

# Summer 2012 Newsletter

Volume 27 // Issue 2



## IN THIS ISSUE:

-  President's Message

---
-  Editor's Note

---
-  Sport-Related Concussion Research: Prognosis, Safer Return to Play, Clinical Treatments, and an Opportunity for Sport Psychology Professionals

---
-  What Does Race and Ethnicity Have to Do with Sport?

---
-  Teachers' Toolbox: Using Debates in the Classroom

---
-  AASP 2012 Relocated to Hilton Atlanta

---
-  Have You Considered a Health Performance Consultation?

---
-  Acculturation Processes of Immigrant/Newcomer Athlete-Clients: Ethical Implications for a Shared Process

---
-  Financial Update

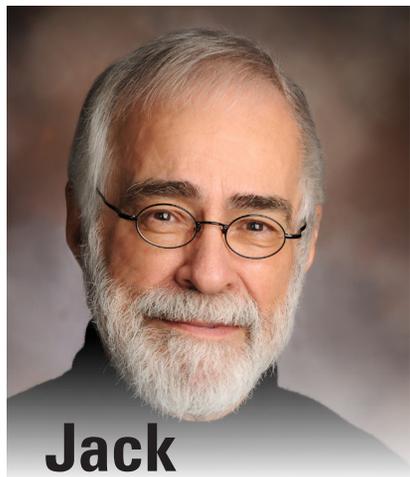
---
-  Book Review: Critical Essays in Applied Sport Psychology

---
-  Author's Response to Peer Commentary on Competency in Sport and Performancy Psychology

---
-  AASP Members in the News

---
-  Student Report and Regional Representative Spotlights

---



**Jack  
LESYK**

## President's Message

---

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

It is difficult to believe that, at this time last summer, I was preparing my Presidential Address, and now, a year later, I am writing my final column as your president. Time flies. Although this is my final column, needless to say, I still have much work to do before turning over the gavel to Jack Watson this fall.

During the past year, my main priority, and that of the Executive Board, has been implementing the Strategic Plan that was accepted at our 2011 conference in Hawaii. I am pleased to report that significant progress has been made on this important task, and a report of our yearly activity will be initially shared with members at our Annual Meeting in Atlanta in October.

### **2013 CONFERENCE IN THE "BIG EASY"**

I am both excited and pleased to announce that our 2013 conference will be held in New Orleans on October 2-5. The meeting will take place at the Hilton Riverside Hotel, which is an unusually attractive setting, right in the heart of old New Orleans. Some of you might note that this is the first time in AASP's history that we are returning to a city where we have convened before. Our previous conference in New Orleans was in 1995, and was one that created many wonderful memories. The fact is, after 27 conferences, we are running out of new venues that can accommodate our growing organization. In response to members' requests, we initially attempted to arrange for our 2013 conference to be held in Las Vegas. After significant efforts on the part of our management company, it was determined that there simply were no attractive properties available during our time window. However, Las Vegas will remain high on our list as a future conference site.

As Past President, I will have the responsibility of taking lead in the organization of the 2013 conference. The conference theme will be,

"Physical and Mental Wellness through Sport and Exercise" (through the life span). I plan to encourage keynote selection, lectures, and symposia that address this topic. This theme is common ground for all of the constituents of AASP, and is one that recognizes our social responsibilities.

### **MEMBER ENGAGEMENT**

Throughout this past year, I have been impressed and appreciative of the hard and diligent work that many of AASP's members engage in for the benefit of our organization. To name a few: the Executive Board, the Committee Chairs, the SIG chairs, and all of the members who serve diligently on our many committees and who have volunteered their services on our ad hoc committees. For many, this is an unpaid second job. The contributions of our members have always been our greatest strength, and I thank all of those who have given of themselves to make our good organization better.

### **MEMBER INTEREST IN AASP AWARDS**

Given the current size of AASP – 1,500 members from all over the world – I was surprised by the relatively small number of applications for AASP's 2012 Awards. These recognitions are prestigious awards given to both junior and senior members that recognize innovative work or sustained contributions to the profession. While those who were nominated are highly qualified and deserving of honor, several awards did not have a single nominee and will not be presented this year. Sadly, this turn of events is not a new situation for our organization. I continue to wonder if these awards are not valued by our members or whether members are too modest to self-nominate. Please give this question some thought in the coming year, and feel free to nominate yourself, a student, or colleague whom you think is deserving.

This year, as in past years, AASP has encouraged members to run for vacant Executive Board positions. We have made a concerted effort to make our election process transparent and inclusive, and we have invited all members to offer nominations and self-nominations. Yet, the response was minimal. The bottom line is that, the opportunities are there, but few members are stepping up. Luckily, in spite of this fact, we have been fortunate to find highly qualified candidates for each of the vacant positions. To best prepare for next year's elections, please start thinking about individuals whom you would consider nominating, including yourself, for an appropriate office. Our fall conference is a good place to informally begin this process.

If you have ideas on how to improve our Awards Program or to increase the number of Executive Board candidates, please contact me at [jjlesyk@SportPsych.org](mailto:jjlesyk@SportPsych.org) I would very much appreciate your thoughts and suggestions on each of these topics.

This has been a gratifying, yet challenging, year for me. AASP continues to grow and improve. It has strong leadership and member commitment. I am confident that this progress of growth and success will continue. I look forward to your suggestions and your engagement in AASP, and I look forward to seeing you at our fall conference in Atlanta. ■

## 2012 Election Results

Thanks to the 265 current AASP members (18% of the membership) who cast ballots in the recent election.



**Jonathan Metzler, Ph.D., CC-AASP**, Senior Researcher of Performance Psychology in support of the United States Army's Comprehensive Soldier Fitness – Performance & Resilience Enhancement Program (CSF-PREP), was recently elected by members as AASP's President for the 2013-2014 year. He will serve as President-Elect in 2012-2013, working with president Jack Watson (West Virginia) and the rest of the Executive Board to lead the association.



**Rebecca Concepcion, Ph.D.**, Associate Professor of Kinesiology at Saint Mary's College - California, was tapped to serve as AASP's Secretary-Treasurer, replacing Heather Peters whose stint on the Board ends in January 2013. Rebecca will serve a three-year term on the AASP Executive Board.

**Gualberto Cremades, PH.D., CC-AASP**, Associate Professor in the Department of Sport and Exercise Sciences at Barry University, was elected as AASP's new Public Relations and Outreach Head, replacing Amanda Visek (George Washington University).



AASP's new **Student Representatives** will be **Leeja Carter** from Adler School of Professional Psychology and **Alicia Johnson** from University of Tennessee, Knoxville.



# 2011-2012 **EXECUTIVE BOARD**

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

President

*Ohio Center for Sport Psychology*

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

President-Elect

*West Virginia University*

**Bonnie Berger, Ed.D., CC-AASP**

Past President

*Bowling Green State University*

**Heather Peters, Ph.D., CC-AASP**

Secretary – Treasurer

*University of Minnesota - Morris*

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

Professional Standards

*Laurentian University*

**Emily Roper, Ph.D.**

Publications/Information

*Sam Houston State University*

**Amanda Visek, Ph.D., CC-AASP**

Public Relations & Outreach

*The George Washington University*

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

Research & Practice

*Minnesota State University*

**Brent Walker, Ph.D.**

Scientific Program

*Columbia University*

**Jessica Dale, MA, MSW**

Student Representative

*University of Denver*

**Stephen Gonzalez, MA**

Student Representative

*University of Utah*

**Kent Lindeman, CMP**

Executive Director

# Editor's Note

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

*"And so with the sunshine and the great bursts of leaves growing on the trees...I had that familiar conviction that life was beginning over again with the summer."*

*- F. Scott Fitzgerald, The Great Gatsby*

Whether you have been hard at work or working hard to enjoy the summer, I hope you all have had a positive and productive last few months since our last issue. As promised, this newsletter has continued to strive to be inclusive of voices from the many different areas of applied sport and exercise psychology. One addition that we hope will garner your support and future contributions is a spotlight piece on a current researcher/research team in our field. The work of Anthony Kontos and colleagues in the area of sport-related concussions is the inaugural spotlighted research piece. We think this article does an excellent job of setting the stage for what we hope will become a regular segment that shares with our membership

the contributions being made to advance our knowledge and tools for application through a significant line of research. Another piece included in this issue was inspired by a recent listserv discussion concerning the relevance of race and ethnicity in sport and our work in athletic contexts. The previous debate stimulated a meaningful dialogue, so we thought our newsletter would be a good forum in which to continue the discussion by organizing some of the central arguments brought forth by several of the parties involved.

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

Thank you, and I look forward to seeing you all in Atlanta. 📍

## ASSOCIATE EDITORS

Jamie Shapiro, University of Denver

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

Sam Forlenza, Michigan State University

## THANKS FOR YOUR FEEDBACK!

Congratulations to John Bowman from the Mind Plus Muscle Institute for winning a free AASP 2012 Conference registration – he was selected at random from the pool of members who provided valuable feedback on the new layout and content of the newsletter via the on-line survey.





**Anthony  
KONTOS**

# Sport-Related Concussion Research: Prognosis, Safer Return to Play, Clinical Treatments, and an Opportunity for Sport Psychology Professionals

*Anthony P. Kontos, Ph.D., University of Pittsburgh, UPMC Sports Medicine Concussion Program*

## INTRODUCTION

About 10 years ago, I was playing in a competitive men's soccer game in New Orleans when the whistle blew, stopping play for the first half. As I turned around to walk to the sideline, I was struck in the left frontal part of my head by a soccer ball that had been kicked by an opponent from a distance of 60 yards. The force of the blow caused me to stumble a bit, but I felt OK otherwise. After a few minutes on the sideline, I returned to the field for the second half. We went on to win the game, and I even had an assist on one of the goals. After the game, I drove the five miles back to my home; only I do not remember playing the second half, driving home, or anything else until I heard my wife inquire, "Are you coming in or not?" as I sat in the driveway in my still idling car. I had apparently been sitting there for 15 minutes.

The next morning, I seemed 'off' after teaching my sport psychology course, so I decided to take the Immediate Post-Concussion

Assessment and Cognitive Test (ImPACT), a computerized concussion test that measures memory, processing speed, and reaction time. Fortunately, I had taken a baseline ImPACT test, so I knew what my normal scores looked like (imagine if we had baselines for all of our health indicators!). To my surprise, I scored about 20-40% below my baseline levels. It took me about three weeks to fully recover from my concussion. I had recently become interested in sport-related concussion as a potential research area, and my injury only served to reinforce my interest. My injury also reinforced several questions about this injury. Why do some athletes recover quicker than others? What could be done to speed up

recovery time? When is it safe for an athlete to return to activity? Although research on concussion has exploded during the last 5-10 years, we continue to develop and refine the answers to the preceding clinical research questions. Below is a brief review of some of our recent clinical research on sport-related concussion and discussion of the opportunity for sport psychology professionals to focus on concussion in their applied work.

## PREDICTORS OF PROGNOSIS

Approximately 1.6-3.8 million sport-related concussions occur each year in the US (Langlois et al., 2006). The majority (~80%) of athletes with this injury recover within 2-3

“ My injury also reinforced several questions about this injury. Why do some athletes recover quicker than others? What could be done to speed up recovery time? When is it safe for an athlete to return to activity? ”

weeks (Field et al., 2003); however, 20% of athletes take longer than 21 days to recover. Many of the patients at our clinics here in Pittsburgh fall into this latter category, referred to as the 'miserable minority' by Iverson (2006). Consequently, we have focused our research on determining what factors predict recovery. In particular, we have looked at the role that signs and symptoms and cognitive impairment following concussion play on recovery. Our research indicates that timing is critical to the role of these factors in determining recovery. For example, athletes with on-field dizziness following a concussion are 6.4 times more likely to have a prolonged recovery than those without this symptom (Lau et al., 2011). However, in the first week following injury, cognitive impairments in reaction time and visual memory are predictive of longer recovery times (Lau et al., 2009). More recently, our findings suggest that athletes with post-traumatic migraine headaches in the first week following injury are at 7.3 times greater risk for a prolonged recovery than those without, and 2.5 times greater risk than those with headache only (Kontos et al., in review). As we continue to learn more about which factors predict recovery, we will be able to better answer athletes when they ask, "When can I go back to my sport?"

### **A SAFER RETURN TO PLAY**

Determining when it is safe to return athletes to sport following a concussion is critical, as athletes are more susceptible to another

---

“...emerging active treatment protocols involving academic accommodations, pharmacological, physical, psychological, vestibular, and vision therapies are used effectively every day with patients in our clinic in Pittsburgh.”

---

concussion and potential long-term consequences if they return too soon (McCrory et al., 2009). Current consensus indicates that safe return to play is predicated on an athlete being: (a) symptom free at rest; (b) back to normal or baseline on cognitive, balance, and other tests; and (c) symptom free following exertion (McCrory et al., 2009). The problem is that athletes may not accurately report their symptoms because they lack insight into their symptoms or are covering them up so they can return to their sport sooner. We think that a more objective way to determine if an athlete is safe to return to play following exertion is to give them a cognitive test in addition to asking them about their symptoms. To test this hypothesis, after athletes had met the first two criteria outlined above, we had them exercise (e.g., bike, treadmill) and then complete a computerized cognitive test to see if their symptom reports matched their cognitive performance. Surprisingly, 30% of the athletes were cognitively impaired following exertion, in spite of reporting no symptoms (McGrath et al, in press). Additionally, the impairments were evident only for verbal and visual memory, suggesting that tests that focus primarily on reaction time may not be sensitive to post-exertion cognitive impairment. We believe that future return to play criteria should advocate post-exertion cognitive testing in conjunction with symptom evaluations.

### **ADVANCES IN CLINICAL TREATMENT**

There is a misperception that the only treatment for concussion is rest. Rest does play an important role in managing a concussion. In fact, our research suggests that due to the breadth of symptoms that present during the first week of injury, physical and cognitive rest is critical to recovery (Kontos et al., in press). However, emerging active treatment protocols involving academic accommodations, pharmacological, physical, psychological, vestibular, and vision therapies are used effectively every day with patients in our clinic in Pittsburgh. We believe that any treatment for concussion must be evidence-based, so we have focused our clinical outcomes research on these and other treatment modalities. We recently completed a study involving Amantadine, a Non-competitive

N-methyl-D-aspartate (NMDA) antagonist, originally designed as an anti-viral treatment and subsequently used to treat cognitive/attention symptoms of patients with Parkinson's Disease. Our findings indicated that treatment with Amantadine for patients

as a potential focus for their applied practice. Most patients recover from their concussions within a few weeks. However, some patients have persistent symptoms and develop additional problems. Among these patients are those whose complaints are largely

---

“...there are few licensed sport psychology professionals with training in sport-related concussion to meet this demand. Hopefully, some of you will consider pursuing this burgeoning area of practice.”

---

who were not improving within 21 or more days from injury resulted in significant improvements in symptoms, memory, and reaction time compared to a historical control group (Camiolo Reddy et al., 2012). These results and the results of ongoing studies will help to inform clinical care for concussion moving forward.

### **OPPORTUNITY FOR SPORT PSYCHOLOGY PROFESSIONALS**

I would like to end this article with a brief 'call' to sport psychology professionals and students to consider sport-related concussion

psychological or emotional in nature. The uncertainty associated with concussion, or the 'invisible injury' as it is often called (Bloom et al., 2004), may lead to frustration that can exacerbate symptoms. In fact, our recent research suggests that non-clinical changes in mood linger up to 14 days post-injury (Kontos et al., in pressb). However, there are few licensed sport psychology professionals with training in sport-related concussion to meet this demand. Hopefully, some of you will consider pursuing this burgeoning area of practice.

### **CONCLUSION**

Through our research in the UPMC Sports Medicine Concussion Clinic in the Department of Orthopaedic Surgery at the University of Pittsburgh, we have enhanced the prognosis, determination of safe return to play, and development of clinical treatments for patients with sport-related concussion. At the same time, our findings have helped to dispel some of the common misconceptions about concussion. There is a growing need for trained sport psychology professionals who can help athletes dealing with the psychological and performance issues following concussion. We plan to continue to expand our research with sport, military, and youth populations to better understand this common and often misunderstood injury in these at-risk populations. ■

### **References**

- Bloom, G. A., Horton, A. S., McCrory, P., & Johnston, K. M. (2004). Sport psychology and concussion: New impacts to explore. *British Journal of Sports Medicine*, 38, 519-21.
- Camiolo Reddy, C., Collins, M. W., Lovell, M., & Kontos, A. P. (2012, May 18). Efficacy of Amantadine treatment on symptoms and neurocognitive performance among adolescents following sports-related concussion. *Journal of Head Trauma & Rehabilitation*. doi: 10.1097/HTR.0b013e318257fbc6
- Field, M., Collins, M. W., Lovell, M. R., & Maroon, J. (2003). Does age play a role in recovery from sports-related concussion? A comparison of high school and collegiate athletes. *Journal of Pediatrics*, 142, 546-53.
- Iverson, G. L. (2006). Misdiagnosis of the persistent postconcussion syndrome in patients with depression. *Archives of Clinical Neuropsychology*, 21, 303-10.

Kontos, A. P., Elbin, R. J., Schatz, P., Covassin, T., Henry, L., Pardini, J., & Collins, M. W. (in pressa) A revised factor structure for the Post Concussion Symptom Scale (PCSS): Baseline and post-concussion factors. *American Journal of Sports Medicine*.

Kontos, A. P., Covassin, T., Elbin, R. J., & Parker, T. (in pressb). Depression and neurocognitive performance following concussion among male and female high school and collegiate athletes. *Archives of Physical Medicine & Rehabilitation*.

Kontos, A. P., Lau, B., Elbin, R. J., Simensky, S., French, J., & Collins, M. W. (In review). Post-traumatic migraine as a predictor of recovery, cognitive impairment, and symptoms following sports-related concussion.

Langlois, J., Rutland-Brown, W., & Wald, M. (2006). The epidemiology and impact of traumatic brain injury: A brief overview. *Journal of Head Trauma & Rehabilitation, 21*, 375-8.

Lau, B., Kontos, A. P., Collins, M. W., Mucha, A., & Lovell, M. R. (2011). Which on-field signs/symptoms predict protracted recovery from sport-related concussion? *American Journal of Sports Medicine, 39*, 2311-2319.

Lau, B., Lovell, M. R., Collins, M. W., & Pardini, J. (2009). Neurocognitive and symptom predictors of recovery in high school athletes. *Clinical Journal of Sports Medicine, 19*, 216-21.

McCrary, P., Meeuwisse, W., Johnston, K., Dvorak, J., Aubry, M., Molloy, M., & Cantu, R. (2009). Consensus statement on Concussion in Sport 3rd International Conference on Concussion in Sport held in Zurich, November 2008. *Clinical Journal of Sports Medicine, 19*, 185-200.

McGrath, N., Dinn, W. M., Collins, M. W., Lovell, M. R., Elbin, R. J., & Kontos, A. P. (in press). Post-exertion neurocognitive test failure among student-athletes following concussion. *Brain Injury*.

# AASP Webinar: Mental Preparation for the Olympic Games



Dan Gould, MSU



Sean McCann, USOC

## Wednesday, August 29, 2012

Length of session: 60 minutes

1:00 pm Eastern (12:00 pm Central, 11:00 am

Mountain, 10:00 am Pacific;

this is 17:00 GMT/UTC) International attendees should convert the time accordingly.

Speakers: Daniel Gould, Ph.D., CC-AASP, Michigan State University & Sean McCann, Ph.D., CC-AASP, United States Olympic Committee

## PROGRAM OVERVIEW

"Being at the Olympics is like being a child in a candy store. You must figure out how to enjoy yourself and taste the candy, but not eat so much candy that you get sick."

This webinar will feature a scientist/practitioner approach to better understand what it takes to be successful at the Olympic Games. Dan Gould, Ph.D., who has conducted a series of comprehensive research projects over three Olympiads, will share key findings that are necessary

for athletes to perform well at the Olympic Games. Sean McCann, Ph.D., who has served as the sport psychologist for the United States Olympic Committee during the last 10 Olympic Games, will describe the on-site work with athletes at the Olympic Games. He will cover his day-to-day experiences at the Olympic Games and how his work is informed by research.

As the London Olympics conclude this summer, don't miss this exciting opportunity! Visit:

<https://www.appliedsportpsych.org/webinar.cfm> to sign up.

Deadline to register: August 24, 2012.

## PROGRAM FORMAT

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

## COST:

\$25 student

\$35 member (non-student)

\$50 non-member



**Latisha  
SCOTT**

# What Does Race and Ethnicity Have to Do with Sport?

*Latisha Forster Scott, Ph.D., Montclair State University*

This is a question either asked out of ignorance, the intent to provoke, or perhaps to begin a discussion that is sorely needed. It is a question that I have been asked several times, and what I find to be true is that it is not a question that can easily be answered in a satisfactory manner depending on who is asking the question and the motive behind it. For some, a simple presentation of historical facts such as the denial to allow Blacks to participate in professional and collegiate sports such as football, basketball, baseball, is enough (Brooks & Althouse, 2000). For some, illustrating the relationship between domination and subordination along racial lines in institutions, which replicate undue privilege for some while oppressing others do just as well (Cunningham, 2007). For some, it is a personal testimony or a racial experience in sport that prompts deeper thought into the issue (Breuning, Armstrong, & Pastore, 2005; Forster-Scott, 2005; Stratta, 1995). While for others, no answer will ever be enough to consider that it simply takes more than athletic skill to be successful in sport.

When having these discussions, I find it useful to make sure there is some understanding in the way stereotypes, prejudice, discrimination, power, privilege, and different levels of racism influence sport. Racism goes beyond individuality, and racial identity goes beyond the color of one's skin. When we examine issues of race, rarely are we discussing it as a biological difference; we are usually discussing it as an issue related to ethnicity and culture. Sport happens within the context of one's culture, and there is no denying the impact of sport on our culture. So why is there still discord when one wishes to openly examine and discuss the influence of culture on sport as it relates to race and ethnicity? Race is a socio-political construct (Jones, 1997). Sport is social and it is political; and there is, indeed, a relationship between race and sport.

Some general examples of how racism plays out in sport include: (a) rejection to participate in a specific sport, on a team, in a tournament, or in a league; (b) limited access to coaching and administrative roles; (c) social isolation based on racial preferences, name calling, unequal pay, stacking; and (d) false beliefs about natural physical and intellectual abilities that impact sport performance. From

a psychological perspective, issues of race in sport can be examined via developmental stages and the role one's racial and ethnic identity plays, adaptation and coping skills as they are influenced by one's culture, help seeking behavior, and self-esteem as it is influenced by collective identity with one's racial and ethnic group. Examining the impact of institutional and cultural racism practices from a sociological perspective offers insight into how racial disparities still persist despite changes in laws and the attitudes of many when it comes to race relations.

Research studies, such as those conducted by The Institute for Diversity and Ethics in Sport (2012), give us a look at the racial breakdown of sport organizations and help us to recognize the trends in sport practices as an athlete, coach, and administrator. These numbers provide evidence of racial inequality by showing the disparities in sport when it comes to the relationship between general population rates and the numerical breakdown of athletes and administrators by race. These data give organizations an opportunity to make changes so that a more just and equitable system can emerge. Beyond the numbers, one may examine the behaviors and beliefs about sport participation between racial and

ethnic groups. Differences in preferences, reasons for participation, athletic style, and the influence of one's culture can all impact individuals as they navigate athletic pursuits (Allison, 1982; Harrison, 1995; Hill & Cleven, 2005). Despite the influences of class and socioeconomic status, there are persistent differences along racial lines (Feagin, 2006).

Birrell (1989) argues that understanding systems of domination and subordination based on race and ethnicity in which people survive and operate is necessary to create a more equitable sport environment. Analyzing and discussing issues of race in sport is a scholarly pursuit with merit, and applying skills and instituting programs to eradicate the effects of racism in sport is worthy. It is not a cause to be taken up by a select few, but for change to occur, the masses need to understand and get involved. ■

## References

- Allison, M. T. (1982). Sport, ethnicity, and assimilation. *Quest, 34*, 165-175.
- Birrell, S. (1989). Racial relations theories and sport: Suggestions for a more critical analysis. *Sociology of Sport Journal, 6*, 212-227.
- Bruening, J., Armstrong, K., & Pastore, D. (2005). Listening to the voices: The experiences of African American female student athletes. *Research Quarterly for Exercise & Sport, 76*(1), 82-100.
- Brooks, D. & Althouse, R. (2000). *Racism in college athletics: The African American athlete's experience* (2nd ed.). Morgantown, WV: Fitness Information Technology.
- Cunningham, G. B. (2007). Race issues in sport organizations. In *Diversity in Sport Organizations* (pp. 81-118). Scottsdale, AZ: Holcomb Hathaway Publishers.
- Feagin, J. R. (2006). *Systemic racism: A theory of oppression*. New York: Routledge.

Forster-Scott, L. (2005). *The creation of the saliency of race in sport questionnaire: Exploring issues of Black racial identity development in sport*. Dissertation. Temple University.

Harrison, L. (1995). African Americans: Race as a self-schema affecting physical activity choices. *Quest, 47*, 7-18.

Hill, G. M., & Cleven, B. (2005). A Comparison of Students' Choices of 9th Grade Physical Education Activities by Ethnicity. *High School Journal, 89*(2), 16-23.

Jones, J. M. (1997). *Prejudice and racism* (2nd ed.). McGraw-Hill: New York, NY.

Stratta, T.M. (1995). *An ethnography of the sport experiences of African American female athletes*. Dissertation. Southern Illinois University.

The Institute for Diversity and Ethics in Sport (2012). *The Racial & Gender Report Card*. Retrieved June 30th, 2012 from University of Central Florida; DeVos Sport Business Management: <http://web.bus.ucf.edu/sportbusiness/?page=1445>.

---

“When we examine issues of race, rarely are we discussing it as a biological difference; we are usually discussing it as an issue related to ethnicity and culture. Sport happens within the context of one's culture...”

---



**Paula  
PARKER**



**Heather  
DEANER**

## Teachers' Toolbox: Using Debates in the Classroom

*Paula Parker, Ed.D., East Stroudsburg University & Heather R. Deaner, Ed.D., California State University, Stanislaus*

Classroom debates allow for the expression of different views on contentious or controversial issues. More importantly, debate can create a more active learning environment for the student. Debates can also help students' critical thinking skills (Allison, 2002; Beck, 1999) and their ability to support their point of view with quality research (MacArthur, Ferretti, & Okolo, 2002; Tessier, 2009). The following sections detail how we have used debates as an effective teaching tool for class discussions and as an alternative to the traditional research paper.

### **ACTIVITY – Using Informal Debate for an In-Class Discussion (contributor: H.R. Deaner)**

While this technique can be used for a variety of topics and courses, I often use debates in my undergraduate Sport in Society class prior to discussing issues related to the payment of collegiate athletes. The first step in the process is to poll the class to determine who is in favor of paying collegiate athletes beyond the current scholarship system and who is opposed to the idea. I then ask the students to take five minutes to individually list all of the reasons/arguments they can think of to support their position and all of the reasons/arguments those on the opposing side might offer. Six volunteers are then solicited to form two teams of three to take part in the debate. In most cases, there are students who are adamant about their position and are eager to take part. However, there are times I must assign individuals to support a less popular side or select students to participate if six individuals did not volunteer on their

own. Since the debates are not held at the beginning of the semester, students tend to be relatively comfortable with each other and do not mind being called on to take part. In fact, the team aspect of this technique tends to cultivate benefits such as a higher comfort level amongst students and the engagement of some of the more quiet students into a larger class discussion. Once the groups are formed, team members are given a few minutes to share their views with each other as I monitor the discussions to make sure they stay on the right track.

Once the debate starts, I informally moderate the discussion, letting the teams offer their positions and make counterpoints to the opposing side. While there have been times when the debate starts off slowly due to nerves, it does not take long for the students to become actively engaged, and the audience (the rest of the class) often eagerly raises their hands to offer points or counterarguments as well. When there is interest on the part of the audience to participate, I ask these students to wait until the debate progresses before they are permitted to make new points or speak to ones that have already been offered. As the debate is playing out, I sometimes find it helpful to jump in to help the teams express a certain point or advance the discussion. For example, sometimes a team will make a point to which the other team does not know how to respond, so I might whisper a comment or reminder to them to trigger some ideas of how to respond.

This debate activity usually takes an entire 50 minute class period to complete. While the students do a great job of hitting on many of the major points (especially when the debate is opened for comments from the entire class), I conclude the activity by filling in some of the areas they did not touch upon during the discussion. Overall, I have found that this informal debate technique is effective for fostering critical thinking skills and class participation, setting up the lecture information that is to follow, and creating a fun and dynamic classroom environment.

### **ASSIGNMENT – Using Formal Debate as a Course Culminating Experience (contributor: P. Parker)**

This assignment was used in an upper-level undergraduate Psychosocial Aspects of Physical Activity course. The course covers topics in sport psychology, exercise psychology, and sport sociology. In previous semesters, students completed a 10-page paper on a psychosocial sport topic of their choosing as the course culminating project. This past year, I decided to try a formal debate instead of the research paper. Debate can be used to accomplish some of the same goals as having students write a research paper. These goals include teaching students to search academic databases for peer reviewed resources, critically review these resources, organize reference lists, and summarize the literature on their chosen topic. However, unlike a traditional research paper, debate allows other students in the course to learn about the topic and react to the arguments posed (as opposed to isolated learning experiences gained by solitary paper-writers). I also found the debate helped students learn to support their opinions with peer-reviewed research.

Thus far, I have developed a number of possible debate topics that include: leadership as a trait or skill, captain selection processes (e.g., coach and/or teammate dictated), the enforcement of Title IX in collegiate sport, return to play policies following athletic injury, and youth

sport specialization vs. playing multiple sports. Other topics related to sport psychology, exercise psychology and related disciplines could certainly be applied. To set up the assignment, students were divided into groups of approximately four members and were randomly assigned to a debate side (i.e., affirmative or negative). The debate format was developed with the help of a colleague who had expertise in debates and was as follows: *three minutes – affirmative presents key arguments; one minute – negative can ask questions of affirmative; three minutes – negative presents key arguments; one minute – affirmative can ask questions of negative; three minutes – negative rebuttal and summary; and three minutes – affirmative rebuttal and summary.* Also, additional time is allocated to discuss the debate topics as a class. As part of the assignment, debate teams were also required to develop an APA style reference page of information sources for their shared topic.

---

“Debate can be used to accomplish some of the same goals as having students write a research paper...teaching students to search academic databases for peer reviewed resources, critically review these resources, organize reference lists, and summarize the literature on their chosen topic.”

---

As a lead-up to the formal debate, students had multiple individual writing assignments. These assessments were added to the larger debate assignment because I wanted students to have a written assignment and to learn how to use reference support. The pre-debate

assignments included an article review (with assigned articles), an APA reference page of debate topic resources, an annotated bibliography reviewing five professional sources (e.g., peer-reviewed articles, books), and a debate brief with reference support to help prepare for both the affirmative and negative sides of the debate.

After conducting the debates, I have generated the following list of tips for the facilitating instructors: (a) it is helpful to use the time guidelines loosely, with a firm overall time guideline for each debate team; (b) sides should be drawn from a hat after the debate brief assignment is complete; (c) in situations where a lone student is left supporting a side due to uneven class numbers, it is best to let the individual pick a side; (d) students should be encouraged to work with their debate team throughout the semester; (e) while grades are assigned, it is useful to have each debate evaluated by all class members (e.g., overall effectiveness of each side in terms of their ability to support their stance and the one member from each team who most effectively supported his/her side) and to ask students to indicate at least one thing they learned from each debate; (f) it is helpful to allot class time for debate teams to meet and discuss their progress prior to the debates; and (g) a grading rubric should take into consideration the content of the presentation, reference support of main points, preparation and quality of points presented, professionalism, and the APA reference page format.

The majority of my students had little to no experience with debate, so they were quite nervous about the process. However, many students indicated they not only learned new information about the various topics, but they enjoyed the process after the debates took place. While I still had student complaints about APA referencing requirements and the amount of writing in the course, students seemed to enjoy discussing the topics using this new format.

If you would like more information about any of these assignments please contact us at [hdeaner@csustan.edu](mailto:hdeaner@csustan.edu) or [pparker@esu.edu](mailto:pparker@esu.edu).

### References

- Allison, S. (2002). Debating with talented and gifted students. *School Libraries in Canada, 22*, 13-14.
- Beck, C. R. (1999). Francine, Kerplunk, and the golden nugget: Conducting mock trials and debates in the classroom. *The Social Studies, 90*, 78-84.
- MacArthur, C. A., Ferretti, R. P., & Okolo, C. M. (2002). On defending controversial viewpoints: Debates of sixth graders about the desirability of early 20th-century American immigration. *Learning Disabilities Research and Practice, 17*, 160-172.
- Tessier, J. T. (2009). Classroom debate format: Effect on student learning and revelations about student tendencies. *College Teaching, 57*, 144-152.

---

“The majority of my students had little to no experience with debate... However, many students indicated they not only learned new information about the various topics, but they enjoyed the process ...”

---



## BREAKING NEWS

### AASP 2012 CONFERENCE RELOCATED TO HILTON ATLANTA

AASP's 27th Annual Conference, scheduled for October 3 – 6, 2012 in Atlanta, Georgia, has been moved to the Hilton Atlanta Hotel, a property right across the street from its original location, the Marriott Marquis.

The relocation was necessary when Marriott notified AASP that it was planning not to honor important portions of the contract with our association, including providing contiguous meeting space within their hotel for our many workshops, lectures and symposia. AASP retained legal counsel to help the Executive Board take deliberate and forceful action to resolve a difficult situation, which was caused by the Marriott.

AASP is working to ensure a smooth transition between hotels and is moving all existing attendee reservations at the Marriott to the Hilton. If you already made hotel reservations, you will not need to do so again! Please note that the Marriott will not be accepting any further AASP conference reservations effective immediately.

For members that still need to make hotel reservations, please contact the Hilton Atlanta at (404) 659-2000 or toll free at (800) 445-8667 and indicate that you are attending "AASP 2012". Online reservations are also available by visiting <http://www.appliedsportpsych.org/Conference/Hotel-Info>.

We understand that a location change with less than 2 months to go is unusual, however the Executive Board felt it was necessary to ensure that we could produce the highest possible quality conference for our members. In fact, the Hilton will provide AASP members with a better overall conference experience with all sessions and events located on a single floor.

The Hilton Atlanta is located at 255 Courtland Street NE, Atlanta, GA 30303.

If you have any questions about the conference, please contact AASP at (317) 205-9225 or via email [info@appliedsportpsych.org](mailto:info@appliedsportpsych.org). We look forward to seeing you in Atlanta!

Sincerely,

Jack J. Lesyk, Ph.D., CC-AASP  
President

Bonnie Berger, Ed.D., CC-AASP  
Past President

Brent Walker, Ph.D.  
Scientific Program Chair

# Featured Lectures and Speakers



## Joan Duda, Ph.D.

University of Birmingham - United Kingdom  
*Theory, Research and Practice in Sport and Exercise Psychology: Tales of a Comfortable and Conducive Synergy*

**COLEMAN GRIFFITH LECTURER**



## Keith Harrison, Ph.D.

University of Central Florida  
*The Tanning of the Global Sportsworld: Assessing, Measuring and Analyzing the Cultural Performance of Diverse Human Beings*

**DIVERSITY ADDRESS**



## Colleen Hacker, Ph.D.

Pacific Lutheran University, Sport Psychology  
 Consultant for the US Women's National Soccer Team



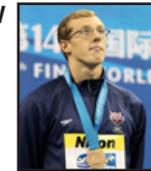
## PERFORMANCE PSYCHOLOGY INTERVIEW

### Marcus Pollard

Former NFL star

### Tyler McGill

Olympic Swimmer



## Tony DiCicco

Former US Women's National Soccer Team Coach & current ESPN analyst

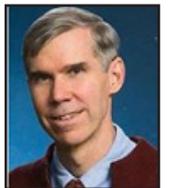
*Gold Medal Partnership: Collaboration and Integration for Sustained Excellence*

**PERFORMANCE PSYCHOLOGY KEYNOTE**



## David Eckstein

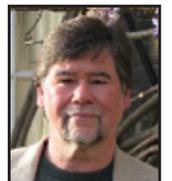
Former MLB star and 2006 World Series MVP



## Reed Larson, Ph.D.

University of Illinois at Urbana-Champaign  
*Positive Development in Sports: The Active Minds of Youth*

**SOCIAL PSYCHOLOGY KEYNOTE**



## Ken Fox, Ph.D.

University of Bristol, United Kingdom  
*Taking Exercise Psychology into Public Health Research and Practice*

**EXERCISE PSYCHOLOGY KEYNOTE**

## WORKSHOPS

### Essentials of Mentorship: Developing Quality Sport Psychology Professionals

Tuesday, October 2, 6:00 pm - 9:00 pm

Wednesday, October 3, 9:00 am -

12:00 pm

### Treatment of Trauma in Sport

Wednesday, October 3, 9:00 am -

4:00 pm

### Applied Sport Psychophysiology & Optimal Performance

Thursday, October 4, 6:00 pm - 9:00 pm

### Media Interview Practice Workshop

Thursday, October 4, 2:00 pm - 4:00 pm

### Case Studies for Certified Consultants: Opportunities for Peer Consultation

Friday, October 5, 1:30 pm - 2:30 pm



**Sam  
ZIZZI**

## Have You Considered a Health Performance Consultation?

*Sam Zizzi, Ed.D., West Virginia University*

Hopefully, some of you had the opportunity to see the landmark documentary series entitled “The Weight of the Nation,” recently released by HBO and several government agencies (<http://theweightofthenation.hbo.com>). This exceptional effort provides a comprehensive overview of the factors contributing to the obesity crisis in the United States, and just might inspire you to use some of your applied skills with a different population. I have previously written (in this newsletter and elsewhere) about the opportunity for AASP members to find gainful employment in this non-sport realm, where the focus is on health performance. “The Weight of the Nation” series gives a great perspective on the severity of the current situation and the subsequent opportunity this health crisis creates for people trained like many of us in Sport and Exercise Psychology. One key thread that runs through the series of films is the health care industry and the substantial

toll that unhealthy lifestyle behaviors place on this system.

**Overview.** My colleagues and I have developed a viable consultation practice with an insurance agency in the state of West Virginia (WV) that provides a good example of how AASP members might be able to

PEIA Weight Management program. The total value of this six year contract is nearly 1.5 million dollars and supports a staff of 6-8 part and full-time employees.

**What is the PEIA Weight Management Program?** This community-based fitness and nutrition benefit is delivered at approximately

---

“Eligible participants receive fitness assessments, personal training, and dietary services at their local facility...while also receiving health behavior services via telephone from our staff.”

---

expand their clientele. We are in year four of a six year contract with the West Virginia Public Employee’s Insurance Agency (PEIA). PEIA is the largest insurer in West Virginia, covering nearly 200,000 WV residents and their dependents. Our contract involves administering, delivering, and evaluating the

50 facilities in 30 WV counties. Eligible participants receive fitness assessments, personal training, and dietary services at their local facility (usually a private club, YMCA, or rehabilitation center) while also receiving health behavior services via telephone from our staff. The program currently has

over 1,100 active participants, enrolling approximately 80-120 people monthly. When participants enroll, they are screened for body mass index, depression, medication usage, and other health risk factors. To qualify for the program, individuals must be classified as overweight or obese (BMI >25 or waist circumference >35 inches for women or >40 inches for men). Participants can remain in the program for up to two years if they meet

Counselors have degrees in counseling or social work and are license-eligible in the state of WV. Weight management consultants include Ph.D. students in training (usually as part of practicum or internship in a counseling program) or professionals with a background in Exercise Science who are trained in basic counseling skills. These services use a brief counseling model that is based in motivational interviewing

fitness and nutrition, readiness for change). The goal for these sessions, like many of our sport consultations, is to help the client build the skills necessary for self-regulation. Follow-up sessions occur bi-monthly for the remainder of the first year in the program. The follow-up sessions, which last approximately 20-40 minutes, focus on successes, barriers, relapse prevention, building self-efficacy, and behavior maintenance. Since we are not able to serve all members with health behavior services over the phone, we focus on those participants who are at the highest health risk (BMI >35). Feedback on the health performance services has been overwhelmingly positive, as participants appreciate the support and encouragement they receive and the specific skills they are learning to make these complex behavior changes fit into their lifestyle.

---

“The goal for these sessions, like many of our sport consultations, is to help the client build the skills necessary for self-regulation.”

---

requirements including attendance at the facility at least two days a week, making monthly \$20 co-payments to the facility, completing all professional services, and regular submission of food logs. Additionally, participants are expected to lose at least 5% of their body weight within six months, 10% in one year, and maintain that weight loss or show other objective improvements in health (e.g., reduced medication usage, improved fitness).

**A focus on health behavior services.** We employ the equivalent of three full-time health behavior counselors or consultants.

techniques (Rollnick, Miller, & Butler, 2008), and built upon self-determination theory (Ryan & Deci, 2000), rational emotive therapy (Walen, DiGiuseppe, & Dryden, 1992), and the social-ecological model of health behavior (Stokols, 1996). Intake sessions, which typically last 60 minutes, focus on some of the following topics: (a) micro-environmental factors (e.g., work and family schedule, access/proximity to places for physical activity and healthy eating); (b) interpersonal factors (e.g., social support at work and home, relationships with fitness and nutrition professionals); and (c) intrapersonal factors (e.g., self-efficacy, knowledge and skills in

**So, does the program work?** Part of our deliverables to the agency include monthly reporting on enrollment and counseling services and quarterly reports on adherence and program outcomes. To collect this data, we administer baseline, six month, and twelve month surveys and we regularly interview or survey program staff at the various locations. Additionally, objective participant data (attendance, weight, body fat, blood pressure, fitness) is entered regularly by site administrators in a secure online database. The combination of subjective and objective data from both participants and program staff allows us to provide comprehensive evaluation data back to the agency, which, in part, has kept us employed in this effort.

This system is a great example of how proper research and evaluation can go hand-in-hand with good consultation. Now, let's get to the data.

Approximately two-thirds of participants complete at least six months in the program, and slightly less than one-half complete a year. Additionally, 47% of all participants achieve clinically significant weight loss (i.e., >5% of body weight) through program participation, and the percentage of participants meeting physical activity guidelines doubles from pre- to post-program. At the six month mark, 55% of participants are "completely satisfied" with the health behavior services, and the overall rating of satisfaction for these services is 3.26 out of 4. Additional outcome data and program details are available online via our companion site (<http://healthperformance.wordpress.com>). ■

#### References

Ryan, R., & Deci, R. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78. doi: 10.1037/0003-066X.55.1.68

Rollnick, S., Miller, W. R., & Butler, C. C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. New York: Guilford Press.

Stokols, D. (1996). Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion*, 10(4), 282-298. doi: 10.4278/0890-1171-10.4.282

Walen, S. R., DiGiuseppe, R., & Dryden, W. (1992). *A practitioner's guide to rational-emotive therapy* (2nd ed.). New York: Oxford University Press.

# Media Interview Practice Workshop

**Thursday, October 4, 2012  
2:00 PM - 4:00 PM  
AASP 27th Annual Conference  
Atlanta, GA**

AASP offers its third consecutive conference workshop to help you improve your media relations and marketing skills! Conducted by Betty Weibel and Jennifer Reece of Yopko Penhallurick, the public relations agency for AASP, this workshop is an opportunity to hone your on- and off-camera interview skills. Activities will include both didactic lecture and interactive role playing and group analysis of individual interviews.

Workshop Registration:

\*Special discount for CC-AASP members!

\$30 for CC-AASP

\$55 for all other registrants

Register online at:

[https://www.associationmembership.com/aasp/conference\\_registration2012.php](https://www.associationmembership.com/aasp/conference_registration2012.php)



**Here's what AASP members have said about past workshops:**



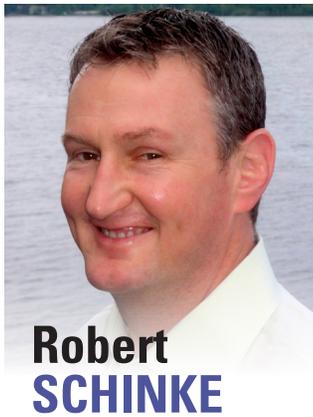
"Thank you for delivering the workshop right at the beginning of the conference...This is definitely a key area for the organization to develop and get the awareness of the field and work out there." *Angus Mugford*

"I really learned a lot at the media workshop [from the AASP conference] and I'm feeling much more prepared to engage in interviews and also I have some direction on how improve my video skills. Thank you ...I'm glad that AASP has the foresight to recognize how important it is that we get our message to the masses." *Erika Carlson*

"I have a number of motivations in attending media workshops: First, I know that Jennifer and Betty always do a 'class act' and I simply enjoy being part of a good professional presentation. Secondly, I believe it is important to cultivate the network with those in AASP who are engaged in media work. These two factors alone make the experience worthwhile." *Charlie Brown*

# Acculturation Processes of Immigrant/Newcomer Athlete-Clients: Ethical Implications for a Shared Process

*Robert J. Schinke, Ed.D., Laurentian University, Kerry McGannon, Ph.D., Laurentian University, Brandonn S. Harris, Ph.D., Georgia Southern University and Jack Watson, Ph.D., West Virginia University*



Sport psychologists working at the elite level sometimes consult with athletes who have relocated from another country or cultural community. Examples of contexts where one might find immigrated athletes would include the National Hockey League (Schinke, Gauthier, Dubuc, & Crowder, 2007), Major League Baseball (Kontos, 2009), and Division I intercollegiate athletics (Bartolacci, 2010; Yukelson, 2010). However, it is worth noting that immigrated athletes are commonly found within many other sport disciplines and at various sport levels (e.g., Tenenbaum, Jones, Kitsantis, Sachs, & Berwick, 2003). These relocated athletes, referred to as immigrants or newcomers, undergo a process of acculturation upon relocation (Schinke, Yukelson, Bartolacci, Battochio, & Johnstone, 2011). This process refers to a series of experiences that happen over time (as opposed to all at once), whereby the newcomer seeks to understand the cultural norms of the host country while attempting to reconcile these cultural norms with those from her/his country of origin (Kontos & Breland-Noble, 2002).

Recently, Ryba, Haapanen, Mosek, and Ng (2012) found that when a group of Finnish elite swimmers travelled to Australia to gain better training and competition opportunities, they underwent acute acculturation as they

had to learn unfamiliar cultural practices expeditiously as part of a short-term overseas experience. Within this process, the athletes found the expectation of acculturation to the host context's training and performance standards was placed solely upon them. Schinke, Michel, and colleagues (2006) and Campbell and Sonn (2009) also found that Indigenous elite athletes who had relocated for better training opportunities experienced a similar "one-way" acculturation process, during which the athletes were expected to learn unfamiliar cultural practices of their teammates and coaches on their own. What these and other findings (see Kontos, 2009; Kontos & Breland-Noble, 2002) would suggest is that the expectation of acculturation is often placed upon the newcomer or minority athlete in a unidirectional manner, either in isolation or with support from within and outside of the sport context. Sport psychology professionals oftentimes find themselves included within this sport context through their applied work with a team and/or individual athletes. As such, it seems imperative that s/he be aware of the potential ethical implications associated with this acculturation process since individuals in this position would not only be responsible for their own interactions with a diverse clientele, but may also act as a conduit

between immigrant/newcomer athletes and their teammates and/or coaches.

The Principles listed within the AASP Ethics Code outline the importance of sport psychology professionals' competence and respect for people's rights and dignity

and effective modeling of cultural norms. Yet, such approaches may be somewhat simplistic and can still result in a one-sided process. An alternative consideration would be to encourage a sport context where the roles within the process of acculturation are

result in enculturation (i.e., the retention of one's home cultural practices) or alienation (see Berry, 1997). In earlier sport psychology literature, it has been argued that athletes engage in assimilation or they choose to retain their cultural practices via enculturation (Schinke, Hanrahan, & Catina, 2009). We propose that acculturation and a certain level of assimilation are unavoidable, especially in sport contexts where athletes must integrate with teammates, coaching staff, and sport scientists (e.g. sport psychology consultants). Within these processes, the objective is not to overlook newcomer acculturation and proceed with 'business as usual'. Rather, the acculturative stressors, most typically encountered by the newcomer, can be shared with others in the sport context as people seek to understand and be understood and perform in relation to one another. When these challenges are shared as coaches and athletes attempt to understand each other, information integration and enhanced performance can result. For example, this reciprocal dynamic can help integrate the valuable experiences and customs newcomer athletes bring to the sport context that can augment contextual growth, enhanced training practices, and potential solutions to existing contextual challenges.

Though acculturation is often the main or sole responsibility of the newcomer, its processes touch all members within the context in ways that have, at times, been unexplained and overlooked within sport psychology. Ethical practice dictates that there is a place for

---

“...it would seem to be ethical practice for a consultant to assist the newcomer with the process of acculturation via strategies such as encouragement, peer mentoring, and effective modeling of cultural normals. Yet, such approaches may be somewhat simplistic and can still result in a one-sided process.”

---

(Principles A and D, respectively), which include working effectively with diverse populations. Additionally, members may look to Standard 3 within this same code of ethics for more specific guidance regarding human differences and working effectively within a multicultural context. Regarding implications for working with immigrant/newcomer athletes, it would seem to be ethical practice for a consultant to assist the newcomer with the process of acculturation via strategies such as encouragement, peer mentoring,

shared by both the newcomer and the host (Schinke, Michel, et al., 2006). In this sense, a dialogue between both parties that fosters an exchange of cultural viewpoints and practices could take place, and acculturation to the host country and norms within the sport/team could be a shared process (Ryba, 2009; Schinke, McGannon, Parham & Lane, 2012).

Conversely, asking a newcomer to engage in an acculturation process single-handedly can prolong acculturative stress and may

---

“When these challenges are shared as coaches and athletes attempt to understand each other, information integration and enhanced performance can result.”

---

athletes' cultural identities (acculturation process permitting) and efforts are made to broaden the landscape of diversity. The following is a list of recommendations for sport psychology professionals working with athletes and teams navigating the processes of acculturation.

### RECOMMENDATIONS FOR ACCULTURATION INTERVENTIONS

- Sport psychology consultants must engage in reflective practices where they consider their own cultural habitat, while also encouraging introspection of athletes and coaches within the sport contexts they practice (see Schinke et al., 2012).
- Sport psychology consultants and coaches must recognize newcomers' acculturative stress and engage with these athletes in an 'unpacking process' where solutions can be found via shared responsibilities (e.g., working to understand one another).
- Contexts inviting of acculturation processes create a safe and inviting space for their constituent members to share cultural traditions with the group. ■

### References

- Bartolacci, G. (2010). *Transitions and adjustments of international student-athletes*. (Unpublished honors thesis). Pennsylvania State University, University Park, PA.
- Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology: An International Review*, 46, 5-68.
- Campbell, E. E., & Sonn, C. C. (2009). Transitioning into the AFL: Indigenous football players' perspectives. *Athletic Insight*, 11(3), Retrieved from <http://www.athleticinsight.com/Vol11Iss3/Feature.htm>.
- Kontos, A. P. (2009). Multicultural sport psychology in the United States. In R. J. Schinke & S. J. Hanrahan (Eds.), *Cultural sport psychology* (pp. 103-116). Champaign, IL: Human Kinetics.
- Kontos, A. P., & Breland-Noble, A. M. (2002). Racial/ethnic diversity in applied sport psychology: A multicultural introduction to working with athletes of color. *The Sport Psychologist*, 16, 296-315.
- Ryba, T. V. (2009). Understanding your role in cultural sport psychology. In R. J. Schinke & S. J. Hanrahan (Eds.), *Cultural sport psychology* (pp. 35-44). Champaign, IL: Human Kinetics.
- Ryba, T. V., Haapanen, S., Mosek, S., & Ng, K. (2012). Towards a conceptual understanding of acute cultural adaptation: A preliminary examination of ACA in female swimmers. *Qualitative Research in Sport, Exercise and Health*, 4, 80-97. doi:10.1080/2159676X.2011.653498

Schinke, R. J., Gauthier, A., Dubuc, N. G., & Crowder, T. (2007). Understanding adaptation in professional hockey through an archival source. *The Sport Psychologist*, 21, 277-287.

Schinke, R. J., Hanrahan, S. J., & Catina, P. (2009). Introduction to cultural sport psychology. In R. J. Schinke & S. J. Hanrahan (Eds.), *Cultural sport psychology* (pp.1-12). Champaign, IL: Human Kinetics.

Schinke, R.J., McGannon, K.R., Parham, W.D., & Lane, A. (2012). Toward cultural praxis: Strategies for self-reflexive sport psychology practice. *Quest*, 64, 34-46.

Schinke, R. J., Michel, G., Gauthier, A., Danielson, R., Peltier, D., Enosse, L., et al. (2006). The adaptation to elite sport: A Canadian Aboriginal perspective. *The Sport Psychologist*, 20, 435-448.

Schinke, R. J., Yukelson, D., Bartolacci, G., Battochio, R. C., & Johnstone, K. (2011). The challenges encountered by immigrated elite athletes. *Sport Psychology in Action*, 2, 1-11. doi:10.1080/21520704.2011.556179

Tenenbaum, G., Jones, C. M., Kitsantis, A., Sachs, D. N., & Berwick, J. P. (2003). Failure adaptation: An investigation of the stress response process in sport. *International Journal of Sport Psychology*, 34, 27-62.

Yukelson, D. (2010, October). *Adaptation and developmental transitions of intercollegiate student-athletes*. Paper presented at the annual conference of the Association for Applied Sport Psychology, Providence, RI.

# Financial Update

*Financial Report from AASP Executive Board*

## BOARD DECISIONS THAT WILL BENEFIT AASP'S MEMBERSHIP

The Development Committee put forth a proposal to offer continuing education units associated with our journals. For example, one suggestion is that individuals could take a test based on the content of a JASP or JSPA issue. Successful completion of the test would result in continuing education units. The E-Board asked the Curriculum Committee to bring this idea into fruition.

During the Spring Executive Board meeting, the Board voted to increase research grants by 50%. This year we offered \$12,000 in research grants. In 2013, \$18,000 in research monies will be awarded. This decision was based off of one of our strategic goals – to “increase the value of AASP for the membership”. Year after year, more requests for research grants are submitted than we can award. The board believes this additional money will be put to great use by our members. The E-Board will consider increasing monies designated for outreach grants if continued interest in this area is demonstrated.

AASP has established a Foundation. Monies donated to this foundation will be used to provide members with such things as scholarships, mini-fellowships, travel awards, poster awards, awards for mid-career professionals, grants to support large research projects, and internships. If you are interested in contributing to the foundation, please contact Heather Peters, AASP's Secretary Treasurer, at [petersh@morris.umn.edu](mailto:petersh@morris.umn.edu). A formal roll out of the Foundation will occur at the Annual Meeting this Fall.

## AASP'S ASSETS

AASP's assets are very SAFE. 100% of our money is insured by the FDIC. As of May 2012, AASP had \$688,536 in assets. Of our assets, 63.5% (\$437,331) of our money is in CDs. AASP currently has \$251,205 in checking, savings, and our money market account. As of 5/31/12 the financial records show:

Park Bank CD 6 month @ .2% matures 09/5/2012	104,390
Park Bank CD 6 month @ .2% matures 06/27/12	72,732
Park Bank CD 12 month @ .3% matures 09/30/12	53,525
M&I Southwest 60 month @ 1.25% matures on 5/17/2017	62,577
Summit CU CD 24month @ 1.9% matures 8/10/12	27,805
Summit CU CD 12month @ 1% matures 6/9/12	58,151
Summit CU CD 12month @ 1% matures 6/9/12	58,151
<b>Total of CD's</b>	<b>437,331</b>
M & I Bank Checking	176,727
Summit CU Savings	3,143
M & I Bank Money Market	71,335
<b>Total Current Assets</b>	<b>688,536</b>

## TAXES & REVIEW

The 2011 Form 990 tax return was prepared and filed electronically within the tax deadline of May 15th by Allman Johnson Company LLC. Allman Johnson Company LLC did a review of our books when we changed management companies, and the review confirmed that our financial statements are in good order.

Please feel free to contact Heather J. Peters if you have any questions, concerns, or ideas related to our associations finances ([petersh@morris.umn.edu](mailto:petersh@morris.umn.edu)).

# 2012 AASP Award and Grant Winners

## AWARDS



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

David Fletcher, Ph.D., Loughborough University



**Dissertation Award (2)** – Recognizes the completion of an outstanding dissertation by an AASP doctoral student member

Christina Heilman, Ph.D., *“A Mixed Methods Approach Examining Alpine Ski Racing as a Context for Positive Youth Development”*



Peter Olusoga, Master, Sheffield Hallam University, *“Stress and Coping: A Study of Elite Sports Coaches”*



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

Candice Hogue, University of Kansas, *“The Influence of a Motivational Climate Intervention on Participant Salivary Cortisol and Psychological Responses”*



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

Jessica Dale, M.A., M.S.W., The Ohio State University

If you would like to apply for an AASP Award or a Research & Practice Grant, please go to our website award page: <http://www.appliedsportpsych.org/About/awards-and-grants> and submit an application by March 1, 2013.

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

Edson Medeiros Filho & Itay Basevitch, Florida State University, Project: *“Exercise and Psychological Well-Being Among Older Adults”*



## RESEARCH AND PRACTICE AWARD GRANTS

Megan Sawyer & Thomas Raedeke, *“Project MENTOR: Mentors for Exercise and Nutrition Treatment for Overweight Reduction,”* Grant Amount: \$3000

Stephen Gonzalez & Maria Newton, *“The Effect of Failure on Physiological Stress, Emotion, and Performance in High and Low Resilient Athletes,”* Grant Amount: \$2300

Jeffrey Pauline, *“Increasing Stair Usage in a University Residential Complex,”* Grant Amount: \$2200

Nick Galli, Justine Reel, Hester Hendersen, & Nicole Miller, *“A Qualitative Examination of Body Image Disturbances among Athletes with Disabilities,”* Grant Amount: \$1760

Christopher Mesagno & Denise Hill, *“Investigating Pre- and Post-Shot Routines to Improve Sport Performance (Under Pressure),”* Grant Amount: \$1200

Kristen Gierut & Daniel Kirschenbaum, *“The Healthy Obsession Mode: A Qualitative Evaluation of Highly Successful Weight Control by Formerly Obese Adolescents,”* Grant Amount: \$1000

Michelle Bartlett & Mitch Abrams, *“The State Trait Anger Expression Inventory-2: Normative Data for a College Student-Athlete Population,”* Grant Amount: \$540



**Randy  
BATTOCCHIO**

In the book *Critical Essays in Applied Sport Psychology*, the editors Dr. David Gilbourne and Dr. Mark Andersen charge that research and practice in applied sport psychology must be examined through a lens that is more critical than those worn to date. In the opening sections of the text, the authors express a general dissatisfaction with the field's current mainstream practices based on factors such as an overemphasis on individuals' athletic identities. To cultivate further discussion for analysis and growth, a score of contributors were recruited to write about the current and more novel traditions, research models, and practices in the field with an equally critical lens.

While each of the book's three sections group the essays into larger structural themes, the content of the essays within each grouping represent a diverse range of topics. Therefore, the remainder of this review is intended to give the reader a snapshot of each essay in an

# Book Review: Critical Essays in Applied Sport Psychology

---

*David Gilbourne & Mark B. Andersen*

*Copyright 2011 by Human Kinetics, Champaign, IL 61820 (\$51, 320 pp.)*

*Reviewed by Randy C. Battochio, M.A., Ph.D. Candidate, Laurentian University*

attempt to speak to the scope of ideas shared by the various authors.

In the first section entitled "Methodologies and Inquiries in Research and Practice", the essays almost exclusively pertain to alternative qualitative research strategies. *Essay 1 - A Narrative Perspective: Identity, Well-Being and Trauma in Professional Sport*. Douglas and Carless lead with an essay written about female professional golfers. Through this discourse, the golfers' stories are shared using three different

(reflections focused on the exploration of life experiences on many dimensions); and relational narrative (reflections that focus on interpersonal experiences). Additionally, the authors illustrated how each narrative shaped or constricted the golfers' experiences with well-being and retirement. *Essay 2 - Representing Applied Research Experiences through Performance: Extending beyond Text*. The second essay argues that the dramatization of data (i.e., ethnodrama – a method of sharing

---

“To cultivate further discussion for analysis and growth, a score of contributors were recruited to write about the current and more novel traditions, research models, and practices in the field with an equally critical lens.”

---

narrative styles: performance narrative (reflections that focus on winning and competition), which is more commonly related within the sport context; discovery narrative

narratives gathered from qualitative sources through storytelling, acting, and other theatrical formats) goes beyond entertainment and can extend into educational objectives. Specifically,

Llewellyn, Gilbourne, and Triggs present narrative examples that illustrate fandom in football, while simultaneously representing research findings about father-son relationships. *Essay 3 – In Praise of Quantitative Methods: How Numbers Can Change Culture.* In the lone piece that focuses on non-qualitative research, Speed and Andersen argue that their quantitative studies elicited more cultural change than qualitative research about jockeys, stable employees, and horse trainers. More specifically, these professionals were found to be more accustomed to numeric evaluations and, thus, had a preference for it as a motivational source for emphasizing the person rather than performance. *Essay 4 – Critical Reflections on Doing Reflective Practice and Writing Reflective Texts.* The fourth essay

literatures for practitioners to review should they choose to be highly analytical of their practice. *Essay 5 – Representing Multilayered Lives: Embracing Context through the Storied Self.* In the fifth contribution to the methodologies and inquiries section, Gilbourne and Llewellyn reinforce the value of autoethnography (i.e., a method of analyzing and describing one's own lived experiences) as an alternative writing form to those guided by a pervasive post-positive epistemology (e.g., analysis of others). *Essay 6 – The Practitioner and Client as Storytellers: Metaphors and Folktales in Applied Sport Psychology Practice.* Finally, the sixth essay includes compelling arguments from Andersen and Speed about the creative use of myths and metaphors by applied sport psychologists to increase athletes' self-understanding.

*Multiagency Engagement.* The section begins with an emotionally charged essay by McCullaugh and Korzinski who provided psychotherapy and sport psychology support to a potential Olympic runner and recent immigrant to the United Kingdom. The authors collaborated in an attempt to facilitate the athlete's adaptation process only to see their efforts end with the athlete's tragic death after five years in UK society. *Essay 8 – Playful Deviance.* Streat and Williams wrote the eighth essay with hopes of encouraging practitioners to explore uncharted approaches that are considered fun, meaningful, and enriching by clients. *Essay 9 – Sport Psychology Services are Multicultural Encounters: Differences as Strengths in Therapeutic Relationships.* Hanrahan makes a compelling case for the modification of applied sport psychology interventions according to each client's level of education, situation, culture, and need. Equally imperative is the emphasis on rapport development and communication between a sport psychologist and a client as the standard mode of discerning micro- and macrocultures pre-intervention. *Essay 10 – Problems in Reflective Practice: Self-Bootstrapping Versus Therapeutic Supervision.* In the tenth essay, Watson, Lubker, and Van Raalte recognize self-reflection as one popular learning tool for new professionals, but advocate in favor of increased supervision as part of a comprehensive reflective practice for sport psychology students and practitioners in training. *Essay 11 – If You Meet the Buddha on the Football Field, Tackle him!* Andersen and Mannion review the recent conceptualization of mindfulness by sport psychology researchers

---

“...the sixth essay includes compelling arguments from Andersen and Speed about the creative use of myths and metaphors by applied sport psychologists to increase athletes' self-understanding.”

---

details reflective practice in applied sport psychology, including a discussion of the use of narrative inquiry to reveal and develop one's own consulting practices. Knowles, Gilbourne, and Niven, contend that critical social science commentary and critical reflective texts are two

The second section in the text is entitled “Issues in Professional Delivery”, which presents essays related to views on applied sport psychology that are based on each contributor's personal consulting experiences. *Essay 7 – Collaborative Practice: Multidisciplinary Support Alongside*

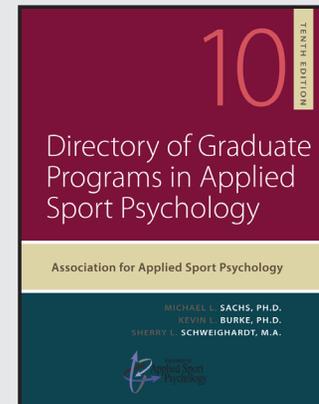
and practitioners in relation to the original Buddhist practice and philosophy. The authors highlight several discrepancies that exist, including the “no-self” of Buddhism and our “self-oriented” society. *Essay 12 – Taming the Wild West: Training and Supervision in Applied Sport Psychology.* In the twelfth essay, Tod and Lavallee make recommendations (e.g., an amalgamation between sport psychology and applied psychology associations) to improve upon current practices being used to prepare students to be applied sport psychologists. *Essay 13–Epiphanies and Learning: A Rejection of Performance-Based Myopia.* Gilbourne and Priestley author the final essay in the section with Gilbourne recalling the formative experiences that steered him away from applied sport psychology and Priestley commenting on these experiences from the vantage point of an applied sport psychologist.

In the final section, the essays align with the overarching title of “Issues in Sport Psychology Practice” due to their elaborative depiction of challenging social issues for applied sport psychology consultants. *Essay 14 – Making Your Way in the Game: Boundary Situations in England’s Professional Football World.* This section begins with a piece by Nesti and Littlewood who present interventions that influenced within-career transitions and the identities of elite professional football players. Based on their applied experiences, the authors single out one method, one alternative form of representation, and one theoretical approach as ideal research strategies in professional sport. *Essay 15 – Safeguarding Child Athletes from Abuse in Elite Sport System: The Role of*

*the Sport Psychologist.* Leahy features recent research into the sexual abuse of children in sport in addition to concerns over the psychological abuse of children in training and competition. *Essay 16–Negotiating Expectations in Football’s Complex Social Structure.* In the sixteenth and final essay, Jones, Kingston, and Stewart dismiss reductionism by using an autoethnographic narrative to illustrate the various perspectives in order to appreciate the complexities surrounding expectations in professional football.

*Critical Essays in Applied Sport Psychology* brings forth alternative perspectives to mainstream practices in applied sport psychology for researchers, practitioners, athletes, and coaches. Researchers might benefit from the potential lines of inquiry that result from reading an essay of interest or answering the corresponding conclusion questions. Encouraging lines of inquiry include the examination of non-performance-oriented narratives (i.e., relational and discovery) and the utilization of an autoethnographic approach to generate unique qualitative insights. Practitioners could learn about the important and sometimes lesser-known facets of consulting from experienced applied sport psychologists. Facets in this book include training and supervision of novice professionals, literatures that teach the reader to be highly self-critical, pre-intervention techniques to identify a client’s micro- and macro-culture, and the use of metaphors and fun practices as part of an enjoyable pedagogical approach in applied sport psychology. Athletes can appreciate the attention given to non-performance-oriented

themes such as relatedness, mindfulness, sexual and psychological abuse of children, within-career transitions, immigration, and death. Lastly, coaches can benefit from the unique pedagogical tools suggested (e.g., ethnodrama, metaphor) in addition to the discourses about the social context and complexity in professional sport. ■



### 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.

# Author's Response to Peer Commentary on "Competency in Sport and Performance Psychology"

*Steve Portenga, Ph.D., iPerformance Psychology, Mark Aoyagi, Ph.D., University of Denver, Traci Statler, Ph.D., Cal State Fullerton, Jon Metzler, Ph.D., CSF-PREP / SAIC, Robert Harmison, Ph.D., James Madison University, & Amy Athey, Psy.D., University of Oregon*

Issues centered on legitimization of the profession of sport psychology, as well as related areas such as hiring practices and graduate training, have been debated since the inception of AASP. A panel discussion on graduate training held at the annual conference in Hawaii was summarized and published in the Fall 2011 newsletter and stimulated a response in the Spring 2012 issue. The following is a summary of key points intended for clarification and a summation of the previous discussions.

- The purpose of the panel discussion was not to argue whether or not "effective performance consulting requires licensure," but instead to offer strategies for evolving graduate training so new graduates are capable of delivering what potential employers may desire and require.
- Our discussion began with the premise that there has been no empirical evidence to support the idea that different training models with distinct targets (e.g., psychology licensure, kinesiology grant writing/scholarship, or kinesiology teaching) lead to equal effectiveness for providing "performance psychology" services – yet all three can achieve CC-AASP. Thus, the panel posed a hypothesis that current training models and credentialing may not ensure competence desired for full-time, non-academic employment.
- The panel articulated that the responsibility lies on us, as caretakers of a profession, to serve our clients rather than placing the responsibility on consumers to find appropriate service or to revise their desired qualifications to meet the training specification of any one group.
- Our goal was to answer the question: "What do potential non-academic employers desire and require?" The question came from the

fact that a number of prominent jobs within NCAA athletic departments (e.g., Washington, Southern California, Virginia Tech, Oregon, Virginia, Oklahoma, Georgia) have been created or announced over the past few years, yet only two (Oregon and Virginia) mentioned CC-AASP in their announcements and all highlighted licensure as a minimal requirement.

- Finally, we discussed how we might provide potential employers the value they appear to be seeking, augmented with what we know is important for performance, through systematic and interdisciplinary graduate training. The panel advocated for development of a competency-based credential and discussed ideas for providing a training progression for systematic competency development. We offered initial perspectives of broad categories of competencies (e.g., performance enhancement, mental health, consulting psychology, and kinesiology) that have the potential to best prepare students for the current and future job market (at least that which appears to be emerging in the NCAA). We acknowledged that further analysis and discussion should be dedicated to identifying competencies and developmental experiences necessary for effective performance psychology practice.

Overall, our panel discussion (and its resulting newsletter article) intended to advance the profession by navigating training ideas and making new suggestions for consideration to prepare service providers for full-time, non-academic employment. We are hopeful that our contributions inspire critical thinking and continued discussion in the membership, and ultimately advancement of the profession of full-time performance psychology practice. ■

# AASP MEMBERS IN THE NEWS

---

Steve Portenga, CC-AASP, in the *Digital Journal's* "Olympic Athletes Among the First to Use New Sports Psychology App"

<http://www.digitaljournal.com/pr/779023#ixzz1zl68nbcT>

---

Geier Jordet in the *Wall Street Journal's* "An Apologia for the Penalty Kick Shootout"

<http://online.wsj.com/article/SB10001424052702304765304577478381929504236.html>

---

Jon Metzler, CC-AASP, and Arlene Bauer in *The Statesman's* "Program helps soldiers learn performance techniques used by athletes"

<http://www.statesman.com/news/texas-politics/program-helps-soldiers-learn-performance-techniques-used-by-2389513.html>

---

Elizabeth Shoenfelt, CC-AASP in the *Bowling Green Daily News* "Area athletes compete for sports: Donahue learning to conquer nerves as she aims for London"

[http://www.bgdailynews.com/sports/area-athletes-compete-for-spots/article\\_9bcc42b0-bbba-11e1-966a-0019bb2963f4.html](http://www.bgdailynews.com/sports/area-athletes-compete-for-spots/article_9bcc42b0-bbba-11e1-966a-0019bb2963f4.html)

---

AASP in the *APA Monitor's* "America's first sport psychologist"

<http://www.apa.org/monitor/2012/04/sport.aspx>

---

Mitch Abrams in *Psychology Today blog, Sports Transgressions* "Lessons from Sandusky: Not just Athletics, WE need to do better"

<http://www.psychologytoday.com/blog/sports-transgressions/201206/lessons-sandusky-not-just-athletics-we-need-do-better-0>

---

Jack Watson, CC-AASP and AASP President-Elect, in *Yahoo News!* "Athletes and Anger: When the passion boils over"

<http://news.yahoo.com/athletes-anger-passion-boils-over-201748259--spt.html>

---

Judy Van Raalte, CC-AASP, news station *WGBY* video interview "Life after sports: NFL player deaths" following suicide of Junior Seau

<http://vimeo.com/42197462>

---

Colleen Hacker, CC-AASP, in *ESPN W's* "Women who will change the way sports are played"

<http://espn.go.com/espnw/title-ix/7993164/espn-magazine-ix-women-change-way-sports-played>

---

AASP and Brandon Harris, CC-AASP in "Secrets to successful exercise adherence: Tips from the experts to beat false hope syndrome" found on *Fox5Vegas News & PR Newswire*

<http://www.prnewswire.com/news-releases/secrets-to-successful-exercise-adherence-tips-from-the-experts-to-beat-false-hope-syndrome-140862793.html>

---

Michael Sachs, CC-AASP, in *Fitness Magazine's* "Make over your motivation"

<http://www.fitnessmagazine.com/health/spirit/reach-your-goals/make-over-your-motivation/>

---

AASP and Dan Gould, CC-AASP, in *Health News Digest's* "Psychological preparation is key to Olympic Performance"

<http://www.digitaljournal.com/pr/700422>

---

Amanda Visek, CC-AASP, in the *Sun Sentinel's* "Spring back into fitness: Tips for changing a routine - or just getting back to it"

<http://www.sun-sentinel.com/health/sc-health-0328-spring-fitness-tips-20120328,0,1403879.story>

---

Mary Fry in the *Medical Press'* "Study: Kids in positive sports climate better adjusted, show less depression"

<http://medicalxpress.com/news/2012-05-kids-positive-sports-climate-adjusted.html>

---

Cindy Wadell in *Girls on the Run of Northern Virginia's* article listed on *PR Newswire* "Girls on the Run of NOVA and GMU Research Shows Efficacy of Girls on the Run Program"

<http://www.prnewswire.com/news-releases/girls-on-the-run-of-northern-virginia--george-mason-university-research-shows-efficacy-of-girls-on-the-run-program-148098435.html>

---

# AASP MEMBERS IN THE NEWS Cont.

Dan Wann, CC-AASP, in *CNN's* "The healthy flip side of being a sports fan"

<http://www.cnn.com/2012/04/13/health/side-effects-sports-fan/>

AASP, Eddie O'Connor, CC-AASP and Donna Marzo, CC-AASP in *Press Box's* "Head Games: Can sport psychology help teams, coaches, and players rise above their failures?"

<http://www.pressboxonline.com/story.cfm?id=8852>

Dave Yukelson, CC-AASP, Gloria Balague, Craig Wrisberg, CC-AASP, in *Inside Higher Ed's* "When Everything's on the Line"

<http://www.insidehighered.com/news/2012/03/30/sport-psychologists-help-athletes-focus-beyond-final-four>

Greg Chertok, CC-AASP, in *CNN's* "Dealing with the aftermath of a serious high school sports injury"

<http://www.cnn.com/2011/US/10/04/cnnheroes.sports.injuries/index.html>

*Compiled by Amanda J. Visek, AASP Public Relations and Outreach Division Head*

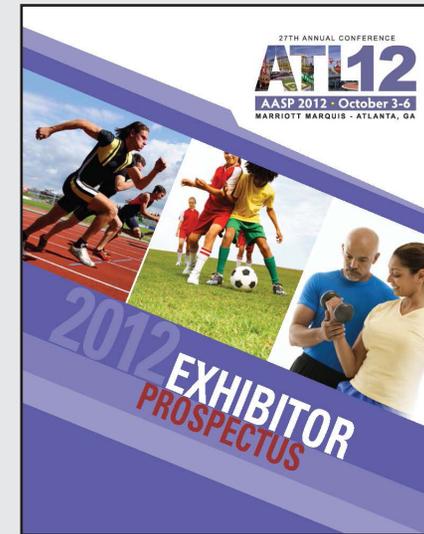
## Exhibitor Prospectus

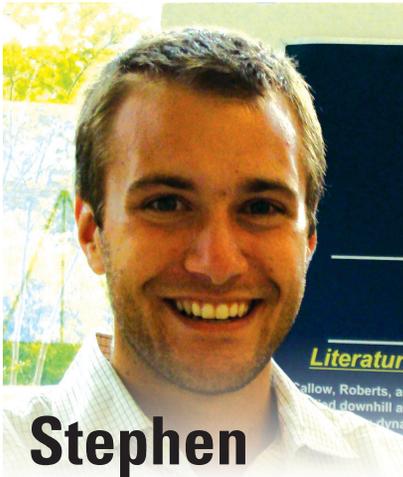
Do you have a company looking for exposure to over 700 sport, exercise and health psychology professionals? If so, then exhibit at AASP's 2012 Annual Conference, scheduled for October 3-6 in Atlanta, GA.

Did you know that AASP members get an additional benefit for exhibiting? AASP is offering a 50% discounted exhibitor registration fee for members.\*

\* To receive discount would need to already be a member for 2012. Must register for the conference in addition to paying the exhibitor discount fee. Please indicate this discount on the form.

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





**Stephen  
GONZALEZ**



**Jessica  
DALE**

## Student Report

---

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

Greetings, fellow students! We hope everyone is having a great summer! There are a lot of exciting things happening in AASP for you, the student membership. Let's take a look at what we have coming up.

### **MEET THE PROFESSIONALS NETWORKING LUNCH**

After much discussion with the conference planning committee and the Executive Board, there will be a networking lunch available at the conference this year. Students will have the opportunity to sit with established and seasoned professionals in the field to gain insight into the study and practice of applied sport and exercise psychology. Our professionals include Bob Harmison, Rich Gordin, Kate Hays, and Michael Sachs. The lunch will be \$15 for student members and will be held on Friday, October 5th from 12:30 pm to 1:30 pm. You can sign up on the conference registration page or on-site at the conference if there are still openings (only 36 tickets are available). The event is likely to fill up quickly, so register early if you are interested!

### **AASP UNDERGRADUATE DAY**

In accordance with AASP's strategic plan to increase awareness of the field and organization and with our agenda as student

representatives, we are happy to announce AASP Undergraduate Day as the newest student initiative! AASP Undergraduate Day will begin at the 2012 Annual Conference, and is an initiative driven by student members to increase awareness of the field of applied sport psychology, present the latest in research and practice, and expose undergraduate students to the diverse opportunities for education and training in the field. The goal of the inaugural AASP Undergraduate Day is to invite undergraduate students from regional universities in and around the greater Atlanta metropolitan area and surrounding states. We expect up to 50 students to register and attend. The cost to attend will be \$20, and all attendees will have access to various lectures, a poster session, the student open meeting, and the Graduate Program and Internship Fair. Attendees will also be able to interact with many students and professionals to gain insight about the field of sport psychology and to have the opportunity to get some of their related questions answered. Undergraduate Day begins at noon on Thursday, October 4th with registration. Please welcome our undergraduate attendees to AASP and the field of applied sport psychology!

## CONFERENCE STUDENT SOCIAL

This year's conference student social will be at the Downtown Atlanta Mellow Mushroom from 7:00 pm to 10:00 pm on Thursday, October 4th. We look forward to seeing many of you there.

## 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 summer is off to a great start! ■



# Midwest Regional Conference Report

On February 17th and 18th, the 22nd Annual Midwest Sport and Exercise Psychology Symposium (MSEPS) welcomed over 140 guests (setting an MSEPS record!) to Michigan State University. We had attendees from 22 different universities, attracting undergraduate and graduate students, faculty, and even alumni. Twenty students gave presentations, 12 showcased posters, and all were offered feedback and direction from some of the field's strongest professionals. Additionally, students were able to pick the brains of several professors about various topics related to teaching, research, and consulting over lunch via roundtable discussions.

In addition to student presentations, MSEPS offered several professional presentations. Dr. Martha Ewing spoke about the recipe for the future of applied sport psychology training, while Dr. Jason Duvall talked about 'green exercise' and the benefits of environmental engagement during physical activity. To close the conference, a panel discussion (moderated by Dana Voelker) on the Role of Psychology in the Future of Sport and Exercise took place, with Drs. Deborah Feltz, Dan Gould, Karin Pfeiffer (all from MSU), and Dr. Meghan McDonough (from Purdue University) leading the interesting discussion.

Overall the conference was a great success. We thank everyone who attended and are looking forward to next year!

To find out more about Regional Conferences, please visit: <http://www.appliedsportpsych.org/Students/regional-conferences>

# Regional Representative Spotlights

*Amber Shipherd, Texas Tech University, South Central Regional Representative, Dolores Christensen, University of Denver, Northeast Regional Representative, & Ian Connole, West Virginia University, Mid-Atlantic Regional Representative*

We are excited to announce the addition of eight new Regional Representatives: Nicole Gabana from Springfield College (Northeast Region), Alicia Johnson from the University of Tennessee (Southeast Region), Chelsea Pierotti from the University of Northern Colorado, Carly Schwartz at the University of Denver (Southwest Region), Morgan Hall from the University of Utah (Northwest Region), Eric Watson from Minnesota State University (South Central Region), and Hamish Cox from Cardiff Metropolitan University and Jordan Schaeffer from the University of Wollongong (International Region). We have selected three established Regional Representatives to Spotlight:

- Amber Shipherd, South Central Regional Representative
- Dolores Christensen, Northeast Regional Representative
- Ian Connole, Mid-Atlantic Regional Representative



**Amber  
SHIPHERD**

## **Amber Shipherd, South Central Regional Representative**

Amber earned her Master's degree at Florida State University under the supervision of Robert Eklund, and is currently a doctoral student in educational psychology with a focus in sport and exercise psychology at Texas Tech University. She also works as a performance enhancement consultant and has experience with youth, high school, and collegiate teams and individual athletes from a variety of sports including: rugby, soccer, football, car racing, and gymnastics.

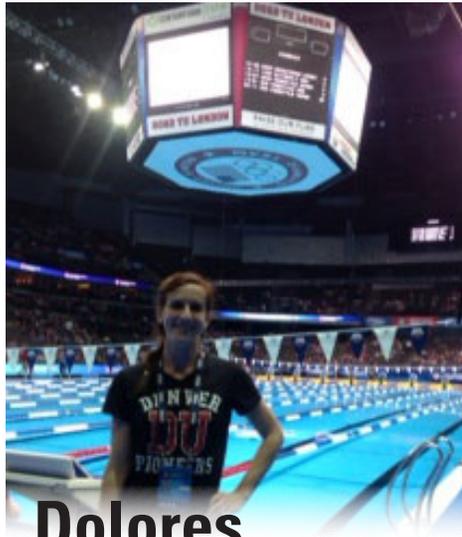
Amber played soccer competitively and has coaching experience with recreational and competitive soccer from youth through high school levels.

## **What are you researching, and how would it be useful in applied settings?**

My research focuses on athlete peer leadership development, sport injury prevention/rehabilitation, and effective practices for online learning and instruction in sport and exercise psychology. My research on peer leadership and sport injury can be utilized to guide the development of efficacious theory- and research-based interventions that can be used to enhance performance in athletes and others.

## **How do you use sport psychology in your everyday life?**

My experience with sport injury is what led me to the field of sport psychology. I've undergone multiple knee surgeries, and injury rehabilitation will be a lifelong journey for me. In addition to applying sport psychology skills and techniques to my rehabilitation, I've become an avid cyclist and find myself using imagery and self-talk on every single ride. I also use sport psychology when I teach, helping my students reach their potential both in my classroom and in their lives.



**Dolores  
CHRISTENSEN**

**Dolores Christensen, Northeast  
Regional Representative**

Dolores recently graduated with an M.A. in Sport and Performance Psychology from the University of Denver. She is originally from Northern California, and played volleyball at Southern Oregon University in Ashland, Oregon. Dolores shared that this experience is what “makes [her] a true West Coast kid and a huge University of Oregon Ducks fan.” In the fall, she will be heading to Springfield, Massachusetts to begin her PsyD in Counseling Psychology with a concentration in Athletic Counseling at Springfield College. Dolores hopes to one day be employed in a college athletic department, as collegiate athletes are a population of particular interest to her.

**What are you researching, and how would it be useful in applied settings?**

My primary research interest is leadership in sport, especially at the college level. My Master’s project specifically looked at whether collegiate captains and team leaders experience more stress than their non-leader peers, simply by virtue of being a leader. It’s important for coaches and sport psychology consultants to be aware of what that experience may be like so they can help athletes cope effectively and maximize sport enjoyment.

**What is your most memorable consulting experience?**

I recently returned from Omaha and the U.S. Swimming Olympic Trials with the swim team

I have been consulting with for the last two years. We had a group of six athletes qualify, and the excitement and potential pressures around a meet like Trials made for a great learning experience as a young consultant. The daily rhythm is very similar to other meets, but attending the finals every night was like nothing I have felt before; the air was literally cracking with anticipation before each race. Our athletes were amazing, most of them at their first Trials, and I feel so grateful for the opportunity to have been there with them!

Currently I’m doing a mixed methodological investigation of athletic administrators’ preferences and utilization of sport psychology services in intercollegiate athletics.

---

“ The daily rhythm is very similar to other meets, but attending the finals every night was like nothing I have felt before; the air was literally cracking with anticipation before each race. ”

---



**Ian**  
**CONNOLE**

**Ian Connole, Mid-Atlantic Regional Representative**

Ian is entering his final year as a doctoral student in Sport and Exercise Psychology at West Virginia University after completing his Master's degree at Cal State Fullerton. Ian received his bachelor's degree and played basketball at Skidmore College, where he discovered his passion for sport psychology. Since then, he has dedicated himself to understanding the mental side of athletic performance and teaching these skills and theories to help athletes excel in sport and in life. His research interests include mental toughness, demonstrating effectiveness in psychological skills training, and effectively integrating sport psychology into intercollegiate athletic departments. Ian spends much of his time away from school playing basketball, running, golfing, and traveling.

My goal is to help make sure that our field is meeting the many needs of college athletic departments. I hope that through research like mine, clear communication, and continued education of these administrators, we can create more sport psychology positions in athletic departments to support coaches and athletes in their personal and athletic endeavors.

this experience most memorable was that when we followed up months later, he and his parents told me how much happier he was at school, at home, and how he wanted to do my job when he grows up because I "get to help so many people be happy and good at what they do."

---

“...what really made this experience most memorable was that when we followed up months later, he and his parents told me how much happier he was at school, at home, and how he wanted to do my job when he grows up...”

---

**What is your most memorable consulting experience?**

Consulting is my passion, and I have had the opportunity to work with so many amazing college athletes. However, I think my most memorable experience was with an 11-year-old basketball player. This athlete joined a team in which he was the smallest and youngest player in the league. Through our work and his impressive resilience over the next couple of months, not only did he overcome his natural intimidation and doubts, but he ended up leading his team to a championship with two unbelievable performances. While his scoring and defense were incredibly impressive, what really made

**What are you researching, and how would it be useful in applied settings?**

Currently I'm doing a mixed methodological investigation of athletic administrators' preferences and utilization of sport psychology services in intercollegiate athletics. My goal is to help make sure that our field is meeting the many needs of college athletic departments. I hope that through research like mine, clear communication, and continued education of these administrators, we can create more sport psychology positions in athletic departments to support coaches and athletes in their personal and athletic endeavors. ■

# AASP Constitutional Amendments

*To be discussed and approved by members at AASP Business Meeting on Friday, October 5 in Atlanta*

**Motion #1:** Redefine AASP Affiliate Membership category as, “Any individual with an interest in sport and exercise psychology that does not meet the requirements for Professional, Early Professional, or Student membership in AASP”; persons qualifying for Affiliate membership may include, but are not limited to: athletes, exercisers, coaches, athletic trainers, personal trainers, youth sport parents, sport/coaching organizations, and fitness and health clubs. Affiliate Members would not be able afforded voting rights or be eligible able to hold office. Membership fee for Affiliate members would be reduced from \$150 to \$100 (E-Board approved 4/27/12).

**Rationale:** Member benefits primarily meet the needs of professional members in the field, or of student members pursuing academic scholarship as future professional members. These membership types have worked well for AASP as a scientific group. However, based on the organization’s new Strategic Plan, the 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, with an emphasis on drawing consumers (i.e., sport organizations, athletes, coaches, parents, exercisers, etc.) to AASP. AASP desires to better connect with the larger sport and exercise population; however, our current affiliate membership is a barrier to this population given its desired membership benefits and associated cost. Indeed, the current membership fee for Affiliates (i.e., persons with an interest in sport and exercise psychology) is equal to that of a Professional member (i.e., \$150). In an effort to better meet the needs of Affiliates with a peripheral interest in sport and exercise psychology, we propose to refine the operational definition of Affiliate in order to more clearly distinguish it from Professional and to adjust the fee for Affiliate members from \$150 to \$100, a 33% reduction in cost.

**Motion #2:** Institute a 50% eligible discount off Student, Affiliate, Early Professional, and Professional memberships (i.e., excluding Senior), for persons residing and working in Developing Countries, as defined annually by the World Bank (E-Board approved 4/27/12).

**Rationale:** AASP is an International organization, with current representation from 40 countries across the globe. However, our current membership fee structure is most likely a financial barrier for persons residing in resource-restricted areas, but that have an interest in becoming involved in AASP and its programs. In an effort to make membership and involvement in AASP globally accessible, we propose a 50% eligible discount off Student, Affiliate, Early Professional, and Professional memberships (i.e., excluding Senior), for persons residing and working in countries facing economic disparity. ■

