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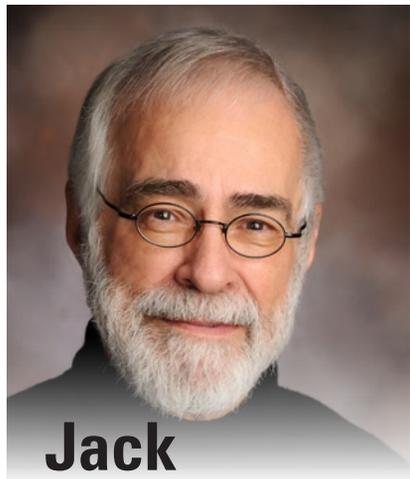
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**Jack
LESYK**

President's Message

Jack J. Lesyk, Ph.D., CC-AASP, Ohio Center for Sport Psychology

As I indicated in my last newsletter column, AASP's major thrust for the next few years will be implementing the strategic plan that was developed in 2011 and approved by the Executive Board in Honolulu on Sept. 19, 2011. You can reference the full plan in the AASP Reports section of the Members Only area.

As you may recall, according to the plan, the overall mission of AASP is:

To lead the field of applied sport and exercise psychology through research, education, and practice and to promote our field to the public.

The strategic plan specifies four specific goals for AASP. I would like to take this opportunity to share with you the progress that has been made towards each of these goals since our conference in Honolulu.

1. Create an organizational and financial structure that aligns with and supports the needs of members.

- Our new management company, Holland-Parlette Associates, and our new Executive Director, Kent Lindeman, CMP began their three-year contract with AASP on January 1, 2012. Thanks, in part, to preparatory work that was done during December, the transition has been a relatively smooth one and is almost complete at the time of this writing. Membership renewals, abstract submission, award nominations, and nominations for the Executive Board have all gone well. These results are much to the credit of HPA and our new website developer, Marc Henkel, who is now contracted with AASP for the remainder of 2012. A close working relationship between HPA, Marc, and the Executive Board has enabled our website to function more effectively than in the past. Although what you see

may not seem different, many of the behind-the-scenes problems have been fixed. Many of you will be especially pleased to see that our "Consultant Finder" is finally working as intended. You may look forward to further improvements in both the appearance and functionality of our website.

- In reexamining some of the core structures of AASP, the Executive Board became aware that there had been no policy officially defining AASP's logo, its colors, its fonts, or its permissible use. You may have noticed, for example, several versions of the logo in different colors and with slightly different fonts. After legal consultation and input from a graphic designer, an official logo policy was written and approved by the Executive Board in February (found in the **Publications** section of the Members Only area). You will see that, for the most part, the official logo is the one that you're most accustomed to seeing. Upon legal advice, the new policy stipulates that the AASP logo is property of the Association and may not be used by anyone, including members, without the specific written permission of the Executive Board. In the past, some members have placed the AASP logo on their website or promotional materials. With the new policy in effect, we ask that this practice no longer be done and that any such logos be removed from member websites and other materials. Indicating that you are a member of AASP is appropriate, but displaying the logo is not.

2. Increase the value of AASP for our members.

- During the member survey that was conducted during strategic planning last year, you expressed a need for a more transparent nomination procedure for electing Executive Board positions. In response to this need, a new nominating policy was written and approved by the Executive Board in December (found in the

Publications section of the Members Only area) and has guided the nomination process that was concluded on March 15. We intend to continue to increase both the transparency and participation in our nomination and election processes.

- Related to the same survey, you expressed a strong need for changes in the format and content of our newsletter. Rest assured, your voices have been heard! You may already notice some changes in this issue. More will follow. Under the guidance of Emily Roper, Publications and Information Division Head, and Sarah Carson, Newsletter Editor, you can expect to see a streamlined newsletter with more focused content on current issues and topics and brief reports of Association business.
- In conjunction with West Virginia University, AASP will be offering its first ever distance-learning course, "Professional Ethics

and Standards in Sport and Exercise Psychology," slated for launch in June. Longtime AASP member, Ed Etzel, will be the featured instructor. Hopefully, this course will be the first of many future distance-learning offerings provided by AASP.

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

- In December, I appointed President-Elect Jack Watson to chair an ad hoc committee on the Future of Certification. The fourteen committee members represent the many constituencies of AASP: university, private practice, performance enhancement, exercise, student, internationality, sport science, and psychology. The charge of the committee is to, "[r]eview all aspects of certification with the overall purpose of making suggestions and proposing changes designed to strengthen the certification

program and make it more valuable to members and the gold standard for those seeking the service of sport and exercise psychology consultants." I am pleased to report that the committee has met several times and is scheduled to render its recommendations to the Executive Board at its spring meeting in Atlanta, May 10-12. The final recommendations will be presented to members at the Atlanta conference and to the Fellows for approval.

4. Build AASP's presence and visibility and promote the field.

- AASP's contract with Yopko Penhallurick, our public relations agency, has been renewed through the end of 2012. In conjunction with the Executive Board and Amanda Visek, Public Relations and Outreach Division Head, successful initiatives are being continued and new projects are being developed.

“We intend to continue to increase both the transparency and participation in our nomination and election processes.”

“Attendance at the Commission’s annual meeting provides AASP with a great opportunity to educate and inform these related professions about sport and exercise psychology and the importance of our CC-AASP.”

• Early in February, President-Elect Jack Watson represented AASP at the meeting of the Joint Commission on Sport Medicine and Science in Portland, OR. The Commission, of which we are a member, is comprised of forty-four professional organizations that share our common interests and values. Attendance at the Commission’s annual meeting provides AASP with a great opportunity to educate and inform these related professions about sport and exercise psychology and the importance of our CC-AASP. Since many

of these sports medicine professions have their own certification programs, they are likely to understand and respect the importance of our certification program. In the future, we expect to work more closely with the Joint Commission and with its constituent organizations.

Summary

Overall, there has been much activity and progress in recent months toward implementing important aspects of our strategic plan. Yet, much remains to be done.

With our new management company in place, we will soon begin to review and streamline our policies and procedures. We will review and, when appropriate, modify our committee structure as well as the composition and roles of our Executive Board positions. Our strategic plan is a three to five year plan and is a living and changing document. All changes will unfold methodically as we continue to keep you informed and invite your participation.

From all indications, our Atlanta conference will be large and exciting. We have received an abundant number of abstracts, and our Conference Chair, Past-President Bonnie Berger, and Scientific Program Division Head, Brent Walker, have worked long and hard to put together an impressive list of keynote and special speakers. Please mark your calendar and plan to join us October 3-6.

Thank you for your continued membership and participation in AASP. Please become involved by completing the Member Interest and Involvement Form (www.appliedsportpsych.org/files/AASP_Member_Interest.doc) and help us make our great organization even better. ■



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Editor's Note

Sarah Carson, Ph.D., James Madison University

"Action and reaction, ebb and flow, trial and error, change - this is the rhythm of living."

— Bruce Barton

It is through initiatives such as the strategic planning process that AASP continues to grow, evolve, and refine itself and its place within our larger discipline. On a smaller scale,

our newsletter has been undergoing transformations that include an updated layout (courtesy of our new management group), new and revived content, and a guiding mission to better serve the membership's interests and needs. In the Spring 2012 issue, the editorial staff has worked toward integrating feedback concerning the format, accessibility, and digestibility of this publication. The goals of this most recent newsletter evolution have been to create a document that is easier to navigate and to extend the information available to our members beyond what can

be located in other forums such as the AASP website. We have also attempted to bring a variety of voices to the publication as a means of connecting the sometimes distant corners of our field. Returning from the last issue are segments such as the Special Interest Group Spotlight and rekindled pieces including the 10 Burning Questions Interview and the Teacher's Toolbox. Further, our hope is that the newsletter becomes a truly engaging publication that invites dialogue between members and prompts meaningful conversation of important issues. To this point, we have included a continued discussion on the previous issue's Hot Topic piece written on training and employment issues in sport and exercise psychology. ■

As with my previous Editor's Note, I invite any and all feedback regarding this newsletter issue and what you, the reader, would like to see provided in future installments. Please send your comments and suggestions to carsonsa@jmu.edu.

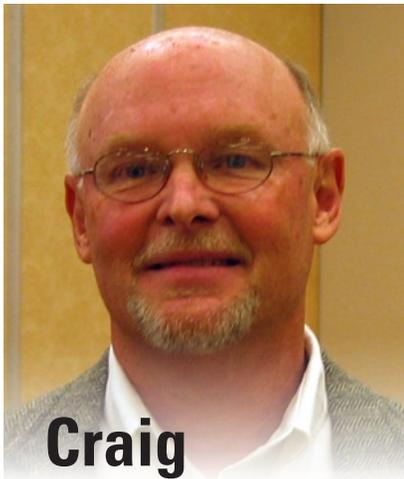
“The AASP newsletter will showcase a variety of voices...as a means of connecting the sometimes distant corners of our field.”

ASSOCIATE EDITORS

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— Los Angeles, CA

Sam Forlenza, Michigan State University



**Craig
WRISBERG**

Re-Thinking the Connection between Education and Practice in Sport Psychology

Craig A. Wrisberg, Ph.D., CC-AASP, University of Tennessee

While reading the Fall 2011 *AASP Newsletter*, I came across an article with the heading “Conference Hot Topic” and the title

“Competency in Sport and Performance Psychology: Connecting Practice and Education.” After reading the paper several times, I felt compelled to provide a response. Before doing so, however, I need to mention that I did not attend last year’s conference, and, therefore, was not present at the panel discussion that served as the basis for the paper. What follows is based solely on my own interpretation of the article’s content.

The paper begins with the statement that the “Association for the Advancement of Applied Sport Psychology (or AAASP, as the organization was originally known) was formed in 1986 to organize and advocate for a ‘profession’ in applied sport psychology” (p. 13). Among other things, this initiative prompted the development of different graduate training models, which presumably spawned a “wide array of professionals practicing sport psychology;” leading to “recent job announcements, particularly in collegiate athletic departments, [that] seem rather

inconsistent” and “prospective applicants [who] find themselves confused and frustrated when their training does not seem to coincide with the posting’s minimum qualifications and responsibilities” (p. 13). Based on the preceding premises, the article concludes with a proposal for a single model of graduate training, which would presumably “set the stage for defining the profession of performance psychology and the training that leads to a competent performance psychologist” (p. 14).

The model described in this paper appears to me quite similar to others proposed in recent years (e.g., *AASP Newsletter, Volume 26, Issue 1, Spring 2011, pp. 7-10*), which to wit, and hopefully not to oversimplify, presume the only type of graduate training that qualifies a person to be a ‘professional’ sport psychology consultant is one that includes a degree in counseling or clinical psychology as well as licensure. What makes the current proposal somewhat unique is the suggestion that what qualified consultants do is ‘performance psychology,’ rather than sport psychology. Specifically, the article states that, “professional competency in performance psychology requires education and training that achieves competence in: (a) psychology of performance; (b) *mental health treatment (i.e., licensure)* [emphasis

added]; (c) consulting psychology; and (d) competence in a performance domain (e.g., sport, performing arts, military)” (p. 14).

While I agree that (a) performance psychology represents a more accurate label for what most practicing sport psychology consultants do, and (b) the training model proposed in the article has merit for individuals who aspire to become performance psychologists, I am not persuaded that such a model should be the only one available for persons interested in providing performance consulting. Moreover, until I see clear empirical evidence demonstrating that effective performance consulting requires licensure or that participants in sport or other performance domains are open to, much less interested in, working only with a licensed practitioner, I will continue to be skeptical of such models.

Since the aforementioned paper was directed to the community of AASP members, I feel it is appropriate to suggest alternative ways the AASP organization might address—or in some cases has already addressed—the concerns that were registered. The following suggestions are based primarily on my own experience as a Professor of Sport Psychology (since 1977), AASP member (since 1990), AASP CC (since 1993), AASP Fellow (since 1998), and AASP Past President (2005-2007).

Concern #1. There is a wide array of professionals practicing sport psychology

I know of no published documentation for this statement. However, I think it's fair to say that most AASP members who have achieved consultant certification possess primary training in one of two areas: kinesiology/sport science and psychology. Interestingly, this fact is acknowledged at a later point in the paper in a statement indicating that the development of the field of sport psychology produced "two groups of professionals, trained under two different paradigms, practicing from two different perspectives, for two different purposes — performance enhancement and therapy — both calling their applied work 'sport psychology'" (p. 14).

So, what should AASP do in response to the likelihood that most aspiring consultants have their primary training in one of these two areas? The existing evidence clearly indicates that AASP has already responded by opening the AASP certification process to applicants from either background while assuring that the essential ingredients of both areas are included among the certification requirements. That is, kinesiology-trained applicants are expected to demonstrate acceptable competency in psychology-based subject matter and psychology-trained applicants are expected to demonstrate the same level of competency with respect to important knowledge from the field of kinesiology. This balance of credentials is designed to assure that any AASP Certified Consultant possesses the qualifications necessary for delivering competent performance consulting.

The AASP position paper, entitled "How to Choose a Sport Psychology Consultant," (http://www.appliedsportpsych.org/files/How_To_Choose.pdf) also demonstrates the respect our organization has historically shown for professionals representing either type of training. This paper, developed by a committee comprised of esteemed professionals from both academic backgrounds, represents a consensus of opinion as to the credentials people should look for when searching for a qualified consultant. Given the history and significance of these two AASP initiatives — the consultant certification process and a carefully conceived position paper—it is clear to me that our organization has always been concerned about the importance of assuring competent and ethical performance consulting and has avoided endorsing either model of graduate training.

At this point, some readers might wonder why I have not mentioned the need for licensure or expertise in mental health counseling when discussing the AASP certification process. My response to such a concern is that the primary function of AASP certification is to assure applicants' ability to provide effective performance consulting, not competent mental health counseling. Put another way, regardless of the type of academic training or other credentials applicants might possess (e.g., licensure), applicants are certified only if they possess the necessary credentials for providing effective performance consulting for sport and exercise participants.



Concern #2. Recent job announcements, particularly in collegiate athletic departments, seem rather inconsistent

The previous paper includes no mention of how many recent job announcements have been advertised, but my sense is the number of full-time positions is still relatively low given the research on service usage by NCAA D-I athletic programs published in the past decade (e.g., Kornspan & Duve, 2006; Voight & Callaghan, 2001; Wilson, Gilbert, Gilbert, & Sailor, 2009). Assuming, however, that recent job descriptions "seem inconsistent," it would certainly be important for AASP to address this issue. To me, the most logical way to do so would be to educate prospective employers about the things to consider

when developing a position description. One such initiative the AASP Executive Board already executed in 2006 was to request that the management company mail a letter to all NCAA D-I athletic directors (ADs) along with a magnet ADs could place in a prominent location on their desk or filing cabinet. The face of the magnet included contact information for the AASP organization along with a bulleted list of four things ADs should do before hiring a sport psychology consultant. These recommendations were as follows:

- THINK about what services you want from a consultant
- LOOK for a consultant with the necessary training and experience
- ASK for the consultant's credentials
- TALK to athletes and coaches who have worked with the consultant

The accompanying letter contained similar guidelines with more detailed information. Put simply, ADs were encouraged to identify the types of sport psychology services their athletes and coaches were interested in, determine whether a prospective consultant had the appropriate training and competencies to deliver those services, and obtain supporting documentation of the consultant's credentials before making a final decision. It seems to me that a potentially fruitful way AASP might respond to the problem of inconsistencies in current position descriptions would be to repeat that earlier initiative, but also include information for persons interested in developing job announcements.

When the AD at the University of Tennessee (UT) decided to create a full-time position in the athletic department in 2001, he followed the AASP recommendations and secured the

services of a consultant capable of delivering the kind of services athletes and coaches were interested in and had become accustomed to receiving. The person hired for that job (Dr. Joe Whitney) holds a Ph.D. in Kinesiology with a specialization in Sport Psychology (for more about Whitney's role in the athletic department go to <http://utsports.tv/shows/the-mental-game/>). Whitney's title is "Director of Mental Training," and his office is located in the athletic complex where he does performance consulting and works closely with other qualified support personnel (including athletic trainers, strength and conditioning staff, clinical counselors, nutritional counselors, etc.) to provide various forms of assistance for UT's student-athletes.

Concern #3. Prospective [job] applicants find themselves confused and frustrated when their training does not seem to coincide with the posting's minimum qualifications and responsibilities

This "concern" is a bit troubling to me. It almost sounds like "confused and frustrated" applicants are willing to do whatever it takes to obtain a full-time consulting job at the NCAA D-I level. During the years I served on the sport psychology faculty at UT, I would always ask prospective Ph.D. students to "tell me what it is you would like to do with athletes if you ever get the opportunity to work with them." If the student said that he/she wanted to be able to provide every form of mental and emotional assistance possible for athletes, from alcohol/drug counseling to performance enhancement, I would encourage the individual to apply to other

“THINK about what services you want from a consultant

LOOK for a consultant with the necessary training and experience

ASK for the consultant's credentials

TALK to athletes and coaches who have worked with the consultant”

programs that might equip him/her with the necessary credentials for doing all those things. If, however, the students said that he/she was primarily interested in helping athletes achieve the focus and composure necessary to perform at their best on a consistent basis in practices and competitions, I suggested that UT might be a good fit for them because

requirements. In the past several years, six of our M.S. graduates have also obtained staff positions with the Army's Comprehensive Soldier Fitness – Performance and Resilience Enhancement Program (CSF-PREP). I hope students who looked at UT but chose to attend different programs that would equip them to achieve their career goals are experiencing

that students receive, and provide more details about the jobs that graduates are obtaining. It would also be beneficial to provide a session or two that includes a panel of current or prospective recipients of performance psychology services (e.g., athletic administrators, coaches, athletes, performers in non-sport domains), so AASP members could hear what these people say they are looking for in a consultant.

In conclusion, while I respect the opinions expressed in the article published in the Fall 2011 issue of the *AASP Newsletter*, I'm not convinced the model that was proposed represents the best "next step" for connecting education and practice in performance psychology. My hope is that the discussion will continue, that future debates regarding graduate training or other important issues of interest to AASP members will be open and respectful, and that diversity will continue to be a strength of our organization. ■

“Rather than endorsing a single model of graduate training for all future students in sport psychology, I feel that AASP needs to maintain its current position of openness to persons with primary training in either of the current models (i.e., Kinesiology or Psychology).”

the primary focus of our program has always been performance psychology. Since 1990, the majority of Ph.D. graduates have obtained faculty positions in sport psychology at the collegiate level. Some of those people have also developed relationships with their respective athletic departments and provided part-time performance consulting for athletes and teams. Other graduates have obtained full-time performance consulting positions with sport organizations like IMG Academies and the USA Ski and Snowboard Association or with collegiate athletic departments. The next Deputy Director of the Center for Enhanced Performance at the U.S. Military Academy at West Point is currently completing his Ph.D.

similar satisfaction in their current jobs.

Concluding Comment

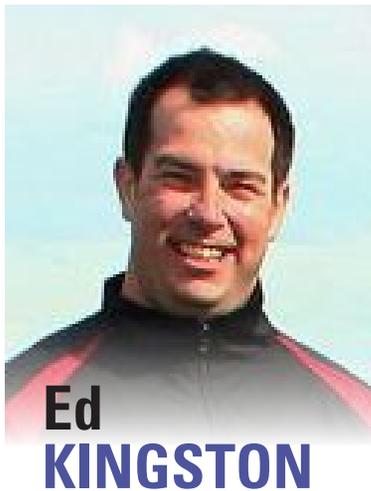
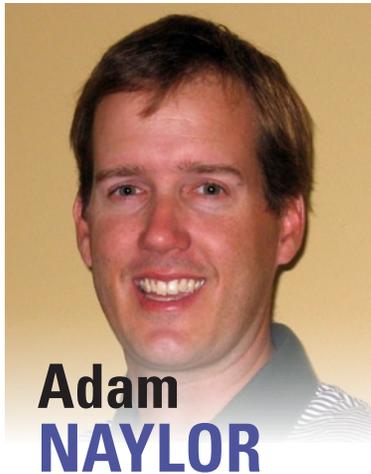
Rather than endorsing a single model of graduate training for all future students in sport psychology, I feel that AASP needs to maintain its current position of openness to persons with primary training in either of the current models (i.e., Kinesiology or Psychology). At the same time, I think AASP could do some things to facilitate more fruitful discussion of this issue. For example, we might offer more conference sessions that enable presenters to explain the various components of their respective graduate programs, describe the kinds of experiences

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On Educating: Valuable Frameworks for Sport Psychology Practice

Adam H. Naylor, Ed.D., CC-AASP, Boston University and Ed Kingston, Ed.D., Central Washington University



The successful practice of sport psychology requires a diverse skill set. It is widely accepted that both training in psychology and kinesiology is necessary for any applied practitioner. Which domain deserves precedence is an age-old debate and likely one that will simmer forever – both fields of study are important. Too often lost in the discussion about quality training of future practitioners and effective service to athletes and teams are the principles of education – more specifically those of teaching and learning.

These principles being overlooked is not unique to the field of sport psychology. In his book, *Golf and the Spirit*, M. Scott Peck (1999) lamented over the lessons a golf professional gives, sharing that both he and the golf professional probably, “received no training in the subject of teaching and learning. Psychotherapy is mostly about teaching and learning, yet when I was in training as a psychiatrist, I received no instruction about it” (p. 155). Many helping disciplines spend significant portions of time instructing future practitioners on theories and principles that are core to their domain. Unfortunately, little time is spent learning how to effectively communicate these ideas to others. Too often, acquiring this wisdom is left to trial and error in practice.

This system is particularly unfortunate for the practice of sport psychology. Typical to the work of a sport psychology practitioner are: (a) teaching mental skills to individual athletes; (b) conducting workshops for groups or teams; and (c) giving educational presentations to coaches, athletes, organizations, and parents. All of these activities are situations in which the sport psychology consultant is an educator. The classroom may not be traditional (e.g., it could be an athletic field, locker room, or gymnasium), but at the core, it is a classroom filled with students in need of leadership from a teacher.

With this in mind, a wise practitioner should have a solid understanding of educational philosophies and principles. It is this knowledge that differentiates an “information giver” from a “teacher.” Knowing how learning happens can guide a competent professional throughout his or her applied work. To demonstrate this point, the following are two examples of educational concepts that, if understood and embraced, can benefit anyone working in the field of sport psychology:

Constructivist Learning Theory

Constructivism posits that we “construct” or build knowledge in our own unique ways by

interacting with the world around us and by making sense of what we experience (Brooks & Brooks, 1993; Fosnot, 2005). Further, each of us is the sum of our own unique personality, beliefs, and experiences, which in turn influence our likes and dislikes, strengths and weaknesses, and understanding of the world. When we encounter something new that challenges our existing notions, we must change our basic framework for thinking about it. Like people who watch a film together

coaches', etc.) understanding and prior experiences about a concept before teaching it to them.

- Encourage communication between the presenter and the workshop participants as well as between the participants themselves.
- Ask follow-up questions and seek elaboration after a participant's initial statement/response.

“Each of us is the sum of our own unique personality, beliefs, and experiences, which in turn influence our likes and dislikes, strengths and weaknesses, and understanding of the world.”

and emerge with different opinions and ideas about the film, we filter new events through our own system of beliefs, preferences, and experiences. Clearly, then, learning is both an active and a reflective practice. So what does this mean for the sport psychology professional?

The following are strategies and suggestions for designing a sport psychology workshop using a Constructivist framework:

- Seek out learners' (e.g., athletes',

- Have learners think of situations – or place them in situations – that might challenge their previous conceptions and will create contradictions to encourage discussion.
- Wait long enough after posing a question so the participants have time to think about their answers and are able to respond thoughtfully.
- Provide enough time for students to construct their own meanings when learning something new.

Curriculum Mapping/Understanding by Design (UbD)

This process highlights the importance of “beginning with the end in mind” (Jacobs, 2004; Wiggins & McTighe, 2005). Applying this “Backward Design” method proceeds in three phases. First, a teacher establishes the learning goals for a workshop. This initial step identifies what the learners should know, understand, and be able to do after the workshop and how the content you want to teach should be prioritized to fit within the workshop's limited framework. Wiggins and McTighe (2005) provide a useful process for establishing curricular priorities. They suggest three questions are asked as one progressively focuses on the most valuable workshop content:

1. What should participants hear, read, view, explore, or otherwise encounter? *This knowledge is “worth being familiar with.”*
2. What knowledge and skills should participants master? *Sharpen choices by considering what is “important to know and do.” What facts, concepts, and principles should the athletes, coaches, etc. know? What processes, strategies, and methods should they learn to use?*
3. What are big ideas and important understandings participants should retain? *These choices are the “enduring understandings” that the learners should retain after the details of the workshop may be forgotten.*

Answering each of these questions will help determine the best content for a learning session and create concrete, specific learning goals.

The second phase of Backward Design involves creating an evaluation of learning objectives. This step determines how the teacher will know if the workshop participants are “getting it.” Finally, after the desired results and learning objectives are decided, planning

There are many ways to present the ideas of mental toughness – activities, lectures, writing assignments, discussions. A clear understanding of what the learners should know and execute at certain times throughout the season will make clear how and when to introduce the concepts of sport psychology.

Reading texts about mental skills and psychological theories is also necessary for the sport psychology professional. Coaching

regular reminder that it is not our job to simply give information to athletes, but to set the stage for their learning.

Whether we call ourselves a psychologist, kinesiologist, or consultant, we are all educators. Challenge yourself to sow the seeds of learning in your applied practice. Take time to dig deep into the theories that inform us how to teach and how individuals learn. When coaches and athletes genuinely learn how to be motivated and resilient on the playing field, a rising tide of trust and enthusiasm is created for your practice and the field of sport psychology. ■

“The educator who focuses strictly on today’s lesson or the current activity fails to create a dynamic learning environment.”

for the best methods of teaching are determined and instructional strategies and learning activities are designed. Consider what are the best exercises, problems, or questions for developing abilities to meet the learning goals, how workshop participants should practice using new knowledge to develop the focal skills, and how they can apply their learning. Devise active and collaborative exercises that encourage athletes, coaches, parents and others to grapple with new concepts in order to “own” them. Overall, an increased understanding should be facilitated, not rote memorization.

The educator who focuses strictly on today’s lesson or the current activity fails to create a dynamic learning environment.

applications in proven educational principles will lead to more successful behavior change. Too often, the application of sport psychology is falsely perceived as “Freudian probing” or “motivational speaking.” Efficacious practice of sport psychology lies somewhere in the middle and, more often than not, is grounded in sound theoretical principles.

A text influential to the lead author during graduate studies was Ellen Langer’s *The Power of Mindful Learning* — neither a sport psychology text nor a counseling book, but rather 192 pages loaded with information that provided insights useful in working individually with athletes, maximizing the educational value of workshops, and ideas to share with coaches. The book serves as a

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- **Ed Kingston unexpectedly passed away in October 2011. AASP offers our condolences to his wife Laura, son Jack, and daughter Reese.*



**Justine
VOSLOO**

Using Cooperative Learning in the Sport Psychology Classroom

Justine Vosloo, Ph.D., Ithaca College

Cooperative learning, which incorporates formal peer collaboration on activities and assignments, has been recognized as an effective learning tool in the college classroom (Weimer, 2002). In cooperative learning activities, all members are fully interdependent for successful completion of the task. A number of studies have shown that cooperative group activities promote student engagement and greater self-perceptions of student learning over the traditional lecture format (Peterson & Miller, 2004). Over the last few years, I have experimented with a number of cooperative learning activities and assignments in various sport and exercise psychology courses. I have found that students appear to retain a great deal of knowledge from these activities and develop strong connections between the lesson content and its applications. Also, cooperative assignments can be a refreshing change of pace from routine paper assignments for both students and instructors. In this article, I will share some of the cooperative activities I have used in my classrooms.

Activity/Assignment 1 – Topic: Effective Communication in Sport and Exercise

This activity was used for an upper-level undergraduate course titled *Motivation and Communication in Sport*. The students were given a homework assignment to find two video clips from movies or television shows related to sport or exercise that provided one example of effective communication and one example of ineffective communication. Rationales for why the selected video clips were examples of effective and ineffective communication were also required. During the following class period, students were split into groups of three or four and were tasked with working collaboratively to identify their group's best examples of effective and ineffective communication from their groups' collective clips. In addition, each group was asked to explain and discuss the factors that made these communication examples effective or ineffective according to the course material discussed (e.g., body language, tone, content, etc.). At the end of class, each group presented their selected clips to the class and outlined the factors of effective and ineffective communication that were identified.

The results of this activity were not only humorous, but impressive. Students were remarkably creative and found examples of communication in sport and exercise that were rich, detailed, educational, and entertaining. The discussion following this activity also led to students developing ideas for improving communication in the scenarios identified. The sources of the clips collected from this activity included *Friday Night Lights*, *Mighty Ducks*, *Kicking and Screaming*, *The Blind Side*, and *Dodgeball*, just to name just a few.

Activity/Assignment 2 – Topic: Applying Motivation Theories to a Case Study

This graded assignment was used in the *Motivation and Communication in Sport* class identified above and was part of a midterm exam review for the course. The purpose of the activity was to develop an increased understanding of the theories of motivation in sport discussed during the semester and to help develop connections between theory and application. Students were provided with a case study from Rotella and colleagues (1998) during the previous class in preparation for this in-class activity. On the day of the activity, students were split into groups of three to four

and were provided with a list of questions to answer about the case study (e.g., “What is motivating the athlete?”; “What theory of motivation best describes what the athlete is experiencing?”; “Using concepts discussed in class, identify specific strategies to increase this athlete’s motivation.”). Additionally, students were encouraged to explore alternative ways of representing their answers to these questions instead of relying just on narrative-based responses. For instance, several groups supplemented their written answers by providing diagrams or concept maps outlining their answers to the questions provided. During the following class period, each group’s responses to this assignment were displayed on the classroom walls. Each group then reviewed the responses generated by other groups and provided feedback to each other in the form of response strengths and suggestions for improvement. The groups then retrieved their work, discussed the feedback provided to them, and revised their answers before submitting their work for my evaluation. To conclude this assignment, I asked each student to individually reflect on what was learned about the course material and what he or she understood in greater depth after completing this assignment as a group. This assignment component also provided students with an opportunity to list any questions about the material that remained, which I used to provide further clarification of material and concepts during the mid-term review session.

Overall, the feedback I received from students was very positive. Individuals found they were able to make connections between the various motivation theories discussed in class and were able to identify how these theories could be applied to a “real-world” example. Lastly, students reported that the process of problem solving with their peers helped them identify specific elements from the course material that they understood well and those that they needed to review further. Incidentally, the mid-term exam grades suggested that this assignment was successful, ranging from the mid B- to A range.



Activity 3 – Topic: Mental Health and Referrals in Exercise Psychology

This activity was designed for an upper level undergraduate Exercise Psychology class. Students in this course represented a range of majors, but many were heading for a career in cardiac rehabilitation or related allied health fields. Students were shown an episode of *Extreme Makeover – Weight Loss Edition* that followed “Wally” on his weight loss journey. In this particular episode, Wally displayed symptoms of an eating addiction, low self-esteem, and depression. Once again, students worked in groups of three to four individuals. After a five to seven minute segment of the show, I would pause the recording and ask the group to reflect on what they learned about Wally. Students were asked to consider what they learned about Wally’s behaviors, mental state, motivation, social support, self-esteem, and any other factors relevant to Wally’s goal of losing weight that were discussed in the class up to this point. By the end of the episode,

we used the information the groups gathered to discuss the psychological factors behind Wally's successes and failures during his behavior change endeavor. At the end of the episode, it was clear that Wally needed a referral for his eating addiction and related symptoms of depression. At this point in the activity, I took time to teach the class about the referral process and asked them to role play making this referral for Wally. In each group, one student was assigned the role of Wally and a second was the personal trainer portrayed in the episode. The group then provided feedback to the students in the role play and roles were switched. Finally, we processed both the episode about Wally and the role play activity as a class.

Conclusion

Overall, students, in my experience, seem to embrace cooperative learning tasks. However, it is worth noting that some students initially voiced concerns to me privately about peers who were not contributing fully or coming prepared to participate. To address these concerns, I made it a practice to develop positive peer expectations at the beginning of the semester. I asked students to identify common reasons why students fail to contribute to group work and have the class develop guidelines and a list of expectations for all group work (including peer evaluation criteria). I also explained that these cooperative learning groups are intended to enhance learning and that each student contributes to this learning process. I have experienced positive results using these activities, and students appreciate the opportunity to be creative and interactive in the classroom. Additionally, I find that these activities allow students to relate to the material in a way that is relevant to their daily lives. If you would like more information about any of these assignments, feel free to contact me at: jvosloo@ithaca.edu.

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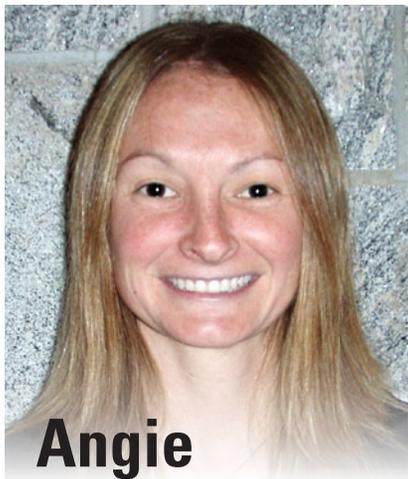
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**Angie
FIFER**

10 Burning Questions with Angie Fifer, Ph.D., CC-AASP, U.S. Military Academy, West Point

Interviewed by Ian Connole, M.S., West Virginia University

Q: Briefly describe your academic and career history.

Angie: I did my undergraduate work at Penn State University where I double

majored in Kinesiology and Psychology. At PSU, I worked with Dr. David Conroy in the Sport Psychology Laboratory for two years and also received an exciting introduction to the applied side of the field through my classes with Dr. Dave Yukelson. My Master's work was completed at Cal State Fullerton where I worked extensively with Dr. Ken Ravizza and Dr. Lenny Weirisma. It was at this stage in my training that I was able to observe sport psychology consulting firsthand and start my own work with individual athletes. Finally, I earned my doctorate in Kinesiology from Michigan State University. While working under Dr. Dan Gould and with the Institute for the Study of Youth Sport at MSU, my research focused primarily on youth development through sport. Later, my dissertation work investigated recreational female marathoners' development of life meaning. Over my four years at Michigan State, I consulted with several of the men's and women's teams, which gave me valuable

training in the practice of sport psychology consulting as well as the "balancing act" I would also face in my professional career. It was at this stage in my training that I was able to take what I learned in my various academic programs, start finding my own consulting

great deal of autonomy when working with the Bulldogs, and was able to create my own program from the ground up (e.g., I developed my own logo and webpage content, circulated monthly mental training newsletters to the student-athletes, etc.). It was also at UGA

“It was a fulfilling experience to see how performance enhancement could fit within a holistic program and to see the sort of contributions my unique role as a sport psychology consultant could make.”

legs, and discover the level of commitment it takes to balance the roles of a student, researcher, teacher, and consultant...and to do so with quality.

Following my PhD, I did an internship at the University of Georgia where I was a full-time sport psychology consultant in the athletic department. This brief experience in Athens was a great learning opportunity as I had the chance to work with most of the teams and individuals from many sports. I was given a

that I learned what it was like to work as one part of a student-athlete services team. The team doctor, counselor, athletic trainers, nutritionist and I would meet weekly to discuss the best ways to support the student athletes and any current issues that needed addressing. It was a fulfilling experience to see how performance enhancement could fit within a holistic program and to see the sort of contributions my unique role as a sport psychology consultant could make. Over the

last two years, I have served as a Performance Excellence Trainer at the United States Military Academy at West Point. In addition to consulting with the cadets, I teach a course on the Psychology of Elite Performance and a freshman Student Success seminar.

Q: What is a typical day like for you at West Point?

Angie: My “typical day” is always jam-packed! I usually arrive at the office between 7:30 and 8:00am and have four or five half

weekly relaxation and imagery sessions or work on reaction time, focusing, and letting go of mistakes in the Kinesthetic Laboratory) or teaching one of my academic classes. I tend to close out my workdays by either making the rounds at team practices or attending one of the Army home games.

Outside of the typical “nine-to-five” day, I try to travel at least once per season with every one of my teams. These trips have given me great insight into the athletes’ and coaches’

“My typical day is always jam packed!”

hour appointments with cadets before lunch. These meetings are generally a time when I work with the athletes on mental preparation strategies and skills for their respective sports. However, I also have cadets who want to apply performance enhancement strategies to preparation for and performances in the Army’s physical fitness tests and other forms of military training. For example, the cadets are required to complete a survival-swimming course, which can be a very anxiety-provoking process. It is not uncommon that I work with individuals preparing for these experiences by helping them develop relaxation strategies and routines to keep them focused and in control.

After a midday workout (swim or run), I then come back to the office for another two or three individual appointments. The day typically rounds out with a team talk (e.g.,

experiences on the road. I quickly learned that Army’s student-athletes have many demands placed on them while they are traveling that I hadn’t seen with other athletic teams. The cadets do not have the privilege of simply focusing on being athletes while on the road. They have very strict academic demands that travel with them, each team has to travel with an officer representative, and cadets are required to travel in dress uniform (which puts them very much in the public eye). These young men and women do not get to “turn off” the Army Cadet role when they leave post, which only adds to the typical competitive stressors any athlete must face. While traveling with teams, I do my best to support the athletes in any way I can. I have learned that even a brief intervention between games or an informal meeting over breakfast in the morning can help these individuals best prepare for their competitions on the road.

Q: What were some of the significant factors that led you to pursuing a career in sport psychology?

Angie: I would say one of the leading influences had to be my own experiences as a competitive athlete. Through high school, I competed as a Level 10 gymnast. While I was a strong competitor and very passionate about my sport, I struggled with letting frustrations distract me and my competitive results dictate my confidence. Unfortunately, I also experienced a career-ending injury my junior year, which forced me to let go of my long-term athletic dreams. It was the not-so-rosy experiences such as these, though, that led me to the field of Sport Psychology. Before the accident, I had planned on pursuing a career in Athletic Training, but after the very first day of my first Sport Psychology course I thought, “Wow, I would have been a lot more successful as an athlete if I had known about this sport psych stuff!” With that realization, I started seeking out opportunities to get more involved in the sport psychology research opportunities available at Penn State and sought out what other opportunities I could pursue at my very first Annual AASP conference. It was almost an instantaneous decision that I wanted to help other athletes take control of their mental game and reach their athletic potential.

Q: What meaningful consulting lessons have you learned “on-the-job”?

Angie: The biggest lesson I have learned from working with athletes is that I have to know and be myself as a consultant. At first,

when I studied under Ken Ravizza, I wanted to consult just like Ken. When studying under Dan Gould, I wanted to be just like Dan. With time, I learned more about my style, my strengths, and that I would be most effective if my consulting came from an authentic place. I have learned to be okay with not having all of the answers, with not always having a relevant anecdote to illustrate a lesson, and to not have the immediate credibility a seasoned veteran consultant will have. What does work for me is to show the student-athletes that I genuinely care about their experiences and their goals. I'm not going to be judgmental, but I also demand the genuineness I give my athletes in return. I am by no means done with growing as a consultant, but I have certainly become more comfortable just being me. I think that's a really important lesson for all consultants out there.

Q: What has been one of your most significant professional challenges?

Angie: I think one of the hardest things I've had to learn has been to say "no". I get very excited at the consulting opportunities that come my way, and I find myself wanting to work with many more teams and athletes than I have adequate time and resources. I have come to realize that there is a point when you over-commit yourself and the quality of your work goes down. To hold myself accountable, I try to keep my personal limits and the best interests of the athletes and coaches in mind. For instance, individual and team sessions can be very draining, so I try to limit myself to six meetings a day. And while I would love to

accommodate the teams who want me to travel to every away game, I put limits on my travel availability because I understand increasing my travel days would prevent me from being able to carry out my other responsibilities. In truth, I still struggle with the mental battle of wanting to help everyone and do everything that is asked of me. Learning to put constraints on what I can offer as a consultant has been difficult, but after a few experiences with finding myself overextended, I now understand that saying "no" sometimes makes me a better consultant.

our cadets have very demanding schedules that can make coping with the adversity of sport and student-athlete life an incredible challenge. The cadets are at formation at 0650 every morning. Our academic curriculum is science and engineering focused and requires students to carry 16-22 credits every semester. Additionally, the expectation is that cadets graduate in 4 years with very few exceptions tolerated. Finally, these athletes have a year-round commitment to the Army, which can create

“With time, I learned more about my style, my strengths, and that I would be most effective if my consulting came from an authentic place.”

Q: Do you feel that cadets face issues that are unique from other student-athlete populations with whom you've worked?

Angie: Absolutely. West Point coaches have to recruit athletes who not only contribute on the field, but who also have exceptional grades and are willing to commit to being an officer for a minimum of five years after graduation. These constraints often involve asking a student-athlete to give up their long-term dreams of competing professionally. Along with shifting one's personal goals,

challenges in the off-season (when sport training is very difficult or impossible in some of the military locations). Any student-athlete must deal with motivational issues related to working out when they are not in the team environment, but the cadets can be faced with trying to maintain their sport skills and fitness while fulfilling military commitments a half a world away from West Point. So, yes, I would definitely say these student-athletes face unique issues compared to other student athlete populations.

Q: What do you find most rewarding about your current position?

Angie: I think the most rewarding aspect of my job has been helping people who are willing to give the ultimate sacrifice. When they come to West Point as 17 or 18 year-old “kids”, the cadets have already made a commitment to serve our country for the next nine plus years (including the 4 years spent as college students). I deeply respect how these individuals are able to put this commitment above having a “normal” college experience. I get a lot out of getting to know these students who are often incredibly special people - smart, motivated, and great athletes too. Also, I find it rewarding that the cadets seem to really appreciate having a civilian to talk to about their experiences. A large portion of our instructors at West Point are officers, so the cadets are constantly inundated with military discipline and pressures. I find that my role is sometimes to be someone in their environment who is a safe and comfortable person for them to come and talk to about the sports they love.

Another part of my job that is rewarding is that the cadets really understand the application of their mental training outside of their respective sports. They see how being able to transfer skills like focusing and relaxing during on-the-field performances can pay off in their future roles as an officer leading troops. I feel that the work I do with the cadets has an extended impact – they can use these tools on the playing fields, on the battlefields, and they can teach their soldiers to be better performers too.

Q: How has becoming a Certified AASP Consultant impacted your professional career?

Angie: While none of my professional positions have required that I have certification, I can say I appreciate the preparation I was required to obtain before earning the CC-AASP distinction. Knowing that I have training in areas such as ethics and interpersonal skills and that I have had mentored/supervised consulting

I would be interested in additional opportunities to continue my development as a consultant (e.g., further credentials, certifications, etc.).

Q: Has your involvement with sport psychology made an impact on your own athletic career?

Angie: I am a recreational endurance athlete, and my work and passion for sport psychology definitely hold me accountable to pursuing my

“The cadets really understand the application of their mental training outside of their respective sports.”

experiences has helped make me aware of guiding frameworks and general practices I should be using to provide well-informed services to athletes and coaches. I also take pride in the fact that I have done my part to show that certification in our field is important. Currently, consultants who are trained in the disciplines of kinesiology and exercise science do not have the opportunity to earn licensure. I think it is very important that AASP has created standards for preparing applied sport psychology professionals in the areas one should master to effectively practice in our field. It will be interesting to see how this process continues to grow and evolve. Now that I have earned the distinction of a Certified AASP Consultant,

goals and being more mentally tough during training and races. I may have found myself using similar strategies without my background in sport psychology, but I know my training has a strong influence on my overall motivation to pursue my potential and helps me set goals that I probably would not set otherwise. Working at West Point, specifically, has also had an impact on my athletic involvement. At times when I may be struggling, I remind myself that I will have cadets asking me about how my race went the next time I’m back at school. Overall, I compete for myself, but I don’t want to have to say to one of my student-athletes, “Well 35 miles in, I just called it quits.” That is not the kind of example I want to set.

I have to say, the fact that I run marathons, ultramarathons, and now I am training for an Ironman also earns me a little more respect and credibility with my athletes and coaches. And because I am actively engaged in my own training, I believe I have been able to engage in deeper discussions about the mental side of sport during sessions with athletes and teams as well.

Q: What advice do you have for individuals who would like to pursue similar career paths to your own?

Angie: I'd say the biggest piece of advice I have for others is to put your time in: immerse yourself in the sports environment as much as possible and observe athletes and teams at any level. Go to games, be willing to stay late, be willing to go in really early, stand in the rain or the snow, be okay with teams or athletes not contacting you for months and then calling you in for a meeting out of the blue. Secondly, patience is a big virtue in the development of a consultant. I think sometimes we get so excited about our field, what we are learning, and the anticipation of working with athletes and teams that we want to get in there and start "doing" before we really know what we are doing. It is a natural and necessary part of the processes to first watch, observe, ask questions, and analyze sport psychology consulting and ourselves as future consultants before we start "doing". In fact, we have a responsibility to our own development and to the athletes we serve to do so. Finally, from an informal-education standpoint, you will gain a great deal from seeking out diverse learning and experiential opportunities. Not every school has an applied practitioner who can serve as a natural mentor for someone pursuing a career in applied sport psychology, but we are a growing field, and there are a lot of individuals practicing in various locations in many different capacities. So, send out emails, go visit other programs, go to the AASP Annual conference and network with professionals and other students. Anyone specifically interested in consulting work at an institution like West Point may be interested in our unpaid undergraduate/graduate internship program in which students can come in and see exactly what we do. It's a great experience available for the taking. ■

TOPICS ANNOUNCED FOR INAUGURAL AASP ETHICS COURSE

AASP has partnered with West Virginia University (WVU) to offer a new distance-learning course focusing on "Professional Ethics and Standards in Sport and Exercise Psychology". The program, slated for a June 2012 start, has been 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 through this offering.

Dr. Ed Etzel, Professor in the Department of Sport Sciences at WVU, will be the featured instructor, and tuition is \$995 for the 12-week long course. While the offering will be predominantly online, there will be 10 hours of in-person instruction held at AASP's 2012 Annual Meeting in Atlanta this October.

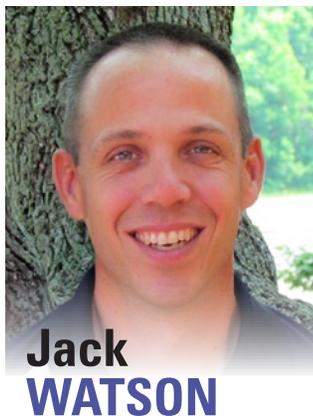
Featured Topics

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- Protecting sensitive information – Confidentiality and privacy
- 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

Course registration will be offered shortly. If you have any questions in the meantime, please contact Bob Harmison, AASP's Certification Review Committee Chair at aaspcertificationchair@yahoo.com or Robert Schinke, AASP's Professional Standards Division Head at rschinke@laurentian.ca.

Culturally Safe Research Praxis

Robert J. Schinke, Ed.D., Brandon Harris, Ph.D., and Jack Watson, Ph.D.



There is presently a mobilized effort in the sport and exercise psychology writings pertaining to culture and its rightful place as a recognized topic. Underpinning its centralization, in December, 2011, the *Journal of Clinical Sport Psychology* featured a series of writings about how a few applied sport performance enhancement professionals with specialized cultural training work with their clients and integrate skills relevant to these clients as performers with a cultural identity (see Schinke & Moore, 2011). Two years previous, the *International Journal of Sport and Exercise Psychology* featured contributions loosely fitting within the parameters of “de-colonizing methodologies” (see Ryba & Schinke, 2009), meaning methodologies, that as process, empower marginalized people. What these two special editions share is the recognition that practitioners, through research and practice, must create a culturally safe space in the sport and exercise sciences for the perspectives of the people they seek to understand. The consequence of doing otherwise might serve to alienate or disempower participants by silencing or omitting their perspectives. Within this writing, focus is placed upon culturally safe practices in applied sport and exercise psychology research and how these

practices bridge with human betterment for participants.

First, sport and exercise psychology professionals must acknowledge that all research is culturally informed (Oglesby, 2010). Whether research involves an experimental design executed in a laboratory setting or an ethnographic study comprised entirely of qualitative data gathered in the field, how the methods are chosen and applied in the research reflect certain cultural values. Consider the use of interview strategies where the researcher seeks to meet the participant one-on-one to conduct a semi-structured or conversational strategy. As Hanrahan (2009) and Galloway (2009) have suggested, such meetings oftentimes are not suitable to hold with participant from a cultural or social background that maintains the belief strangers ought not to meet alone. In cases such as this, relationships must be solidified in advance of data collection. In other instances, it is not acceptable for men to interview women, or vice versa. There are further cases in which topic matter might be sought from participants individually, when for the participants, the more typical approach is community meetings (see Schinke, Enosse, Peltier, Watson, & Lightfoot, 2010). The examples above are only glimpses

into the cultural divide that might emerge between researcher and participant when the cultural norms embedded in the research process do not match with the standpoint of the participant.

The challenge for applied researchers in sport and exercise psychology is to develop methodological approaches that

of that group. There are courses offered to scholars who seek to become more sensitized toward populations they hope to study. For example, before beginning his first externally funded project working with Aboriginal elite athletes, one of the authors registered for a five-day course designed to teach attendees about Canadian Aboriginal

what ought to constitute meaningful research practices. Localized research understanding might include the following: (a) whether the participant(s) hold traditional or assimilated cultural norms, (b) level of education, (c) religious outlook, (d) peer affiliations, (e) economic status, (f) gender orientation, (g) additional criteria deemed meaningful by the participant(s), and (h) how each appropriate criteria aforementioned translates into meaningful research practices within the context.

From a much closer exploration, perhaps through the guidance of culturally informed co-researchers and/or co-participants, the researcher can develop effective research questions, methodological solutions, and writing strategies to match the intended context. Through such explorations, researchers are more apt to create a safe space for participants to share perspectives flavored with the appropriate cultural underpinnings.

The advantages of cultural safety extend beyond better project designs for researchers and their readership. Research practices, at best, can empower participants, through affirmation of each person as having a cultural identity, acknowledged from the inside - out and from the outside - in. The counterpoint to silencing is voicing, and the intent through culturally safe research is to make audible the beliefs, values and customs of the participant via subject-centered research processes. Indeed, the Canadian Institute for Health Research (2007) proposed guidelines to researchers for the co-creation

“There are courses offered to scholars who seek to become more sensitized toward populations they hope to study.”

are understandable and in alignment with the cultural practices of those we seek to understand. Within the broader discussion of cultural diversity in sport and exercise psychology, there is now occasional mention of cultural sensitivity. These discussions intersect with Guideline Four from the *American Psychological Association's Multicultural Guidelines* (2002). Guideline Four reads as follows: “Culturally sensitive psychological researchers are encouraged to recognize the importance of conducting culture-centered and ethical psychological research among persons from ethnic, linguistic, and racial minority backgrounds” (p. 36). The term cultural sensitivity, in research, implies that for each diverse group of participants, there is a series of culturally informed research practices that can capture the uniqueness (i.e., diverse perspective)

customs. As a counterpoint, Andersen (1993) proposed that attempts at cultural sensitivity and inclusiveness sometimes end in sensitive stereotyping, where people are broadly classified as holding a series of common characteristics, or norms, because they belong to a specific race. Upon reflection, the earlier experience undertaken to learn one monolithic Canadian Aboriginal way of thinking was a wonderful illustration of overly simplified cultural education.

Following in the footsteps of Andersen's proposition that sensitivity, even with the best of intentions, might end in sensitive stereotyping, it is suggested here that a better pathway for researchers would be to engage in “culturally safe” methodological and procedural practices. Cultural safety requires a geographically local approach to

of meaningful methodological approaches whilst mainstream researchers partner with Indigenous communities. Within sport and exercise psychology research, we are in desperate need of parallel context-driven approaches that centralize the participant's cultural standpoint, leading to a more open, culturally diverse profession. It is hoped that the current submission stimulates further academic exchange about this burgeoning and much needed topic matter, perhaps leading to formalized training opportunities for AASP's membership.

Recommendations:

- When engaging in research with cultural minorities, the researchers must understand the cultural standpoints of both researchers and participants.
- General participant-centered cultural norms should be balanced with the local cultural practices of the participants, as needed.

- Research procedures should facilitate a culturally safe and comfortable context for the participant. To enable such a context, researchers should consider, through readings and familiarity with the participant's local cultural practices, how, where, and who should meet with the participant. ■

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“It is hoped that the current submission stimulates further academic exchange about this burgeoning and much needed topic matter”

AASP Invests Heavily in Members & Organization in 2011

Financial Report from AASP Executive Board

From a financial perspective, 2011 was a transitional year for AASP. We allocated considerable resources (i.e., \$45,000) toward developing a dynamic 5-year Strategic Plan that will improve the Association's structure as well as deliver new programs and benefits to members.

For the first time in AASP's history, our reserves (\$507,000) exceed an entire year's worth of operational expenses (projected to be \$505,000 in 2012). This reserve signals that AASP is on very secure financial footing and will allow us to continue to grow the association and advance the fields of sport and exercise psychology.

An important component of our Strategic Plan is to develop new revenue sources for AASP. One related initiative is a new Sponsorship Program that we are rolling out this month. We will be actively seeking direct corporate support of our conferences, awards, publications and distance learning programs as a way to defray costs. The goal is to secure \$30,000 in support each year, starting in 2013.

Overall, in 2011, AASP was approximately \$29,000 over budget, predominantly due to the Annual Conference in Hawaii, which lost \$101,000. The conference drew less attendance and was more costly than expected. While the loss could not have



been predicted when Hawaii was chosen as a conference site years in advance (a time when the economy presented less arduous challenges), last year's low attendance is thought to be in part due to our nation's larger financial crisis. The Annual Conference remains a significant revenue source for AASP, and the Association has committed to future revenue-neutral and revenue-

producing conferences. Further, leadership has agreed that we will select future locations that are both attractive destinations and cost-effective sites for the majority of our membership to easily attend.

On a related topic, conference registration fees will increase for the first time in 10 years in order to match inflation and the conference-related costs that have risen steadily over the

past decade. Professional members will now pay \$299 (up from \$245) and student members \$199 (up from \$180) – still very affordable fees compared to most conferences in our field. Fees for non-members were also raised proportionally.

The full **2011 year-end financial statement** is hyperlinked and posted online in the Members Only section for those who are interested in additional details. Please note that we have changed the manner in which we are reporting journal-related royalties. Approximately \$62,000 each year will be booked on a cash

basis (i.e., when it is received) rather than accruing it back to the previous fiscal year. This change in reporting journal-related royalties will allow AASP to close its fiscal year end much earlier and file tax returns without having to request an extension. However, as a result, there is no journal royalty listed on our 2011 statement. This fact, along with the cost of strategic planning and the loss from the conference, accounts for the Association's stated financial loss of \$190,000 for 2011. Recall that we projected a \$101,000 loss for 2011. This large loss is a onetime event. Think of it as

AASP's perfect storm (i.e., strategic planning, conference location combined with down turn in economy, and changing how we account journal royalties) and we weathered the storm well. Also, remember that we reached our one year operating reserve goal, we have a new strategic plan, and AASP is projecting a \$12,000 profit for 2012.

If you have any questions about the AASP budget and its financials, please contact the Treasurer at secretarytreasurer@appliedsportpsych.org.

“Think of it as AASP's perfect storm...
and we weathered the storm well.”

SIG Spotlight - Positive Psychology for Sport and Exercise



**Lisa
MILLER**



**Brittany
GLYNN**

*Lisa M. Miller, Ph.D., American Military University and
Brittany Glynn, M.A., University of Ottawa*

First and foremost, we continually hope to include more and more AASP members in our conversations and collaborations related to positive psychology as applied to sport and exercise. The vision for the Positive Psychology for Sport and Exercise SIG that began in September 2009 is to improve positive psychology knowledge and skills of sport psychologists and applied sport psychology practitioners and researchers by productively providing resources through various communication initiatives. Our mission for the SIG is to provide resources that facilitate the connection between positive psychology and sport and exercise. Topics within this connection include flourishing, happiness, flow, passion, character strengths, resiliency, hopefulness, meaningfulness, positive emotions, and gratitude. Our SIG collaborations have focused on these topics as they relate to sport teams, the military, runners, medical students, and exercise enthusiasts.

Our SIG members are located throughout North America, so most of the SIG activities occur via communication technology. Dr. Lisa Miller and Ph.D. student Brittany Glynn serve as co-chairs of the SIG. The group has initiated several projects to spread resources to those members with an interest in positive psychology. One of the first projects conducted was to establish a newsletter that highlights member activities of this SIG, provides information on current research in positive psychology, communicates reminders of the upcoming relevant conferences, and shares links to additional resources. In addition to the newsletters, the SIG coordinators also send out group e-mails regarding information about upcoming conferences and networking opportunities. Furthermore, an e-mail will be sent to our SIG members prior to each AASP conference to remind members of positive psychology SIG meetings and sessions at the conference.

Most recently, Brittany Glynn accomplished

another initiative to establish the positive psychology Facebook page, while member Chris Rose is developing a Positive Psychology SIG blog. Several members and non-members continue to join our group each week. Future goals of the SIG include creating webinars with various positive psychology speakers, increasing writers for the newsletter, and establishing a member rotation for posting useful resources to the Facebook page to provide additional social media interactions.

The Positive Psychology SIG meets in person during the allotted time at each AASP conference. Typically, we discuss the different ways each person hopes to utilize positive psychology as related to sport and exercise. Dr. Miller poses questions to

stimulate interaction and create new paths for collaboration. In the past, the SIG has collaborated on workshops and sessions related to positive psychology (e.g., 'Positive Psychology Techniques for Performance Excellence' and 'Applying Sport Psychology Inputs to Achieve Positive Psychology Outcomes for the Companions of Hope Program'; see references below). The group continues to increase in membership with representation from Temple University, the National Army, private practice, University of Tennessee, California State University, and the University of Ottawa. We invite new members to join us as well!

For additional information or if interested in joining the SIG, please contact Dr. Lisa Miller

at lisamiller@fas.harvard.edu or Brittany Glynn at bglyn066@uottawa.ca. Please also visit the Facebook page for more information: <https://www.facebook.com/#!/pages/Positive-Psychology-for-Sport-Exercise-Special-Interest-Group-AASP-SIG/118991388207695>. ■

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Miller, L., Cooley, M., Meisterjahn, R., Udelf, D., Peterson, R. & Carpenter, C. (2008). *Positive Psychology Techniques for Performance Excellence*. Lecture presented at the Association of Applied Sport Psychology Conference, St. Louis, Missouri.

“Future goals of our SIG include creating webinars with various positive psychology speakers”



**Glenn
PFENNINGER**

SIG Spotlight – Business Ownership of Sport Psychology

Glenn Pfenninger, M.S., M.B.A., CC-AASP, Ignite Performance Group

At the 2009 AASP Conference (Salt Lake City), a unique presentation took place. David Bellinger, a graduate student, presented

his research findings in the area of business processes in sport psychology. Rather than simply presenting the data and his interpretations, David also asked four active consultants who owned their own businesses to join him for a panel discussion. Those four consultants were Dr. Jack Lesyk, Dr. Barbara Walker, Erika Carlson, and Glenn Pfenninger. Each consultant was at a different stage of growth in her/his practice and offered her/his thoughts on a wide-range of topics including client cultivation and retention, services offered, need for certification, marketing, and service pricing. The presentation room was packed and the Q&A session lasted well past the time allotted. The Business Ownership in Sport Psychology (BOSP) SIG was born from that presentation.

After the presentation and throughout the rest of the conference, Carlson, Pfenninger, and Bellinger added Carrie Cheadle to their group and began discussing the best ways to help young professionals build their practices,

experienced professionals reinvigorate their practices, and grow the business-side of sport psychology within AASP. The group discussed a myriad of possibilities including conference presentation opportunities, email listservs, social media groups (LinkedIn, Facebook, etc), info sessions/happy hours during conferences, and even a mini-conference. The shared ideas resulted in continued discussion over the following

operating their business, and to validate a need for fostering communication between consultants' operating practices. The need was validated in that over 60 people attended the inaugural SIG meeting. Additionally, the original SIG foursome also presented a symposium on the growth of a consulting practice from start-up to maturity. Again, the room was full, as were several other presentations regarding business operations,

“ [Our SIG] began discussing the best ways to help young professionals build their practices, experienced professionals reinvigorate their practices, and grow the business-side of sport psychology within AASP. ”

year and led to the development of the BOSP SIG, which officially launched during the 2010 AASP Conference in Providence, RI in tandem with the first SIG meeting and a SIG-sponsored symposium.

The goal of the first SIG meeting was to share ideas about business development, to find out what pains consultants experience in

marketing, and/or sales. After the conference in Providence, a listserv for the BOSP SIG was created with over 70 subscribers.

The original group of SIG members recognized that the task of providing valuable services to and interactions within a large group of AASP members on the topic of business operations might be too difficult and lofty to manage

on their own. Therefore, they decided to create subcommittees within the SIG and have specific groups work on projects that could benefit the larger AASP community. The committees that are forming include: newsletter, professional development/conference planning, networking, social media, business opportunities, and student issues.

The newsletter committee is charged with managing a bimonthly newsletter that may provide consultant spotlights, business tips, and success/failure stories and learning outcomes. The professional development committee is responsible for developing

conference presentation concepts and finding potential presenters for the concepts. The networking committee has the task of developing a database of consultants to foster regional networking groups. The social media group's goal is two-fold: to develop practice guidelines/tips for consultants and to generate a list of consultants' social media pages (twitter, Facebook, etc). The business opportunities committee aims to research large scale opportunities for practicing consultants to collaborate on, thereby potentially growing the social visibility of the field. The final committee addresses student issues, and their mission is to develop aids for

students to transition into business ownership during their education or after graduation.

We believe these committees will provide value to those involved in them, but also to the greater BOSP SIG membership and overall AASP constituency. The BOSP SIG hopes to partner with AASP to grow the applied focus area and benefit current and potential business owners within the membership. We are always recruiting SIG members and committee members. Please email Glenn Pfenninger at glenn@igniteperformancegroup.com if you are interested in joining the Business Ownership of Sport Psychology SIG. ■

Seeking Successful Member Marketing Examples

The Association for Applied Sport Psychology's public relations agency, Yopko Penhallurick, is developing a series of new marketing tools and initiatives for the organization and its members. In building our resources, the agency will be sharing examples of successful marketing tactics, and we're interested in knowing what AASP members or their departments/organizations are doing and how they are doing it.

Please submit your feedback by e-mail to bw@yp-pr.com or fax 440-543-0875.

Please tell us:

What are the best professionally designed sport and exercise psychology websites you have seen?

1. Who is doing a good job blogging (include blog URL)?
2. Who is communicating well and marketing through Facebook?
3. Who is using Twitter effectively to stay in touch (include Twitter handle)?
4. Are you or someone you know using LinkedIn effectively for networking?

AASP MEMBERS IN THE NEWS

Craig Wisberg, CC-AASP (Univ. of Tennessee) & **Meredith Whitley** (Michigan State University)

“The rise of the mental game”

Medill Northwestern (March 2012)

Charlie Brown, CC-AASP (FPS Performance) and **Kate Hays, CC-AASP** (The Performing Edge – Toronto)

“Work & Family Mailbox: Q&A”

Wall Street Journal (February 2012)

Charlie Brown, CC-AASP (FPS Performance)

“Why fans will always hate WAGs like Gisele Bundchen”

Daily Beast (February 2012)

Brandonn Harris, CC-AASP (Georgia Southern Univ)

“Secrets to successful exercise adherence: tips from the experts to beat false hope”

Bradenton Herald (February 2012)

Dan Gould, CC-AASP (Michigan State University) and **Larry Lauer, CC-AASP** (Michigan State University) in “Focus on self-improvement benefits young athletes”

MSU's News (February 2012)

Wade Gilbert (Cal State- Fresno)

“Educator of the week”

KSEE News (February 2012)

Lindsey Blom, CC-AASP (Ball State University)

“Obstacles to building peace can be overcome”

Star Press (February 2012)

Ken Hodge (Univ. of Otago)

“Suckers for punishment”

Otago Daily Times (February 2012)

Jack Lesyk, CC-AASP (Ohio Center for Sport Psychology)

“Shrink to the pros, Lesyk can help business leaders shake off slumps and setback in 2012”

IBMag.com (January/February 2012)

Dan Czech, CC-AASP (Georgia Southern University)

“God and sports: Does Tebow have a prayer against Brady?”

LiveScience.com (January 2012)

Eddie O'Connor, CC-AASP (Mary Free Bed Rehab Hospital)

Grand Rapids "What's up Doc?" (January 2012)

Larry Lauer, CC-AASP (Michigan State University)

“Billy Cundiff, Kyle Williams and stumbles in the spotlight”

LA Times (January 2012)

Kate Hays, CC-AASP (The Performing Edge – Toronto)

“When stress is good for you”

Wall Street Journal (January 2012)

Tara Scanlan, CC-AASP (UCLA), and **Jens Omlil** (Texas Tech)

“Coach Wooden’s words reach war-torn nation of Uganda”

LA Daily News & Columbia Spectator (January 2012)

Dan Gould, CC-AASP

“MSU program works to combat decrease in physical activity”

The StateNews.com (January 2012)

Jennifer Hurst (Truman State University)

“Skip the gym? You’ll Pay a Penalty”

South Florida Sun-Sentinel (December 2011)

Judy Van Raalte, CC-AASP (Springfield College)

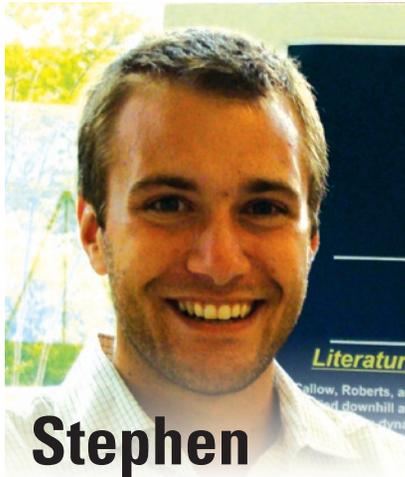
“Courts for kids heroes from Springfield College heading to Uganda”

MassLive.com (December 2011)

Christine Selby, CC-AASP (Husson University)

“Hurd not 1st to shock teammates with dangerous alleged criminal activity”

Chicago Tribune (December 2011)



**Stephen
GONZALEZ**



**Jessica
DALE**

Student Report

Stephen Gonzalez, M.A. and Jessica Dale, M.A., M.S.W., AASP Student Representatives

Greetings, students! Your AASP Executive Board Student Representatives and Regional Representatives have been hard at work making your student experience the best it can be! Your student leadership would like to take the time to welcome new regional representatives, remind you of the student membership survey, and update you on other AASP-related events, initiatives, and happenings.

New Regional Representatives

Welcome to our three new Regional Representatives! To our collection of outstanding student reps, we have added Kathleen Carter from the University of Denver (Southeast Representative), Eric Martin from Michigan State University (Midwest Representative), and Dolores Christensen from the University of Denver (Southwest Representative). Because the Regional Representative application process was re-opened only recently, we are looking forward to meeting the new student representatives soon.



We Want to Hear from You!

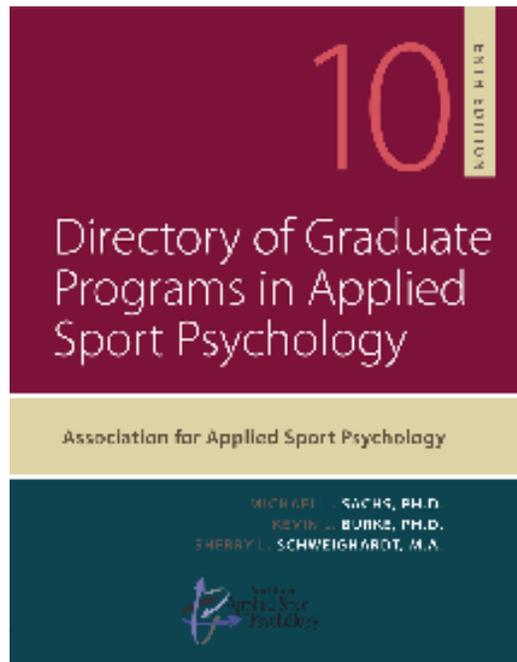
Your AASP student leadership is committed to helping each student have a great experience with our organization. Please take the time to fill out this brief survey on the current student initiatives and tell us what you would like to see provided for students in the future. You can access the survey at <http://www.surveymonkey.com/s/JK5RKZT>.

Student Updates and Reminders

We encourage all student members to check the student page of the AASP website for updates on regional conferences and other important announcements. Students should also consider joining the AASP Student Facebook Group which can be accessed at <http://www.facebook.com/groups/216182268416022/>.

Finally, we are excited to see many of you on October 3, 2012 for the annual conference in Atlanta, Georgia. Stay posted for announcements regarding student activities.

We hope everyone's spring is off to a great start!



Special Member Price for Graduate Program Directory

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

Visit

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