

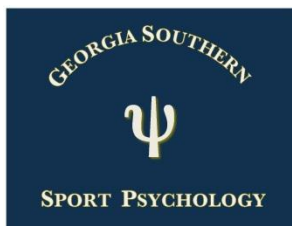
# The 2013 Association for Applied Sport Psychology Southeast Regional Student Conference

April 4<sup>th</sup>-6<sup>th</sup>

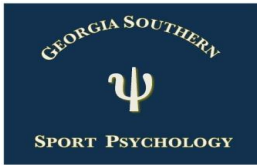
Hosted by

Georgia Southern University

Statesboro, GA

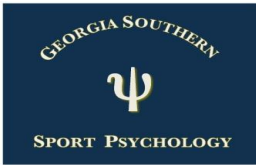


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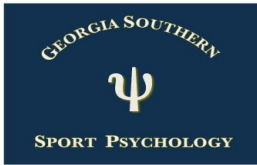
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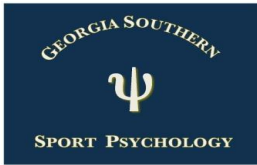
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## **Keynote Speakers**

### **Jody Middleton, Owner, Swim. Bike. Run**

Endurance Athletes and Sport Psychology

### **Dan Czech, Ph.D., CC-AASP, Georgia Southern University**

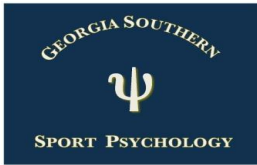
The NO FEAR Mindset to Achieving Your Dreams in the World of Sport Psychology- A Manifesto to Graduate Students

### **Ben Freakley, Asst. Soccer Coach, Georgia Southern University**

The NO FEAR Mindset to Achieving Your Dreams in the World of Sport Psychology- A Manifesto to Graduate Students

### **Anya Salzgeber, IMG Consultant**

Practice What You Preach: Shifting Mental Conditioning from the Classroom to the Stage



## **AASP Southeast Regional Student Conference**

**April 4<sup>th</sup>-6<sup>th</sup>, 2013**

### **Conference Schedule**

#### **Thursday April 4<sup>th</sup>**

**5:00 – 6:00 p.m.**

Meet and Greet Pizza Social, Hanner 2308

#### **Friday April 5<sup>th</sup> (Hollis Bldg. Room 1118)**

**9:00 a.m. Opening Address**

Dr. Jim McMillan, Georgia Southern University

**9:05-9:30 a.m.**

Regional Representatives

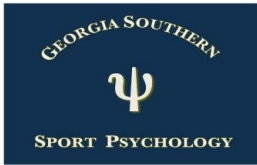
Hannah Bennett, Middle Tennessee State University

Urska Dobersek, Florida State University

**9:30-10:00 a.m.**

Endurance Athletes and Sport Psychology

Jody Middleton



**10:00 Break**

**10:15-11:00 a.m.**

**Attraction to Physical Activity of Generation Z: A Mixed Methodological Study**

Duke Biber

Enjoyment Based Motivation to Exercise in Obese, Non-obese, Active, and Insufficiently Active Members of Generation Y: A Mixed Methodological Study

Jay Stewart, Georgia Southern University

**11:00-12:00 (Hollis Bldg. Room 2102)**

The NO FEAR Mindset to Achieving Your Dreams in the World of Sport Psychology- A Manifesto to Graduate Students

Dan Czech, Ph.D., CC-AASP, Georgia Southern University

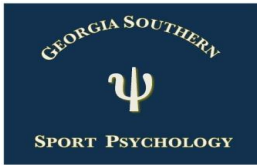
Ben Freakley, Asst. Soccer Coach, Georgia Southern University

**12:00-1:00 Lunch**

**1:00-1:40 p.m.**

Social Physique Anxiety, Barriers to Exercise, and Social Support in an All-Female Fitness Camp Intervention

Lauren Easton, Georgia Southern University



## NCAA Division I Head Coaches' Experiences with Eating Disorders and Disordered Eating in Female Athletes: A Qualitative Analysis

Caitlyn Pecinovsky, Georgia Southern University

### **1:40 p.m. Break**

### **1:50-2:30 p.m.**

## The International Student-Athlete: An Acculturation Effect

Vernice Richards

## Practice What You Preach: Shifting Mental Conditioning from the Classroom to the Stage

Anya Salzgeber, IMG

### **2:30 p.m. Break**

### **2:40-3:10 p.m.**

## Coaches Perceptions of Athlete Leadership: A Qualitative Assessment

Matthew Lachman, Hayley Marks, and David Farrell, Georgia Southern University

## Errorless Golf Putting: From Target Distance to Target Size

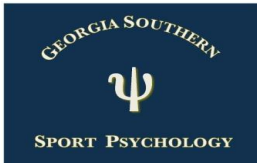
Kevin Fisher, University of Tennessee

### **3:10 p.m. Closing Remarks**

### **5:00 p.m. Social**

The Clubhouse, 2704 Old Register Road - Statesboro, Georgia





**Saturday April 6<sup>th</sup> (Hollis Bldg. Room 0108)**

**9:00-10:30 a.m. Symposium**

**Examining Hormonal, Psychological, and Physical Effects on Performance and Mating Correlates in the Social Context**

- 1) The Effect of Olfactory Ovulation Cues on Attention Allocation and Perception of Exertion

Itay Basevitch<sup>1</sup>, Selen Razon<sup>2</sup>, Nataniel Boiangin<sup>1</sup>, Oscar Gutierrez<sup>1</sup>,  
Gershon Tenenbaum<sup>1</sup>

<sup>1</sup>Florida State University, <sup>2</sup>Ball State University

- 2) Sweetheart, You Matter in my Feeling for my Body: The Influence of Romantic Relationship on Body Image Dissatisfaction, Social Physique Anxiety, and Exercise Behaviors

Jingwen Liu & Robert C. Eklund, Florida State University

- 3) Inter-Relationship between Motives for Exercise and Various Mating Correlates

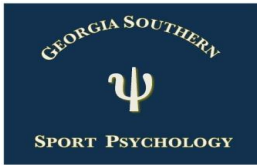
Urška Dobersek, Charleen R. Case, & Jon Maner, Florida State University

- 4) Can Self-Esteem Protect Against Negative Consequences of Self-Objectification in Females and Males Equally?

Urška Dobersek & Robert C. Eklund, Florida State University

- 5) Internalization of the Thin Ideal, Body Satisfaction, Self-Presentation and Disordered Eating in Female Runners

Adriana Piekarewicz & Robert C. Eklund, Florida State University



**10:30 a.m. Break**

**10:45-12:00 a.m. Workshop**

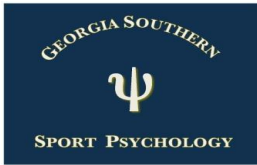
Sport Psychology Practitioners' Ethical Dilemmas in an Athletic Department

Susannah K. Knust & Bjorn A. Holmberg, University of Tennessee

**12:00-1:00 Lunch**

**1:00-1:45 Poster Presentations**

- 1) Hit Me Again: A Qualitative Examination of Anger as a Performance Enhancement Technique in Mixed Martial Arts  
Skylar Jewell, Georgia Southern University
- 2) An Examination of Social Physique Anxiety among the Echo Boomer Generation: A Mixed Methodological Approach  
Sara Rothberger, Georgia Southern University
- 3) Performing Under Pressure: Analyzing Stressors Experienced by NCAA Division I Head and Assistant Coaches  
Skylar Jewell, Sara Rothberger, & Jacob Blumberg, Georgia Southern University
- 4) An Examination of Coping with Career Ending Injuries – An NCAA Division I and III comparison  
Hayley Marks, Georgia Southern University



- 5) An Examination of a Motor Imagery Intervention to Improve Pedaling Symmetry in a Post Stroke Hemiparesis Patient: A Case Study Approach

Haley Cronon, Georgia Southern University

- 6) The Relationship between Family Exercise Behavior and Physical Activity Competence – A Mixed Methodological Approach

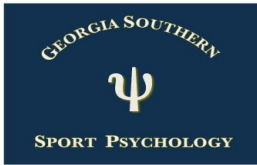
Chad Johnson, Georgia Southern University

### **1:45-3:00 p.m. Workshop**

How to Build Trust to Increase Team Cohesion?

Jean-Charles Lebeau & Urska Dobersek, Florida State University

### **3:00 p.m. Closing Remarks and Thank You**



## Abstracts

### **Attraction to Physical Activity in Generation Z: A Mixed-Methodological Study**

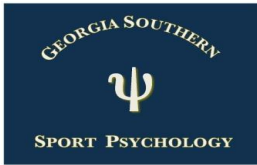
Duke Biber, Georgia Southern University

The prevalence of obesity in Generation Z, which includes individuals born after the year 2000, has tripled that of Generation Xers of 1980 (Ogden et al., 2010). Rising levels of obesity have been associated with increased physical inactivity (WHO, 2013). Attraction to physical activity can be grounded in the Self-Determination Theory (Deci & Ryan, 1985). The purpose of the current research was to use a mixed-methodological approach to understand attraction to physical activity of a Generation Z sample via semi-structured focus groups and the Children's Attraction to Physical Activity (CAPA) assessment. Based on these results, the secondary purpose was to determine whether significant differences exist between attraction to physical activity and gender within the Generation Z sample. The focus groups revealed two overarching themes: attraction and aversion to physical activity, each with subthemes. The CAPA test revealed significant differences between males and females ( $t = 2.78$ ,  $df = 63$ ,  $p = < .05$ ), indicating that males ( $3.39 \pm .32$ ) were significantly more attracted to physical activity than females ( $3.13 \pm .40$ ). Clinical relevance is discussed as are future research and program implementation suggestions.

### **Enjoyment Based Motivation to Exercise in Obese, Non-obese, Active, and Insufficiently Active Members of Generation Y: A Mixed Methodological Study**

Jay Stewart, Georgia Southern University

Individuals who choose to live a healthy lifestyle often have different preferences for a variety of exercise activities and exercise settings. Numerous research studies have examined the correlation between exercise adherence and exercise enjoyment (Bartlett, Close, Maclaren, Gregson, Drust, & Morton, 2011; Ebben & Brudzynski, 2008; Fleig, Lippke, Pomp, & Schwarzer, 2011; Frederick-Recascino, 2002; Leslie, Owen, Salmon, Bauman, Sallis, & Lo, 1999). However, little research has been found investigating the enjoyable exercise experience of the current college aged generation. The first purpose is to compare obese and non-obese members of Generation Y on Enjoyment Based Motivation (EBM) to exercise. Preliminary data suggests that there is not a significant difference. The secondary purpose is to describe what the enjoyable exercise experience of the millennial generation is through an existential phenomenological approach. Implications for individuals looking to create an enjoyable exercise experience for obese and non-obese participants will be discussed.



## **Social Physique Anxiety, Barriers to Exercise, and Social Support in an All-Female Fitness Camp Intervention**

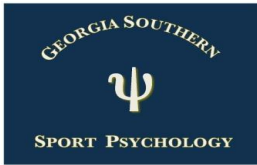
Lauren Easton, Georgia Southern University

Only 3.2% of Americans ages 20–59 years meet the minimum recommended volume of exercise suggestions. Although the small proportion of those who reach the suggested physical activity levels is a topic of concern for adults, the CDC reports that physical inactivity levels are even higher for females than those of males. In 2008, only 42% of women 18 years and older met the minimal federal levels of aerobic activity through leisure-time aerobic activity (CDC, 2008). Thus, this statistic is distressing as American women are not able to reap the physical and psychological benefits of regular exercise activity. Research demonstrates that exercise stimulus (such as the mode, duration, and intensity) and social-environmental factors impact the quality of the exercise experience (Focht & Hausenblas, 2003). The present study investigates psychosocial factors that contribute to females' experiences in an all-women fitness camp (i.e. social physique anxiety, barriers to exercise, and social support).

## **NCAA Division I Head Coaches' Experiences with Eating Disorders and Disordered Eating in Female Athletes: A Qualitative Analysis**

Caitlyn Pecinovsky, Georgia Southern University

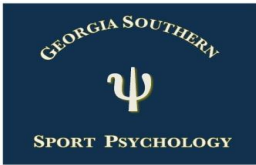
In today's sport, NCAA Division I female athletes are under a constant pressure to reach an elite level of perfection in athletic performance, frequently adhering to the assumption that there is an inverse relationship between body size and performance level. Additionally, coaches have unrealistic expectations about weight and body image, which adds an extra pressure on these athletes to conform to certain weight or image driven standards. Perceptions that coaches hold about eating disorders and disordered eating present a set of risk factors that may increase the likelihood of female athletes developing maladaptive eating patterns. Thus, the purpose of the present study is to use a qualitative approach to assess the experiences, knowledge, and education that coaches at the NCAA Division I level possess about eating disorders and disordered eating in female athletes. Creating alternative and better intervention techniques for disordered eating and eating disorders for female athletes will also be discussed.



## **The International Student-Athlete: An Acculturation Effect**

Vernice Richards

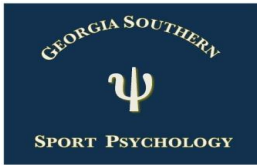
International student-athletes face complicated acculturation issues and stress (Boyer & Sedlacek, 1986) beyond those reported by domestic student-athletes. Acculturation is the process through which cultural transition is described and the stress which result from this process is termed acculturative stress. This study sought to explore the relationship between international student-athlete gender and academic classification with various acculturation processes in a group of 25 international student-athletes. The hypotheses of the study were examined in two phases; questionnaires in phase one, and interviews with a photo-elicitation component in phase two. The findings suggest that gender did not influence acculturation and its processes, whilst academic classification was related to acculturation type and acculturation stress. Although not generalizable, this study makes an argument for the implementation of various programs and identifies issues that are faced by international student-athletes. Additionally, suggestions for student-athlete support professionals to consider when challenged by working with international student-athletes (Poyrazli et al., 2004), are discussed.



## **Practice What You Preach: Shifting Mental Conditioning from the Classroom to the Stage**

Anya Salzgeber, IMG

One of the remarkable parts of the field of sport psychology is how applicable it is to anything (Hays, 2009). Indeed the methods behind mental conditioning can improve performance in a number of areas. While gaining experience in the world of sport psychology, knowledge and awareness of the field help performance through both theory and application (Hays, 2009). "...we were increasingly aware that the information which focused on those we designated as performers was equally applicable to those who take on the role of performance consultant" (Brown, 2004). During an experience at a full-time elite sports academy, the presenter had the opportunity to lead sessions for athletes to help them understand and apply the principles behind mental conditioning. As a neophyte practitioner, the presenter had to use those same principles for her own performance as well as those of her clients. A process requiring a great deal of self-reflection and mentoring, as also demonstrated in sport psychology literature by Woodcock, Richards & Mugford, 2008. Increasing confidence as well as motivation were major aspects of improvement during this time period. During periods of low motivation, implementing a small reward system, using effective goal setting, and trusting the process helped to push through tougher aspects of the performance environment and demands of the job. Through self-talk, reflection on previous presentations, and increasing the quality of preparation, confidence levels for presenting improved. This presentation aims to provide insight on the application of sport psychology methods to improve personal performance as a neophyte practitioner.

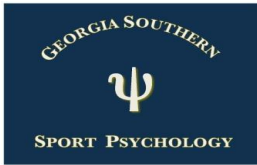


## **An Examination of Coping with Career Ending Injuries - An NCAA Division I and III comparison**

Matthew Lachman, Hayley Marks, and David Farrell, Georgia Southern University

A leader is characterized as one who influences other team members towards achieving a common goal (Loughead et al., 2006). A coach of a team holds the important job of seeking and choosing a leader for their team. Coaches have identified effective leadership as a key component to the success of a team (Zaccario, Rittman, & Marks, 2001). Todd and Kent (2004) also discovered that work ethic is a main characteristic that coaches look for in athletes chosen to lead their team. Although leaders help motivate teammates, coaches lead teams overall, and the dynamic formed between a leader (being a team captain or just a positive reinforcer) and the coach is imperative. A solid relationship between athletes and their coaches was found to improve the athlete's success on the court as well as off the court (Philippe and Seiler, 2006). Thus, the purpose of this study is to qualitatively examine the views that NCAA Division I coaches have regarding the leadership characteristics of athletes, specifically how the leaders are selected by the coach and/or team, how they develop over the course of their leadership duties, the role and behaviors of the leader, and finally, the coach-athlete relationship. From the interviews, coaches stressed the importance of many characteristics when choosing athlete leaders, including communication and commitment, age and skill level, and a well balanced life, both in and out of the sport world.





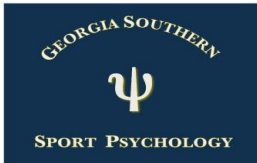
## **Errorless Golf Putting: From Target Distance to Target Size**

Kevin Fisher, University of Tennessee

Previous research has distinguished between errorless and errorful learning in golf putting by having participants learn to putt by starting out close to the hole (errorless) or learn to putt by starting out farther away from the hole (errorful) (Maxwell et al., 2001). Results indicate that those participants who performed under the errorless condition showed greater learning and improved performance.

This study seeks to extend the literature by examining the effect of changing task requirements with respect to target size rather than target distance. Previous results with putting research in this area may be due to psychological ramifications of putting in the errorless condition (e.g., becoming more motivated or confident as they learn). However, it may also be the case that participants in the errorless condition learn better because this sequence allows for increased motor learning. It may be easier for participants to move from a condition that requires less force to propel the ball (a short putt) to a condition that requires more force to propel the ball (a long putt) rather than vice versa.

This study seeks to advance understanding regarding these two potential reasons and determine if one reason may provide a more accurate account of learning behavior. In order to accomplish this goal, the current study will hold the force parameter constant throughout the study and seek to examine the psychological factors of performance. The hypothesis of this study is that participants in the errorless learning condition (large target/easy condition) will demonstrate increased levels of motivation and competence related to performance, leading to increased learning when compared with the errorful group. The results of this study could have practical implications for training novice golfers. Having novices putt to targets larger than the cup may produce greater learning effects or a faster learning curve.



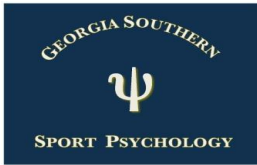
## **Examining Hormonal, Psychological, and Physical Effects on Performance and Mating Correlates in the Social Context**

People's emotional, mental, and physical states are constantly being influenced by the outside environment. These effects can have a significant impact on human behavior, which in turn can affect performance outcome. Specifically, this symposium will provide a unique blend of hormonal, psychological, physical, and self-related variables in relation to performance and mating. The symposium will include a brief theoretical framework followed by five presentations. The focus of the first presentation will be on examining the effects of female pheromones (i.e., ovulation cues) on attention allocation and perceived exertion during a hand grip squeezing task among males. Findings suggest that ovulation cues might have a delayed effect on males' attention and rate of perceived exertion during exertive tasks. The second presentation will explore the moderating effects of romantic relationship on body image dissatisfaction, social physique anxiety, and exercise behaviors. Findings suggest that romantic relationship satisfaction should be considered as an important source of body-image-related concerns in future research and counseling practices. The third presentation will explore several evolutionarily-relevant motivations for exercise. Individual differences on variables of mating correlates, including sociosexual orientation, perceived mate value, jealousy, 2D:4D ratio, and face width-height ratio will be discussed. The focus of the fourth presentation will be on examining whether self-esteem can serve as a buffer for self-objectification among exercisers and physically active individuals from the evolutionary and social theoretical perspective. The fifth presentation will explore the notion of self-presentation in relation to risk factors (e.g., body dissatisfaction) leading to the development of eating disorder attitudes and behaviors within the female running population. Lastly, the presenters will discuss and conclude with potential mechanisms for practical applications when working with athletes and physically active individuals.

### **The Effect of Olfactory Ovulation Cues on Attention Allocation and Perception of Exertion**

Itay Basevitch<sup>1</sup>, Selen Razon<sup>2</sup>, Nataniel Boiangin<sup>1</sup>, Oscar Gutierrez<sup>1</sup>, Gershon Tenenbaum<sup>1</sup>

<sup>1</sup>Florida State University, <sup>2</sup>Ball State University



## **Sweetheart, You Matter in my Feeling for my Body: The Influence of Romantic Relationship on Body Image Dissatisfaction, Social Physique Anxiety, and Exercise Behaviors**

Jingwen Liu & Robert C. Eklund, Florida State University

## **Inter-Relationship between Motives for Exercise and Various Mating Correlates**

Urska Dobersek, Charleen R. Case, & Jon Maner, Florida State University

## **Can Self-Esteem Protect Against Negative Consequences of Self-Objectification in Females and Males Equally?**

Urska Dobersek & Robert C. Eklund, Florida State University

## **Internalization of the Thin Ideal, Body Satisfaction, Self-Presentation and Disordered Eating in Female Runners**

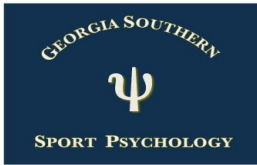
Adriana Piekarewicz & Robert C. Eklund, Florida State University

## **Sport Psychology Practitioners' Ethical Dilemmas in an Athletic Department**

Susannah K. Knust & Bjorn A. Holmberg, University of Tennessee

As graduate assistants in the Mental Training Center at the University of Tennessee, we strive to adhere to the AASP Ethical Principles and Standards (Whelan, 2004). We interact with student-athletes, coaches, administrators, athletic trainers, nutritionists, strength and conditioning coaches, massage therapists, and a social worker, among others on a regular basis. These relationships and the fact that we are paid by the athletic department causes tension in our job. Who are we ultimately responsible to? Who is our boss?

In this workshop, we will briefly review the AASP Ethical Principles and Standards (Whelan, 2004) highlighting specific challenges we have faced. We will present multiple case studies for small and large group discussion. Finally, we will discuss the benefits and drawbacks of the current ethical code in the athletic department setting.



## **Hit Me Again: A Qualitative Examination of Anger as a Performance Enhancement Technique in Mixed Martial Arts**

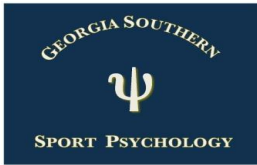
Skylar Jewell, Georgia Southern University

Anger has often been suggested to be debilitating to sport performance (Isberg, 2000). Conversely, Harpold et al. (2009) found that anger was a facilitative factor in helping Mixed Martial Arts (MMA) fighters experience optimal performance. Moreover, Woodman et al. (2009) found when angry, extraverts' peak force increased more than introverts. In concordance with these findings, Murphy (2005) mentions a significant need to better understand the effects of anger during sport performance. Thus, the purpose of this study is to use qualitative methods to existentially understand the phenomenological experience of anger as it pertains to competitive mixed martial arts fighters. The research question for this investigation is "What is the lived experience of using anger as cognitive technique to enhance performance?" Participants for this study will be Collegiate MMA fighters in the southeastern United States. Discussion of anger and other emotions in sport will take place.

## **An Examination of Social Physique Anxiety among the Echo Boomer Generation: A Mixed Methodological Approach**

Sara Rothberger, Georgia Southern University

In 1989, Hart, Leary, and Rejewski defined the anxiety and/or fear associated with one's physique being evaluated as Social Physique Anxiety (SPA). Since then, numerous profound studies have come about examining this psychological construct (Crawford & Eklund, 1994; Focht & Hausenblas, 2004; Russell & Cox, 2003). Although this is the case, little research has been found examining this phenomenon within the current generation of college students. The purpose of the present study is to analyze the association between SPA, gender, culture, and self-efficacy levels among college-aged students experiencing Physical Activity courses that require exercise. A secondary purpose of this study is to qualitatively examine specific qualities among those with high and low levels of SPA. This information could possibly aid in creating interventions designed to decrease the prevalence of SPA (Scott, 2005) and increase levels of self-efficacy among the current college-aged student population.



## **Performing Under Pressure: Analyzing Stressors Experienced by NCAA Division 1 Head and Assistant Coaches**

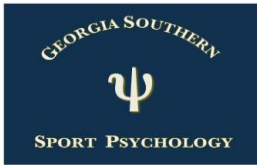
Skylar Jewell, Sara Rothberger, & Jacob Blumberg, Georgia Southern University

Research has suggested that the coaching position is in fact a performing position (Thelwell, Weston, Greenlees & Hutchings, 2008). While it has been documented that there is an immense amount of stress that comes with coaching (Gould et al., 2002), previous studies have examined the perceived stressors of specifically head coaches (Olusoga, Butt, Hays & Maynard 2009; Frey, 2007). The purpose of this study was to gain a better understanding of the relationship of stressors between head and assistant coaches. Six participants, three head and three assistant coaches, took part in semi-structured interviews which were transcribed and coded to help reveal common themes. Seven main themes emerged from the head and assistant coach interviews with two sub-themes for head coaches and three sub-themes for assistant coaches. Although there were some similarities, differences were found between the perceived stressors experienced by head and assistant coaches.

## **An Examination of Coping with Career Ending Injuries - An NCAA Division I and III comparison**

Hayley Marks, Georgia Southern University

Researchers have suggested that the way an athlete copes can be one of the most influential factors in how an athlete transitions out of their respective sport (Gardner & Moore, 2006). Moreover, an athlete is more likely to have sport transitioning issues if he or she sustains a career ending injury (Heil, 1993). Although this is the case, a question arises examining the coping styles and life impact career ending injuries may have on athletes who play at different levels. For example, does the impact of a career ending injury differ based on level of sport played? Sturm et al., (2011) suggested that the athletic identities of Division I athletes are similar to those of Division III athletes. Thus, the purpose of this study is to qualitatively examine and compare the coping strategies and injury impact of Division I and Division III athletes who have sustained a career ending injury.



## **An Examination of Behavioral and Temporal Consistency of Pre-Performance Routines in NCCA Division I Basketball Free Throw Shooting - A Naturalistic Observational Investigation**

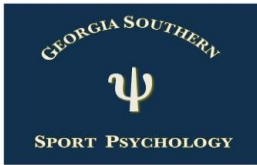
Jacob Blumberg, Georgia Southern University

Research has shown that pre-performance routines positively influences performance of closed and self-paced skills. (Otto et al., 2011). Boutcher & Crew (1987) suggested that pre-performance routines improve performance by helping reduce anxiety along with helping athletes' retain mental sharpness and focus. Furthermore, several quantitative studies have examined the influence of both behavioral and temporal consistency of pre-performance routines on the success of a skill, yielding inconsistent results (Lobmeyer & Wasserman 1986, Lonsdale & Tam 2008, Jackson 2001, Boutcher & Crew 1987). Additionally, research examining this phenomenon from a qualitative and naturalistic observational perspective is scarce. This four-purpose study seeks to examine the influence of temporal and behavioral consistency of pre-performance routines on the accuracy of free throw shooting at the NCAA Division-I Men's and Women's Basketball level. Additionally, qualitative interviewing will enable analysis of non-observable aspects of the routine whilst gaining an understanding of the routine through the participants' perspective.

## **An Examination of a Motor Imagery Intervention to Improve Pedaling Symmetry in a Post Stroke Hemiparesis Patient: A Case Study Approach**

Haley Cronon, Georgia Southern University

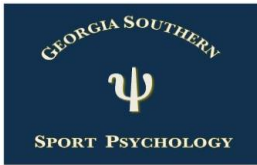
Motor Imagery (MI) practice is the rehearsal of imagined motor acts with the intention of improving their physical execution (Malouin and Richards, 2009). A growing number of reports have indicated that MI practice may potentially be an effective neuro-rehabilitation technique for stroke victims (Dickstein et al., 2004, Duck-Won et al., 2010, Sujin et al., 2010). Further, it has been found that cycling training may improve locomotion after stroke (Ferrante et al., 2011); however, asymmetrical use of the affected and less affected lower limbs during pedaling may not only limit the benefits of cycling but actually worsen gait performance in terms of symmetry. Thus, the purpose of this case study is to evaluate the use of MI practice to improve pedaling symmetry during cycling training in an individual with post-stroke hemiparesis. Discussions on motor imagery as a technique to help post stroke patients will take place.



## **The Relationship between Family Exercise Behavior and Physical Activity Competence – A Mixed Methodological Approach**

Chad Johnson

Support from parents has consistently been linked to physical activity and adherence to structured exercise programs (USDHHS, 1996). Research has shown that perceptions of competence with respect to exercise facilitates people's goal attainment and also provides a sense of need satisfaction from engaging in physical activity at which they feel effective (Williams & Deci, 1996). In addition, evidence indicates a strong correlation between the existences of direct parental socialization influences on young adult's involvement in regular exercise and perceived competence to exercise (Marcus et al., 1992). Although this is the case, little research has been found which has examined how individual perceptions of exercise self-competence are influenced by parental stages of exercise behavior. Thus, the purpose of this current study is to examine college students' self-report of perceived competence to exercise regularly in relationship to perceptions of parental stage of exercise behavior change. Through quantitative methodological procedures, this research will attempt to examine the question of whether parental exercise behavior can impact young adults' perceived competence to begin now a permanent regimen of exercising or to permanently maintain a regular exercise regimen.

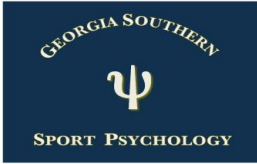


## **How to Build Trust to Increase Team Cohesion?**

Jean-Charles Lebeau & Urska Dobersek, Florida State University

Scholars interested in studying the relationship between cohesion and performance have consistently observed a mutual relationship – team cohesion leads to better performance and vice versa (Kozub & Button, 2000; Mullen & Cooper, 1994). Cohesion reflects the strength of the social- and task-related bonds among the members of a group (Carron & Eys, 2012). Cohesion is a multidimensional concept and is dynamic in nature. It is associated with a wide variety of factors, including team, personal, leadership, and environmental factors. These factors can sometime present a challenge in developing and/or maintaining cohesion in a team for sport psychology consultants (SPCs). Therefore, the purpose of this workshop is to provide some practical examples on how SPCs can develop and sustain group cohesion within a team among its members (i.e., teammates, coaches, and staff). The first objective is to highlight the importance of the group cohesion and the role of SPC on a team's cohesiveness. The second objective is to provide a brief theoretical background on a couple of essential concepts (i.e., trust and leadership) that are necessary for team cohesion and success. An important issue in a team's cohesiveness is the concept of inter-relatedness among its members. Therefore, the third objective is to offer some practical examples and techniques on how to develop trust not only among athletes, but also between coach(s) and athlete(s), and among coaches. As identified, leadership is viewed as an important component for team success; as such, the fourth objective is to integrate theory and practical experiences of developing trust and leadership among the group of individuals to achieve its common goal. Finally, future research directions within the study of trust and leadership in sport will be discussed and challenges for SPCs will be addressed.





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