

AASP Pacific Northwest Regional Conference 2016 Conference Report

The 2016 AASP Regional Conference Northwest Student Sport and Exercise Psychology Symposium (NWSSEPS) was held at Eastern Washington University in Cheney, Washington on April 8-9th. The conference was attended by over 20 students and faculty members from Eastern Washington University, University of Idaho, Whitworth University, Western Washington University, Gonzaga University, University of Montana and Seattle Pacific University. The conference consisted of 10 student presentations, two keynotes and two invited presentations.

Chris Cindric, a Senior Lecturer in recreation at Eastern Washington University, was the keynote speaker on Friday evening. Chris Cindric's keynote was titled, "Developing Experiential Activities for Team and Player Development" and addressed his current position developing an experiential based approach to player personal development with the Spokane Chiefs and Gonzaga men's basketball. The keynote gave an engaging discussion along with some hands on application.

Dr. Linda Keeler, Associate Professor and Director of the Center for Performance Excellence at Western Washington University, was the keynote speaker on Saturday morning. Dr. Keeler's keynote was titled, "You have the magic pill: Now how do you get your client to swallow it? Using theory for behavior change in applied sport and exercise psychology". Dr. Keeler shared her personal experiences as a practitioner and researcher in her quest to achieving her current position at Western Washington University. She discussed her path in detail from how she became interested in Sport Psychology to the journey of developing two programs on two different campuses.

Ten students presented at the conference. Presentations consisted of both research and applied presentations. Each student was allotted 20 minutes to present which included 3-5 minutes of questions. Most student presentations focused on research as part of their degrees, theses or dissertations.

Two invited presentations presented at the conference. Each presenter was allotted 30 minutes which included 3-5 minutes of questions. These invited presentations were on personal journey through the world of Sport Psychology and where they are today and an update of previous research that was being conducted following last year's regional conference.

A special thanks to our sponsor the Association for Applied Sport Psychology (AASP). The grant from AASP was used for conference supplies and dining services on Friday evening and Saturday morning.





**AASP Regional
Conference**

**Northwest
Student Sport
and Exercise**

Psychology Symposium (NWSSEPS)

April 8th & 9th 2016

Eastern Washington University

Conference Sponsored by the Association of Applied Sport Psychology (AASP)

Conference Itinerary

Friday, April 8th

5:00 PM – 5:30 PM: Registration

5:30 PM – 5:50 PM: Opening Remarks

5:50 PM – 6:10 PM: Student Presentation – Amanda Start, University of Idaho
Antecedents and Consequences of the Imposter Phenomenon in Coaches: Implicit Theories, Perfectionism, Burnout, and Engagement

6:10 PM – 6:50 PM: Dinner

6:50 PM – 7:10 PM: Student Presentation – Courtney Flynn, Eastern Washington University
Effects of a 10-week mental skills training intervention infused into a pre-existing English composition course

7:10 PM – 8:10 PM: Keynote Speaker – Chris Cindric, Eastern Washington University
Developing Experiential Activities for Team and Player Development

8:15 PM – Student Social – Bowling (Please bring socks)

Saturday, April 9th

8:30 AM – 8:50 AM: Coffee & pastries

8:50 AM – 9:00 AM: 10 Mindful Minutes

9:00 AM – 9:20 AM: Student Presentation – Jason Haddix, Western Washington University

The Prevalence of Aggressive and Impulsive Behavior in Concussed Athletes

9:20 AM – 9:50 AM: Invited Presentation – Dr. Heather Ridhour Walt, Vim Culture
Connection, Trust, and Story

9:50 AM – 10:10 AM: Student Presentation – Leah Parton, Eastern Washington University
Examining the Relationship between Servant Leader Coach Behaviors and Achievement Goals in Collegiate Tennis Players: The Mediating Role of Motivational Climate

10:10 AM – 10:20 AM: Break

10:20 AM – 10:40 AM: Student Presentation – Arianna Martignetti, Western Washington University
An Exploration of the Correlations Between Burnout Levels and Depression Symptoms in Male and Female Collegiate Athletes

10:40 AM – 11:00 AM: Student Presentation – Collin Fehr, University of Montana
Solution-Focused Brief Counseling: Applications in Sport

11:00 AM – 12:00 AM: Keynote Speaker – Dr. Linda Keeler, Western Washington University
You have the magic pill: Now how do you get your client to swallow it? Using theory for behavior change in applied sport and exercise psychology

12:00 PM – 12:50 PM: Lunch

12:50 AM – 1:30 PM: Invited Presentation – Tony Pickering, Eastern Washington University
3R Mental Toughness: Development of a preliminary assessment tool

1:30 PM – 1:50 PM: Student Presentation – Taylor Leenstra, Western Washington University
A Qualitative Investigation of Peer Mentors' Experience in the Western Wellcat Program

1:50 PM – 2:10 PM: Student Presentation – Mason Nichols, Western Washington University
The Effects of Diaphragmatic Breathing on Visual Attention During a Far Aiming Task

2:10 PM – 2:20 PM: Break

2:20 PM – 2:40 PM: Student Presentation – Vanessa Martinez, University of Idaho
What Moves You? Re-examining the Role of Goals through Development and Validation of the Reasons to Exercise (RE_x) Scale

2:40 AM – 3:00 PM: Student Presentation – Will DeViney, University of Idaho
My Steps in Preparing for Graduate School

3:00 PM – 3:30 PM: Round Table Discussion – Jon Hammermeister, Damon Burton, Linda Keeler, Tony Pickering, Kirk Westre

Presentations & Abstracts

Keynote Presentations & Bios

Developing Experiential Activities for Team and Player Development

Chris Cindric, Eastern Washington University



Experiential Education is an old art. As Kurt Hahn stated, “In education, like in medicine, you must harvest the wisdom of a thousand years.” It is also a practiced art. It takes a significant amount of time, understanding and reflection to create intentional, experiential based programs. In this talk, I go behind the scenes and look at the challenges and “good learning” that came from developing experiential activities used with Spokane Chiefs Hockey and Gonzaga Men’s Basketball for team and player development. The talk will be hands-on, so prepare yourself to be engaged!

Chris Cindric is a senior lecturer in Recreation at Eastern Washington University where he developed, teaches and advises the Minor in Challenge Course Management and Leadership. He has worked in the experiential education field for the past 25 years and has extensive experience facilitating team building programs with university, community, corporate, sport, and youth groups. For the past two years Chris has been working with the Spokane Chiefs Hockey team developing an experiential based approach to player personal development.

You have the magic pill: Now how do you get your client to swallow it? Using theory for behavior change in applied sport and exercise psychology

Dr. Linda Keeler, Western Washington University



Sport and exercise psychology consultants are aware of many mental skills (e.g., goal setting, cognitive reframing, etc.) that can help their clients improve participation and performance. In other words, consultants may have the magic pill for their clients but without a working knowledge of behavior change theories and how to apply them, the client may never swallow that pill. This presentation will address a sample of research from the presenter's portfolio of work that outlines how an applied sport and exercise psychology professional can integrate behavior change theories into consultations and programming. Specific research applying the transtheoretical model, eating competence and self-determination theory to athletes and exercisers will be discussed. Themes of openness to experiences and change will be threaded into the presentation.

Dr. Linda Keeler is the Director of the Center for Performance Excellence and an Assistant Professor in the Physical Education, Health and Recreation Department at Western Washington University specializing in sport and exercise psychology. Dr. Keeler is one of approximately 400+ professionals to have achieved Certified Consultant status with the Association for Applied Sport Psychology. She is listed on the U.S. Olympic Committee Sport Psychology Registry and is a member of the American Psychological Association.

She has consulted with national, college and high school athletic teams along with individual athletes across multiple sports in areas such as performance psychology, team building, recovery from injury, burnout/overtraining, and exercise adherence.

After completing her bachelor's degree in psychology at Colgate University, Dr. Keeler obtained her master's degree in Kinesiology with an emphasis in sport psychology from the University of

Maryland at College Park. Her education was completed at West Virginia University with a doctorate in sport and exercise psychology and a second master's degree in community counseling. Dr. Keeler moved to Bellingham after developing the sport and exercise psychology program for 5 years at Cal State, Chico. She was a competitive rugby player for twelve years and attended National team events, select-side competitions, and was a member of a nationally ranked club team.

Student/Faculty Presentations

The Prevalence of Aggressive and Impulsive Behavior in Concussed Athletes

Jason Haddix, Western Washington University

The prevalence of concussions sustained through sport involvement are great in number and commonly experienced, particularly in contact and team sports. The physical symptoms that follow a concussion are well noted, but the impairment of cognitive reasoning and emotional regulation shows minimal testing and origin of occurrence. Increases in aggression and impulsivity are common symptoms of traumatic brain injuries (TBI; Rochat et al., 2010) that can effect one's standings socially and can increase the likelihood of deviant behavior that one may not normally engage in if cognitively and emotionally stable (Tateno, Jorge & Robinson, 2003). Derived from Bandura's social-cognitive theory of moral thought and action explains the rationale as to why individuals participate in prosocial or antisocial behavior, and how cognitive schemas are formed through situational experiences (Bandura, 1999). The purpose of the study is to identify levels of aggressiveness (sport and life aggression) and impulsiveness in an athletic population. The proposed study will identify two groups of athletes as either previous concussion, or a no concussion diagnosis. The target sample will be 180 participants currently involved in athletic competition at the recreation, club, university, or semi-professional level. Athletes were asked to complete the Bredemeir Athletic Aggression Inventory-Short Form (BAAGI-S; for sport aggression), the Buss-Perry Aggression Questionnaire (BPAQ; for life aggression), and the UPPS Impulsive Behavior Scale through an online survey. The collected scores from the following questionnaires were analyzed through a multivariate multiple linear regression. It is hypothesized that the previously concussed athletes will score higher on the sport and life aggression scale, as well as on impulsiveness compared to the non-concussed diagnosis group. The proposed study will help identify athletes' lingering emotional and cognitive symptoms following a concussion, and how these symptoms effect prosocial and antisocial behavior within the particular context of sport and life aggression.

Antecedents and Consequences of the Imposter Phenomenon in Coaches: Implicit Theories, Perfectionism, Burnout, and Engagement

Amanda Start, Michael A. Pickering, Damon Burton, Russell Baker, James Gregson, & Daniel Campbell, University of Idaho

The imposter phenomenon (IP) refers to an experience of self-perceived intellectual phoniness (Clance & Imes, 1978). Imposters believe they are frauds, having fooled people around them into believing they are more capable than they actually are (Clance, 1985). IP has been correlated with a number of negative psychosocial outcomes, such as low self-esteem (Ross & Krukowski, 2003), poor mental health (Cusack et al., 2013), and debilitating anxiety (Ross et al., 2001). Given the negative outcomes that appear to be related to IP, more research is needed to better understand the processes surrounding this phenomenon. **(PURPOSE)** This study examined possible motivational antecedents and consequences of IP in coaches. Two full latent variable (FLV) models were assessed—one model predicting burnout and one model predicting engagement. In each model, perfectionism and IP mediated the relationship between implicit theories of ability (predictor variables) and burnout and engagement (outcome variables). **(METHOD)** Coaches from the western United States ($n = 779$) completed an online survey that assessed implicit theories, perfectionistic tendencies, imposter feelings, burnout, and engagement. **(RESULTS)** The hypothesized FLV models were near estimations of the observed relationships among implicit theories, perfectionism, IP, burnout, and engagement in this sample of coaches, although support for the hypothesized models could only be cautiously concluded. **(CONCLUSION)** Provisional support for the hypothesized models suggested coaches' reduced motivation for their work (i.e., burnout) seems to be rooted in entity beliefs. These beliefs tend to create maladaptive perfectionistic tendencies, which set the stage for imposter feelings and, subsequently, burnout to develop. In contrast, coaches' enhanced motivation for their work (i.e., engagement) seems to be rooted in incremental beliefs. These beliefs tend to create adaptive perfectionistic tendencies, which, together with incremental beliefs, lead to engagement.

Solution-Focused Brief Counseling: Applications in Sport

Collin Fehr, University of Montana

Throughout human history individuals have sought life fulfillment only to realize that obstacles await them in pursuit of that goal. Even the most optimistic people face challenges in life's various arenas, including sport domains. Because of this universal part of the human experience, psychology practitioners have developed numerous theories and techniques to assist people in their quest for happiness. One such approach, that is gaining popularity in the coaching profession, is Solution-Focused Brief Counseling (SFBC). Although SFBC has been around since the mid-1980s it is just recently being applied more specifically to sport settings. Unlike more 'old-school' approaches that center on error detection/correction, SFBC practitioners seek not so much to understand *why* athletes are struggling, but instead search to uncover ways to improve the situation. Effective questioning and scaling are among the more popular techniques used in the practice of SFBC. The purpose of this presentation is to provide a description of SFBC and how it can be applied in sports settings as well as provide some personal commentary from the perspective of a collegiate sports coach.

Effects of a 10-week mental skills training intervention infused into a pre-existing English composition course

Courtney Flynn, Eastern Washington University

Academic performance is a complex phenomenon that is shaped by a wide variety of factors which extend beyond the traditional notions of academic skills and content knowledge (Rosen et al., 2010). For example, Dweck and colleagues (2011) – in coining the term academic tenacity - have suggested that educational interventions which target non-cognitive skills (such as goal-setting, motivation, and resilience) can have transformative effects on students' experience/achievement. However, few in academia have taken Dweck and colleagues (2011) advice and developed interventions specifically targeting this skill set. In this study, "academic tenacity" was taught by infusing mental skills-related material into a pre-existing 10-week long English composition course. The class was taught by a member of the English department faculty who led students through a series of readings and assignments related to grit, growth-mindsets, and mental toughness. A sport psychology trained graduate assisted by providing one-on-one feedback on these concepts during each class session. Participants included students in the MST themed English course (n = 34). Students in a companion English course (n=18) who did not receive MST-related material were utilized as a control condition. Instruments were administered to both conditions in pre-post format and included the Mental Toughness Questionnaire-15 (Pickering, 2015), the Short Grit Scale (Duckworth & Quinn, 2009), and the Conceptions of the Nature of Athletic Ability Questionnaire (Biddle, Wang, Chatzisarantis & Spray, 2003). Further, students' academic writing was examined to see if these skills appeared in their writing.

A Qualitative Investigation of Peer Mentors' Experience in the Western Wellcat Program

Taylor Leenstra, Western Washington University

Interventions that utilize peer mentors to aid in altering the health behaviors and attitudes of individuals have recently grown in popularity (Mellanby, Rees, & Tripp, 2000; Pfeiffer, Heisler, Piette, Rogers, & Valenstein, 2012). Specifically, peer-guided interventions geared towards individuals struggling with depression have proven to be more effective than usual care in decreasing symptoms of depression (Pfeiffer et al., 2012). However, while the mentees' experiences in such programs have been studied extensively, there is little research that explores how taking on the role as a peer mentor effects the mentor themselves. The Western Wellcat program is a peer-led physical activity intervention designed to improve the mental and physical well-being of Western Washington University students suffering with clinical depression and anxiety (Keeler, 2015; Rieck, 2012). Through the Western Wellcat program, peer mentors serve as supportive, reliable, and knowledgeable exercise buddies for their peers (Keeler, 2015; Rieck, 2012). The proposed study aims to qualitatively evaluate the experiences of peer mentors involved in the Western Wellcat program. Participants for this study will

include eight former Western Wellcat peer mentors, who participated in the program in winter 2015 (n = 4) and 2016 (n = 4). Using semi-structured interviews with open-ended questions, the researcher will investigate each former mentors' motivations behind serving as a peer mentor in the Western Wellcat program, the general effects that serving as a peer mentor in the program had on the individual, and the peer mentor's views of working with someone with clinical depression and/or anxiety. The researcher will transcribe each interview verbatim and identify general and emerging themes based on frequency. Each theme will be given a title, defined by the researcher, and direct quotes will be matched with each theme to ensure that theme was represented in the raw data. Two secondary researchers will then analyze the themes for consistency.

3R Mental Toughness: Development of a preliminary assessment tool

Tony Pickering, Eastern Washington University

The concept of "mental toughness" has existed in applied sport psychology realms for decades. Despite its pervasiveness in everyday sport contexts, scholarly progress associated with the construct has been somewhat limited. Fundamental issues such as lack of general agreement on a conceptual definition or framework, and non-existence of psychometrically sound assessment tools, plague attempts to move forward with a body of sound scientific inquiry. These issues were discussed at last year's NWAASP along with an invitation for attendees to participate in an initial project aimed at starting to address these gaps. This year's presentation will review results from the initial empirical study that resulted from last year's conference. Specifically, based on the proposed 3R Mental Toughness Framework (Readiness, Right now, Resilience) our first study identified a preliminary 15-item mental toughness tool that distinguishes respondent's self-assessment of their general tendency to deal effectively with adversity that (a) is anticipated, (b) is happening, or (c), has happened in the past. Psychometric properties of the preliminary instrument will be presented, along with empirical associations that latent scores on the three mental toughness dimensions shared with coping style and self-assessment of performance related to a specific adverse event. Discussion will also include next steps and future directions of the 3R Mental Toughness Project.

Examining the Relationship between Servant Leader Coach Behaviors and Achievement Goals in Collegiate Tennis Players: The Mediating Role of Motivational Climate

Leah Parton, Eastern Washington University

It is well established that sport coaches can influence the motivational climate of their team (Ames, 1992). A mastery motivational climate evaluates and rewards athletes based on personal development and effort, whereas a performance climate focuses on normative standards and social comparison between teammates (Ames, 1992). Further, the perceived

motivational climate can influence how athletes adopt and utilize achievement goals (Morris & Kavussanu, 2008). For example, a performance climate was found to predict performance-approach goals, and a similar relationship was found between a mastery climate and mastery-approach goals among college athletes (Morris & Kavussanu, 2008). Coaching behaviors (e.g., feedback, reward systems, and instructional commands) can conceptually be viewed as an important antecedent of both team motivational climate and athlete achievement goal adoption. However, the most effective coaching behaviors for fostering each of these are unknown. The servant leader model (Greenleaf, 1977), with its emphasis on trust, humility, and service appears to hold much promise as an exploratory framework in this regard. Thus, given the intuitive association between servant leader coaching behaviors, mastery motivational climate, and achievement goals, the purpose of this study is to more precisely examine those relationships among a sample of college tennis players. Division I collegiate tennis players from the Pacific Northwest will be recruited to participate in the study. Instruments will include the Revised Servant Leadership Profile for Sport (Hammermeister et al., 2008), the 3x2 Achievement Goal Questionnaire for Sport (Mascret, Elliot, & Cury, 2015), and the Perceived Motivational Climate in Sport Questionnaire-2 (Newton, Duda, & Yin, 2000).

An Exploration of the Correlations Between Burnout Levels and Depression Symptoms in Male and Female Collegiate Athletes

Arianna Martignetti, Western Washington University

Research has shown that collegiate athletes experience burnout (Cremades, University, & Wiggins, 2008; Gould & Whitley, 2009; Lai & Wiggins, 2003; Raedeke & Smith, 2004) and symptoms of depression (Armstrong & Oomens-Early, 2009; Donohue et al., 2004; Kerr, DeFreese, & Marshall, 2014; Proctor & Boan-Lenzo, 2010; Simon & Docherty, 2014; Weigand, Cohen, & Merenstein, 2013; Yang et al., 2007). However, while research has shown burnout in athletes to be associated with other mental health issues (Gouttebauge, Frings-Dresen, & Sluiter, 2015; Gouttebauge, Kerkhoffs, & Lambert, 2015; Kerr, DeFreese, & Marshall, 2014; Simon & Docherty, 2014), the correlation specifically between burnout and depression, as well as between male and female athletes, has not been examined. There are similar symptoms amongst both burnout and depression (Bianchi, Schonfeld, & Laurent, 2015), therefore raising the question of whether or not the two are associated. The proposed study population will be male and female NCAA varsity athletes. Athletes will complete an online survey consisting of the Athlete Burnout Questionnaire (ABQ; Raedeke, 2001), the Zung Self-Rating Depression Scale (SDS; Zung, 1965), and respond to two "yes/no" questions. A demographic survey will report age, gender, class year, sport type, and hours per week currently dedicated to their sport. A one-way between group analysis of variance (ANOVA) will compare the differences between male and female burnout levels. Another ANOVA will compare the differences between male and female depression symptoms. An additional ANOVA will compare overall burnout and depression symptoms. A one-way between groups multivariate analysis of

variance (MANOVA) will compare the differences of the burnout and depression symptoms between the male and female athletes. Correlations will be run on all data. It is hypothesized that burnout and depression levels will have a positive correlation, with female athletes to have higher scores of both, in comparison to male athletes. Both depression and burnout can impact aspects of athletes' lives, such as academics, social relationships, and overall satisfaction, and its importance must be acknowledged (Armstrong & Oomens-Early, 2009). Therefore, understanding burnout's association with depression symptoms will further the awareness in rendering to the mental and physical well-beings of collegiate athletes.

The Effects of Diaphragmatic Breathing on Visual Attention During a Far Aiming Task

Mason Nichols, Western Washington University

The experience of increased anxiety is common during sport competition (Lazarus, 2000). Previous research has shown that increased anxiety has detrimental effects on the performance of far-aiming tasks (Behan & Wilson, 2008; Moore et al., 2012; Vine, Wilson, & Wood, 2009; Wilson, Wood, & Vine, 2009) which are integrated into many sports. Less foveal fixations of longer duration, and specifically longer quiet eye duration, on the target has been linked to high performance in far aiming tasks. When anxiety is increased, fixations on the target tend to shorten, increase in number, and quiet eye duration shortens, leading to decrements in performance (Behan & Wilson, 2008; Moore et al., 2012; Vine, Wilson, & Wood, 2009; Wilson, Wood, & Vine, 2009). While the effects of increased anxiety on visual attention and performance are documented, there is no research on the effects of psychological interventions designed to decrease anxiety on visual attention and performance. The purpose of the following study is to test the effects of diaphragmatic breathing, a common intervention used to decrease anxiety, on visual attention and performance during a dart throwing task. Participants novice to dart throwing will be fitted with a gaze tracking device and divided into a diaphragmatic breathing group, diaphragmatic breathing group with anxiety manipulation, control group, and control group with anxiety manipulation. After establishing baseline performance, participants in the diaphragmatic breathing group will be instructed on proper diaphragmatic breathing techniques, given time to practice diaphragmatic breathing, and use a diaphragmatic breath before each dart throw. It is hypothesized that participants in the diaphragmatic breathing group will show more optimal visual attention patterns and perform better during high anxiety situations than the control groups.

My Steps in Preparing for Graduate School

Will DeViney, University of Idaho

Preparing for graduate school is a long, arduous process for any undergraduate senior. One must come to terms with the mortality of their college days and accept that the "real world" is right around the corner. In preparing to apply for graduate school, one must find the time and

motivation to balance the semester's schoolwork with each application requirement. I remember starting work on my requirements the summer before my senior year, thinking to myself "Will, you are in way over your head." A graduate school resume, statement of purpose, letters of recommendation, and GRE test were all brand new to me, and quite overwhelming at the beginning. The fact that Sport Psychology was a relatively unknown field in my department only made the process that much more strenuous. My presentation will address how I was introduced to the world of Sport Psychology, as well as how I used my resources here at the University of Idaho to perfect my graduate school application and gain admittance. I will also outline how I was able to obtain relevant research, teaching, and counseling experience during my time as an undergrad.

What Moves You? Re-examining the Role of Goals through Development and Validation of the Reasons to Exercise (RE_x) Scale

Vanessa Martinez & Damon Burton, University of Idaho

The reasons people have for engaging in exercise have been identified utilizing a number of theoretical approaches independently (e.g., Self-Determination Theory) for a number of different populations, including young adults, athletes (Hardwood et al., 2000), recreationally active exercisers (Molanorouzi et al., 2014), non-exercisers (Markland & Ingledew, 1997), and women (Segar et al., 2008). However, the effort to operationalize more comprehensive strategies for evaluating the reasons people have for exercising with a psychometrically sound instrument are equivocal. Therefore, the objective of this study will be to create a new instrument to measure the reasons or goals for exercise by developing the Reasons to Exercise (RE_x) Scale. The conceptual framework used to develop the RE_x Scale is based on two related elements of motivational theories, Achievement Goal Theory (Nicholls, 1984) and Self-Determination Theory (Deci & Ryan, 1985). The two research questions that will be examined in this overall study include: (a) Is the RE_x Scale a psychometrically sound instrument that identifies a broad range of reasons/goals for exercise? and (b) Does the RE_x Scale provide researchers with an easy-to-complete instrument that can also serve as a prescriptive exercise programming tool to ensure greater compatibility between exercise/physical activity programs and individuals reasons for being physically active. Two separate studies will be conducted to assess the psychometric properties of the RE_x Scale. Study 1A will assess the initial content and factor validity of the RE_x Scale (i.e., Form A) using exploratory factor analysis (EFA). Study 1B will assess the construct validity of the RE_x Scale (i.e., Form B) with an EFA followed by structural covariance modeling.

Connection, Trust, and Story

Dr. Heather Ridnour Walt, Vim Culture

Three years of sport psychology with the US Army became a journey of professional and personal growth at Ft. Sam Houston, in San Antonio, Texas. I discovered lessons beyond grad-school and on the job training that curated my confidence as a speaker, influencer, and teacher. As a professional, I believe learning to establish connection and trust through story narrative with our audience is an essential key for people to embark on a journey of growth and change.



AASP 31st Annual Conference
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Phoenix, Arizona

