



# AASRP

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## Southeast Regional Conference

**FEB 28 - MARCH 1**

Friday: 2:00 PM – 9:00 PM  
Saturday: 8:00 AM – 5:00 PM

Health, Physical Education, and Recreation (HPER) Building  
Rooms 239/235

THE UNIVERSITY of  
**TENNESSEE**   
KNOXVILLE

## Welcome

We are proud to host the 2014 Association for Applied Sport Psychology (AASP) Southeast Regional Conference at the University of Tennessee, Knoxville on Friday, February 28 and Saturday, March 1!

The Southeast Region comprises numerous students, professionals, and institutions that are helping to grow the fields of sport and exercise psychology and motor behavior through education, research, and practice. The conference allows students to not only share research and conduct workshops, but to also receive feedback from and interact with others in the discipline. Because this is an event organized *by students for students*, we hope to provide a “safe space” atmosphere that cultivates valuable experiences for students to develop as researchers and scientist-practitioners.

We are excited to see you here, and we hope that you enjoy your stay in Knoxville!

*Matt Bejar, Leslie Larsen, and Joe Raabe*



## Conference Schedule

### Friday, February 28

- 1:00            Conference Sign-in and Registration Begins (outside of HPER 239)
- 2:00-2:15     Welcome  
*Matt Bejar, Leslie Larsen, & Joe Raabe*
- 2:15-3:15     Workshop: Integrating Motor Learning into Sport Psychology Consulting  
*Kevin Becker*
- 3:15-4:00     Internal and External Pressures of an Olympic Athlete: What I Wish I Would Have Had  
*Caroline Burckle*
- 4:00-4:15     Break
- 4:15-4:30     Research Proposal: Difficulties and Issues that NCAA Division I Collegiate Athletes with Eating Disorders Face in Obtaining Treatment  
*Cassi Cregar*
- 4:30-4:45     U.S. NCAA Division I Lesbian Collegiate Athletes' Experiences of Sport  
*Jamie Fynes & Dr. Leslee Fisher*
- 4:45-5:05     Coaches and Teammates as Agents for Collegiate Athletes' Basic Psychological Need Satisfaction  
*Joe Raabe & Dr. Rebecca Zakrajsek*
- 5:05-5:15     Break
- 5:15-5:30     Opening Remarks  
*Dr. Jeffrey Fairbrother*
- 5:30-6:30     Keynote: The History of Applied Sport Psychology: A Critical Perspective  
*Dr. Craig Wisberg*
- 6:30-7:00     Break
- 7:00-9:00     Dinner/Social  
*Blue Coast Grill & Bar, Market Square (Downtown Knoxville)*



## Saturday, March 1

- 8:00-9:00      Breakfast (HPER 243)
- 9:00-9:45      Coaching Keynote: Embrace the Chaos or Be Consumed by It: Working with Head Coaches in Collegiate Athletics  
*Dr. Tucker Readdy*
- 9:45-10:00     “I Don’t Know if I Have Ever Used the Term I Don’t Care”: A Narrative of Care in Coaching  
*Leslie Larsen & Dr. Leslee Fisher*
- 10:00-10:15    Gender Assumptions in Caring for Student-Athletes: A Case Study of One NCAA Division I Softball Male Head Coach  
*Matt Bejar & Dr. Leslee Fisher*
- 10:15-10:45    Workshop: Journeying into the Unfamiliar: A Guide to Implementing Cross-Cultural Workshops  
*Alicia Johnson & Patty Hester*
- 10:45-11:00    Break
- 11:00-11:30    Advancing Sport Psychology Practice: The Use of the GoPro and Other First Person Cameras  
*Skylar Jewell*
- 11:30-11:45    Striking a Balance: Using Educational and Applied Sport Psychology Principles to Help Freshmen Student Athletes Achieve Success in Academic and Athletic Realms  
*Kelley Catenacci, Zachary Ryan, & Skylar Jewell*
- 11:45-1:00     Lunch (HPER 243)
- 1:00-2:30      Panel Discussion: (Student-) Athlete Development: The Importance of the Mental Game  
*Greig Cryer, Bret Lundgaard, Marisa Maleike, Caitlin Ryan, & Dr. Joe Scogin*
- 2:30-2:45      Break
- 2:45-4:15      Workshop: More than Activities: Using Experiential Learning Techniques to Enrich Sport Psychology Workshops  
*Alicia Johnson, A.J. LaLonde, & Abby Milillo*
- 4:15-4:45      How to Get Involved in the *Association for Applied Sport Psychology*, Regional Student Representative Presentation  
*Hannah Bennett & Urska Dobersek*
- 4:45-5:00      Closing Remarks  
*Matt Bejar, Leslie Larsen, & Joe Raabe*



## Keynote Speakers



**Dr. Craig Wrisberg** is a Professor Emeritus of Sport Psychology and Motor Behavior and Past President of both the North American Society for the Psychology of Sport and Physical Activity (NASPSPA) and the Association for Applied Sport Psychology (AASP), a Fellow of both AASP and the National Academy of Kinesiology, and an AASP Certified Consultant. He has published over 100 refereed journal articles and book chapters, co-authored the best-selling textbook *Motor Learning and Performance* (Human Kinetics), and presented numerous papers at national and international meetings. In 1992, he was a Visiting Professor at Philipps University in Marburg, Germany.

Beginning in 1981, Dr. Wrisberg provided mental training services for athletes and coaches in the Department of Athletics at the University of Tennessee. Among the athletes he personally assisted were 42 NCAA champions and 23 individuals who have participated or are currently participating in professional sports. He continues to provide performance consulting for athletes at all levels.



**Dr. Tucker Readdy** is currently in his 4th year as an Assistant Professor of Exercise and Sport Psychology at the University of Wyoming. In that capacity, he teaches various undergraduate and graduate courses including Sport Psychology, Exercise Psychology, Analysis of Critical Issues in North American Sport, and Research Methods. Tucker's research interests center on utilizing self-determination theory to better understand coach and athlete motivation in the context of collegiate sport. In addition to spending time in the classroom and conducting research, Dr. Readdy has provided sport psychology consulting services to a number of individual student-athletes and sport teams at UW, including golf, football, tennis, and men's basketball. Tucker completed his Ph.D. in Exercise and Sport Science at Oregon State University in 2009.

## Panel Discussants



**Greig Cryer**, a native of Charleston, South Carolina, joined the University of Tennessee Thornton Center staff as an academic counselor in July, 2011. He earned his Master of Science degree in Sport Studies with a specialization in Sport Psychology in 2009 from the University of Tennessee. Cryer graduated from the University of South Carolina with a Bachelor of Arts degree in Experimental Psychology in 2006. At the University of South Carolina, Cryer was a three-time All-American track and field student-athlete. After two successful years as an Intern in academic support at USC and UT, Cryer now oversees academic support for the women's golf team and the football team.



**Bret Lundgaard** is currently in his second year as an assistant coach for the University of Tennessee men's and women's swimming and diving program. Lundgaard was a collegiate swimmer at the University of Washington from 2004-2008 and was voted team captain his junior and senior seasons. He earned Pac-10 All-Academic honors all four years of his career and also qualified for the 2008 U.S. Olympic Trials in the 100 meter butterfly. He earned a bachelor's degree from the University of Washington in Journalism while also earning a Certificate of Business in Marketing. He is currently studying at the University of Tennessee and is paced to earn his Master's in Kinesiology with an emphasis in Sport Psychology and Motor Behavior in the spring of 2014.



**Marisa Maleike** joined the University of Tennessee Sports Medicine Department in June 2012 as a Graduate Assistant Athletic Trainer for Volleyball. A native of Miamisburg, Ohio, Maleike received a Bachelor's of Science in Athletic Training from the Ohio State University in June 2012. Maleike is pursuing a Master's of Science in Sport Psychology and Motor Behavior, and plans to graduate in May 2014. She currently is a member of the National Athletic Trainers' Association (NATA), the Great Lakes Athletic Trainers' Association (GLATA), and the Ohio Athletic Trainers' Association (OATA).





**Caitlin Ryan** began working as an Academic Counselor at the Thornton Center during the fall of 2010. Originally from Knoxville, Ryan is a former member of the Lady Vol Softball team. Upon the completion of her eligibility, she also worked as an intern and a Graduate Assistant at the Thornton Center. She holds a bachelor's degree in Sport Management and a master's degree in Kinesiology with a specialization in Sport Studies and Sport Psychology, both from the University of Tennessee. Ryan serves as the Academic Counselor for the men's Golf team and the men's and women's Swimming and Diving teams. Ryan also has oversight of the Pregame Summer Bridge Program for new student athletes as well as academic programming for high achievers.



**Dr. Joe Scogin** joined the University of Tennessee Thornton Center in May 2013 as Senior Associate Athletic Director and Assistant Provost. The Thornton Center provides academic support services to UT student-athletes. Prior to his arrival at UT, Dr. Scogin spent 12 years at the University of Missouri where he ultimately held the position of Associate Athletic Director where he had oversight of the Academic Support component of the Total Person Program, the Sport and Counseling Psychology Program, and was the Sport Administrator for Women's Soccer. During his tenure at Missouri, Dr. Scogin oversaw a run of tremendous academic success as Missouri student-athletes achieved record graduation rates, academic progress rates, and grade point averages. Since 2006, Missouri was consistently at the top of the Big 12 and SEC in Academic Progress Rates and Graduation Rates and also led all public BCS institutions in Academic Progress Rate.

Dr. Scogin is a member of the National Association of Academic Advisors for Athletics (N4A) where he serves on the Board of Directors as the Director At-Large for Individual Certification and on the NCAA/N4A Consulting Project.

Originally from Tucson, Arizona, Dr. Scogin graduated from Fort Hays State University with an undergraduate degree in Psychology in 1999 and a Masters in Sports Administration in 2001. In May 2007, Dr. Scogin earned his Ph.D. in Education, School, and Counseling Psychology from the University of Missouri.



## Abstracts

### **Internal and External Pressures of an Olympic Athlete: What I Wish I Would Have Had**

*Caroline Burckle, University of Tennessee*

Representing one's country at the Olympic Games is the ultimate goal of many athletes from a young age. A large shift in expectations occurs at the moment one commits to this dream, which inevitably creates sensitive issues, both internally and externally. This collaborative, Q&A based workshop will explore the dynamics of pressure from a personal former Olympian standpoint. A few accounts of coach-athlete pressure, ethical teammate situations, and personal internal expectations will be shared, as well as the experience with the Sport Psychology staff (most of which were from clinical backgrounds) from the Olympic Games. Ultimately, the goal of this workshop is to create awareness as well as recognize the importance that the role of a Sport Psychologist can make when working with an elite level Olympic Athlete. What *was* incorporated, as well as what *would have been* useful for the athletes' performance, will be discussed. Along those lines, this workshop will place emphasis on the importance of training the mind to handle high-pressure situations within performance environments. Facilitated open discussion of the techniques with which a Sport Psychology Consultant can assist the athlete to overcome performance anxiety (visualization and breathing specifically) will be examined.

### **Difficulties and Issues that NCAA Division I Collegiate Athletes with Eating Disorders Face in Obtaining Treatment**

*Cassi Cregar, University of Tennessee*

Today in collegiate athletics, athletes will do anything to gain an edge on the competition, even developing an eating disorder. Eating disorders among athletes are becoming more common and are becoming a bigger problem throughout society and sport. Even though only a small percentage of athletes fit the clinical diagnosis for an eating disorder, many engage in disordered eating which can lead to a future eating disorder and other performance problems. It can lead to injury, premature exit from the sport, and many other emotional and psychological issues. Why is it so hard and what deters collegiate athletes with eating disorders from seeking help? First, the athlete must feel comfortable enough to admit to having a problem. There is a larger stigma against mental illness for athletes. Also, visiting the counseling center on campus is very visible to the public and leaves the athlete lacking privacy. Additionally, it's difficult for the sports management team or even a psychologist, without sport background, to detect an eating disorder in an athlete because the desired characteristics of elite athletes are similar to those characteristics exhibited in an eating disorder, and particular symptoms may differ among athletes than other non-athletes (Thompson & Sherman, 2001). For instance, there have been athletes in the past that have complained about their psychologist not validating the athletic part of their identity (Papathomas & Lavalley, 2012). Thompson and Sherman (2010), even claim that athletes are a special subpopulation dealing with an eating disorder and need specialized care, treatment, and prevention (p. 1). In this study, I plan to examine the specific reasons many collegiate athletes with eating disorders do not find or acquire adequate treatment. Using a semi-structured interview format, and division I NCAA athletes, I will examine the barriers and reasons why treatment is not easily obtained.





## U.S. NCAA Division I Lesbian Collegiate Athletes' Experiences of Sport

Jamie M. Fynes and Leslee A. Fisher, University of Tennessee

According to Griffin (1998), the U.S. NCAA Division I sport environment is not very welcoming for lesbian student-athletes because of existing negative myths and stereotypes. In addition, the experiences of both current and former lesbian collegiate athletes is an underrepresented research topic. Therefore, the purpose of this study was to explore the experiences of 10 former U.S. NCAA Division I lesbian student-athletes using a semi-structured personal identity interview guide (Fisher, 1997) and Consensual Qualitative Research (CQR) (Hill, Thompson, & Williams, 1997). Five domains, 18 categories, and related core ideas were found in the transcribed interviews. In Domain I: *Perceptions of female athletes*, participants described how U.S. society projects that female athletes are "lesser than" male athletes. In Domain II: *Stereotypes and perceptions of lesbians and lesbian athletes*, participants reported that stereotypes about lesbians and lesbian athletes were appearance-driven and sport-dependent. In Domain III: *Climate for LGBT athletes*, participants stated that while feeling accepted on their former team, their athletic departments remained fairly silent on LGBT issues and had a kind of "don't ask, don't tell" policy. In Domain IV: *Negotiating identities*, participants described the ways in which they negotiated their identities. Specifically, they emphasized the fact that there was more to their personhood than being gay, and that they revealed or concealed certain aspects of their identity depending on the context in they were in. Many practical recommendations for college campuses (Domain V) also came out of the interviews that have the potential to make the sport environment friendlier for lesbian and other sexual minority athletes. These recommendations are useful for applied sport psychology consultants, coaches, and administrators, all of whom play an important part in athletes' collegiate sport experience.

## "I Don't Know if I Have Ever Used the Term I Don't Care:" A Narrative of Care in Coaching

Leslie K. Larsen and Leslee A. Fisher, University of Tennessee

Within sport psychology literature, care is viewed as an integral piece of the coach-athlete relationship (e.g., Jowett, 2007; LaVoi, 2004; Poczwadowski, 1997; Wylleman, 2000). More recently, Knust and Fisher (in review) conducted a systematic study of the role care played in the coaching philosophies of 13 NCAA Division I head female coaches who were identified as "exemplar" carers. They found that these coaches developed caring philosophies in order to enhance both the short- and long-term well-being and development of their athletes. In the current study, we extend this research by interviewing NCAA Division I head female coaches of female teams regardless of her status as a carer. A semi-structured interview guide was developed using a modified version of Gilligan and colleagues' (1989) Listening Guide. Within the narrative of one of the participants within this study, several themes arose: (a) getting the job done; (b) viewing the team as a bubble; and (c) producing fulfilled alumnae emerged from the data. Working hard, investing time and effort, and demonstrating passion were also key aspects within a caring philosophy (e.g. no such thing as an "8-4:30 mentality" in athletics). The team represents a space where together the coach and athlete can reciprocate care and athletes' experiences are protected (e.g. the players bring baked goods, parents are not allowed to be at every team meal, significant others are gauged). This caring atmosphere leads to players being satisfied with their experience (e.g. athletes still have a desire to play golf after they graduate, and they're "proud" to be tied to their former program). Although this study is currently in progress, this single narrative provides insight into what care means to NCAA Division I head female coaches and how sport psychology consultants can help contribute to creating a caring environment in women's Division I sport.

## **Gender Assumptions in Caring for Student-Athletes: A Case Study of One NCAA Division I Softball Coach**

*Matthew P. Bejar and Leslee A. Fisher, University of Tennessee*

Care is an essential component of the coach-athlete relationship (e.g., Jowett, 2007; LaVoi, 2004; Poczwadowski, 1997; Wylleman, 2000). In a previous study, Knust and Fisher (in review) interviewed 13 NCAA Division I head female coaches who were identified by others as “exemplar” carers. However, no study exists on male head coaches’ perceptions of care and how it is intertwined within their coaching philosophies. Recently, nine NCAA Division I head male coaches were interviewed on their perspectives of care. One interesting finding was that caring coaching philosophies and behaviors were influenced by gendered assumptions. For the purposes of this presentation, one case study will be presented on Joe (pseudonym), a 56-year old Caucasian male who coaches female softball players. Joe learned to care as a coach from being the parent of two sons and three daughters; he referred to this as “God’s punishment.” He also believed that there were “astronomical” differences in how men and women needed to be cared for. In particular, he noted that women were more prone to deeply engrained psychological issues; thus, part of his caring was advocating for “smart decisions” regarding their social lives including their choice of boyfriends. Finally, Joe expressed that male coaches are usually better at handling athletes than female coaches. Specifically, he noted that male coaches have a better grasp of reality; whereas female coaches tend to overanalyze the mental aspects of sport. Recommendations for coach education will also be discussed.

## **Journeying into the Unfamiliar: A Guide to Implementing Cross-Cultural Workshops**

*Alicia J. Johnson and Patty A. Hester, University of Tennessee*

It is not uncommon for sport psychology consultants (SPC) to teach mental skills in a group setting. But what about facilitating mental skills workshops or implementing sport psychology programs with a group from another culture? What if the group doesn’t speak the same language as the SPC? Where does the preparation for working in a cross-cultural environment begin? The purpose of this workshop is for attendees to learn practical strategies for implementing cross-cultural sport psychology workshops and/or programs. The facilitators of the workshop will draw on their experiences of implementing workshops and programs with diverse populations in local and global settings. Locally, the facilitators have worked with populations ranging from inner-city youth to refugees to short-term international visitors. Globally, the facilitators have run workshops and programs in Costa Rica, Ghana, Indonesia, and Uganda. While the facilitators will candidly share both the trials and triumphs of their experiences, workshop participants can expect to engage in discussions about challenges related to access, implementation, and evaluation. Participants will also be engaged in critically assessing issues surrounding the sustainability of the programs they might create. A variety of hands-on activities will be incorporated into the workshop that the participants can then use in their own workshops and programs. Lastly, workshop participants will review case studies to test their ability to think critically in order to create a culturally sensitive and culturally relative sport psychology workshop or program while receiving feedback from the workshop facilitators. So, will you come along for the journey?

## **Advancing Sport Psychology Practice: The Use of the GoPro and Other First Person Cameras**

*Skylar Jewell, Georgia Southern University*

The AASP (2013) website has acknowledged a growth and acceptance of sport psychology in the mainstream over the last two decades. Yet as applied consulting progresses, and technology advances as well, how do we combine the two to enhance the effectiveness of our consultants while still making sure to present clear and concise information? The social cognitive theory proposed by Bandura (1997) informs us that there are reciprocal interactions between our surroundings and us. Though there are multiple factors which contribute to our learning, self-efficacy seems to be a key factor to determining whether an individual will be successful or not. Looking further into how we enhance self-efficacy we find social learning, proposed by Bandura (1973), through vicarious experiences is a key contributing factor. Though we often learn through vicarious experience, we primarily only learn through 3rd person observation. Similar to watching practice film, for years the perspective of our learning has remained stagnate. Self-efficacy can also be enhanced through practicing imagery, yet this can often be timely and difficult to teach our clients. With this said, the purpose of this presentation will be to show how the use of technology, such as GoPro products and Sony action camera, can be used to enhance the consultants ability to enhance self-efficacy and ease the process of teaching imagery skills from a first person perspective. This presentation will be conducted by running conference attendees through a brief imagery script. This script will be followed by a video example of the imagery script shot by a GoPro camera. This analysis will then be used to compare the vividness of experience. Another video will be shown to allow another example for attendees to evaluate the use of this technology in conjunction with applied practice.



### **Striking a Balance: Using Educational and Applied Sport Psychology Principles to Help Freshmen Student Athletes Achieve Success in Academic and Athletic Realms**

*Kelley Catenacci, Zachary Ryan, and Skylar Jewell, Georgia Southern University*

The years between 17 and 22 are usually regarded as a transitional period in the life cycle. During this time, young adults develop new behaviors, relationships, and interests (Medalie 1981). This time is made more difficult for student athletes who must cope with this transition in addition to their athletic responsibilities. The purpose of this presentation is to outline a unique and comprehensive fall semester program created jointly by the Sport and Exercise Psychology Master's program and the Student Athlete Services department at Georgia Southern University. The program was designed to help meet the unique needs of freshmen student athletes that are often overlooked, paying particular attention to their academic, athletic, and personal developmental tasks (Etzel, Ferrante, & Pinkney, 2002). As such, this mentorship program taught student athletes skills they could apply to their own lives. Session topics ranged widely from life skills (i.e., study habits and time management) to psychological, sport-related skills (i.e., concentration and confidence). Approximately 67% of participants who provided feedback ( $n = 12$ ) indicated that they would participate in the program again, while 83% said they felt better equipped to handle the challenges that they encounter as a result of participation. As a result, the program has been expanded to include all class levels, transfer, and international student athletes entering the spring semester. Programs like these are important for student athletes as well as for developing sport psychology consultants. Opportunities to gain direct applied experience in educational and performance sport psychology consulting settings are rare at the Master's level. As the program continues, unanswered questions include how this model can be used to positively affect student athletes at other universities, and what can be done to enhance this program further and expand the services to address unique challenges associated with subsequent years in college for student athletes.

### **More than Activities: Using Experiential Learning Techniques to Enrich Sport Psychology Workshops**

*Alicia J. Johnson, A.J. LaLonde, & Abby Milillo*

Have you ever participated in a "team building" activity? Most likely you answered yes, especially if you are a current or former athlete. However, it is likely that many of those activities did not move beyond focusing on building cohesion among team members. If you want to incorporate such activities into sport psychology workshops, how do you get athletes to see that they are more than just fun activities? One way that sport psychology consultants (SPC) can do this is by incorporating techniques from the field of Experiential Learning (EL). EL is "learning by doing combined with reflection," (Gassner, 1993, pg. 4). Techniques based in EL, such as sequencing and processing, can be used to purposefully incorporate activities into sport psychology workshops. The overall purpose of this workshop is to demonstrate how EL techniques can enrich sport psychology workshops. In this workshop, participants can expect to experience a sport psychology workshop that incorporates EL techniques, gain an understanding of how they can incorporate EL techniques into their own workshops, learn facilitation techniques, and learn new activities to take home. The facilitators will reveal what they keep in their own "bag of tricks" that helps them better facilitate EL-based sport.

### **How to Get Involved in the Association for Applied Sport Psychology, Regional Student Representative Presentation**

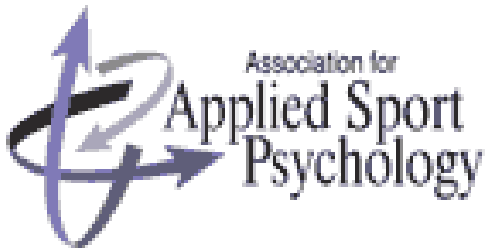
*Hannah Bennett, Middle Tennessee University, and Urska Dobersek, Florida State University*

Association for Applied Sport Psychology (AASP) is the largest organization in the world specifically dedicated to the promotion and research of the field of sport and exercise psychology. Founded in 1986 and with over 1,200 members worldwide, AASP infiltrates many professional disciplines including: psychology, kinesiology, coaching, physical education, and human movement studies, among many others. AASP is dedicated to the promotion of the science and practice of sport and exercise psychology. Furthermore, AASP advocates the application of psychological principles that have been supported through research in sport, exercise, and physical activity. Finally, AASP provides opportunities to share information related to theory development, research, and the provision of psychological services to consumers. The focus of this presentation will be to garner interest from students and professionals at the Southeast Regional Applied Sport Psychology Conference. Specifically, the presenters will discuss how students can get involved in AASP, including ongoing student initiatives (e.g., Mentorship Match Program, Performance Excellence Movement, etc.), who is who in AASP, and the upcoming Regional and National AASP conferences. Finally, the presenters will also touch on the importance of becoming a Certified Consultant (CC-AASP), and how to become a CC-AASP. While the presentation will include discussion about how professionals can become involved in AASP, the focal point will be on student involvement.



## Acknowledgements

Thank you to our sponsors!



We would also like to thank the numerous graduate students, staff, and faculty in the UT Sport Psychology/Motor Behavior and Sport Management programs for assisting us with the planning and execution of this event. This would not have been possible without you!





See you in Las Vegas!



For more information, visit: <http://www.appliedsportpsych.org/conference>