



# Spring 2014 Newsletter

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**Jonathan  
METZLER**

## President's Message

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

AASP continues to work on a number of initiatives to meet the goals articulated in our 2011-2015 Strategic Plan. I am pleased to provide you with some updates on the progress made over the past few months.

### **Increase the value of AASP for our members.**

All initiatives undertaken by the E-Board are oriented toward enhancing the value of your membership; however, our webinars and conference enhancements are professional development opportunities that continue to grow and flourish and offer immediate value. In December, over 150 people participated in a webinar entitled "Performance Enhancement for College Athletes" that was delivered by Ken Ravizza, PhD, CC-AASP and Nicki Moore, PhD. In February, we hosted two webinars. Joan Duda, PhD, CC-AASP and Sam Zizzi, PhD, CC-AASP presented "Exercise Psychology in Practice: Using Sport & Exercise Psychology Skills and Training to Promote Physical Activity Across the Lifespan." Additionally, "The Nuts and Bolts of Becoming a CC-AASP" was a free webinar delivered by Bob Harmison, PhD, CC-AASP and Sarah Castillo, PhD, CC-AASP and is posted as a valuable resource on our website for anyone interested in certification.

I am very excited about our upcoming conferences. You will not want to miss AASP 2014 on October 15-18 in Las Vegas. We have an exceptional line-up of keynote speakers and panels already secured. Conference submissions were up 23% from 2013, reaching almost 500 in total. We anticipate surpassing the 1,000 attendee mark for the first time in AASP history, so make sure you

make your conference-related arrangements soon. Conference planning has already begun for 2015 in Indianapolis, which should be another exciting program given all the local opportunities for collaboration (i.e., NCAA, ACSM, USA Gymnastics, USA Diving). The conference experience continues to evolve as we hope to provide formats for more interaction between presenters and attendees.

### **Strengthen the certification program to enhance the credibility of the industry and promote members to the general public.**

At the 2013 conference in New Orleans, the E-Board approved a motion to move forward with a Job Task Analysis (JTA) for the purposes of better understanding the roles and responsibilities of practitioners in our fields. After discussion, the Fellows conducted a straw vote that also supported moving forward with a JTA for the purposes of guiding the development of changes to the current certification process. The Future of Certification Ad Hoc Committee has met several times via phone since the conference to clearly identify the processes for moving forward with the JTA. This committee has identified the important criteria necessary for choosing expert representatives, and will be taking steps to identify these experts in the near future.

In order to develop the most competent practitioners, we also need to begin to solidify best practices for graduate training. Mark Aoyagi has recently taken the reigns as chair of the Graduate Program Committee (GPC). This reconstituted committee will continue to ensure graduate programs are fulfilling their promises and delivering what they purport to as stated in the AASP Graduate Directory. I have also charged the GPC with: (a) fully considering the Phase I recommendations made by the Coalition for the Advancement of Graduate Education and Training in

the Practice of Sport Psychology and (b) assessing the viability of formally recognizing graduate programs that engage in best practices and ultimately produce competent practitioners (i.e., CC-AASP). With the help of the GPC, the E-Board will develop a formal response to the Coalition, identifying action steps to be taken by AASP as well as prioritization of these actions.

### **Build AASP's presence and visibility to promote the field.**

Possibly the greatest value we can offer our members is enhancement of the value of our information and our service providers for consumers. Our Public Relations firm, Yopko Penhallurick (YP), has continued to facilitate media relations and exposure of our experts and practitioners. Over the past few months, we averaged 14 interviews delivered by our members to local and national media per month. There is a clear trajectory of increased utilization of AASP by the media for sport psychology expertise. Please check out the materials developed by YP on the AASP website, which have been offered to you as a member to facilitate your own engagement with the media.

One of the main thrusts of my Presidency is to continue to refine our external messaging and branding to ensure consumers know what they can gain from AASP and credentialed professionals (i.e., CC-AASP). I have charged YP with proposing a plan for engaging in more systematic and formal branding and messaging development, keeping in mind that the more we can increase demand for the expertise and services AASP members provide to consumers, the more valuable our organization will become for its members. In the future, we will be reaching out to our members to provide their perceptions and insights about sport psychology, AASP, and its credential.

I have followed the initiative of Jack Watson to keep AASP involved with our colleagues in other sport science services. I recently served on a panel discussion representing AASP at the Developing Healthy Youth Athletes conference as well as a roundtable discussion with the Aspen Institute's Project Play initiative. These avenues offered increased exposure of AASP, sport psychology expertise, and CC-AASP to leaders in the areas of sport medicine, athletic training, strength and conditioning, sport nutrition, coaching,



physical education, and beyond. The week in Orlando culminated with the annual meeting of the Joint Commission on Sports Medicine and Science. I found that many professions are facing similar challenges of educating consumers on the benefits of utilizing professionals with appropriate credentials. There is a clear opportunity for collaboration with associations that provide companion services for performance excellence and performer well-being. We began initial discussions on how each association can be educated by other associations about best practices and state-of-the-art credentialing of their respective professions.

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“The energy of our members, excitement of our trajectory, and satisfaction of the steps we have been taking each month is invigorating to me.”

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These meetings were held in conjunction with discussions with development leaders of the World Sports Institute (WSI) and ESPN/Disney Wide World of Sports. Ultimately, we received more guidance from these entities, including a summary of how AASP can use the facilities, opportunities, and resources they can provide. I have formed a new Ad Hoc Committee and appointed Shannon Baird as Chair to develop systems and processes to assist the WSI and ESPN/Disney in offering state-of-the-art sport psychology expertise to the coaches, athletes, and parents who utilize their facilities. We hope that this committee will provide innovative and creative solutions in the areas of assessment, education, and implementation as well as foster opportunities for future research and professional development.

Overall, this is an exciting time to be a part of AASP. The energy of our members, excitement of our trajectory, and satisfaction of the steps we have been taking each month is invigorating to me. I look forward to continued progress and another inspiring update this summer. ■

## NOW ACCEPTING OGLESBY-SNYDER GRANT APPLICATIONS - New for 2014

### AASP FUNDING OPPORTUNITY ANNOUNCEMENT

**Grant Application Deadline: July 1, 2014**

#### **Oglesby-Snyder Grant for Equity and Cultural Diversity**

The Oglesby-Snyder Grant for Equity and Cultural Diversity is intended to stimulate and enhance efforts to apply sport psychology research to both advance a richer knowledge base and articulate a strong rationale for advocacy, assuring that the values and benefits of sport are available to all on an equitable basis. Grants are available for up to \$5,000. Deadline for submission of grant applications in 2014 is July 1, 2014, April 1 in 2015, and beyond.

If you would like to learn more or apply for the Oglesby-Snyder Grant for Equity and Cultural Diversity, please go to our website award page: <http://www.appliedsportpsych.org/resource-center/grants/>. Submit your grant application by July 1, 2014.



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Executive Director



**Tanya  
PREWITT**

# Editor's Note

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

*"It is hard to visualize someone as a leader if she is always waiting to be told what to do."*

*~Sheryl Sandberg*

We live in a world where people are searching for answers on how to lose and keep weight off, where youth athletes are yearning for

improved self-confidence and elite athletes have been taught that their own needs and desires come before team performance. The culture of exercise and sport is reflective of a hurting society lost in "what's in it for me?," "I can't do it," and "where's the quick fix?" This is where we come in as sport and exercise psychology professionals. AASP, as an organization, and we, as individuals regardless if we are researchers, practitioners or educators, find ourselves in a time where there is much work to do. As Sheryl Sandberg's quote indicates, if we desire to lead, AASP cannot wait to be told what needs to be done. Instead, we must continue to create opportunities and seek out spaces where there's a need for our expertise and services.

## ASSOCIATE EDITORS

Jamie Shapiro, University of Denver

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

Sam Forlenza, Michigan State University

Our current President, Jon Metzler, PhD, CC-AASP is working diligently to do just that. In the President's Message, Jon highlights the ongoing collaboration AASP is making with various organizations as well as media outlets in attempts to build relationships and create opportunities where our services are needed. Within the newsletter you will also find applied articles that provide tips and insights for working with exercisers and injured athletes. In addition, for those interested in developing a volunteer sport psychology team for a marathon or other endurance event in your local community, you will enjoy reading a timely piece that includes one member's experience of developing a marathon psyching team for the Columbus Marathon. For professionals who may potentially find themselves "wearing several hats" (i.e., professor and consultant), our colleagues from the Ethics Committee share their knowledge in ethically managing multiple roles. In the Research Corner, AASP Research Grant recipients share their work on the importance of multiple modes of motivation for adolescents when controlling their weight. Lastly, you will find AASP's Year End Financial Update as well as the Student Report that provides information on the progress of student initiatives.

AASP and our members continue to seek ways to contribute and lead the field. I hope you enjoy reading the articles provided by our colleagues. As always, I welcome any feedback or ideas regarding the current issue or future installments. If you would like to contribute to the upcoming newsletter or have an idea for an innovative contribution, please feel free to contact me at [trprewitt@northpark.edu](mailto:trprewitt@northpark.edu).



**Spencer  
INGELS**



**Linda  
KEELER**



**Sean  
FITZPATRICK**

# The Not So Magic Pill: Three Techniques to Initiate and Maintain Healthy Behavior

*Spencer Ingels, MA, thriveSF, YMCA of the Central Bay Area*

*Linda A. Keeler, PhD, CC-AASP, Western Washington University*

*Sean Fitzpatrick, PhD, CC-AASP, John F. Kennedy University*

Many people who want to improve their health and wellness often start by looking for the magic pill to create new exercise or healthy eating habits. Sadly, there is no magic pill, secret, short cut, or quick fix to starting and maintaining a healthy lifestyle. There are, however, tools and techniques that exercise psychology professionals can utilize to help clients achieve their goals. Below are three 'tried and true' techniques that have been acquired from a variety of sources (i.e., conferences, books, classes) and adapted to work with clients in a variety of settings. The techniques are grounded in theory (i.e., Self-Determination Theory; Deci & Ryan, 1985) and represent just a few of the performance enhancement techniques that can be used in exercise settings.

## **Technique One: Awareness**

Exercise has long been lauded as a great tool for a number of benefits. The list of the benefits of exercise is as long as the list of side effects of many anti-depression medications. As Dr. John Ratey noted during the AASP Conference Health and Exercise Psychology keynote in 2013, exercise can

help to enhance mood, provide energy, and even improve cognitive functioning. However, when some individuals begin an exercise regimen, or work to increase their activity levels, they may not be aware that they are experiencing these psychological benefits.

Many different techniques can be utilized to help individuals create the cause-and-effect relationship between exercise and any number of immediate psychological benefits. Asking clients to journal 30 to 60 minutes after exercise sessions is a great way to raise their awareness of the benefits of exercise that they might be experiencing. A simple prompt along the lines of: "How do you feel right now?" can elicit a number of findings. If clients are reluctant to journal, asking them to simply rate and, most importantly, record their mood after exercise can serve as a great catalyst for conversations about the benefits they may reap from their physical activity (e.g., when working with a client who speaks often about how *hard* exercise is). Instead of trying to change this perception, simply ask the client to start journaling about her experience when returning home from the gym. Then, during the next session the

client may share that by the time she had returned home she felt less stressed, more relaxed, and enjoyed her evening with her family much more. These benefits make the *hard* work of exercise worth it. Letting clients identify, track, and ultimately value their benefits is a way of increasing autonomy. Increasing clients' autonomy can, as the Self-Determination Theory (SDT) posits, help maintain change.

### **Technique Two: Goal Setting**

Goal setting is a technique that is well known across many domains. Goal setting is so well known that it might not receive the attention it needs to fully actualize its potential in building motivation and driving change. Too often, we see clients set goals and then put them away somewhere safe, not to be seen again until they have shifted too far off course that those goals are no longer relevant, let alone useful. Goal setting is beneficial because it helps focus effort and attention. Within the framework of SDT, goals, when set appropriately, can help clients build competence. Competence, along with autonomy and relatedness, is one of the three needs and determinants of sustained motivation (Deci & Ryan, 1985). When looking at exercise and health related behaviors, it is in the best interest of all parties to work to develop sustained motivation by fulfilling all three needs.

SMARTS goals (specific, measurable, action-oriented, realistic, timed, self-determined) are ubiquitous in sport and exercise psychology (Weinberg & Gould, 2011). One important aspect that is often overlooked in goal setting is the emphasis on measurement. If goals are measurable and consistently evaluated, clients will be reminded of their progress and subsequently increase their sense of competence, confidence, and motivation. Effective goals will incorporate practical ways to measure this progress. For example, a busy, middle-aged mother who walks a lot for work may not feel that she is making progress because she does not view walking as exercise and struggles to find enough time to go to the gym. This perception of lack of

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“There is a need for increased physical activity in our society, yet there exists no magic pill.”

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progress may cause her to feel down and unmotivated. What may work well for her is adjusting her exercise goals to include walking and to start putting a check mark on the calendar for each day she walked for a total of 20 minutes. For each check mark, she can give herself five dollars toward a pair of new hiking boots she wants. Adjusting her goal, creating a practical way for her to track her progress, and coupling progress with a tangible reward (related to her activity goals) may greatly improve her mood, motivation, and belief that she can exercise. Finding practical ways for the client to measure progress is vital to building and maintaining motivation (i.e., use of pedometers to track movement or writing the number of steps one has taken each day in a monthly calendar). Secondly, breaking goals down into small and manageable pieces that are easy to measure and achieve will drive progress by fulfilling the competence need and subsequently build motivation.

### **Technique Three: Values**

Another vetted technique to enhance commitment to exercise behavior for a client that may be in the pre-contemplation, contemplation, or preparation stage according to the Transtheoretical Model (Prochaska & DiClemente, 1983) is exploring a person's value system. Values are positively related to exercise behavior (Anshel, 2008) and are representative of integrated motivation (i.e., engaging in behaviors that are consistent with self-identity and values) within the Self-Determination Theory (Deci & Ryan, 1985). Integrated motivation is a sustainable motivation type. During a session, ask your client to write down the top five to ten things that he currently values in life in order of importance, giving examples such as work, family,

health and well-being. Give the client time in the session to contemplate this. Then, have him write these values down on a worksheet. When he is finished, hand him another worksheet and ask him to write down the top five to ten things that he currently spends time on during an average week in order of most time spent. Examples can be prompted such as work, housework, children's activities, etc. Next, put the two lists side by side and ask the client to reflect on what he sees. Any discrepancies? Patterns? More often than not, a client will list exercise or health high on his 'valued list' but may not even have it on his 'time spent' list. You can prompt the client by asking him to point out any changes that he would like to see on the 'time spent' list to make it more congruent to the 'value list.' You can then have that prompt as a gateway to a conversation on what may get in his way (barriers) to making the said change.

While working with a woman in her late 30s who had recently returned to university, this value reflection technique proved to be very powerful. She listed 'me time' within her top three values behind her children, husband, and schoolwork. Her definition of 'me time' included exercise and self-care. After she was prompted to list the top seven time-spent activities, 'me time' was not even on her list. In fact, she said it probably would not even make her top ten. When she compared the two lists, it was as if the light bulb in the room grew brighter and a sense of keen awareness was polished. She paused

and sat with the realization that: 1) she truly was not making any time for herself in her life and 2) this realization gave her the permission to start doing so by making exercise a priority. Fortunately, this client was one of those very enjoyable cases when one given technique hit the target on the head. In subsequent sessions, she was well on her way to working on behavior techniques to maintain her new active lifestyle.

### Conclusion

There is a need for increased physical activity in our society, yet there exists no magic pill. The three techniques presented in this article, while they are not magic pills, are tried and true techniques that may help clients feel ready and prepared to tackle behavior change and maintain it. ■

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## UPCOMING SPORT PSYCHOLOGY WORKSHOP

**15th Annual Workshop in Applied Sport Psychology  
June 20-21, 2014**

*"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 20-21, 2014, 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 thirteen 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*. The Guest Presenter is Charles A. Maher, Psy.D., CC-AASP, sport psychologist to the Cleveland Indians and Cleveland Cavaliers. For complete information, go to [www.SportPsych.org](http://www.SportPsych.org) or contact Dr. Lesyk at (440) 681-8353, [jjlesyk@SportPsych.org](mailto:jjlesyk@SportPsych.org).



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Tim  
**WHITE**

# Relaxation Skills Enhance Physical Recovery from Injury

*Tim White, MS, ATC, CSCS, White House Athletics, University of Michigan*

“Just relax!” We hear this phrase all the time. As sport psychology professionals, we often spend a significant amount of time teaching our clients exactly how they can calm their mind and subsequently enhance their physical performance. Additionally, we may consult with those who are recovering from physical injury in an effort to help them manage their emotions throughout the recovery process. But, what about combining the two? Research exploring the use of specific psychological skills throughout the physical rehabilitation process is limited. Of the research that exists, much of it focuses on compliance or does not specifically relate to orthopedic injury and recovery.

Just as various psychological skills are applied in alternate performance settings such as the performing arts and business, they can, and should, be applied in the physical rehabilitation setting. Athletic trainers spend a great deal of time with athletes during recovery and commonly recognize the psychological challenges

that athletes experience throughout the rehabilitation process. However, most athletic trainers simply are not in a position to comprehensively address the mental aspects of recovery. This disconnect creates an opportunity for sport psychology professionals to assist athletes with the mental aspects of rehabilitation and recovery.

The use of specific psychological skills with injured athletes can enhance the recovery of both the body and the mind. Psychological recovery is a key component to successfully returning to competition at a pre-injury level (Heil, 1993). Unfortunately, this aspect of recovery is often addressed insufficiently, if at all. Rehabilitation programs should be approached as yet another performance venue where psychological skills such as relaxation, mental imagery, concentration, goal setting, stress management, and positive self-talk are implemented. Specifically, relaxation techniques can facilitate athletes’ physical recovery as well as their ability to manage emotions such as stress and anxiety, which are typically experienced during the recovery process. What follows are two specific relaxation techniques that sport psychology professionals can use

as they assist athletes throughout the rehabilitation process.

## **Focused Breathing**

Focused breathing can be very useful for athletes completing range of motion exercises as well as when addressing pain. Instructing athletes to consciously observe their breath (or focus on their breath) as they inhale and exhale increases their ability to produce the relaxation response, which results in a decrease in muscle tension, anxiety, and pain perception throughout the body (Cupal & Brewer, 2001; Heil, 1993; Kabat-Zinn, 1990). The focused observation of the breath can also be specifically directed toward an injured body part by instructing athletes to actively observe their specific area of concern as they complete consecutive breathing cycles. When injured athletes learn to ‘inhale into’ the affected area of the body and then ‘exhale out’ of that same area, they are able to transport significant amounts of oxygen to the site of recovery. This increase in oxygen is associated with increased relaxation of the surrounding musculature (Taylor & Taylor, 1998). As a result of the decreased muscle tension, the available range of motion increases.

As noted previously, this technique can also be used to manage pain levels (Cupal & Brewer, 2001; Heil, 1993; Kabat-Zinn, 1990). During the inhalation portion of the breathing cycle, athletes should

the body. This mind-to-body technique is another very useful way to address muscle tension and pain. By exploring various body regions, athletes are able to gain a greater awareness of the muscle

location of their pain. This increase in awareness regarding pain provides greater understanding of the pain experience, and with greater understanding comes greater control of related emotions.

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“The use of specific psychological skills with injured athletes can enhance the recovery of both the body and the mind.”

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be encouraged to bring new oxygen, blood, and healing elements to the site of recovery. During the subsequent exhale, athletes should be encouraged to allow that breath to remove pain, muscle tension, joint stiffness, or any other negatively perceived sensations. This approach creates the perception of increased control or influence over their pain. Because pain is often an emotionally charged sensation, this increased sense of control can have a strong influence on the actual pain perception that athletes will experience (Taylor & Taylor, 1998). Lastly, focused breathing can provide athletes with a clearer perspective on the type, location, and intensity of the pain they are experiencing.

### **Modified Body Scan (Joint Scan)**

The body scan involves exploring or experiencing the various regions of

tension throughout their body. Within a specific region (i.e., knee), athletes can utilize a more detailed approach and explore the various components within the region (i.e., deep internal, superficial external, front, back, sides, bone, muscle, etc.). With a greater understanding of their current muscle tone, athletes can better understand how their available range of motion may change from day-to-day based on that level of muscle tone. Subsequently, this technique can help reduce frustration and anxiety when experiencing mild setbacks or failing to achieve a specific daily goal.

Mentally approaching a joint with this level of detail can also help athletes have a better perspective of how much pain they are truly experiencing and will make it easier for him or her to be more specific when identifying a definitive source or

Many people around the world recognize the power of the mind and spirit when facing physical maladies, which is comparable to the recognition of the mental aspects of performance during rehabilitation. Research and applied practice need to dedicate more attention to this performance realm. If injured athletes are able to utilize mental skills during their recovery, they will have a better recovery experience and will ultimately be positioned to return to participation in their sport with a greater likelihood of success. ■

### **References:**

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OCTOBER 15 – 18, 2014

# CONFERENCE PREVIEW

## Featured Lectures and Speakers

### Sheryl Swoopes

3 Time WNBA MVP  
3 Time Olympic Gold Medalist

PERFORMANCE EXCELLENCE AWARD

### Keith Henschen, Ph.D.

University of Utah

COLEMAN GRIFFITH LECTURER

### Edward Deci, Ph.D.

University of Rochester

HEALTH & EXERCISE PSYCHOLOGY KEYNOTE

### Brett Smith, Ph.D.

University of Michigan

SOCIAL PSYCHOLOGY KEYNOTE

### Alan Ashley

USOC

### Sean McCann, Ph.D., CC-AASP

USOC

### Gloria Balague, Ph.D.

University of Illinois at Chicago

PERFORMANCE PSYCHOLOGY INTERVIEW

## 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, 2014.**

*\*early bird registration rates*

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

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

## Hotel Information

### The Rio All-Suite Hotel & Casino

3700 W. Flamingo Road

Las Vegas, NV 89103

Reservations: (888) 746-6955

or <https://resweb.passkey.com/go/SRAAS4>

Room rates: Single/double \$139 plus tax; triple/quad additional \$30 per person plus tax. **Optional resort fee of \$20 per night plus tax. Optional resort fee includes in-room guest internet service and use of the hotel health club and spa facilities.** Reservations can be made directly with the Hotel Reservations Department by calling (888) 746-6955 or clicking the link at left. Attendees need to request the group rate by referencing the Association for Applied Sport Psychology group.

# Professional Ethics and Standards in Sport and Exercise Psychology

**Online Course: June 16 - August 30, 2014**

**In-Person Instruction: October 14 - 15, 2014 - Las Vegas, NV**

**\*\* Registration open April 1, 2014 \*\***

For the third 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 16, 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 and a Certified Consultant (CC-AASP), 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 2014 Annual Meeting in Las Vegas (October 14 - 15). A final online exam will end the course. Tuition for the course is \$995.

## FEATURED TOPICS:

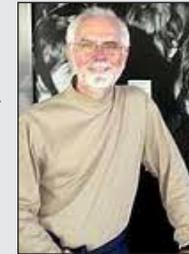
- Introduction to ethics
- Who are you? Competence, credentialing and the impaired professional/student
- Multiple relationships/attraction
- Research and teaching
- Diversity issues
- The law and the practice of applied sport psychology
- Psychological assessment and testing
- Financial concerns in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

Registration will be available online starting April 1, 2014 and will be open through June 10, 2014. Don't miss your opportunity to participate!

If you have any questions, please contact 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 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."*



**Chelsi  
DAY**

## From Tragedy to Action: Launching an Inaugural Marathon Psyching Team

*Chelsi Day, PsyD, Vericare*

On April 15, 2013, I had a two-hour break between clients. I decided to head home for a late lunch. As I sat on my sofa eating and watching TV, news broke about a bombing at the finish line of the Boston Marathon.

Overcome with shock and a feeling of helplessness, I realized I needed to head back to the office. Slightly distracted through the remainder of the day, I could not help but feel pulled into action. Knowing there was nothing I could do directly for Boston, being in Ohio, I immediately thought of the utility of having professionals at the finish line helping with both the direct care and crisis intervention.

Thus, I began plotting what I could do to make a difference, and immediately thought of Dr. Kate F. Hays' Toronto Marathon Psyching Team. Though I genuinely felt that an incident like Boston was unlikely to happen again, I desired to be more involved in a community that had been shaken to the core. I came to the realization that there was nothing keeping me from getting involved in my local marathon, the Nationwide Children's Hospital Columbus Marathon and Half Marathon. I immediately began drafting an email to Kate asking for advice on how to start a psyching team, and requested to pick her brain a bit on how to take this idea from my imagination to a reality in practice.

What I received in the response from Kate was an invitation to join the Toronto Marathon Psyching Team two weeks later as well as the exact mileage and drive time from Columbus to Toronto that

she had found on Mapquest. In her email, Kate also extended to me a guest bedroom in her home for the weekend. My immediate reaction was, "When someone like Kate Hays looks up the distance from your residence to hers AND offers a room in her home, you don't turn that down."

Two weeks later, off I went to Toronto for a quick 40 hours across the border. Kate could not have been more right when she expressed that the most valuable experience I could have when thinking of starting a marathon psyching team is to immerse myself in it. While it was a short time, what I gathered from the training, interactions with athletes, and race day excitement was amazing and incredibly motivating. I left Toronto with the intention to create opportunities for a marathon psyching team in Columbus, OH.

Knowing that the Columbus Marathon was at the end of October, less than six months away, I knew I needed to get moving on finding the race director, convincing him of the advantages of a marathon psyching team, and then recruiting volunteers to take part in this exciting venture. I created a proposal of what I wanted to do, and pulled together research and newspaper articles to present to the race director to support this initiative. I perused the Columbus Marathon website, and could not find the race director's information. So, I thought it was worth a shot to send a short introduction via the general 'contact us' form. What I received back less than an hour later was, "Wow. You got me. I have done almost 170 marathons and have been involved in the sport since 1991 and I have NEVER heard of this! I like it! I would love to learn more for our 2013 race in October."

Shortly thereafter, I met the race director for breakfast, and before I had a chance to pull out all of my 'evidence' that the psyching team was a great idea and would enhance the experience of the racers, he was sold. He informed me that he had already talked to the Board of Directors of the Columbus Marathon, and they unanimously approved. The two of us started planning and setting expectations that very morning. He was as excited as I was, and we both realized we needed to reign in the excitement at risk of becoming unrealistic.

I began recruiting possible volunteers via the SportPsy listserv and working on logistics. My goal was to recruit 25 sport psychology professionals and students to be present at two pre-race seminars for race registrants, provide onsite consulting during the two days of the race expo, and to be on foot during the course for the full morning of race day. While worried we would not have the turnout we planned for, I was hopeful that my colleagues in the field would step up to the plate and be as excited about the opportunity as I was. Lo and behold – they were.



We met our exact goal of 25 volunteers, and were able to provide both seminars – one in August and one in September – with a turnout of over 50 runners and walkers at each. I provided trainings in the mornings to the sport psychology volunteers before

were able to provide one-on-one tips and encouragement. The next morning, we arrived before sunset to help athletes at the starting line with pre-race nerves and jitters. Marathon Psyching Team volunteers were also scattered throughout various

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“Your team taught me to be my own best friend, to stop beating myself up and encourage myself, to stop telling myself the things that I would never say to anyone else... I can't put into words just how much that advice helped me.”

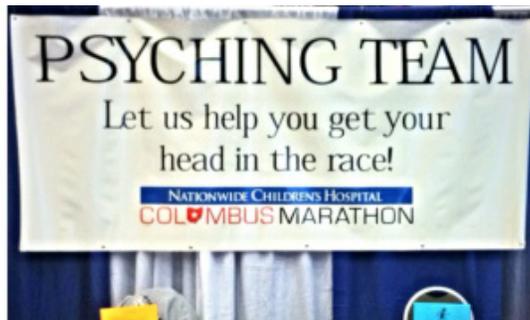
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the seminar that allowed the Columbus Marathon Psyching Team to get to know one another and share ideas. As the inaugural year, utilizing the knowledge of all participants allowed each of us to add to our pre-existing repertoire of consulting skills.

The race expo provided the opportunity for contact with over 600 athletes for whom the sport psychology volunteers and I

mile markers of the race to motivate and encourage the runners. In all, the race day experience was both inspiring and fulfilling.

Later that afternoon, as I drove home from an exhausting weekend of early mornings, long days, and late nights, I could not help but think about the upcoming 2014 marathon. I was hopeful that excitement would spread and that we could continue to grow, providing a unique experience for professionals and students in the Midwest. I did not think it was possible to be more excited about the Columbus Marathon Psyching Team, but I can confidently say 2014 will be even better. This confidence stems, in part, from the feedback we received from some of the athletes, including the following:



“Hi Chelsi, I just wanted to say thank you to you and your team for all of your help, advice and inspiration leading up to and during the race. At the first meeting I was scared and nervous. I was new to running and didn't really know how to handle some of the things I was feeling emotionally during my training runs. Your team taught me to be my own best friend, to stop beating myself up and encourage myself, to stop telling myself the things that I would never say to anyone else... I can't put into words just how much that advice helped me. It completely changed the way I felt during my runs. Any time the negatives crept in I just repeated my mantra for those miles and overpowered them. It was like I could stop the negatives before they had the chance to become a full thought. My best training runs were always in the days after the Get Psyched events and I knew race day would be no different. It was great to see your friendly face in my corral on race day. I was freezing. But, the excitement of seeing someone I knew, that had so much positive energy and made me feel like they were there to support me got me all excited. It was the weirdest thing. But strangely, I felt warmer when I walked away. And somehow, while I was trying to explain to you just how ready I was to get going, I managed to convince myself...I accomplished all of my goals. I feel proud. I feel confident. I wore my medal all day, even to the Blue Jackets game that night. I took my medal to work today and shared my experience with all of my co-workers. I have no doubt that the things I learned at your events helped me accomplish those goals. I can't thank you and your team enough for everything you taught me and for the encouragement you provided. I really don't think I could have accomplished all of my goals without you guys. I had terrible mental blocks that your team helped me overcome. Thank you! Thank you! Thank you!”

If that doesn't make 'giving sport psychology away' totally worthwhile, I can't think of anything else that would. ■

## Updates from AASP's Public Relations Agency

Greetings from Yopko Penhallurick!



### Media Interview Opportunities

Members of the media contact Yopko Penhallurick (YP) on a regular basis to connect with AASP authorities for interviews on sport psychology topics. In an effort to keep our list fresh with interview subjects and give members an opportunity to connect with the media, YP continually updates its media resource database. If you are interested in being a resource to YP for media interviews or contributing authored articles upon request, please contact Stephanie Groff at [sg@yp-pr.com](mailto:sg@yp-pr.com).

### Member Marketing Tool Kit

What have you been up to lately? Launching a new business or website? Announcing a new book? Interviewed by the media recently, or want to improve your media skills? The AASP Marketing Tool Kit is a valuable resource available to members. The Tool Kit includes a media relations guide and helpful tip sheets for promoting oneself or one's business. You can locate the Marketing Tool Kit on the AASP website under *Member Items* when logged in by clicking here: <https://www.appliedsportpsych.org/site/assets/documents/members/MarketingToolKit.pdf>.

# AASP Foundation Honor Roll 2013 - 2014

AASP would like to thank the following members who made a generous donation to the AASP Foundation in 2013 - 2014.

## Platinum (\$200+)

Bonnie Berger  
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Laura Finch  
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Alan Labostrie  
Kaitlin Lawless  
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Elizabeth Mullin  
Philip Murphy  
Marissa Nichols  
Heather Peters  
Sharon Raoli

Holly Roselle  
Jose Sala  
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Pamela Schippell  
Shelly Sheinbein  
Daniel Smith  
Bruce Stankavage  
Emma Swarzman  
Amy Taylor  
Yvette Terui  
Christina Trenton  
Blake Tuffli  
Jon Walker  
Tommie White  
Fleesha Willfong  
BLee Williams  
Takehiko Yukishita  
Itzhak Zur

## Gold (\$100-\$199)

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Martha Ewing  
Daniel Gould  
Lance Green  
Ian Maynard  
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Robin Vealey  
Jack Watson  
Robert Weinberg  
Carolyn Youren  
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We appreciate any support that you can provide! Please contact AASP at [foundation@appliedsportpsych.org](mailto:foundation@appliedsportpsych.org) for more information, or you can click here to donate: <https://www.appliedsportpsych.org/donate/>.

# Multiple Role Relationships: Ethical Strategies for Practitioners

Karlene Sugarman, MA, John F. Kennedy University, Brandonn Harris, PhD, CC-AASP, NCC, Georgia Southern University, Tim Herzog, EdD, CC-AASP, Human Performance Resource Center and Private Practice, Michael Zito, PhD, CC-AASP, Montclair State University and Private Practice



**Karlene  
SUGARMAN**



**Brandonn  
HARRIS**



**Tim  
HERZOG**



**Michael  
ZITO**

Asthesport, exercise, and performance psychology field continues to grow, there will likely be more professionals who are trained in multiple areas of sport and performance, thus creating the potential for multiple role relationships to develop. For example, Watson, Clement, Harris, Leffingwell and Hurst (2006) highlighted some key considerations around the teacher-practitioner multiple role relationship. Given the additional capacities that sport and exercise psychology professionals work within, it may also be important to expand these considerations to include other areas such as strength and conditioning, sport coaching, and athletic training. Having training in more than one professional area can be beneficial for broadening the scope of one's work, but can also create some possible ethical challenges due to the potential for multiple role relationships. This situation can arise when a client requests services in an additional area of expertise that a consultant holds. This article highlights some of the unique ethical challenges to consider

and offers guidance regarding ethical decision-making strategies consistent with AASP's Ethics Code, as well as other ethics codes and laws that are consistent with one's training and licensure.

As practitioners, the best interests of the client should drive decision-making. Multiple relationships are common in sport psychology, and could be beneficial to client(s), but this is not always the case (Aoyagi & Portenga, 2010; Herzog & Hays, 2012). The AASP Ethics Code provides some information in Standard 9 (a, b, and e) on the topic of multiple relationships:

*"(a) AASP members must always be sensitive to the **potential** (emphasis added) harmful if unintended effects of social or other nonprofessional contacts on their work and on those persons with whom they deal. Such multiple relationships might impair the AASP member's objectivity or **might** harm or exploit the other party."*

*“(b) An AASP member **refrains from taking on** professional or scientific obligations when preexisting relationships would create a risk of such harm”.*

*“(c) If an AASP member finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the AASP member attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.”*

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“As practitioners, the best interests of the client should drive decision-making.”

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An assessment of potential harm requires careful consideration, as it is often not easy to detect initially. It is often advisable to stay away from dual roles with the same client because potential for harm commonly exists when one role adversely (albeit unintentionally) affects the other role.

For example, consider a scenario in which a mental skills consultant is providing mental training services to a team, and an athlete learns that the consultant is also a Certified Strength and Conditioning Specialist (CSCS) and would like to work with him/her on his physical training. Potential for harm exists if a client becomes dissatisfied with the practitioner’s performance in one of the two roles. Worse, confusion and conflicts of interest could arise out of two different sets of expectations for confidentiality. Either case could harm the practitioner-client relationship, increasing the chance of termination or ongoing/compromised efficacy.

When a potential ethical dilemma surfaces, it is important to have a decision-making process in place for dealing with the issue. While there is not one detailed ethical decision-making model for practitioners (Watson & Etzel, 2014), there are some commonalities

among different models, such as the Knapp and VandeCreek’s (2012) five-step model and Corey, Corey, and Callanan’s (2011) decision-making model, that could be helpful to incorporate. One theme includes reviewing the relevant professional associations’ ethics codes. Another is peer consultation for support, objective perspectives, and new insights. Finally, one may brainstorm every possible decision as well as the consequences of each of these decisions. Having a strong sense of self-awareness will also be important when going through any decision-making process, as it is the practitioner’s role to always act in the best interest of the client as the aspirational Principle B (Integrity) of the AASP Ethics Code highlights here:

...They clarify for relevant parties the roles they are performing and the obligations they adopt. They function appropriately in accordance with those roles and obligations. AASP members avoid improper and potentially harmful dual relationships.

In summary, we offer the following suggestions to help navigate some of the ethical considerations surrounding multiple role relationships:

1) **Develop alternatives to entering a dual relationship**, and consider the following questions:

- What are your motives for considering the second role?
- Is it for the client(s)? For you? Both? Who benefits?
- Does anyone potentially lose?
- What alternatives might work for the client(s)?
- How might saying no affect rapport and relationship variables in the short-run? In the long-run?

2) **Preview all potential ethical dilemmas before you engage any multiple role relationship**. By doing this in a proactive way, it will increase your awareness of potential dilemmas and improve effectiveness in managing challenges if they surface.

3) **Engage in self-care**. Have a group of peers to consult with for guidance and support. Document your ethical decision-making

and, if appropriate, informed consent about potential risks. Consider therapy and/or supervision as you evolve as a professional.

**4) Know your referral base.** Be prepared to utilize that network and to clearly articulate why you will not take on a second role. Ensure this explanation is in-line with the client's best interests.

**5) Maintain professional boundaries.** If taking on both roles makes sense to you, be certain the expectations associated with one role are consistent with the other role, and be sure to obtain informed consent regarding the potential risks associated with the dual relationship. ■

#### References:

Aoyagi, M., & Portenga, S. (2010). The role of positive ethics and virtues in the context of sport and performance psychology service delivery. *Professional Psychology: Research & Practice, 41*(3), 253-259.

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Knapp, S. J., & VandeCreek, L.D. (2012). *Practical ethics for psychologists: A positive approach*. Washington, DC: American Psychological Association.

Watson, J., Clement, D., Harris, B., Leffingwell, T., & Hurst, J. (2006). Teacher-practitioner multiple role issues in sport psychology. *Ethics & Behavior, 16*(1), 41-59.

Watson, J., & Etzel, E. (2014). Ethical decision making. In E. Etzel & J. Watson (Eds). *Ethical issues in sport, exercise, and performance psychology* (p. 205-213). Morgantown, WV: Fitness Information Technology.

## Members In The News Has Moved!

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



Additionally, the Web Presence Committee is bringing Members In The News updates to the AASP Twitter Account. Follow us at **@SportPsyAASP** to get more frequent updates about the work our membership is doing in the popular press.

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

## SAVE THE DATE!



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

# I See Inspiration Everywhere: Potential Keys to Nurturing Healthy Obsessions by Very Successful Adolescent Weight Controllers

Kristen Gierut, MA, Illinois School of Professional Psychology at Argosy University

Daniel S. Kirschenbaum, PhD, ABPP, Northwestern University and Wellspring, A Member of CRC Health Group

## Research Corner: Highlighting AASP Research Grant Recipients

As part of the AASP grant program (<http://www.appliedsportpsych.org/resource-center/grants/>), 'seed grants' are provided to assist primarily early career professionals and students with their research endeavors. Below, AASP Research Grant recipients share their work as well as how the awarded grant money was used to fund their projects.

**Objective:** The Healthy Obsession Model (HOM) posits that committed weight controllers develop preoccupations with the planning and execution of target behaviors to reach healthy goals. We expected that successful weight controllers, compared to unsuccessful weight controllers, would report more: (1) elaborate definitions of their healthy obsessions, (2) negative reactions to lapses, and (3) constructive responses to high-risk situations.

**Design and Methods:** Sixteen adolescent participants who had completed cognitive-behavior therapy immersion treatment for obesity at least one year prior to the interviews (8 successful and 8 unsuccessful weight controllers) completed in-depth interviews. A qualitative analysis followed in which two coders identified themes within the interviews.

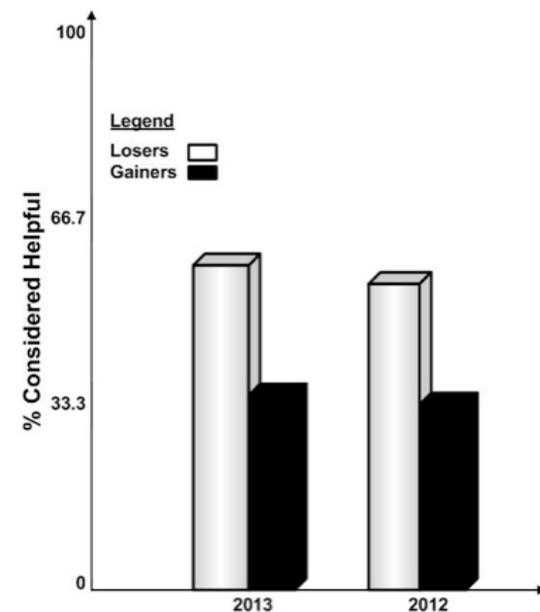


Figure 1. In two qualitative studies, successful adolescent weight controllers considered a greater variety of motivators to be helpful than unsuccessful weight controllers.

**Results:** Reliable coding of the interviews produced results that supported the hypothesis that highly successful weight controllers nurture strong healthy obsessions. Successful weight controllers also reported using significantly greater numbers and types of helpful motivators than unsuccessful weight controllers. As shown in the Figure below, this replicated findings from previous research (Gierut, Pecora & Kirschenbaum, 2012). In addition, these adolescent weight controllers seemed motivated by some of the same factors that elite athletes identified in Scanlan's Sport Commitment Model (1993).

**Conclusions:** It may prove clinically helpful to focus weight loss interventions on nurturing healthy obsessions in general and, more specifically, on helping weight controllers use more diverse sources of commitment.



*The AASP Grant allowed the researchers to replicate and extend a prior study that provided the first qualitative test of the Healthy Obsession Model (HOM), a conceptualization of the necessary attitudes and behaviors required for successful weight control. In addition, the grant allowed the researchers to provide participation incentives to complete extensive interviews and to fund research assistants to gather and code data.*

**References:**

Gierut, K. J., Pecora, K. M., & Kirschenbaum, D. S. (2012). Highly successful weight control by formerly obese adolescents: A qualitative test of the healthy obsession model. *Childhood Obesity, 8*, 455-465.

Scanlan, T., Carpenter, P., Schmidt, G., Simons, J., & Keeler, B. (1993). An introduction to the sport commitment model. *Journal of Sport and Exercise Psychology, 15*, 1-5.

## 2014 AASP Important Dates & Deadlines

- **Certified Consultant Application Deadlines: June 1, and September 1**
- **Online Ethics Course Registration Deadline: June 10**
- **\*NEW\* Oglesby-Snyder Grant Deadline: July 1**
- **AASP 29th Annual Conference held in Las Vegas: October 15 - 18**

If you have any questions regarding these deadlines, please contact AASP at [info@appliedsportpsych.org](mailto:info@appliedsportpsych.org).

# AASP's 2013 Year End Financial Update

*Financial Report from AASP Executive Board*

Happy 2014! AASP's financial health is strong, and appreciation goes to the 2013 Executive Board and Holland-Parlette Associates, our management company, for their related efforts. We ended the 2013 fiscal year with a profit of \$63,156. Additionally, we are excited to announce over \$4,000 has been donated to the AASP Foundation during its inception year. These gifts came from AASP members from five different countries. We look forward to the continued growth of the foundation as a means of enhancing our association. For questions about the foundation, please contact Michael Sachs, Chairperson, at [msachs@temple.edu](mailto:msachs@temple.edu).

## **2013 Final Income and Expense Report**

Our income for 2013 was \$691,127, which was \$109,827 (119%) ahead of budget. The revenue gain was derived from a combination of income from our 2013 Annual Conference (which set a new attendance record), certification, webinars, publications (Journal of Applied Sport Psychology, Sport Psychology in Action, and the Graduate Program Directory), and an increase in our membership. Expenses for the year, \$627,971, were slightly greater than budgeted at \$576,356, but not unexpected given additional attendance at the conference and associated costs.

As of December 2013, our funds are in the following accounts, which are 100% insured by the FDIC. It is our practice to have a 1-year's operating expenses in reserve, and we are currently at 91% of that goal. As we have grown, so has our budget. Thus, the Board has voted to take 50% of our 2013 revenue gain, approximately \$31,000, and invest in an additional CD. This investment will bring us within a few percentage points of our goal of a full year's operating expense should the organization need to access these funds.

In other AASP financial business, the Development Committee welcomes three new members: Douglas Gardner, Liza Mohan-Watts, and Lee-Ann Sharp. We also have a new member, Steven Freeman, on the Foundation Committee. We welcome all four AASP members to these committees, and look forward to working with them to advance our organization. ■

<b>Checking, savings, money market</b>	
BMO Harris Bank Checking	109,250
BMO Harris Foundation Checking	6,064
Forum CU Savings	5
Summit CU Savings	3,150
BMO Harris Money Market	71,449
<b>Subtotal: Checking, savings, money market</b>	<b>\$189,918</b>

<b>CD/Time/Rate</b>	<b>Maturity Date</b>	
Summit CU CD 12M .6%	6/9/14	58,613
Summit CU CD 12M .6%	6/9/14	58,613
Summit CU CD 24M .65%	8/10/14	28,160
Forum CU CD 33M 1%	10/11/15	73,569
Forum CU CD 33M 1%	12/11/15	105,420
Forum CU CD 33M 1%	9/04/16	54,049
BMO Harris 60M 1.25%	5/17/17	63,356
<b>Subtotal: CDs</b>		<b>\$441,780</b>

AMEX Gift Cards (Award points cashed)	<b>\$950</b>
<b>Total Current Assets</b>	<b>\$632,647</b>

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

# Student Report

*Leigh Bryant, BA, West Virginia University & Brendan Carr, MS, MEd, CSCS, University of Georgia*



**Leigh  
BRYANT**



**Brendan  
CARR**

Hello, and happy spring to all student members of AASP!

We are excited to give you some updates on student activity in this newsletter. Over the past several months, we have made some changes to the student initiatives that we believe fit within the AASP strategic plan and reflect Jon Metzler's 'Quality or Else' theme presented at the annual AASP conference in New Orleans, LA. With the hard work of many students, chairs, and co-chairs of the current seven initiatives, we are excited to help increase the quality and value of membership for undergraduate and graduate students.

Here are a few notable updates:

- 1) Regional Representatives have been renamed 'Student Delegates.' This name more accurately reflects these individuals' roles as chairs, co-chairs, or members of the student initiatives. This title is also more congruent with AASP's 2011-2015 strategic plan to increase the internationalization of AASP.
- 2) Want to become CC-AASP? "The Nuts and Bolts of Becoming a CC-AASP" is posted on our website for anyone interested in certification and is available here: <http://www.appliedsportpsych.org/site/assets/webinar/Nuts-and-Bolts.html>. This offering is the first webinar geared toward students and professionals looking to become a CC-AASP. Best of all, it is free to all

AASP members. Be on the lookout for more student-focused webinars in the future.

3) Mentorship Match Program (MMP) and Proactive Peer Undergraduate Mentorship Program (PPUMP) have now combined efforts and resources. This move will create a new, more efficient MMP initiative that will promote professional development across the academic and/or career spectrum (i.e., undergraduate, graduate, early career, and professional members of AASP).

4) The Performance Excellence Magazine (PEM) received a record number of submissions this year. The editors have completed the review process and will soon be collaborating with authors on their article revisions. Be on the lookout for a copy of the 2014 edition later this fall.

5) The AASP Student Facebook Group now has over 200 registered members. We look forward to adding more voices, opinions, and resources to the page/group over the next few months. Use the link below to Like Us on Facebook and request to join the group.

6) The Internship & Practicum Database (IPD) has gone international. We are working diligently to establish connections with our colleagues in countries around the globe to locate opportunities for applied training experiences. We are also developing new resources for students to get the most out of their internship and practicum experiences.

7) AASP Regional Conference season is in full swing. Visit the website (<http://www.appliedsportpsych.org/students-center/regional-conferences/>) to find one in your area this spring. Please give helpful feedback to the coordinators and hosts of these conferences. If you did not submit an abstract this year, get working on one for 2015!

Finally, here are a few ideas to help you get more involved in AASP:

- Join the AASP Student-Only Facebook Group: <http://www.appliedsportpsych.org/students-center/>
- Participate in AASP webinars: <http://www.appliedsportpsych.org/resource-center/webinars/>
- Vote during the AASP Executive Board election: <http://www.appliedsportpsych.org/site/assets/files/1032/electionprocedure.pdf>
- Get involved with a Special Interest Group (SIG): <http://www.appliedsportpsych.org/about/special-interest-groups/>
- Serve on an AASP committee: <http://www.appliedsportpsych.org/about/aasp-committees/>

Please do not hesitate to email either of us at [studentrep@appliedsportpsych.org](mailto:studentrep@appliedsportpsych.org) if you have any questions or ideas to enhance student opportunities within AASP. ■

## 2014 AASP Student Regional Conference Grant Recipients

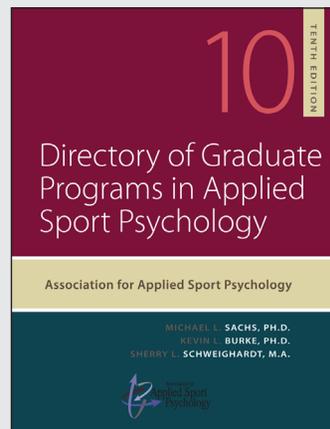
Bowling Green State University  
Minnesota State Univ, Mankato  
Temple University

University of Denver  
University of Tennessee  
University of North Texas

Submission Deadlines: Applications for 2015 are due November 1, 2014. Notification of awards will be sent approximately January 1, 2015.

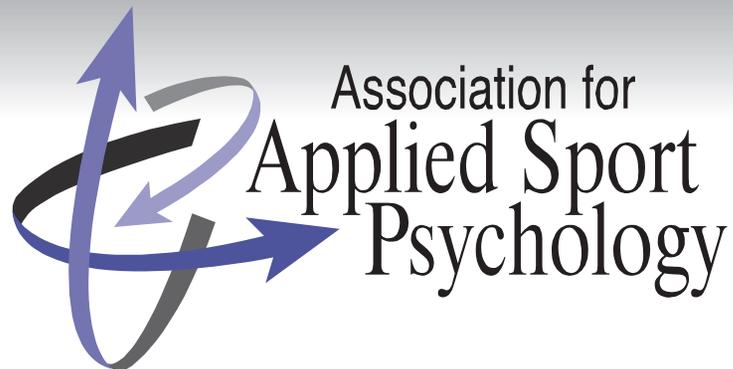
To find out more about the grants, including criteria and how to apply, please visit: <http://www.appliedsportpsych.org/students-center/regional-conferences/>.

## 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.

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