



2020 AASP SOUTHEAST REGIONAL CONFERENCE

Barry University • Miami Shores, FL

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KEYNOTE SPEAKERS



KEYNOTE-1

LESSONS FROM AN EARLY CAREER PROFESSIONAL FOR AN EARLY CAREER PROFESSIONAL

Cory Shaffer, Ph.D., CMPC

Dr. Shaffer completed his Ph.D. in Sport Psychology from Florida State University (FSU) in 2014. Prior to his doctoral training at FSU, he completed his B.S. in Human Development with a concentration in Social and Personality Development from Cornell University (2010) and his M.A. from Teachers College, Columbia University (2011) in Developmental Psychology.

Dr. Shaffer has earned the status of Certified Mental Performance Consultant with the Association for Applied Sport Psychology (CMPC #542) through his work counseling and consulting primarily collegiate student athletes. In 2014, Dr. Shaffer spent time working with Naval Special Warfare Group Four, based out of Virginia Beach, VA, delivering mental skills training to Navy Special Operators, their leadership, and support staff.

In his current position with Amplos, Dr. Shaffer spends time at their Greenville, SC office working with local athletes (ranging from junior level to elite/professional), as well as with teams and business professionals. He has also worked closely with Clemson University's Athletic Department (primarily with baseball, men's basketball, men's and women's golf, men's and women's soccer, and men's tennis) and Coastal Carolina University's Athletic Department.



KEYNOTE-2

MINDFULNESS IN LAW AND LIFE: A ROADMAP TO MINDFULNESS AND MINDFULNESS PRACTICES

Scott Rogers, J.D.

Scott L. Rogers is a Lecturer in Law and Founder and Director of the Mindfulness and Law Program at the University of Miami School of Law. He is the author of *Mindfulness for Law Students: Applying the Power of Mindful Awareness to Achieve Balance and Success in Law School* which is being used in law schools across the country, *The Six-Minute Solution: A Mindfulness Primer for Lawyers*, and co-author of *Mindfulness and Professional Responsibility: A Guide Book for Integrating Mindfulness into the Law School Curriculum*.

Rogers is a leader in the area of mindfulness and the law and works with law school faculty and administrators across the country interested in developing mindfulness classes and programs. The workshop, "Mindfulness, Balance and the Lawyer's Brain" was one of the first CLE approved programs in the country integrating mindfulness and neuroscience. Jurisight®, the program Rogers created to teach mindfulness to legal professionals, has been integrated into law school classes, and presented at CLE programs at state, national and international conferences. He has spoken to thousands of legal professionals, including lawyers, judges, law professors, and law students, appeared on television, National Public Radio, and been interviewed for magazines and newspapers across the country. His mindfulness programs have also been adapted and taught to educators, parents, therapists, negotiators, and physicians.



KEYNOTE-3

ON THE COURT OR IN THE BOARDROOM: HOW TO CREATE A PERFORMANCE CAREER IN THE FORTUNE 500 WORLD **Jenny Susser, Ph.D., CMPC**

Dr. Jenny Susser has a doctoral degree in Clinical Health Psychology, is New York State licensed, and specializes in Sport Psychology. She is a Certified Mental Performance Consultant with the Association for Applied Sport Psychology and on the U.S. Olympic Registry, the highest distinction for Sport Psychology in the U.S.

Dr. Jenny currently works with athletes in any sport, and finds herself frequently with equestrians. She was the USEF Team Sport Psychologist and was honored to work with the 2012 Olympic Dressage Team for the London Olympics. In 2010, she was the Team Psychologist for the South African Para Dressage Team and worked individually with some of the American athletes at the World Equestrian Games in Kentucky.

Dr. Jenny understands that Sport Psychology applies to anyone interested in high performance, not just athletes. As a keynote speaker and corporate trainer, she has delivered performance training to teams and individuals in Fortune 500 companies such as Johnson & Johnson, Target, Nike, Capital One Financial, Hewlett Packard, Nationwide, Toys “R” Us, Stryker, Owens Corning, eBay, JLL, Fifth Third Bancorp, as well as Deloitte, Mercedes-Benz, Ulker, and Children’s Hospital of Atlanta.

WORKSHOPS

WSP-1

COACHING THE COACH: IMPACT THROUGH THE GATEKEEPER **Becca Thomas, M.S. & Britt. Lee, M.Ed, CMPC, IMG Academy**

Gaining entry with the coach is one of the foundational elements to helping mental performance coaches do productive work due to coaches serving as the gatekeepers to their players, team, and support staff (Sharp & Hodge, 2013). Because of the essential role of the coach as gatekeeper to athlete and team development, mental performance coaches have a great opportunity to support the coach in efforts to enhance the performance environment for both the coach and athlete. As such, the objective of this workshop is to share an applied approach to “coaching the coaches”. Through evidence-based practice and the mental performance coaches applied experience, this workshop will focus on four learning objectives: (1) gaining entry, including building rapport and a trusting relationship with the coach (Sharp & Hodge, 2013), (2) bridging the gap from power to empowerment and helping coaches realize the value of shared leadership (Fransen, Mertens, Cotterill, Broek, & Boen, 2019), (3) creating a common language with coach to enhance awareness and emotional support (Millar, Oldham, & Donovan, 2011), and (4) leveraging these objectives through an integrative approach for optimal results.

The workshop will include examples of coaching techniques from the mental performance consultants’ experience, as well as explore new coaching interaction through interactive exercises and group discussion. Attendees will also leave with takeaways summarizing the core content and keys to implementing a coaching the coaches model to enhance the performance environment.

LECTURES

LEC-1

ATHLETIC IDENTITY, SOCIAL SUPPORT, AND CONCUSSION: THE INTRAMURAL ATHLETES' EXPERIENCE

Nicole Walden, Georgia Southern University

College-aged intramural athletes represent a large portion of the student population, participate in the same sports, assume the same risks, and may experience similar adverse responses to a sport-related concussion (SRC) as other athletes at various levels of competition (Sheu et al., 2016). Despite this, few studies have examined the complexity of concussion rehabilitation in intramural athletes. Several studies have demonstrated that social support and athletic identity can influence the adverse responses to concussion recovery (Wiese-Bjornstal et al., 1998). Therefore, using the Wiese-Bjornstal model (1998) as a framework, this study proposal seeks to understand the role of athletic identity, social support, and the emotions involved in concussion recovery in college intramural participants. Design: Retrospective phenomenology qualitative study. Methods: The study aims to recruit eight to ten college intramural athletes who suffered an SRC while participating in intramural sports within the last two years from universities in the southeastern region of the United States. Participants will complete an online survey encompassing demographic questions, and the Athletic Identity Measurement Scale (AIMS). Succeeding the online survey, an hour online interview inquiring about the participants experiences with an SRC, social support, and athletic identity will be conducted. Data Analysis: A general inductive data analysis approach and data triangulation approach will be used to analysis the data and establish lower order themes in relation to the higher order themes of athletic identity, social support, and emotions following an SRC.

LEC-2

PROTECTING PERFORMANCE FROM PAIN

Patricia Wightman, M.D., Ph.D., Argentine National Training Center for Elite Athletes: CENARD

Linked to this conceptualization of sports coaching is the increasingly accepted notion that coaches should be considered as performers in their own right (Gould et al., 2002). Coaching is widely regarded as a potentially fulfilling yet stressful occupation, and as a result we have seen a recent increase in the prevalence of coach burnout, poor well-being, and mental health issues (Bentzen.et al 2015)Coaches need help education, special training and awareness that they too are being observed and can be penalized for their mistakes or behavior. What they do can cause pain, distress, depression and even endanger lives. In the Argentine National Training Center, CENARD we have experienced many unexpected and surprising events which we have had to deal with.The purpose of this qualitative study critically reviews the concept of Sport Psychology professional responsibility dealing with critical events created by Coaches.

Four important situations in different sports are analyzed. a) The Sport Psychology (SP) Department, CENARD had to denounce physical and mental maltreatment by the head coach as the entire women in a team threatened to renounce. b) Emotional abuse was the case with a coach travelling with a single athlete that required SP support on returning with a severe depression c) A coach abandoned an athlete a week before the Olympic Games and the SP had to report and assume support therapy. d) SP had to testify against a trainer in combat sports that demanded to see body marks on each athlete after training. In these cases as in others the SP must protect performance from pain. Coaches should be stimulated to seek SP services increasing self-awareness, and psychological barriers that interfere with their performance. Qualitative methods require that the researcher balance the use of what is already known with discovery from the data (Morse, Richards, 2002)

LEC-3

THE ATTACHMENT STYLE OF A YOUTH ATHLETE DETERMINES THE HEALTH OF THE COACH-ATHLETE RELATIONSHIP IN SPORT

Ramon Diaz, Jr., Adler University

In this short lecture, I explore the relationship between Attachment Theory (Bowlby, 1988) and optimal performance in youth athletes. I attempt to show that a certain type of Attachment style impacts an athlete's internal working model (IWM; Bowlby, 1988), producing suboptimal performances. Feedback can be ineffective when directed to youth athletes if their IWM's informs the athlete her coach is not safe. A safe coach contributes to the optimal performance for a youth athlete. I conceptualize the crucial role attachment styles play in an youth athlete's performance. First, I detail an account of what Attachment theory is (Bowlby, 1988). I briefly share the evolution of Attachment theory since its genesis with Bowlby (Ainsworth, 1970, Main, 1990). Next, I detail an account of the value of Attachment theory can have on the psychological well-being of a youth athlete, clearing the path for optimal performances. Lastly, I give an account of how a coach in the coach-athlete dyad becomes a secure base (Bowlby, 1988) for the athlete, enabling the youth athlete to build necessary mental skills to perform optimally. Secure base's, further, promote the biopsychosocial well-being of youth athletes, giving them the opportunity to thrive as human beings.

LEC-4

DO LEADERS KNOW HOW THEY LEAD? EXPLORING THE SELF-AWARENESS OF TEAM CAPTAIN'S LEADERSHIP ABILITIES

Stephen Cadoux, Barry University

In the world of collegiate athletics, captains are vital to a team's success (Dupuis, Bloom, & Loughhead, 2006). A team captain has both leadership and coaching responsibilities that must be fulfilled for teams to achieve peak performance. However, while team captains are important, not all captains are created equal. The most interesting aspect of bad leaders is they often believe they are a positive force to those around them (Schyns & Schilling, 2012). This inability to accurately determine one's leadership ability is due to poor self-awareness (SA) (Krauss, Hamid, & Ismail, 2010). Poor SA is detrimental to leadership as it is found to be one of the most important traits in successful leadership (George et al., 2007).

While most leaders believe they are self-aware, only 10-15% of leaders are found to be self-aware (Eurich, 2017). The importance of SA is evident in part to research within the business world and is only now being reviewed within sports (Carson, 2006). Research on the SA of collegiate team captains has not yet been explored. One strong measure of SA is using the 360-degree feedback method (Avolio & Bass, 2004). This involves gaining responses about the captain from themselves, their coaches, and teammates. Combining this method, and using the Multifactor leadership Questionnaire, this research will investigate the self-awareness of collegiate team captains. This study proposal could bring about a novel field within leadership that could propel further studies in the near future.

LEC-5

INVESTIGATION OF COACHES' AND ATHLETES' PERCEPTION TOWARDS EFFECTIVE STRATEGIES FOR ENHANCING TEAM COHESION

Samantha Holder, B.S., Carolena Charalambous, B.S., Megan Byrd, Ph.D., CMPC, Georgia Southern University

Team building activities are a common mechanism used by coaches in order to foster interpersonal relationships among team members, promoting team cohesion. The relationship between performance and team cohesion and has demonstrated a significant moderate to large correlation (Carron, Colman, Wheeler, & Stevens, 2002; Filho, Dobersek, Gershgoren, Becker, & Tenenbaum, 2014). While previous studies have examined coaches' strategies and perceptions of effective team building, there is a need to gather input from athletes on what they desire and perceive to be effective. For instance, if the activities coaches coordinate to foster team cohesion do not align with the expectations and desires of their athletes, then this could lead to insufficient and unsatisfactory team cohesion. Therefore, the purpose of this proposed study is to discuss athletes and coaches' perceptions of team dynamics in regard to which methods are most successful in building team cohesion. The pilot study will use previously collected data from a class assignment of interviews with coaches and athletes, relating to athletes' experiences with team cohesion and coaches' methods and attitudes toward building team cohesion. Athletes ranged from high school varsity to professional and coaches were required to have a minimum of five years coaching experience at any level. Deductive qualitative analysis will be conducted to determine common lower-order categories and higher-order themes. This study will benefit sport psychology consultants and coaches by providing insight into different methods athletes and coaches perceive to be most effective in building and maintaining team cohesion, ultimately with the intention of improving performance

LEC-6

WHAT EXACTLY IS A MASTER RESILIENCE TRAINER – PERFORMANCE EXPERT (MRT-PE)?: AN INFORMATIONAL PRESENTATION DISCUSSING THE ROLES AS AN PERFORMANCE PSYCHOLOGY CONSULTANT FOR THE MILITARY

Jasmine Oates, M.S., LAT, ATC, CSCS, Magellan Federal

The purpose of this presentation is to discuss the experiences of a neophyte military performance psychology consultant contractor and help inform others on what it may look like to consult outside of

the traditional sports setting. With the field of performance psychology growing there are arguably more opportunities than ever for consultants, but not a lot of information on what these opportunities look like on a day-to-day basis. The Military has been said to be “one of the biggest employers of performance psychology consultants” which has made this avenue a more favorable option for many students when searching for their first opportunity after graduate school. In order to accurately choose what avenue(s) may be best for an individual and assist with expectation management, up-to-date information must be presented to ensure the individual is making the best decision for themselves and those under their care. The presentation will discuss (a) what it means to be a contractor, (b) brief history of the MRT-PE program (c) which installations the MRT-PE program is located, (d) qualifications and roles of Master Resilience Trainer, (e) qualifications and roles of Performance Expert, and (f) what a season may consist of for an MRT-PE.

POSTERS

POS-1

THE EFFECTS OF EXPRESSING GRATITUDE VERSUS HASSLES ON SELF-DETERMINED MOTIVATION FOR EXERCISE

Nicholas Bryson, Anna Leva, & Sharon Hamilton, Ph.D., Edinboro University of Pennsylvania

This study investigated the effects of expressing gratitude for exercise versus hassles on the level of self-determined motivation for exercise in a sample of 255 undergraduate university students. In addition, exercise behavior was examined as a covariate. Participants were randomly assigned to either the Gratitude or Hassles Condition. We adapted a methodology used by Emmons and McCullough (2003) asking participants to “list 5 things about participating in physical activity and exercise that you are grateful or thankful for” or to “list 5 things about participating in physical activity and exercise that you would label as a hassle or annoyance.” Participants then completed the Behavioral Regulation in Exercise Questionnaire-2 (BREQ-2), a commonly used measure of the degree of self-determined motivation for exercise. Participants also provided demographic information and completed the Godin Leisure-Time Exercise Questionnaire (GLTEQ), that assessed how much participants typically exercise, and the Exercise Behavior Intention Scale (EBIS), that assessed participants’ levels of intention to exercise during the following month. An ANCOVA was conducted examining the difference between the conditions on the Self-Determination Index (SDI), which is calculated using BREQ-2 scores. As mentioned above, exercise behavior, as measured by the GLTEQ, was extracted as a covariate in the analysis. No significant difference was found between the two conditions, $F(1, 252) = 12.875, p = .143, \eta^2 = .008$. Correlations were examined between the BREQ-2, the GLTEQ, and the EBIS in order to explore the relationships among different types of motivation, exercise behavior, and intention to exercise. A number of significant positive correlations were found, including significant correlations between identified regulation and the GLTEQ ($r(253) = .42, p < .01$) and the EBIS ($r(253) = .61, p < .01$), and intrinsic motivation and the GLTEQ ($r(253) = .22, p < .01$) and the EBIS ($r(253) = .45, p < .01$).

POS-2

THE EFFECTS OF MINDFULNESS BASED INTERVENTIONS ON OPIOID USE DISORDER

Silvia Lugo, M.A. & Pamela Dahlin, Psy.D., Albizu University

Objective: The aim of the review is to analyze the effects of Mindfulness Based Interventions (MBI) as part of the multidisciplinary treatment framework for patients with Opioid Use Disorder (OUD). The review identifies current gaps in the literature and suggests future research directions. Data selection: A systematic literature review was conducted using the following keywords: opioid use disorder, mindfulness-based stress reduction, treatment, and opioid. This study used the following databases (1) PsychARTICLES, (2) PsychINFO, (3) Sciencedirect, (4) Psychology and Behavioral Sciences, (5) PsychARTICLES, and (6) MedLine. Inclusion criteria included peer-reviewed articles published between 2013-2019. Articles that analyzed opioid misuse, prescription-opioid use disorder, and MBI were included. The search yielded 8,496 studies; 8,490 studies were removed for not meeting inclusion criteria. Six studies met this criteria. Data Synthesis: Four studies concluded that Mindfulness-Oriented Recovery Enhancement (MORE) was found to have a significant positive effect in patients of OUD. Findings suggested overall reduction of: opioid misuse, negative affect, pain severity, and opioid cue reactivity. Improvements in craving symptoms and positive affect were also found. One study concluded that MBI in opioid dependent patients induced similar structural network changes in frontal and striatal circuits, relevant to the same areas targeted by drugs of abuse to induce toxic neuroplastic change. One study concluded that MBI did not prove effective for the specific reduction of stress levels in the context of substance use and misuse.

POS-3

DIFFERENCES IN COLLEGE STUDENTS' EXERCISE IDENTITY, SELF-EFFICACY AND PHYSICAL ACTIVITY BASED ON MINORITY STATUS

Alexis Rice, University of North Carolina, Greensboro

According to the U.S. Department of Health and Human Services, only 20% of adults meet aerobic and resistance physical activity (PA) recommendations. Minorities are less likely to meet PA recommendations than their non-minority counterparts. College is an impressionable time to establish regular PA. Research has shown that there is a positive relationship between exercise identity, self-efficacy, and PA behaviors. The purpose of this study was to analyze differences in college students' exercise identity, self-efficacy, and PA based on racial/ethnic minority status. Students (N = 97) in an upper-level undergraduate Kinesiology course completed surveys measuring their exercise identity, self-efficacy, and moderate to vigorous PA (MVPA). Overall, exercise identity was related to increased self-efficacy ($r = 0.20, p < .05$) and MVPA ($r = 0.40, p < .01$). There was a significant difference in exercise identity between non-minority and minority students, $F(1,92) = 5.56, p = .02$, but this difference was dependent on gender, $F(1,92) = 7.46, p = .01$. Specifically, minority women ($M = 3.26$) reported lower levels of exercise identity compared to white women ($M = 4.13$). Minority women also reported the lowest levels of weekly MVPA and self-efficacy, but differences between groups were not significant. This information could inform development of tailored PA interventions for college students.

PANELS

PAN-1

WHO DO THEY THINK WE ARE? STAKEHOLDER PERCEPTIONS OF SPORT PSYCHOLOGY

Kathy Ludwig, Ph.D. – Sport & Exercise Science Department Chair, Barry University

Casey Schwarz, CSCS - Athletics Sports & Performance Miami

Frank Gonzalez- Coordinator of Academic Success, Barry University

Jimmy Stobs- Men's Head Golf Coach, Barry University

Zachary Tabrani SPT, MS, CSCS

Sport psychology is typically considered a sub-discipline of both the psychological and sport sciences (Harmison, 2000). Sport psychology is defined as “a field of study in which the principles of psychology are applied in a sport setting” (Cox, 1985, p. 13). Thus, the field of sport psychology is a combination of two very different worlds, psychology (i.e. the study of the mind) and sport (i.e. physical activity). It would appear these two worlds have nothing in common. However, the pairing of mental skills training and physical activity are utilized on a day to day basis in a variety of sport domains and professions. Personal trainers, strength and conditioning coaches, nutritionists, academic advisors, and even coaches themselves, use psychological skills to help their athletes and clients meet their goals. Scientific literature on the perceptions toward CMPCs reveals several similarities between different stakeholders involved in sport (Fortin-Guichard, Boudreault, Gagnon, & Trottier, 2018). Stakeholders largely report positive perceptions toward CMPCs and recognize the ability of the CMPCs to improve athletic performance (Fortin-Guichard et al., 2018). This panel of experts and sport stakeholders, who are not Certified Mental Performance Consultants (CMPC's) nor are they trained in the field of sport psychology, will share how they utilize sport psychology concepts every day in their profession. In addition, they will answer questions regarding their perceptions of sport psychology services and how they believe CMPCs can be most impactful with their athletes. The goal of this panel is to help shed light on the relationship between CMPCs and athlete stakeholders.