

The Seventeenth Annual



Northeast Atlantic Sport Psychology Conference

&

**The Association for Applied
Sport Psychology
Mid-Atlantic Regional
Conference**



Temple University
Philadelphia, PA

March 20th-21st, 2015

Conference Schedule, Presentation
Abstracts, and Presenter Biographies

The Seventeenth Annual Northeast Atlantic Sport Psychology Conference

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& Michael L. Sachs, Ph.D.

Temple University
Department of Kinesiology
Philadelphia, PA 19122

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Welcome to Philadelphia and Temple University!

The 17th Northeast Atlantic Sport Psychology Conference
March 20th- 21st, 2015
Temple University
Philadelphia, PA

We at Temple University would like to invite you to the 17th Annual Northeast Atlantic Sport Psychology Conference, in partnership with the Association for Applied Sport Psychology (AASP) Regional Conference programs, to be held at Temple's campus in Philadelphia, PA on Friday, March 20 and Saturday, March 21, 2015. As always, NASP will feature a wide variety of research papers, symposia, workshops, panels discussions, and poster presentations from students and professionals in sport, exercise, and performance psychology, along with a keynote talk and pre-conference workshop offering continuing education credits for CC-AASP certification.

This year's programming features Dr. Becky Clark, who will deliver the NASP Keynote Address on Friday evening. NASP's pre-conference workshop is open to all, and provides an opportunity for AASP continuing education units; we thank Dr. Angie Fifer of The United States Military Academy for presenting the workshop. There is a role for everyone in Saturday's workshops and presentations, and between-session Energy Breaks throughout the weekend will further invigorate the conference proceedings.

In this program book, you will find the conference schedule along with summaries of the conference presentations and biographies of the presenters. Additional conference material, including a campus map, information pertaining to social activities, and a conference evaluation form, is provided on Guidebook. We hope this provides a valuable resource for you during your stay in Philadelphia and a reminder of an excellent conference after you depart.

This year's NASP conference has come to fruition through the work of a small cadre of extraordinarily dedicated people. We wholeheartedly thank the NASP Conference Executive Committee: Paige Ayotte, Eric Dunn, Anthony Galati, Brett Gordon, Theresa Giunta, Emily Howard, Kaity Lang, Amanda Manu, and Ryan Sappington. Andrea Beckett, Linda Yarrish, and Sean Conran of Temple's Department of Kinesiology provided logistical assistance, while Dr. John Jeka, Chairperson of the Department of Kinesiology, provided financial support.

Welcome to Temple—we hope you enjoy NASP!

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Temple University's Department of Kinesiology offers M.S. and Ph.D. degrees in Kinesiology, with specialization in the psychology of human movement, specifically exercise and sport psychology. The Master's program is a 36-credit program, while the doctoral program is 78 credits. For more information, please contact Michael Sachs at the address above.

Thank you, NASP Sponsors!

The NASP Conference Executive Committee extends gratitude to the following companies and organizations for their sponsorship of our NASP and their support as we further expand exercise and sport psychology knowledge in the northeast Atlantic region.

The Association for Applied Sport Psychology (AASP) provided financial support for the production of this conference. The mission of AASP is to promote the ethical practice, science, and advocacy of sport and exercise psychology. AASP is an international, multidisciplinary, professional organization that offers certification to qualified professionals who practice sport, exercise, and health psychology. Visit www.appliedsportpsych.org

Balance Fitness, located in Chestnut Hill, PA, focuses on personal training, indoor cycling, and small group fitness. They have generously donated guest passes for each attendee and 1 group fitness pass to the raffle

City Tap House has one of Philadelphia's most extensive craft beer lists, featuring both the rare and sought-after crafts as well as benchmark local, regional & European brands. City Tap House has donated a dining gift certificate for the raffle

City View Pizza is a pizzeria located on Temple's campus and has provided lunch for the conference.

The historic **Conwell Inn**, located in the heart of Temple's campus, has provided high quality lodging to our out-of-town guests; we thank General Manager Justin Walsh for collaborating with NASP. Visit www.conwellinn.com

The **Doubletree Hotel**, located in Philadelphia's Center City, has consistently provided quality lodging to NASP's out-of-town guests. Visit www.doubletree.com

Evolution Fitness, located in Cherry Hill, NJ, offers a balanced, holistic, thorough approach that will not only get you to your goals, but will also insure that you are able to maintain a healthy, active lifestyle well into your golden years. Its functional fitness at its best designed to get you the body you want AND the health you need! Evolution Fitness has donated a 3 month membership for the NASP raffle.

Fitness Information Technology (FIT) publishes textbooks, reference books, trade books, and academic journals, and provides electronic databases and test products for sport psychology, physical education, coaching education, sport management, and sport sociology. FIT has generously provided several books for the NASP raffle.

The Fresh Grocer, located one block from Temple's campus, specializes in fresh, affordable groceries and catering throughout the metro Philadelphia area. Visit www.thefreshgrocer.com

Horizons, Inc, is a social services organization located in Dover, Ohio. Horizons, Inc. donated a backpack and 2 AMC movie tickets

Human Kinetics (HK), the premier knowledge integrator in physical education and sport, publishes textbooks, consumer books, journals, electronic media, and an online education program. HK's

mission is to produce innovative, informative physical activity resources that help people lead healthier, more active lives. HK donated books to the NASP raffle. Visit HK at www.humankinetics.com

National Museum of American Jewish History, located in the heart of Philadelphia's historic district, donated 4 tickets for admission.

Pearl Theatre at Avenue North is located on Broad Street on Temple's Campus. The Theatre has graciously donated six tickets

Simon Says Brownies contributed delicious desserts for Friday night's dinner. The signature bite-size treats, baked by one of Temple's own graduates, are truly chewy and gooey to go! Available in a multitude of flavors, home-baked brownies are perfect for any occasion. Simon Says Brownies--you'll say, "Delicious." Visit <http://www.simonsaysbrownies.com/index.htm>

Temple University Department of Kinesiology contributed generous financial and logistical support. Visit <http://cph.temple.edu/kinesiology/home>

Another longtime NASP supporter, **Virtual Brands, LLC**, provides multimedia products that promote excellence and well-being in sport, health and life, including a Virtual Sport Psychology series and an APA-approved continuing education program. Virtual Brands provided professional development DVDs for the NASP gift bags. Visit www.vbvideo.com

We appreciate the continued support and exceptional professionalism of these organizations; their services greatly contribute to NASP's success. Thank you!

Congratulations to the 2015 NASP Diversity Grant Recipients

LaShae Philyaw
Bowie State University

Dr. Andrew Franklin
Norfolk State University

Shadana Davis
Chestnut Hill College

The 2015 NASP Conference Keynote Address

Friday, March 20, 2015

7:00 pm

Empowered through Sports: "Up the Summit, at the Temple, and around the World"

Becky Clark, PHD, LCSW-R, CC-AASP



Dr. Becky Clark is a sports performance consultant and licensed psychotherapist (LCSW-R) with a private practice in New York City. Dr. Clark received her PhD in Kinesiology with a specialty in Sport and Exercise Psychology at Temple University and MSW in Clinical Social Work from New York University. She is a certified consultant through the Association for Applied Sport Psychology (AASP). Dr. Clark has a long and rich history as a multi-sport elite athlete including four sport high school letter winner, former basketball player for Pat Summitt and the University of Tennessee Lady Vols, a three-time Deaflympian with one gold and two silver medals for the USA Deaf Women's Volleyball Team, and also competed in the 1991 U.S. Olympic Festival. She has played for two legendary Hall of Fame coaches in two different sports. She is an accomplished fastpitch softball player and has run 7 marathons. Dr. Clark was a Torchbearer for the 2002 Winter Olympics Torch Relay Team. Dr. Clark served as a Sports Envoy to China to advance disability rights, inclusion,

and gender equality for the U.S. Department of State. She also served as an American Cultural Ambassador in the area of sports for the Deaf in Venezuela. Dr. Clark has conducted sports clinic and worked with coaches and athletes on mental skills training from recreational to elite levels. She has worked with organizations, institutions and individuals from over 100 countries as a consultant and sport diplomat. Dr. Clark also specializes in exercise and mental health and provides individual counseling and psychotherapy for individuals, couples, families and groups. Dr. Clark is a staunch advocate for persons with disabilities and using sport as a vehicle to breaking barriers and building bridges among cultures globally. She was recently appointed as Co-Chair of the newly established Women in Sport Commission for the International Committee on Sports for the Deaf – the governing body of the Deaflympics. Dr. Clark also serves on the Advisory Board of WomenSport International and co-chairs its Task Force on Deaf and Hard of Hearing Girls and Women in Sport.

Pre-conference Continuing Education Workshop
Friday, March 20, 2015
11:30 am – 2:30 pm

Best Practices in Applied Sport Psychology

Angie Fifer, PhD, The United States Military Academy

This workshop will focus on sport psychology techniques applied to athletes and coaches in a variety of levels and sports. The presentation will be broken down into six basic areas including mental skills training for enhanced performance, gaining entry with a team, assessment of the situation, implementation of the program, evaluation of the program's effectiveness, and potential pitfalls of sport psychology consultation. The importance of the consultant's experiential knowledge, preparation, and flexibility to adapt with the situation will be stressed. Finally, strategies for developing and maintaining one's capabilities and effectiveness in the constantly changing conditions of sports psychology consulting will be addressed.



Angie is a Performance Enhancement Trainer in the Center for Enhanced Performance (CEP) at the United States Military Academy at West Point. Angie provides performance excellence training to numerous Division I and club athlete teams and individuals, which includes confidence building, attention and focus training, effective goal setting, stress and energy management, and the development of imagery. At West Point, Angie also teaches a freshman Student Success course and the Psychology of Elite Performance. Angie earned a B.S. in Kinesiology and Psychology from Penn State University, her M.S. in Sport and Exercise Psychology from California State University at Fullerton, and a Ph.D. in Sport and Exercise Psychology from Michigan State University. Angie studied recreational female marathoners and how they find meaning in their running for her dissertation research. Angie has worked with a variety of coaches, teams, and individual athletes guiding their mental conditioning

development as they strive for excellence in their performance domain at Michigan State and then as a post-doctoral intern at the University of Georgia. Angie is an avid distance runner and two-time Ironman finisher.

NASP 2015 Conference Schedule At-A-Glance

Friday March 20th

11:30 – 2:30 AASP Continuing Education Workshop **TLC 302**

“Best Practices in Applied Sport Psychology”
Presenter: Dr. Angie Fifer

3:00 – 6:30: Registration **TLC Lobby**

3:30 – 3:45: Welcome & Conference Opening **TLC 105**

Dr. Michael Sachs - NASP Faculty Advisor and Professor in Department of Kinesiology
Dr. Laura Siminoff - Dean of the College of Public Health
Dr. Scott Rutledge - Associate Dean of Faculty Affairs, College of Public Health
Dr. John Jeka - Kinesiology Department Chair
Kat Longshore, Jen Ciaccio, & Miriam Merrill - NASP Co-Chairs

3:50 – 5:00: Session 1

Session 1A: Workshop **TLC 303AB**

Vitality, Motivation, Adherence: Applied Positive Exercise (APE) - GO APE With Elaine!
Presenter: Elaine O'Brien

Facilitator: Erica Tibbetts

Session 1B: Workshop **TLC 301AB**

Performatory Psychology: Improv for sport team building
Presenters: Dr. Joan Ingalls & Jennifer Bullock

Facilitator: Paige Ayotte

5:15 – 6:30: Session 2

Session 2A: Paper Session

TLC 301AB

Exercise and sobriety: The case for providing women in recovery with structured physical activity

Presenter: Erica Tibbetts

Once a Runner, Always a Runner? Exploring the Athletic Retirement Processes of Finnish Male and Female Distance Runners

Presenter: Irina Watkins

An inductive exploration of physical activity within the transition to adulthood.

Presenter: William Way

Sisterhood in Sports: How Female Athletes Collaborate & Compete

Presenter: Dr. Joan Steidinger

Facilitator: Eric Dunn

Session 2B: Roundtable

TLC 303AB

Pursuit of Happiness VS Happiness of Pursuit in junior tennis, on a quest for Journey or the American Dream

Presenter: Nikola Milinkovic

Facilitator: Ryan Sappington

6:30 – 7:00: Dinner & Networking

TLC 105

7:00 – 8:00: Keynote

TLC 105

“Empowered through Sports: Up the Summitt, at the Temple, and around the World”

Presenter: Dr. Becky Clark

Saturday March 21st

9:00 – 12:30: Registration

TLC 3rd Floor

9:00 - 9:30: Breakfast & Networking

TLC 300AB

9:30 – 10:45: Session 3

Session 3A: Roundtable

TLC 303AB

Not Afraid to Fail: Reflections on Trial and Error Experiences as a Neophyte Consultant
Presenters: Samantha Diamond & Ryan Sappington

Facilitator: Elaine O'Brien

Session 3B: Panel Discussion

TLC 301AB

Female Sports Body Stereotypes: Appearance vs. Athletic Success
Presenters: Dr. Joan Steidinger & Dr. Emily Roper

Facilitator: Amanda Manu

11:00 – 12:15: Session 4

Session 4A: Paper Session

TLC 301AB

The Racing Heart: A Qualitative Exploration of the Arousal Regulation Strategies of former Formula One Drivers.

Presenter: Brett Gordon

The Return to Play Decision: Traumatic Brain Injury Recovery in the Action Sports Population

Presenter: Kaitlyn Lang

Developing a Catastrophic Incident Plan for Intercollegiate Athletics: The Roles of the Athletic Trainer and Sport Psychologist

Presenter: Dr. Lindsey McGuire

The Board Room and the Locker Room: An Argument for Industrial/Organizational Psychology Training for Aspiring Sport Psychology Consultants

Presenters: Ryan Sappington & Phil Dillulio

Facilitator: Eric Dunn

Session 4B: Workshop

TLC 303AB

An Intentional Approach to Student-Athlete Leader Development

Presenters: Dr. Ira Martin & Dr. Adam Naylor

Facilitator: Jenny Pfohl

12:15 – 1:35: Posters, Lunch, Networking, & Raffle

TLC 300AB

1:40 – 2:00: Student Involvement Session

TLC 301AB

Association for Applied Sport Psychology (AASP): Join the Movement!

American Psychological Association – Division 47

Presenter: Dolores Christensen

Facilitator: Anthony Galati

2:15 – 3:30: Session 5

Session 5A: Paper Session

TLC 301AB

The Structure of a Team: The Influence of Goal Setting Type on Intrinsic Motivation,

Group Cohesion, and Goal Achievement Orientation of Division III Female

Athletes

Presenter: JoAnne Bullard

Coaches' and athletes' perceptions of helpful and harmful coaching behaviors: A critical incident approach

Presenters: Jessica Killoran, Courtney Stanlaw, Dr. Jamie Robbins & J. Helion

Unpacking the Coach-Athlete Relationship: Athlete Coping Skills and Self-Determination Theory

Presenters: Ryan Sappington & Dr. Christina Fink

Focusing on Coaches' Experiences: Mindfulness Training for Coaches (MTC)

Qualitative Results

Presenter: Kat Longshore

Facilitator: Theresa Giunta

Session 5B: Workshop

TLC 303AB

College Student Athletes and Mental Health

Presenter: Dr. Rachel Daltry

Facilitator: Emily Howard

3:45 – 5:00: Session 6

Session 6A: Roundtable

TLC 301AB

Understanding the impact of parent behavior on athlete well-being and performance:

Application and Advancement

Presenters: Dr. Miranda Kaye & Dr. Angie Fifer

Facilitator: Jen Ciaccio

Session 6B: Workshop

TLC 303AB

How To Build Self-Confidence And Focus With Athletes In One Psychotherapy Session

Presenter: Dr. Jay Granat

Facilitator: Dan Cohn

Abstracts and Presenters' Biographies

Session 1A: Workshop

TLC 303AB

Vitality, Motivation, Adherence: Applied Positive Exercise (APE) - GO APE With Elaine!

Go APE! Applied Positive Exercise (APE) combines the arts and sciences of positive psychology, exercise psychology, sports medicine, and group dance exercise. *Go APE!* advances motivation and adherence in fitness training. This easy to follow program encourages individuals and groups toward enjoyable movement and physical activity, and boosts the potential for flourishing and whole health. This idea encourages moving successfully, safely, and well across the domains of education, business, sport, health, fitness, community recreation, and more. Based on a socially constructed, community fitness model, initially aimed at reducing alcoholism and drug abuse risks in Monmouth County, NJ, this award winning design has been successfully evolving to serve individual and community needs for over 2 decades. Participants across age groups, and fitness levels have repeatedly reported positive psychological, social and emotional benefits. *Go APE!* Training primes positive emotion in motion, and camaraderie, group cohesion, and social capital. Also important, this program delivers a powerful blow against the “epidemic of inactivity” and non-communicable diseases (NCDs): lung disease, kidney disease, diabetes, obesity, depression, and the number one silent killer: heart disease. Incorporating easy to follow, mind/body movement, (dance, sport, yoga, tai chi), *Go APE!* delivers aerobic, strengths, balance, flexibility, coordination, and relaxation benefits to participants.

This NASP presentation will offer qualitative research about phenomenological lived experiences of group members, demonstrate how group dance exercise heartens positive well-being and sustainability in a variety of settings, and invites you to join the fun, *Go APE!* dance, and shake it, (but don't break it).

Elaine O'Brien, Ph.D. Candidate, Psychology of Human Movement, and University of Pennsylvania Masters of Applied Positive Psychology (MAPP) is a positive health, fitness, and performance pioneer and strategist. Elaine is an educator, author, speaker, and Positive Psychology expert. Elaine's areas of research include positive adult development, advancing the notion of mainstream enjoyable exercise practices, appreciative leadership, motivation, and lifetime fitness. Her aim is in building relationships and sustainable strategies to connect individuals, communities, and organizations toward greater vitality and public health outcomes.

An international educator and trainer, Elaine has presented throughout North America, Costa Rica, Sweden, United Kingdom, Korea, and China. Elaine has led educational sessions for Columbia University's Department of Social Work, Temple University Counseling, L'Oreal, Allstate, Women in Cable Telecommunications, AASP, the United Nations, International Positive Psychology Association, and American Psychological Association. Elaine is also an advisor for the new AARP initiative, *Life Reimagined*. Contact Elaine at PositiveFitLab@gmail.com

Performatory Psychology: Improv for sport team building

“Performatory psychology” is so new that you don’t find it on the web, but it has its roots in the work of Lev Vygotsky (1924 -1934) whose great discovery was that we grow emotionally, and *become* who we are by continuously *performing* who we are not. In this workshop, we will play improv theater games and thereby experience *becoming* who we are not: expert team builders. Improv games help us put aside distractions, agendas, interpretations, and judgments to listen for the invitations to build the team.

The workshop will be structured as follows: the workshop leaders will introduce themselves, and then introduce and play several improv games. We will discuss the emotional demands of the games (how hard it is to give up our agenda and embrace the emerging and constantly changing agenda that the group is creating), and how we experience them as we play; how by meeting those demands, we grow emotionally to become better team players.

Participants will gain a new understanding of the developmental potential of performatory activity. They will learn how to use improv games to help the teams that they work with be more cohesive and better functioning.

Advanced students, new and seasoned therapists, coaches and teachers are welcome.

Joan S. Ingalls, Ed. D. has maintained a private Social Therapy practice in New York City since 2004. She specializes in helping athletes and performing artists prepare mentally and emotionally for performance and competition. With over 30 years experience in sport counseling, she has worked with athletes in sports ranging from curling, sky diving, sport car racing and bronco riding to tennis, skiing, football and soccer. She believes that athletes have their best chance at peak performance if they are “citizens” both on the playing field and in their communities. Dr. Ingalls has a master’s degree in psychology-dance therapy from Goddard College, and a doctorate in the psychosocial study of human movement from Columbia University. She is a Licensed Mental Health Counselor in New York State, an Association of Applied Sport Psychology (AASP) Certified Consultant, a charter member of AASP, and listed on the Olympic Registry of Sport Psychologists.

Jennifer Bullock, M.Ed., M.L.S.P., LPC is director of The Philadelphia Social Therapy Group, where she works with individuals, groups, couples and families. Jennifer is a licensed psychotherapist with 25 years of experience in the mental health and child welfare fields. She has expertise in the arenas of childhood trauma and abuse dynamics. She holds an adjunct faculty position at Temple University and Community College of Philadelphia, teaching psychology and criminal justice courses. Jennifer holds a Master’s Degree from Temple University in Counseling Psychology and a Master’s Degree in Law and Social Policy from Bryn Mawr College’s School of Social Work and Social Research.

As a community activist, she is founder of an all-volunteer community theater project, PCIC, which helps actors and non-actors from diverse backgrounds perform together. As a 200 hr certified yoga instructor, her activism is currently focused on outreach to underserved communities to practice yoga and meditation.

Exercise and sobriety: The case for providing women in recovery with structured physical activity

Women in recovery from substance abuse confront a range of physical and mental health challenges as well as the social stigma placed on women who have histories of addiction (Geiger & Fisher, 2005; Lewis, 2006; Sydney, 2005). Cycling provides a unique means by which women in recovery can manage social, emotional, and physical health (Oja et al., 2011). Riding a bike is low impact, easily accessible for anyone despite their current health status, and can increase cardiovascular and muscular health.

The purpose of this study was to understand the exercise history of women in recovery and the benefits of cycling. The research was conducted at three different recovery and transitional homes in partnership with Gearing Up, a Philadelphia-based non-profit. One hundred and forty-two women completed the initial survey and 30 completed the follow up. Over 75% of women enrolled in the program had ridden a bike in the last 10 years. Over 80% of participants had been physically active as adults; however, at the time of enrollment 60% of women were sedentary. And, of those who were active, only 24% reported participating three or more times a week.

From baseline ($m (sd) = 2.98 (.26)$) to post test ($m (sd) = 2.41 (.22)$) abstinence self-efficacy increased significantly $t (18) = 2.30 p < .05$. From baseline ($m (sd) = 2.90 (1.02)$) to post test ($m (sd) = 2.54 (.90)$), life satisfaction improved; however, the difference was not significant. Similarly, overall health ratings improved from baseline ($m (sd) = 2.68 (1.18)$) to post-test ($m (sd) = 2.12 (.70)$) but no significant differences were found. (Lower scores denote higher efficacy, life satisfaction, and self reported health). This research shows that cycling as an intervention is accessible to women in recovery and that they can experience a range of benefits.

Erica Tibbetts is a fourth year PhD student in the Psychology of Human Movement program at Temple University. She works full time as the Impact Evaluation Coordinator at Gearing Up, a non-profit that provides women in transition from substance abuse and incarceration with the opportunity to ride bicycles. Her research focuses on the use of exercise as an intervention with under-served populations; currently she is conducting interviews with women at the Philadelphia County Women's prison to gain an understanding of their motivation for exercise and physical health concerns. Erica works with the Temple University Fencing Team as their mental skills consultant, runs marathons, competes in triathlons, and spends a lot of time walking her dog.

Once a Runner, Always a Runner? Exploring the Athletic Retirement Processes of Finnish Male and Female Distance Runners

Retirement from elite sport is an inevitable transition of the elite athletic career (Stambulova et al., 2009). Although several conceptual models have been developed in an effort to explain the factors related to athletes' adaptation to career transitions, little research has focused on understanding how gender affects retirement decision-making and adaptation to athletic retirement. The current study aimed at addressing this gap and examined male and female, Finnish distance runners' final years in elite sport and meanings associated with career discontinuation. Research objectives included exploring Finnish, endurance athletes' gendered experiences of the mastery stage of athletic career

in terms of (a) key themes in this period of life, (b) retirement decision-making, and (c) changes in athletic and running identities. 19 Finnish athletes (nine female and ten male) aged between 25 and 62 participated in semi-structured and life story interviews. The data were analyzed with thematic narrative analysis (Riessman, 2007). The study's findings suggest that gendered meanings permeate career decision-making and retirement patterns of Finnish elite runners. For women, central themes in career stories were loneliness, lack of support, loss of motivation, and injuries, whereas for men lack of athletic development and work were major reasons for retirement. Nevertheless, men were willing to postpone retirement due to friendships formed through running and attitude change to results, and they were active in coaching during and after their career. Women on the other hand perceived themselves incompetent and/or lacked time and interest for coaching. Runner identity remained central for most runners across genders, and majority of the athletes had continued regular post-retirement running. This study gives examples how male and female athletes negotiate their personal narratives within the culture of competitive running and elite sports, and it is imperative for coaches and sport psychology practitioners to recognize how competitive sports can derive meaning from sources beyond winning and social recognition.

Irina Watkins is a recent graduate of Temple University with a master's degree in Kinesiology/Psychology of Human Movement and a retired middle-distance runner from Finland. Irina moved to the United States after receiving an athletic scholarship from University of Minnesota and has competed as a scholar-athlete in the United States, as well as a member of the Finnish National Track and Field Team. Irina's research interests include athletic career transitions, athletic identity, and socio-cultural aspects of performance psychology.

An inductive exploration of physical activity within the transition to adulthood

The subjective experience of personal growth appears to decline after the college years (Bauer & McAdams, 2010). Across the lifespan, marked declines in regular physical activity (PA) often occur within the transition to adulthood as well (e.g., Zick et al., 2007). As various components of well-being have been positively associated with PA (Biddle & Mutrie, 2008), perhaps it is no coincidence that the transition to adulthood presents concurrent declines in both PA and psychological well-being. Limited research has suggested that sport (Udry et al., 1997), exercise (Morgan et al., 2010), and lifetime PA (Crust et al., 2011) may offer potential avenues to personal growth. To date, however, no research has been conducted to specifically examine post-college-age young adults' personal growth experiences through PA. The idea of achieving growth is socially desirable in American culture (Bauer et al., 2008), so an open-ended, inductive exploration of how PA is experienced within the transition to adulthood (also glaringly absent in extant research) is a necessary first step. The study to be presented aimed to fill this gap. Interviews were conducted with six highly active ($M_{PA} = 19$ hrs/week) emerging adults (3 male, 3 female; ages 23-28). Interpretative Phenomenological Analysis revealed three sub-themes: *Context of Life and PA*; *Social Connection, Support, and Energy*; and *Positive Insights and Sensations*. The higher-order theme that linked all six interviews to describe the perceived impact of PA within the transition to adulthood was, *An Outlet for Continued Goal-Striving and Self-Change*. Results indicated that deliberate reflective effort was an important precursor to developing these insights. Applied suggestions will be offered for practitioners to help facilitate growthful, physically active life transitions for post-college-age young adults.

William Way. William recently completed a master's degree in exercise and sport science with a concentration in sport psychology at Ithaca College. His applied interests include coaching and mental skills training for high school and collegiate athletes. To cap his studies at Ithaca, William conducted a year-long, CC-AASP mentored internship as a mental skills coach for a high school athletics department. William's broad research interests include positive psychology, professional practice issues, and life transitions. When he is not preoccupied by completing applications to doctoral programs, William enjoys sipping strong coffee, trail running, and cooking.

Sisterhood in Sports: How Female Athletes Collaborate & Compete

Tells the stories of all kinds of female athletes in a variety of sports. Their natural tendency to use talking as a primary form of communication is essential to their experiences and successes in sports. Women and girls tend to have BFFs, collaborate during periods of stress, express empathy for one another, worry about themselves and others, and desire to have fun in sports, which makes their experiences of sports and competition different from their male counterparts. Female strengths are grounded in both mind and body, and they take these strengths onto the court, field, and track.

There are now dozens of studies showing how the female brain and hormones operate quite differently than those of men. This book reveals the ways in which these differences confirm that emotions about relationships are part of the sporting life for female competitors. Joan Steidinger uses real stories to show that women and girls compete at very high levels, but also have a different view of their teammates and opponents, one based on relationships and communication, that impacts performance both on and off the field. They enjoy and revel in sisterhood, even as they fight to win. Understanding this need for connection helps us better understand how female athletes succeed and perform both in sports and in life. Female athletes and anyone who works with them will learn how to better facilitate mastery, competition, collaboration, and connection on and off the field in the practice of collaborative competition.

Joan Steidinger, Ph.D., is a Certified Consultant through the Association of Applied Sports Psychology and on the United States Olympic Committee's Sport Psychology Registry. She has written columns online for PsychologyToday.com and SFGate.com. Working as a clinical and sports psychologist for well over 26 years in private practice, she recently has started teaching in the Kinesiology Department at San Francisco State University. In the 1990s, she was a competitive ultrarunner and Ride and Tie participant. You will see her running the trails of Mt. Tam in Mill Valley, California where she lives with her husband, JP, and two goldie dogs, Spencer and Parker. She has a new book out called "Sisterhood in Sports: How Female Athletes Collaborate and Compete," released in November 2014.

Session 2B: Roundtable

TLC 303AB

Pursuit of Happiness VS Happiness of Pursuit in junior tennis, on a quest for Journey or the American Dream

Junior tennis players, ages eleven to fifteen, are in a crucial time period of their lives. Education as well as both personal intrinsic and extrinsic motivation, have direct impacts on the dream they select to pursue. Living in the world of instant gratification and a survival of the fittest mentality can shift the focus from process to outcome.

The presenter will facilitate a roundtable discussion with conference participants on the importance of the journey and the happiness behind successfully reaching the dream. Through an interactive presentation, a process focused activity and a ‘based on a true story’ video, participants will gain greater awareness on the importance of process goals and how to use them successfully in reaching the final outcome.

Nikola Milinkovic has extensive experience with Mental Toughness Coaching & Sports Psychology with High Performance Juniors, ATP and WTA players across several countries, including the United States, the Netherlands and his home country Serbia. Nikola spent last eight years leading the Mental Toughness programs in high performance academy settings in both the US (Florida, Massachusetts and Connecticut) and the Netherlands.

In addition, Nikola has worked extensively with sports organizations in Serbia. He is a visiting lecturer at Belgrade Sports Academy, UNICEF Serbia and is a Serbian Tennis and Waterpolo Federation Consultant. He appeared on national television and gave various mental health journal interviews. Furthermore, Nikola extended his psychology work across the United Nations system in The Netherlands where he served as the Human Resources and event organization coordinator for three years. Nikola earned his BA degree in Psychology and Theater Arts from Clark University and his EdM degree in Counseling with focus on Sport Psychology from Boston University.

Session 3A: Roundtable

TLC 303AB

Not Afraid to Fail: Reflections on Trial and Error Experiences as a Neophyte Consultant

Graduate programs in sport psychology are growing rapidly, and students in these programs are gaining access to more and more training opportunities both inside and outside the classroom. However, like many professions, formal training is somewhat limited in the extent to which it can fully prepare individuals to be effective practitioners from the moment they step into the role of “consultant”. Previous literature has identified this dynamic, with Dr. Aoyagi publishing a paper on the need to applicably train sport psychology consultants (2013). His approach was to present both theory and application in class, while also utilizing seasoned consultants who could demonstrate the theory in action, and found that students felt more prepared to deliver sport psychology services (2013). This workshop seeks to create an open atmosphere for both seasoned consultants and neophytes to share their experiences, as well as add to their toolbox by working through situations encountered by other neophyte consultants. Both practitioners are focusing on their second master’s degrees and have different experiences working with youth, collegiate and adult athletes, as well as both individual and groups. The workshop will incorporate scenarios faced by the presenters, as well as lessons learned across their first experiences and the value of trial and error. The presenters will discuss a range of obstacles and provide examples of how one might effectively (or ineffectively) navigate these obstacles. Topics will include: challenges of presenting to athletes of different ages, the value of

metaphors, navigation of who your client is, planning for multiple sessions at a time, working as part of a team, and the process of determining the need for an outside referral. This workshop is designed to be experiential, with the encouragement of group work and discussion.

Samantha Diamond, M.Sc. is completing her second master's degree in Temple University's Counseling Psychology program, with plans to pursue her own applied consultant firm. She holds a master's degree in Exercise Sciences and Sport Psychology from Ithaca College and a B.A. in psychology from Temple University. Samantha is currently working with Temple athletics as the mental conditioning coach for the Women's Volleyball team and the Football team, while also holding a recruiting operations position with the football team. She has previous consulting experience with multiple teams at Ithaca College, completed her training at IMG Academy as well as experience working with youth athletes at the RAW Tennis Academy in Wilmington, Delaware.

Ryan Sappington, M.Sc. is completing his second master's degree in Temple University's sport psychology program, with plans to pursue a PhD in clinical or counseling psychology. He holds a master's degree in Work/Organizational Psychology from the University of Limerick, and a B.A. in psychology and philosophy from Bucknell University, where he also played four years of Division I soccer. Ryan is currently a member of the Sport Psychology Staff at YSC Sports, which houses the youth soccer academy of the Philadelphia Union. His responsibilities include 1-on-1 athletic and academic performance-counseling, presentations on mental skills topics to the Union Juniors and PDP programs, and writing for YSC's online sport psychology blog. While completing his first master's degree in Ireland, Ryan continued playing collegiate and amateur soccer, coached in Limerick FC's youth academy system, and mentored at-risk youth in disadvantaged communities.

Session 3B: Panel Discussion

TLC 301AB

Female Sports Body Stereotypes: Appearance vs. Athletic Success

In Western society, socially constructed gender ideas are commonly prescribed to bodies (Grogan, 2008). Physical body characteristics such as leanness, obesity, muscularity, and height have different meanings for females vs. males. For males, being muscular and having a large physical size and stature are associated with masculinity. For females, it has been found that two body ideals represent the feminine ideal: a thinner, taller and tubular body type and a lean, toned, and athletic yet curvaceous physique (Greenleaf & Petrie, 2013). Conforming to the socially prescribed physical characteristics is highly rewarded and valued. Within sport, the physical body is on display for judgment, evaluation, and critique. Female athletes report varying degrees of satisfaction with their body shape, size and appearance (Peden, Stiles, Vandehey, & Diekhoff, 2008; Petrie, 1996), but generally report more satisfaction with their bodies than non-athletes (Hausenblaus & Downs, 2001). Although athletes, compared to non-athletes, may have better body image(s), female athletes do report body dissatisfaction and negative body image (Crissy & Honea, 2006; Ferrand, Magnan, Rouveix, & Filaire, 2007).

Research related to (a) the social construction of female athletes' bodies (Kane, LaVoi, & Fink, 2013), (b) body objectification in the sport environment (Slater & Tiggemann, 2012), (c) body (dis)satisfaction among female athletes (Crissy & Honea, 2006; Ferrand, Magnan, Rouveix,

& Filaire, 2007; Peden, Stiles, Vandehey, & Diekhoff, 2008), and (d) sport-related factors associated with body image (Anderson, Petrie, & Neumann, 2011; 2012) will be discussed.

Therapeutic methods in which to create positive and healthy body images for female athletes will be considered in the second part of this presentation. "Society emphasizes what women's bodies look like, while sports focus on what women's bodies can do (unknown)." Various professional examples will be provided to highlight inaccurate and accurate approaches to viewing female athletes by others. Positive body image for females is essential to a female athletes' feeling of self-worth and confidence. (Steidinger, 2014). A structure for encouraging women to build more positive images will be presented. Within this presentation and ensuing panel discussion, the nature of the athletic female body and body image(s) will be addressed.

Joan Steidinger, Ph.D., is a Certified Consultant through the Association of Applied Sports Psychology and on the United States Olympic Committee's Sport Psychology Registry. She has written columns online for PsychologyToday.com and SFGate.com. Working as a clinical and sports psychologist for well over 26 years in private practice, she recently has started teaching in the Kinesiology Department at San Francisco State University. In the 1990s, she was a competitive ultrarunner and Ride and Tie participant. You will see her running the trails of Mt. Tam in Mill Valley, California where she lives with her husband, JP, and two goldie dogs, Spencer and Parker. She has a new book out called "Sisterhood in Sports: How Female Athletes Collaborate and Compete," released in November 2014.

Session 4A: Paper Session

TLC 301AB

The Racing Heart: A Qualitative Exploration of the Arousal Regulation Strategies of former Formula One Drivers.

Formula One race car driving is an incredibly demanding sport, both physiologically and psychologically. Reports indicate that sport psychologists provide consulting services to several current drivers on the psychological skills necessary to manage the extreme demands of their competition. Drivers competing in previous eras of Formula One often did not have the opportunity to work with sport psychologists, although they presumably dealt with similar psychological demands, requiring similar psychological skills. Although several Formula One race car drivers have been injured recently in serious accidents, over time, measures have been taken that have dramatically increased the safety of modern day Formula One, and serious accidents occur with less frequency. Race car drivers competing in Formula One since its establishment in 1950 faced much more risk inherent with their competition than current drivers, often without the availability and aid of an established sport psychologist. Very little scholarly research has been published examining the psychological skills former or current Formula One drivers utilize, as well as the psychological demands associated with motorsport competition. This study takes a phenomenological approach, by interviewing seven former Formula One race car drivers, to explore the psychological skills utilized to perform at their peak in a very challenging environment, as well as the strategies they utilized to manage the psychological demands of their sport

Brett Gordon is a Master's Student at Temple University, in his final year of the Psychology of Human Movement Master's of Science Program. He is a Teaching Assistant at Temple University, as well as a sport psychology intern at YSC Sports, a youth soccer development academy. Before arriving at Temple University, Brett received his undergraduate degree in Athletic Training at the University of Miami in 2012. He then worked as a Certified Athletic Trainer at ESPN Wide World of Sports at Disney World, and Hawaii Pacific University. Brett is interested in motorsports, and is writing his thesis on the psychological skills used by former Formula One drivers, and hopes to continue researching psychology's role in motorsports in a doctoral program, which he intends to begin in Fall, 2015.

The Return to Play Decision: Traumatic Brain Injury Recovery in the Action Sports Population

A traumatic brain injury (TBI) can be a devastating life-altering occurrence that can significantly affect an individual's career, as well as general quality of life. This can be especially true for an athlete who was previously accustomed to competing at a high level of performance.

There has recently been an increase in research and attention given to the long-term consequences of traumatic brain injuries, but there is still a lack of resources for long term care.

Action sports athletes are at an exceptionally high risk of obtaining a TBI due to the demands of their sports. They are also at risk for having a more challenging recovery process due to a lack of awareness or urgency regarding the symptoms of traumatic brain injuries and the long-term consequences of delayed treatment often seen in the culture.

The purpose of this study was to identify the general perception of head injuries in action sports and themes that are common challenges for action sport athletes during their TBI rehabilitation in order to examine the coping skills that were used during their attempt to return to their sport. It was expected that the effectiveness of TBI rehabilitation is partially dependent on the personality traits of the injured athlete and that rehabilitation should be designed to accommodate the sensation- and risk-seeking aspects of the athlete's personality. The research compared the relationship among the athletes' self-efficacy, self-awareness, drive for sensation seeking, and pre-injury characteristics to their post-injury recovery and eventual life satisfaction.

Kaitlyn Lang graduated with a B.A. in Kinesiology from California State University, Fresno. Currently, she is a Masters student at Temple University studying the psychology of human movement. She has spent the last 10 years immersed in the action sports culture, and developed an interest in the psychology behind risk-seeking sports. Her current passion and research interest focuses on the traumatic brain injury recovery of risk-seeking athletes and how risk sets them apart from the general population.

Developing a Catastrophic Incident Plan for Intercollegiate Athletics: The Roles of the Athletic Trainer and Sport Psychologist

A catastrophic incident is defined as "the sudden death of a student-athlete, coach or staff member from any cause, or disabling and/or quality-of-life-altering injuries" (NCAA, 2013, pg. 18). Although rare, catastrophic injuries and events occur within university and high school

athletics programs across the US each year. The roles of both the athletic trainer and sport psychologist, and their corresponding potential to collaboratively provide support services for student-athletes, are imperative within a catastrophic incident plan. Student-athletes often find themselves within a sports culture where seeking help for mental health concerns, or admitting to pain or suffering, is a sign of weakness (Neal et al., 2013). This culture creates a dangerous situation when student-athletes are faced with tragedy, such as the death of a teammate, coach, or athletics staff member, and student-athletes may be reluctant to discuss the grieving process, let alone receive proper referrals. This may be especially true when support and counseling services are not provided internally, by someone whom the student-athletes know and feel comfortable with (Neal et al., 2013). Three goals are outlined for this presentation: 1. discuss a personal experience with the death of a collegiate athlete, and the imminent results of not having a catastrophic incident plan in place, 2. outline the steps taken to develop and implement a catastrophic incident plan within the athletics and sports medicine departments, and the roles of the athletic trainer and sport psychologist, and 3. discuss the specific support services needed for student-athletes, coaches, and staff after a catastrophic incident, including on-call counseling services, grief counseling, and team and individual counseling with a sport psychologist. A special focus of this presentation will highlight catastrophic incidents as another avenue for underlining the obvious and pressing need for a sport psychologist within a sports medicine team and athletics department.

Lindsey McGuire, PhD, LAT, ATC. Lindsey McGuire is currently an Assistant Professor at California University of Pennsylvania within the Health Science Department, and Athletic Trainer with the CalU Men's Basketball team. She recently graduated from Temple University with a PhD in Kinesiology and a concentration in Exercise and Sport Psychology. Prior to earning her doctorate, Lindsey was a faculty instructor within the Athletic Training Education Program at East Stroudsburg University. She earned two Master's degrees at ESU, in Athletic Training and Sport Management. She went to Lock Haven University for her undergraduate studies, where she was an NCAA Varsity lacrosse player, and earned a Bachelor of Science degree in Health Science/Athletic Training. Lindsey is a licensed and certified Athletic Trainer, and her research interests encompass mental health issues in student-athletes and psychological aspects of concussions.

The Board Room and the Locker Room: An Argument for Industrial/Organizational Psychology Training for Aspiring Sport Psychology Consultants

The role of an applied sport psychology (SP) practitioner is becoming increasingly valuable for athletes, coaches, and sporting organizations. However, this role is also becoming increasingly complex, as SP consultants must frequently navigate organizational factors and processes, in the interest of enhancing individual and group performance and wellbeing (Fletcher & Wagstaff, 2009). Recently, overlaps have been discussed between the fields of SP and Industrial/Organizational Psychology (I/OP), largely due to the fact that SP consultants encounter many of the same goals and challenges as practitioners in I/OP (Day, Gordon, & Fink, 2012). Among these shared challenges is the complex task of getting teams consisting of individuals to work effectively and efficiently together to achieve a common goal (Spink, Wilson, Brawley, & Odnokon, 2013). Furthermore, since the institutionalization of sport has

made it more similar to work as opposed to play (Frey & Eitzen, 1991), there is reason to believe that aspiring SP consultants can benefit significantly from elements of I/OP training.

This presentation will discuss the experiences of two SP graduate students who also have academic and applied training in the field of I/OP, and outline how these experiences have enhanced their current and future work as sport psychology students and practitioners. The presentation will provide: (1) a brief overview of burgeoning literature bridging the two fields (SP and I/OP), (2) an outline of coursework in I/OP and its application to one's work as an SP consultant, (3) a summary of valuable themes gained from applied experiences (e.g., assessing organizational needs, designing selection methods and interventions, conflict resolution, the importance of team environment, etc.), and (4) general implications for applied sport psychology consultants. One of the primary aims of this presentation is to discuss the value of interdisciplinary training for future generations of sport psychology graduate students.

Ryan Sappington, M.Sc. is completing his second master's degree in Temple University's sport psychology program, with plans to pursue a PhD in clinical or counseling psychology. He holds a master's degree in Work/Organizational Psychology from the University of Limerick, and a B.A. in psychology and philosophy from Bucknell University, where he also played four years of Division I soccer. Ryan is currently a member of the Sport Psychology Staff at YSC Sports, which houses the youth soccer academy of the Philadelphia Union. His responsibilities include 1-on-1 athletic and academic performance-counseling, presentations on mental skills topics to the Union Juniors and PDP programs, and writing for YSC's online sport psychology blog. While completing his first master's degree in Ireland, Ryan continued playing collegiate and amateur soccer, coached in Limerick FC's youth academy system, and mentored at-risk youth in disadvantaged communities.

Phil Dillulio is pursuing a M.S in the Psychology of Human Movement from Temple University and is expecting to graduate in the spring of 2015. Prior to joining the Owl family at Temple, Phil received his B.S in Sport and Exercise Psychology from West Virginia University. In conjunction with his academic endeavors, Phil also works part-time as a researcher at Gap International, a global management consulting firm. Quickly realizing the reach and impact organizations can have in society, Phil was motivated to seek opportunities for a doctoral degree in Industrial / Organizational Psychology following graduation. He has also had the opportunity to take doctoral courses offered by Temple's Fox School of Business. Phil is primarily interested in teams research, specifically how individual behavior is influenced by environment perceptions. During his free time, Phil enjoys long distance running, completing his first marathon this past November in his hometown of New York.

Session 4B: Workshop

TLC 303AB

An Intentional Approach to Student-Athlete Leader Development

Student-athlete leader development has been an aspirational goal of universities and organizations for decades, with excellent leadership characteristics on and off the playing field being cherished and desired. Despite these realities, there are unique challenges to creating an intentional and educationally sound curriculum for leadership development across academic and athletic environments, for organizational systems can both facilitate and inhibit the emergence of leaders. The life stages of late adolescence and early adulthood provide unique challenges to

building cooperation and developing mature leadership. Ultimately, a purposeful continuum of leadership education from entry to graduation rarely exists. This workshop will feature collaboration between two sport psychology professionals with extensive applied expertise in academic and athletic settings, and will highlight their work with developing intentional leader development curriculums.

Discussion will highlight an intentional framework for understanding the mentoring and emergence of leaders developed and used at a federal military academy. Using this model as a scaffold, case studies of applications in athletic settings will be shared. Furthermore, workshop participants will be encouraged to consider how this framework could be adapted to youth, high school, and other sport settings. Within the discussion, core concepts of developmental studies, communication, peer leadership, and the sport psychology consultant's role will be elaborated upon. Challenges, unique opportunities, and specific strategies for unifying various constituencies across a leader development curriculum, with stakeholders such as athletic and academics departments, student-body programs, athletes, and coaches will be explored. Presenters will focus on implementation of program objectives, performance enhancement coaching strategies, continuities across organizational domains, and lessons learned in developing leaders. Both discussion and experiential activities aim to support the sport psychology consultant to balance traditional sport psychology work with leadership work, as they aim to be successful consultants, and educators in the field of sport and leader psychology.

Ira Martin Ed.D. Dr. Ira Martin is an applied sport psychology consultant who received his doctoral and master's degrees in Counseling and Human Development with a specialization in Sport Psychology from Boston University. He currently serves as the Captain John A. Henriques Leadership Scholar at the United States Coast Guard Academy Institute for Leadership, and is a professor in the Management Department. He has previously taught undergraduate and graduate level courses at Boston University, Lasell College, and Mount Ida College.

A former collegiate ice hockey player, Dr. Martin has been a mental skills resource for youth through college athletes, as well as coaches and referees. He is the owner of Prepare2Perform, a sport psychology consulting business, and has worked with such organizations as USA Hockey, US Ski & Snowboard, Murray Irish Dance, and Institute for Rowing Leadership. Ira is a member of the Association for Applied Sport Psychology and can be reached at ira@prepare-2-perform.com.

Adam Naylor Ed.D., CC-AASP. Dr. Naylor leads Telos SPC, directs Northeastern University's Sport Performance: Mental Game division, is a clinical Assistant Professor of Sport Psychology at Boston University's School of Education, and is the Associate Director of Mental Training for the Junior Sport Corporation (Hilton Head, SC). Dr. Naylor brings over a decade and a half of applied sport psychology experience to athletes and teams with whom he works. Of note, his clients include – athletes from a variety of major collegiate conferences (ACC, Big West, Big Ten, WCC, Hockey East, ECAC), US Open competitors, Stanley Cup champions, Olympic/International medalists, NCAA champions, and UFC martial artists. He is currently the mental game coach for the Bay Club (MA), consulting mental game coach for the Ivan Lendl International Junior Tennis Academy, coach educator for USA Hockey, and part of the leadership of the Institute for Rowing Leadership.

Dr. Naylor has published in various academic journals and is currently Sport Psychology and Counseling Column Editor for The International Journal of Athletic Therapy and Training. Dr. Naylor obtained his doctoral and master degrees in counseling psychology and developmental studies (specializing in sport psychology) at Boston University. He is an Association for Applied Sport Psychology (AASP) Certified Consultant, and can be reached at adam@telos-spc.com.

Session 5A: Paper Session

TLC 301AB

The Structure of a Team: The Influence of Goal Setting Type on Intrinsic Motivation, Group Cohesion, and Goal Achievement Orientation of Division III Female Athletes

Goal setting is found to be effective in improving group performance. The extent to which athletes engage in goal setting and the effectiveness on mental training elements is beneficial to examine. The purpose of this study was to determine if Division III female student-athletes differed in comparison with each other regarding their previous utilization of goal setting use, to determine if goal setting type was related to intrinsic motivation based on the Sports Motivation Scale, to examine if goal setting type was related to group cohesion based on the Group Environment Questionnaire, and to examine if goal setting type was related to goal achievement orientation based on the Task Ego Orientation in Sport Questionnaire. The methodology included an informed consent form, demographics questionnaire, goal setting type measurement questionnaire, and data collection from the Sports Motivation Scale, the Group Environment Questionnaire, and the Task Ego Orientation in Sport Questionnaire. Analyses were completed utilizing bivariate correlations, Chi-square tests, and regression analysis. The results of this study supported group-focused individual goal setting was most primarily used among respondents and also resulted in significant correlations with intrinsic motivation, group cohesion, and goal achievement orientation. Athletic departments and coaching staffs can utilize these findings to coach their student-athletes most effectively.

JoAnne Barbieri Bullard is an instructor in the Health and Exercise Science Department at Rowan University. She holds her doctorate in sports psychology and performance from the University of the Rockies and is a Certified Strength and Conditioning Specialist through the National Strength and Conditioning Association. Her research interests include female athletes, goal setting, sports anxiety and sports confidence.

Coaches' and athletes' perceptions of helpful and harmful coaching behaviors: A critical incident approach

Coaches' behaviors are said to be extremely influential with regard to athlete performance, behavior and satisfaction with sport (Horn, 2002). However, behaviors may be perceived differently by those involved. The current study aimed to uncover any similarities or differences between coaches' and athletes' perceptions of harmful and helpful coaching behaviors using the Critical Incident Technique. This qualitative approach requires respondents to provide an explanation of the recalled incident in detail, thus proving the importance of the experience in their minds (Flanagan, 1954). Coaches (N=85) and athletes (N= 190) completed

the questionnaires. Results revealed similarities and differences regarding harmful and helpful coaching behaviors between athletes and coaches, and among athletes. Additionally, athletes and coaches differed in the number of harmful incidents recalled with 94% of athletes and only 48% of coaches providing examples. Less of a distinction was found in recalled helpful incidents, as 89% of coaches and 98% of athletes remembered those behaviors. Notably, several of the behaviors were mentioned as both helpful and harmful by different athletes. Emergent consistent themes from coach and athlete responses yielded the following eight themes: (a) attitude or behavior change, (b) challenge, (c) sport specific communication, (d) off-field lack of support-meetings, (e) physical demonstration of frustration, (f) physical preparation, (g) playing time choices, and (h) punishment. Differences were also revealed in an additional seven themes identified in athletes' responses and four themes created from coaches' experiences. Concerning helpful behaviors, coaches and athletes provided incidents that produced the following themes: (a) challenge, (b) sport specific communication, (c) mental training, (d) off-field support, (e) physical demonstration of frustration, and (f) physical preparation. Again, differences were revealed in seven additional themes, four generated from athletes and three from coaches. Explanations and examples of the themes, as well as suggestions for coaches and athletes will be provided.

Dr. Jamie Robbins earned her Master's and Ph.D. in Sport and Exercise Psychology from University of North Carolina, Chapel Hill and Michigan State University respectively. She has been teaching at the University level for more than 15 years. Dr. Robbins also works with teams and athletes at all levels on performance enhancement through mental skills. Her research is motivated by her applied work, as her primary focus is helping athletes and other performers control their thoughts and modify behaviors to improve performance and increase enjoyment.

Jessica Killoran is an undergraduate student majoring in Exercise Science at West Chester University. She hopes to pursue a graduate degree in sport and exercise psychology when she graduates.

Courtney Stanlaw is an undergraduate student majoring in Exercise Science at West Chester University. She was recently accepted into the Physical Therapy graduate program at Temple University.

Unpacking the Coach-Athlete Relationship: Athlete Coping Skills and Self-Determination Theory

While much of sport psychology research and practice focuses on the benefits of mental skills for athlete performance and wellbeing, there is a need to deepen our understanding of the coach-athlete relationship, largely through diversified research approaches (Poczwardowski, Barott, & Jowett, 2006). Much of the research on this dyad examines how coaching behaviors impact athlete experiences, yet evidence suggests that two athletes can perceive and be affected by the same coaching behavior in different ways (Stirling & Kerr, 2013). One of the most common frameworks used to examine the coach-athlete relationship is that of Self-Determination Theory (SDT), which emphasizes the satisfaction of an individual's psychological needs (Deci & Ryan, 1985). This presentation will discuss preliminary results of a study on the coach-athlete relationship, conducted in a youth soccer academy, and introduce the potential role of athlete psychological coping skills within a framework of SDT. 67 male athletes (ages 12-18)

participated in the study. Athletes completed questionnaires during preseason and four months later, after the first half of the season. Scales measured preferences for/perceptions of coaching behavior, psychological coping skills, needs satisfaction, motivation, and burnout. Results indicate that athlete psychological skills (e.g., coping with adversity, confidence, goal-setting, etc.) play an important role in the coach-athlete relationship. Athletes high in these skills were more likely to have favorable perceptions of coaching behaviors such as a coach's positive feedback ($r=.39, p<.01$), and were more likely to perceive that their own needs (e.g., autonomy) were being met ($r=.51, p<.01$). Furthermore, athletes with higher psychological coping skills were less likely to be extrinsically motivated and less likely to experience burnout ($r=-.51, p < .01$). This presentation will also discuss practical implications for applied sport psychology practitioners regarding the benefits of athlete psychological coping skills for the coach-athlete dyad, and future directions for related research.

Ryan Sappington, M.Sc. is completing his second master's degree in Temple University's sport psychology program, with plans to pursue a PhD in clinical or counseling psychology. He holds a master's degree in Work/Organizational Psychology from the University of Limerick, and a B.A. in psychology and philosophy from Bucknell University, where he also played four years of Division I soccer. Ryan is currently a member of the Sport Psychology Staff at YSC Sports, which houses the youth soccer academy of the Philadelphia Union. His responsibilities include 1-on-1 athletic and academic performance-counseling, presentations on mental skills topics to the Union Juniors and PDP programs, and writing for YSC's online sport psychology blog. While completing his first master's degree in Ireland, Ryan continued playing collegiate and amateur soccer, coached in Limerick FC's youth academy system, and mentored at-risk youth in disadvantaged communities

Cristina Fink, Ph.D., is a highly experienced sport psychologist with over 20 years of experience in teaching, counseling, and sport administration. Counseling clients include Olympic Medalists and World Champions as well as professional and national soccer teams. She was the Sport Psychologist for several teams in the 2000, 2004 and 2008 Olympic Games with varied sports like Synchronized Swimming, Track and Field, Modern Pentathlon, Swimming, Diving, Archery, Taekwondo, and Soccer. Cristina competed in two Olympic Games (Seoul 1988 and Barcelona 1992) and held the Mexican High Jump Record with a 6'4" jump for 22 years. She has a B.S. in Psychology and a B.A. in Family and Consumer Resources from the University of Arizona, Tucson. She has a Masters Degree and PhD obtained in Sport Psychology from the Universidad Nacional de Educación a Distancia (UNED) in Madrid, Spain. Cristina is the author of a number of published papers and books, and a keynote speaker in many national and international conferences. In her current position, she is the Director of Sport Psychology for an elite soccer development program, working with players from the grassroots to the professional level. She is responsible for implementing the program's core values and behavioral learning into its soccer education curriculum. She is the first non-European to be invited into INFP (International Network of Football Psychologists) where her peer group includes sport psychologists from top professional European clubs (including Manchester United, Chelsea, Real Sociedad, etc.)

Focusing on Coaches' Experiences: Mindfulness Training for Coaches (MTC) Qualitative Results

“Coaches are performers, educators, administrators, leaders, planners, motivators, negotiators, managers, and listeners, but they are also people” (Giges et al., 2004, p.431). Coaches embody multiple roles within the context of performing their job, yet they are often overlooked as needing help to psychologically and emotionally manage these tasks. This is despite coaches being a deserving population given the stress experienced, which often results in a tendency for emotional mismanagement and negative coaching impacts (Fletcher & Scott, 2010; Frey, 2007). Coaches are the leaders of their teams and ultimately set the tone for the athletic atmosphere. Olusoga et al. (2010) found coaches admit they are not always able to shield their athletes from their stress and even transfer it to their athletes.

Sport psychology services must address what can be done to enhance both coaches' performance and their well-being as both are essential to creating an optimal athletic environment. Mindfulness training appears to be an ideal intervention for coaches considering its demonstrated effectiveness in stress reduction and increased emotional regulation, well-being, and awareness of self (Baer, 2003). Mindfulness in sport has thus far focused on athletes, leaving coaches an unexplored population. The present mixed method study explored Mindfulness Training for Coaches (MTC), a 6-week program aimed at increasing mindfulness, while reducing emotional reactivity and anxiety in Division I coaches. This presentation will focus on the interviews conducted with coaches' who completed the Mindfulness Training for Coaches (MTC) program. The emergent themes included, (a) Anxiety & Stress (b) Emotions (c) Mindfulness (d) Coaching and (e) Athletes, and (f) Personal Life. Findings suggest that MTC may be a promising intervention for coaches to reduce anxiety and emotional reactivity, improve well being, and enhance relatability to athletes. These outcomes and coaches' descriptions of their experiences will be presented in detail.

Kat Longshore, MSc., BASES, ABD is currently in her third year of the Psychology of Human Movement doctorate program at Temple University, which puts her in the dissertation phase of her degree. Kat obtained her Bachelor of Science in Psychology from Lafayette College in 2007. She then went on to obtain her Master of Science in Sport Psychology from Brunel University, West London, England in 2009. She then spent the next three years completing the British Association of Sport and Exercise Sciences (BASES) Supervised Experience program; obtaining BASES Accreditation in 2012. Kat has worked as a mental conditioning coach with various sports (individuals and teams), ages, and levels (international to collegiate to recreational). She is passionate about enhancing athlete's and teams performance and satisfaction. Her current areas of focus and research are on applied practice, mindfulness, team cohesion, coaching and leadership, self-awareness, pressure, anxiety, and emotional management. Kat is also the president of Owl Exercise and Sport Psychology Research and Consultation Society, Temple's graduate organization for exercise and sport psychology as well as a NASP Conference Co-Chair and the Programming Committee Chair.

College Student Athletes and Mental Health

Student athletes as a group tend to maintain a negative attitude toward psychologists and to underutilize services. Research has estimated that 10-15% of college student athletes experience psychological issues that professional counseling could be helpful to address. However, the Center for Collegiate Mental Health (CCMH, 2013) Annual Report found that 7.9 % of the students that sought counseling services during the 2012-2013 academic year identified themselves as athletes (which could include varsity, club, and intramural athletes). This underutilization of counseling services by collegiate student athletes may be problematic because of the unique issues and stressors that student athletes face. While student athletes experience the same academic, social, and personal struggles and worries as other college students, they must also manage the stress of performance, their physical health and injury, and the time management concerns brought upon by practice, work-outs, games, and travel. The combination of these additional factors could lead to emotional, physical, or developmental difficulties for some collegiate student athletes. Many of the barriers to seeking help for mental health problems listed by athletes related to stigma and the embarrassment of seeking help especially for non-sport related concerns, such as depression. It seems that student athletes are greatly concerned with the perceptions of others, particularly those of their coaches, teammates, and athletic staff. This sport culture of “no pain, no gain,” “showing no weakness,” “toughing it out,” and “sucking it up” increases the avoidance of help seeking and influences student-athletes attitudes about counseling and seeking services. This presentation will focus on ways mental health professionals can integrate themselves into athletic departments and create relationships with athletic staff, coaches, athletic trainers, and student athletes. Discussion on ways to promote programming, education, and utilization of counseling services will take place, along with conversation about barriers to creating these relationships and programming.

Dr. Rachel Daltry earned her Psy.D. from La Salle University and is a licensed psychologist in Pennsylvania and Delaware. During her graduate and post-doctoral training, Dr. Daltry received specialized training in sports psychology and in working with student athletes which included working with athletes and athletic departments at La Salle University and University of Delaware. Dr. Daltry currently works at West Chester University’s Department of Counseling and Psychological Services and is heavily involved with the athletic department there, where she provides outreach programming and meets with teams and individual student athletes. She is a frequent consultant and referral source for coaches who are concerned about the mental health needs of their student athletes. Dr. Daltry also frequently sees athletes experiencing performance concerns in her private practice in Wilmington, DE.

Understanding the impact of parent behavior on athlete well-being and performance: Application and Advancement

Parental involvement is salient throughout athletes’ careers (e.g., Wylleman & Lavallee, 2004). In achievement contexts such as sport, parents can enhance well-being through supporting their student-athlete’s autonomy by taking their athlete’s perspective into account,

acknowledging their athletes' feelings, choices and decisions, and supplying their athlete with meaningful feedback while minimizing external demands (Deci & Ryan, 1987; Mageau & Vallerand, 2003). Parents can also enhance well-being through supporting their student-athlete's perceptions of competence by promoting their athletes' efficacy in task mastery. Findings indicate higher levels of parental emotional support, sport-related advice, and respect for developing autonomy are related to higher levels of student-athlete's athletic performance and positive feelings about transitions across competition levels (Würth, 2001; Wylleman, De Knop, & Van Kerckhoven, 2000). On the other hand, recent research has shown that in youth sport, parents' motivation influences athletes' experience of precompetitive anxiety (Kaye, Frith, & Vosloo, 2014). In addition, greater parent financial investment in youth sport has been related to perceived pressure and lower enjoyment by youth athletes (Dunn, Dorsch, King, & Rothlisberger, submitted). These findings point to the need to work not only with athletes, but also with parents in identifying behaviors which support athlete wellbeing and performance. Furthermore, deeper investigation into how young athletes can develop an independence from their parents in regards to the competitive sports domain is warranted. This roundtable will discuss research and observations of the impact of parent behavior on athletes in youth sport through NCAA DI competition and identify strategies for working with parents of athletes. This cooperative learning session will require participative engagement and serve as a focus group for the phenomenological examination of the impacts of parent behavior in sport.

Dr. Kaye earned her Ph.D. in Kinesiology at the Pennsylvania State University and her MS in Kinesiology at Arizona State University with specializations in sport psychology. She teaches at Ithaca College in the Department of Exercise and Sport Sciences. Dr. Kaye has a research line focused on achievement in sport and focuses on factors such as motivation, parent-athlete relationships, and antisocial behavior. Dr. Kaye ran DI track and cross-country in college and consults with teams and athletes from these sports as well as from volleyball and wrestling.

Dr. Fifer earned her Ph.D. in Kinesiology at Michigan State University and her MS in Kinesiology at California State University, Fullerton with specializations in sport psychology. She worked as a Mental Toughness Coach at University of Georgia where she worked in collaboration with the UGA Sports Medicine team to provide mental toughness services to UGA student-athletes and teams. She is an AASP-CC certified applied consultant and currently works with basketball, gymnastic, and softball and baseball teams as West Point as a Performance Enhancement Instructor. Dr. Fifer is an avid exerciser in her free time and competes in Ironman competitions.

Session 6B: Workshop

TLC 303AB

How To Build Self-Confidence And Focus With Athletes In One Psychotherapy Session

Confidence and focus are important for athletes in a wide array of sports including golf, tennis, baseball, fencing, basketball, hockey, football and archery.

Thousands of athletes have built their self confidence and improved their focus by using three simple techniques.

This workshop will teach participants how to use these simple and proven methods based on the work of Milton Erickson, M.D.

Jay P. Granat, Ph.D. is a Psychotherapist, Author and the Founder of StayInTheZone.com. He has appeared in many major media outlets including The New York Times, Good Morning America, Golf Digest, Tennis Magazine, The Chicago Tribune and The Wall Street Journal. Dr. Granat is Past Vice President of The New York Society For Ericksonian Psychotherapy And Hypnosis.

Dr. Granat has developed many CD programs and videos on performance psychology. He has counseled professional athletes, young athletes, Olympic athletes, weekend warriors and their families.

His publications include How To Get Into The Zone And Stay In The Zone With Sport Psychology and Self-Hypnosis, How To Break Hitting Slumps, How To Lower Your Golf Score With Sport Psychology, Zone Tennis and Bedtime Stories For Young Athletes.

He is particularly interested in the relationships athletes have with their family members.

In the past, he has presented at APA and at The Annual Sports Counseling Conference at Springfield College. Last year, he lectured to one hundred and fifty athletes at The University of Delaware. His weekly self-help column appears in five newspapers in New Jersey.