie provides sport psychology curriculum for the USA Triathlon coaching education program, and she will begin teaching sport psychology at Western Washington University this spring.

## **If you could only give one piece of advice to AASP student members, what would it be and why?**

Remember to cultivate within yourself the skills, traits, attitudes, and approach to life that you hope to develop within your clients. In the busyness of life, school, and building careers, it is easy to focus on helping and promoting positive change in athletes. Yet, to be effective, we must model our knowledge of performance principles and be performers in the consulting role. This year, I developed the following tagline as the guiding tenets of my consulting practice: *motivate – create – celebrate*. These words serve as a reminder to utilize my philosophy in the same way I would encourage my clients, relative to their performance domain. For me, *motivation* comes from recalling my purpose and how a career in sport psychology connects with my values. To *create* involves using the skills and strategies I teach clients in order to create something new and unique, which often results in solutions for their needs. Finally, it is important to *celebrate* all the

investment, effort, accomplishments, and the journey, which fuels motivation to continue doing good work. So, consider your philosophy – are you living it every day? As sport psychology consultants, we are instruments to the extent that our insight, self-management, and being an example contribute to our professional success and to helping clients achieve their objectives.

### ***Memorable Consulting Experience:***

Professionally, the most satisfaction has come from working with teams or sports for which I did not have previous knowledge. In these situations, I am able to use my knowledge of performance psychology without relying on personal experience in the sport or slipping into a coaching role. One particular client comes to mind - a 15-year old swimmer who said in our first session, "I told my mom I needed to come see you to get my head straight or I was going to quit swimming, and I didn't really want to quit swimming." After months of weekly sessions, dedicating her time to practicing mental skills, reflecting on her performance, and simulated races in the pool, the hard work paid off! She is swimming better than ever, but more importantly, this client enjoys swimming and being with her team again. And she wants to be a sport psychologist when she grows up!

### ***Eric Martin, Midwest Regional Representative***

As I was growing up in Colorado, I was always involved in sport. It was no great surprise that my interest piqued when I took a Sport Psychology course taught by Dr. Brian Butki. In this class, I was introduced to a world I wished I had been aware of during my playing career. The basic tenets of Sport Psychology seemed to just click, and I knew that my future was in the field. As an undergraduate student, I was able to participate and lead multiple research projects, and it was in these projects that I developed the ability to question what I knew and to search for answers through research. I graduated with an undergraduate degree in Psychology from Colorado State University and attained my Master's Degree in Kinesiology from Miami University. I am currently a doctoral student at Michigan State University where I am actively involved in research and teaching. My primary research interest lies in motivation in sport, primarily the development and consequences of passion in youth athletes. My recent research projects have looked at specialization rates of collegiate athletes, collegiate coaches' perceptions of the millennial athlete, and how to increase physical activity in a nature-based intervention. Consulting has also been a large part of my education, and I gained consulting experience working with individuals and teams at the junior high, high school, and collegiate levels while at Miami University and Michigan State.

### ***If you could only give one piece of advice to AASP student members, what would it be and why?***

Be proactive! Opportunities are available, but they very rarely find you. You are responsible for finding professors and colleagues who are interested in the same projects that you are and asking if you can help. As someone much wiser than I said, "I'm a great believer in luck, and I find the harder I work, the more I have of it." Make your own luck and find your own opportunities.

### ***What is one Sport Psychology technique that you use in your daily life?***

Deep breathing and progressive relaxation. In the high-stress lives of students, with deadlines approaching at all times, I find that taking five quick minutes to do some deep breathing and progressive relaxation leaves me refreshed and ready for my next task. Taking five minutes prior to a task can save you hours if that break leaves you mentally ready to succeed.

---

### ***Urska Dobersek, Southeast Regional Representative***

Urska Dobersek is a Ph.D. candidate in the Department of Educational Psychology and Learning Systems (EPLS) at Florida State University, specializing in Sport Psychology. She earned her B.A. in psychology in 2007 and her M.A. in general/experimental psychology in 2009 at McNeese State University. Urska has spent most of her life on the tennis court,

having competed as both a collegiate and professional player. After retiring from the tennis circuit, she found a new passion in coaching. Since arriving at Florida State, her two main foci have been teaching and research. She is also doing applied sport psychology work with junior, collegiate, and recreational athletes. Urska's primary research interests are self/body-image, self-objectification, self-esteem, physical appearance and how they relate to reasons/motives for exercise and physical activity. Urska hopes to find a professorship at the university level where she can continue pursuing her passions: teaching and research.

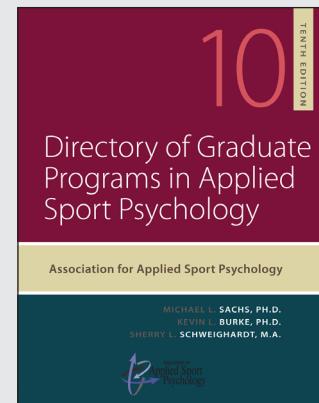
***If you could only give one piece of advice to AASP student members, what would it be and why?***

At the beginning of my graduate studies, many things (e.g., how the process of academia works and the important things I should be focusing on during my graduate studies) were unknown to me or I was not thinking about them. One of the main reasons was because I was unsure of my ultimate professional goal – being a professor focusing on teaching, research, and applied work, being a professor focusing on research and teaching only, or purely focusing on applied work. Over the course of my graduate studies, I tested the waters of all three options. With that said, I have a few suggestions: have a clear goal in mind; work toward that specific goal (do only what is relevant and that which will help you to reach it); have a balanced life - get enough rest and exercise on a regular basis; attend conferences; and collaborate with your colleagues and others from different universities. There are two questions you have to ask yourself: "What is my ultimate goal?" and "What do I have to do to reach my goal?"

***If you could keep the Sport Psychology knowledge you have now and go back to being a collegiate athlete, what mental skill tip or technique would you carry with you?***

I would say all – this is how badly I needed a sport psychology consultant or mental coach. As an athlete, I was struggling with the mental aspect of the game a great deal. If my hypotheses about my past performance are correct (e.g., focusing on past mistakes and dwelling on them; getting nervous), I could definitely benefit from mindfulness and forgiveness practice, as well as arousal regulation. These skills are also those we can use in everyday life. ■

## 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 master's and doctoral degree programs from 9 countries.

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

## 2013 Student Conference Grant Recipients

Hope College  
Georgia Southern University  
Minnesota State University-Mankato  
Temple University  
University of Denver

Submission Deadlines: For Fall conferences, applications are due by September 30. Notification of awards will be available mid-October.

To find out Grant Criteria and more information, please visit the Student Section here: <http://www.appliedsportpsych.org/Students/student-awards>. To apply for a grant, student members should go online in the member's area.

## AASP in the Media: 2012 in Review



In 2012, Yopko Penhallurick (YP), the public relations agency for AASP, collected and estimated the value of AASP-related media coverage for the year. Each media clip was measured (if information was available), based on a comprehensive public relations media valuation formula.

During the year, the agency distributed eight news releases to media from appropriate databases (health and fitness, sport, national, international, and Olympic), which included a total of nearly 500 media outlets. This analysis did not include hometown news releases distributed for new AASP officers, CC-AASP's, Fellows, or award winners.

AASP media coverage was generated from 382 media outlets worldwide, resulting in 643 media clips or stories/articles. These media clips resulted in approximately 785,376,408 impressions (i.e., viewings by a reader, viewer, or visitor). More than 78 percent of the media coverage reviewed included references to AASP and/or the AASP website, equating to more than 612 million AASP-related impressions.

One high-value media clip was, "Sports Psychologists Extend Their Counseling to Athletes' Coaches and Families",

which was published in the August issue of *Scientific American*. This article included an interview with Dan Gould and mentioned AASP. The article's estimated value of \$270,339 was determined by measuring the length of the story, multiplying that number by the advertising rate, doubling that amount (editorial copy has a higher value than ads), and factoring in placement, photos, color and AASP mention.

The highest valued clip measured was from the February issue of *ESPN The Magazine* in which Rob Bell and Cindra Kamphoff were interviewed for "Enemies with Benefits." An expensive national magazine for advertisements, the lengthy story was valued at an estimated \$765,709. By contrast, a local article in the October *Knoxville News Sentinel* mentioned a new AASP student rep and had an estimated value of \$482.

As we focus on 2013, AASP members are encouraged to send over any media clips to [jr@yp-pr.com](mailto:jr@yp-pr.com). While YP uses the free Google Alerts system and direct Internet searches for media monitoring, member assistance in collecting coverage is essential.■

# Professional Ethics and Standards in Sport and Exercise Psychology

Online Course runs: June 17 - August 30, 2013

In-Person Instruction: October 1 - 2, 2013

\*\* Registration open April 1, 2013 \*\*

For the second consecutive year, AASP is partnering with West Virginia University (WVU) to offer a distance-learning course focusing on "Professional Ethics and Standards in Sport and Exercise Psychology". The program, which begins the week of June 17, was specifically developed to examine important ethical and legal issues that sport and exercise psychology professionals often encounter in their work as teachers, researchers and practitioners. AASP is also seeking to standardize ethics training for anyone interested in seeking AASP certification.

Dr. Ed Etzel, Professor in the Department of Sport Sciences at WVU, will be the featured instructor. While the offering will be predominantly online, there will be 10 hours of in-person, required instruction held at AASP's 2013 Annual Meeting in New Orleans (October 1 - 2). A final online exam will end the course. Tuition for the course is \$995.

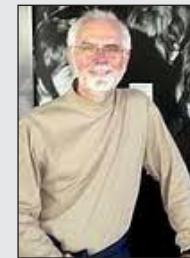
## FEATURED TOPICS:

- Introduction to ethics
- Who are you? Competence, credentialing and the impaired professional/student
- Multiple relationships/attraction
- Research and teaching
- Diversity issues
- The law and the practice of applied sport psychology
- Psychological assessment and testing
- Financial concerns in practice, business; marketing your services
- Obligations to clients and protecting sensitive information – Confidentiality and privacy

Registration will be available online starting April 1, 2013 and will be open through June 10, 2013. Don't miss your opportunity to participate!

If you have any questions, please contact Robert Schinke, AASP's Professional Standards Division Head at [rschinke@laurentian.ca](mailto:rschinke@laurentian.ca) or AASP Headquarters at [info@appliedsportpsych.org](mailto:info@appliedsportpsych.org).

Here's what some of the participants had to say about the course:

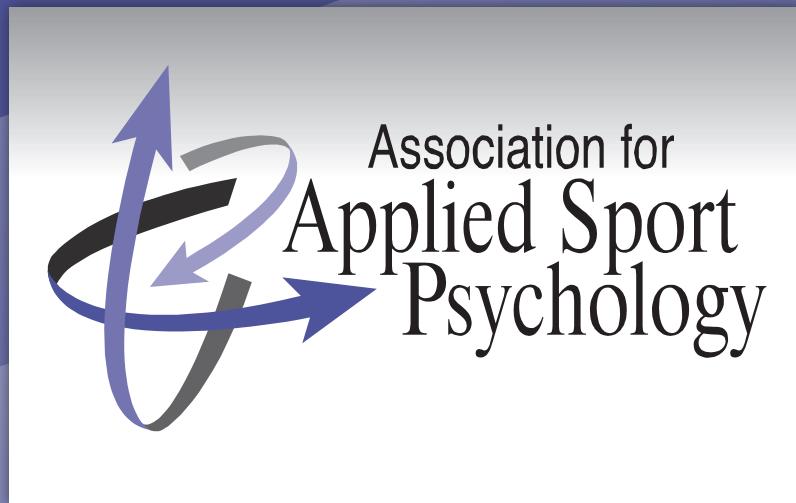


*"Dr. Etzel is an exemplary instructor, it was a pleasure to be a part of his class."*

*"The online content was not difficult to navigate and Dr. Etzel managed the course very well. He responded to all forms of communication quickly and thoughtfully. I would recommend this course to others."*

*"This course was well organized, helpful and, overall, a valuable experience."*

*"I enjoyed the course and found it to be a very useful tool in my overall development as a professional. Dr. Etzel was great, especially in person."*



**Association for Applied Sport Psychology (AASP)**  
8365 Keystone Crossing  
Suite 107  
Indianapolis, IN 46240  
(317) 205-9225  
(317) 205-9481 Fax  
[info@appliedsportpsych.org](mailto:info@appliedsportpsych.org)  
[www.appliedsportpsych.org](http://www.appliedsportpsych.org)