

Winter 2012 Newsletter

Volume 27 // Issue 3



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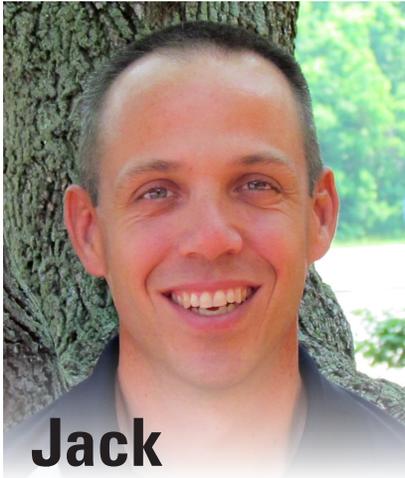
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**Jack
WATSON**

President's Message

Jack C. Watson II, Ph.D., CC-AASP, West Virginia University

It is truly an honor and privilege for me to serve as the 27th President of AASP (Note: For those of you who were able to listen to my Presidential Address in person, there are no tears as I write these words). I feel very fortunate to be serving in this position with a truly remarkable and dedicated Executive Board (EB), all of whom give so much of themselves and their time to provide great service to AASP.

Because of the efforts of this EB and those individuals who serve AASP in many different ways, I can say I believe that the organization is in a great place to not only create growth and development within itself, but also with respect to its position within the field of sport and exercise psychology.

I am excited to report that our organization is currently larger than it has ever been, with over 1,700 members. Further, we just held the largest conference in our history, with more than 900 attendees. You will be able to read more about the highlights of our Atlanta conference in the conference summary article written by AASP President-Elect Jonathan Metzler. I would like to attribute much of this growth to those who have worked tirelessly to make this organization better. While there are many individuals whom I could thank personally, I would like to give a great deal of credit to Jack Lesyk, who did a fantastic job as President last year and was able to put in place many of the changes that led to this growth in our organization.

Within this article, I will try to briefly outline some of the major accomplishments of this past year and provide some insight into what you might expect to see coming in 2013. One of the major themes of 2012, and for 2013, is the Strategic Plan that AASP approved during the 2011

conference. This document serves as a roadmap to help direct our efforts moving forward. Over the past year, the EB and many of the committees have directed their efforts to help achieve the goals outlined in the strategic plan. A brief list of some of these accomplishments include:

- Hiring a new management firm
- Development of an AASP Foundation to enhance our educational, research and training programs
- Changing the definition and price structure for associate members and the price structure for members from developing countries
- Addressing the terminology used by the organization when describing service providers and the services they provide
- Improving transparency within the election system
- Providing an on-line ethics course to help members meet the requirements for CC-AASP
- Starting an on-line seminar/workshop series for members

While many additional initiatives were undertaken and completed, there is not room in this document to mention them all. However, what I hope you can see from this list is that 2012 has been a very busy and successful year for AASP.

To help us continue this movement forward over the next year, I have asked each member of the EB to do two things: (a) work with the standing committees under their charge to clarify their missions and to develop specific and measurable goals for the coming year that align with the goals of the strategic plan; and (b) to develop a **Big Hairy Audacious Goal (B-HAG)** for the year that will help guide the organization towards meeting the goals outlined in the strategic plan. One of the things that you may not know about the EB of AASP is the number of hours that members put in each day just to help manage the day-to-day operations of the organization. Because of these tasks,

EB members sometimes lose track of the larger picture related to improving the organization and field. These B-HAGs will help keep the larger picture in the minds of the EB members and will allow us to measure progress towards the accomplishment of these goals. It is my hope that creating such a structure will help EB and committee members to prioritize the tasks they work on within the organization and provide a leadership structure that will support change.



As you may remember from my Presidential Address, there are several topics of importance for me this year. While I have made it my personal goal for the year to improve the certification process, I will also be focusing on efforts to improve the engagement of the members towards AASP and the field of sport and exercise psychology. It is my belief that with improved engagement in AASP and the field we can see great changes and improvements. My hope is for a return on investment for us in the form of the promotion of sport and exercise psychology to the media and potential consumers to help create more jobs, an improved certification process that aligns with national standards, better connections between AASP and other professional organizations worldwide, and the promotion of effective graduate education.

For these changes to occur, we need to work together with one voice and one mission

that are developed directly from our strategic plan. However, to help make this process work, I am asking you to get involved. To make the decision to get involved, you need to prioritize where sport psychology fits into your life. Notice that I said sport psychology, and not AASP. You need to determine where your professional and career goals fit into your priorities.

I have commonly spoken with other members of AASP about what I see as three generations of members in the organization. The first generation (Gen 1) is comprised of the pioneers in the field. They are the more experienced and oftentimes founding

after the formation of AASP. These individuals have been able to establish themselves within the organization and have developed paths for their professional endeavors. They entered the profession after many of the growing pains had been dealt with and were not part of some of the accomplishments and struggles that evolved. The third generation (Gen 3) is made up of the students and recently graduated professionals in the field. These are individuals, new to the field, who are still trying to understand the political systems inherent in the organization and to figure out how to maneuver themselves within the field.

We probably all put ourselves into one of these generations, and in some cases may say to ourselves that because we are too old, too busy, or too young, it is not the right time to get involved in the organization or that we don't have much to contribute. This is where

“[We] may say to ourselves that because we are too old, too busy, or too young, it is not the right time to get involved in the organization or that we don't have much to contribute. This is where you are wrong.”

members of the organization, many of whom have taken significant leadership positions within the organization and the field. The second generation (Gen 2) entered the field

you are wrong. You need to contribute, not because I say so, but because you love sport psychology. Furthermore, if you are going to succeed, you need to help improve the field

to give yourself more options and to make new options for Gen 4. I encourage you to consider the following types of involvement:

- **Gen 1:** Serve as mentors, role models, and historians. Take on positions of leadership in the organization, but also seek out opportunities to interact with members of Gen 2 and 3. You have experienced so much in the field that can help the field progress into the future. Remember, we must learn from history and you contain that history.

- **Gen 2:** It is time for you to start taking some risks and taking on leadership positions within the organization and field. Ask important questions about the field and listen for the answers. Don't expect immediate change, but work to improve the field and make positive changes. Seek out mentoring and role models. Get involved with a committee or SIG. Stay abreast of the important issues in the field. Make your voice heard by taking opportunities to lead. Set a positive example for Gen 3 with your professional behaviors and leadership.

- **Gen 3:** Don't be scared, you are the future. You make up about 40% of the membership, and that gives you a big voice. Be active learners in the field. Get involved in a committee or SIG, become a student representative, follow the listserves, and talk with those in Gen 1 and Gen 2 to help you understand the issues affecting the organization and field. Find a mentor and role model, and listen closely to what they have to say. Even more importantly, learn about the past and ask good questions to learn about the present and future.

If we all take steps to get involved, we have a better chance of making real and sustained

differences and leaving the field better than it was when we first entered it. Your participation, be it as a member of the EB, committee, or SIG or as an active member of the organization, is important to helping us understand the needs of those in the field and promoting positive and sustainable change. I hope that you are willing to get involved and be part of the solution for a better tomorrow.

In closing, I am looking forward to a great year as President of AASP. Please feel free to contact me (jack.watson@mail.wvu.edu) if you have any questions about the organization that I might be able to help answer. I look forward to seeing everyone again next October at the 2013 conference in New Orleans. Until then, I wish you all happy and safe holidays. ■

EXECUTIVE BOARD NOMINATIONS

Interested in making a difference in AASP or the field of sport and exercise psychology? Think about getting more involved in AASP and, at the same time, networking with new people. Here are a few great ways for YOU to get more involved in 2013.

The following positions will be available for election in 2013:

- **President-Elect** (3 year term on the Board, 1 year each as President-Elect, President, and Immediate Past President)
- **Professional Standards Division Head** (3 year term)
- **Publications/Information Division Head** (3 year term)
- **Scientific Program Division Head** (1 year of shadowing during the 2014 conference cycle + 3 year term beginning at the conclusion of the 2014 conference)
- **Student Representative** (1 yr term – 2 positions open)



If you would be interested in running or nominating someone else to run for a position on the AASP Executive Board that would be starting in Fall 2013, please go to our website page:

<http://www.appliedsportpsych.org/files/EBNominationInterestForm2013.pdf> to

fill out a Nomination Form! To learn more about the election procedures, please go to this page:

<http://www.appliedsportpsych.org/files/ElectionProcedure.pdf>. Completed Nominations Forms can be sent to info@appliedsportpsych.org.

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



2012-2013 EXECUTIVE BOARD

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

President
West Virginia University

Jonathan Metzler, Ph.D., CC-AASP

President – Elect
CSF2-PREP / SAIC

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

Past – President
Ohio Center for Sport Psychology

Heather Peters, Ph.D., CC-AASP

Secretary – Treasurer
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Rebecca Concepcion, Ph.D.

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Alicia Johnson, M.S.

Student Representative
University of Tennessee, Knoxville

Kent Lindeman, CMP

Executive Director



**Sarah
CARSON**

Editor's Note

Sarah Carson, Ph.D., James Madison University

***"Reading maketh a full man;
conference a ready man; and
writing an exact man."***

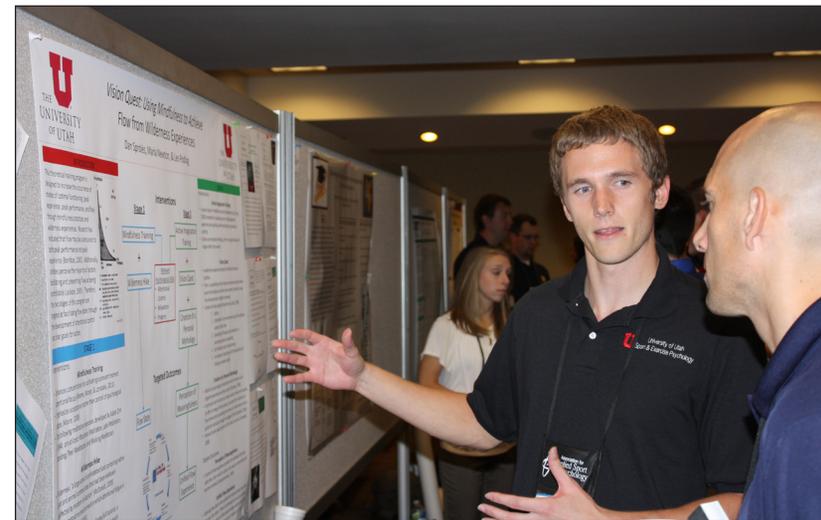
- Sir Francis Bacon

The winter issues of the AASP Newsletter provide a unique opportunity to address the three endeavors of a studious and well-educated individual that are

depicted in the line Sir Francis Bacon once penned. It is within these publications that we often review and reminisce upon the year's annual AASP conference, during which exchanges of ideas, information, mentorship, and inspiration are often plentiful. These issues also contain writings by which contributors share their knowledge relative to topical issues within our field, ideas for addressing challenges, and advice for cultivating more critical thinkers and effective practitioners amongst our members. And finally, the hope is that through the reading of these pieces, our membership is granted the opportunity to advance their understanding of and dedicated work in sport and exercise psychology.

Within this particular winter issue, you will find articles that highlight aspects of our most recent conference in Atlanta, GA, which include an

overview of a new addition to the program line-up (i.e., the Performance Psychology Interview session) and some helpful tips from a symposium on integrating semester-long assignments into the sport psychology classroom (i.e., this issue's Teachers' Toolbox). Other timely pieces include a discussion of Title IX (on its 40th anniversary) and a Q&A dialogue with two of our AASP members who worked with Paralympic athletes during this year's Summer Games.



ASSOCIATE EDITORS

Jamie Shapiro, University of Denver

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

Sam Forlenza, Michigan State University

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.

AASP 2012 Conference Recap

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



**Jonathan
METZLER**

I am honored to provide both a review and reflection on the 27th AASP Annual Conference recently held at the Hilton in Atlanta, Georgia. This was the first conference managed by our new Executive Director, Kent Lindeman, and his Holland-Parlette Associates staff, Jill Thompson and Audra Stewart. Kent, Jill, Audra, along with Bonnie Berger and Brent Walker deserve significant appreciation for overcoming hotel challenges and delivering a polished conference experience. With all meeting rooms on a single floor, the accommodations provided an intimate and ideal networking experience that has come to exemplify the AASP conference. Based on post-conference survey results and informal comments, the record number of attendees

received an exceptional professional development experience. Attendees appeared to particularly appreciate the networking opportunities, organization, AV services, length of sessions, and hotel facilities. Those surveyed also seemed to indicate a desire for more time for discussion and interaction, which is something we will consider as an Executive Board for future conferences.

Three substantive workshops were provided in conjunction with the conference to provide AASP members opportunities to meet certification or recertification requirements, obtain APA continuing education credits, or simply experience

formalized and targeted professional development. Essentials of Mentorship, Treatment of Trauma in Sport, and Applied Sport Psychophysiology & Optimal Performance



Kate Hays talks to students during the new "Meet the Professionals" luncheon.

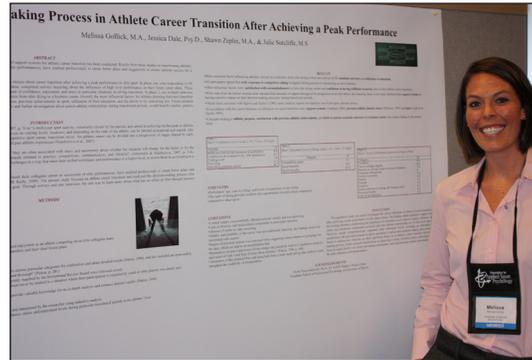
served as the topics offered at this year's conference. Betty Weibel and Jennifer Reece of Yopko Penhallurick, AASP's public relations firm, also offered a workshop focused on media interview practice. Additionally, Ed Etzel provided a face-to-face meeting to culminate an official online course offered by AASP focused on professional ethics in sport and exercise psychology.

Conference programming began in earnest on Wednesday afternoon with three consecutive blocks



Bringing Sport to Life: Using Experiential Learning to Enhance Sport Psychology Team Workshops

of six concurrent sessions. The conference officially opened with a thoughtful welcome from President Jack Lesyk, a conference overview from Past-President Bonnie Berger, and a now established AASP tradition – the international flag ceremony - led by Stephanie Hanrahan. With the addition of three countries this year, 42 flags proceeded to represent the international diversity represented in the AASP membership. Joan Duda delivered the anchor leg of the conference welcome with the Coleman Griffith Lecture entitled Theory, Research and Practice in Sport and Exercise Psychology: Tales of a Comfortable and Conducive Synergy. Dr. Duda provided an excellent description of how she has drawn from multiple motivational theories and supporting scholarship to design and implement an intervention entitled Empowering Coaching™. She detailed how principles of self-determination and achievement goal theories have been utilized to structure coaching education and influence motivation of youth sport participants throughout Europe.



Melissa Gollick shares her research during the first of two very active poster sessions at AASP 2012.

Continuing AASP tradition, several exceptional and renowned scholars and professionals delivered keynote lectures throughout the conference. Ken Fox presented the Health & Exercise Psychology Keynote entitled Taking Exercise Psychology into Public Health Research and Practice, where he drew on his vast scholarly experience to discuss his latest work on physical activity promotion with older adults. The Performance Psychology Keynote, co-presented by Colleen Hacker and Tony DiCicco, was entitled Gold Medal Partnership: Collaboration and Integration for Sustained Excellence and provided an exceptional

example of an effective relationship between performance consultant and coach. Dr. Hacker detailed her philosophical and theoretical approach, as well as intervention strategies and techniques she used, as a performance enhancement specialist with the United States Women's National Soccer Team. As head coach of the US Women's National Team for six years, Coach DiCicco's reflections provided a unique perspective of mental training and served as an affirmation of the synergy that can be established between consultant and coach.

Both presenters shared anecdotes, which provided vivid examples of sport psychology at work within an elite environment. The Social Psychology Keynote delivered by Reed Larson, entitled Positive Development in Sports: The Active Minds of Youth, focused on adolescents' experience of positive development in structured, voluntary, after-school activities.



Colleen Hacker and Tony DiCicco's standing room only "Gold Medal Partnership: Collaboration and Integration for Sustained Excellence" keynote was one of the highlights of AASP 2012.

Conference Statistics

Total Attendees:	901*
Members:	475
Nonmembers:	14
Students:	382
Undergraduate Day:	30
Onsite Registrations:	164

***Atlanta is the largest conference in AASP history!**

Dr. Larson discussed the structure of the adolescent brain and how effective program leaders and coaches facilitate the adolescent learning process. The Invited



Barry University students enjoying the Graduate Program Fair.

Diversity Address, entitled The Tanning of the Global Sportsworld: Assessing, Measuring and Analyzing the Cultural Performance of Diverse Human Beings, was given by Keith Harrison. Dr. Harrison offered a lively lecture on the phenomenology of African Americans in sport, with a particular emphasis on: (a) male and female student-athletes, (b) the need for more African American men and women in leadership roles in Division I



Two student members at AASP 2012.

sports, and (c) his work assisting minority male athletes in developing a matured student, athlete, and professional identity. The core message of his lecture was the need to “affirm” African American student-athletes’ racial, cultural, and athletic stress while creating an environment that matches their athletic, professional, and personal goals.

Pierre-Nicolas Lemyre, Margaret Ottley, Montse Ruiz, Roland Seiler, and Stephanie Hanrahan delivered the Invited International Symposium entitled Sport and Exercise Psychology Practitioners Working Internationally: Challenges and Benefits. The session provided interesting insights based on collective work in Australia, Norway, Spain, Finland, Caribbean, Switzerland, Mexico and Argentina.

Jack Watson delivered the Presidential Address, AASPIrations for a Bigger Tomorrow. Dr. Watson’s address highlighted the importance of return on engagement. He posed provocative questions such as: what portion of our membership is engaged with



Bob Harmison gives advice and guidance to students.

the issues of importance to the organization, are members talking about the organization, are members leading initiatives within the organization, and are they staying actively involved with the organization? He also highlighted the importance of measuring return on engagement to increase accountability toward meeting the objectives articulated in our recent Strategic Plan. His central initiative for the remainder of his service will be to advance certification to add value to AASP’s defining credential. Immediately following Dr. Watson’s address, Dr. Lesyk led the annual AASP Business Meeting. Two motions were approved at this meeting (see page 38 for a review of the two motions).



Jack Lesyk was recognized for his outstanding leadership as AASP President in 2011-2012 during the Closing Banquet.

The opening and closing banquets were well attended and provided many networking



AASP Past Presidents during their annual luncheon.

opportunities given the space and layout. The Award Ceremony recognized recipients of the Dorothy V. Harris Memorial (David Fletcher), Doctoral Dissertation (Christina Heilman & Peter Olusoga), Master's Thesis (Candice Hogue), Distinguished Student Practice (Jessica Dale), and Student Diversity (Edson Medeiros Filho & Itay Basevitch) awards. During the Certified Consultant breakfast, 30 new Certified Consultants were introduced. Also, Ken Hodge, Maria Newton, Jack Watson, and Sam Zizzi were recognized as new Fellows.

The conference ended on a high note with an Elite Athlete Panel featuring Marcus Pollard (former NFL tight end), Tyler McGill (US Swimming Olympic Gold Medalist), and David Eckstein (MVP of the 2006 MLB World Series) who shared their stories during the panel interview titled Tales from the Trenches: Elite Athlete Perspectives on the Mental Game (see the Performance Psychology Interview Review article on page 14). Brent Walker moderated the lively discussion, which demonstrated the consistencies in mental

preparation and control across three unique sports at the elite level. The flow of the discussion was dynamic and engaging. Based on feedback from audience members, this was an experience that will resonate and should be considered for replication in subsequent conferences.

We are excited to present the AASP experience in New Orleans in 2013. The overall schedule will continue; however, we will include the closing banquet as the culminating event instead of on Friday as it was in Atlanta. ■



Christina Heilman receives her AASP 2012 Dissertation Award from Jack Watson.

AASP Webinar: Starting & Sustaining Your Private Practice

Wednesday, January 23, 2013

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: Carrie Cheadle, M.A., CC-AASP, carriecheadle.com, & Jack J. Lesyk, Ph.D., CC-AASP, Ohio Center for Sport Psychology

Registration Coming Soon!

Please check <http://www.appliedsportpsych.org/> for more information to come!

AASP Membership Renewals

Don't forget to renew your AASP Membership for 2013! Renew online beginning January 1, 2013.

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

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

Congratulations

2012 Certified Consultants

Tegan Adams	Katherine Irwin
Ashley Anderson	Vincent Lodata
Carlin Anderson	Renee Mapes
Maryrose Blank	Tyler Masters
David Botsford	Jessica Meinhart
Christian Buck	Liza Mohan-Watts
Robert Castillo	David Oviatt
Stiliani Chroni	Amanda Owens
Anna Contor	Phillip Post
Yani Dickens	Keith Power
Kendra Dunn	Alessandro Quartiroli
Gina Frohlich	Jermaine Rolle
Jessica Garza	Anna Sommer-Cutts
Lael Gershgoren	Linda Sterling
Jenelle Gilbert	Jenny Susser
Andy Gillham	Kristy Wanner
Kensa Gunter	Conrad Woolsey
Lindsay Holtz	Jason Youngman

Fellows Elected in 2012

Ken Hodge
Maria Newton
Jack Watson
Sam Zizzi

2012 AWARDS

Dorothy V. Harris Memorial Award – David Fletcher, Ph.D., Loughborough University

Dissertation Award (2) – 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 – Candice Hogue, University of Kansas, “*The Influence of a Motivational Climate Intervention on Participant Salivary Cortisol and Psychological Responses*”

Distinguished Student Practice Award – Jessica Dale, M.A., M.S.W., The Ohio State University

Student Diversity Award – Edson Medeiros Filho & Itay Basevitch, Florida State University, “*Exercise and Psychological Well-Being Among Older Adults*”

2012 Research Grant Recipients

Megan Sawyer & Thomas Raedeke, East Carolina University: *Project MENTOR: Mentors for Exercise and Nutrition Treatment for Overweight Reduction*

Stephen Gonzalez & Maria Newton, University of Utah: *The Effect of Failure on Physiological Stress, Emotion, and Performance in High and Low Resilient Athletes*

Jeffrey Pauline, Syracuse University: *Increasing Stair Usage in a University Residential Complex*

Nick Galli, Justine Reel, Hester Henderson & Nicole Miller, University of Utah: *A Qualitative Examination of Body Image Disturbances among Athletes with Disabilities*

Christopher Mesagno & Denise Hill, University of Gloucestershire: *Investigating Pre- and Post-Shot Routines to Improve Sport Performance (Under Pressure)*

Kristen Gierut & Daniel Kirschenbaum, Northwestern University: *The Healthy Obsession Model: A Qualitative Evaluation of Highly Successful Weight Control by Formerly Obese Adolescents*

Michelle Bartlett & Mitch Abrams, West Texas A & M University: *The State Trait Anger Expression Inventory-2: Normative Data for a College Student-Athlete Population*

AASP 2012 Annual Conference Candids





**Eric
BEAN**

Performance Psychology Interview Review

Eric Bean, Ph.D., U.S. Army, CSF-PREP

At the 2012 AASP conference in Atlanta, GA, attendees were offered a new opportunity to learn from elite performers in the inaugural Performance Psychology Interview session titled, *Tales from the Trenches: Elite Athlete Perspectives on the Mental Game*. In this presentation, Dr. Brent Walker spoke with David Eckstein, Tyler McGill and Marcus Pollard about their perspectives on the mental game, the path they each took to become elite, and how mental toughness strategies were utilized along the way. More specifically, David discussed his route to Major League Baseball and his MVP award in the 2006 World Series, Tyler shared his path to Olympic Gold on the 2012 USA swimming team, and Marcus talked about how he went from college basketball to the NFL. Brent added that another purpose of the session was for each athlete to tell his story, as narratives can be very powerful tools for our work with athletes.

David's story began with a tale of adversity and persistence. "As you can probably tell, I'm

five foot nothing, weighing 100 and nothing, and I had the dream of playing major league baseball. But because of my height and my size, that was a major disadvantage...I knew that I had to go a high level Division I baseball club to prove to the major league scouts that I could actually compete." David went on to discuss how he dreamt of playing baseball for the Florida Gators, but the Florida coaching staff did not share this dream. David wasn't allowed to try out until the second two weeks of fall camp, because the facilities were reserved for the returning players during that time. "For the next six weeks, I showed up every day in the cage and hit Monday through Friday." It was this commitment that earned David a spot on the team when the returning second baseman transferred to another school. In the first five minutes of this session, it was clear that David's story was one of commitment, an undying passion for growth and development, perseverance, and one of creating and making your own opportunities. David's story continued when he was drafted in the 19th round, but was told by a scout that he was only drafted because the club thought he would make a great coach one day. The salt was rubbed further into the wound when under 'skills', his rookie card read: "An overachieving Smurf."

Although Tyler doesn't have a rookie card, his story shared some similarities to David's. Tyler

emphasized that he was deeply influenced by an amazing coach, and when he was 13 or 14 years old he made a giant poster on which he painted 'control what you can,' the main lesson taught to him by his coach. He also noted that he drew the Olympic rings in the corner of this poster, but confessed, "back then I had no idea that [to make the Olympic team is] really what I wanted to do. It wasn't until 2008, when I had just barely missed making the team, that I thought that this is a dream [of mine]." Throughout the session, it was clear that Tyler's story was one of controlling what you can. Tyler mentioned that, as an athlete, he always came back to that message, and it was more than just a saying painted on a giant poster for him; it was a way of approaching everything, even the pressure filled Olympic trials.

As the time came for Marcus to share his story, Brent told a personal story of how he and Marcus went to the same high school, and Brent remembers asking Marcus, "[w]hat are you going to do when you're done?" Brent recalls that Marcus answered, "I'm going to put on about 30-40 lbs and go play in the NFL." Brent then thought to himself, "[a]nd I'm going to become an astronaut." Luckily, for the sport psychology world, NASA wasn't accepting applications at the time. Marcus declared that his story of going from a college basketball player to a star in the NFL "is a very extreme

story.” He was approached by an agent after graduation and asked if he would give football a shot. After a tryout with the Indianapolis Colts, one of the scouts came to him and told him that he had no chance of making this football team. “And that came from someone who knows football... that does something to your ego. But like [Tyler and David], I regrouped.” Marcus also spoke about how he put on those 40 lbs, how he got stronger, and was ready when he got his opportunity to play as the Colts picked him up the following season. Marcus’s story is one of being open to opportunities, hard work, and maintaining focus.

Following each athlete’s initial story, Brent asked about their perceptions of sport psychology, the culture of elite athletics and acceptance of sport psychology, mental skills they have used, and the impact the mental game had on their successes. David began, “In my experiences, coming up through college, [sport psychology] was something that was very important... [Former coach, Andy Lopez’s] whole focus was the mental game, even though he was not a sport psychologist.” David went on to discuss how his coach got his players to focus on what they could control, which

was their effort and their performance. However, this acceptance and integration of sport psychology shifted when he got into the professional side of sports. “In 1998, it was actually looked upon as a weakness to the players because the only types of people you saw working with [sport psychology consultants] were the ones that were failing.” David added that there was a lack of trust, because the players believed that the sport psychology consultant would go to management with unflattering information. Marcus shared that utilizing sport psychology services can be looked upon as a challenge in the NFL as well, “because, in that arena, any sign of weakness says that you’re not a good football player... so to have a psychologist on staff wasn’t there.” Tyler shared that sport psychology is looked upon a bit differently in swimming, “because there is no negative thing associated with it. I don’t have to worry about [the sport psychology consultant] going to management, because once you’re there, you’re there. You’ve earned your spot on the Olympic team, and it’s a completely open [and] trusting system.”



Brent asked about changing those perceptions of sport psychology, and Tyler chimed in by stating, “I think that it starts with trust and establishing that relationship.” Tyler added that it’s viewed much differently in the Olympic culture because seeing a sport psychology consultant didn’t just happen when things went bad; the relationship was established beforehand versus ‘something is wrong let’s fix it’. Tyler’s point was quite interesting in that it described the perspective of ‘if it isn’t broken, don’t fix it’ that is (or was) present in baseball and football cultures. Fortunately, David has seen a shift in perception: “Over the past 10 years, I think they’ve made great strides, especially at the minor league and major league levels. [Sport psychology is] not looked upon that way; you see everyone going to it now.” Marcus then shared that he is impressed with how Phil Mickelson’s sport psychology consultant goes with him everywhere, “almost like he’s a coach.” David closed out this discussion by explaining the sport psychology consultant must know who the athlete is off the field in order to be

“ Marcus highlighted that the difference between an amateur mindset and professional mindset is that amateurs lose focus on how hard they have to work and that every day is critical to success. ”

effective in helping the athlete on the field.

When asked about their preparation strategies for competition, the athletes all talked about the power of visualization. Tyler discussed his use of technology to learn and reinforce very specific movement patterns by “get[ting] it down mentally first, and then do[ing] it physically.” Marcus shared a story about how a teammate of his talked about Lou Holtz encouraging him to visualize success and, after an above average Lou Holtz impersonation, Marcus shared, “if it worked for Notre Dame, it can work for me.” Marcus explained that he used visualization before games and would visualize himself “making that catch, or making that block, and going through every necessary step before every game.” David talked about how he visualized every night and that it became a part of his ‘obsessive’ pre-game routine. He added that “I had a complete routine, and it started from the time the last out was made the night before.” David then detailed every action from sleeping, to eating, to traveling to the field, which was a process used to ensure he had enough time to do everything he needed to prepare. Tyler added that “it’s not superstition; it’s more like this is what we have to do to know we’re ready to perform.” Marcus stated that his routine was much simpler, and on Sunday’s he always listened to the same ten songs. Although there was more pressure at the “big” events, none of the athletes admitted to changing their routine for a big game.

Brent then asked the athletes about the process of managing their emotions and sources of confidence. Marcus discussed how

playing for Tony Dungy was a great lesson in managing emotions because Tony never gave “rah-rah” speeches and never got too high or too low. He talked about living in the moment, but not letting the moment get too big. “It’s definitely way different in swimming,” Tyler chimed, “because we live for one race every four years.” He went on to talk about how these athletes don’t have the same number of opportunities to mentally and physically get to that point where their bodies are at their peak for competition. David added that you have to play at the same level emotionally, otherwise your play will be inconsistent and your emotions can negatively influence your teammates. David made it quite clear that his philosophy about peak performance is ‘consistency leads to consistency’. He had a consistent (and detailed) pre-game routine that resulted in a consistent emotional level during each game.

When discussing confidence, David furthered his commitments on consistency by stating that confidence comes from preparation, but more specifically, “total preparation in the mental aspect that you’re going to succeed.” He then added that success has to follow to

reinforce that confidence. Tyler shared similar beliefs, and added that when he speaks to young athletes, he tells them, “no matter what your level is, you prepare to be great at whatever that level is.” He went on to share that one of his goals was to win an individual Olympic gold medal, but he finished seventh, which was a huge disappointment. “I had to go back to what I tell all of these kids...although I didn’t achieve my ultimate goal, I was successful in what I did. I made the Olympic final. I had the opportunity, and my confidence came from my preparation.” Marcus added “I tell my boys all the time, whatever you do the most, you’re going to be good at it. If you tell jokes in class, you’re going to be good at that. If you work hard at football, you’re going to be good at that.” Marcus reinforced Tyler and David’s point that confidence, and eventually success, comes from preparation and hard work.

The session concluded with questions from the audience that ranged from the professional mindset, to motivation during the grind, to resilience after an injury. Marcus highlighted that the difference between an amateur mindset and professional mindset is that



amateurs lose focus on how hard they have to work and that every day is critical to success. Tyler added that professionals realize that there is a lot more riding on each and every day.

The elite athlete panel at this year's AASP conference was an excellent addition to the program. The athletes were asked a wide range of questions and were more than willing to share their perspectives on mental toughness, the field of sport psychology, and their own development as athletes and as people. I truly enjoyed hearing elite athletes answer questions that most reporters wouldn't ask. Overall, this was a truly engaging and enlightening discussion that undoubtedly helped to advance the attendees' understanding of the elite athlete experience and the role of sport psychology using a unique narrative approach. Thank you to Brent, David, Tyler, and Marcus for an excellent and refreshing session. ■



2013 AASP Grant Submission Reminder

AASP FUNDING OPPORTUNITY ANNOUNCEMENT

Request for Community Outreach & Research Grant Proposals Deadline: April 1, 2013.

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

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

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

More detailed information about each funding opportunity and instructions regarding the grant application procedures can be downloaded from the Members Only area of the AASP website under the "Grant Applications" tab. To login, please follow this link: <https://www.appliedsportpsych.org/membersonly/logon.cfm>.

If you would like to apply for an AASP Outreach Grant or Research Grant, please go to our website award page: <http://www.appliedsportpsych.org/About/awards-and-grants>. Submit your grant application by April 1, 2013.

2013 AASP Award Nomination Reminder

AASP Request for Award Nominations

Deadline: March 1, 2013.

Recipients will be officially recognized during AASP's 2013 Annual Conference, held October 2 - 5 in New Orleans.

Dorothy V. Harris Memorial Award—The Dorothy V. Harris Memorial Award acknowledges the distinguished contributions of Dot Harris to sport psychology by recognizing the efforts of an AASP scholar/practitioner in the early stage of their scientific and/or professional career. The recipient receives a \$200 cash, a waived AASP 2013 conference registration fee, and a plaque awarded during a presentation summarizing the recipient's work.

Dissertation Award—The Dissertation Award recognizes the completion of an outstanding dissertation by an AASP doctoral student member (dissertation must have been completed between January 1 and December 31, 2012). The recipient receives a free AASP 2013 conference registration fee and a plaque provided at the session in which the research is presented in New Orleans.

Distinguished International Scholar Award—The Distinguished International Scholar Award, awarded every other year, recognizes and honors the achievements of outstanding individuals from the international community whose scientific and/or applied work has significantly impacted the field of sport and exercise psychology. The recipient receives one year of free AASP membership, recognition at the annual conference with all expenses paid for travel to the conference, free conference registration, and a special presentation session to present their work.

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

the public. The recipient receives \$300 cash, free AASP 2013 conference registration, and a plaque presented at the conference.

Distinguished Student Practice Award—The Distinguished Student Practice Award recognizes outstanding service delivery in sport and exercise psychology by a student who demonstrates exceptional quality and innovation in delivering sport and exercise psychology services to the public. The recipient receives a free AASP 2013 conference registration and a plaque presented at the conference.

Student Diversity Award—The Student Diversity Award recognizes and honors the achievements of students involved in research, service or applied experiences that focus on issues of diversity (i.e., race or ethnicity, sexual orientation, social class, disability) that impact sport, exercise and health. The recipient receives a free AASP 2013 conference registration, and a plaque presented at the conference.

Thesis Award—The Thesis Award recognizes the completion of an outstanding thesis by an AASP student member (thesis must have been completed between January 1 and December 31, 2012). The recipient receives free AASP 2013 conference registration and a plaque awarded during a presentation of the thesis research.

More detailed information about each award can be found by visiting the "Awards and Grants" section of the website in the "About" tab. We strongly encourage you to consider nominating yourself or other qualified individuals for each of these prestigious awards. Nominations for each award is completed on-line here: <https://www.appliedsportpsych.org/membersonly/awardsAndNominations.cfm>.

If you would like to apply or nominate someone for an AASP Award, please go to our website award page: <http://www.appliedsportpsych.org/About/awards-and-grants>. Submit your award application by March 1, 2013.

AASP 2013 CONFERENCE PREVIEW

28th Annual AASP Conference October 2-5, 2013 Hilton New Orleans Riverside New Orleans, Louisiana

Here, in this little corner of the American South, where European traditions blend with Caribbean influences, the history is as colorful as the architecture; the food is the stuff of legend. In New Orleans, they say: LAISSEZ LE BONS TEMPS ROULER -- LET THE GOOD TIMES ROLL.

AASP 2013 will focus on **Lifelong Physical and Mental Well-Being through Sport and Exercise** through nearly 100 workshops, lectures, and symposiums. While the conference will have plenty of sessions to choose from, you will also have the opportunity to network with colleagues and catch up with friends. Make sure to take some time as well to experience the New Orleans nightlife, listen to the jazz music, and enjoy the famous Southern fare that you can't find anywhere else.

The Hilton New Orleans Riverside, the host hotel of AASP 2013, is in a prime downtown location on the banks of the Mississippi and steps away from the business district. The city's colorful French Quarter is located only 4 blocks away. Also within walking distance is the Riverwalk Marketplace, home to 140 stores and restaurants and The Shops at Canal Place.

In addition to being the home of the 2010 Super Bowl Champion New Orleans Saints, the city is so many other things... The Crescent City ... a sportsman's paradise ... the birthplace of Jazz ... a sensory overload with an authentic spirit. Come and experience the most celebrated and historic core of the city – including the Faubourg Marigny, French Quarter, Central Business District, Warehouse and Arts District, Magazine Street corridor, Garden District, and the beautiful St. Charles Avenue, lined with shady oaks, stately homes, and historic mansions ... a place like no other.



Teachers' Toolbox: Semester-Long Assignments

Sandra Short, Ph.D., University of North Dakota, Eva Monsma, Ph.D., University of South Carolina, & Lindsay Ross-Stewart, Ph.D., Saint Francis University



**Sandra
SHORT**



**Eva
MONSMA**



**Lindsay
STEWART-
ROSS**

Introduction: Research-Based Principles for Smart Teaching (contributor: S.E. Short)

It is quite likely that you have done a quick Google search for 'good icebreakers for the first day of classes,' or 'how to get a discussion started,' to get some last minute ideas for a particular class. What we presented at the AASP conference in Atlanta was something a little different. As a result of our participation in several faculty study seminars and the reading of teaching-related books such as *What the Best College Teachers Do*, *Creating Significant Learning Experiences*, and *How Learning Works: 7 Research-Based Principles for Smart Teaching*, we have thoughtfully revamped the assignments that we ask students to complete. The end result has been to focus on semester-long assignments because they provide the best opportunities for students to practice and reflect.

Some of the principles that we will highlight may seem intuitive when thinking about teaching a sport skill. Take the principle 'goal-directed practice coupled with targeted feedback enhances the quality of students' learning.' If you were teaching an activity class, you would give your students more than a single opportunity to work on a physical skill. And you know that the content and timing of your feedback is important (e.g., "Good effort! Try to tuck your shoulder in; you'll get it this time"). Furthermore, you would expect that after you give students feedback they would try again and do better. But, do we do these same things in our academic-based classes? Many of us assume that if we give feedback on paragraph structure in a goal-setting assignment then

we will see changes in a student's paragraph structure on their self-talk assignment. But we often don't see the changes, do we? What if instead of doing the second assignment, the student re-worked the first assignment? Practice and feedback are essential for learning. Yes, it takes time – for the faculty member and for the student – but we can work smarter if we have 6 assignments with 2 attempts, or 4 assignments with 3 attempts, rather than 12 separate "do it and grade it" assignments.

Another principle that we addressed in our presentation was that students are not blank slates. New knowledge 'sticks better' when it has prior knowledge on which to stick. To activate students' prior knowledge, it is a good idea to use analogies and examples that connect to students' everyday knowledge. Seeing is believing, right? At the AASP conference, we shared a few examples of these types of assignments, which could be one bullet point on a PowerPoint slide or a fun assignment that gives students an opportunity to learn about using questionnaires, to practice writing and creating graphs, or to get some physical activity (e.g., for this assignment, I want you to complete the PANAS-X before and after you exercise...).

When you read our teaching activities, one thing to keep in mind is to take it slow. Our advice is to focus on one assignment at a time. We know that it typically takes three years of progressive refinements to build an effective course. Plus, it is very likely that your students will need some 'instructional scaffolding.' In other words, if you are requiring them to submit a graph, then teach them how to complete a graph (a tip: if you don't want

to take class time, include a link to a relevant YouTube video). At the presentation, I shared a story of how I assigned a difficult reading to my graduate students knowing that my next class would not be about the reading, but rather about teaching my students 'how to read' academic writing. The other sections of this article go into greater detail on using Wikis and Posters as examples of semester-long assignments.

Assignment: Using Wikis to Accumulate and Communicate Principles of Sport Psychology (contributor: E. Monsma)

Wiki is Hawaiian for 'quick.' Aptly, the intent of a final project presented in the form of a Wiki is for students to communicate to a sport-specific target audience take-home messages about sport psychology states such as motivation, anxiety, and confidence, as well as psychological skills including goal setting, imagery, and concentration. Wikis are online workspaces that allow students to collaboratively create and edit web pages using technology no more complicated than a web browser. Because Wikis are inter-linked webpages with capabilities to include an array of file types, information about any topic can be presented in an interactive way (e.g., PDF files, YouTube links, videos, pictures, diagrams, other websites). Wiki space is even a feature of Blackboard, enabling instructors to create a personal space for each student or group. I have used this assignment in classes ranging in size from 7 to 30 students; when classes are larger, students are aggregated into groups. Wikis are great for group work because students oversee the content creation and maintenance of information. In Blackboard, instructors can track the time, date, and specific contributions of each student, curtailing social loafing. Wiki space serves as a work submission repository, facilitating efficient grading and feedback delivery; not only can students make independent contributions remotely, instructors can provide comments on each page and notify students to view feedback and grades.

The purpose of and criteria for the assignment are distributed to students early in the semester, enabling them to choose a target audience and the opportunity to contextualize the presentation of topics as they progress through the syllabus. The assignment layout is much like a textbook, beginning with a title page and list of topics. Target audience characteristics are highlighted as an introductory page, which is followed by a specified list of topics. For each topic, students are expected to collect and summarize two chronological research articles linked by reference sections. This component is done independently and has its own set of criteria: APA reference, purpose, seminal research driving the study, methods, results, and discussion with an emphasis on bulleting take-home messages for the audience. These bullets can be pasted on respective wiki pages and used for the culminating presentation at the end of the semester. Students are also expected to link the original article and their summary to support their messages.

“Wikis are online workspaces that allow students to collaboratively create and edit web pages using technology no more complicated than a web browser.”

Following weekly topics specified on the syllabus, the course follows the following recurring assignment sequence over a 15-week semester: (a) exposure (readings, syllabus topic podcast, research chronology, discussion); (b) formative feedback on research chronology from

the instructor and peers; and (c) proficiency demonstrated by verbal presentations aligned with weekly topics and summatively at the end of the semester. The class format is three-hours, meeting every other week, with research summaries and topic-specific presentations developed during off weeks. Summaries are graded, and the instructor provides formative evaluations of Wiki content during the off weeks. During class meetings, students deliver the previous week's take-home messages from their studies, right from their Wiki page. The presentations are graded summatively by the instructor, while Wiki content is evaluated formatively by peers. Wiki content is evaluated using the following criteria: topic description and its importance; quality of the take-home message from primary research; and embedded or linked artifact support (e.g., pictures, videos, diagrams, article summaries, external websites).

The benefits of this assignment are many. Students experience faculty supported autonomy in choosing a target audience and designing sport-specific scenarios, which foster intrinsic motivation to master the course content. Critical thinking is enhanced through the process of summarizing and highlighting take-home messages from primary resources. The assignment also develops student efficacy and proficiency for delivering sport specific content to a target audience orally and through media. On my learning curve of developing the Wiki assignment, I have also encountered some challenges. For example, students have varying abilities to use library resources and varying comfort levels with technology. The pace and cadence of summarizing,

developing presentations, and delivery can be rigorous for students and faculty feedback. The assignment also requires advanced knowledge of sport and works best with smaller class sizes of advanced degree students (seniors and graduate students). Nevertheless, Wikis yield several valuable outcomes. Although Wikis are user-friendly and comprised of HTML code, they are exportable webpages; students can export their own work and that of others, providing them with a multi-sport library of ready-to-use information. Students also gain valuable communication experience through regular presentation of seminal topics in applied sport psychology. For instructors, formative peer evaluations submitted early enough can facilitate grading at summative evaluation time. Overall, this assignment is 'wiki'.

Assignment: Using Academic Conference Inspired Poster Session in a Sport Psychology Course (contributor: L. Ross-Stewart)

The American Psychological Association (APA) states 10 objectives for all undergraduates in psychology to have achieved by the time they graduate. One of these objectives is to develop communication skills, defined as the ability to "communicate effectively in a variety of formats" (APA, 2009). With this objective in mind, I have designed a three-part assignment in my third year Sport Psychology course that allows students to develop their communication skills. Students, in groups of three, pick a topic that they will present three ways: as an in class verbal presentation, as a research paper (written individually), and in poster format at the end of the semester.

“ Although Wikis are user-friendly and comprised of HTML code, they are exportable webpages; students can export their own work and that of others, providing them with a multi-sport library of ready-to-use information. ”

Each year, a poster session is run in which students from two sections of the sport psychology course (approximately 60 students), along with students from another course, present their research in poster format. The objectives of this assignment are to give students the opportunity to hone their communication skills by providing an opportunity for them to communicate with classmates, professors, and the general public. This event also gives students the opportunity to witness the quality of work being done by their classmates and to experience what a local or national conference poster session is like. Finally, up until this point, students have only presented to an academic audience familiar with their paper and to a group of their peers; the poster session allows them to focus their communication of the topic to an audience unfamiliar with the area of sport psychology.

To achieve these objectives, the poster session is run to mimic a national conference poster session. This event includes having a welcome packet for all participants and guests of the poster session, having snacks and drinks available, having students dress in a professional manner, and inviting people from the community. Specifically, we invite the entire university community through on-campus advertising, while targeting specific professors from other departments to act as judges. We also send invitations to every high school psychology teacher within 60 miles of our university, inviting them to bring their class to the poster session. This process has given students the opportunity to present their

work to academics from other fields and to high school students, two audiences they rarely have the opportunity to communicate with during their university career. This event also serves as a teaching opportunity for Introduction to Psychology students who are required to attend and complete a paper on the information they learned. One unexpected outcome of the poster sessions has been that it has allowed student-athletes to highlight and demonstrate their academic work to their coaches, who are also invited and have attended in large numbers in past years. At Saint Francis University, almost 30% of our students are student-athletes, so it gives a large number of students a chance to integrate both worlds, and gives the coaches a chance to see the quality of work their students are doing, while hopefully learning about concepts that are relevant to their coaching careers.

Informal assessment of students' learning through the poster session has indicated that it is an event that students enjoy, often garnering reports of feelings of pride in the work they are presenting. Students often report working harder on the poster than other parts of their academics because they know a large number of people will be assessing their work. The event has allowed students to understand, firsthand, how to effectively communicate with others through non-verbal means (i.e., the posters themselves), while also honing their verbal communication skills as they are required to answer questions asked of them by the many diverse guests. Overall, the poster session has been a course assignment that students not only enjoy, but also effectively

targets an important APA learning objective.

For more information or to see pictures of the psychology poster session, please visit the Saint Francis University Psychology Department page on Facebook. 📷

Reference

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2013 AASP Important Dates & Deadlines

- **Certified Consultant Application Deadlines: February 1, June 5, and September 4**
- **Conference Abstract Submission Period: January 2- February 13**
- **Membership Renewals Due: February 15**
- **Fellow Applications Due: March 1**
- **Awards Submissions Due: March 1**
- **Executive Board Nominations Due: March 1**
- **Continuing Education Workshop Proposal Submissions Due: March 6**
- **Research & Outreach Grants Deadline: April 1**

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



**Peter
HABERL**



**Göran
KENTTÄ**

Sport Psychology at the Paralympics: International Perspectives

Peter Haberl, Ed.D., USOC, and Göran Kenttä, The Swedish School of Sport and Health Science

Interview by Adam O'Neil, M.A., Associate Editor, AASP Newsletter

The London Paralympic Games recently showcased elite talent from around the world. Over 4,200 athletes representing 166 countries competed in over 20 events, many of whom utilized psychological services to enhance their performance in preparation for, and during the course of, this world-class event. In the spirit of Olympism, we asked sport psychologists Dr. Peter Haberl (Team USA) and Göran Kenttä (Team Sweden) about their experiences working with these elite performers at the Paralympic Games.

What is a common presenting issue when working with Paralympians?

PH: The common presenting issue for all athletes is working effectively with their own minds in the context of performing at the Paralympic Games.

GK: It is not very different from Olympic athletes. The major concern is about performance issues. However, life issues tend to involve other concerns such as being compared to a traditional norm in each society and culture.

How do you prepare for the Paralympic Games (...especially after having worked the Olympics beforehand)?

PH: I prepare the same way for the Paralympic Games and the Olympic Games. I want to come into this special environment fairly well-rested and physically and mentally fit. I want to have a pre-existing, trusting

relationship with the athletes, teams, and coaches that I work with. In the past, I have worked successive Olympic and Paralympic Games. However, I would not recommend working back-to-back Games, but rather focus on either the Olympic Games or the Paralympic Games.

GK: My preparation is very similar. I am trying to come in well-rested on day one with a sense that I am mentally prepared to be fully present in a highly competitive setting. That allows me to be open-minded and flexible when needed.

What is the biggest challenge for you in your role as a sport psychologist for Paralympians?

PH: The biggest challenge is not being able to meet all the service demands, on the Paralympic side, in person.

GK: Being more flexible and more creative when selecting the most appropriate intervention. Simple things such as working with pictures in a presentation when some athletes have visual impairment needs to be more carefully considered.

What is the biggest reward?

PH: The trust of the athlete and the free lessons in the resilience of the human spirit.

GK: Getting a true sense of understanding of the term resilience in practice.

What do you do to ensure that you will be at your best during the Games?

PH: *Eat healthy, sleep well, practice mindfulness, and exercise on a daily basis.*

GK: *Basically, I do the same preparation before the [Olympic] Games and Paralympics. In order to ensure that I am at my best during the Games, I maintain my personal fitness program and I make sure to have a quiet moment for personal reflection each evening.*

How do you build trust/gain entry with athletes with whom you might not be familiar?

PH: *I focus on being myself. I will follow the lead of the athlete, the coach, and the team when it comes to service provision. I make sure the athletes understand that they are the expert on their specific sport and their specific mind. If they so choose, I can be a partner in their efforts to optimize their performance. It is their choice. What I bring to the table is specific sport psychology expertise as it relates to the Olympic and Paralympic Games, and I communicate this expertise through stories and metaphors. I make every effort to understand and learn about their sport.*

GK: *Being authentic and physically and mentally present are the key strategies to building trust with anyone. When athletes or coaches make 'that first move', I try to listen carefully with a true curiosity.*

“ I make sure the athletes understand that they are the expert on their specific sport and their specific mind. If they so choose, I can be a partner in their efforts to optimize their performance. It is their choice.”

What is your role with athletes and coaches after the Paralympic Games?

PH: *My role after the Paralympic Games is to assist in a smooth transition to the next phase of life in the career of the athletes (again, if they so choose). I may help the athlete make sense of the experience, process the emotional roller coaster, discuss future goals, and revisit and clarify values.*

GK: *I am currently preparing an evaluation event with the whole team. Everyone will get together for evaluation and a three course dinner in order to close the circle and set the stage for the future.*

How would you compare your experience with the Paralympic and Olympic games?

PH: *To me, the experience is very similar. Complete exhilaration and inspiration on the one hand, professionally challenging like never before on the other hand...all wrapped into long, hectic, and intense days with not enough sleep.*

GK: *They encapsulate different stories and different individuals that, to a large extent, flavor my experience. Dealing with media was potentially one of the bigger differences. Even though the number of media at the Paralympics was significant, they were often 'substitutes' for the more top-ranked sport journalists. This actually created a much warmer media climate.*

What advice would you give other sport psychology professionals who are working with athletes with disabilities?

PH: *For us at the USOC, everything in the psychological life of the athlete is a potential performance issue (see McCann, 2008). So, while I treat the Paralympic athlete as a performer, as an athlete, I am mindful of how their life experience with the disability potentially impacts all aspects of their performance.*

GK: *Make sure that they have a life situation that allows them to follow their Paralympic dream. More specifically, assist them in creating a life situation that is adequate for an elite athlete in simple terms such as a good environment for hours and hours of training.*

Peter Haberl and Göran Kenttä offer an international perspective on sport psychology service delivery to Paralympians on the biggest stage. They describe various interventions based on established theoretical concepts and previous research, such as using reflective practice individually (e.g., Gibbs, 1988) and as a team (e.g., Tuckman, 1965), practicing mindfulness meditation (e.g., Kabat-Zinn, 1990), and adapting interventions to meet the needs of athletes with disabilities (e.g., Askin, 1991; Crocker, 1993). Finally, they highlight the ways that they benefit from working with Paralympians, specifically with life lessons in resiliency. ■

Want more? Check out Dr. Haberl's article in Olympic Coach magazine on Sport Psychology and the Paralympics.

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Distinguished Professional Practice Award

Nominations are open for the AASP Distinguished Professional Practice Award.

Deadline: March 1, 2013

This is a career award for someone in our profession who has distinguished him or herself in the field of applied sport psychology through disseminated information to the athletic community and the provision of significant service delivery over a period of years. The recipient of the award should be an AASP member who demonstrates exceptional quality and innovation in delivering these services to the public. Five members of the AASP community have been awarded this honor in the past including: Shane Murphy, Frank Smoll, Sean McCann, Peter Haberl and Jack Lesyk. Please give consideration to nominating your distinguished colleagues for this award. See the AASP website under "Awards and Grants" or go here: <http://www.appliedsportpsych.org/About/awards-and-grants> for further information.

Thank you!

Rich Gordin, Chair, Distinguished Professional Practice Award Committee
Ken Ravizza, Member
Traci Statler, Member

Title IX: Past, Present, and Future

Leeja Carter, M.A., Adler School of Professional Psychology, Becky Clark, Ph.D., Private Practice, New York, NY, Michele Kerulis, Ed.D., LCPC, CC-AASP, Adler School of Professional Psychology, & Joan Steidinger, Ph.D., CC-AASP, Private Practice, Revolution Athletic Performance Center



**Leeja
CARTER**



**Becky
CLARK**

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance"

Title IX of the Education Amendments of 1972
20 U.S.C. §1681

On June 23rd, 1972, a historical piece of legislation was passed. Title IX, along with the work of many feminist, community, and political groups, assisted in progressing the perception of sport from exclusively masculine to being considered gender inclusive (Pfister, 2010).

Despite the tremendous growth of opportunities for girls and women in sport, attacks against Title IX have been relentless since its inception. One outcome of the attacks on Title IX is misinterpretation of the law by critics, which blame Title IX for gains in female athletics at the expense of male athletics. However, Title IX advocates for gender *equality* in sport, which is reflected in the tremendous growth and opportunities for female *and* male athletes in the 40 years since Title IX was passed (NCWGE, 2012). As Title IX celebrates 40 years of supporting gender equality, the Women in Sports Special Interest

Group would like to share perspectives on Title IX through the lens of those who participated in and worked in sport prior to its enactment (Dr. Carole Oglesby), during the time immediately after its passing (Allison Dunlap), and in the present (Leigh Bryant). While the following article addresses the experiences of only a few women, our hope is to illustrate the path of girls' and women's sports that many have taken and to review some of the implications practitioners in sport and exercise psychology should be mindful of when working in today's athletic contexts.

Pre-Title IX Era

Dr. Oglesby is a professor emeritus at Temple University and recently retired Chairperson of the Kinesiology Department at the University of California at Northridge. Her distinguished career as an administrator, coach, educator, CC-AASP, counselor, mentor, and advocate spans the 40 years since Title IX was enacted.

Dr. Oglesby grew up in an era before Title IX, when females were discouraged from participating in physical activity and sports. Unlike the majority of girls and women of her generation, Oglesby was fortunate that both of her parents were athletic and encouraged her to develop her talents. Her sport involvement throughout her youth and early adulthood included recreational and top-level amateur



**Michele
KERULIS**



**Joan
STEIDINGER**

softball teams, as there were no sports teams for females in high schools or colleges. She was lucky to find like-minded female players and coaches who shared her passion for competitive sport. Additionally, opportunities in higher education during the period before Title IX were limited for females due to lack of financial assistance (including no athletic scholarships) and a prevailing societal attitude that women were intellectually inferior to men

transportation to practice and games, played in poorly maintained facilities without locker rooms, used inferior equipment, and wore men's discarded uniforms or made their own. It was common for families, unlike the Oglesbys, to criticize and discourage their daughters from participating in competitive sports. Female athletes faced ridicule, discrimination, racism, and homophobia (Winslow, 2010). In the year before Title IX was

recreation and sport, as well as for women in coaching and leadership positions.

The following narrative represents the perspectives of an athlete whose participation occurred after the Title IX legislation had been established. Alison Dunlap, a two-time Olympian in road cycling and cross-country mountain biking and the 2001 world cross-country champion, also reflected on her sport experiences and how they relate to Title IX. Alison expressed that, as a post Title IX female athlete, she felt she had equal and accessible opportunities in sport. In the early 1980's, cycling existed primarily at the club level and was not recognized by the NCAA until 1987. However, in the early 1990's, Alison observed an increase in women's races within the sport. This increase occurred as more young women discovered that cycling, as a competitive sport, was accessible to them. As a professional athlete, she was a groundbreaker and watched the number of women cyclists grow. According to Alison, "The impact of Title IX has profoundly changed female athletics...it has created an idea that men and women athletes are the norm." Moreover, the development of women's sports has provided more solid and positive role models for young girls, which helped to further grow participation within the sport. Groundbreakers such as Alison provided permission for more young women to enter various sports in a competitive manner.

“Moreover, the development of women's sports has provided more solid and positive role models for young girls, which helped to further grow participation within the sport.”

(NCWGE, 2012). However, these obstacles did not deter Oglesby from pursuing her interests. She earned a B.S. and M.S. in Physical Education from UCLA and a Ph.D. in Sport Psychology from Purdue University four years before Title IX was enacted. During the pre-Title IX and early post-Title IX eras, girls and women who wanted to play sports found their choices limited to recreational leagues and clubs. Private country clubs allowed some women to play as guests or spouses, but limited their participation to off-peak hours and specific facilities. Female coaches and players raised their own funds for team expenses, provided

passed, less than 300,000 girls participated in high school varsity sports (7% of all athletes) and fewer than 16,000 women competed in college sports (NCWGE, 2008).

After Title IX's Enactment

Dr. Oglesby described the 1970's as being a decade of building for the girls and women sports brand. The Association of Intercollegiate Athletics for Women (which governed women's sports in colleges and universities through 1981) was established in 1971, and Oglesby served as its first president. An explosion of opportunities became available to girls and women participating in

The Future of Title IX

Even with the great strides that Title IX has made, there are still many improvements

needed within the area of gender equality and sport. Culturally competent practice, increased media coverage of women's sports, equal salaries, and additional mentoring is lacking. Addressing these areas will help to advance women's presence in sports.

- *Media and Sport.* A discussion about women's sport at any level would not be complete without highlighting the role media plays in overall sport coverage, women's participation in sport, and general critical issues of power and gender in sport. There is a need for women's advocacy groups, as well as women leaders in sport and higher education, to voice the degree to which the media plays in leveraging more male collegiate sports, further marginalizing NCAA women's sports (Pfifer, 2010). Moreover, we need more leaders and voices in sport willing to advocate for fair media coverage and expanding the dialogue on this issue. In addition, creating 'think tanks' with a diverse group of women familiar with the impact of Title IX, women's sports, and gender equality would further assist in this area.

- *Pay Gap.* Alison Dunlap believes that the pay gap between male and female athletes, coaches, and administrators is a current issue concerning gender equality in sport, and one that Title IX has fought for since its enactment. Advocating for equal pay for women in sport, especially those in leadership positions and working in collegiate athletics, is central to improving issues of gender equality within intercollegiate athletics.

- *Mentorship.* Women leaders who have successfully surmounted racial, gender,

and economic barriers in sport serve as role models to female athletes, professionals, and scholars in this area. Strong, knowledgeable women who are willing to share their experiences and advice will be helpful in educating other women on ways to succeed in sport. Moreover, a sustainable mentoring model that nurtures the curiosity and energy of the next generation of females in sport would further assist in expanding the reach of Title IX.

- *Lesbian, Bisexual, and Transgendered Athletes.* The future of Title IX legislation specific to collegiate athletics should make apparent the inclusion of lesbian, bisexual, and transgendered athletes in sport. Such inclusion will assist in fostering an increasingly more open and diverse sporting culture not only among the athletes but within areas of leadership in sport. To add, such visibility, openness, and inclusion will assist in informing culturally competent practice within sport psychology.

- *Debunking Myths.* The National Coalition for Women and Girls in Education (NCWGE) stresses the importance of debunking myths

surrounding the effects of Title IX on collegiate athletics (AAUW, 2012). Dr. Oglesby stated: "There needs to be better enforcement of Title IX. We need to protect the gains we've made and continue to fight for equal opportunity for everyone."

Recommendations for the Sport Psychology Practitioner

There are several opportunities for sport psychology practitioners to assist in the expansion and advocacy of Title IX. Understanding the diversity of women within sport, staying abreast on the current issues impacting women in sport, as well as making one's services available to a broader population, are just a few recommendations for expanding, enforcing, as well as carrying on the Title IX legacy.

- *Education.* There is a need for sport psychology professionals to stay informed about the current issues affecting women in sports. For example, sport psychology professionals can learn about issues that racial and ethnic minorities as well as persons with disabilities face daily. Professionals should be open to educating themselves on

“Culturally competent practice, increased media coverage of women's sports, equal salaries, and additional mentoring is lacking. Addressing these areas will help to advance women's presence in sports.”

female diverse experiences in sport as they may relate to disability, stigma, and prejudice.

- *Lesbian, Bisexual, and Transgendered Athletes.* Pat Griffin (1999) provides recommendations for professionals within the area of sport working with lesbian and bisexual athletes, which involves making connections with women's sport organizations to advocate for lesbian and bisexual issues as well as educating oneself on the issues relevant to lesbian and bisexual athletes. For example, it is helpful for practitioners to understand the effects the media's representation of lesbian and bisexual athletes has on an athlete's identity and participation in sport. Moreover, educating oneself on the issues of prejudice and visibility as well as advocating for lesbian and bisexual athletes is recommended.

- *Diversity Training.* Abney (1999) suggests that sport and health professionals provide administrators and professionals in sport with diversity training to stimulate conversation around the experiences that female athletes, coaches, and professionals have in sport. In addition, diversity training can inform coaches, staff, and athletes on the current critical issues in gender and sport. Sport psychology professionals should be open to such training as it offers the opportunity to further develop competency in this area.

- *Accessibility.* Sport psychology practitioners should also look to offer their services to female youth and adolescent sporting populations with a goal of impressing upon these younger female athletes the importance of sport for health and fitness and potential professional goals. Sport psychology practitioners can

discuss with college-bound female athletes their options that transcend athletics and involve sport leadership and administration.

Conclusion

Since its enactment, Title IX has served as a central piece of legislation in gender equality by promoting equity in education, sport, and work within federally funded educational institutions. In 2012, a report by the American Association of University Women documented the impact of Title IX. During her interview, Leigh Bryant explained, "The AAUW currently reports that female participation in high school sports has increased over 900% since the 1970s...[which] indicates that girls and women are moving, performing, competing, and sharing their interests with an increased degree of freedom and empowerment."

The overwhelming gains made since its enactment are best summed by Dr. Oglesby: "There's no denying the astronomical change for girls and women since the passage of Title IX. There's been a huge increase in college sport scholarships and leadership for females in coaching, teaching, and administration positions." Moreover, Dr. Oglesby predicts continued growth and expansion in gender equality, cultural sport psychology, and sport development on the global scale. She encourages sport psychology consultants to go outside their comfort zones to increase equality and accessibility in physical activity and sport for everyone.

If you are interested in joining the Women in Sport Special Interest Group (SIG) or learning more about the group, contact the

SIG Coordinator Leeja Carter at: lecarter@adler.edu.

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Testimonials and Public Statements: Ethical Guidelines for Sport Psychology Practitioners to Heed

Brandonn S. Harris, Ph.D., Georgia Southern University, Robert J. Schinke, Ed.D., Laurentian University, Amanda Visek, Ph.D., The George Washington University, and Jack C. Watson II, Ph.D., West Virginia University



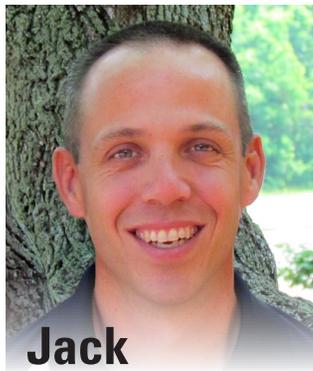
**Brandonn
HARRIS**



**Amanda
VISEK**



**Robert
SCHINKE**



**Jack
WATSON**

As sport psychology gains greater popularity and use among athletes, practitioners find themselves at the query of popular media for commentary and public statements regarding any number of sport-related stories. In fact, sport psychology increasingly finds itself at the center of headlines in cases such as when Michael Phelps' readiness and motivation were questioned at the Summer Olympic Games when his performance did not exactly mirror his last Games to the more recent doping scandal surrounding Lance Armstrong. These stories, and others, have spurred many conversations about the psychology of sport performance and behavior. Consequently, there has also been considerable interest in the applied sport psychology work being provided by sport psychology service providers (Blann, Shelley & Gates, 2011). There is no doubt that this increased awareness of the role psychology plays in sport performance brings both credibility and legitimacy; however, as sport psychology gains greater exposure, both as a science and a practice, AASP members' use of testimonials and public statements should be guarded by the AASP Ethics Code. Here, we review the Code's guidance regarding the use of testimonials and public statements in applied and scientific work, while offering additional considerations and guidelines to

supplement the Code's relevant Principles and Standards for sport psychology professionals.

Sport psychology professionals may find themselves tempted by opportunities to imply or disclose a professional relationship with one or more clients through the use of client testimonials. This practice may be used to promote one's own sport psychology practice or to enhance the delivery of a scientific presentation. In fact, the media are often particularly interested in what they consider to be 'high profile', elite-level athletes. Regardless of a client's competitive status, the AASP Ethics Code provides some guidance in its 18th Standard (c) regarding Maintaining Confidentiality, which states the following:

"AASP members refrain from disclosing in their writings, lectures, or other public media, confidential, personally identifiable information concerning their patients, individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so."

While utilizing athlete endorsements can be a tempting strategy to promote one's practice to garner awareness of services and consumer loyalty (Miller & Lacznia, 2001), confidentiality is the foundation of the helping relationship between a practitioner and her or his clientele (Belitz & Bailey, 2009). Furthermore, soliciting clients for testimonials has the potential for perceived exploitation and/or harassment. The Code's 4th Standard regarding Exploitation and Harassment encourages members to refrain from soliciting clients for testimonial purposes. Therefore, we encourage professionals to consider the following:

- Refrain from making such requests from current clients due to the inherent power differential between the consultant and athlete. This dynamic may cause the client to experience pressure to agree to provide a testimonial so as to avoid having to turn down a request with which they are, in fact, uncomfortable providing.
- Consider an alternative and more ethical practice that might include utilizing unsolicited testimonials from athletes and obtaining written consent for testimonials to be utilized for the promotion of the professional's sport psychology services.

In addition to personal testimonials, professionals are oftentimes asked by media to provide public statements or commentary about any number of sport-related issues or events that are trending. When such requests are made of AASP members who are providing services to the athlete(s) of

interest, the Ethics Code suggests in its discussion of Public Statements (Standard 16) that members...

"... are responsible for the clarity and honesty of public statements about their work made to students, clients, colleagues, or the public, by themselves or others representing them. If AASP members learn of deceptive statements about their work made by others, AASP members make reasonable efforts to correct such statements."

This information may be particularly relevant for those members who find themselves faced with opportunities to secure testimonials for scientific or applied work or are asked to provide commentary regarding implications of sporting events and controversies. In these instances, we offer the following considerations for navigating circumstances the Code does not explicitly address:

- Sport psychology professionals should prioritize the betterment of the athlete over personal or professional interest.
- Sport psychology professionals should provide a detailed explanation of ethical implications to the person asked to provide a testimonial or public statement in advance to consent and the delivery of the statement or testimonial.
- Clarifications should be made to ensure those providing testimonials and statements understand their rights by using a written and verbal consent process.
- Sport psychology professionals should afford clients with information pertaining to

their ethical rights and possible avenues of recourse when inaccuracies or other ethical transgressions are committed.

- Clients providing testimonials and public statements should be provided the right to withdraw their support at any time without reason.
- Sport psychology professionals who are asked to provide public statements to the media regarding specific events they are not affiliated with should do so with caution and in more general terms given their lack of access to specific (and otherwise confidential and/or privileged) information. ■

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Financial Update

Financial Report from AASP Executive Board

AASP's assets are very SAFE. 100% of our money is insured by the FDIC. As of October 31, 2012, AASP had \$647,140 in assets. Of our assets, 67.78% (\$438,634) of our money is in CDs. AASP currently has \$208,506 in checking, savings, and our money market account. As of 10/31/2012:

Park Bank CD 6 month @ .15% matures 03/5/13	104,495
Park Bank CD 6 month @ .15% matures 12/27/12	72,805
BMO Harris CD 13 month @ .55% matures 11/11/13	54,204
BMO Harris CD 60 month @ 1.25% matures on 5/17/17	62,577
Summit CU CD 24month @ .65% matures on 08/10/14	27,947
Summit CU CD 12month @ .6% matures 6/9/13	58,303
Summit CU CD 12month @ .6% matures 6/9/13	58,303
Total of CDs	438,634
BMO Harris Bank Checking	133,500
BMO Harris Foundation Checking	500
Summit CU Savings	3,145
BMO Harris Money Market	71,361
Total Current Assets	647,140

AASP Reserves & Board Designated Funds:

According to our new definition of reserves (i.e., AASP's unrestricted net assets), which passed at the 2012 spring e-board meeting, we have reached our goal of having 100% of one year's operating expenses in

reserve. We have \$69,920 in our Board Designated Funds. These funds are monies above and beyond the Reserve Fund, and they will support new initiatives that further the mission, vision, and goals of AASP (e.g., new website, AASP App for smart phones, 50% increase in research grants, direct marketing).

Current Year Income and Expenses:

Our budgeted income for 2012 was \$511,131, and our budgeted expenses were \$504,351. Thus, we were projecting a net profit of \$6,780. As of October 31, 2012, our projected income for 2012 was \$625,314, and our projected expenses were \$577,218. Consequently, we are projecting a net profit of \$48,096 for 2012.

We are projecting more revenue than expected for multiple reasons. First, we are predicting that our membership will grow to 1,750 members in 2012, which far exceeds our previous membership size of 1,515 in 2010. Second, a record number of people (i.e., 901) attended our conference in Atlanta, GA. This number exceeded our previous attendance record of 886, which was set in Providence, RI in 2010. Third, we are continuing to have robust sales of our graduate directory, with a \$3,700 profit projected in this area. Fourth, we are now offering Virtual Seminars. Finally, we had a successful inaugural on-line Ethics Course.

Please feel free to contact Heather J. Peters if you have any questions, concerns, or ideas related to AASP's finances and related endeavors (petersh@morris.umn.edu). ■



Student Report

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

Greetings student members! We are very excited to be serving AASP's student population for the 2012-2013 term. First and foremost, we want to acknowledge and thank the 2011-2012 Student Representatives, Stephen Gonzalez and Jessica Dale, for their outstanding leadership throughout their tenure. They did a wonderful job representing the students and ensured students' voices were well represented. We also want to personally thank them for their assistance in transitioning us into the role and for their continued support as we learn the ropes. We wish them the best as they are both at exciting points of their lives, and we look forward to seeing them continue being leaders of AASP!

Since the conference, we have not only been getting to know the responsibilities of the Student Representative role, but also each other. We believe we are going to have a great year because our passions complement each other well. At the same time, we are also getting to know our other awesome student leaders who have provided us with great feedback about how we can best serve them for the year. These student leaders have been wonderfully patient as we are in a transition phase and working towards filling open student leadership positions. Please read on to learn about our goals for the year, the happenings of the conference, the Fall Executive Board meeting, and how you can get involved as a student member.

Our Goals

We have set three goals for the year that will guide our focus:

- Maintain and continue to strengthen communication and transparency within the student membership.
- Explore new opportunities to increase the value of student membership.
- Explore outreach opportunities to new populations globally.

These goals fit within AASP's strategic plan. The first goal regarding communication and transparency is something we will strive for throughout our term by keeping communication with the leaders of student initiatives and the regional representatives strong. The other two goals are exploratory in nature, so we have not further defined them at this time. We have preliminary ideas, but are also open to hearing ideas from other students!

Conference Reflection

The 2012 conference in Atlanta now holds the record for the largest number of attendees in AASP history. Of the total 901 attendees, 379 were students! Thursday, October 4th marked the first ever Undergraduate Day in AASP history. A total of 30 undergraduate students from the greater

Atlanta area attended the conference for the day to learn more about sport and exercise psychology. This was a great outreach initiative, and we are hoping to implement it again for the 2013 conference in New Orleans. During the student open meeting, Stephen and Jessica acknowledged and thanked the 13 regional representatives who were rotating off. Then, we introduced ourselves and had attendees brainstorm ways to improve the current student initiatives. After the brainstorming, we were all quite hungry, so we went to Mellow Mushroom for the student social and continued getting to know each other while enjoying delicious pizza. We are looking forward to seeing everyone again next October for the conference in New Orleans!

Fall 2012 Executive Board Meeting Report

We are both honored to be serving on the Executive Board this year, and we learned a lot during the Fall Executive Board Meeting. It is a privilege to be able to work closely with such phenomenal leaders.

Much of the discussion revolved around how implementation of the strategic plan has gone over the past year and how we can move forward with its implementation in the upcoming year. Reports on two ad hoc committees that were formed, the Future of Certification and the Future of the Focus Areas, were given in the meeting and at the conference. Thanks to Stephen and Jessica's dedication to making sure student voices are heard, there is a student member serving on both of these committees. The board is very supportive of student involvement and values student input on all topics related to AASP.

How to Become Involved in AASP as a Student

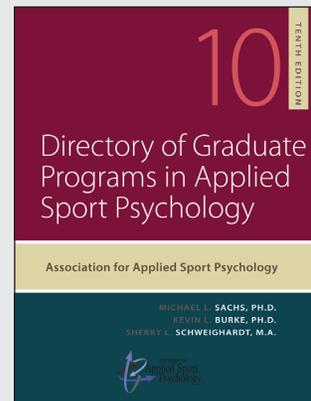
- If you have Facebook, join the "AASP Student Facebook Group" (for student members only)
- Become a PPUMP Mentor
- Apply to be a mentee in the Mentorship Match Program (MMP)
- Write an article for the Performance Excellence Movement, an annual newsletter published by students
- Volunteer with a Student Initiative
- Join a Special Interest Group (SIG)
- Attend and present at a regional conference

- Apply for an AASP grant or award
- Consider applying for a regional representative position.
- Communicate your ideas about student involvement with us!

Thank you to all of our magnificent student members for their commitment to the development of AASP and the field of sport and exercise psychology. We look forward to collaborating with you as we strive to continue meeting your needs as an AASP student member.

If you have any new ideas, suggestions for improvement, questions, comments, or concerns, please email them to us at studentrep@appliedsportpsych.org. We also encourage you to communicate and build a relationship with your Regional Representative, whose information can be found on the student website, as they will be an additional resource for you. ■

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.

Regional Representative Spotlights

Eric Watson, Minnesota State University, Kathleen Carter, University of Denver, & Jordan Schaefer, University of Wollongong, Australia



**Eric
WATSON**



**Kathleen
CARTER**



**Jordan
SCHAEFER**

Eric Watson, South Central Regional Representative

During my undergraduate degree at Minnesota State University, I was pleasantly surprised to discover a Master's level program in Sport and Exercise Psychology. After being charmed by the enthusiasm and passion of program director Dr. Cindra Kamphoff, I was only more assured that I had discovered the starting line of my career pathway.

What are three goals you have for the upcoming year?

At MSU, I have made a commitment to being a leader as we seek to become a principal Master's program in our field. This coming February, we are preparing to host an AASP regional conference for the first time in the history of our program. After an inspiring experience with the Sport Psych Team during the Mankato Marathon, I am committed to continue building that initiative to provide more applied experiences to students in my region. Upon completion of my Master's degree this spring, I will be pursuing a Ph.D. in Counseling Psychology.

What was your most memorable experience from this year's conference?

My most memorable experience from this year's conference was joining the SIG discussion for Positive Psychology. At a conference full of a wide variety of

specialty areas and interests, it was energizing to be able to connect with others who use a mutual view in their work.

Kathleen Carter, Southeast Regional Representative

I am a recent graduate of the University of Denver in the Sport and Performance Psychology program. I am currently living in Denver, and am employed as an Admissions Counselor at a local university with aspirations to make my way into an athletic department. I have also had the opportunity to continue consulting with several high school athletic teams.

What are three goals you have for the upcoming year?

As an AASP Regional Representative, my goals for this year include: (a) increasing overall student participation in AASP, specifically through the organization and scheduling of events at the annual AASP conference; (b) expanding involvement in the Graduate School and Internship Fair, as well as including international schools and internship programs; and (c) expanding the recognition of AASP and what it stands for through student advocacy. I am honored to serve as an AASP Regional Representative, and I am excited about the organization's future.

“There is no need to recreate the wheel, but you must be an innovative practitioner.”

What is one lesson you have learned (i.e., about research, practicing sport and exercise psychology, or in general) thus far during your graduate program?

One of the most important lessons I learned from my graduate program is that practicing sport and performance psychology is truly an art. There is no need to recreate the wheel, but you must be an innovative practitioner. To be successful, you must leverage all the extensive research and practical approaches available, while intertwining your personal style and adapting to the client.

**Jordan Schaefer, International Region
Regional Representative**

My interest in sport psychology developed from my passion for playing golf, for which I had aspirations of turning professional. I played a lot of high level amateur tournaments and saw a sport psychologist for two years. The impact my sport psychologist had on my golf and life in general was amazing. After deciding a career in golf was not for me, the psychology behind sport became my focus. As a result, I decided to enroll at the University of Wollongong in Australia with aspirations of one day becoming a sport psychologist. My main focus lies in performance enhancement, and I would love nothing more than to one day help athletes of

all levels reach their full potential both on and off the playing field.

My goals for 2013 as a regional representative of AASP:

- Increase awareness about AASP in Australia, particularly for students with aspirations in sport psychology.
- Make contacts with professionals in the field of sport psychology who are operating independently in Australia, and build a network for students and athletes to contact sport psychologists around Australia.
- Build contacts and friendships with members of AASP from around the world so as to contribute to making AASP a global organization.

What is one lesson you have learned (i.e., about research, practicing sport and exercise psychology, or in general) thus far during your studies?

One lesson I have learned from my time studying sport psychology is that, while it is important to have the qualifications to be competitive in the industry (e.g., by attaining a PhD), I believe being able to talk from experience is invaluable. If you know what it's like to be in high pressure sporting situations and how your mind and body feels, to get up early to train, or to miss out on other things in life for the sport you love, I think you can better connect with clients and those you wish to help. ■

Apply for a 2013 Student Conference Grant!

AASP supports student-oriented professional meetings and may award up to eight grants for a maximum of \$250 per year.

Submission Deadlines: For Spring conferences, complete application by January 31. Notification will be approximately February 15. For Fall conferences, complete application by September 30. Notification will be approximately October 15.

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

AASP Constitutional Amendments Passed 2012

These items were discussed and approved by members at the AASP Business Meeting on Friday, October 5, 2012, in Atlanta.

Redefining Affiliate Membership

Motion 1: Redefine AASP Affiliate Membership category as, "Any individual with an interest in sport and exercise psychology who 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 afforded voting rights or be eligible or able to hold office.

Membership Discount for Members in Developing Countries

Motion 2: Persons residing and working in Developing Countries, as defined annually by the World Bank, are eligible to receive a discount on Student, Affiliate, Early Professional, and Professional membership fees.

AASP Member Public Speaking Survey



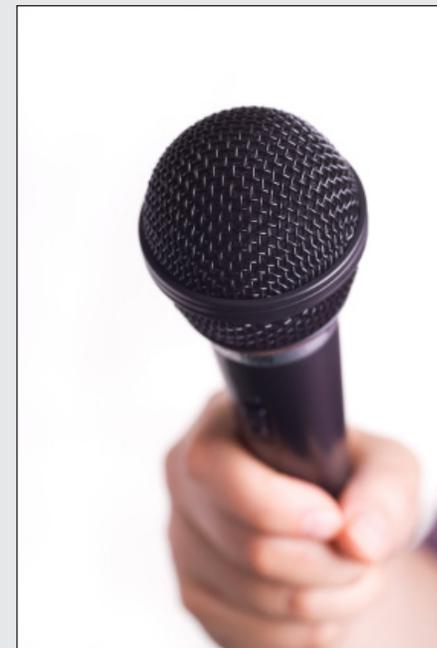
Did You Miss the AASP Member Public Speaking Survey?

The public relations agency for AASP, Yopko Penhallurick, is collecting information about AASP members' involvement in public speaking, with the goal of developing a plan to help members gain more public speaking opportunities. Recently, we sent an e-blast survey; if you didn't respond, here is another opportunity to share your feedback.

Please tell us:

- *Are you active in public speaking? If so, tell us about it (frequency, audiences, and topics).*
- *How do you market yourself as a public speaker? How successful has it been?*
- *Would you like to do more public speaking in the future?*

Please submit your comments with your name and contact information directly to Yopko Penhallurick at bw@yp-pr.com or fax 440-543-0875 your feedback before **December 10, 2012**. Thank you!



Division 47 Proposes New Section on Performance Psychology

Over the past number of years, the field of sport psychology has seen increased interest in “Performance Psychology” as suggested by the following:

- Courses and workshops on the topic being taught within universities and as free-standing offerings;
- Symposia and workshops on this topic at national and international conferences;
- The development of Division 47’s own journal, titled Sport, Exercise, & Performance Psychology;
- Professionals’ self-description and students’ interest in performance psychology;
- Various models of the relationship between sport psychology and performance psychology
- A Division 47 Position Paper;
- A SIG within AASP on Performance Psychology;
- Professional articles and books, the most recent being Murphy’s (ed.) 775 page tome, *The Oxford Handbook of Sport and Performance Psychology*.

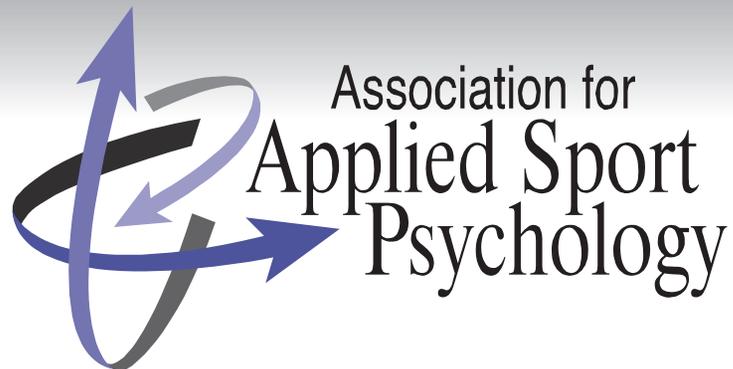
Because of this increasing interest in the topic/field of Performance Psychology, Division 47 of the American Psychological Association is considering the development of a special section that would provide psychology and sport psychology students and professionals a place where they could work together on:

- Developing collective definitions and models regarding training and practice in performance psychology
- Creating a sense of community
- Developing the field more broadly and intentionally, and
- Identifying resources and needs

To create a section within Division 47, 5% of members, associates, and/or affiliates must petition the Executive Committee to that effect and create a set of bylaws that will guide the operation of the section. If you are interested in Performance Psychology and creating new, dynamic, and forward-looking relationships with other like-minded professionals, you may want to join in this movement and support the development of this new section. To do so, you can join Division 47 directly (without becoming a member of APA) as a professional affiliate for only \$39.00 (\$20 for student affiliates). Joining Division 47 in this manner gives you all the rights and privileges of members who are affiliated with APA. You may vote in elections, receive the Division’s journal (*Sport, Exercise, and Performance Psychology*), and be part of the development of this new section.

If you are interested in promoting performance psychology and in becoming part of this new section within Division 47 (*Exercise and Sport Psychology*) of the American Psychological Association, please join the division and then add to our discussion on this important topic.

To join the Division, please contact Dr. John Coumbe-Lilley (jlchicago@yahoo.com). To join with other petitioners for this section on Performance Psychology, if you are a member, associate, or affiliate of the Division, please contact Dr. Kate Hays (drhays@theperformingedge.com).



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