



ASSOCIATION *for* APPLIED
SPORTPSYCHOLOGY SM



30th ANNUAL CONFERENCE
October 14–17

JW Marriott Indianapolis
Indianapolis, Indiana, USA

2015 Conference Proceedings
& Program



Association for Applied Sport Psychology – 2015 Conference Proceedings & Program

COPYRIGHT © 2015 by the Association for Applied Sport Psychology
ISBN 978-0-9855310-4-1

All rights reserved. This book or parts thereof may not be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping or information storage and retrieval systems—without written permission of the publisher. Making copies of this book, or any portion, is a violation of United States copyright laws.

First Edition
Printed in the United States of America

For information, contact:

Association for Applied Sport Psychology

8365 Keystone Crossing, Suite 107

Indianapolis, IN 46240

Phone: (317) 205-9225

Fax: (317) 205-9481

Website: appliedsportpsych.org

Email: info@appliedsportpsych.org

Disclaimer and Limits of Liability

The author and publisher do not warrant or guarantee any of the products or procedures described herein. The reader is expressly warned to adopt all safety precautions that might be indicated by the activities described herein and to avoid all potential hazards. By following the instructions contained herein, the reader willingly assumes all risks in connection with such instructions. Front cover art courtesy of Stevens and Stevens. Back cover photos courtesy of Arizona Grand Resort & Spa.

TABLE OF CONTENTS

Welcome.....	2
Executive Board	3
Committee Lists	4
New Certified Consultants	8
Fellows	8
Past Presidents	9
Keynote Speakers	10
Featured CE Workshops	14
Featured Sessions.....	15
Award & Grant Winners	18
Committee Meetings	22
Special Interest Group (SIG) Meetings	23
Social Activities	23
APA Credits	25
BOC Credits	25
Exhibitors and Information	25
Graduate Program and Internship Fair.....	25
Hospitality Committee.....	26
Name Badges.....	26
Networking Lounge	26
Poster Presentation Guidelines	26
Speaker Ready Room	26
Student-Related Events	27
In Memoriam: Dr. John Salemela	27
Conference Schedule.....	28
Lectures	42
Panels.....	62
Poster Session I	95
Poster Session II	124
Symposia.....	146
Workshops	155
Conference Floorplan	156
Author Index.....	157
Reviewer List.....	165



ASSOCIATION for APPLIED
SPORTPSYCHOLOGY™



30th ANNUAL CONFERENCE
October 14–17

WELCOME!

Association for Applied Sport Psychology

Welcome to the 30th Annual Conference of the Association of Applied Sport Psychology. These are exciting times as AASP and the profession of Sport Psychology continues to grow.

We are pleased you have chosen this conference to share your knowledge and extend your network of colleagues and friends. Please join us in thanking Traci Statler, Scientific Program Chair, Conference Chair; Jon Metzler, Past-President, Conference Program Chair; Dolores Christensen, Student Representative, Conference Planning Committee Member; Kent Lindeman, Executive Director; Stephanie Garwood, Meeting Manager; and Stephanie Lander, Membership/Communications Manager. In addition, we want to thank the nearly 200 members who assisted with the review of all submitted conference abstracts. Their hard work enabled us to assemble what promises to be an outstanding program. AASP 2015 will feature an exceptional list of invited speakers, as well as lectures, panels, posters, symposia, and workshops that AASP members will be presenting. Thank you for continuing to submit your excellent work to our annual conference.

The AASP Board is very pleased to serve as your host for AASP 2015, and hope that you enjoy the program and networking activities that are planned. If any of us can be of further assistance, or if you have suggestions for increasing the effectiveness of the AASP organization or educational program, please stop and talk to us in Indianapolis.

Enjoy the conference!

Sincerely yours,

AASP Executive Board
2014-2015

AASP EXECUTIVE BOARD 2014-2015



Robert J. Schinke, Ed.D.
President
Laurentian University



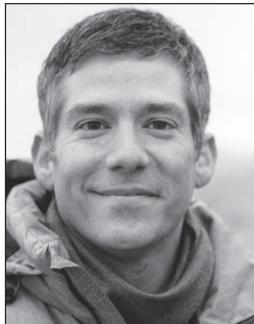
Brent Walker, Ph.D.
President-Elect
Columbia University



Jonathan Metzler, Ph.D., CC-AASP
Past-President
SAIC/CSF2



Rebecca Concepcion, Ph.D.
Secretary-Treasurer
Pacific University



Alexander Cohen, Ph.D., CC-AASP
Professional Standards
United States Olympic Committee



Sarah Carson Sackett, Ph.D.
Publications/Information
James Madison University



**Gualberto Cremades, Ph.D.,
Ed.D., CC-AASP**
Public Relations & Outreach
Barry University



Mark Aoyagi, Ph.D., CC-AASP
Research & Practice
University of Denver



Traci Statler, Ph.D., CC-AASP
Scientific Program
Cal State Fullerton



Dolores Christensen, M.A.
Student Representative
Springfield College



Eric Martin, M.S.
Student Representative
Michigan State University

AASP STAFF



Kent Lindeman, CMP
Executive Director



Stephanie Lander, MPA
Membership &
Communications Manager



Stephanie Garwood, MTA
Meeting Manager



Barbara Case
Accounting Manager

Association for Applied Sport Psychology

8365 Keystone Crossing, Suite 107

Indianapolis, IN 46240

Phone: (317) 205-9225

Fax: (317) 205-9481

Website: appliedsportpsych.org

Email: info@appliedsportpsych.org

2015 AASP COMMITTEES AND COMMITTEE MEMBERS

AASP PRESIDENT: ROBERT J. SCHINKE

FELLOW REVIEW COMMITTEE

- Karen Cogan (Chair)
- Bonnie Berger
- Melissa Chase
- Ken Hodge
- Gloria Solomon

GRADUATE PROGRAM COMMITTEE (GPC)

- Natalie Durand-Bush (Chair)
- Rachel Arnold
- Amy Baltzell
- JoAnne Barbieri
- Dolores Christensen
- Kristen Dieffenbach
- Chung-ju (Glen) Huang
- Eric Martin
- Trent Petrie
- Jamie Robbins
- Sara Robinson

PAST-PRESIDENT'S COUNCIL (PPC)

- John Silva
- Ronald Smith
- Robert Weinberg
- Daniel Gould
- Larry Brawley
- Michael Sachs
- Charles Hardy
- Jean Williams
- Tara Scanlan
- Penny McCullagh
- Maureen Weiss
- Leonard Zaichkowsky
- Robin Vealey
- Andrew Meyers
- Joan Duda
- David Yukelson
- Linda Petlichkoff
- Damon Burton
- Martha Ewing
- Craig Wisberg
- Vikki Krane
- Burton Giges
- Sean McCann
- Glyn Roberts
- Bonnie Berger
- Jack J. Lesyk
- Jack Watson
- Jon Metzler

PRESIDENT-ELECT: BRENT WALKER

DOROTHY V. HARRIS MEMORIAL AWARD REVIEW COMMITTEE

- Alison Rhodius (Chair)
- Jasmin Hutchinson
- Mark Cole
- Jordan Hamson-Utley

DOCTORAL DISSERTATION AWARD REVIEW COMMITTEE

- Christopher Mesagno (Chair)
- Rachel Arnold
- Natalie Durand-Bush
- Elizabeth Mullin
- Alessandro Quartiroli

DISTINGUISHED PROFESSIONAL PRACTICE REVIEW COMMITTEE

- David Yukelson (Chair)
- Sheryl Smith
- Craig Wisberg

DISTINGUISHED STUDENT PRACTICE REVIEW COMMITTEE

- Lauren Tashman (Chair)
- Theresa Brown
- Joanna Morrissey
- Melissa Murray
- Jeff Pauline
- Camille Rex
- Veronica Son
- Jin Wang

HOSPITALITY COMMITTEE

- Ashley Samson (Chair)
- Rachel Arnold
- Mercedes Ashby
- John Gorvin
- Jerry Holt
- Mark Otten
- Nicole Pacheco
- Joan Steidinger
- David Udelf
- Stefanee Van Horn
- Erica Woekel

STUDENT DEVELOPMENT COMMITTEE

- Phillip Post (Co-Chair)
- Duncan Simpson (Co-Chair)
- Robyn Braun
- Urska Dobersek
- Vonetta Kalieta
- Shawn Jezek
- John Lubker
- Lisa Miller
- Megan Pietrucha
- Carrie Scherzer
- Chris Stanley
- Rachel Walker
- Candice Williams
- Greg Young

MASTER'S THESIS AWARD REVIEW COMMITTEE

- Brian Butki (Chair)
- Lindsey Blom
- Kimberlee Bonura
- Rick Grieve
- Mary Jo MacCracken
- Heather Van Mullem

SECRETARY-TREASURER: REBECCA CONCEPCION

FINANCE COMMITTEE

- Rebecca Concepcion (Chair)
- Dean Culpepper
- Larry Lomison
- Michael Sachs

DEVELOPMENT COMMITTEE

- Rebecca Concepcion (Chair)
- Sean Fitzpatrick
- Doug Gardner
- Meaghan McCarthy
- Lee-Ann Sharp
- Lena Torgerson
- Justine Vosloo
- Liza Mohan-Watt

FOUNDATION COMMITTEE

- Michael Sachs (Chair)
- Leeja Carter
- Karen Cogan
- Rebecca Concepcion
- Vicki Ebbeck
- Leslee Fisher
- Courtney Foster
- Steven Frierman
- Alicia Johnson
- Ian Maynard
- Alison Rhodius
- Tara Scanlan

PROFESSIONAL STANDARDS DIVISION HEAD: ALEXANDER COHEN

CERTIFICATION REVIEW COMMITTEE

- Carrie Scherzer (Chair)
- Doug Hankes
- Rick McGuire
- Taryn Morgan
- Damon Burton (ex officio)

CONTINUING EDUCATION COMMITTEE

- Dana Voelker (Chair)
- Andrea Beardsley
- Lois Butcher-Poffley
- Brendan Carr
- Bryan Crutcher
- Bart Lerner
- Penny Levin
- Amanda Myhrberg
- Jeffrey Pauline
- Barbara Ravel
- Steven Walker
- Leah Washington

DIVERSITY COMMITTEE

- Leeja Carter (Chair)
- Shannon Baird
- Leslee Fisher
- Kensa Gunter
- Karin Jeffrey
- Alicia Johnson
- Leslie Larsen
- Rob Owens
- Amanda Perkins
- Heather Peters
- Tanya Prewitt
- Carole Oglesby
- Ryan Shuda

ETHICS COMMITTEE

- Brandonn Harris (Chair)
- Hillary Cauthen
- Damien Clement
- Ed Etzel
- Tim Herzog
- Zella Moore
- Gloria Petruzzelli
- Amber Shipherd
- William Steffen
- Karlene (Sugarman) Pick
- Michael Zito

PUBLICATIONS / INFORMATION DIVISION HEAD: SARAH CARSON SACKETT

JASP EDITORIAL BOARD

- Daniel Weigand, Editor

ASSOCIATE EDITORS:

- Lynne Evans (Social Psychology, Performance Psychology, & Healthy and Exercise Psychology)
- Rick Grieve (Social Psychology)
- James Hardy (Social Psychology, Performance Psychology, & Healthy and Exercise Psychology)
- Maria Kavussanu (Social Psychology & Performance Psychology)
- Kerry McGannon (Social Psychology, Performance Psychology, & Health and Exercise Psychology)
- Stephen Mellalieu (Social Psychology & Performance Psychology)
- Gloria Solomon (Social Psychology, Performance Psychology, & Health and Exercise Psychology)

Editorial Board (EB):

- Gordon Bloom
- Jennifer Carter
- Stilian Chroni
- Vicki Ebbeck
- Leslee Fisher
- David Fletcher
- Mary Fry
- Daniel Gould
- Daniel Gucciardi
- Stephanie Hanrahan
- Elaine Hargreaves
- Chris Harwood
- Ken Hodge
- Robin Jackson
- Deborah Kendzierski
- Camilla Knight
- Dawn Lewis
- Jeff Martin
- Scott Martin
- Ian Maynard
- Rich Neil
- Maria Newton
- Julie Patridge
- Eleanor Quested
- Tom Raedeke
- Alan Smith
- Robert Weinberg
- Sam Zizzi

JSPA EDITORIAL BOARD

- David Fletcher, Editor
- Karen Howells, Editorial Assistant

ASSOCIATE EDITORS:

- Mary Fry
- Wade Gilbert
- Daniel Gucciardi

Editorial Board (EB):

- Gloria Balague
- Bonnie Berger
- Britton Brewer
- Damon Burton
- Melissa Chase
- Dan Gould
- Chris Harwood
- Kate F. Hays
- Goran Kentta
- Christopher Mesagno
- Maria Newton
- Al Petitpas
- Trent Petrie
- Justine Reel
- Michael Sachs
- Gloria Solomon
- Natalia Stambulova
- Judy Van Raalte
- Dave Yukelson
- Jack Watson II
- Tristan Coulter (Student Representative)
- Daniel J. Brown (Student Representative)

NEWSLETTER COMMITTEE

- Tanya Prewitt-White, Editor
- Jamie Shapiro (Associate Editor)
- Kim Rogers (Student Associate Editor)
- Sarah Carson Sackett (Liaison to E-Board)
- Tadhg MacIntyre (Associate Editor)

RESEARCH AND PRACTICE DIVISION HEAD: MARK AOYAGI

AASP SPECIAL INTEREST GROUPS (SIG)

- Achievement Motivation: David Cutton
- Anger & Violence in Sport: Mitch Abrams
- Business Ownership in Sport Psychology: Glenn Pfenninger
- Coaching Science: Kristen Dieffenbach & Susan Sotir
- College/University Counseling Center: Craig Rodgers
- Disability Sport and Exercise: Amanda Leibovitz
- Eating Disorders: Amanda Schlitzer & Dana Voelker
- Exercise Psychology and Wellness: Stephanie Buck & Melissa Madeson
- Fencing: John Heil
- International Olympic Sport Psychology: Peter Haberl
- Media in Sport: Michele Kerulis
- Military Performance: Tim Herzog
- Performance Consulting in Collegiate Sport: Chris Rose
- Performance Psychophysiology and Biofeedback: Ben Barone
- Performance Excellence: Lisa Miller
- Positive Psychology for Sport and Exercise: Lisa Miller
- Psychology of Sport Injury: Monna Arvinen-Barrow
- Race & Ethnicity in Sport: Latisha Forster-Scott
- Soccer: Brad Baumgardner
- Teaching Sport and Exercise Psychology: Bruce Klonsky & Tami Eggleston
- Women in Sports: Leeja Carter
- Youth Sport: Brandonn Harris

PUBLIC RELATIONS AND OUTREACH DIVISION HEAD: GUALBERTO CREMADES

INTERNATIONAL RELATIONS COMMITTEE

- Alessandro Quartiroli, USA/Italy (Chair)
- Sebastian Bruckner (Germany)
- Stilian Chroni (Greece/Norway)
- Faye Didymus (United Kingdom)
- Angela Soek Hau (Hong Kong)
- Adisa Haznadar (Bosnia and Herzegovina/USA)
- Michel Hogue (Canada)
- Sae-Mi (Sammy) Lee (Korea/USA)
- Ric Lugo (Norway)
- Tadhg MacIntyre (Ireland)
- Cristina Rolo (Portugal/Netherlands)
- Takahiro Sato (USA/Japan)
- Olivier Schmid (Switzerland)
- Shameema Yousuf (United Kingdom/Zimbabwe)

WEB PRESENCE COMMITTEE

- Sam Forlenza (Chair)
- Sheila Alicea
- Taryn Brandt
- Carrie Cheadle
- Gualberto Cremades
- Stephen Gonzalez
- Rebekah Roulier

AASP Strategic Alliance Liaison Position:
Jon Metzler

YOPKO PENHALLURICK, MARKETING AND PUBLIC RELATIONS

- Betty Weibel
- Lindsay Lodge
- Marissa McDaid

NEW CERTIFIED CONSULTANTS

Certified Consultants of the Association for Applied Sport Psychology (CC-AASP) are members with a masters or doctorate degree who have met specific course requirements in sport and exercise psychology and have completed an extensive, supervised work experience. The disciplines included within the sport psychology field applicable to those holding the CC-AASP designation include: clinical psychology, educational and mental health counseling, social work, industrial-organizational psychology, and sport and exercise psychology from a sport science basis. To obtain the CC-AASP credential, the individual must demonstrate they have completed specific educational requirements along with a minimum of 400 hours of mentored and applied experience.

Amanda Alexander	Jasmin Hutchinson
LaTisha Bader	Peter Jensen
Seongkwan Cho	Daniel Kadish
Marc Cormier	Abby Keenan
Nicole Gabana	Kim Kinna
Ed Garrett, PsyD	Nathan Lagacy
Stephen Gonzalez	Toby Larson
Scotta Morton	Nohelani Lawrence
Amanda Myhrberg	Shane LeMaster
Melanie Poudevigne	Melissa Madeson
Vernice Richards	Michelle McAlarnen
Shawn Saylor	Joel Minden
Jennifer Schumacher	Samantha Monda
Bob Tewksbury	Greta Raaen
Chelsea Wooding	London Richard
E. Missy Wright	Christine Rickertsen
Brian Zuleger	Cristina Rolo
Sheila Alicea	Donald Ross
Scott Barnicle	Cory Shaffer
Michelle Bartlett	Aspen Summerlin
Alexis Bradley	Katy Tran Turner
Tod Chaszewski	Raphael Wald
Victoria Fahlberg	Richelle Walker
Sarah Frey	Mary Wood
Joseph Galus	Katherine Wurst
Sarah Howes-Masnik	

(as of August 30, 2015)

FELLOWS

Congratulations to the seven members named to AASP's 2015 Class of Fellows.

Gualberto Cremades , 2015 Barry University	Thomas Raedeke , 2015 East Carolina University
Douglas Hankes , 2015 Auburn University	Traci Statler , 2015 Cal State Fullerton
Bob Harmison , 2015 James Madison University	Brent Walker , 2015 Columbia University
Artur Poczwardowski , 2015 University of Denver	

A Fellow is an AASP member who has achieved distinction through significant contributions to academic and professional practice knowledge in sport and exercise psychology.

Michael Sachs, 1987	Jeffrey Martin, 2004
Dan Kirschenbaum, 1987	Britton Brewer, 2004
Jean Williams, 1987	Daniel Weigand, 2004
Charles Hardy, 1987	Scott Martin, 2004
John Silva, 1987	Aynsley Smith, 2004
Bonnie Berger, 1987	Heather Barber, 2005
Tara Scanlan, 1987	Burton Giges, 2006
Robert Weinberg, 1987	Gershon Tenenbaum, 2006
David Yukelson, 1987	Hap Davis, 2006
Wesley Sime, 1987	Chris Harwood, 2007
Glyn Roberts, 1987	Ian Maynard, 2007
Daniel Gould, 1987	Ed Etzel, 2007
Diane Gill, 1987	Sean McCann, 2009
Carole Oglesby, 1987	Frances Flint, 2009
Joan Duda, 1988	Mary Fry, 2009
Frank Smoll, 1988	Melissa Chase, 2009
Leonard Zaichkowsky, 1988	Stephanie Hanrahan, 2010
Kenneth Ravizza, 1988	Eddie O'Connor, 2010
Evelyn Hall, 1989	Charles Brown, 2010
Robin Vealey, 1989	Rick McGuire, 2010
Steven Danish, 1991	Martha Ewing, 2010
Penny McCullagh, 1992	Jack Lesyk, 2011
Al Petitpas, 1993	Leslee Fisher, 2011
Linda Petlichkoff, 1995	Ken Hodge, 2012
Robert Smith, 1995	Maria Newton, 2012
Bruce Hale, 1996	Jack Watson, 2012
John Heil, 1998	Sam Zizzi, 2012
Craig Wrisberg, 1998	Jon Metzler, 2013
Trent Petrie, 2000	Kirsten Peterson, 2013
Kate Hays, 2000	Tatiana Ryba, 2013
Ralph Vernacchia, 2001	Diane Whaley, 2013
Gloria Solomon, 2001	David Fletcher, 2014
Diane Wiese-Bjornstal, 2002	Rob Schinke, 2014
Judy Van Raalte, 2002	Natalia Stambulova, 2014
Joy Griffin, 2002	
Damon Burton, 2003	
Karen Cogan, 2004	
Vicki Ebbeck, 2004	

PAST-PRESIDENTS

John Silva , University of North Carolina (Emeritus)	1985-1987
Ronald Smith , University of Washington	1987-1988
Robert Weinberg , Miami University-Ohio	1988-1989
Daniel Gould , Michigan State University	1989-1990
Lawrence Brawley , University of Saskatchewan	1990-1991
Michael Sachs , Temple University	1991-1992
Charles Hardy , Jiann-Ping Hsu College of Public Health	1992-1993
Jean Williams , University of Arizona (Emeritus)	1993-1994
Tara Scanlan , UCLA	1994-1995
Penny McCullagh , University of Colorado	1995-1996
Maureen Weiss , University of Minnesota	1996-1997
Leonard Zaichkowsky , Vancouver Canucks	1997-1998
Robin Vealey , Miami University	1998-1999
Andrew Meyers , University of Memphis	1999-2000
Joan Duda , The University of Birmingham	2000-2001
David Yukelson , Penn State University	2001-2002
Linda Petlichkoff , Boise State University	2002-2003
Damon Burton , University of Idaho	2003-2004
Martha Ewing , Michigan State University	2004-2005
Craig Wrisberg , University of Tennessee	2005-2006
Vikki Krane , Bowling Green State University	2006-2007
Burton Giges , Springfield College	2007-2008
Sean McCann , USOC	2008-2009
Glyn Roberts , Mental Training Inc	2009-2010
Bonnie Berger , Bowling Green State University	2010-2011
Jack J. Lesyk , Ohio Center for Sport Psychology	2011-2012
Jack Watson , West Virginia University	2012-2013
Jon Metzler , SAIC/CSF2	2013-2014

CONFERENCE PLANNING COMMITTEE

Traci Statler, Scientific Program Chair, Conference Chair
Jon Metzler, Past-President, Conference Program Chair
Dolores Christensen, Student Representative, Conference Planning Committee Member
Kent Lindeman, Executive Director
Stephanie Garwood, Meeting Manager

Keynote Speakers



Chris Carr, PhD, CC-AASP

St. Vincent Sports Performance

Past, Present, and Future: Reflections from a Counseling Sport Psychologist

COLEMAN GRIFFITH LECTURER: WEDNESDAY, OCTOBER 14, 5:30 PM – 7:00 PM

Dr. Carr is the Sport and Performance Psychologist and Coordinator for Sport and Performance Psychology at St Vincent Sports Performance in Indianapolis, Indiana. In this role, which started in August of 2006, Dr. Carr coordinates training, supervision, research, and applied practice in the area of sport and performance psychology. He also provides individual counseling and consultation services; he is a licensed psychologist in the state of Indiana and is HSPP-endorsed. He is currently the Consulting Sport Psychologist for the Purdue University Athletics Department. He is the Team Performance Psychologist for the Indiana Pacers (NBA, 2011 to Present) and the Indiana Fever (WNBA, 2001 to Present) and was the consulting sport psychologist for the Oklahoma City Thunder (2008-2011). He was the USA Diving National Team Sport Psychologist from 2004-2008 and was in Beijing for the 2008 Summer Olympic Games as the USA Olympic Diving Team Sport Psychologist. He is also an Ad Hoc Member and first sport psychologist on the NCAA Competitive Safeguards and Medical Aspects of Sport Committee (CSMAS), and was also an invited attendee to the first NCAA Student-Athlete Mental Health Task Force Meeting held in November of 2013.

Dr. Carr has written numerous book chapters in sports medicine and physical medicine in the area of sport and performance psychology. He has also published numerous articles in sports medicine textbooks, journals, and in magazines for USA Gymnastics (Technique) and USA Swimming (Splash). He has appeared on ESPN and has been quoted in the Wall Street Journal, USA Today, and other national media publications. Dr. Carr has a Ph.D. in Counseling Psychology with a minor in Exercise Science/Sport Psychology from Ball State University in Muncie, Indiana. He spent one year as a Clinical Research Assistant in Sport Psychology at the United States Olympic Training Center in Colorado Springs, Colorado, where he worked with elite-level athletes and coaches prior to the 1992 Olympic Games.



John Parsons, PhD, ATC

Director, NCAA Sport Science Institute

Mind, Body & Sport: Understanding and Supporting Student-Athlete Mental Wellness

KEYNOTE SPEAKER: THURSDAY, OCTOBER 15, 9:45 AM – 11:00 AM

John Parsons, a BOC certified and state licensed athletic trainer, is the Director of the NCAA's Sport Science Institute. He has spent more than two decades studying, practicing and teaching sports medicine and athletic training. He works alongside NCAA Chief Medical Officer Brian Hainline to address problems such as concussion, student-athlete mental health and improving systems that track sports injuries.

Prior to coming to the NCAA, Dr. Parsons was a faculty member in the graduate athletic training program at A.T. Still University in Mesa, Arizona for 17 years, the last five serving as the director of the program. He earned a bachelor's degree in sports medicine from Marietta College, has master of science degrees in exercise science from the University of Arizona and medical informatics from the Kirksville College of Osteopathic Medicine, and a doctoral degree in organizational communication from Arizona State University. Dr. Parsons' previous patient care experience includes athletic training in the secondary school and clinical settings. His areas of research interest include healthcare policy, healthcare education, and regulation of healthcare professions, and has written and presented nationally on issues of organizational and management issues in healthcare and healthcare education. He has lectured and published on the related topics of disablement and health-related quality of life in sports-related injuries, and management and education issues involving concussion management.

Dr. Parsons currently serves on the editorial boards for the Journal of Sports Rehabilitation and the Athletic Training Education Journal. He is a past-president of the Arizona Athletic Trainers' Association (AzATA), a current member of the BOC Standards committee, and served on the Arizona Interscholastic Association's Sports Medicine Advisory Committee.



Mary E. Wilfert, MEd

Associate Director, NCAA Sport Science Institute

Mind, Body & Sport: Understanding and Supporting Student-Athlete Mental Wellness

KEYNOTE SPEAKER: THURSDAY, OCTOBER 15, 9:45 AM - 11:00 AM

Mary Wilfert is Associate Director of the NCAA Sport Science Institute. She has administered the NCAA drug-education and drug-testing programs since 1999 and has worked to promote policies and develop resources for student-athlete healthy life choices. She serves as primary liaison to the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports, the Association-wide committee charged with providing leadership on health and safety recommendations to the NCAA membership. Mary has worked in the health education field for more than 30 years to empower individuals to make informed choices for lifelong health and success. Mary received her Bachelor of Science degree in Health Education from the University of Dayton and her Master of Education degree in Community Health Education from the University of Cincinnati.



Ben Strack, PhD, CC-AASP

Proball, Inc.

Advancing Optimal Performance Psychophysiology

KEYNOTE PANELIST: FRIDAY, OCTOBER 16, 9:45 AM – 11:00 AM

Dr. Ben Strack is a licensed psychologist, certified sport psychology consultant (CC-AASP), and Board Certified in Biofeedback (BCB/BCIA). Over the past 15 years in his clinical/sports practice in Newport Beach & Santa Ana, CA, he has consulted with professional athletes (MLB, MiLB, NHL), Olympic athletes (Women’s Indoor Volleyball), college, and high school athletes. Dr. Strack is author/editor of the sport psychology book “Applications of Biofeedback and Neurofeedback in sport psychology” (2011). He has served in adjunct faculty positions at California State University Long Beach and Argosy University where he taught sport psychology classes in the undergraduate and graduate programs.

Dr. Strack is a former division I college baseball player and founding partner of Proball Inc., private baseball academy. During the 1999 and 2000 MLB seasons, he was the batting practice pitcher for the Anaheim Angels. From 1999 to 2004, he was selected to pitch in the MLB Players’ Association and ESPN’s Big League Challenge Home Run Contests where he was the personal pitcher for Barry Bonds, Alex Rodriguez, Raphael Palmeiro, Jose Canseco, Shawn Green, Magglio Ordonez, Andruw Jones, and Troy Glaus. Dr. Strack is a United States Olympic Committee (USOC) Sport Psychology Registry Member, board member of the Orange County Psychological Association (APA local chapter) and a co-chairperson for the Optimal Performance/Functioning division of the Association of Applied Psychophysiology and Biofeedback (AAPB).



Lindsay Thornton, EdD, CC-AASP

United States Olympic Committee

Advancing Optimal Performance Psychophysiology

KEYNOTE PANELIST: FRIDAY, OCTOBER 16, 9:45 AM – 11:00 AM

Lindsay Thornton, EdD, is a Senior Sport Psychophysiologicalist at the United States Olympic Committee. She has her EdM and EdD from Boston University in Counseling Psychology, with a specialization in sport performance. Dr. Thornton has developed, advised and provided training for psychophysiology labs in elite athlete training centers domestically and abroad. She has spoken at various national conferences on the influence of the mind and brain on performance and health, and reciprocally, the neurocognitive influence of exercise on cognition and emotion. She is intrigued by the prospect of identifying psychophysiological markers for elite performance and using technology and education to enhance recovery and performance.



Penny Werthner, PhD

University of Calgary

Advancing Optimal Performance Psychophysiology

KEYNOTE PANELIST: FRIDAY, OCTOBER 16, 9:45 AM – 11:00 AM

Dean of the Faculty of Kinesiology at the University of Calgary, Dr. Penny Werthner is considered one of Canada's most distinguished consultants in the field of sport psychology and recognized as one of the Top 20 Most Influential Women in Sport and Physical Activity by the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS). Werthner has more than 30 years of distinguished experience in sport psychology consulting, sport-related management consulting, program management, and academic leadership. She comes to the University of Calgary after spending 12 years at the University of Ottawa as Director and Associate Dean of the School of Human Kinetics.

Werthner is a former Olympic athlete who represented Canada at the 1976 Summer Olympics in the women's 1,500 metres. She claimed bronze medals in the women's 800 metres at the 1971 Pan American Games and in the 1,500 metres in the 1978 Commonwealth Games and 1979 Pan American Games. After retiring as an athlete, Werthner turned to academics, earning her BA from McMaster University, and her MSc and PhD from the University of Ottawa. She has served as a sport psychology consultant for Canada's national and Olympic teams since 1985, including acting as an advisor to the Canadian Olympic Committee on sport psychology for the 2004 Athens Olympics and the 2008 Beijing Olympics. She also worked with Canada's canoe/kayak and diving teams at the 2010 London Olympic Games.

Werthner has written dozens of peer-reviewed papers and book chapters. She currently serves on the editorial board for the International Sport Coaching Journal as well as a reviewer for the journals of Qualitative Research in Sport and Exercise and Journal of Applied Sport Psychology. She is also a member of the editorial board for the Canadian Journal for Women in Coaching. She is the current Chair of the Canadian Sport Psychology Association (CSPA/ACPS), a member of the International Council for Coach Education, an advisor to the Coaching Association of Canada Women in Coaching Program and a learning facilitator for the National Coaching Certificate Program (NCCP).



Leonard D. Zaichkowsky, PhD

Cyton8

Advancing Optimal Performance Psychophysiology

KEYNOTE PANELIST: FRIDAY, OCTOBER 16, 9:45 AM – 11:00 AM

Leonard D. Zaichkowsky, PhD, is a widely known sport and performance scientist whose specialty is the psychophysiology of human performance. For 37 years he was a professor at Boston University with a joint appointment in the School of Education and School of Medicine, until his retirement. Dr. Zaichkowsky is a "pioneer" in bringing applied psychophysiology/biofeedback to the world of sport. He published his first of many papers on the topic in 1975, and developed a biofeedback laboratory at Boston University. From 2010 to 2012 he was Director of Sport Science for the Vancouver Canucks of the NHL where he introduced a comprehensive sport science program to the club, including the establishment of a psychophysiology "Mindgym". Currently, Len is a sport science consultant for a number of sport, medical, military, and business organizations.



Cindy Abbott

California State University, Fullerton

Personal Stories of Resilience

KEYNOTE PANELIST: SATURDAY, OCTOBER 17, 9:45 AM – 11:00 AM

Cindy Abbott received her master's degree in kinesiology with an emphasis in exercise physiology and sports psychology, graduating summa cum laude from California State University, Fullerton. She has always been drawn to the world of adventure sports. In 2007, at the age of 48, she took up mountain climbing with the single goal of standing on the top of the world. A few months after she began training, Cindy was diagnosed with a serious, rare, and potentially life-threatening disease (Wegener's Granulomatosis), but she was determined to achieve her dream and on May 23, 2010, after 51 days of working her way up the mountain, Cindy stepped onto the summit of Mt. Everest, holding the National Organization of Rare Disorders (NORD) banner.

In the following months, she wrote and published *Reaching Beyond the Clouds: From Undiagnosed to Climbing Mt. Everest*.

Cindy's next adventure was to complete the 1000-mile Alaskan Iditarod Sled Dog Race. In 2011, she went to Alaska and immediately fell in love with the sport, the Alaskan people and culture, but most of all, she fell in love with the world's most amazing athletes – the dogs! On March 22, 2015, after 13 days, 11 hours, 19 minutes, and 51 seconds, she crossed the finish line and held the NORD

Banner under the Burlled Arch in Nome. As the final musher to complete the race, Cindy received the Wells Fargo Red Lantern Award for Perseverance – a symbol of her determination.

“My journey shows how adversity can elicit hidden strength, and I hope to inspire people to live life to its fullest and reach for their dreams,” says Cindy.

Cindy is also producing a feature-length documentary of her journey, *Banner on the Moon*. Release summer 2015.

Since her diagnosis, Cindy has become a very active rare disease awareness advocate for the National Organization of Rare Disorders (NORD) and the Vasculitis Foundation, and she is the official spokesperson for the Katmai Lodge Alaska and Markall, Inc. Foundation for Disease and Disability Awareness. In May 2015, NORD honored Cindy with the Rare Disease Public Awareness Award.

Cindy is 56 years old and lives with her husband in Irvine California. She teaches Health Science at California State University, Fullerton.



Matt Stutzman

The Armless Archer

Personal Stories of Resilience

KEYNOTE PANELIST: SATURDAY, OCTOBER 17, 9:45 AM – 11:00 AM

Inexplicably born without arms in December of 1982, Matt’s birthparents were soon overwhelmed with the obvious challenges that lay ahead. He was put up for adoption, and in January of 1983, Matt was welcomed into the home of Leon and Jean Stutzman.

A remarkably patient, compassionate and strong willed couple, the Stutzmans guided Matt through a youth of seemingly insurmountable obstacles of everyday living largely taken for granted in an able-bodied world. Their philosophy was simple; Matt was permitted to try almost anything...if he could do it on his own. Years later, the result is an extraordinary young man, a family man, who can do virtually anything with his feet.

Though originally fitted for prosthetic arms as a child, Matt found them cumbersome and...unnatural. Today, perhaps the most remarkable thing about Matt is that he lives without prosthetics, in a completely un-modified world. His home, car and life are void of modifications of any sort. He lives in the same world you do and has found a way to do virtually everything with his feet. This includes eating, grooming and writing...as well as playing the guitar, car maintenance and of course, extraordinary abilities with a bow and arrow.

Matt’s original interest in marksmanship began when he learned to shoot a gun, and then taught himself to shoot a penny at 50 yards away. He took to a bow and arrow so as to join his father while hunting. Eventually it became his passion and evolved into his dream to become the world’s best archer.

Though many may argue otherwise, Matt considers his physical challenges to be advantageous to archery. His necessary style of shooting with his leg provides great stability with the bow, and a lifetime of indescribable patience and tenacity are deeply ingrained characteristics that would serve any athlete, in any sport, well.

As a member of the 2012 U.S. Paralympic Archery Team, Matt competed at the 2012 London Games where he dazzled the field and won a Silver Medal.

Dubbed The Armless Archer, Matt’s remarkable story has captured the attention of the media around the world. A natural public speaker, he regularly uses humor (at his own expense) and remarkable demonstrations of his foot skills, to engage audiences of all kinds who are left entertained, inspired and believing anything is possible.

FEATURED CE WORKSHOPS

WHAT'S YOUR "THING"?: DEVELOPING A UNIQUE VALUE PROPOSITION, BRAND, AND PERFORMANCE MODEL FOR YOUR CONSULTING BUSINESS | CE WORKSHOP 1

Tuesday, October 13, 6:00 pm-9:00 pm & Wednesday, October 14, 9:00 am-12:00 pm
Room 101

Presenter: Jim Taylor, PhD

This workshop will explore three essential components of a successful sport and performance psychology consulting business.

1. Unique value proposition: What sets you apart from others and what special value can you bring to your clients. Your UVP can include your education, training experiences, knowledge, skill sets, intellectual property, and personal narrative.
2. Brand: How your unique value proposition is expressed through your logo, motto, materials, and social media.
3. Performance model: The structure and process in which you organize your ideas about how to help clients maximize performance and achieve their goals.

This workshop will provide attendees with the information, insights, and tools to fully develop these three areas, thus increasing their chances of building a sustainable consulting business.

This program has been approved for 6 hours of CE to meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

PREVENTION & TREATMENT FOR SEXUAL, DATING & DOMESTIC VIOLENCE IN ATHLETE POPULATIONS | CE WORKSHOP 2

Wednesday, October 14, 9:00 am-12:00 pm & 1:00 pm-4:00 pm
Room 203

Presenter: Mitch Abrams, PsyD, Learned Excellence for Athletes

The proliferation of high profile cases in the media where athletes have been involved with incidents of violence requires Sport Psychology to step up and be a part of the solution to the problem of sexual, dating & domestic violence in athlete populations.

This workshop will examine these problems through a proactive, preventative lens; identifying currently used models (including Bystander Education) while offering alternatives that address accountability, psychoeducation and culture readjustments. The consequences for perpetrators, survivors & organizations will also be considered (in the context of Title IX as well) to map a plan for treatment after an incident.

This program has been approved for 6 hours of CE to meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

MARKETING COMMUNICATIONS WORKSHOP (CO-SPONSORED BY MEDIA IN SPORT SIG) | WORKSHOP 3

Please note: No CE credit will be given for this workshop.

Wednesday, October 14, 9:00 am-12:00 pm
Room 102

Presenters: Betty Weibel, Yopko Penhallurick Public Relations & Michelle Kerulis, EdD, Adler University

The workshop is designed for AASP members with limited to no experience or training in media relations as well as those professionals who seek to increase their media knowledge and skills. The purpose of this continuing education workshop is to provide attendees with a foundational understanding of working with the media. The workshop will incorporate a combination of lecture, small group activities, media coverage, video analysis, and Q&A session. Topics of discussion will include: Understanding the media relations; Working with journalists; Strategies for working with traditional and nontraditional media; Positive alternatives to negative issues in sport; Use of the news release; and media interview skills.

FROM THE GREEN FLAG TO THE CHECKERED FLAG: PERIODIZATION, PLANNING, AND PLOT FOR PERFORMANCE CONSULTING | CE WORKSHOP 4

Thursday, October 15, 6:00 pm-9:00 pm
Room 101/102

Presenter: Tami Eggleston, PhD, CC-AASP, McKendree University

"Timing is Everything!" This high-energy, fast paced workshop will focus on how sport performance consultants should plan their sessions based on the athlete's season timeframe (e.g., pre-season, training, completion, end of season, off season). In addition, strategies to handle team conflict and "one-time" presentations to groups of athletes, coaches, or parents will be discussed. The workshop will be organized around Matveyev's principles of periodization (macro, meso, micro) and will also introduce the work of Freytag's plot structure (exposition, rising action, climax, falling action, and resolution.) Participants will leave this workshop with specific plans, activities, and inspiration for their own consulting activities and structure. This workshop should be beneficial for many different audiences from new members looking for good ideas to seasoned consultants looking for some new ideas and strategies to add to their toolbox. In all of my presentations my goal is to educate, engage, and inspire. Finally, my hope is that the workshop will be high energy and a fun way to spend time with like-minded colleagues.

This program has been approved for 3 hours of CE to partially meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

SPORT ADVOCACY: SPEAKING FOR THE GREATER GOOD IN SPORT CE WORKSHOP 5

Thursday, October 15, 6:00 pm-9:00 pm
Room 103/104

*Presenters: John Heil, DA, CC-AASP, Psychological Health
Roanoke & Shirley Durtschi, PhD, CC-AASP, Mountain
Minds Matter*

Sport psychologists are uniquely positioned to serve as advocates for both athletes' rights and responsible organizational practices. This follows from the ethical foundations of practice, a core focus on health and well-being, and the likelihood that relevant issues will arise in the course of their work. This workshop guides decision making and action in advocacy, and prepares the sport psychologist to enter the public discourse on advocacy related issues. It includes: a review of didactic content; analysis of critical concepts underlying case conceptualization; and interactive case study discussion on sport scenarios from the public domain and the presenters' experience.

This program has been approved for 3 hours of CE to partially meet the 6-hour CE re-certification requirement for Certified Consultants (CC-AASP).

FEATURED SESSIONS

CASE STUDIES FOR CC-AASP: OPPORTUNITIES FOR PEER CONSULTATION

Thursday, October 15, 8:15 am – 9:30 am
Grand Ballroom 3-4, Third Floor

*Kristen Dieffenbach, PhD, West Virginia University
Lois Butcher-Poffley, PhD, Temple University*

Although there are over 400 AASP Certified Consultants (CCs) representing seven countries, many states and countries are still without CCs. Thus, the opportunity for CCs to collaborate with each other on issues including client assessment, intervention development, and overall effectiveness is limited at best. While Certified Consultants connect electronically with respect to the dissemination of important consultant events and information, a true network of professionals able to engage in peer consultation, particularly when facing challenging practitioner situations, has yet to be created. This workshop, open solely to Certified Consultants, is specifically designed to encourage the process of collaboration, networking and peer consulting among practitioners. Prior to the 2015 AASP Conference, CCs were solicited to submit particularly challenging consulting cases via the Certified Consultant email distribution list. All ethical considerations relating to the preservation of client confidentiality were appropriately addressed. Two case studies were selected and, with the submitters' permission, distributed to all CCs for their review and consideration two weeks prior to the 2015 AASP conference workshop. These cases are presented in a workshop format to facilitate a guided dialogue in terms of case conceptualization, challenges, intervention design, and results. Having reviewed these cases ahead of time, CC attendees will have the opportunity to discuss their

own conceptualization and possible intervention strategies for each case presented. Offering this opportunity for CCs to interact on professional practice issues at the annual conference not only serves to enhance AASP's commitment to Certified Consultants, but encourages CCs to build their professional consultation networks thereby continuing their own development as effective practitioners.

NUTS & BOLTS OF BECOMING A CC-AASP

Thursday, October 15, 8:15 am – 9:30 am
White River CD

*Taryn Morgan, IMG Academy, &
Doug Hankes, Auburn University*

Although created nearly 25 years ago, the standards for and process of becoming an AASP Certified Consultant remain among the most misunderstood and debated issues in our organization. It has taken some time for the number of certified consultants to grow to a critical mass, but with employers and internships now listing AASP Certification as "required" or "highly desired," certification has experienced significant growth in recent years. This workshop will discuss the certification process – in particular, benefits of certification will be presented and explored in order for individuals interested in this process to gain insight and knowledge necessary to pursue certification. Academic program directors will also benefit from the discussion of what courses and experiences are most relevant for certifications. Tips and suggestions for successfully navigating the application process will be provided.

WELLNESS ISSUES IN THE PERFORMING ARTS - THE ATHLETES AND THE ARTS INITIATIVE

Thursday, October 15, 11:30 am - 12:30 pm
White River AB

*Jim Whitehead, American College of Sports Medicine
Alyssa McPherson, Indiana University
David Murray, Butler University
Kate F. Hays, The Performing Edge, Moderator*

Initiated in 2008 and formally launched in 2013, Athletes and the Arts (AATA - www.athletesandthearts.com) is a multi-organizational initiative recognizing that athletes exist throughout the performing arts community and that established performance, wellness and injury prevention research for sport athletes also is applicable to performing artists.

Performing artists are athletes. Just like "sport" athletes they:

- Practice or perform almost every day
- Play through pain
- Compete in challenging environments
- Experience little "off season"
- Face extreme competition
- Face real risk of career-threatening injury

Yet, performing artists rarely have access to the injury prevention, nutrition and practice and competition guidelines afforded most sport athletes. This session is designed to introduce you to the world of performing artists and their physical and mental health needs. This underserved population (musicians, dancers, singers, conductors, actors, marching band members, etc., of all ages) and their instructors can greatly benefit from your expertise; you can greatly benefit (and hopefully expand your client base) from better understanding their needs.

FIVE SLIDES IN FIVE MINUTES SESSION: BEST PRACTICES IN CONSULTING

Thursday, October 15, 2:30 pm – 3:45 pm
White River AB

The 5 slides in 5 minutes presentation will explore best practices in consulting, from individuals who have been identified as successful practitioners. Presenters will focus on what they consider to be the key points that help them to be effective consultants. Presenters include:

Sarah Castillo, CC-AASP, National University

Ceci Clark, Cleveland Indians

Greg Dale, PhD, Duke University

Andrea Faull, PhD, University of Worcester

Jon Hammermeister, Eastern Washington University

Justin Su'a, Boston Red Sox

Nicole Detling, PhD, CC-AASP, University of Utah, Moderator

Each presenter will have 5 slides and 5 minutes to present their subject area. Flags will fly, bells will be rung...and talking will cease when the 5 minute timer goes off. After the first three presenters, there will be a 15 minute discussion period followed by the next three presenters and 15 more minutes of discussion, followed by open discussion of the topics. Join us for a lively presentation and discussion!

PROVIDING SPORT PSYCHOLOGY SERVICES IN PROFESSIONAL SPORT SETTINGS (MLB, NBA, NFL): PERSPECTIVES, PROGRAMS, AND ETHICS

Thursday, October 15, 2:30 pm – 3:45 pm
White River IJ

Jack Lesyk, PhD, CC-AASP, Ohio Center for Sport Psychology

Sam Maniar, PhD, Cleveland Browns

Charlie Maher, PsyD, MBA, CC-AASP, Cleveland Indians

Brent Walker, PhD, Columbia University, moderator

The three presenters will share their experiences in working with professional sports teams (Cleveland Browns, Cleveland Cavaliers, and Cleveland Indians) in discussing a range of factors that facilitate development, maintenance, and sustaining of working relationships. Particular attention will be given to subject matter expertise, needs assessment, understanding of relevant context, customization of program and services, contracting, being part of a development team, professional humility, issues of confidentiality, and related ethical issues

SHAPING THE FUTURE OF CERTIFICATION AND PRACTICE: RESULTS OF THE JOB TASK ANALYSIS

Friday, October 16, 11:30 am-12:30 pm
White River CD

Jack Watson, PhD, West Virginia University

This session will be an overview of Job Task Analysis results, including what has been identified as the most important competencies in the field and how the new exam will be constructed and weighted with the JTA results in mind. The timeline for the new examination will also be discussed.

MEET THE PROFESSIONALS LUNCHEON

Friday, October 16, 12:30 pm–1:30 pm
Room 204/205

Geared for student attendees to interact and network with more established sport psychology consultants. Pre-registration was required.

The following professionals have been invited to host a table during the luncheon this year:

Shannon Baird, PhD, CSF2

Scott Goldman, PhD, CC-AASP, University of Michigan

Kensa Gunter, PsyD, CC-AASP, Private Practice

Chris Harwood, PhD, Loughborough University

Ramel Smith, PhD, BLAQUESMITH

Lindsey Thornton, EdD, CC-AASP, United States Olympic Committee

FIVE SLIDES IN FIVE MINUTES: COACHING

Friday, October 16, 1:30 pm – 2:45 pm
White River AB

Each presenter will have 5 slides and 5 minutes to present their subject area. Flags will fly, bells will be rung... and talking will cease when the 5 minute timer goes off. After the first three presenters, there will be a 15 minute discussion period followed by the next three presenters and 15 more minutes of discussion, followed by open discussion of the topics. Join us for a lively presentation and discussion! Presenters include:

Lindsey Blom, PhD, CC-AASP, Ball State University

Gordon Bloom, PhD, McGill University

Goran Kentta, The Swedish School of Sport and Health Science

Larry Lauer, PhD, United States Tennis Association

Sarah McQuade, Independent Consultant

Melissa Thompson, PhD, CC-AASP, The University of Southern Mississippi

Kristen Dieffenbach, PhD, West Virginia University, Moderator

THE 50TH ANNIVERSARY OF THE ISSP - TOWARD CULTURAL EPISTEMOLOGY OF KNOWLEDGE IN INTERNATIONAL SPORT PSYCHOLOGY

Saturday, October 17, 11:30 am - 12:30 pm
Room 103/104

Tatiana Ryba, KIHU – Research Institute for Olympic Sports
Natalia Stambulova, Halmstad University
Robert Schinke, Laurentian University

The five-decade history of the ISSP was for a long time shaped by cultural and socio-political differences between countries and relevant members. The symposium will discuss the ISSP contribution to the cultural understanding of international sport and exercise psychology.

SPORT PSYCHOLOGY UTILIZATION IN GYMNASTICS

Saturday, October 17, 1:30 pm – 2:30 pm
White River EF

*Samantha Peszek, 2015 NCAA All-Around Champion,
2008 Olympian, 17-Time All American*

*Jaycie Phelps, 1996 Olympian, member of the “Magnificent
Seven”*

*Ron Galimore, Chief Operating Officer, USA Gymnastics,
1980 Olympian*

Nicole Detling, PhD, University of Utah, Moderator

This panel will focus on the utilization of sport psychology services in the gymnastics world at all levels-olympic, collegiate and local/club. Hear how mental skills training has helped gymnasts increase their focus and perform at their maximum level. Speakers will share their specific experiences in the Olympics and in NCAA competition as well.

FIVE SLIDES IN FIVE MINUTES SESSION: SPECIAL INTEREST GROUPS

Saturday, October 17, 1:30 pm - 2:30 pm
Room 101/102

The 5 slides in 5 minutes presentation will explore issues related to the development of the profession and organization from coordinators of the Special Interest Groups. Presenters will focus on issues relevant to their Special Interest Group and include a variety of topics.

Presenters/SIGs represented include:

*Anger and Violence in Sport: Mitch Abrams, PsyD,
Learned Excellence for Athletes*

*Disability Sport and Exercise: Amanda Leibovitz,
Adler University*

*Exercise Psychology and Wellness: Melissa Madeson, PhD,
Hardin Simmons University*

*Military Performance: Tim Herzog, Human Performance
Resource Center*

*Performance Psychophysiology and Biofeedback:
Ben Barone, University of Denver*

*Positive Psychology for Sport and Exercise: Lisa Miller, PhD,
American Military University*

Mark Aoyagi, PhD, University of Denver, Moderator

Each presenter will have 5 slides and 5 minutes to present their subject area. Flags will fly, bells will be rung... and talking will cease when the 5 minute timer goes off. After the first three presenters, there will be a 15 minute discussion period followed by the next three presenters and 15 more minutes of discussion, followed by open discussion of the topics. Join us for a lively presentation and discussion!

2015 AASP Award Winners



Distinguished Professional Practice

Award – Awards an AASP professional member who demonstrates exceptional quality and innovation in delivering sport and exercise psychology services to the public

Gloria Balague

University of Illinois at Chicago



and

Ian Maynard

Sheffield Hallam University



Dorothy V. Harris Memorial Award –

Recognizes an AASP member, in the early stage of her or his professional career, who has made outstanding contributions that are both theoretical and practical

Nick Galli

University of Utah/Headstrong Consulting



Thesis Award – Acknowledges the completion of an outstanding thesis by an AASP student member

Kim Rogers, Oregon State University,
“Experiences Among Women with Shame and Self-Compassion in Cardio-Based Exercise Classes”



Distinguished Student Practice Award

– Acknowledges outstanding and innovative service delivery in sport and exercise psychology by an AASP student member

Stacy Gnacinski

University of Wisconsin-Milwaukee



Dissertation Award – Recognizes the completion of an outstanding dissertation by an AASP doctoral student member

James Rumbold

Loughborough University,
“The Design and Delivery of Stress Management in Professional Sport”



Student Diversity Award – Recognizes and honors the achievements of students involved in research, service or applied experiences that focus on diversity issues

Alicia Johnson

University of Tennessee, Knoxville

AASP 2015 Conference Student Travel Awards



sponsored by
Routledge/Taylor
& Francis

\$750 USD award

2015 Conference Student Travel Award Winners:

Ana Alvarez, University of North Texas

Angel Brutus, Synergistic Solutions, LLC

Kelley Catenacci, Georgia Southern University

Robert Hilliard, West Virginia University

Matt Hoffmann, University of Windsor - Canada

Amanda Leibovitz, Adler University

Mariah Logan, McKendree University

Johannes Raabe, University of Tennessee

Keith Randazzo, LSU

Erica Tibbetts, Temple University

AASP 2015 Young Researcher Award



sponsored by Human Kinetics

\$1,000 USD award

2015 Young Researcher Award Winner:

Erin Reifsteck, University of North Carolina at Greensboro

If you would like to apply for an AASP Award, please go to our website award page: <http://www.appliedsportpsych.org/resource-center/awards/> and submit an application by March 1, 2016.

2015 AASP Research and Practice Grant Winners

Mustafa Sarkar & Lee Moore, University of Gloucestershire, *"Does psychological resilience predict sports performance under pressure?"*, Grant Amount \$1,750.53

Sicong Liu, Gershon Tenenbaum & Nathaniel Boingin, Florida State University, *"Ironic or Overcompensating Error in Golf Putting: Testing Attention Imbalance and its Implementation"*, Grant Amount \$2,700

Joey Ramaecker & Trent Petrie, University of North Texas, *"Psychological Well-Being and the Help Seeking Attitudes and Behaviors of Male Collegiate Athletes"*, Grant Amount \$3,500

William V. Massey, Concordia University Wisconsin & Meredith A. Whitley, Adelphi University, *"Against the odds: The development of a grounded theory for individuals from underserved communities who achieved personal and performance excellence through sport"*, Grant Amount \$4,000

Elizabeth M. Mullin, Springfield College, *"Development of the Heterosexist Attitudes in Sport - Gay Male Scale"*, Grant Amount \$4,100

Gily Meir & Graig Chow, Florida State University, *"Supervision of Applied Sport Psychology in Graduate Programs across the USA"*, Grant Amount \$1,944

2015 Oglesby-Snyder Grant for Equity and Cultural Diversity Winners

Amanda Perkins, Missouri State University, *"A Mixed-Methods Exploration of Factors Influencing Physical Activity Behavior among African American College Women"*, Grant Amount \$1,843.40

Amanda Manu & Michael Sachs, Temple University, *"How Do Black Female Athletes Perceive, Negotiate, and Reconcile the Social Expectations of Femininity?"*, Grant Amount \$1,942.05

2015 AASP Community Outreach Grant Winners

Melinda Scott, Kelley Catenacci, Kylie Phillips, & Brandon Harris, Georgia Southern University, *"Beyond the Playing Field: The Implementation and Evaluation of a Sport-Based Positive Youth Development Program for At-Risk Youth"*, Grant Amount \$4,583.70

If you would like to apply for an AASP Grant, please go to our website grants page:
<http://www.appliedsportpsych.org/resource-center/grants/> and submit an application by April 1, 2016.

AASP Awards History

DOROTHY V. HARRIS MEMORIAL AWARD PAST RECIPIENTS

Nick Galli , University of Utah/Headstrong Consulting	2015
Damien Clement , West Virginia University	2014
Amanda Visek , The George Washington University	2013
David Fletcher , Loughborough University	2012
Cindra Kamphoff , Minnesota State University	2011
Wade Gilbert , California State University, Fresno	2006
David Conroy , Pennsylvania State University	2004
Heather Hausenblas , University of Florida	2003
Christopher Janelle , University of Florida	2002
Bradley Cardinal , Oregon State University	2000
Frank Perna , West Virginia University	1999
Britton Brewer , Springfield College	1997
Judy Van Raalte , Springfield College	1996
Vikki Krane , Bowling Green State University	1995
Mark Andersen , Victoria Institute of Technology, Australia	1994
Diane Wiese-Bjornstal , University of Minnesota	1993

DOCTORAL DISSERTATION AWARD PAST RECIPIENTS

James Rumbold , Loughborough University	2015
Liam Slack , Sheffield Hallam University	2014
Rachel Arnold , University of Bath	2013
Peter Olusoga , Sheffield Hallam University	2012
Christina Heilman , University of Utah	2012
Ross Wadey , University of Wales Institute, Cardiff	2011
Nick Galli , University of Utah	2010
Carly Anderson , Park Nicollet Melrose Institute	2010
Melissa Murray , University of Southern Mississippi	2009
Kimberlee Bonura , United States Military Academy	2008
Christopher Mesagno , Victoria University	2007
Luis Calmeiro , Florida State University	2007
Pierre-Nicolas Lemyre , Norwegian University	2006
Scott Cresswell , University of Western Australia	2006
Emma Stodel , University of Ottawa	2005
Owen Thomas , Sheffield Hallam University	2004
Nick Holt , University of Alberta	2003
Emily Roper , University of Tennessee	2002
David Conroy , University of Utah	2001
Mi-Sook Kim , Purdue University	2000
Thomas Graham , University of Saskatchewan	1999
Christopher Harwood , Loughborough University	1998
Toshi Tsutsumi , Boston University	1997
Tom Raedeke , University of Oregon	1996
Carl Hayashi , University of Oregon	1995
Likang Chi , Purdue University	1994
Susan Jackson , University of North Carolina-Greensboro	1993
Jin Wang , University of Minnesota	1993
Frances Flint , University of Oregon	1992
Frank Perna , Boston University	1992

DISTINGUISHED PROFESSIONAL PRACTICE AWARD PAST RECIPIENTS

Gloria Balague , University of Illinois at Chicago	2015
Colleen Hacker , Pacific Lutheran University	2014
Keith Henschen , University of Utah - Emeritus	2013
Peter Haberl , United States Olympic Committee	2011
Jack J. Lesyk , Ohio Center for Sport Psychology	2010
Sean McCann , USOC Sport Psychology Department	2005
Frank Smoll , University of Washington	2002
Shane Murphy , Gold Medal Psychological Consultants	2000

DISTINGUISHED STUDENT PRACTICE AWARD PAST RECIPIENTS

Stacy Gnacinski , University of Wisconsin-Milwaukee	2015
Brittany Loney , SAIC/The Florida State University	2014
Ian Connole , Colgate University	2013
Jessica Dale , University of Denver	2012
Shawn Zeplin , University of Denver	2011
Jennifer Shannon , University of Missouri	2010
Angela Fifer , Michigan State University	2009
Renee Mapes , University of Missouri	2008

MASTER'S THESIS AWARD PAST RECIPIENTS

Kim Rogers , Oregon State University	2015
Hallur Hallsson , University of Iceland	2014
Enoch Chow , University of North Carolina-Greensboro	2013
Candace Hogue , University of Kansas	2012
Mustafa Sarkar , Loughborough University	2011
Maria-Christina , Kosteli Springfield College	2010
Ashley Stirling , University of Toronto	2007
Nick Galli , Miami University	2006
Jay Goldstein , University of Maryland	2005
Heather Peters , University of Arizona	2004
Jeff Vallance , University of Alberta	2003
Michael Reinboth , Norwegian University	2002
Pierre-Nicolas Lemyre , Norwegian University	2001
Dawn Lewis , Michigan State University	2000

STUDENT DIVERSITY AWARD PAST RECIPIENTS

Alicia Johnson , University of Tennessee, Knoxville	2015
Johanna Foss , University of Missouri	2014
Ya-Ting Shang , UNC Greensboro	2013
Edson Filho & Itay Basevitch , Florida State University	2012
Moe Machida , Michigan State University	2011
Alyssa Norris , Washington State University	2011
Meredith Whitley , Michigan State University	2010
Johnathan H. Duff , University of Colorado	2009
Sheryll Casuga , University of California, San Francisco	2008

DISTINGUISHED INTERNATIONAL SCHOLAR AWARD PAST RECIPIENTS*

Jaume Cruz Feliu , Universitat Autònoma de Barcelona, Spain	2013
Sandy Gordon , The University of Western Australia, Australia	2011
Sidonio Serpa , Technical University of Lisbon, Portugal	2009
Celia Brackenridge , Brunel University, United Kingdom	2007
Natalia Stambulova , Halmstad University, Sweden	2004
Yuri Hanin , Research Institute for Olympic Sports, Finland	1999
Stuart Biddle , Loughborough University, United Kingdom	1997
Lew Hardy , University of Wales, United Kingdom	1996

*given every other year

COMMITTEE MEETINGS

Wednesday, October 14, 8:00 am – 12:00 pm

Certification Review	Room 108
----------------------	----------

Thursday, October 15, 12:30 pm – 1:30 pm

Development	Room 101/102
-------------	--------------

Distinguished Student Practice Review Committee	Room 103/104
--	--------------

Graduate Program	White River AB
------------------	----------------

Hospitality	White River CD
-------------	----------------

Regional Conference Grant Meeting	Room 201/202
--------------------------------------	--------------

Thursday, October 15, 1:00 pm – 1:30 pm

SIG Coordinators	Room 204/205
------------------	--------------

Friday, October 16, 6:30 am – 8:30 am

JASP	Room 204/205
------	--------------

Friday, October 16, 7:00 am – 8:00 am

Diversity	Room 101/102
-----------	--------------

Dorothy V. Harris Memorial Award Review Committee	Room 103/104
--	--------------

Ethics	Room 201/202
--------	--------------

Fellow Review	White River AB
---------------	----------------

International Relations	White River CD
-------------------------	----------------

Master's Thesis Award Review	White River EF
---------------------------------	----------------

Web Presence	White River GH
--------------	----------------

Friday, October 16, 7:30 am – 8:00 am

Distinguished Professional Practice Review Committee	White River IJ
---	----------------

Friday, October 16, 12:30 pm – 1:15 pm

Community Outreach	Room 101/102
--------------------	--------------

Continuing Education	Room 103/104
----------------------	--------------

Doctoral Dissertation Award Review Committee	Room 201/202
---	--------------

Foundation	White River CD
------------	----------------

Newsletter	White River GH
------------	----------------

Student Development	White River IJ
---------------------	----------------

Saturday, October 17, 7:00 am – 8:00 am

Finance	Room 201/202
---------	--------------

JSPA	Room 204/205
------	--------------

Sport Psychology Council	Room 203
--------------------------	----------

SPECIAL INTEREST GROUP (SIG) MEETINGS

Thursday, October 15, 2015, 1:30 pm – 2:15 pm

Attendees are welcome to attend any SIG meeting; pre-registration is not required.

Achievement Motivation	Room 101/102
Anger & Violence in Sport	Room 101/102
Business Ownership in Sport Psychology	Room 103/104
Coaching Science	Room 103/104
College/University Counseling Center	Room 201/202
Disability Sport and Exercise	Room 201/202
Eating Disorders	White River AB
Exercise Psychology and Wellness	White River AB
Fencing	White River AB
International Olympic Sport Psychology	White River CD
Media in Sport	White River CD
Military Performance	White River CD
Performance Consulting in Collegiate Sport	White River AB
Performance Psychophysiology and Biofeedback	White River CD
Performance Excellence	White River GH
Positive Psychology for Sport and Exercise	White River IJ
Psychology of Sport Injury	White River GH
Race & Ethnicity in Sport	White River GH
Soccer	White River GH
Teaching Sport and Exercise Psychology	White River IJ
Women in Sports	White River IJ
Youth Sport	White River IJ

SOCIAL EVENTS & OTHER ACTIVITIES

Wednesday, October 14, 2015

4:15 pm – 4:45 pm

Student Volunteer Training
Room 204

4:30 pm – 5:15 pm

New Member Meet & Greet
Griffin Hall

7:00 pm - 9:00 pm

Opening Reception
Griffin Hall

Thursday, October 15, 2015

7:00 am - 8:00 am

CC-AASP Breakfast
(by invitation only)
Grand Ballroom 3-4, Third Floor

9:30 am – 4:00 pm

Exhibits Open
White River Foyer

12:30 pm - 1:30 pm

Committee Meetings
See page 22 for full committee schedule.

1:30 pm – 2:15 pm

Special Interest Group (SIG) Meetings
See left column for room assignments.

4:00 pm – 5:30 pm

Graduate Program & Internship Fair
White River EF

5:30 pm – 7:00 pm

Poster Session I
Griffin Hall

7:00 pm – 8:00 pm

Focus Area Committees-Town Hall Meeting
White River AB

7:00 pm – 8:00 pm

Student Open Meeting
Room 201/202

8:00 pm – 10:00 pm

Student Social
Indianapolis Colts Grille, 110 W. Washington St.

Friday, October 16, 2015

7:00 am – 8:00 am

Committee Meetings

See page 22 for full committee schedule.

8:00 am

5K Fun Run & Walk

White River State Park

9:30 am – 3:00 pm

Exhibits Open

White River Foyer

12:30 pm – 1:30 pm

Meet the Professionals Lunch

(ticket required; lunch sold out)

Room 204/205

12:30 pm – 1:30 pm

Committee Meetings

See page 22 for full committee schedule.

3:00 pm – 3:30 pm

Presidential Address: The Past is a Point of Reference, Not a Destination

White River EF

3:30 pm – 5:00 pm

Business Meeting

White River EF

5:30 pm – 7:00 pm

Poster Session II

Griffin Hall

6:00 pm – 7:30 pm

Fellows Meeting

White River CD

7:00 pm – 8:00 pm

USOC Update Meeting

(by invitation only)

Room 201/202

Saturday, October 17, 2015

7:00 am - 8:00 am

Committee Meetings

See page 22 for full committee schedule.

9:30 am – 11:30 am

Exhibits Open

White River Foyer

4:15 pm – 5:15 pm

Student Challenge Quiz Show

Room 201/202

6:00 pm – 8:00 pm

Closing Reception

NCAA Hall of Champions, 700 W. Washington St.

5K FUN RUN & WALK

New this year, join your fellow conference attendees for a 5K at 8:00 am on Friday morning, October 16. Pre-registration is required – check with the registration desk to see if space is available. The race will begin in White River State Park, just behind the hotel.

APA CREDITS

APA credits are available to AASP attendees for an additional fee. To obtain APA credits, you must purchase them when you register for the conference. Please note that APA credits are not available for one- or two-day registration. By attending the entire conference, you are eligible to receive up to 18 credits. Additional APA credits are available for select continuing education workshops.

To receive credits, you must sign in at the main registration desk each day. Certificates of Attendance with the number of credits you received will be emailed to you after the conference. AASP is approved by the American Psychological Association to offer continuing education for psychologists. AASP maintains responsibility for this program and its content. *Credits are awarded by the Professional Sport Psychology Group.*

BOC CREDITS

Certified Athletic Trainers have the opportunity to receive BOC credits for attending certain sessions presented at the conference, at no additional fee. This year, there are 9.5 CEUs available. If you are interested in earning BOC Credit, please pick up a list of approved sessions at the registration desk.

To receive credits, you must sign in at the registration desk each day and provide your BOC number. After the conference, you will receive a Certificate of Attendance via email, with the number of BOC Credits you received during the conference. *AASP is recognized by the Board of Certification, Inc. to offer continuing education for Certified Athletic Trainers.*

EXHIBIT INFORMATION

Exhibits are located in the White River Foyer on the first floor, and are open during the following hours:

Thursday, October 15	9:30 am – 4:00 pm
Friday, October 16	9:30 am – 3:00 pm
Saturday, October 17	9:30 am – 11:30 am

Be sure to thank these companies for their support of AASP by visiting their booths to learn about their products and services:

- American Professional Agency
- Athlete Assessments
- FIT Publishing
- Grand Canyon University
- Human Kinetics
- International Society of Sport Psychology
- RightBlue Labs, Inc.
- Routledge
- Thought Technology
- Virtual Brands, LLC

GRADUATE PROGRAM & INTERNSHIP FAIR

Students and professionals alike are invited to the Graduate Program & Internship Fair on Thursday, October 15, from 4:00 pm – 5:30 pm in White River EF. Take a look at several of the best graduate programs in the field while networking with other students, professionals, and Certified Consultants.

Please join AASP in welcoming participating schools (as of September 20):

- Adams State University
- Adelphi University
- Adler University
- Ball State University
- Barry University
- Boston University
- Florida State University
- Georgia Southern University
- Ithaca College
- John F. Kennedy University
- Miami University
- Michigan State University
- Minnesota State University, Mankato
- Northwest Missouri State University
- Springfield College
- Temple University
- University of Denver
- University of Kansas Health Sports, & Exercise Science
- University of North Texas
- University of Tennessee
- University of Utah
- University of Western States, Sport and Performance Psychology
- West Virginia University

HOSPITALITY COMMITTEE

Providing a welcoming social and professional reception to all first time conference attendees is the main mission of the Hospitality Committee. The committee is eager to meet you and share helpful meeting information at the New Member Meet and Greet on Wednesday, October 14, from 4:30 pm – 5:15 pm in Griffin Hall.

Also note that members of the Hospitality Committee will be available during the conference to assist you in any way they can.

NAME BADGES

Attendees and exhibitors should wear their name badges at all times during the conference and during official AASP social events. If your badge is not visibly present, you may be asked to retrieve it before entering a session room.

NETWORKING LOUNGE

Looking for a place to relax and connect with other AASP attendees? Visit the Networking Lounge, located inside Griffin Hall on the second floor.

POSTER PRESENTATIONS

Please see page 66 for the complete list of posters, numbered and grouped by session. Each four-foot tall by eight-foot wide poster board is double-sided with one presentation per side. Poster numbers appear on each board, and boards are arranged in numerical order in Griffin Hall.

Poster Session I – Thursday, October 15

Setup: 7:00 am – 9:00 am

Authors present at posters: 5:30 pm – 7:00 pm

Teardown: 7:00 pm – 7:30 pm

Poster Session II – Friday, October 16

Setup: 7:00 am – 9:00 am

Authors present at posters: 5:30 pm – 7:00 pm

Teardown: 7:00 pm – 7:30 pm

SPEAKER READY ROOM – ROOM 107

All speakers delivering computer-based presentations are required to visit the Speaker Ready Room to pre-load their presentations based on the schedule below. Since there are over 100 presentations that will be delivered to the Speaker Ready Room over the course of the conference, we ask that you please visit at the prescribed times indicated below so we can assist you appropriately.

Please provide your presentation on a USB drive, and if your presentation contains audio or video, make sure to have a copy of the audio or video source file on your USB.

A technician from our audio/visual company and/or AASP Staff will be available in the Speaker Ready Room to assist you with placing your presentation on a laptop computer and previewing it on one of our laptop computers.

Please note that once your presentation is provided in the Speaker Ready Room, you will not be permitted to upload a revised version just prior to your session. Make sure all your “last minute” edits are made before you turn it in to us. Your presentation will then be available on a PC laptop in your session room in a folder on the desktop named with your session date and time (i.e. Wed, Oct 14, 2:15 – 3:15 pm).

If Your Presentation Time Is...	Then Your Scheduled Check-In Time Is...
Wednesday, October 14 between 1:00 pm – 5:00 pm	Wednesday, October 14 between 7:00 am – 11:00 am
Thursday, October 15 between 8:00 am – 1:00 pm	Wednesday, October 14 between 1:00 pm – 5:00 pm
Thursday, October 15 between 1:00 pm – 5:00 pm	Thursday, October 15 between 7:00 am – 11:00 am
Friday, October 16 between 8:00 am – 1:00 pm	Thursday, October 15 between 1:00 pm – 5:00 pm
Friday, October 16 between 1:00 pm – 5:00 pm	Friday, October 16 between 7:00 am – 11:00 am
Saturday, October 17 between 8:00 am – 1:00 pm	Friday, October 16 between 1:00 pm – 5:00 pm
Saturday, October 17 between 1:00 pm – 4:00 pm	Saturday, October 17 between 7:00 am – 11:00 am

STUDENT EVENTS

Students, be sure not to miss the following events!

Wednesday, October 14

4:15 pm – 4:45 pm

Student Volunteer Training
Room 204

4:30 pm – 5:15 pm

New Member Meet & Greet
Griffin Hall

Thursday, October 15

12:30 pm – 1:30 pm

Regional Conference Grant Meeting
Room 101/102

4:00 pm – 5:30 pm

Graduate Program & Internship Fair
White River EF

7:00 pm – 8:00 pm

Student Open Meeting
Room 201/202

8:00 pm – 10:00 pm

Student Social
Indianapolis Colts Grille, 110 W. Washington St

Friday, October 16

12:30 pm – 1:30 pm

Meet the Professionals Lunch
(ticket required; lunch sold out)
Room 204/205

Saturday, October 17

4:15 pm – 5:15 pm

Student Challenge Quiz Show
Room 201/202

IN MEMORIAM

DR. JOHN SALMELA



On October 29, 2014, John Salmela passed away at his home in Minas Gerais (Brazil) at the age of 69. John previously served on the AASP Executive Board and was an AASP Fellow (inducted in 1998). A native of Verdun, Quebec, Dr.

Salmela obtained a Master's Degree from the University of Western Ontario and earned his Ph.D. in human performance (sport psychology) at the University of Alberta. John subsequently pursued a 34-year teaching and research career that included positions at Universite Laval, Universite de Montreal, and the University of Ottawa, where he taught motor development and sport psychology courses in both English and French. His research interests spanned topics such as career development, mental skills assessment, talent identification, as well as the development of expert performance of coaches and athletes and the role of families in this process.

In the early 1980s, Dr. Salmela wrote *The World Sport Psychology Sourcebook*, which helped to define the field and has been updated with two subsequent editions. He authored the three level sport psychology curriculum for the International Gymnastics Federation. Additionally, John was Co-Editor of the *International Journal of Sport Psychology* (1987-1995), the sport psychology consultant for the Canadian Men's National Gymnastics Team from 1985-1995, and served for 16 years on the Managing Council of the International Society of Sport Psychology (ISSP). While we have benefited from his work in our field, more importantly we valued his mentorship and friendship, and extend our condolences to his family.

Written by Natalie Durand-Bush, Jean Cote, and Gordon Bloom

FULL CONFERENCE SCHEDULE

TUESDAY, OCTOBER 13, 2015

10:00 am – 5:00 pm 204/205

Professional Ethics and Standards in Sport and Exercise Psychology

Ed Etzel, West Virginia University, USA*
Open to Course Enrollees Only

6:00 pm – 9:00 pm 101

CE WORKSHOP: What's Your "Thing"?: Developing a Unique Value Proposition, Brand, and Performance Model for your Consulting Business

Jim Taylor, Dr. Jim Taylor, USA*
Pre-Registration Required

WEDNESDAY, OCTOBER 14, 2015

9:00 am – 12:00 pm 101

CE WORKSHOP (continued): What's Your "Thing"?: Developing a Unique Value Proposition, Brand, and Performance Model for your Consulting Business

Jim Taylor, Dr. Jim Taylor USA*
Pre-Registration Required

9:00 am – 12:00 pm 102

WORKSHOP: Marketing Communications (co-sponsored by Media in Sport SIG)

Betty Weibel, Yopko Penhallurick Public Relations, USA; Michelle Kerulis*, Adler University, USA*
Pre-Registration Required

9:00 am – 4:00 pm 203

CE WORKSHOP: Prevention & Treatment for Sexual, Dating & Domestic Violence in Athlete Populations

Mitch Abrams, Learned Excellence for Athletes, USA*
Pre-Registration Required

9:00 am – 12:00 pm 204/205

Professional Ethics and Standards in Sport and Exercise Psychology

Ed Etzel, West Virginia University, USA*
Open to Course Enrollees Only

* Denotes Presenters

1:00 pm

AASP CONFERENCE BEGINS



1:00 pm - 2:00 pm 103/104

WKSP-01: Multimedia Approaches to Pedagogy: Enhancing the Student Experience through Media

Noah Gentner, Humber College, Canada;*
Ashwin Patel, Humber College, Canada*

1:00 pm - 2:00 pm White River AB

PAN-01: Multiculturalism in Sport Psychology Consulting: Issues and Challenges

Alexander Yu, University of North Texas, USA;*
Thomas Nguyen, University of North Texas, USA;*
Wendy Borlabi, Acumen Performance Group, USA;*
Chris Carr, St. Vincent Sports Performance, USA;*
Elena Estanol, Synapse Counseling LLC, USA;*
Nohelani Lawrence, University of Southern California, USA;*
Trent Petrie, University of North Texas, USA*

1:00 pm - 2:00 pm White River CD

LEC-01: Clinical Issues

LEC-01A: Risk of Exercise Addiction in Recreational and Competitive Runners

Jason Grindstaff, Cumberland University, USA;*
Duncan Simpson, Barry University, USA;
Greg Young, James Madison University, USA

LEC-01B: The Mediating Role of Identity on the Relationship between Inattention and Academic Service Use in NCAA Student-Athletes

Jeffrey Pauline, Syracuse University, USA;*
Kevin Antshel, Syracuse University, USA;
Laura Vanderdrift, Syracuse University, USA

LEC-01C: The Influence of Collegiate Softball Coaches on the Alcohol Use of their Athletes

Graig Chow, Florida State University, USA;*
Michelle Pitts, University of Nevada, Las Vegas, USA;
Yanyun Yang, Florida State University, USA

1:00 pm - 2:00 pm

White River GH

LEC-02: Consulting/Private Practice**LEC-02A: Teaming Up: A Collaborative Consulting Model for Working with Small Universities**

Aimee Kimball*, KPEX Consulting, USA;
Samantha Monda, Robert Morris University, USA

LEC-02B: Do titles matter in sport psychology? Performer attitudes toward professional titles and the effect of a brief intervention

Chris Harwood*, Loughborough University, UK;
Toby Woolway, Loughborough University, UK

LEC-02C: Bottom-Up, Top-Down, and Culturally Relevant: Gaining Entry for Sport Psychology Service Delivery

Amber Lattner*, University of Missouri, USA

1:00 pm - 2:00 pm

White River IJ

PAN-02: Passing on the Torch: Intergenerational Perspectives on Sport Psychology Supervision

Angela Breitmeyer*, Midwestern University, USA;
Bart Lerner*, West Coast University, USA;
Jack Watson II*, West Virginia University, USA;
Ed Etzel*, West Virginia University, USA;
Stephanie Hatch*, Midwestern University, USA

2:15 pm - 3:30 pm

101/102

WKSP-03: Passport to recovery: Helping student athletes surmount injury

Mark Cole*, Western Illinois University, USA

2:15 pm - 3:30 pm

103/104

WKSP-04: Collaborative Approaches in Sport Psychology Work with Teams: Privileging Athlete Voices

Andrew Vincent*, Springfield College, USA;
Julia Rizzo*, Springfield College, USA;
Stephanie Jarosik*, Salisbury University, USA;
Andrew Toce*, Springfield College, USA

2:15 pm - 3:30 pm

201/202

SYM-01: Career Paths for Young Professionals: Engaging in Applied Sport Psychology Post-Graduation

Samantha Monda*, Robert Morris University, USA;
Sean Fitzpatrick*, John F. Kennedy University, USA;
Trey McCalla*, USA; Chelsea Wooding*, Expression Dance Studio, USA

Discussant: Jack Watson II

2:15 pm - 3:30 pm

White River AB

SYM-02: "So What's It Like Being a Girl?" Experiences of Female Consultants Who are Thriving Working with Male Teams

Cindra Kamphoff*, Minnesota State University, USA;
Cecilia Clark*, Cleveland Indians, USA;
Angela Fifer*, USA Military Academy, USA

2:15 pm - 3:30 pm

White River CD

SYM-03: Application of Mindfulness in a Range of Sport & Exercise Settings: Dancers, Athletes to a Positive Youth Development Setting

Amy Baltzell*, Boston University, USA;
Jessyca Arthur-Cameselle*, Manhattanville College, USA;
Greg Cartin*, GC3 Performance Consulting, USA;
John McCarthy*, Boston University, USA;
Dejan Stankovic*, Boston University, USA

2:15 pm - 3:30 pm

White River GH

WKSP-02: Teach your athlete well: Development and delivery of a parent workshop

Vanessa Shannon*, IMG Academy, USA;
Michael Lewis, IMG Academy, USA;
Taryn Morgan*, IMG Academy, USA;
David Hesse, IMG Academy, USA;
Christian Smith, IMG Academy, USA;
David da Silva, IMG Academy, Athletic & Personal Development, USA;
Angus Mugford*, IMG Performance, USA;
DJ Andreoli, , USA;
Lindsey Hamilton, IMG Academy, USA

2:15 pm - 3:30 pm

White River IJ

LEC-03: Social and Cultural Diversity

LEC-03A: The Experience of Minority Female Coaches within Intercollegiate Athletic Departments

Nohelani Lawrence, University of Southern California, USA*

LEC-03B: Association Between Activist and Athletic Identities

Erica Beachy, Springfield College, USA; Britton Brewer, Springfield College, USA; Judy Van Raalte, Springfield College, USA*

LEC-03C: Using a MG-M Imagery Intervention to Enhance the Sport Competence of Young Special Olympics Athletes

Kelley Catenacci, Georgia Southern University/ Evert Tennis Academy, USA; Brandonn Harris, Georgia Southern University, USA; Jody Langdon, Georgia Southern University, USA; Melinda Scott, Georgia Southern University, USA; Daniel Czech, Georgia Southern University, USA*

LEC-03D: High School Coaches' Perceptions of Efficacy to Work with Gay, Lesbian, and Bisexual Athletes

Meghan Halbrook-Galloway, West Virginia University, USA; Jack Watson II, West Virginia University, USA*

3:45 pm - 5:00 pm

101/102

SYM-04: The Experience of Burnout in Sport: Perspectives from North American and European Athletes and Coaches

Natalie Durand-Bush, University of Ottawa, Canada; Marte Bentzen*, Norwegian School of Sport Sciences, Norway; Kylie McNeill, University of Ottawa, Canada; Gro Jordalen*, Norwegian School of Sport Sciences, Norway; Goran Kentta*, The Swedish School of Sport and Health Science, Sweden; Nicole Dubuc-Charbonneau*, University of Ottawa, Canada; Pierre-Nicolas Lemyre, Norwegian Research Center for Training and Performance in Youth Sports, Norges Idrettshogskole, Norway; Kristen Dieffenbach, West Virginia University, USA; Tammy Sheehy, West Virginia University, USA; Peter Olusoga, Sheffield Hallam University, UK*

Discussant: Thomas Raedeke

3:45 pm - 5:00 pm

103/104

WKSP-07: First steps: A hands-on guide to establishing a successful psyching team

Jasmin Hutchinson, Springfield College, USA; Dolores Christensen*, Springfield College, USA; Erica Beachy*, Springfield College, USA; Britton Brewer, Springfield College, USA*

3:45 pm - 5:00 pm

201/202

LEC-05: Exercise and Health Behaviors

LEC-05A: Physical Activity Helps Prevent Cognitive Decline: How to Tackle the Challenge of Inactivity in Older Adults?

Matthew Thomas, IU Health Goshen Hospital, USA; Selen Razon, Ball State University, USA; Leonard Kaminsky, Ball State University, USA; Jocelyn Bolin, Ball State University, USA*

LEC-05B: Identity Perceptions of Adult Recreational Sport/Physical Activity Competitors

*Kimberly Hurley**

LEC-05C: Stoking the Flames of Wellness: An Exploration of Factors that Influence West Virginia Firefighters' Health Behaviors

Chelsea Wooding, Expression Dance Studio, USA; Sam Zizzi, West Virginia University, USA; Malayna Bernstein, West Virginia University, USA*

LEC-05D: High School Athletes' Perceptions of Their Sport Team Climate and Their Willingness to Report Concussion Symptoms

Theresa Brown, University of Kansas, USA; Mary Fry, University of Kansas, USA; Mike Breske, University of Kansas, USA; Susumu Iwasaki, University of Kansas, USA; Todd Wilkinson, University of Wisconsin - River Falls, USA*

3:45 pm - 5:00 pm

White River AB

PAN-03: Reaching beyond sport: Training graduate students to work with performance populations

Jamie Shapiro, University of Denver, USA; Steve Portenga*, iPerformance Psychology, USA; Ashley Anderson-Corn*, GUTS Coaching Services, LLC, USA; Scotty Hanley*, University of Denver, USA; Kate F. Hays*, The Performing Edge, Canada*

3:45 pm - 5:00 pm

White River CD

LEC-04: Mental Training/Interventions

LEC-04A: Mindfulness and Performance Enhancement: Where do we stand? A Systematic Review of the Literature

Kathryn Longshore, Temple University, USA; Ryan Sappington*, Temple University, USA*

LEC-04B: Mental Toughness: Issues, Applications and Future Directions

Robert Weinberg, Miami University, USA; Valeria Freysinger, Miami University -Ohio, USA; Kathleen Mellano, Miami University-Ohio, USA; Elizabeth Brookhouse, Miami University -Ohio, USA*

LEC-04C: The Effectiveness of a Mental Toughness Training Program with High School Boys' Basketball Players

Robert Harmison, James Madison University, USA; Richard Erik Inglis, James Madison University, USA; Chris Hulleman, University of Virginia, USA; Monica Erbacher, James Madison University, USA; Kelly Foelber, James Madison University, USA*

LEC-04D: The Evaluation of a Season-Long Organizational Stress Management Intervention in Professional Sport

James Rumbold, Sheffield Hallam University, UK; David Fletcher, Loughborough University, UK; Kevin Daniels, University of East Anglia, UK*

3:45 pm - 5:00 pm White River GH

WKSP-05: You Need More Than a Toolbox: A Neurological Framework for Optimizing Performance Consultation

Charles Brown, Get Your Head In The Game, USA*

3:45 pm - 5:00 pm

White River IJ

WKSP-06: I Don't See Color. Where Are you Really From Though? Power, Privilege, and Microaggressions in Sport

Thomas Nguyen, University of North Texas, USA; Alexander Yu*, University of North Texas, USA*

4:15 pm - 4:45 pm

204

Student Volunteer Training

4:30 pm - 5:15 pm

Griffin Hall

New Member Meet & Greet

5:30 pm - 7:00 pm

White River EF

Welcome:

Robert Schinke, Laurentian University, Canada

Conference Overview:

Jon Metzler, SAIC/CSF2, USA

COLEMAN GRIFFITH LECTURE

Past Present, and Future: Reflections from a Counseling Sport Psychologist

Chris Carr, St. Vincent Sports Performance, USA

7:00 pm - 9:00 pm

Griffin Hall

Opening Reception

THURSDAY, OCTOBER 15, 2015

7:00 am - 8:00 am

Grand Ballroom 3-4

CC-AASP Breakfast

(by invitation only)

8:15 am - 9:30 am

101/102

SYM-06: Program Evaluation: a Scientific Approach to Assessing and Building Capacity with Sport Communities and Athletes

Jedediah Blanton, Minnesota State University, Mankato, USA; Andrew Driska*, Michigan State University, USA; Andrew Mac Intosh*, Michigan State University, USA*

Discussant: Larry Lauer

8:15 am - 9:30 am

103/104

WKSP-08: Counseling on the Move: Applying your counseling skills in a physical activity-based youth development program

John McCarthy, Boston University, USA; Val Altieri*, Boston University, USA; Jacob Cooper*, Boston University, USA*

8:15 am - 9:30 am

201/202

LEC-06: Exercise and Health Behaviors

LEC-06A: Perceived instructor support in a group physical activity program for people with Parkinson's Disease

*Tammy Sheehy**, West Virginia University, USA;
Meghan McDonough, Purdue University, USA;
Elizabeth Zauber, Indiana University School of Medicine, USA

LEC-06B: Step it Up! Use of encouragement in a pedometer intervention

*Theresa Brown**, University of Kansas, USA

LEC-06C: Effects of a Peer-Supported Physical Activity Program on College Students with Mood Disorders

*Linda Keeler**, Western Washington University, USA;
Brook Skidmore, Western Washington University, USA

LEC-06D: Middle School Athletes' Perceptions of Their Sport Team Climate and Their Willingness to Report Concussion Symptoms

*Mary Fry**, University of Kansas, USA;
Theresa Brown, University of Kansas, USA;
Susumu Iwasaki, University of Kansas, USA;
Michael Breske, University of Kansas, USA;
Todd Wilkinson, University of Wisconsin - River Falls, USA

8:15 am - 9:30 am

White River AB

SYM-05: Treating Athletes with Addiction

*LaTisha Bader**, Center for Dependency, Addition and Rehabilitation (CeDAR), USA;
*Harlan Austin**, University of Colorado Hospital CeDAR, USA;
Nick Edwards, Center for Dependency, Addiction, and Rehabilitation, USA

8:15 am - 9:30 am

White River CD

Nuts and Bolts of Becoming a CC-AASP

*Taryn Morgan**, IMG Academy, USA;
*Doug Hanks**, Auburn University, USA

8:15 am - 9:30 am

Grand Ballroom 3-4

Case Studies for CC-AASP: Opportunities for Peer Consultation

*Kristen Dieffenbach**, West Virginia University, USA;
*Lois Butcher-Poffley**, Temple University, USA

9:30 am - 4:00 pm

White River Foyer

Exhibits Open

9:45 am - 11:00 am

White River EF

KEYNOTE SESSION

Mind, Body & Sport: Understanding and Supporting Student-Athlete Mental Wellness

John Parsons, NCAA Sport Science Institute, USA;
Mary Wilfert, NCAA Sport Science Institute, USA

Post-Presentation Panel:

Shannon Baird, CSF2, USA;
Ian Connole, K-State Athletics, USA;
Kristen Dieffenbach, West Virginia University, USA;
Scott Goldman, University of Michigan, USA

11:30 am - 12:30 pm

101/102

WKSP-09: Developing A Community Consulting Program within a University Setting

*Megan Byrd**, West Virginia University, USA;
*Ashley Coker-Cranney**, West Virginia University, USA;
*Leigh Bryant**, West Virginia University, USA;
*Michael Berrebi**, West Virginia University, USA

11:30 am - 12:30 pm

201/202

WKSP-10: Mindless Mindfulness: Using Mindfulness Practices to Help Athletes Experiencing Extreme Performance Anxiety

*Jacob Jensen**, California State University-Northridge, USA;
*Ashley Samson**, California State University, Northridge, USA

11:30 am - 12:30 pm

White River AB

Wellness Issues in the Performing Arts - The Athletes and the Arts Initiative

*Jim Whitehead**, American College of Sports Medicine, USA;
*Alyssa McPherson**, Indiana University, USA;
*David Murray**, Butler University, USA

*Moderator: Kate F. Hays**, The Performing Edge, Canada

11:30 am - 12:30 pm

White River CD

PAN-04: Under the Microscope: Consulting with Collegiate Teams Undergoing University or NCAA Investigation

*Jennifer Schumacher**, California State University, Fullerton, USA;
*Eric Bean**, Strong Mind, USA;
*Kenneth Ravizza**, California State University, Fullerton, USA;
*David Yukelson**, Penn State University, USA

11:30 am - 12:30 pm

White River GH

PAN-05: Mental health in elite sport: Managing the risks for athletes, coaches and practitioners

*Tadhg MacIntyre**, University of Limerick, Ireland; *Britton Brewer**, Springfield College, USA; *Judy van Raalte**, Springfield College, USA; *Deirdre O'Shea**, University of Limerick, Ireland; *Charlie Brown**, Head in the Game Consultants, USA

11:30 am - 12:30 pm

White River IJ

LEC-07: Professional Issues and Ethics**LEC-07A: High School Coaches' Perceptions of Sport Psychology Consulting: Barriers and Future Directions**

*Jessica Ford**, Ithaca College, USA; *Sydney Masters*, Ithaca College, USA; *Justine Vosloo*, Ithaca College, USA; *Miranda Kaye*, Ithaca College, USA

LEC-07B: The implementation of a season-long athlete leadership development intervention: An examination of enhancing human and social capital

*Ashley Duguay**, University of Windsor, Canada; *Todd Loughead*, University of Windsor, Canada; *Krista Munroe-Chandler*, University of Windsor, Canada

LEC-07C: Elite sport coaches' engagement with sport psychology services

*Lee-Ann Sharp**, University of Ulster, UK; *Ken Hodge*, University of Otago, New Zealand

12:30 pm - 1:30 pm

Committee Meetings

See page 22 for schedule and room assignments.

12:30 pm - 2:00 pm

209

Past Presidents Luncheon

1:30 pm - 2:15 pm

Special Interest Group (SIG) Meetings

See page 23 for schedule and room assignments.

2:30 pm - 3:45 pm

101/102

SYM-08: Life skill development through sport in Wales

*Rich Neil**, Cardiff Metropolitan University, UK; *Hamish Cox**, Cardiff Metropolitan University, UK; *Ceri Bowley*, Cardiff Metropolitan University, UK; *Charlotte Williams*, Cardiff Metropolitan University, UK; *Toby Nichols*, Cardiff Metropolitan University, UK; *Brendan Copley*, Cardiff Metropolitan University, UK; *Jon Oliver*, Cardiff Metropolitan University, UK; *Tim Woodman*, Bangor University, UK; *Ian Mitchell*, Swansea City Football Club, UK

2:30 pm - 3:45 pm

103/104

LEC-08: Motivation and Self-Perceptions**LEC-08A: The relationship between the psychosocial climate and sport commitment in adolescent athletes: A multilevel analysis**

*Morgan Hall**, University of Utah, USA; *Aubrey Newland*, University of Utah, USA; *Andrea Stark*, University of Minnesota, USA; *Stephen Gonzalez*, Digital Consulting Services, Armstrong State University, USA; *Brian Baucom*, University of Utah, USA; *Maria Newton*, University of Utah, USA; *Leslie Podlog*, University of Utah, USA

LEC-08B: A Positive Psychosocial Intervention's Effect on College Women's Exercise Regulations and Social Physique Anxiety

*Ana Alvarez**, University of North Texas, USA; *E. Whitney Moore*, University of North Texas, USA

LEC-08C: Understanding Incarcerated Women's Motivation to Exercise

*Erica Tibbetts**, Temple University, USA; *Michael Sachs*, Temple University, USA

LEC-08D: The Relationship between Experience and Mental Toughness in Distance Runners

*Ashley Samson**, California State University, Northridge, USA; *Greg Young*, James Madison University, UK; *Duncan Simpson*, Barry University, USA

2:30 pm - 3:45 pm

201/202

**WKSP-12: To compete or not to compete?
The “How” is the question!**

Cristina Fink, High Performance Sports,
Philadelphia Union, USA; Peter Haberl*, USOC,
USA*

2:30 pm - 3:45 pm

White River AB

**Five Slides in Five Minutes Session:
Best Practices in Consulting**

Sarah Castillo, National University, USA;
Ceci Clark*, Cleveland Indians, USA;
Greg Dale*, Duke University, USA;
Andrea Faull*, University of Worcester,
United Kingdom; Jon Hammermeister*,
Eastern Washington University, USA;
Justin Su’a*, Boston Red Sox;
Nicole Detling*, University of Utah, USA*

2:30 pm - 3:45 pm

White River CD

**SYM-07: Understanding the Changing
Landscape for Lesbian, Bisexual, and
Transgender Athletes in College Sport**

Vikki Krane, Bowling Green State University,
USA; Mallory Mann*, BGSU, USA;
Heather Barber*, University of New Hampshire,
USA*

2:30 pm - 3:45 pm

White River GH

**WKSP-11: Addressing Athletes’ Resistance
to Mental Skills Training: A Workshop on
Motivational Interviewing**

Jonathan Fader, Union Square Practice, USA;
Ryan Sappington*, Temple University, USA*

2:30 pm - 3:45 pm

White River IJ

**Providing Sport Psychology Services in
Professional Sport Settings (MLB, NBA,
NFL): Perspectives, Programs, and Ethics**

Jack Lesyk, Ohio Center for Sport Psychology,
USA; Sam Maniar*, Cleveland Browns, USA;
Charlie Maher*, Cleveland Indians, USA;
Brent Walker*, Columbia University, USA*

4:00 pm – 5:30 pm

White River EF

Graduate Program & Internship Fair

5:30 pm – 7:00 pm

Griffin Hall

POSTER SESSION I

6:00 pm – 9:00 pm

101/102

**CE WORKSHOP: From the Green Flag to the
Checkered Flag: Periodization, Planning,
and Plot for Performance Consulting**

Tami Eggleston, McKendree University, USA*
Pre-Registration Required

6:00 pm - 9:00 pm

103/104

**CE WORKSHOP: Sport Advocacy: Speaking
for the Greater Good in Sport**

John Heil, Psychological Health Roanoke, USA;
Shirley Durtschi*, Mountain Minds Matter, USA*
Pre-Registration Required

7:00 pm – 8:00 pm

White River AB

Focus Area Committees-Town Hall Meeting

7:00 pm – 8:00 pm

201/202

Student Open Meeting

8:00 pm – 10:00 pm *Indianapolis Colts Grille
10 W. Washington St.*

Student Social

FRIDAY, OCTOBER 16, 2015

7:00 am – 8:00 am

Committee Meetings

See page 22 for schedule and room
assignments.

8:00 am

White River State Park

5K Fun Run & Walk

Pre-Registration Required

8:15 am - 9:30 am

White River AB

**WKSP-13: Multiply Your Efforts: Teaching
Coaches to Consistently Integrate Mental
Skills into Sport**

Susannah Knust, Digital Consulting Services,
USA; Aaron Shaul*, Springfield College, USA;
Steven Cohen*, Comprehensive Soldier and
Family Fitness (CSF2), USA; Justin Foster*,
CSF2 Training Center, USA; Brian Hite*,
Comprehensive Soldier and Family Fitness, USA;
Devin Bueker, Comprehensive Soldier and
Family Fitness (CSF2), USA; Mitchell Weaver*,
Digital Consulting Services, USA*

8:15 am - 9:30 am

White River CD

WKSP-14: Learn by Doing: Motivation, Concentration and Composure Activities to Help Athletes Grow and Perform to their Highest Potential

Taryn Morgan*, IMG Academy, USA;
 David da Silva*, IMG Academy, Athletic & Personal Development, USA;
 Lindsey Hamilton, IMG Academy, USA;
 Michael Lewis*, IMG Academy, USA;
 Angus Mugford, IMG Performance, USA;
 Vanessa Shannon, IMG Academy, USA;
 David Hesse, IMG Academy, USA;
 Christian Smith, IMG Academy, USA;
 DJ Andreoli, IMG Academy, USA

8:15 am - 9:30 am

White River GH

LEC-09: Novel Applications (music, dance, military)**LEC-09A: Under the big top: An exploratory analysis of psychological factors influencing circus performers**

Alexandra Ross*, Front Range Community College, USA; Jamie Shapiro, University of Denver, USA

LEC-09B: Examining the program effectiveness of a mental skills training intervention with Army Basic Combat Training Soldiers

Aspen Summerlin*, Fort Jackson CSF2TC, USA;
 Scott Barnicle*, Comprehensive Soldier & Family Fitness @ Ft. Jackson, USA;
 Alexis DeVries, USA; John Evans, SOCEP, USA;
 Richard Harris, CSF2, USA;
 Treva Anderson, CSF2-TC, USA;
 Sarah Anderson, DCS / US Army, USA

LEC-09C: Applied Performance Psychology with Injured and Underperforming Army Basic Combat Training Soldiers: Understanding Engagement and Skill Application

Treva Anderson*, CSF2-TC, USA;
 Scott Barnicle, CSF2, USA;
 Sarah Anderson, DCS / US Army, USA;
 John Evans, SOCEP, USA

LEC-09D: Assessing psychological readiness and stress coping behaviors in U.S. Army Soldiers: Relationships with physical performance in hand-to-hand combat training

Peter Jensen*, Center for Enhanced Performance, USA; Michael Pickering, College of Health Sciences & Public Health - Eastern Washington University, USA; Ryan Hill, Department of Physical Education - US Military Academy, USA; Cameron Turner, Department of Physical Education - US Military Academy, USA; Daniel Lorenzen, Department of Physical Education - US Military Academy, USA

8:15 am - 9:30 am

White River IJ

LEC-10: Youth Sport**LEC-10A: Diagnostics of psychological characteristics in early adolescence: How much information do we gain with regard to talent's future success?**

Oliver Höner*, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany; Philip Feichtinger, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany; Florian Schultz, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany

LEC-10B: Core beliefs in the mental toughness of sub-elite adolescent female hockey players

Stephen Walker*, University of the Free State, South Africa; Petrus Nel, University of the Free State, South Africa

LEC-10C: Child, parent, and coach experiences of stress in youth swimming

Francesca Hayward, Swansea University, Wales; Camilla Knight, Swansea University, UK; Stephen Mellalieu*, Swansea University, UK

LEC-10D: The FUN MAPS Pattern-Matched Across Sex, Age, and Competition Level: Gender and Developmental Assumptions Debunked

Amanda Visek*, The George Washington University, USA; Heather Manning, The George Washington University, USA; Avinash Chandran, The George Washington University, USA; Sara Achrafi, Boston University, USA; Lauren Beckley, The George Washington University, USA; Karen McDonnell, The George Washington University, USA; Loretta DiPietro, The George Washington University, USA

9:30 am – 3:00 pm

White River Foyer

Exhibits Open

9:45 am – 11:00 am

White River EF

KEYNOTE PANEL

Advancing Optimal Performance Psychophysiology

*Ben Strack**, ProBall, Inc, USA;
*Lindsay Thornton**, USOC, USA;
*Penny Werthner**, University of Calgary, Canada;
*Leonard Zaichkowsky**, Cyton8, USA

11:30 am - 12:30 pm

101/102

KEYNOTE DISCUSSION

*Ben Strack**, ProBall, Inc, USA;
*Lindsay Thornton**, USOC, USA;
*Penny Werthner**, University of Calgary, Canada;
*Leonard Zaichkowsky**, Cyton8, USA

11:30 am - 12:30 pm

103/104

WKSP-15: Giving athletes a sense of control: practical strategies for improving skill learning when coaching sports

*Kevin Becker**, University of Tennessee, USA;
*David Laughlin**, USA; *Jeffrey Fairbrother*, University of Tennessee, Knoxville, USA

11:30 am - 12:30 pm

201/202

SYM-09: Community engaged youth development research: Building partnerships to promote action research

*William Massey**, Concordia University Wisconsin, USA; *Laura Hayden**, University of Massachusetts Boston, USA; *Meredith Whitley**, Adelphi University, USA; *Lindsey Blom**, Ball State University, USA; *Amy Cook*, University of Massachusetts Boston, USA; *Megan Holliday*, Concordia University Wisconsin, USA; *Akanimo Akpan*, Ball State University, USA; *Courtney Fisher-Hess*, University of Wisconsin-Milwaukee, USA; *Lawrence Gerstein*, Ball State University, USA; *Megan Babkes Stellino*, University of Northern Colorado, USA

11:30 am - 12:30 pm

White River AB

PAN-06: Developmental Changes in Sport Psychology Consultants' Approaches to Working with Athletes and Teams

*Robin Vealey**, Miami University, USA; *Gloria Balague**, University of Illinois at Chicago, USA; *Chris Harwood**, Loughborough University, UK

11:30 am - 12:30 pm

White River CD

Shaping the Future of Certification and Practice: Results of the Job Task Analysis

*Jack Watson II**, West Virginia University, USA

11:30 am - 12:30 pm

White River GH

LEC-11: Social and Cultural Diversity

LEC-11A: Male and Female Cross Country Runners' Experiences of Street Harassment

*Emily Roper**, Sam Houston State University, USA; *Katherine Polasek*, SUNY Cortland, USA

LEC-11B: Body Image Concerns of Female Collegiate Athletes in Their Sport Uniform

*Emily Lauer**, University of Tennessee, USA; *Rebecca Zakrajsek*, University of Tennessee, USA; *Leslee Fisher*, University of Tennessee, USA; *Matthew Bejar*, University of Tennessee, USA; *Tiana McCowan*, Oklahoma Panhandle State University, USA; *Scott Martin*, University of North Texas, USA

LEC-11C: Female Athlete Perceptions of Gender Identity and Sexual Victimization

*Marina Galante**, Miami University, USA; *Rose Marie Ward*, Miami University, USA

11:30 am - 12:30 pm

White River IJ

PAN-07: Boundaries of Therapy, Mental Training, and Coaching: Who, What, Where, When, and How?

*Tim Herzog**, Human Performance Resource Center, USA; *Kate F. Hays**, The Performing Edge, Canada; *Kristine Eiring**, Private Practice Owner, USA; *Mark Hiatt**, Dartmouth College, USA; *Max Trenerry**, Mayo Clinic, USA

12:30 pm – 1:30 pm

204/205

Meet the Professionals Lunch

(Ticket required. Event sold out.)

12:30 pm – 1:30 pm

Committee Meetings

See page 22 for schedule and room assignments.

1:30 pm - 2:45 pm

103/104

WKSP-16: Did My Sport Psychology Consultant Mean for That to be Offensive? Using Inclusive Language to Enhance Applied Sport Psychology

Alicia Johnson*, University of Tennessee, Knoxville, USA; Leslie Larsen*, University of Tennessee, USA; Leeja Carter*, Long Island University - Brooklyn, USA; Leslee Fisher*, University of Tennessee, USA; Ryan Shuda*, Park Ridge Psychological Services, USA

1:30 pm - 2:45 pm

201/202

WKSP-17: From the Outside In and the Inside Out: A Multidisciplinary Treatment Approach to Eating Disorders with NCAA Division I Student-Athletes

Jennifer Thome*, Illinois State University, USA; Shawn Zeplin*, Illinois State University, USA

1:30 pm - 2:45 pm

White River AB

Five Slides in Five Minutes: Coaching

Lindsey Blom*, Ball State University, USA; Gordon Bloom*, McGill University, Canada; Goran Kentta*, The Swedish School of Sport and Health Science, Sweden; Larry Lauer*, United States Tennis Association, USA; Sarah McQuade*, Independent Consultant, USA; Melissa Thompson*, The University of Southern Mississippi, USA; Kristen Dieffenbach*, West Virginia University, USA

1:30 pm - 2:45 pm

White River CD

SYM-10: Signature sport psychology techniques that link theory and practice

Angus Mugford, IMG Performance, USA; Duncan Simpson*, Barry University, USA; Cecilia Clark*, Cleveland Indians, USA; Cindra Kamphoff*, Minnesota State University, USA; Traci Statler*, Cal State Fullerton, USA

1:30 pm - 2:45 pm

White River GH

LEC-12: Injury/Trauma/Rehabilitation**LEC-12A: When to make the call: Investigating athletic trainers' reasons and procedures for psychosocial referral**

Ashley Coker-Cranney*, West Virginia University, USA; Marc Cormier, University of Kentucky, USA

LEC-12B: Going beyond physical rehabilitation: An assessment of certified athletic trainers' abilities in psychosocial strategies and referral

Marc Cormier*, University of Kentucky, USA; Sam Zizzi, West Virginia University, USA

LEC-12C: Effects of a Psychoeducational CD-ROM on Rehabilitation Processes and Outcomes after ACL Surgery

Britton Brewer*, Springfield College, USA; Allen Cornelius, University of the Rockies, USA; Judy Van Raalte, Springfield College, USA

LEC-12D: Coaches' perceived roles and behaviors with sport-related concussions

Jeff Caron*, McGill University, Canada; Gordon Bloom, McGill University, Canada; Andrew Bennie, University of Western Sydney, Australia

1:30 pm - 2:45 pm

White River IJ

LEC-13: Elite Performance**LEC-13A: Implementing a Theory-based Coaching and Consulting Approach with the German National Badminton Team**

Sebastian Brueckner*, Saarbruecken Olympic Training Center, Germany; Anne Berner-Bratvogel, NPO Supporting Skill and High-Achiever Development, Germany; Jacob Øhlenschläger, German Badminton Association, Germany

LEC-13B: Mental Skills in Elite Rugby Refereeing

Ken Hodge*, University of Otago, New Zealand

LEC-13C: Behind the Visor: A Qualitative Exploration of the Psychological Skills Used by Former Formula One Race Car Drivers

Brett Gordon*, Temple University, USA

LEC-13D: Transition from Collegiate to Professional Tennis: Transitional Periods, Challenges, and Implications

Jacob Jensen*, California State University-Northridge, USA; Leslee Fisher, University of Tennessee, USA

3:00 pm - 3:30 pm

White River EF

PRESIDENTIAL ADDRESS**The Past is a Point of Reference, Not a Destination**

Brent Walker*, Columbia University, USA

3:30 pm – 5:00 pm

White River EF

Business Meeting

5:30 pm – 7:00 pm

Griffin Hall

POSTER SESSION II

6:00 pm – 7:30 pm

White River CD

Fellows Meeting

7:00 pm – 8:00 pm

201/202

USOC Update Meeting

By invitation only

SATURDAY, OCTOBER 17, 2015

7:00 am – 8:00 am

Committee Meetings

See page 22 for schedule and room assignments.

8:15 am - 9:30 am

101/102

WKSP-19: Coming Out or Inviting In: Exploring and Challenging LGBTQ Issues in Sport

*Lois Butcher-Poffley**, Temple University, USA;
*Jennifer Ciaccio**, Temple University, USA;
*Eric Dunn**, Temple University, USA;
*Kathryn Longshore**, Temple University, USA;
*Miriam Merrill**, Temple University, USA;
*Erica Tibbetts**, Temple University, USA

8:15 am - 9:30 am

103/104

LEC-14: Research Design (methodology, analyses)

LEC-14A: 17 Seconds: An examination of the validity of an application-based tool for collecting self-report data in collegiate athletes

*Ashley Samson**, California State University, Northridge, USA; *Holly Sirota*, California State University, Northridge, USA; *Graciela Salinas*, California State University, Northridge, USA

LEC-14B: Mentoring functions employed by athlete mentors in elite sport

*Matt Hoffmann**, University of Windsor, Canada;
Todd Loughead, University of Windsor, Canada;
Gordon Bloom, McGill University, Canada

LEC-14C: The Effects of using Relaxing and Arousing Classical Music during Imagery for Fine-motor and Power Skill Tasks

*Garry Kuan**, Sports Science Unit, School of Medical Sciences, Universiti Sains Malaysia, Malaysia; *Tony Morris*, College of Sport and Exercise Science, and ISEAL, Victoria University, Melbourne, Australia; *Peter Terry*, Department of Psychology, University of Southern Queensland, Toowoomba, Australia

LEC-14D: Mobilizing performance psychology in the U.S. Army: A 5-day course targeting real-world application

*Brian Hite**, Comprehensive Soldier and Family Fitness, USA; *Susannah Knust*, Digital Consulting Services, USA; *Aaron Shaull*, Springfield College, USA; *Steven Cohen*, Comprehensive Soldier and Family Fitness (CSF2), USA; *Justin Foster*, CSF2 Training Center, USA

8:15 am - 9:30 am

201/202

SYM-11: Redefining Ability: A Multidimensional Analysis of the Intersection of Disability and Sport Psychology

*Amanda Leibovitz**, Adler School of Professional Psychology, USA; *Jeffrey Martin**, Wayne State University, USA; *Angel Brutus**, Synergistic Solutions, LLC, USA; *Leeja Carter**, Long Island University - Brooklyn, USA

Discussant: *Amanda Leibovitz*

8:15 am - 9:30 am

White River AB

SYM-12: TEACHING SIG SYMPOSIUM: Best teaching strategies from forming to adjourning

*Tami Eggleston**, McKendree University, USA; *Alan Kornspan**, University of Akron, USA; *Bruce Klonsky**, The State University of New York at Fredonia, USA; *Amber Shipherd**, Eastern Illinois University, USA; *John Coumbe-Lilley**, University of Illinois at Chicago, USA

Discussant: *Tami Eggleston*

8:15 am - 9:30 am

White River CD

SYM-13: From the front office to the playing field: Exploring leadership within sport teams

Todd Loughhead*, University of Windsor, Canada; Jess Dixon*, University of Windsor, Canada; Gordon Bloom*, McGill University, Canada; Jeff Caron*, McGill University, Canada; Moe Machida*, Juntendo University, Japan; Ashley Duguay, University of Windsor, Canada; Scott Rathwell, University of Ottawa, Canada; Matt Hoffmann, University of Windsor, Canada; Alexandra Saffran, University of Windsor, Canada

8:15 am - 9:30 am

White River GH

WKSP-18: SLEEP: What Sport Psychology Consultants Need To Know About the Role of Sleep in Performance

Lindsay Thornton*, USOC, USA

9:30 am - 11:30 am

White River Foyer

Exhibits Open

9:45 am - 11:00 am

White River EF

KEYNOTE PANEL**Personal Stories of Resilience**

Cindy Abbott*, Cal State Fullerton, USA; Matt Stutzman*, USA;

Moderator: David Fletcher*, Loughborough University, UK

11:30 am - 12:30 pm

101/102

KEYNOTE DISCUSSION

Cindy Abbott*, Cal State Fullerton, USA; Matt Stutzman*, USA; David Fletcher*, Loughborough University, UK

11:30 am - 12:30 pm

103/104

The 50th Anniversary of the ISSP - Toward Cultural Epistemology of Knowledge in International Sport Psychology

Tatiana Ryba*, KIHU- Research Institute for Olympic Sports, Finland; Natalia Stambulova*, Halmstad University, Sweden; Robert Schinke*, Laurentian University, Canada

11:30 am - 12:30 pm

201/202

WKSP-21: Inside Look at Professional Ballet: Peering through the lens of a Dancer and Consultant

Sharon Chirban*, Division of Sports Medicine, Boston Children's Hospital, USA; Miriam Parrott*, PGSP-Stanford PsyD Consortium, USA

11:30 am - 12:30 pm

White River AB

PAN-08: Coaching the Mental Game: An expert coach's perspective on lessons learned from working with multiple sport psychologists over the years

David Yukelson*, Penn State University, USA; Rob Cooper*, Penn State University Head Baseball Coach, USA; Kenneth Ravizza*, California State University, Fullerton, USA; Lance Green*, Tulane University, USA

11:30 am - 12:30 pm

White River CD

WKSP-20: To the heart of the matter: Applied HRV assessment and training

Stephanie Zavilla*, Winter Park Competition Center, USA; Tim Herzog*, Human Performance Resource Center, USA; Elizabeth Mullin*, Springfield College, USA; Kojo Arhin*, Argosy University

11:30 am - 12:30 pm

White River GH

LEC-15: Burnout and Transition Out of Sport**LEC-15A: A Revolving Door: Release from Professional Baseball and the Role of Self-Determination**

Johannes Raabe*, University of Tennessee, USA; Rebecca Zakrajsek, University of Tennessee, USA; Andrew Bass, University of Tennessee, USA; Tucker Readdy, University of Wyoming, USA

LEC-15B: "I'm still molding myself into the person I want to be": A phenomenological study of physical activity during late emerging adulthood

William Way*, Ithaca College, USA; Justine Vosloo, Ithaca College, USA; Greg Shelley, Ithaca College, USA

LEC-15C: A Physical Activity Transition Program to Help Student-Athletes "Move on" and Keep Moving

Erin Reifsteck*, University of North Carolina at Greensboro, USA; DeAnne Brooks, Salem College, USA; Diane Gill, UNCG, USA

1:30 pm - 2:30 pm

101/102

Five Slides in Five Minutes Session: Special Interest Groups

*Mitch Abrams**, *Learned Excellence for Athletes, USA*; *Amanda Leibovitz**, *Adler University, USA*; *Melissa Madeson**, *Hardin Simmons University, USA*; *Tim Herzog**, *Human Performance Resource Center, USA*; *Ben Barone**, *University of Denver, USA*; *Lisa Miller**, *American Military University, USA*; *Mark Aoyagi**, *University of Denver, USA*

1:30 pm - 2:30 pm

103/104

PAN-09: The Elephant in the Room: Perspectives from Women of Color in Applied Sport Psychology

*Jasmin Jackson**, *Barry University, USA*; *Leeja Carter**, *Long Island University - Brooklyn, USA*; *Stephany Coakley**, *Maximum Training Associates, USA*; *Amanda Perkins**, *Missouri State University, USA*; *Vernice Richards**, *Evert Tennis Academy, USA*

1:30 pm - 2:30 pm

201/202

SYM-14: Delivering Comprehensive Sport Psychology Programming at an Elite University

*Robin Scholefield**, *USC, USA*; *Niki Sims**, *University of Southern California, USA*; *Nohelani Lawrence**, *University of Southern California, USA*; *Broderick Leaks*, *Clinical Psychologist, USC*

Discussant: Nohelani Lawrence

1:30 pm - 2:30 pm

White River AB

WKSP-22: Ethical Considerations in Teaching and Mentorship for Faculty and Students

*Ed Etzel**, *West Virginia University, USA*; *Brandonn Harris**, *Georgia Southern University, USA*; *Michael Sachs**, *Temple University, USA*; *Jack Watson II**, *West Virginia University, USA*

1:30 pm - 2:30 pm

White River CD

WKSP-23: Using Active Learning Strategies to Bring Sport Psychology “to Life” in the Undergraduate Sport Psychology Classroom

*Karen Appleby**, *Idaho State University, USA*; *Phyllis Wentworth**, *Wentworth Institute of Technology, USA*; *John Fitzpatrick**, *Idaho State University, USA*

1:30 pm - 2:30 pm

White River EF

Sport Psychology Utilization in Gymnastics

*Samantha Peszek**, *Olympian, USA*; *Jaycie Phelps**, *Olympian, USA*; *Ron Galimore**, *USA Gymnastics, USA*; *Nicole Detling**, *University of Utah, USA*

2:45 pm - 4:00 pm

101/102

WKSP-25: Partner Violence in Athlete Populations – Guidance from a Survivor’s Point of View

*Sarah Pakenham**, *Adler School of Professional Psychology, USA*; *Mitch Abrams**, *Learned Excellence for Athletes, USA*

2:45 pm - 4:00 pm

103/104

WKSP-26: Mindfulness Meditation Training for Sport (MMTS), Introduction and Practice

*Amy Baltzell**, *Boston University, USA*; *Trevor Cote**, *Boston University, USA*; *Chelsey Bowman**, *Boston University, USA*

2:45 pm - 4:00 pm

White River AB

SYM-15: Voices from the Field: Recommendations for Multicultural Practice with Racial and Ethnic Minorities in Sport Psychology

*Angel Brutus**, *Synergistic Solutions, LLC, USA*; *Leeja Carter**, *Long Island University - Brooklyn, USA*; *Sae-Mi Lee**, *West Virginia University, USA*; *Aaron Goodson**, *West Virginia University, USA*

Discussant: Angel Brutus

2:45 pm - 4:00 pm

White River CD

LEC-16: Coaching/Leadership

LEC-16A: Helping Coaches Help Themselves: Mindfulness Training for Coaches (MTC)

Kathryn Longshore, Temple University, USA;*
Michael Sachs, Temple University, USA

LEC-16B: Positive Coaching and Olympic Success: Case Studies of Track and Field Olympic Medalist Coach-Athlete Relationships

Brian Zuleger, Adams State University, USA;*
Rick McGuire, Adams State University, USA

LEC-16C: An Exploration of Positive Coaching as a Means to Gain Entry for Sport Psychology Consulting Services

Rick McGuire, University of Missouri, USA;*
Amber Lattner, University of Missouri, USA

LEC-16D: The Contributions of Coaching Efficacy and Goal Orientations to Transformational Leadership

Aubrey Newland, University of Utah, USA;*
Maria Newton, University of Utah, USA; E. Whitney Moore, University of North Texas, USA;
Andrea Stark, University of Minnesota, USA;
W. Eric Legg, University of Utah, Department of Parks, Recreation, and Tourism, USA

2:45 pm - 4:00 pm

White River GH

WKSP-24: Coaching and Parenting in the Age of Elite Travel Teams and Early Specialization in Youth Sport

Robert Harmison, James Madison University, USA;*
Gregory Dale, Duke University, USA;*
Bart Lerner, West Coast University, USA*

4:15 pm – 5:15 pm

201/202

Student Challenge Quiz Show

6:00 pm – 8:00 pm *NCAA Hall of Champions*
700 W. Washington St.

Closing Reception

LECTURES

LEC-01: Clinical Issues

LEC-01A

RISK OF EXERCISE ADDICTION IN RECREATIONAL AND COMPETITIVE RUNNERS

Jason Grindstaff, Cumberland University, USA;
Duncan Simpson, Barry University, USA;
Greg Young, James Madison University, USA

Exercise has the potential to significantly benefit physical and mental health (Biddle & Fox, 1989; Biddle & Mutrie, 2008; Lox, Ginis, & Petruzzello, 2010; World Health Organization, 2012). When engaged in excessively, however, exercise can be problematic and lead to adverse physical and mental health conditions including exercise addiction (Terry, Szabo, & Griffiths, 2004). Proponents of the behavioral addiction approach (e.g., Brown, 1993; Griffiths, 1996, 1997, 2002; Terry et al., 2004) have simplified the diagnosis of exercise addiction through a model of six criteria: salience, mood modification, tolerance, withdrawal, conflict, and relapse. The purpose of this study was to explore the prevalence and risk of exercise addiction based on these criteria in a group of runners ranging from recreational to competitive status. The Exercise Addiction Inventory (EAI; Terry, Szabo, & Griffiths, 2004) was completed by 1253 male (n= 607) and females (n = 646) runners, ranging in age from 18-73 (M = 38.2 ±10.1) years old. There were significant differences on EAI Total Scores based upon level of participation, whereby more competitive runners reported increased risk of exercise addiction. In addition, regression analysis suggested training volume significantly predicted higher scores on the EAI. Results have implications for practitioners to help runners monitor training levels and consequences associated with exercise addiction.

LEC-01B

THE MEDIATING ROLE OF IDENTITY ON THE RELATIONSHIP BETWEEN INATTENTION AND ACADEMIC SERVICE USE IN NCAA STUDENT-ATHLETES

Jeffrey Pauline, Syracuse University, USA;
Kevin Antshel, Syracuse University, USA;
Laura Vanderdrift, Syracuse University, USA

Attention deficit/hyperactivity disorder (ADHD) is a neuro-developmental disorder defined by persistent and impairing symptoms of hyperactivity/impulsivity and inattention (APA, 2013). Much is known about ADHD, the domains of impairment (academic, social, occupational, and family), and prevalence rates in the general population (CDC, 2014). While there is extensive data related to ADHD in the general population, only two published studies exist associated with ADHD in college athletes (Heil et al, 2002; Alosco et al. 2014). Both Heil et al. and Alosco et al. found higher ADHD prevalence rates in student-athletes than those found in the general population. Based on the lack of data reported about ADHD and functional academic outcomes in college student-athletes, the investigators completed a two-phase preliminary investigation using a large existing data source (NCAA 2006 - GOALS study). Phase one explored the relationship between

high levels of inattention and functional academic outcomes. Bivariate correlations revealed females, sophomores, and those with substance use disorders and/or mental health diagnoses were most likely to report having inattentive symptoms for 15+ days in the past month. Multiple regression analyses showed high levels of inattention were associated with lower GPA and reduced effort towards academics. Phase two investigated the mediators (athletic or academic identity) of the relationship between high levels of inattention and functional academic outcomes. Moderated mediation analyses revealed when a student-athlete identifies more as a student, high levels of inattentive symptoms were likely to prompt academic service use. However, when a student-athlete identifies more as an athlete, high levels of inattentive symptoms lead to academic services use only in the presence of academic impairment (i.e., low GPA). Recommendations for future research involving college student-athletes with ADHD, and professional providing services to college student-athletes with attentional impairments will also be discussed.

LEC-01C

THE INFLUENCE OF COLLEGIATE SOFTBALL COACHES ON THE ALCOHOL USE OF THEIR ATHLETES

Graig Chow, Florida State University, USA;
Michelle Pitts, University of Nevada, Las Vegas, USA;
Yanyun Yang, Florida State University, USA

Despite increased educational and preventative efforts by athletic departments, collegiate student-athletes consume more alcohol, engage in binge drinking more often, and experience more negative alcohol-related consequences than non-athletes (Doumas, Turrissi, Coll, & Haralson, 2007; Martens, Dams-O'Connor, & Beck, 2006; Nelson & Wechsler, 2001). Alcohol consumption of collegiate athletes is associated with a variety of demographic, individual, and contextual factors. Although the head coach has been identified as an important significant other, there is scant research documenting the influence exerted by head coaches on the drinking behaviors of their athletes. Therefore, this study investigated the influence of head coaches' attitudes and behaviors on their athletes' alcohol use. Participants were 897 collegiate softball players from 63 NCAA teams (D1=12, D2=19, D3=32). After reviewing the student-athlete alcohol use literature and conducting a conceptual analysis with collegiate coaches, a measure was developed specifically for this study to assess players' perceptions of their head coach's attitudes and behaviors regarding athlete drinking. Players also completed a demographic questionnaire and reported frequency of alcohol consumption and binge drinking. Data were collected during the middle of the competitive season. During the past 30 days, 56% of athletes reported at least one day of alcohol use and 42% reported at least one day of binge drinking. A multilevel exploratory factor analysis revealed three factors of head coaches' attitudes and behaviors regarding athlete drinking: Concerned Communication, Conditional Leniency, and Enforcement. Controlling for athlete age and division, multilevel modeling analysis revealed that Concerned Communication was a significant and negative predictor of alcohol consumption and binge drinking, while Conditional Leniency was a significant and positive predictor. The Enforcement subscale was unrelated to athletes' drinking behaviors. Findings will be discussed in terms of the applied implications for comprehensive alcohol prevention and intervention programs and commensurate recommendations for coaches.

LEC-02: Consulting/Private Practice

LEC-02A**TEAMING UP: A COLLABORATIVE CONSULTING MODEL FOR WORKING WITH SMALL UNIVERSITIES**

*Aimee Kimball, KPEX Consulting, USA;
Samantha Monda, Robert Morris University, USA*

Professionals in the field have called for a collaborative approach to providing sport psychology services in collegiate athletics that address both clinical and performance based issues (Carr, 2007; Connole et al. 2014). From 2012-2013, eight full-time university athletics positions were posted with seven out of the eight positions seeking licensed psychologists who could work with a myriad of clinical and performance issues (Connole, 2014). This can present a challenge for performance-based consultants who are not licensed and licensed psychologists who are not dually trained. Additionally, some university administrators, particularly ones at smaller Division I universities, may be financially limited in creating full-time positions but want both performance and mental health services (Wrisberg et al., 2012). This lecture will focus on a collaborative model being developed to help small universities meet their performance, clinical, and counseling needs while staying within their budget. We will discuss how two mental training consultants at different universities have developed relationships with a local psychiatric hospital to provide comprehensive sport psychology and mental health services to area colleges. The “Mental Health and Peak Performance Training Model” (MHPP) involves three professionals with specialized training working together to refer athletes to the appropriate provider in a timely and convenient manner. This team consists of a mental training consultant who serves as the university liaison and provider of performance-based services, an athletic trainer employed by the university, and a hospital administrator/ practicing psychologist from the psychiatric hospital who provides clinical mental health services. By working together and bundling community resources, psychologists, psychiatrists, and mental training consultants can offer a service often thought to be out of reach to many small colleges. This lecture will outline the MHPP Model and the financial arrangement, explore why it works, and offer tips for packaging collaborative services to universities.

LEC-02B**DO TITLES MATTER IN SPORT PSYCHOLOGY? PERFORMER ATTITUDES TOWARD PROFESSIONAL TITLES AND THE EFFECT OF A BRIEF INTERVENTION**

*Chris Harwood, Loughborough University, UK;
Toby Woolway, Loughborough University, UK*

Understanding the practitioner attributes that influence consumers’ preferences is of vital importance to licensing organizations and individual practitioners in the field of sport psychology (Hamberger & Iso-Ahola, 2006; Van Raalte, Brewer, Matheson & Brewer, 1996). This study firstly examined existing consumer preferences towards three professional titles (sport psychologist, life coach, and neuro-linguistic programming practitioner) and a range of other practitioner characteristics including interpersonal skills, athletic background, and sport-

specific knowledge. Secondly, the study examined the extent to which a brief educational intervention impacted these preferences. Following an assessment of current consultant preferences amongst athletes (N = 229), researchers presented brief, educational vignettes formed of enhanced information regarding the background, training and roles of the three professions. Conjoint analysis was used to determine the relative importance of practitioner attributes pre- and post-intervention. Interpersonal skills emerged as the most important consulting attribute prior to intervention. Following education, several significant, post-intervention changes emerged in consumer preferences for practitioners, including an increased salience of professional title in consumer choice. These findings are discussed with an emphasis on implications for the training and professional development of practitioners within organisations’ accreditation schemes, and the marketing of practitioners to potential athlete-clients.

LEC-02C**BOTTOM-UP, TOP-DOWN, AND CULTURALLY RELEVANT: GAINING ENTRY FOR SPORT PSYCHOLOGY SERVICE DELIVERY**

Amber Lattner, University of Missouri, USA

Gaining entry to implement sport psychology services is a challenge practitioners face when working with teams at every level. Ravizza (1988) explored the various consulting issues that confront sport psychology practitioners. While some barriers in gaining entry may be outside of a consultant’s control, there are some steps that consultants can take to facilitate a smoother entry process. For example, one controllable barrier to entry could be a lack of clarity around the proposed services (Gee, 2010). Poczardowski and Sherman (2011) proposed a revised sport psychology service delivery heuristic (SPSD-R) that offers a framework of various professional practice variables that should be considered to optimize service delivery and effectiveness. Through a general systems theory lens (Prochaska & Norcross, 2013), this presentation will combine the SPSPD-R heuristic with the concept of contextual intelligence (Brown, Gould, & Foster, 2005) to present a successful approach to gaining entry into an inner-city high school by a graduate-level sport psychology consultant.

Three components were imperative to the success of gaining entry at this school. First, a culturally-sensitive approach was critical since the low socioeconomic high school includes students of 66 nationalities. Second, gaining entry from the “bottom-up” involved initial contact and consulting with a single athletic team, including rapport-development strategies with the coaching staff and players, and culturally-specific interventions grounded in hip-hop and spoken-word therapy (HHSWT; Levy, 2012). Third, “top-down” strategies were used to develop a systematic, organizational infrastructure presented to the high school athletic director. Then, members of the system worked collaboratively to implement the various components. Attendees of this presentation will gain insight into the bottom-up, top-down, and culturally relevant approach the practitioner took to gain entry and “sell” a sport psychology delivery model that included individual and team consulting, coaches’ education, leadership development, and a sustainable infrastructure.

LEC-03: Social and Cultural Diversity

LEC-03A

THE EXPERIENCE OF MINORITY FEMALE COACHES WITHIN INTERCOLLEGIATE ATHLETIC DEPARTMENTS

Nohelani Lawrence, University of Southern California, USA

It has been suggested that the United States has shown an increase of acceptance and positive attitudes toward diverse cultures and populations. However, there continues to be a drought in research that examines the experience of minority women. In addition, few studies have focused on minority female coaches within athletic environments, which have been known to be both heterosexist and homonegative (Griffin, 1992; Griffin, 1998; Krane, 1996; Krane & Barber, 2003; Krane & Barber, 2005; Roper & Halloran, 2007; Schreiberstein, 2010). This research, in particular, focused on three specific minority groups: race, gender, and sexual orientation. The proposed study assessed the experiences, challenges, and strategies to overcome obstacles of female coaches who hold minority statuses within National Collegiate Athletic Association (NCAA) athletic departments.

Utilizing a qualitative approach that incorporated grounded theory (Glaser & Strauss, 1967) methodology, this paper examined the experiences of minority coaches within NCAA Division I athletic departments. Participants were asked six open-ended questions to provide insight regarding the culture for minority women within intercollegiate athletic departments. Grounded theory (Glaser & Strauss, 1967; Strauss & Corbin, 1990) was utilized to analyze responses, which produced three major themes. The first theme was discrimination experienced within intercollegiate athletics. The second theme was obtaining inner and external support to help navigate obstacles found in athletic department environments. The final theme was cultivating a positive atmosphere for student-athletes by reducing behavior that was seen as homonegative and educating others about the experiences of minorities. Despite the repeated success of female coaches within NCAA Division I Women's Basketball (Nixon et al., 2012), this study concluded that minority female coaches continue to experience negative intercollegiate athletic environments that impact their ability to obtain employment and to build connections needed to succeed within athletics.

LEC-03B

ASSOCIATION BETWEEN ACTIVIST AND ATHLETIC IDENTITIES

*Erica Beachy, Springfield College, USA;
Britton Brewer, Springfield College, USA;
Judy Van Raalte, Springfield College, USA*

In the scientific literature and popular media, there has been an increase in attention paid to athletes using their platform to respond to and affect current events (Carrington, 2010; Houlihan, 1997, 2000; Jackson & Haigh, 2008). Researchers have argued that the sporting realm is a logical setting for the advocacy of social justice issues (Agyemang et al., 2010; Kaufman & Wolff, 2010; Mehlsak, Tannenwald, & Guillory, 2009; Travers, 2013). Little research, however, has examined the compatibility of activism and athletics. Therefore, the current study was designed to examine the relationship between activist and athletic identities in college students. Activist identity is an individual's developed, relatively stable,

yet changeable orientation to engage in various collective, social-political, problem-solving behaviors spanning a range from low-risk, passive, and institutionalized acts to high-risk, active, and unconventional behaviors (Corning & Myers, 2002). Athletic identity is the degree to which an individual identifies with the athlete role (Brewer, Van Raalte, & Linder, 1993). The activist and athletic identities of 214 college students (136 women and 78 men) were measured with the Activism Orientation Scale (AOS; Corning & Myers, 2002) and the Athletic Identity Measurement Scale (AIMS; Brewer & Cornelius, 2001). Scores on the AOS and AIMS were negatively correlated ($r = -.28, p < .01$) indicating that higher activism orientation was associated with lower athletic identity. Further, women reported stronger activism identity than men, whereas men reported higher athletic identity than women. The results suggest that identifying as an athlete may not be compatible with identifying as an activist and vice versa, and that women may be more likely to adopt an activist identity than men. The findings have implications for the role of athletes in addressing social justice issues.

LEC-03C

USING A MG-M IMAGERY INTERVENTION TO ENHANCE THE SPORT COMPETENCE OF YOUNG SPECIAL OLYMPICS ATHLETES



*Kelley Catenacci, Georgia Southern University/Evert Tennis Academy, USA;
Brandonn Harris, Georgia Southern University, USA;
Jody Langdon, Georgia Southern University, USA;
Melinda Scott, Georgia Southern University, USA;
Daniel Czech, Georgia Southern University, USA*

The opportunity for athletes with an intellectual disability (ID) to participate in sport is limited due to physical, social, and psychological barriers (Shields, Synnot, & Barr, 2012). Sport psychology interventions may have the capacity to address these barriers, namely the lack of sport competence that athletes with an ID tend to experience (Vealey, Hayashi, Garner-Holman, & Giacobbi, 1998). Therefore, this single subject A-B-A design sought to enhance sport competence among athletes with an ID using personalized motivational general-mastery (MG-M) imagery scripts. The study spanned six weeks and was implemented with five Special Olympics athletes (Mage = 11.40) who had ID's including autism, mild intellectual disability, and moderate intellectual disability. The Sport Imagery Questionnaire for Children (SIQ-C), the Movement Imagery Questionnaire-Revised (MIQ-R), and the Pictorial Scale of Perceived Competence and Social Acceptance for Young Children assessed athletes' imagery use, imagery ability, and sport competence level, respectively. Results demonstrated improvements in sport competence from baseline through intervention for three out of five participants, and these changes were maintained in the return to baseline phase for two of those three participants. Changes in mean and variability were also evaluated using effect sizes, and suggested that scores became more stable during the intervention phase for three out of five participants. Implications of the current study include emphasizing the importance and feasibility of conducting research with this special population of athletes. Additionally, this study identifies the relevant modifications for mental skills training with individuals who have an ID. In particular, results suggest that imagery use and ability, as well as sport competence, can be improved with individualized training among athletes with an ID.

LEC-03D**HIGH SCHOOL COACHES' PERCEPTIONS OF EFFICACY TO WORK WITH GAY, LESBIAN, AND BISEXUAL ATHLETES**

*Meghan Halbrook-Galloway, West Virginia University, USA;
Jack Watson II, West Virginia University, USA*

Historically, sport, at all levels, has been an environment of silence and negativity for Gay, Lesbian, and Bisexual (GLB) athletes (Anderson, 2005; Gill et al., 2006; Griffin, 2012; Wolf-Wendel, Toma, & Morphey, 2001). While GLB sport allies, advocates, researchers, and organizations have identified the need to decrease homophobia and homonegativity associated with GLB athlete sport participation, there are still areas of concern, especially with regard to youth GLB athletes and the team environment. The purpose of this study was to identify coach characteristics and experiences that could contribute to a better understanding of coach perceptions of their efficacy to coach GLB youth athletes. It was hypothesized that coaches who had received diversity training would have more positive perceptions of their efficacy to coach GLB athletes. It was also hypothesized that, in accordance with past literature, younger coaches, female coaches, coaches with higher education, coaches with no religious affiliation, and coaches who have previously worked with an openly gay athlete would feel more efficacious in their abilities to coach GLB athletes. These hypotheses were addressed via an online survey completed by 631 male and female high school coaches who represented 25 different sports. Respondents filled out coaching demographics, team demographics, and an Efficacy Scale to Coach Gay, Lesbian, and Bisexual Athletes (Vargas-Tonsing & Oswalt, 2009). Results revealed statistically significant differences in coaching efficacy for coaching GLB athletes between younger (18-29 years) and older coaches (50 years or older), coaches who have and have not completed diversity training, and coaches who have coached openly GLB athletes previously. These findings indicate that although there is not a clear cut demographic of coaches who perceive themselves to be more effective and inclusive when coaching GLB athletes, the presence of diversity training and experience with GLB athletes can contribute to higher perceptions of coaching efficacy.

LEC-04: Mental Training/Interventions**LEC-04A****MINDFULNESS AND PERFORMANCE ENHANCEMENT: WHERE DO WE STAND? A SYSTEMATIC REVIEW OF THE LITERATURE**

*Kathryn Longshore, Temple University, USA;
Ryan Sappington, Temple University, USA*

In order to ensure the quality of services provided by sport psychologists or 'performance enhancement consultants', the field of sport and performance psychology must remain in constant pursuit of evidentiary support for the efficacy of its interventions (Smith, 1989). While other fields generate systematic reviews of research on various practices, sport psychology rarely engages in such rigorous evaluation of intervention efficacy. Therefore, the present research systematically reviewed mindfulness-based interventions for performance enhancement.

Mindfulness-based practices have garnered increased credibility in clinical and health psychology contexts (Grossman et al., 2004; Hofmann et al., 2010), yet until recently, had not been applied to sport and performance (Gardner & Moore, 2004). Mindfulness practices, seek to "promote a modified relationship with internal experiences...rather than seeking to change [them]" (Gardner & Moore, 2012, p. 309).

Mindfulness-based protocols in sport include Mindfulness Acceptance Commitment (MAC; Gardner & Moore, 2007) and Mindful Sport Performance Enhancement (MSPE; Kaufman et al., 2007); however, due to the recent application of these approaches in sport, there have also been studies utilizing different mindfulness-based interventions (i.e. Aherne et al., 2011). In addition, the pool of research is considerably small. Therefore, the current systematic review considered a wide range of research, in an effort to more comprehensively evaluate the efficacy of mindfulness interventions, and consider limitations in the empirical evidence.

This presentation will explain the systematic review process, including the quality assessment tool, literature search and inclusion/exclusion criteria, and outcomes of interest. Six case studies, two qualitative studies, four randomized trials, and seven non-randomized trials met criteria for analysis. Two main conclusions emerged: (A) Results show preliminary support for the efficacy of mindfulness interventions for various outcomes related to performance (e.g. anxiety, flow); (B) There exists a need for more rigorous evidence-based approaches. Limitations and implications for practice and future research will be discussed.

LEC-04B**MENTAL TOUGHNESS: ISSUES, APPLICATIONS AND FUTURE DIRECTIONS**

*Robert Weinberg, Miami University, USA;
Valeria Freysinger, Miami University - Ohio, USA;
Kathleen Mellano, Miami University - Ohio, USA;
Elizabeth Brookhouse, Miami University - Ohio, USA*

Mental toughness research over the past 15 years has predominantly used coaches and athletes as sources of information and the information has often been contradictory (Gucciardi & Gordon, 2011). While this has helped the understanding of mental toughness, it has also resulted in many practical and research issues regarding this construct. Therefore, the purpose of the present investigation was to assess sport psychologists' views and suggestions on different issues regarding mental toughness. Participants were 14 sport psychology professionals who had extensive experience regarding research and/or practice in mental toughness. Semi-structured interviews were conducted which focused on several different issues. These included (a) definition of mental toughness, (b) trait vs state mental toughness, (c) different types of mental toughness, and (d) generalizability/transfer of mental toughness. Interviews were tape recorded and transcribed verbatim. Each transcript was content analyzed by three investigators following procedures recommended by Patton (2002). Raw data themes were individually identified and consensually validated in meetings with the three investigators. As a final step, concept maps were developed to summarize and explain the relationships between the different issues noted above regarding mental toughness. Results revealed that sport psychologists defined

mental toughness as a mindset or internal resource, which helps athletes manage and cope with adversity to obtain a consistent, effective, and optimal performance. Regarding building mental toughness, coaches' were seen as the central person, who through being mindful and their actual behavior, provide adversity training to teach athletes mental skills to help them become mentally tough. Physical vs. mental toughness was seen on a continuum from being totally separate to intertwined and integrated. Transfer of mental toughness was seen as depending on context and specifically teaching for transfer to occur. Results are discussed in terms of previous research and practice involving coaches and athletes' perceptions of mental toughness.

LEC-04C

THE EFFECTIVENESS OF A MENTAL TOUGHNESS TRAINING PROGRAM WITH HIGH SCHOOL BOYS' BASKETBALL PLAYERS

*Robert Harmison, James Madison University, USA;
Richard Erik Inglis, James Madison University, USA;
Chris Hulleman, University of Virginia, USA;
Monica Erbacher, James Madison University, USA;
Kelly Foelber, James Madison University, USA*

Harmison (2011) conceptualized mental toughness as a social-cognitive personality construct that can be modified over time if new learning, development, or biochemical changes take place within the athlete. Previous research has demonstrated the effectiveness of intervention programs in developing mental toughness in athletes (Bell et al., 2013; Gucciardi et al., 2009). More specifically, Hehn et al. (2008) found greater changes in mentally tough beliefs, use of competitive psychological strategies, consistency in readiness to compete, and consistency in performance in high school female volleyball players who participated in a mental toughness training program (Harmison & Roth, 2006). The purpose of the present study was to replicate and extend these findings with high school male basketball players. A season-long mental toughness training program was implemented with an intact team (Team A), while a second intact team (Team B) served as the control group. Questionnaires were administered pre- and post-season to assess mental toughness, use of psychological skills and coping skills, personality traits, sportsmanship, and preference for coaching behaviors. Pre-competitive mental state was measured and performance data were collected prior to and during multiple games over the season. The results revealed that the basketball players on Team A appeared to benefit in a number of ways due their participation in the training program. Team A players reported greater positive changes from pre- to post-season in their mental toughness, use of psychological strategies during competition, and coping skills than Team B players. As expected, the training program did not appear to impact pre- to post-season changes in non-targeted personality traits, sportsmanship, or preference for coaching behaviors. The results showed the effectiveness of the training program on affecting athletes' pre-competitive mental state and performance makers to be mixed. Limitations of the study as well as implications for practice and future research will be discussed.

LEC-04D

THE EVALUATION OF A SEASON-LONG ORGANIZATIONAL STRESS MANAGEMENT INTERVENTION IN PROFESSIONAL SPORT

*James Rumbold, Sheffield Hallam University, UK;
David Fletcher, Loughborough University, UK;
Kevin Daniels, University of East Anglia, UK*



Research in the area of organizational stress (Arnold & Fletcher, 2012) has underlined the need for applied researchers to evaluate the effectiveness of interventions that aim to optimize sport performers' experiences of organizational processes. The purpose of this study was to evaluate the impact of an organizational stress management program that was conducted in a professional sport organization. Following institutional ethical approval, two season-long interventions were delivered to 40 male professional rugby union academy players (mean age = 17.71, SD = 0.90). In line with a transactional conceptualization of stress (Lazarus & Folkman, 1984), an adapted version of Coping Effectiveness Training (CET; Chesney, Folkman, & Chambers, 1996) was delivered to enhance individuals' (n = 12) coping self-efficacy. In addition, a team building intervention was implemented concurrently to strengthen individuals' (n = 28) evaluations of team cohesion and performance. Participants completed a questionnaire at four time points across the competitive season. The questionnaire utilized items from the Coping Self-Efficacy Scale (Chesney, Neilands, Chambers, Taylor, & Folkman, 2006), the Group Environment Questionnaire (Carron, Widmeyer, & Brawley, 1985), and two items were devised to measure individuals' performance evaluations. Multi-level growth curve modeling analyses indicated that team building was more effective than CET for increasing perceptions of problem-focused coping self-efficacy (B = 1.43, p < .01), group integration to social activities (B = 2.27, p < .001), and individuals' performance evaluations (B = 1.60, p < .001) over time. These findings are the first in sport psychology to demonstrate that organizational stress management initiatives may be effective in strengthening both psychological and performance evaluations for professional sport teams. From an applied perspective, it is recommended that practitioners and sport institutions continue to monitor and adapt their tailored programs to successfully manage the dynamism of the organizational environment in which sport performers operate.

LEC-05: Exercise and Health Behaviors

LEC-05A

PHYSICAL ACTIVITY HELPS PREVENT COGNITIVE DECLINE: HOW TO TACKLE THE CHALLENGE OF INACTIVITY IN OLDER ADULTS?

*Matthew Thomas, IU Health Goshen Hospital, USA;
Selen Razon, Ball State University, USA;
Leonard Kaminsky, Ball State University, USA;
Jocelyn Bolin, Ball State University, USA*

In 2010, the World Health Organization (WHO) estimated worldwide dementia incidence to be 35.6 million cases with \$604 billion in associated costs in the US. To date, no conclusive treatment or prevention interventions are available for those with the dementia or at increased risk for it (Wortmann, 2012).

This said, studies indicate that some mortality risk factors including smoking, diabetes, midlife hypertension, obesity and elevated cholesterol are associated with dementia onset later in life (Kivepelo et al., 2001; Ott et al., 1999; Skoog et al., 1996; Whitmer et al., 2005). Cohort studies also suggest that physical inactivity is a major risk factor for dementia because of its influence of onset for those mortality risk factors (Bares, Whitmer & Yaffe, 2007). Physical activity appears to have a positive effect on cognitive performance amongst older adults (Etnier & Chang, 2009; Kramer, 2006). Nevertheless the clarification of the dose-response relationship requires further investigation. Using a cross-sectional design, 35 older adults (Mage = 70.6 years) were tested to further examine the relationship between physical activity participation and cognitive performance and to determine a dose-response relationship between the activity and cognitive improvements. Physical activity monitors and multiple cognitive tasks helped measure interaction. Correlational analysis indicated a significant relationship between physical activity participation and cognitive performance outcomes. Independent t-tests indicated that older adults participating in > 150 minutes of moderate to vigorous physical activity each week received higher scores on cognitive tasks compared to less active peers. In view of these results, strategies to engage older adults in desirable doses of physical activity for preventing cognitive decline will be discussed. From a scientist-practitioner standpoint, barriers to physical activity in older adults will be outlined and recommendations to overcome these will be advanced.

LEC-05B

IDENTITY PERCEPTIONS OF ADULT RECREATIONAL SPORT/PHYSICAL ACTIVITY COMPETITORS

Kimberly Hurley, Ball State University, USA

Minimal research to date has examined the behavioral and social processes that mature-aged individuals utilize in successful physical activity pursuits and recreational events (Sheldon, 2003, 2004). Active adults that engage consistently in age-matched recreational, competitive events may develop athletic identity. Athletic identity is the degree of strength and exclusivity to which a person identifies with the athletic role (Brewer et al., 1993). Little is understood about how active, mature adults who engage in recreational, competitive events define and perceive their identity as sport/physical activity competitors or athletes. Individuals who have been autonomous exercisers, consistent competitors, or mature athletes experience changes in participation choices and/or interests due to multiple factors (e.g., injury, competence losses, diminished motivation) yet have successfully maintained some level of training and competition. Some common behavioral strategies have been confirmed anecdotally but not empirically (e.g., personal goal setting in a variety of ways such as training for an event or working for some performance criteria). Further exploration of this phenomenon may be particularly relevant to the large number of mature physical activity and recreational sport competitors as they seek to maintain consistency in physical activity pursuits and athletic identity.

Four females and six males aged 50 and older (M = 61 yrs.) who had been engaged in age-matched, competitive/recreational sport for at least 10 years completed semi-structured interviews grounded in personal and athletic identity constructs (modified AIMS, Cieslak, 2004). Personal investment in, and importance of, physical activity/sport participation was also discussed. Athletic identity emerged stronger for younger recreational athletes and the hierarchy

of relevant identities revealed family-based identities ranked higher than athletic identities. Goal restructuring was a recognized strategy for adapting to athletic identity changes and challenges among those who were able to maintain long-time physical activity pursuits. Results align with aging adaptations for other performance domains.

LEC-05C

STOKING THE FLAMES OF WELLNESS: AN EXPLORATION OF FACTORS THAT INFLUENCE WEST VIRGINIA FIREFIGHTERS' HEALTH BEHAVIORS

*Chelsea Wooding, USA;
Sam Zizzi, West Virginia University, USA;
Malayna Bernstein, West Virginia University, USA*

Firefighting is a demanding job that requires substantial physical exertion. The concern over health and wellness among firefighters in the US has escalated recently due to increasing obesity rates and the occurrence of cardiovascular events on the job (Durand et al., 2011). Besides unique aspects of the work, a number of other barriers to health and wellness have been identified within the firefighter culture. These barriers include no minimum or mandatory fitness standards (Durand et al., 2011; Kales et al., 2007; Rhea, Alvar, & Gray, 2004) and unhealthy food options (Frattaroli et al., 2012). Using a qualitative approach with multiple sources of data, the current study sought to answer the question, "what impacts the health of firefighters in West Virginia?" Eight focus groups and Photovoice data from nine participants were inductively analyzed using guidelines from consensual qualitative research. Photovoice allows participants an opportunity to describe features of their community by using cameras to document specific images reflecting their realities (Wang & Redwood-Jones, 2001). House tours of each fire department were also conducted to provide ethnographic data. Seven main factors were identified as impacting firefighters' health in West Virginia: stress, nutrition, general factors, physical activity, sleep, motivation, and job related concerns. Participants also discussed potential solutions to health concerns among firefighters, such as incentive and education programs. Recommendations for future studies, including possible interventions (e.g., education, motivation interventions, and implementing mandatory fitness standards), will be discussed. Some of the primary recommendations include creating a network of professionals consulting with firefighter associations to develop health recommendations for departments, creating a database of basic educational resources available to departments, and compiling a list of successful programs already being implemented.

LEC-05D

HIGH SCHOOL ATHLETES' PERCEPTIONS OF THEIR SPORT TEAM CLIMATE AND THEIR WILLINGNESS TO REPORT CONCUSSION SYMPTOMS

*Theresa Brown, University of Kansas, USA;
Mary Fry, University of Kansas, USA;
Mike Breske, University of Kansas, USA;
Susumu Iwasaki, University of Kansas, USA;
Todd Wilkinson, University of Wisconsin - River Falls, USA*

In recent years there has been an increased concern over the frequency and effects of concussions on athletes. Researchers in sport psychology have utilized achievement goal perspective theory and a caring framework to identify physical and psychological wellbeing benefits of athletes

perceiving a caring/task-involving climate within their teams. These frameworks may be beneficial to sport concussion preventative strategies. The purpose of this study was to examine the relationship of athletes' perceptions of the climate to their ability to overcome barriers to reporting concussion symptoms and willingness to report these. The relationship between the athletes' perceptions of the climate and their perceptions of the extent that they are concerned about their own health, and perceive that their coaches and teammates are concerned about their health was also considered. Female high school athletes (N= 168, 15-18 years old) participating in a competitive soccer league volunteered to complete a survey that included the measures described above. A canonical correlation analysis [$L = .58$, $F(18) = 5.23$ ($p < .001$); $C_{corr} = .54$, 30% overlapping variance] revealed that perceptions of a highly caring and task-involving, low ego-involving climate were positively and significantly associated with athletes indicating they would report concussion symptoms in a regular but not big game, and that they could overcome barriers to telling their coach about concussion symptoms. They also reported a strong sense that their coaches and teammates cared about their health. They also reported caring about their own health. Results of this study suggest that athletes may benefit from being in a caring/ task-involving team climate where the emphasis is on giving maximum effort, gauging their improvement, and where all involved are treated with mutual kindness and respect. Such a climate may help athletes engage in healthy sport competition that does not put their long-term health at risk

LEC-06: Exercise and Health Behaviors

LEC-06A

PERCEIVED INSTRUCTOR SUPPORT IN A GROUP PHYSICAL ACTIVITY PROGRAM FOR PEOPLE WITH PARKINSON'S DISEASE

Tammy Sheehy, West Virginia University, USA;
Meghan McDonough, Purdue University, USA;
Elizabeth Zauber, Indiana University School of Medicine, USA

It is well established that social support is one of the main factors that aids people in beginning and maintaining a physically active lifestyle (Tay, Tan, Diener, & Gonzalez, 2012). The influence of instructors for supporting and motivating people in an exercise environment, in particular, has been well documented in non-clinical populations (Standage & Emm, 2014). However, physical activity is also helpful in the treatment of clinical populations. In Parkinson's disease (PD), high intensity physical activity can decrease the severity of motor symptoms and have a positive effect on quality of life (Combs et al., 2011). Furthermore, support from a fitness professional has been rated as one of the most important factors contributing to one's ability to participate in exercise in those with a neurological condition such as PD (the LIFE group, 2011). The purpose of this study was to examine people with PD's experiences of social support from their instructor in a high intensity group physical activity program. Twenty participants (12 women, 8 men; age range = 56-79) were interviewed before or after a training session. Data were inductively analyzed using Interpretative Phenomenological Analysis (Thorne, 2008). Main themes included perceiving that instructors understood Parkinson's disease and recognized their struggles, being individually encouraged and cared for, being given accommodations if they had physical restrictions, and receiving approval from the instructor. Overall, instructors

were perceived as facilitating a positive exercise environment which encouraged attendance, and providing valued social support which aided their ability to manage their disease and prevent declines in function. The findings from this research may be used to inform the practice of instructors of group physical activity programs for those with neurological conditions.

LEC-06B

STEP IT UP! USE OF ENCOURAGEMENT IN A Pedometer Intervention

Theresa Brown, University of Kansas, USA

The framework that health professionals use when offering encouragement may impact individuals' exercise experiences. The purpose of this study was to investigate the impact of encouraging email messages on individuals' exercise self-efficacy and adherence in a 10-week employee walking program. Pedometers were used to measure step-count. Participants (N = 106; 22-66 age range; Mage = 42.74 + 12.05) were randomly assigned to one of three email groups, where encouragement was framed in either a) a task-involving, caring climate (task; n = 37); b) an ego-involving climate (ego; n = 35); or c) no encouragement offered (neutral; n = 34). On-line surveys were administered (pre, mid, and post), measuring participants' perceptions of the caring, task-, and ego-involving climate as ascertained by the email content, and self-efficacy for exercise. Exercise adherence was defined as reporting daily steps at least 75% of the time. Using a mixed between-within subjects ANOVA, exercise self-efficacy changed over time, $F(2) = 3.80$, $p = .03$, but there was no main effect for the type of email received. However, the number of steps achieved was impacted by email content, with the task (M = 10,040) group reporting more daily steps than the ego (M = 5,046) or neutral (M = 5,719) groups, $F(2) = 9.59$, $p = .001$. To determine if the email message impacted exercise adherence, a chi-square found no significant difference between the three groups. However, after removing the neutral group from the analysis, a significant relationship between email group and adherence, $\chi^2(1, N = 72) = 4.50$, $p = .03$ emerged, indicating that 62% of the task email group adhered to the program versus 37% of the ego email group. Results suggest that the way in which encouragement is framed in a health coaching capacity may impact physical activity participation and adherence.

LEC-06C

EFFECTS OF A PEER-SUPPORTED PHYSICAL ACTIVITY PROGRAM ON COLLEGE STUDENTS WITH MOOD DISORDERS

Linda Keeler, Western Washington University, USA;
Brook Skidmore, Western Washington University, USA

Multiple studies have demonstrated the usefulness of exercise as a treatment for mood disorders (e.g., Martinsen, 2008; Rethorst, Wipfli, & Landers, 2009). Exercise programs based on psychological need fulfillment as outlined by the self-determination theory (Ryan & Deci, 2000) may be an effective model for interventions on a college campus. The present research was an investigation of a self-determined, peer-assisted physical activity pilot-program for students with depression or anxiety. Students referred from the campus counseling or student health centers were paired with kinesiology student interns who provided companionship and emotional support during physical activity. Participants

completed two days of 1-hour, self-selected physical activity sessions per week for approximately four months. Participants completed psychosocial assessments upon enrollment (baseline), at eight weeks (T2), and at 18 weeks (T3). All clients reported an increase in physically active days from baseline to T3 as indicated on a modified 7-day recall scale. Although the means for depression, self-efficacy and motivation appeared to change in the expected direction, the repeated measures ANOVAs were not statistically significant. The small sample size was the probable explanation for lack of statistical significant differences since there were large effect sizes observed for all scales: Zung Depression Inventory ($p = 1.73$, partial $\eta^2 = 0.827$), Self-Efficacy for Exercise ($p = .344$, partial $\eta^2 = 0.656$), Psychological Need Satisfaction in Physical Activity Scale ($p = .255$, partial $\eta^2 = 0.745$). Further, the two students who scored the highest on the Zung appeared to benefit the most as they were classified in the moderate depression range at baseline, yet were classified in the normal range at T3. Qualitative analysis of feedback revealed the program was perceived as very beneficial and supported increased confidence, companionship, and accountability to physical activity. Discussion will include updates on future directions of the program.

LEC-06D

MIDDLE SCHOOL ATHLETES' PERCEPTIONS OF THEIR SPORT TEAM CLIMATE AND THEIR WILLINGNESS TO REPORT CONCUSSION SYMPTOMS

Mary Fry, University of Kansas, USA;
Theresa Brown, University of Kansas, USA;
Susumu Iwasaki, University of Kansas, USA;
Michael Breske, University of Kansas, USA;
Todd Wilkinson, University of Wisconsin - River Falls, USA

Athletes' perceptions of a caring/task-involving climate on their teams have been associated with their reporting greater psychological wellbeing (Fry, et al., 2012). Concussions can cause serious short and long-term health affects, so it is important that athletes know the symptoms of a concussion and are willing to report their symptoms to their coach. The purpose of this study was to examine the relationship between adolescent athletes' perceptions of the climate on their sport teams to their willingness to report concussion symptoms to their coach, their ability to overcome barriers to reporting concussions, and their perceptions of their own, their teammates and their coaches concern for their health. A secondary purpose was to assess athletes' knowledge of the specific knowledge about concussions. Soccer athletes ($N = 157$; 93 females & 74 males; age 11-14 years) completed a survey near the end of their season that included measures of the climate (e.g., caring, task, ego) and variables listed above. A canonical correlation analysis [$L = .52$, $F(18) = 6.58$ ($p < .001$); $C_{corr} = .62$, 39% overlapping variance] revealed that athletes who perceived a highly caring/ task-involving climate on their teams, indicated a greater likelihood to report concussion symptoms to their coach during regular and big (tournament, rival) games, and perceived that their coach and teammates care about their health. A second canonical correlation analysis [$L = .66$, $F(45) = 1.32$ ($p < .01$)] revealed that athletes' perceptions of a caring/task-involving climate (with a de-emphasis on an ego-involving climate) was associated with athletes feeling they could overcome many barriers to reporting concussion symptoms to their coaches (e.g., lose position, disappoint coach; risk soccer future).

Results highlight the potential value of middle school athletes perceiving a positive and supportive climate on their teams to prevent and treat concussions in youth sport.

LEC-07: Professional Issues and Ethics

LEC-07A

HIGH SCHOOL COACHES' PERCEPTIONS OF SPORT PSYCHOLOGY CONSULTING: BARRIERS AND FUTURE DIRECTIONS

Jessica Ford, Ithaca College, USA;
Sydney Masters, Ithaca College, USA;
Justine Vosloo, Ithaca College, USA;
Miranda Kaye, Ithaca College, USA

Coaches are often the "gatekeepers" to access and use of Sport Psychology Consultants (SPCs) with their athletes. How a coach perceives SPCs could impact an athlete's willingness to seek support from a SPC (Zakrajsek et al., 2011). This study examined high school coaches' attitudes towards SPCs and their reported barriers to implementing SPCs with athletes. Following a mixed-methods design, 287 high school coaches (75% male, 25% female) completed an online questionnaire including the SPARC-2 (Sport Psychology Attitudes-Revised Coaches II, Zakrajsek & Zizzi, 2011), a background questionnaire, and an open-ended question addressing barriers to using a SPC. Preliminary results show no significant differences between number of years coaching and the following subscales of the SPARC-2: stigma tolerance, confidence in SP consultation, and personal openness. Male coaches, coaches with less experience, and coaches of more "masculine" sports preferred an SPC of the same cultural background. Coaches of more "masculine" sports were also more confident in SPC services, $t(258) = 2.12$, $p < .05$. Male coaches were more confident in SPC services compared to female coaches. Lastly, past use of a SPC predicted a more negative attitude toward SPC services, $F(1) = 5.78$, $p < .01$, $\beta = -.12$. High school coaches cited cost, time, accessibility, lack of administrative support, coaches' lack of education, quality of SPCs, "no barriers", and athlete reaction as the overall barriers to using a SPC with their teams. Understanding high school coaches' experiences with SPCs can help to address the problems consultants face. The goal of this session will be to discuss the implications of these results in greater detail. Applied suggestions will be geared toward the discussion of strategies to address the challenges and to further promote the practice of sport psychology within this setting.

LEC-07B

THE IMPLEMENTATION OF A SEASON-LONG ATHLETE LEADERSHIP DEVELOPMENT INTERVENTION: AN EXAMINATION OF ENHANCING HUMAN AND SOCIAL CAPITAL

Ashley Duguay, University of Windsor, Canada;
Todd Loughead, University of Windsor, Canada;
Krista Munroe-Chandler, University of Windsor, Canada

Athlete leadership is defined as an athlete who influences team members towards the achievement of a common goal (Loughead et al., 2006) and is critical for achieving effective team functioning and performance (Bucci et al., 2012; Gould et al., 2002). Despite research documenting the importance

of including all team members in leadership development training and suggesting that all athletes can lead (Crozier et al., 2013; Price & Weiss, 2011), theoretically grounded and empirically tested athlete leadership development programs are not common in the research literature. Thus, the purpose of the current study was to develop, implement, and examine a season-long athlete leadership development program. A total of 27 intercollegiate athletes ($M_{age} = 20.30$, $SD = 2.07$) were assigned to either a rookie ($n = 7$), emerging ($n = 11$), or veteran ($n = 9$) leader group based on their year of tenure. Each group participated in four workshops over the course of a season focused on the development of both human capital (i.e., the development of an individual's ability to be effective in leadership roles and processes) and social capital (i.e., the development of the collective to be effective in leadership roles and processes). In terms of athlete leaders developing human capital, results indicated significant increases from pre- to post-intervention in eight of 10 leader behaviors. In terms of social capital, results demonstrated significant increases in ratings of task-involving climate, team integration, personal development, and team performance as well as a significant decrease in ratings of ego-involving climate from pre- to post-intervention. The findings of the current study provide researchers, sport psychology consultants, and coaches with important information regarding the effectiveness of this athlete leadership development program in targeting human and social capital development. Further implications pertaining to leadership development efforts will be discussed.

LEC-07C

ELITE SPORT COACHES' ENGAGEMENT WITH SPORT PSYCHOLOGY SERVICES

Lee-Ann Sharp, University of Ulster, UK;
Ken Hodge, University of Otago, New Zealand

Researchers have previously argued the need to consider sports coaches as performers in their own right, and for the development of sport psychology support designed specifically for coaches (eg., Gould et al., 2002; Vealey, 1988). Despite this, it has been noted that coaches' needs for sport psychology support are not typically being addressed in a practical manner (Vernacchia et al., 1996). The purpose of the current investigation was to explore elite coach current engagement and personal use of sport psychology services. Following ethical approval and using a purposeful sampling method, 13 elite male coaches ($M_{age} = 46.67$ years; $M_{years\ coaching\ experience} = 21$ years) participated in individual interviews. Elite coaches have been defined as "those individuals who work with performers on a regular basis who are currently National squad members and perform at the highest level of their sport (e.g. Olympic Games and World Championships; Hanton, Fletcher, & Coughlan, 2005). Recruitment of participants was based on a) coaches meeting the elite criteria, b) having attended at least three elite sport competitions and having provided coaching support to elite athletes who were coaching/ competing at these sport events (e.g., Commonwealth Games, European Championships, summer and winter Olympic Games, World Championships, and/or World Cups). Thematic content analysis was conducted and results highlighted a range of engagement levels of coaches with sport psychology services. Following the scientist-practitioner perspective several practical recommendations will be discussed for practitioners considering working with sport coaches, including: a) individualised support, b) fitting in with the team, and c) coping with dual roles.

LEC-08: Motivation and Self-Perceptions

LEC-08A

THE RELATIONSHIP BETWEEN THE PSYCHOSOCIAL CLIMATE AND SPORT COMMITMENT IN ADOLESCENT ATHLETES: A MULTILEVEL ANALYSIS

Morgan Hall, University of Utah, USA;
Aubrey Newland, University of Utah, USA;
Andrea Stark, University of Minnesota, USA;
Stephen Gonzalez, Digital Consulting Services,
Armstrong State University, USA;
Brian Baucom, University of Utah, USA;
Maria Newton, University of Utah, USA;
Leslie Podlog, University of Utah, USA

Sport commitment is an important construct for understanding persistence in sport. Commitment is the product of sport enjoyment, personal investments, participation opportunities, and social support (Scanlan et al., 2009). However, other factors may influence commitment. Brown and Fry (2013) argue that components of the psychosocial climate – the motivational climate and caring climate – are associated with exercise commitment. The present research extends the aforementioned findings into a sport context. Research that has been conducted in a sport context has primarily used analyses that assume athletes are independent. However, it is likely that athletes on the same team have shared experiences which make them similar. Multilevel modeling takes into account the contextual variable of group membership (Tabachnick & Fidell, 2007). Therefore, the purpose of this study was to examine the relationship between the psychosocial climate (task, ego, caring) and commitment in adolescent athletes accounting for team membership. Three hundred and eighty-five high-school athletes ages 14 to 18 ($M = 15.9$) on 27 teams completed questionnaires measuring the psychosocial climate and sport commitment ($\alpha = .80-.90$). Initial analyses indicated that 22% of the variability in commitment was accounted for by differences between teams. Further analyses revealed two significant main effects: caring climate ($\gamma_{10} = .33, t = 3.48, p = .002$) and task climate ($\gamma_{20} = .15, t = 2.31, p = .02$). Finally, there was a significant team level effect for task climate ($\gamma_{02} = 1.13, t = 2.48, p = .02$). These findings suggest that as individuals' perceptions of task-involving and caring climates increase, commitment is also improved. Additionally, athletes who perceive a more task-involving climate than their teammates also exhibited greater commitment. In an effort to enhance commitment, coaches and sport psychologists may wish to employ a variety of strategies targeted towards the facilitation of a task and caring climate. Such strategies include: emphasizing effort and personal mastery, team cooperation, valuing kindness and respect, learning from mistakes, and keeping sport fun.

LEC-08B

A POSITIVE PSYCHOSOCIAL INTERVENTION'S EFFECT ON COLLEGE WOMEN'S EXERCISE REGULATIONS AND SOCIAL PHYSIQUE ANXIETY

Ana Alvarez, University of North Texas, USA;
E. Whitney Moore, University of North Texas, USA

Edmunds, Ntoumanis, and Duda's (2008) intervention study showed that fostering an autonomy supportive environment in a group exercise class positively influenced individuals' intrinsic motivation. Brown & Fry (2013) also found a task-involving environment to be positively associated with intrinsic



motivation. Caring, giving attention to students and their needs, has also been examined in physical education and group exercise classes (Larson & Silverman, 2005; Moore & Fry, 2014). Therefore, this study examined how a positive psychosocial environment intervention composed of high autonomy support, task-involvement, and caring influenced female college students' behavioral regulations and social physique anxiety (SPA; Hart, Leary, & Rejeski, 1989). We hypothesized that at the end of the semester, participants in the intervention group (N = 73) would report more self-determined regulations and less SPA than participants in the non-intervention group (N = 60). Both the intervention and non-intervention participants reported "agreeing" with experiencing an autonomy supportive, task-involving, and caring environment. A MANOVA analysis comparing participants' perceptions seven weeks into the intervention revealed significant group differences (Wilk's $\lambda = .77$, $F(12,120) = 3.06$, $p = .001$). Compared to the control group, the intervention group reported significantly lower means for autonomy (Intervention = -0.54 , $p = .014$), caring (Intervention = -0.17 , $p = .031$), and SPA (Intervention = -0.29 , $p = .019$). A MANCOVA conducted to assess participants' week 13 responses, after controlling for week 7 values, revealed significant group differences (Wilk's $\lambda = .64$, $F(12,108) = 5.02$, $p < .001$). Specifically, the intervention group differed significantly on intrinsic regulation (Intervention = $+0.23$, $p = 0.007$), extrinsic regulation (Intervention = $+0.25$, $p = .004$), and SPA (Intervention = $+0.16$, $p = .030$). The results suggest that exercise instructors are capable of creating a positive psychosocial environment to enhance students' intrinsic motivation.

LEC-08C

UNDERSTANDING INCARCERATED WOMEN'S MOTIVATION TO EXERCISE

Erica Tibbetts, Temple University, USA;
Michael Sachs, Temple University, USA



Incarcerated women face a number of health problems including weight gain, depression and anxiety, cardiovascular illness, diabetes, and asthma (Horter, 2011; Leddy et al., 2009). Recently, prison administrators and researchers have begun to identify the benefits of exercise in a prison setting; however, a number of barriers exist in implementing exercise programs and in motivating female inmates to attend (Meek & Lewis, 2014).

Semi-structured interviews and survey data were used to explore how incarcerated women perceive the barriers, facilitators, and benefits of exercise. Self-determination theory was used as a framework through which to interpret women's experiences. Data were collected when women enrolled in the program and either when they failed to show up to the program for 2 weeks or graduated (attended 18 classes).

Twenty-four women completed pre-program measures including the Basic Psychological Needs in Exercise Scale (Vlachopoulos & Michailidou, 2006) and Motives for Physical Activity Measure-Revised (Ryan et al., 1997); twelve completed follow-ups (six graduated, six dropped out). On average, women had been in jail for 306 days and gained 37 pounds since entering prison. Women who completed the program had higher levels of relatedness at pre-test (m (sd) = 4.5 ($.62$)) than those who dropped out (m (sd) = 3.75 ($.61$)), $t(16) = -2.46$, $p < .05$. The interviews revealed themes concerning the centrality of weight to women's conception of health, the use of food to manage stress, a lack of access to and education about exercise opportunities, and organizational barriers to exercise inherent in a prison. The interviews confirmed the tenets of SDT are evident within the prison; women discussed their

ability to make choices (autonomy), the desire to feel good at exercise (competence), and the importance of exercising with like-minded individuals (relatedness). This study demonstrates how exercise interventions can be successful in criminal justice settings.

LEC-08D

THE RELATIONSHIP BETWEEN EXPERIENCE AND MENTAL TOUGHNESS IN DISTANCE RUNNERS

Ashley Samson, California State University, Northridge, USA;
Greg Young, James Madison University, UK;
Duncan Simpson, Barry University, USA

Over the past decade, participation in running events has increased over 70% to a record of nearly 42,000,000 individuals, which has led industry leaders to call this time period "the second running boom" (Running USA, 2014). Individuals who participate in these events voluntarily often expose themselves to physical and psychological distress on a regular basis, thus it is crucial that runners be able to effectively cope with these stressors in order to be successful. One construct that researchers have identified as critical in overcoming physical and mental stressors for successful outcomes during performance situations is mental toughness. Recent research (Connaughton et al., 2010) has suggested that mental toughness is something that is developed through a long-term process over years of experience as an athlete learns to cope with the stress of the sport. Therefore, the purpose of this study was to explore the relationship between mental toughness and several demographic variables associated with experience in order to better understand how practitioners might better develop mental toughness in athletes. 1257 runners (607 males, 646 females) agreed to complete an online battery of tests which included several demographic variables and Sport Mental Toughness Questionnaire (SMTQ; Sheard, Golby, & van Wersch, 2009). Multiple regression analyses revealed that the number of years running was a significant predictor of mental toughness (in addition to gender, current participation level, and longest distance run), but not the age of the athlete ($F = 16.39$, $p = .000$). These results support the notion that mental toughness is a skill that is developed over time actually doing the task rather than something that is simply picked up as part of life experience (i.e. deliberately, and much like other mental skills). Implications from this study provide practitioners with useful information for interventions aimed at increasing mental toughness in athletes.

LEC-09: Novel Applications (Music, Dance, Military)

LEC-09A

UNDER THE BIG TOP: AN EXPLORATORY ANALYSIS OF PSYCHOLOGICAL FACTORS INFLUENCING CIRCUS PERFORMERS

Alexandra Ross, Front Range Community College, USA;
Jamie Shapiro, University of Denver, USA

There is a substantial body of literature addressing psychological experiences of performers in sport domains; however, there is a paucity of literature exploring the psychological experiences of performers in other domains, especially circus arts. This study was designed to be an exploratory investigation of the mental challenges faced by

circus performers as well as mental strengths that contribute to performance excellence. The researcher hoped to gain: (a) a general insight into the mental side of circus arts, (b) insight into some of the differences that might exist between specific domains within circus arts, and (c) differences between circus arts and sports. Participants ($n = 4$) consisted of 2 aerialists and 2 clowns/mimes. Participants each engaged in a 30-60 minute semi-structured interview about the mental aspects of practice and performance. Results showed that mental skills such as confidence, concentration, energy management, and emotional management are considered integral to success in circus arts. Results also reflected unique differences that exist between clowns/mimes, aerialists, and sport domains, such as the ability to embody emotions and connect with the audience. Future research should explore phenomena more systematically as well as continue to examine the unique differences that exist between circus arts and other performance domains.

LEC-09B

EXAMINING THE PROGRAM EFFECTIVENESS OF A MENTAL SKILLS TRAINING INTERVENTION WITH ARMY BASIC COMBAT TRAINING SOLDIERS

Aspen Summerlin, Fort Jackson CSF2TC, USA;
Scott Barnicle, Comprehensive Soldier, Family Fitness

@ Ft. Jackson, USA;
Alexis DeVries, USA;
John Evans, SOCEP, USA;
Richard Harris, CSF2, USA;
Treva Anderson, CSF2-TC, USA;
Sarah Anderson, DCS / US Army, USA

Ft. Jackson Army Training Center in Columbia, SC trains upwards of 36,000 Basic Combat Training (BCT) Soldiers each year, equaling roughly 50 percent of the men and women entering the Army annually. Driven by results from a BCT mental fitness study in 2012, the Comprehensive Soldier and Family Fitness Training Center (CSF2-TC) at Ft Jackson implemented a 10-week Mental Skills Training program during BCT for Trainees ($n=3200$) from 12 units, primarily focused on improving rifle marksmanship (RM) qualification and the Army Physical Fitness Test (APFT) scores. In this current study, initial training was conducted in traditional classroom settings, followed by in-milieu field training to further individualize skill application. In addition, Drill Sergeants, during their own institutional training, received eight hours of MST, followed by in-field application, to draw on a systems approach to MST (Sacks, Tenenbaum, & Pargman, 2006, Chapter 3) for BCT trainees. Drill Sergeants are taught to apply MST to their own performance and then instructed how to utilize MST in their training of BCT trainees and to reinforce the training given by the CSF2-TC (Reivich, Seligman, & McBride, 2011). The MST program targeted the sport psychology skills of goal setting, energy management, attention control, and imagery (Birrer & Morgan, 2010). A comparison of means revealed units receiving the MST program qualified greater number of elite shooters (Expert & Sharpshooters; 42.93%) compared to control units (37.90%), and moderate improvement on trained units' APFT scores across the cycle (30.1% versus 27.9% improvement). These results suggest effectiveness of the MST program on targeted BCT performances and support CSF2's mission within BCT at Ft. Jackson. Future CSF2 training objectives will aim to decrease attrition and refusal to train rates, and enhance Soldier readiness and resilience across the Army.

LEC-09C

APPLIED PERFORMANCE PSYCHOLOGY WITH INJURED AND UNDERPERFORMING ARMY BASIC COMBAT TRAINING SOLDIERS: UNDERSTANDING ENGAGEMENT AND SKILL APPLICATION

Treva Anderson, CSF2-TC, USA;
Scott Barnicle, CSF2, USA;
Sarah Anderson, DCS / US Army, USA;
John Evans, SOCEP, USA

The Ft. Jackson Fitness Training Unit (FTU) consists of Basic Combat Training (BCT) Soldiers who either failed to meet Army standards on their Army Physical Fitness Test (APFT) or who have recovered from an injury sustained during the 10-week BCT course. This study aimed to evaluate the understanding, use, and application of sport psychology skills (Birrer & Morgan, 2010; Burton & Raedeke, 2008; Weinberg, 2008) during Soldiers' ($n=512$) time at the FTU. Comprehensive Soldier and Family Fitness (CSF2) trainings at the FTU focus on sport psychology skills to prepare Soldiers mentally for the APFT. Soldiers were exposed to sport psychology training via individual mastery sessions, small group classes, and/or large classroom settings. These trainings emphasized traditional mental skills (goal setting, energy management, etc.; Burton & Raedeke, 2008), both for skill mastery and performance application. Soldiers' time at FTU varies significantly between one (common) and twenty-four weeks (rare) depending on situation. The amount of exposure to CSF2 training was at the core of this study, examining differences in reported engagement, skill use and effectiveness, and performance between low (0-4 trainings) and high (5+ trainings) training exposure groups. A multiple analysis of variance (MANOVA), coupled with a comparison of means demonstrated significant differences in future use of sport psychology skills ($p = .03$), deliberate practice of skills before APFT performance ($p = .05$), feelings of positive impact on APFT performance ($p = .007$), and performance outcome success between low (41.6% pass rate) and high exposure (52.9% pass rate) groups. These findings, supported by qualitative data from participants, highlight the impact which consistent exposure to and participation in sport psychology trainings can have on engagement and overall APFT performance.

LEC-09D

ASSESSING PSYCHOLOGICAL READINESS AND STRESS COPING BEHAVIORS IN U.S. ARMY SOLDIERS: RELATIONSHIPS WITH PHYSICAL PERFORMANCE IN HAND-TO-HAND COMBAT TRAINING

Peter Jensen, Center for Enhanced Performance, USA;
Michael Pickering, College of Health Sciences &
Public Health - Eastern Washington University, USA;
Ryan Hill, Department of Physical Education - US Military Academy, USA;
Cameron Turner, Department of Physical Education -
US Military Academy, USA;
Daniel Lorenzen, Department of Physical Education -
US Military Academy, USA

The link between sport-related psychological skills and performance in military contexts is beginning to emerge within empirical literature (Hammermeister, Pickering, McGraw, & Ohlson, 2010). Additionally, other empirical studies with military populations offer promising findings regarding the relationship between coping behaviors and performance during stressful

events (Delahajj, van Dam, Gaillard, & Soeters, 2011). Military training offers a venue for empirical research to examine psychological skills and coping behaviors as related to performance in an applied setting. This study's purpose was to examine: (a) the relationship of perceptions of mental readiness with performance, and (b) the role of coping strategies used when encountering stress during performance. Our sample consisted of 213 U.S. Army participants enrolled in a 20-hour hand-to-hand combat training course (11.7% female, 69.5% Caucasian, mean age = 21.03). Following Institutional Review Board approval the psychological readiness dimensions were examined with a questionnaire prior to a graded event in which participants competed against each other using combat sport skills (e.g., jiu-jitsu). Participants also completed a post-event questionnaire that measured coping behavior along the dimensions of task- and emotion-focus. Results demonstrated that both self-perceptions of readiness and coping strategies accounted for meaningful and statistically significant amounts of variance in performance scores. Additionally, an explanatory model was tested whereby readiness was considered an antecedent of performance, and coping style was considered a potential mediator of the observed relationship between readiness and performance. Findings were consistent with stress and coping theory that suggest those with higher self-appraisal of capacity to deal with expected stressful events will tend more toward a preferred task-focused coping, and perform better. Findings lend support to the notion that preparing individuals to enter stressful physical performance situations with stronger psychological readiness/mental skills may enhance performance, at least partially by facilitating effective stress coping.

LEC-10: Youth Sport

LEC-10A

DIAGNOSTICS OF PSYCHOLOGICAL CHARACTERISTICS IN EARLY ADOLESCENCE: HOW MUCH INFORMATION DO WE GAIN WITH REGARD TO TALENT'S FUTURE SUCCESS?

Oliver Höner, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany;

Philip Feichtinger, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany;

Florian Schultz, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods, Germany

Psychological characteristics are considered to be important for youth athletes' development. This study examines the prognostic relevance of soccer U12-players' psychological characteristics with regard to the achieved performance level in U16.

The sample consists of 2,677 U12-players of the German soccer talent development program (top 4% of all eligible players). Self-report questionnaires captured 17 personality characteristics addressing the areas of motivational dispositions, volitional skills/deficits, self-referential cognitions and competition anxiety. The questionnaires were implemented as an Internet-based survey and demonstrated satisfactory psychometric properties in terms of reliability and validity. With regard to the applied focus of this study, we contrast players with high (percentile rank $PR > 80$) and low ($PR < 20$) values in the personality characteristics. As the criterion for

future success, we assess the players' performance level four years later by examining whether the individuals were selected for professional clubs' youth academies (about 9% of the sample reached this level).

The results reveal the prognostic relevance of most characteristics. In particular, U12-talents with high values in 'hope for success' (achievement motive), 'self-optimization' (volitional skill) and 'self-concept' had a significant higher chance of becoming an academy player compared to U12-players with low values ($2.35 \leq OR \leq 2.79$). With regard to more dysfunctional characteristics, players with low 'fear of failure' (achievement motive), 'lack of initiation' (volitional deficit) and 'worry' (anxiety) had more success than players with high values ($1.81 \leq OR \leq 2.17$).

In conclusion, the empirical evidence of the characteristics' prognostic relevance strengthens the claims for additional psychological support in talent development programs. As transfer into practice, today nearly 20 youth academies in Germany conduct the psychological diagnostics. The results are edited in terms of nationwide reference values, which can be used by the academies' sport psychologists for supporting their talents' consulting (but not for talent selection).

LEC-10B

CORE BELIEFS IN THE MENTAL TOUGHNESS OF SUB-ELITE ADOLESCENT FEMALE HOCKEY PLAYERS

Stephen Walker, University of the Free State, South Africa;
Petrus Nel, University of the Free State, South Africa

Aim: The study aimed to develop and test a theoretical model of the manner in which core beliefs are related to mental toughness via conscientiousness, emotional reactivity and self-confidence. **Design:** A cross-sectional non-experimental design was employed. **Method:** Convenience sampling was used to recruit 486 sub-elite adolescent female hockey players (Mage = 16.18 years; SD = 1.147) at national under-16 and under-19 inter-provincial hockey tournaments in South Africa. Participants completed the Child and Adolescent Scale of Irrationality (CASI), Sports Mental Toughness Questionnaire (SMTQ), Conscientiousness scale of the NEO Five Factor Inventory (NEO-FFI), Trait Robustness of Sports-Confidence Inventory (TROSCI) and the Emotional Reactivity Scale of the Resiliency Scales for Children and Adolescents. The proposed theoretical model was explored using variance-based structural equation modelling (SEM). **Results:** The proposed model accounted for 51% ($R^2 = .5141$) of the variance in the participants' mental toughness. All pathway coefficients, with the exception of the association between conscientiousness and self-confidence ($\beta = .07$; $t = 1.45$), were statistically significant. Irrational thinking demonstrated negative associations with conscientiousness ($\gamma = -.30$; $t = 5.81$) and self-confidence ($\gamma = -.31$; $t = 6.64$), while being positively related to emotional reactivity ($\gamma = .57$, $t = 17.82$). Emotional reactivity was negatively associated with self-confidence ($\beta = -.30$; $t = 6.44$), conscientiousness ($\beta = -.12$; $t = 2.14$) and mental toughness ($\beta = -.18$; $t = 4.46$). Conscientiousness ($\beta = .38$; $t = 9.94$) and self-confidence ($\beta = .39$; $t = 9.68$) were both positively related to mental toughness. **Conclusion:** Irrational core beliefs are negatively related to self-confidence and conscientiousness, which are, in turn, positively associated with mental toughness. Conversely, irrational beliefs are positively associated with emotional reactivity, which is negatively related to mental toughness. Core beliefs thus appear to underpin mental toughness via their association with conscientiousness, self-confidence and emotional reactivity.

LEC-10C

CHILD, PARENT, AND COACH EXPERIENCES OF STRESS IN YOUTH SWIMMING

*Francesca Hayward, Swansea University, Wales;
Camilla Knight, Swansea University, UK;
Stephen Mellalieu, Swansea University, UK*

Involvement in sport has the potential to cause athletes, coaches, and parents to experience stress. However, the extent to which experiences of stress are shared within the athlete triad is relatively unknown. The purpose of this study was to examine the stress process among youth swimmers, their parents, and coach within the context of training, tapering, and competition. To address this purpose a case-study design was employed. Five female swimmers, one of their parents, and their coach completed daily diaries for six weeks and up to three semi-structured interviews. Data were analyzed through inductive content analysis. During training and tapering, the key demands encountered by parents, coaches, and swimmers were organizational. Some demands, such as travel and session attendance, were shared between parents and swimmers. Primary appraisal patterns of threat/harm were associated with these organizational demands, with parents and swimmers citing concerns of demands effecting squad positions and progress towards qualifying times. Participants utilized various coping strategies, such as seeking social support, distancing, and lift sharing. During the competition phase rivalry and performance expectations were common competitive demands experienced by parents and swimmers. Participants appraised these demands as harmful/threatening and perceived less control than during the training and tapering phases. Overall, the findings highlighted a number of stressors that were shared between parents and swimmers. However, coaches' stress experiences appeared to have less influence on parents or swimmers. The findings highlight the critical need for applied practitioners to understand the parent-child relationship and to fully consider how parents and children are influencing each other within youth sport contexts. Further, practitioners might benefit from working directly with all members of the athletic triad to most effectively enhance the experiences of children, parents, and coaches.

LEC-10D

THE FUN MAPS PATTERN-MATCHED ACROSS SEX, AGE, AND COMPETITION LEVEL: GENDER AND DEVELOPMENTAL ASSUMPTIONS DEBUNKED

*Amanda Visek, The George Washington University, USA;
Heather Manning, The George Washington University, USA;
Avinash Chandran, The George Washington University, USA;
Sara Achrafi, Boston University, USA;
Lauren Beckley, The George Washington University, USA;
Karen McDonnell, The George Washington University, USA;
Loretta DiPietro, The George Washington University, USA*

A range of competitive sport environments is provided for children, from all-inclusive recreational programs to highly select travel programs (Coakley, 2001). Within these programs, children are matched in physical maturation by sex (girls, boys) and age (U8-U19; Tillman et al., 2010). To ensure continued participation in childhood and throughout adolescence, programs must be designed to meet children's psychosocial need for fun (Visek et al., 2015). To date, pattern-matching analysis (Kane & Trochim, 2008), useful for elucidating within and between group differences, had not been applied to the fun integration theory's FUN MAPS (BLINDED, 2015).

Informed by youth sport stakeholders, the FUN MAPS are pictorial blueprints that display 81 fun-determinants within an 11-factor solution (i.e., being a good sport, trying hard, positive coaching, learning and improving, game time support, games, practice, team friendships, mental bonuses, team rituals, and swag). The purposes of this study were to apply pattern-matching analysis to determine: (a) how children's (n = 142) perceptions of the relative importance of the 11 fun factors evolves throughout their development; and (b) how children's perceptions compare to adults (parents, n = 57; coaches, n = 37). Results indicate remarkably high degrees of consensus among children (r's = .90-.97), regardless of sex (girls vs. boys), age (younger vs. older), and competition level (recreational vs. travel). Among children and parents, consensus was also high (r = .93). However, consensus was significantly lower (p < .001) among older children and coaches (r's = .64-.71) compared to their younger counterparts (r's = .89-.90). Results are displayed using sophisticated, illustrative ladder graphs and significant effect sizes of difference are identified. Novel findings are discussed relative to the gender differences and similarities hypotheses and prevailing developmental assumptions that have long guided organized youth sport. Evidence-based best practices for enhancing children's sport experiences and optimizing fun are forwarded.

LEC-11: Social and Cultural Diversity

LEC-11A

MALE AND FEMALE CROSS COUNTRY RUNNERS' EXPERIENCES OF STREET HARASSMENT

*Emily Roper, Sam Houston State University, USA;
Katherine Polasek, SUNY Cortland, USA*

Street harassment (SH) is defined as unwanted interactions in public spaces between strangers that are motivated by a person's actual or perceived gender, sexual orientation, or gender expression (Kearl, 2010). SH includes honking, whistling, flashing, verbal harassment, evaluative comments, and following (Kearl, 2010). SH can cause the harassed individual to feel less safe in public places and limit her/his time there. It also has the potential to cause emotional and psychological harm. While both women and men report experiencing SH, women experience SH more than men (Stop Street Harassment, 2014). Men who identify as gay, bisexual or transgender have been found to experience more harassment than men who identify as heterosexual. The majority of research has focused on women's experiences of street harassment on public transportation and urban streets (Kearl, 2014). No research has examined the experiences of street harassment among women or men who train outdoors. The purpose of this study was to examine the experiences of street harassment among male and female collegiate cross country runners. Focus group interviews were conducted with Division I male and female cross country runners. All interview data was analyzed following procedures outlined by Corbin and Strauss (2007). The following themes represent the participants' experiences of SH: nature of SH, normalization and frequency, emotional and psychological toll, fear of escalation, proactive responses, and impact on access to physical space. SH was found to be a regular occurrence for the participants; for women in particular, SH caused them to feel less safe training in certain environments. The findings of this study present important, seldom considered, information on the challenges associated with training outdoors. For sport and exercise psychology professionals, such information

is important to understand as such experiences have the potential to negatively impact athletes' access to physical space, their mindset, and performance.

LEC-11B

BODY IMAGE CONCERNS OF FEMALE COLLEGIATE ATHLETES IN THEIR SPORT UNIFORM

Emily Lauer, University of Tennessee, USA;
Rebecca Zakrajsek, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA;
Matthew Bejar, University of Tennessee, USA;
Tiana McCowan, Oklahoma Panhandle State University, USA;
Scott Martin, University of North Texas, USA

Research has suggested that the body types female athletes need to succeed in sport often conflict with normalized feminine body standards (Cole, 1993). Sport uniforms influence body image by magnifying female athletes' awareness of their physique (Greenleaf, 2002) and creating a platform for comparison among other athletes and the female societal body ideal (Feather, Ford, & Herr, 1996; Krane, Waldron, Michalenok, & Stiles-ShIPLEY, 2001). Recently, female collegiate volleyball players reported that their revealing uniforms contributed to decreased body esteem and were a distraction during their on-court performance (Steinfeldt, Zakrajsek, Bodey, Middendorf, & Martin, 2013). In the current study, 18 National Collegiate Athletic Association (NCAA) Division II female student-athletes from four sports (five basketball, three cross-country, five softball, five volleyball) were interviewed about their perceptions of sport uniforms and their role in performance. The use of Consensual Qualitative Research (CQR; Hill, Thompson, & Williams, 1997) procedures revealed four domains that aligned with a developmental process: (a) prepubescent perceptions regarding uniform; (b) "transition to puberty" perceptions regarding uniform; (c) college perceptions regarding uniform; and (d) advice based on experience. Results suggested that perceptions of uniforms transition from being "not even thought about" pre-puberty to being more "gendered" during a critical time in female athletes' development; many participants described comparisons of their pubescent body with the "ideal female athlete body" as well as a heightened body awareness such as noticing the size of one's own legs in comparison to other female athletes. Participants also described going through a process of feeling discomfort, normalizing, and accepting their uniform in order to continue participation moving into college. In addition, participants expressed feeling confident in their uniforms when they felt that they had achieved a fit and in-shape "female athlete body." Implications for sport psychology professionals working with female student-athletes are also put forth.

LEC-11C

FEMALE ATHLETE PERCEPTIONS OF GENDER IDENTITY AND SEXUAL VICTIMIZATION

Marina Galante, Miami University, USA;
Rose Marie Ward, Miami University, USA

There is a disproportionately high rate of sexually victimized women across college campuses (Fraklin, Bouffard, & Pratt, 2012). The most common theoretical model ascertains that sexual aggressors belong to peer groups that value masculinity and sexual objectification of women (Schwartz & DeKeseredy, 1997). Masculinity has also been associated

with sexual coercion, rape inclination, rape-supportive social relationships, and sexual assault (Humphrey & Kahn, 2000; Vega & Malmuth, 2007). The purpose of the present study is to examine gender identity, perceptions of rape, and sexual victimization experiences in female collegiate athletes ($n = 209$). Participants were 635 women from 12 small and mid-sized Midwest and Northeastern universities. Females completed an online survey comprised of the BEM Sex Role Inventory (Bem, 1974), the Illinois Rape Myth Acceptance Scale (Payne, Lonsway, & Fitzgerald, 1999), and the Sexual Experience Survey (Koss, Gidycz & Wisniewski, 1987). Female athletes showed a significantly higher masculine identity than non-athletes $t(576) = 6.32, p < .01$; female athletes also illustrated significantly higher perceptions of the following rape myths; "He didn't mean to" $t(609) = 2.13, p < .05$, "She wanted it" $t(607) = 2.24, p < .05$, and "She lied" $t(606) = 2.74, p < .01$. Additionally, a chi-square analysis revealed that female athletes were significantly less likely to have been raped than non-athlete females $\chi^2(1, N = 617) = 9.04, p < .01$. These findings may provide additional evidence of the association between masculine identity and the normalization of rape and sexual violence. The lack of abuse within women athletes may perpetuate the belief in certain rape myths, but more research is necessary to understand if athletics desensitizes women to aggression and violence. It is apparent that female collegiate athletes should be considered a target population for education regarding sexual assault and victimization.

LEC-12: Injury/Trauma/Rehabilitation

LEC-12A

WHEN TO MAKE THE CALL: INVESTIGATING ATHLETIC TRAINERS' REASONS AND PROCEDURES FOR PSYCHOSOCIAL REFERRAL

Ashley Coker-Cranney, West Virginia University, USA;
Marc Cormier, University of Kentucky, USA

Certified athletic trainers (ATs) are required to demonstrate competency in the psychological aspects of sport injury (NATA, 2011). This competency is intended to enhance the overall wellbeing of an injured athlete, including his/her psychological health and physical rehabilitation (Neal et al., 2013). However, even well-trained ATs may lack the competence to ethically assist athletes with the psychosocial processes that often accompany athletic injury, leading to periodic referrals to qualified professionals (Neal et al., 2013). Presently, only scant research exists regarding referral reasons and procedures (e.g., Clement et al., 2013). Thus, the purpose of this study was to explore the common reasons for psychological-based referrals and examine referral procedures of ATs. A sample of 326 ATs completed a web-based questionnaire regarding their comfort and perceived competence making psychosocial referrals, estimation of referrals made, reasons for referrals, and existing referral procedures. On average, ATs reported feeling "comfortable" making psychosocial referrals, despite only 61.3% of participants reporting ever making a referral. Moreover, only 50% had a referral procedure in place. Thematic content analysis revealed the most common reasons for referrals were depression/depression-like symptoms ($n = 73$) and disordered eating ($n = 55$). Remaining reasons for referral included non-injury related concerns, such as family/relationship issues ($n = 20$) and pre-existing mental health concerns ($n = 12$). Referral procedures ranged from direct (e.g., to sport psychology professionals) to indirect (e.g., via supervising AT). These findings support previous research (e.g., Clement & Shannon,

2009) that ATs serve an important role as “front-line counselors,” leading to the recognition of psychosocial distress that may otherwise go unnoticed. However, the finding that only two thirds of those surveyed actually made psychosocial referrals and half had referral procedures in place indicates that more work is needed to establish a consistent network to protect the physical and psychological well-being of athletes.

LEC-12B

GOING BEYOND PHYSICAL REHABILITATION: AN ASSESSMENT OF CERTIFIED ATHLETIC TRAINERS’ ABILITIES IN PSYCHOSOCIAL STRATEGIES AND REFERRAL

Marc Cormier, University of Kentucky, USA;
Sam Zizzi, West Virginia University, USA

The importance of considering an athlete’s psychosocial concerns during injury rehabilitation has gained significant empirical attention in recent decades (Neal et al., 2013). Specifically, research has revealed that the majority of certified athletic trainers (ATs) report symptoms of psychological distress in athletes, using psychosocial strategies during rehabilitation, and making frequent psychological-based referrals (Clement et al., 2013). However, little is known regarding ATs’ abilities in appropriately integrating these psychosocial concepts within the rehabilitation process. Therefore, this study’s purpose was to address this gap by assessing ATs’ skills in psychological symptom identification, intended course of action, and identification of need for referral with athletes experiencing varying degrees of psychological distress. Using the NATA’s professional member database, 2998 ATs were randomly invited to participate. A total of 494 or 16.5% (age = 34.7 ± 10.8 years; experience = 11.3 ± 9.9 years) completed the web-based questionnaire. This questionnaire assessed ATs’ abilities to identify psychological symptoms, match psychosocial strategies (e.g., imagery, PMR, goal setting, etc.), and make referral decisions for three separate athletes presented in case vignettes. Results indicated that ATs demonstrated high accuracy in symptom identification and making referral decision, but struggled in identifying appropriate psychosocial strategies for athletes. Stepwise regression analyses revealed that as ATs reported specific coursework in sport psychology, they were better able to accurately identify symptoms across all cases ($\beta = .17, p < .01$), and those ATs with more experience reported lower accuracy scores in their intended course of action ($\beta = -.13, p < .05$). Overall, by using a case-based approach, results provided important new insights on ATs’ knowledge and abilities to apply sport psychology concepts in practical settings. Findings also continue to highlight the inclusion of specific coursework that focus on applied areas of sport psychology, in an effort to enhance overall well being of athletes.

LEC-12C

EFFECTS OF A PSYCHOEDUCATIONAL CD-ROM ON REHABILITATION PROCESSES AND OUTCOMES AFTER ACL SURGERY

Britton Brewer, Springfield College, USA;
Allen Cornelius, University of the Rockies, USA;
Judy Van Raalte, Springfield College, USA

Psychological interventions (e.g., goal setting, modeling, relaxation/guided imagery, stress inoculation training) have been found useful in enhancing rehabilitation processes

and outcomes after knee surgery (Cupal & Brewer, 2001; Maddison, Prapavessis, & Clatworthy, 2006; Ross & Berger, 1996; Theodorakis, Malliou, Papaioannou, Beneca, & Filactakidou, 1996). The purpose of this study was to examine the effects of a psychoeducational CD-ROM on rehabilitation processes and outcomes after ACL surgery. Participants were 39 men and 30 women scheduled for ACL surgery who completed measures of kinesiophobia, mood, pain, and subjective knee symptoms and functional disability and were randomly assigned to experimental and control conditions prior to surgery. Participants in the experimental group (n = 34) received an interactive multimedia CD-ROM that incorporated elements of psychological interventions such as goal setting, modeling, preparatory information, and relaxation/guided imagery, whereas participants in the control group (n = 35) received a pamphlet containing information about ACL surgery and rehabilitation. Participants were asked to report on their home exercise completion and complete the measures of kinesiophobia, mood, pain, and subjective knee symptoms and functional disability at monthly intervals for the first six months after surgery. Indices of knee laxity and range of motion were administered six months after surgery. Results indicated that compared to the control group participants, experimental group participants reported significantly less pain three months after surgery and significantly less kinesiophobia four months and five months after surgery. No other significant group differences were found. The findings suggest that a low-cost means of presenting psychological interventions to ACL surgery patients via multimedia can have a favorable effect on selected rehabilitation process variables.

LEC-12D

COACHES’ PERCEIVED ROLES AND BEHAVIORS WITH SPORT-RELATED CONCUSSIONS

Jeff Caron, McGill University, Canada;
Gordon Bloom, McGill University, Canada;
Andrew Bennie, University of Western Sydney, Australia

Concussions are one of the most contentious issues in sport and have concerned stakeholders at all levels due to the short- and long-term consequences associated with the injury (e.g., Caron, Bloom, Johnston, & Sabiston, 2013). Researchers have found that some athletes underreport concussions (Kroshus, Baugh, Daneshvar, & Viswanath, 2014), which has implications for athletes, their families, as well as their coaches. Amidst the growing concern and public awareness of concussions, coaches have been under increasing pressure to manage concussions properly. The purpose of this study was to gather coaches’ insights on their perceived roles and behaviors with concussions, including the measures they have taken to create a safer sporting environment. Six male and two female high school coaches participated in individual interviews and the data were analyzed using a hierarchical content analysis (Côté, Salmela, Baria, & Russel, 1993; Sparkes & Smith, 2014). The inductive analysis revealed higher-order categories that were labeled Coaches’ Roles with Concussions and Recommendations for Concussion Education. Results from this study indicated that coaches felt they were aware of the dangers associated with concussion injuries so they spent more time teaching and reinforcing safety techniques during practices and competitions. Another one of the coaches’ perceived roles with concussions involved communicating with athletes and encouraging them to accurately report concussion symptoms. Due to their concerns about the injury, participants also forwarded a number of recommendations to improve efforts to educate coaches about concussion safety.

The current findings are of interest to coaches at all levels because the results provide practical coaching insights aimed at fostering a safe and supportive sport environment.

LEC-13: Elite Performance

LEC-13A

IMPLEMENTING A THEORY-BASED COACHING AND CONSULTING APPROACH WITH THE GERMAN NATIONAL BADMINTON TEAM

Sebastian Brueckner, Saarbruecken Olympic Training Center, Germany;

Anne Berner-Bratvogel, NPO Supporting Skill and High-Achiever Development, Germany;

Jacob Øhlenschläger, German Badminton Association, Germany

After the London 2012 Olympics, the German Badminton Association (GBA) made some changes regarding the coaching staff at their National Training Centers (NTC). Additionally, the new coaches focused on putting into practice a more structured approach to performance consulting (GBA, 2013). Coaching and consulting programs to develop performance excellence through self-regulation skills were set up. The scientist-practitioner approach in these programs is informed by Personality Systems Interaction (PSI) theory (Kuhl, 2000). Diagnostic tools used in the programs are the Volitional Components Inventory (VCI) and Evolvement Oriented Scanning (EOS) (Kuhl et al., 2006). With a focus on career transition and planning, initial counseling for GBA athletes transferring to the NTC is based on Kuhl's VCI. For senior athletes entering Olympic qualification, the more sophisticated EOS is used. For current national coaches as well as aspiring elite level coaches the EOS also serves as a resource in a "coach the coach" approach. Presenters will discuss the core concept of PSI theory and how it is relevant to performance consulting in athletic settings (Kuhl & Beckmann, 1994). From the core of PSI theory – the interaction of four distinct brain areas – a circular model of action can be derived: Goal Setting (Extension Memory), Planning (Intention Memory), Acting (Intuitive Behavior Control) and Evaluation (Object Recognition). This circular model of action is based on self-regulation processes modulated by positive and negative affect (Kuhl, Kazen & Koole, 2006). Athlete and coach perspectives on this model for the development of performance excellence through self-regulation will be shared. Additionally, practitioners, who consult on motivational issues, will learn about the advantages EOS assessment offers. Assessment results are used for comparison of conscious vs. unconscious motive strengths on the dimensions of power, achievement, and relationship, holding much potential for holistic performance development of elite performers.

LEC-13B

MENTAL SKILLS IN ELITE RUGBY REFEREEING

Ken Hodge, University of Otago, New Zealand

Referees/officials/umpires are viewed as being critical members in elite sport and are regarded as performers in their own right (Phillips et al., 2009; Slack et al., 2013). This study focused on decision-making skills and other mental skills perceived as necessary for elite Rugby Sevens referees. The research

population was nine (9) elite referees in the IRB (International Rugby Board) squad of elite Sevens referees; from six different countries. These elite referees were interviewed (in-depth, semi-structured interviews) regarding their decision-making skills and other mental skills they perceived as being necessary for elite referees. Ethical approval was received from the author's university ethics committee. A thematic content analysis (Riessman, 2008) revealed four key themes regarding decision-making skills for elite Rugby Sevens referees: (i) knowledge of laws/rules, (ii) sport intelligence (reading the game, tactical awareness), (iii) contextual judgement (clear & obvious; manifest consequences), and (iv) decisional focus (positive – focus on players adhering to the laws vs. negative – focus on players infringing the laws). In addition six themes emerged regarding other mental skills for elite referees: (i) mental toughness (coping with pressure; decisions being challenged; performance evaluations; resilience), (ii) role specificity (referee vs assistant referees; team of three); (iii) communication skills (verbal delivery; body language), (iv) effective game management (assistant referees and players), (v) pre-match/game mental preparation, and (vi) post-match evaluation (honest self-appraisal; coping with criticism). Adopting a scientist-practitioner approach, practical recommendations are offered for sport psychology practitioners working with elite level referees/officials.

LEC-13C

BEHIND THE VISOR: A QUALITATIVE EXPLORATION OF THE PSYCHOLOGICAL SKILLS USED BY FORMER FORMULA ONE RACE CAR DRIVERS

Brett Gordon, Temple University, USA

Formula One race car driving is an incredibly demanding sport, both physiologically and psychologically (Backman, Häkkinen, Ylinen, Häkkinen, & Kyröläinen, 2005). Race car drivers competing in Formula One in the first decades since its establishment in 1950 faced much more risk inherent in competition than current drivers (Watkins, 2006), 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. Although drivers competing in previous eras of Formula One often did not have many opportunities to work with sport psychologists, the drivers dealt with similar psychological demands requiring similar psychological skills. A qualitative, exploratory, and phenomenological research study was performed, wherein nine former Formula One drivers, who competed from 1968 to 1986, were interviewed using a semi-guided interview format. The interview targeted the psychological skills the drivers 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. Themes and sub-themes emerged, such as how the drivers prepared for races, how they managed the dangers of their sport, and their use of psychological skills such as goal-setting, arousal regulation, imagery, self talk, and concentration. Drivers also discussed their perceptions towards working with a sport psychologist. Findings from this research may guide consultants working with race car drivers and/or consultants working with other populations that have similar psychological and physical demands.

LEC-13D

TRANSITION FROM COLLEGIATE TO PROFESSIONAL TENNIS: TRANSITIONAL PERIODS, CHALLENGES, AND IMPLICATIONS

*Jacob Jensen, California State University-Northridge, USA;
Leslee Fisher, University of Tennessee, USA*

In this study, the researchers focused on the experiences of 10 former NCAA Division-I collegiate tennis players who had transitioned to the ranks of professional tennis and were competing on the ITF Pro Futures Tour. Limited research has focused on players competing on this tour or on the transition of former top level NCAA players to professional tennis. This qualitative study included data collected through participant observation, field notes, and semi-structured interviews. Three distinct transitional periods emerged from the data as players moved from college to professional tennis, settled into the life of competing on the tour full-time, and either moved up to the next level of professional tennis or moved out of tennis. Five overall themes emerged across these transitional periods: the impact of experience on the players' lives, the uncertainty they experienced, the mental discipline necessary to succeed, the support they needed, and the urgency they constantly felt. The study provides increased understanding of the transitions and challenges former collegiate tennis players face in competing professionally and has important implications for sport psychology practitioners working with athletes transitioning between different levels of sport, especially from Division I collegiate sports to the professional levels. Sport psychology practitioners can play an important role in helping athletes transition from the structure, environment, and social support of collegiate athletics to the challenges of professional competition. The study identified the importance of players learning to deal with loss at many levels, structuring networks of support, managing financial, emotional, and psychological insecurities, and dealing with the pressures and urgency to move up the ranks of professional tennis. Those players who adopted a process focus, maintained motivation in practice and matches, and learned from their losses had the greatest success and ultimately persisted in continuing to pursue professional tennis as a career.

LEC-14: Research Design (Methodology, Analyses)

LEC-14A

17 SECONDS: AN EXAMINATION OF THE VALIDITY OF AN APPLICATION-BASED TOOL FOR COLLECTING SELF-REPORT DATA IN COLLEGIATE ATHLETES

*Ashley Samson, California State University, Northridge, USA;
Holly Sirota, California State University, Northridge, USA;
Graciela Salinas, California State University, Northridge, USA*

The use of technology in the psychology world is a booming area that provides many useful tools to collect data and help individuals take part in their journey to mental improvement/well-being (Chambless & Kontostathis, 2014). One limitation, however, is that many software programs are expensive and complicated, thus making their viability more limited for practical everyday use (Newman, 2004). The development and implementation of an application-based program (named "17 Seconds") is a less-expensive, user-friendlier tool for sport psychologists to utilize in their practices to assess client data and help make sessions more impactful. The purpose of this project was to investigate the validity of implementing this

application-based tool (or "app") in order to collect self-report data from a group of collegiate athletes who were participating in a mental skills training program. Fifty-four participants agreed to use the app for a month in which they provided daily ratings on five predetermined categories: motivation, concentration, self-talk, attitude/outlook, interactions with teammates and coaches. The daily self-report data was sent to the researchers and they were able to view multiple days as line graphs, making it easier to identify patterns. These patterns were discussed during the weekly meetings with the athletes, and helped to shape adjustments/modifications to the mental skills program. Upon completion of the month, participants were asked to complete a questionnaire that assessed the usefulness of the application. Overall, they found the software easy to use, convenient, and saw it as a useful addition to a mental skills program. In addition, most felt that it increased their self-awareness by having to check in every day, and several saw improvements in the 5 categories. Furthermore, sessions were more impactful with the addition of daily self-report data from the athlete since patterns could be objectively assessed.

LEC-14B

MENTORING FUNCTIONS EMPLOYED BY ATHLETE MENTORS IN ELITE SPORT

*Matt Hoffmann, University of Windsor, Canada;
Todd Loughhead, University of Windsor, Canada;
Gordon Bloom, McGill University, Canada*



2015 Conference
Student Travel
Award Winner,
Sponsored by
Taylor & Francis

Mentoring is defined as a process wherein a more experienced role model, the mentor, guides a developing novice, the protégé, and supports this person's development (Weaver & Chelladurai, 1999). Research in organizational contexts has found that mentors provide specific instrumental (i.e., career advancement) and psychosocial (i.e., personal growth) mentoring functions to their protégés (Kram, 1980). Recently in sport, Hoffmann and Loughhead (2015) investigated the extent to which protégés (i.e., athletes) received instrumental and psychosocial functions from their athlete mentors. Their data were acquired using an inventory from organizational psychology, which raises questions about the validity of these mentoring functions in a sport setting. Consequently, the purpose of the present study was to examine protégés' perceptions of mentoring functions within the context of sport. Individual semi-structured interviews were conducted with seven male and seven female (Mage = 26.36 years) elite athletes (e.g., Olympians) from independent and interdependent sport teams who identified themselves as having been mentored by another athlete. Interviews were transcribed verbatim, organized into meaning units, and subsequently examined using a combination of inductive and deductive approaches, known as abductive analysis (Sparkes & Smith, 2014). On the one hand, the results showed that the instrumental function comprised five sub-themes including exposure, coach relations, mental skills, task coaching, and career coaching. These sub-themes are unique to sport and differ from the instrumental mentoring functions provided in organizational settings. On the other hand, four sub-themes emerged within the psychosocial function, which included friendship, counselling, acceptance-and-confirmation, and role modeling. These results are similar to the mentoring functions identified in organizational contexts. From a practical standpoint, coaches and sport psychology consultants should not only inform athletes of the wide range of mentoring functions that can be used but also highlight how these mentoring functions could be applied to cultivating strong peer athlete mentoring relationships.

LEC-14C**THE EFFECTS OF USING RELAXING AND AROUSING CLASSICAL MUSIC DURING IMAGERY FOR FINE-MOTOR AND POWER SKILL TASKS**

Garry Kuan, *Sports Science Unit, School of Medical Sciences, Universiti Sains Malaysia, Malaysia;*
 Tony Morris, *College of Sport and Exercise Science, and ISEAL, Victoria University, Melbourne, Australia., Australia;*
 Peter Terry, *Department of Psychology, University of Southern Queensland, Toowoomba, Australia*

The purpose of this study was to examine the role of relaxing and arousing classical music during imagery on subsequent sports performance in two linked studies. In Study 1, Participants were 63 sport science students with intermediate imagery ability, measured by the Sport Imagery Ability Measure (SIAM; Watt, Morris, & Andersen, 2004). They were matched into three groups: 1) unfamiliar relaxing music during imagery (URMI), 2) unfamiliar arousing music during imagery (UAMI); and 3) no music during imagery (NMI - control). A pre-test, intervention, post-test design was conducted using 40 trials of throwing darts at a concentric circles dartboard. In Study 2, participants were elite shooters (n = 26) and weightlifters (n = 25) with moderate to high imagery ability measured by SIAM. They were assigned at random to one of two interventions: unfamiliar relaxing music during imagery (URMI), and unfamiliar arousing music during imagery (UAMI). This produced four conditions: fine motor task (pistol shooting) with either relaxing (URMI; matched) or arousing (UAMI; mismatched) music, and power task (weightlifting) with either relaxing (URMI; mismatched) or arousing (UAMI; matched) music. Shooting performance was measured in a standard 10m air-pistol shooting simulated competition, and weightlifting performance was measured on Clean and Jerk using a simulated competition. All participants in both studies completed 12 sessions of imagery over 4 weeks before the post-test was conducted. Results from Study 1 indicate that although performance improved in all three conditions after imagery practice, unfamiliar relaxing music was associated with the largest increase in performance. This was expected for a fine motor skill. Contrary to previous findings when music was played before or during actual sports tasks, in Study 2, unfamiliar relaxing music facilitated imagery of both fine-motor and power sports tasks, suggesting that relaxation plays a role in the imagery of sports skills.

LEC-14D**MOBILIZING PERFORMANCE PSYCHOLOGY IN THE U.S. ARMY: A 5-DAY COURSE TARGETING REAL-WORLD APPLICATION**

Brian Hite, *Comprehensive Soldier and Family Fitness, USA;*
 Susannah Knust, *Digital Consulting Services, USA;*
 Aaron Shaull, *Springfield College, USA;*
 Steven Cohen, *Comprehensive Soldier and Family Fitness (CSF2), USA;*
 Justin Foster, *CSF2 Training Center, USA*

The U.S. Army recognizes the importance of mental agility, resilience, and overall mental toughness to the well-being and performance of all military personnel (Department of the Army, 2012). Formal training of these psychological concepts and skills, however, has often been limited to one or two didactic sessions and has included few, if any, opportunities for experiential learning or real-world follow-up. Furthermore, U.S. Army mental skills training, like in many other sport psychology settings, has primarily been focused solely on Soldiers'

ability to use mental skills for personal performances rather than on leaders' (coaches') ability to understand, utilize, and integrate mental skills during training they regularly conduct. In an effort to increase the efficiency and effectiveness of U.S. Army leaders' integration of mental skills into their training guidance, performance psychology consultants adapted the 40-hour Leader Development Course (LDC). The curriculum drew from both civilian and military sources of learning and instructional design literature (e.g. U.S. DoD Handbook, 2001) and consisted of sections on motivation, attention control, imagery, energy management, confidence, and goal-setting. The objective of the course was that Soldiers leave the training with a solid understanding of performance psychology skills and concepts; the ability to effectively apply performance psychology skills and concepts to their own individual performances; and perhaps most importantly, the ability to effectively integrate the performance psychology skills and concepts into the guidance and instruction they regularly provide to Soldiers. This presentation will address the challenges associated with the provision, reinforcement, and assessment of mental skills training on an organizational level; the development, execution, and follow-up of the 40-hour training course; and future plans for implementation based on lessons learned.

LEC-15: Burnout and Transition Out of Sport**LEC-15A****A REVOLVING DOOR: RELEASE FROM PROFESSIONAL BASEBALL AND THE ROLE OF SELF-DETERMINATION**

Johannes Raabe, *University of Tennessee, USA;*
 Rebecca Zakrajsek, *University of Tennessee, USA;*
 Andrew Bass, *University of Tennessee, USA;*
 Tucker Readdy, *University of Wyoming, USA*



Athletes endure multiple transition phases over the course of their athletic career. These periods can be regarded as significant life events that may require the use of coping strategies to adapt to new circumstances (Stambulova, Alfermann, Statler, & Côté, 2009). The context of professional baseball offers the potential to gain a unique perspective on the experience of forced transition out of sport (i.e., being released) as approximately 1500 individuals are released from professional baseball every year; in addition, close to 90% of all baseball players will likely be released at some point in their career (Lastoria, 2013), creating a 'revolving door' in Minor League Baseball (MiLB). Interviews were conducted with twelve former MiLB players (M = 25.79 years; SD = 1.97) in an attempt to grasp the nature of the release process and transition out of sport. Specifically, the research aimed to explore (a) the experience of being released from professional baseball, (b) the challenges resulting from transition out of sport, (c) coping strategies applied during the transition, and (d) if self-determination theory (SDT; Deci & Ryan, 2000) offered an appropriate interpretive framework for such phenomena. Analysis of the qualitative data revealed four domains: (a) emotions felt about being released, (b) aspects that influenced processing of the release, (c) factors that facilitated a successful transition out of baseball, and (d) challenges and benefits of life after baseball. These domains strongly aligned with multiple tenets of SDT, particularly fulfillment of the psychological needs of autonomy, competence, and relatedness. Effective coping strategies helped to nurture basic psychological needs which had been thwarted during the release and transition.

The theoretical and practical contributions of this study can help athletes transition positively out of professional sport and be prepared for new challenges in the next phase of their personal and professional life.

LEC-15B

“I’M STILL MOLDING MYSELF INTO THE PERSON I WANT TO BE”: A PHENOMENOLOGICAL STUDY OF PHYSICAL ACTIVITY DURING LATE EMERGING ADULTHOOD

William Way, Ithaca College, USA;
Justine Vosloo, Ithaca College, USA;
Greg Shelley, Ithaca College, USA

Arnett (2000) coined the term emerging adulthood to describe the developmental transition from adolescence to adulthood. These years may present concurrent declines in both regular physical activity (PA; Zick et al., 2007) and the subjective experience of personal growth (Bauer & McAdams, 2010). 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 emerging adults’ growth experiences through PA. Personal growth is a socially desirable construct in American culture (Bauer et al., 2008); thus, an open-ended study of how PA is experienced within the transition to adulthood appears warranted to explore this “important, yet overlooked, age for establishing long-term health behavior patterns” (Nelson et al., 2008, p. 2205). The present study aimed to fill this gap. Following the sentiment of positive psychology (Seligman & Csikszentmihalyi, 2000), interviews were conducted with six highly active (Mpa = 19 hrs/week) emerging adults (3 male, 3 female; ages 23-28). Interpretative Phenomenological Analysis (Smith et al., 2009) 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. This research provides rich contextual details about how emerging adults engage in and think about PA within unique developmental transitions, which may be valuable for consultants working with post-high school or post-collegiate athletes. Applied suggestions will be offered to help practitioners facilitate authentic, self-aware, and physically active life transitions within this distinct developmental period.

LEC-15C

A PHYSICAL ACTIVITY TRANSITION PROGRAM TO HELP STUDENT-ATHLETES “MOVE ON” AND KEEP MOVING

Erin Reifsteck, University of North Carolina at Greensboro, USA;
DeAnne Brooks, Salem College, USA;
Diane Gill, UNCG, USA

Former college athletes may struggle with maintaining a physically active lifestyle (Reifsteck et al., 2013), and college athlete alumni are no more active than non-athlete alumni (Sorenson et al., 2014). Despite the health consequences of dropping from high activity to inactivity after ending a competitive sport career (Witkowski & Spangenburg, 2008), evidence-based transition programs that promote healthy



physical activity behaviors among transitioning college athletes are rare. Research suggests that a person is more likely to maintain physical activity when exercise behavior is integrated into the person’s self-identity and when motivated by self-determined reasons (Ryan et al., 2009; Strachan et al., 2005). Relying on this evidence, we developed a program to help athletes transition from highly structured, competitive collegiate athletics to lifestyle physical activity. The program is based on identity and self-determination theories and incorporates evidence-based cognitive-behavioral strategies for increasing physical activity. The program includes education on physical activity benefits, risks, and recommendations; identity exploration; strategies for developing effective goals and action plans; and exposure to lifetime physical activities (e.g., yoga, body weight exercises). Prior to program implementation, we conducted focus group interviews with former student-athletes who described their transition experiences and provided feedback and recommendations for the program. The former athletes acknowledged challenges integrating physical activity into their post-college lives, citing lack of structure and motivation as well as competing priorities, and they gave positive feedback on the program. Following revisions, current student-athletes in their final year of eligibility participated in a pilot program. With insights gained through the development and implementation of our physical activity transition program, we highlight the benefits and challenges of translating applied sport and exercise psychology research into practice. These findings may provide a blueprint to guide others in implementing transition programs that foster the long-term health and well-being of athletes.

LEC-16: Coaching/Leadership

LEC-16A

HELPING COACHES HELP THEMSELVES: MINDFULNESS TRAINING FOR COACHES (MTC)

Kathryn Longshore, Temple University, USA;
Michael Sachs, Temple University, USA

Stress, burnout, pressure, emotional mismanagement, dissatisfaction, and underperformance are all too common in the high-stakes world of sports. Coaches are not immune (at any level of competition) and experience increased organizational, competitive, and personal stress (Fletcher & Scott, 2010; Frey, 2007; Stebbings et al., 2012). Olusoga and colleagues (2010) found that elite coaches report being aware that they are not proficient at dealing with their stress and often transfer this stress to their athletes. While research and practice have provided useful evidence about the type, quantity, and effects of stress, less focus has been put on how to help coaches manage this stress and whether intervening with coaches, benefits athletes.

The current mixed-method study utilized Mindfulness Training for Coaches (MTC; Longshore & Sachs, in press), a six-week training program designed to help coaches manage stress, regulate emotion, and positively affect coaching behaviors and interactions with athletes. A pilot study conducted with Division I coaches showed preliminary efficacy of the MTC intervention. The current study extended this research in two important ways, one, by adding bi-weekly sessions and two, exploring whether athletes of MTC-trained coaches benefit from their coaches participation.

Participants included 40 Division I coaches and 150 Division I athletes. Coaches and their athletes were assigned to a

training (MTC) or a control group. Coaches completed trait (start and end) and state (bi-weekly) measures of mindfulness, stress, emotion regulation, and coaching behaviors. Athletes completed measures assessing satisfaction, burnout, and coaching behaviors at the start and end of their coaches' six-weeks. One-way repeated-measures ANOVAs were conducted to examine effects of the training and make comparisons between groups. Trained coaches also completed semi-structured interviews which were coded line-by-line for emergent concepts (e.g. stress, emotions, mindfulness, coaching, athletes) and more specific themes (e.g. self-awareness, competition, interactions).

LEC-16B

POSITIVE COACHING AND OLYMPIC SUCCESS: CASE STUDIES OF TRACK AND FIELD OLYMPIC MEDALIST COACH-ATHLETE RELATIONSHIPS

*Brian Zuleger, Adams State University, USA;
Rick McGuire, Adams State University, USA*

Competing at the Olympic Games is different than any other performance setting, and presents many challenges to the athlete and coach. The purpose of this study was to investigate the coach-athlete relationship with Olympic medal winning track and field athletes and their coaches. This qualitative study utilized case study design consisting of multiple interviews with the participants. The participants consisted of three Olympic medalist athletes and their coaches. The athletes each had won a medal in track and field for the United States of America at the London 2012 Olympic Games. The in-depth interviews ranged from 60-90 minutes and consisted of open-ended questions exploring the coach-athlete relationship. Cross-case analysis identified the following three general themes: autonomy supportive environment, caring relationship, and mental strength. These three aspects of the coach-athlete relationship emerged as important in the process of developing an Olympic medal winner. Each coach and athlete had developed a unique relationship that worked for each case in helping the athlete to be successful at the Olympic Games. While each case presents a unique relationship, the core methods and theories behind the approach of the coaches and athletes are similar. Consideration of these findings may provide meaningful opportunities for coaches and athletes in the future to learn and benefit from the experiences of these highly successful Olympic medal winning athletes and their coaches. The findings will help contribute to the body of research on Olympic coach-athlete relationships, which may help improve athlete and coaching education programs.

LEC-16C

AN EXPLORATION OF POSITIVE COACHING AS A MEANS TO GAIN ENTRY FOR SPORT PSYCHOLOGY CONSULTING SERVICES

*Rick McGuire, University of Missouri, USA;
Amber Lattner, University of Missouri, USA*

Competing at the Olympic Games is different than any other performance setting, and presents many challenges to the athlete and coach. The purpose of this study was to investigate the coach-athlete relationship with Olympic medal winning track and field athletes and their coaches. This qualitative study utilized case study design consisting of multiple interviews with the participants. The participants consisted of three Olympic medalist athletes and their coaches. The athletes each had

won a medal in track and field for the United States of America at the London 2012 Olympic Games. The in-depth interviews ranged from 60-90 minutes and consisted of open-ended questions exploring the coach-athlete relationship. Cross-case analysis identified the following three general themes: autonomy supportive environment, caring relationship, and mental strength. These three aspects of the coach-athlete relationship emerged as important in the process of developing an Olympic medal winner. Each coach and athlete had developed a unique relationship that worked for each case in helping the athlete to be successful at the Olympic Games. While each case presents a unique relationship, the core methods and theories behind the approach of the coaches and athletes are similar. Consideration of these findings may provide meaningful opportunities for coaches and athletes in the future to learn and benefit from the experiences of these highly successful Olympic medal winning athletes and their coaches. The findings will help contribute to the body of research on Olympic coach-athlete relationships, which may help improve athlete and coaching education programs.

LEC-16D

THE CONTRIBUTIONS OF COACHING EFFICACY AND GOAL ORIENTATIONS TO TRANSFORMATIONAL LEADERSHIP

*Aubrey Newland, University of Utah, USA;
Maria Newton, University of Utah, USA;
E. Whitney Moore, University of North Texas, USA;
Andrea Stark, University of Minnesota, USA;
W. Eric Legg, University of Utah, Department of Parks,
Recreation, and Tourism, USA*

Coaches play a powerful role in the development of youth athletes. Mounting evidence indicates that transformational leadership (TL) leads to positive outcomes in sport (Callow et al., 2009; Rowold, 2006; Smith et al., 2013; Vella, Oades, & Crowe, 2011), yet little is known about what factors influence a coach to adopt transformational behaviors. According to Horn's model of coaching effectiveness (2008), coaches' beliefs, values, and goals are antecedents to coaching behaviors. This study approached TL as a coaching behavior informed by two salient antecedent factors: motivational goal orientations and coaching efficacy. In other words, coaches' behaviors are influenced by their personal perspectives on how success is achieved (goal orientations) and their belief in their ability to influence athletes' learning and performance (coaching efficacy). Male and female head coaches (N = 122) of boys' and girls' basketball teams (age 12 to 18) from across the United States completed an online questionnaire comprised of the Differentiated Transformational Leadership Inventory, Task and Ego Orientation for Sport Questionnaire, and Coaching Efficacy Scale. Using structural equation modeling, we examined goal orientations and coaching efficacy as antecedents of TL. The model yielded an acceptable fit, $\chi^2 = (122, n = 122) = 190.19, p < .001, CFI = .91, \text{ and } SRMR = .07$. The regression pathway connecting coaching efficacy with TL was significant ($r = 0.69, p < .01$). However, neither regression pathway between the goal orientations and TL was significant. These results suggest that sport psychology practitioners can increase coaches' TL behaviors by promoting their sense of coaching efficacy. Fostering specific competencies in youth sport coaches such as understanding developmental issues, making connections between mental skills used in athletics with those used in life, and facilitating communication among parents, athletes, and coaches are all important practical applications of this research (Miller & Kerr, 2002).

PANELS

PAN-01

MULTICULTURALISM IN SPORT PSYCHOLOGY CONSULTING: ISSUES AND CHALLENGES

Alexander Yu, University of North Texas, USA;
Thomas Nguyen, University of North Texas, USA;
Wendy Borlabi, Acumen Performance Group, USA;
Chris Carr, St. Vincent Sports Performance, USA;
Elena Estanol, Synapse Counseling LLC, USA;
Nohelani Lawrence, University of Southern California, USA;
Trent Petrie, University of North Texas, USA

As the U.S. population, and sports, becomes increasingly more diverse in terms of race and sexual orientation, it has become ever more important that sport psychologist consultants (SPCs) attend to the multicultural realities of the changing landscape. This focus is imperative, considering that the foundations of the field have its roots in White-middle class, westernized values (Schinke & Moore, 2011). AASP has committed itself to addressing and valuing cultural diversity in the field, which is an excellent first step. Yet, in a recent study (Kamphoff et al., 2010), an analysis of AASP conference programming from 1986 to 2007 revealed that only 10.5% of all abstracts discussed topics related to cultural diversity; only 31.9% of research submissions included diverse samples. Clearly, continued diligence to this issue is needed, including discussions and training on understanding how SPCs can work more effectively with multicultural populations. Thus, the purpose of this panel discussion is to continue this needed dialogue about multicultural issues, challenges, and work in sport psychology consulting. Specifically, the panelists, who represent different racial/ethnic groups (Latina, African-American, Caucasian, and Asian-American) and sexual orientations, will share their experiences as multicultural SPCs, explain how stereotypes and covert/overt racism affect them and the relationships they form with their clients, explain unique challenges in addressing multicultural issues in sport psychology consulting, and prompt discussion with members of the audience on this underrepresented and discussed topic, including issues of privilege and strategies for being multiculturally-aware. Each panel member will provide a brief overview of their work and the issues/challenges they have experienced, with the majority of time devoted to discussion among the audience and panel about the influence culture has on applied sport psychology for both client and consultant.

PAN-02

PASSING ON THE TORCH: INTERGENERATIONAL PERSPECTIVES ON SPORT PSYCHOLOGY SUPERVISION

Angela Breitmeyer, Midwestern University, USA;
Bart Lerner, West Coast University, USA;
Jack Watson II, West Virginia University, USA;
Ed Etzel, West Virginia University, USA;
Stephanie Hatch, Midwestern University, USA

As the profession of sport psychology advances and the number of graduate programs increases, a heightened awareness has developed surrounding the quality and standards within sport psychology supervision. Several researchers and applied practitioners have offered guidance and guidelines for the provision of sport psychology

supervision (Van Raalte & Andersen, 2000; Watson, Zizzi, Etzel & Lubker, 2004; Cogan, 2006). Although there is a developing body of knowledge on sport psychology supervision models, particularly with regard to theoretical approaches, structure, frequency, duration, and ethical issues, equally important are practical considerations and anecdotal perspectives.

Thus, the panel for this forum will consist of three supervisor-supervisee dyads, in which the first panelist supervised the second panelist, the second panelist supervised the third panelist, and the third panelist is currently supervising the fourth panelist. Each supervisor will address the following aspects of supervision: a) the supervisor's self-identified model of sport psychology supervision; b) the model's empirical support, relevance and benefits in current sport psychology supervisory practice; c) the overall structure of supervision sessions, including content and process dimensions; and d) documentation of the sessions. In addition, both the supervisors and supervisees will provide their unique perspectives on the nature of the supervisory relationship, particularly with regard to values engendered within the context of supervision. Finally, specific activities incorporated in supervisory sessions and practical strategies for aspiring sport psychology supervisors will be provided. Thus, the panel discussion will highlight both task and relational dimensions of sport psychology supervision, emphasizing theoretical, empirical, ethical, and practical aspects. An overarching theme will be the passing on of sport psychology wisdom, both from sport science and clinical perspectives, to future generations. A discussant will facilitate a "Q and A" session at the end of the panel discussion.

PAN-03

REACHING BEYOND SPORT: TRAINING GRADUATE STUDENTS TO WORK WITH PERFORMANCE POPULATIONS

Jamie Shapiro, University of Denver, USA;
Steve Portenga, iPerformance Psychology, USA;
Ashley Anderson-Corn, GUTS Coaching Services, LLC, USA;
Scotty Hanley, University of Denver, USA;
Kate F. Hays, The Performing Edge, Canada

Performers in domains other than sport also require mental skills to excel and face mental challenges that can interfere with performance (Hays, 2009). For instance, performing artists face enormous pressure in auditions when they have a few minutes to try to obtain a job and then receive little feedback (Hays & Brown, 2004). Businesspeople must communicate effectively and lead others to be productive in the workplace or else they may lose their job (Fletcher, 2011). Performers in high risk occupations (e.g., military, law-enforcement, firefighting) face the reality that peak performance is not only critical for success, but often is the difference between life and death (Hammermeister, Pickering, & Lennox, 2011). While many professionals in the field of sport and performance psychology (SPP) have advocated applying sport psychology principles and techniques with other performance populations, few training opportunities exist for this type of work. If SPP professionals want to competently consult with an array of performers, they must be trained to specialize in various performance domains (Aoyagi et al., 2012; Blann et al., 2011).

The purpose of this panel is to share information about three unique courses taught in an applied SPP master's program on the psychology of performance, specifically Psychology of Performing Arts, Psychology of Business, and Psychology

of High Risk Occupations. Panel members will include the instructors of these courses, who will discuss course content, pedagogical techniques (e.g., lectures, discussions, case studies, role plays, guest speakers), and lessons learned from teaching these courses. A graduate student who took all three courses will share her experiences of taking the classes and ways she can apply the material to her consulting. The session will be moderated by a leading expert in performance psychology, who consults with performers and has published numerous scholarly works on the psychology of performance.

PAN-04

UNDER THE MICROSCOPE: CONSULTING WITH COLLEGIATE TEAMS UNDERGOING UNIVERSITY OR NCAA INVESTIGATION

Jennifer Schumacher, California State University, Fullerton, USA;
Eric Bean, Strong Mind, USA;
Kenneth Ravizza, California State University, Fullerton, USA;
David Yukelson, Penn State University, USA

The opportunity for sport psychology practitioners to consult within collegiate athletic departments is expanding (Kornspan & Duve, 2006; Voight & Callaghan, 2001; Wrisberg, Loberg, Simpson, Withycombe, & Reed, 2010). 63.5% of D-I institutions, 23.5% of D-II institutions, and 22.8% of D-III institutions currently utilize sport psychology services, while many other administrators have expressed interest in hiring a sport psychology professional (Connole et al., 2014). Concurrently, there has been an increase in NCAA violations over the last several decades (NCAA Legislative Services Database, 2015). To further complicate matters, the prevalence of social media and the 24-hour news cycle has put increased pressure on athletes and teams undergoing investigations of any kind. A need exists then to prepare sport psychology practitioners to be able to effectively operate within an athletic department or a team that is undergoing an investigation. The increased scrutiny of an investigation offers unique challenges for the coaches and team as well as for the sport psychology professional. The proposed panel will include four practitioners in various stages of their careers who have experience consulting with a team throughout an ongoing investigation. Their approaches to aid in individual, team, and coaching performance will be discussed. Strategies used included solution-focused therapy (O'Connell, 2005) and the five-factor model of personality and coping in sport (Allen, Greenless, & Jones, 2011) as it pertains to intercollegiate athletic cultures. The panel will share both strategies that were effective and ineffective and offer perspective for practitioners who are dealing with similar situations.

PAN-05

MENTAL HEALTH IN ELITE SPORT: MANAGING THE RISKS FOR ATHLETES, COACHES AND PRACTITIONERS

Tadhg MacIntyre, University of Limerick, Ireland;
Britton Brewer, Springfield College, USA;
Judy van Raalte, Springfield College, USA;
Deirdre O'Shea, University of Limerick, Ireland;
Charlie Brown, Head in the Game Consultants, USA

A growing research base suggests that the high performance environment has the potential to be a risky domain for elite performers (Hughes & Leavey, 2012). This evidence has accumulated across disparate topics relating to elite sport

including eating disorders among males (Brewer & Petrie, 2013), post-event depression (Hammond et al., 2013), stigma towards accessing service provision in psychology (Schwenk, 2000) and the emergence of organizational stress as a catalyst for mental health challenges in sport systems (Hanton et al., 2014). At present, while it is challenging to quantify the precise extent and nature of the problem it is critical that practitioners in high performance become aware of the current trend. Thus this panel will attempt to synthesize the range of issues, the consequences for performers and the implications for those working within elite sport. Firstly, we will present international evidence to highlight that elite sport is potentially risky for athletes, coaches and even practitioners. Next, we will advocate an athlete-centred approach with the provision of primary prevention strategies to promote athlete welfare, well-being, resilience and the adoption and maintenance of therapeutic lifestyle changes in sport systems (e.g. Walsh, 2011). Furthermore, the prospects of increasing psychological literacy among athletes and other stakeholders will be discussed. And finally, given that only trained and accredited personnel should engage in consultation with athletes in the areas of performance enhancement, performance restoration and athlete well being, the implications for the training models in applied sport psychology will be explored. The necessity for training in mental health referral, counseling and organizational issues in sport will be advocated. Given the nature of the novel panel format it is predicted that the discourse across the experts on the panel, drawn from organizational psychology and sport psychology, will be engaging for the audience and result in significant audience interaction.

PAN-06

DEVELOPMENTAL CHANGES IN SPORT PSYCHOLOGY CONSULTANTS' APPROACHES TO WORKING WITH ATHLETES AND TEAMS

Robin Vealey, Miami University, USA;
Gloria Balague, University of Illinois at Chicago, USA;
Chris Harwood, Loughborough University, UK

Examining the development of applied sport psychology consultants' (SPCs) service delivery beliefs and practices is an important endeavor to enhance intervention effectiveness and the evolution of the profession. Development refers to systematic and successive changes over time (Lerner, 2001). Research has examined the developmental experiences of neophyte (Collins, Evans-Jones, & O'Connor, 2013; Owton, Bond, & Tod, 2014; Tod & Bond, 2010) and early career (Tod, Andersen, & Marchant, 2011) SPCs. These studies showed that with experience and reflective practice (Knowles, Katz, & Gilbourne, 2012), SPCs became more experiential and athlete-focused, less didactic and self-preoccupied, and more of a facilitator than an authoritative expert who dispensed advice and solutions. It seems important to extend these analyses to examine changes across the careers of experienced SPCs, particularly moving beyond mere descriptions of services and philosophy (Simons & Andersen, 1995) to an understanding of individualized developmental turning points and phases that impacted SPCs' values and practices (e.g., R/∏nnestad & Skovholt, 2003; Vealey, 1999). Thus, the purpose of this panel presentation is to elicit experienced SPCs' accounts of significant developmental changes in their consulting approaches. Panelists will present their individualized autobiographical developmental models, including how this personal evolution influenced the foundations of their work and their signature strategies in consulting. Examples

of specific consulting activities will be used to illustrate the significant developmental shifts in the “craft” of the SPCs. The three panelists are internationally recognized SPCs from two different countries, with a range of experience from 20 to 38 years. The panel includes psychology and kinesiology-trained SPCs, and will discuss consulting experiences with youth, college, and elite athletes. A moderator will frame and summarize the panel discussion as integrated “knowledge in action” in which experiential and tacit knowledge is essential (Schön, 1987), and time will be allotted for audience participation.

PAN-07

BOUNDARIES OF THERAPY, MENTAL TRAINING, AND COACHING: WHO, WHAT, WHERE, WHEN, AND HOW?

Tim Herzog, Human Performance Resource Center, USA;
Kate F. Hays, The Performing Edge, Canada;
Kristine Eiring, Private Practice Owner, USA;
Mark Hiatt, Dartmouth College, USA;
Max Trenerry, Mayo Clinic, USA

When athletes seek assistance, what are they looking for, what do they need, and what is the practitioner competent to offer? A continuum model suggested that the potential services offered might range from psychotherapy through counseling to mental skills (Herzog & Hays, 2012). Extending this model, athletic instruction may be an additional element of a practitioner’s skill set.

The American Psychological Association (APA) describes evidence-based practice in psychology as involving an integration of research; practitioner expertise; and client characteristics, culture, and preferences (2006). Using these parameters as a guide, the panelists address questions such as:

- 1) How does this athlete’s request fit with the practitioner’s assessment of the situation as well as the practitioner’s skills?;
- 2) Which skill sets are most needed for a given athlete, at a given time, in a given setting?;
- 3) What are the optimal combinations of skills to be offered by one practitioner as compared with a collaborative approach?;
- 4) What constitutes sufficient and effective credibility (Hays & Brown, 2004)?; and
- 5) What ethical concerns, such as multiple role relationships and financial considerations, need to be addressed (AASP, 2007; ACA, 2007; APA, 2010)?

This panel comprises five seasoned practitioners who collectively work with athletes of varying ages (e.g., youth, collegiate, and adult), skill (e.g., developmental to professional), and in different settings (e.g., independent practice, college counseling, athletic department, institutional). They address these issues from multiple theoretical frameworks using case examples. They offer their perspectives, acknowledging that there is no single “right” approach (Aoyagi & Portenga, 2007), and illustrating how thoughtful consideration of personal experience can help guide the ongoing process of appraisal and adaptation (Hays & Brown, 2004). The panel will also engage the audience directly in an experiential exercise, as well as provide them with time for Q and A.

PAN-08

COACHING THE MENTAL GAME: AN EXPERT COACH’S PERSPECTIVE ON LESSONS LEARNED FROM WORKING WITH MULTIPLE SPORT PSYCHOLOGISTS OVER THE YEARS

David Yukelson, Penn State University, USA;
Rob Cooper, Penn State University Head Baseball Coach, USA;
Kenneth Ravizza, California State University, Fullerton, USA;
Lance Green, Tulane University, USA

Over the years, researchers in sport psychology have shown an interest in studying effective approaches of successful coaches (Gould et al, 1999; Voight and Carroll, 2006; Wang and Straub, 2012; Wrisberg, 1990; Yukelson and Rose, 2014). Books have been written and theoretical models proposed about effective coaching principles (Cote and Gilbert, 2009; Gilbert et al, 2010; McGuire, Vernacchia, & Cook, 2002; Salmela, 1996; Vealey, 2005). Although AASP has brought coaches and sport psychologists together to talk about successful collaborative interventions, it is rare to hear a nationally recognized coach at our conference discuss the positive impact and mentoring a lineage of sport psychologists had on him over the course of his career. A gold medal national coach has agreed to come to AASP to share his wisdom and perspectives about sport psychology and the reciprocal influence three prominent sport psychologists within the “AASP family tree” have had on him as a collegiate player, assistant coach, and head coach along the way. The coach will talk about how sport psychologists have influenced the development of his coaching philosophy, team building strategies, and why teaching for and cultivating a strong mental game is important. The three AASP sport psychology consultants will address the importance of building collaborative relationships and individualizing sport psychology programming so it fits the coaches philosophy and subset of skills being taught. Being a trusted confidant and sounding board in coaching the coach will also be discussed. The presentation will fit within Cote and Gilberts (2009) model of coaching effectiveness and expertise targeting the development of athlete’s competence, confidence, connection, and character. Recommendations for sport psychology professionals as to how to develop the coach as the agent of behavior change will be highlighted, as well as how to be an effective skilled helper for both the coach and team.

PAN-09

THE ELEPHANT IN THE ROOM: PERSPECTIVES FROM WOMEN OF COLOR IN APPLIED SPORT PSYCHOLOGY

Jasmin Jackson, Barry University, USA;
Leeja Carter, Long Island University - Brooklyn, USA;
Stephany Coakley, Maximum Training Associates, USA;
Amanda Perkins, Missouri State University, USA;
Vernice Richards, Evert Tennis Academy, USA

According to Watson et al. (2009), non-Caucasian students strongly believe that mentoring relationships are most successful when both parties are of the same gender and culture, amongst other factors. Further Patton and Harper (2003) found that female African American students sought peer mentoring more in comparison to any other racial and ethnic group of women. One explanation is due to African American female students feeling more comfortable with mentors who may have experienced similar circumstances in their path to professional success and a need to discuss

methods to navigating their chosen professional field. For student and early career professional (ECP) members of the Association for Applied Sport Psychology (AASP), finding professional members whose professional and personal experiences align with their own is a challenge. This experience is further complicated as a racial or ethnic minority female student or ECP as women of color are not greatly represented among the AASP professional membership. While women of color are entering into sport and exercise psychology (SEP) more, in many ways AASP still reflects the exclusive space inherent in sport, that space which privileges some over others (Gill, 2007) with female students and ECPs of color representing a significantly small number of the total AASP membership. As such, this Women in Sports SIG-sponsored panel will provide the experiences of professional women of color in AASP. The panel is comprised of four Black professional women discussing: 1) the current status and challenges women of color experience in SEP; 2) common barriers race and gender differences have on the mentor-mentee relationship; 3) common emotional and psychological responses women of color experience when working within SEP; 4) recommendations for developing and sustaining a mentee-mentor relationship in SEP; and 6) suggestions for navigating the field as a woman of color.

POSTER SESSION I

THURSDAY, OCTOBER 15, 2015

5:30 pm – 7:00 pm

GRIFFIN HALL

Aggression, Violence, and Moral Behavior

1

A LONGITUDINAL EXAMINATION OF MORAL DISENGAGEMENT IN SPORT

Stacey Gaines, Texas A&M University-Kingsville, USA

Previous research supports the contention that athletes' moral functioning decreases with sport participation (see Shields & Bredemeier, 1995), and recent work has uncovered moral disengagement as an important factor to consider when seeking to understand unethical behaviors in the sport setting (see Bandura et al., 1996 and Boardley & Kavussanu, 2011). Athletes may experience changes in moral functioning as they cross socially-defined transitional periods, where evaluation of sport performance becomes more salient. The present study was conducted to examine potential changes in the use of moral disengagement across these transitional periods. At two time points, athletes transitioning from middle to high school and from high school to college (N=396; Mage=16.1 years; 54% female) completed psychometrically sound measures designed to assess antecedents (i.e., moral awareness, goal orientation, commitment, and perceived peer behavior), moral disengagement, and unethical behaviors in sport. Multiple regression analyses were conducted to examine cross-sectional data for (1) the antecedents' prediction of moral disengagement, and (2) moral disengagement predicting unethical behavior at each time point, and supported previous research (Gaines, 2012; Gaines & Smith, 2010). To examine changes in the corresponding use of moral disengagement over the transitional period, multivariate analyses of variance (MANOVA) and univariate trend analyses of variance (ANOVA) were computed with one within-subjects factor (time) and two between-subjects factors (gender and school-level). Participants reported greater use of moral disengagement and engagement in unethical behaviors across the transitional periods. Males reported greater use of moral disengagement and engagement in unethical behaviors than females at both time points, and older athletes reported greater use of moral disengagement and engagement in unethical behaviors than younger athletes across the two time points. This study extends the moral disengagement knowledge base by identifying longitudinal changes in the use of moral disengagement, particularly across key transitional periods for sport participation.

2

"THIS CRAP HAPPENS IN EVERY SPORT": A DISCURSIVE PSYCHOLOGICAL ANALYSIS OF THREE HAZING CASES

Jennifer Waldron, University of Northern Iowa, USA

During the 2011-2012 wrestling season, three sexual, hazing cases occurred on Iowa high school wrestling teams. Newspapers reported these cases, and individuals actively responded to the stories in social media sites. These sources actively shape our interpretation and construction of hazing and have implications for athletics, hazing, and hazing prevention. Therefore, the study, framed within discursive

psychology, will explore (a) how the news (e.g., experts) and social (e.g., everyday talk) media constructed the hazing cases at three Iowa high schools, (b) how the news and social media structured the prevailing meaning and assumptions of athletes and hazing, and (c) the social and ideological effects of these meanings and assumptions as well as the implications for athletes. The 73 newspapers in the state of Iowa as well as Iowa sport message boards and other social media sites were searched. To capture the content of what was written, newspaper stories and discussion boards were coded line-for-line to generate a range of themes and then the themes were contrasted and refined (Glaser & Strauss, 1967). To capture the process of how the content was presented discursive strategies as well as the potential effects of the message were noted (Willig, 2000). Results showed expert and everyday talk structured these hazing cases differently, yet both relied on stereotypes. The news media often framed these cases as something different than hazing by using the language of bullying, harassment, and assault. Within social media sites, most individuals constructed differences between school hazing and criminal hazing. School hazing was expected and accepted in sport, while criminal hazing, such as on the three wrestling teams, was unacceptable. Because the hazing discourses influence attitude and behaviors, it is suggested that talk about hazing be expanded to acknowledge the harm of all hazing behaviors leading to effective hazing prevention.

Anxiety, Stress, and Emotions

3

PSYCHOLOGICAL SKILLS AS A PREDICTOR OF THOUGHTS AND STRESS IN SPORT TRAINING

Travis Loughran, University of Nevada, Las Vegas, USA;
Brad Donohue, University Nevada Las Vegas, USA

Positive psychological experiences (Anderson, Hanrahan, & Mallett, 2014) and psychological skills (Cox, Shannon, McGuire, & McBride, 2010) have been found to contribute significantly to optimum sport performance, whereas negative thoughts, anxiety, and an inability to maintain focus interfere with sport performance (Donohue, Silver, Dickens, Covassin, & Lancer, 2007). The purpose of this study was to assess the extent to which psychological skills reduce thoughts and stress that interfere with sport performance in athletic training. Participants were 101 intercollegiate athletes from eight sports (Division 1 = 39; Division 2 = 22, Division 3 = 40). Participants completed a demographic form, the Sport Interference Checklist (SIC; Donohue et al., 2007), and the Test of Performance Strategies (TOPS; Thomas, Murphy, & Hardy, 1999) as part of a larger battery. The SIC assesses a broad range of problems that athletes experience in training and competition. The TOPS assesses utilization of a variety of psychological skills in both training and competition. Preliminary analyses showed no differences based on gender or competition level. Multiple regression analyses were conducted to examine the relationship between SIC Training subscales and TOPS practice subscales. Results revealed that TOPS Emotional Control in Practice and TOPS Attentional Control in Practice subscales explained 30.4% of the variance regarding scores on the SIC Thoughts & Stress in Training subscale. The use of emotional control strategies in practice was a significant predictor of interfering thoughts and stress in training, while the use of attentional control strategies approached significance. Implications for the understanding of the relationship between barriers to sport performance and psychological skills are discussed.

4

QUICKSAND: SINKING INTO POST-CONCUSSIVE SYNDROME

Sharon Chirban, Division of Sports Medicine, Boston Children's Hospital, USA

The more the athlete struggles, the deeper they feel they sink into the debilitating symptoms of sports-related concussion syndrome. This lecture will present anecdotes from the successful treatment of many athletes with post-concussive syndrome. These patients are seen in a Concussion Clinic of a Sports Medicine practice. These are not the athletes who have concussions that remit in 7-10 days. For reasons that are unknown, 5-10 percent of those who experience a concussion have symptoms that persist beyond the generally accepted time frame for recovery. Most athletes get referred to the sports psychologist if there is a scary (impulsive looking depression that ensues) or the patient and patient's family has become fatigued by a process that seems fruitless and has no end in sight. The sports psychologist enlisted to help needs to be grounded in psychological rehabilitation interventions for these symptoms and syndromes. The stresses of invisible injuries will be explored and the role of worry about long-term health consequences will be explored as variables that can exacerbate symptoms. This lecture will use case examples to demonstrate effective interventions including CBT skills; supportive counseling; psycho-education; family counseling and acting as a liaison with coaches and schools. Mediating factors determining intervention efficacy include the number of concussions sustained, the time period between concussions, the morbidity of symptoms and the level of play of the athlete. Basic strategies utilizing cognitive behavioral therapy; relaxation training, and biofeedback will be introduced as therapeutic interventions to help athletes recover and tolerate the recovery time frame of their concussion symptoms.

5

VOCAL CORD DYSFUNCTION: UNDERSTANDING AND BEST PRACTICES FOR HELPING ATHLETES RELAX, RECOVER AND RETURN TO SPORT.

Erika Carlson, Excellence In Sport Performance, USA;
Barbara Walker, Center For Human Performance, USA

Expanding your private practice in applied sport psychology requires you to continually learn, grow and develop as a practitioner. Working with athletes who have Vocal Cord Dysfunction (VCD) has been an unexpected, but welcomed, area of practice growth. Vocal Cord Dysfunction (VCD) (aka Paradoxical Vocal Cord Dysfunction PVCD) occurs when the vocal cords close inappropriately as one inhales, resulting in obstruction of the airway. When this occurs, it is significantly disruptive to the athlete's ability to complete fitness drills and they are less able to meet the demands of athletic participation (Newsham et al, 2002). Exacerbating the issue, the athlete often develops anxiety about when/if VCD will strike again. Athletes have often been suspected of malingering by coaches, teammates and even parents, or have been misdiagnosed with asthma. A disproportionate percentage of VCD cases occur in young women (Brugman SM., et al, 1998). It happens more commonly in teenagers and young adults, especially those with stress prone personalities ("Type A" aka "Perfectionists"). There is not one clear cause of VCD, which makes it difficult for physicians to diagnose. Strenuous exercise and high levels of stress are known to be common factors that contribute to VCD episodes. A sport psychologist (clinician or mental coach) may be a useful

consultant in managing performance-related stress and anxiety in athletes with VCD (Wilson, J. et al 2009). Our lecture will provide basic understanding of VCD and we will present a cognitive-behavioral approach to successfully working with athletes with this condition. Because a successful outcome requires a multi-disciplinary approach (M.D., speech therapist, ATC and sport psychology professional), we will discuss the role of each practitioner and highlight detailed best practices for the sport psychology professional to help contribute to a successful outcome.

Burnout and Transition Out of Sport

6

DEGAMED AND REFRAMED: BEST PRACTICES FOR FACILITATING TRANSITION OUT OF SPORT

Stephanie Hatch, Midwestern University, USA;
Angela Breitmeyer, Midwestern University, USA

Research has suggested psychological issues coincide with the transition out of elite level sport (Stambulova, 1994; Wylleman, Alfermann, & Lavallee, 2004). Thus, the process of retirement exists over a period of time, is concomitant with other life transitions, and necessitates full acceptance (Douglas & Carless, 2009; Stephan, Bilard, Ninot, and Delingieres, 2003; Wylleman et al., 2004). While the topic of sport transition has been well documented in the literature, optimal sport psychology intervention with the elite athlete population transitioning out of sport has received minimal empirical attention. However, existing research has identified major themes including the importance of personal narratives (Brock & Kleiber, 1994; Denison & Winslade, 2011; Douglass & Careless, 2009; Gearing, 1999; McKenna & Thomas, 2007), personal identity and values (Allison & Meyer, 1988; Grove & Gordon, 1996; Lally, 2007), and grief/loss (Fortunato & Marchant, 1999). In the clinical psychology literature, the following models have been supported empirically when addressing major life changes: narrative therapy (Lopes, 2014), grief/loss models (Neimeyer, 2000), motivational interviewing (Burke & Menchola, 2003; Hettema, Steele, & Miller, 2005; Rubak, Sandbaek, Lauritzen, & Christensen, 2005), and acceptance and commitment therapy (Forman, Herbert, Moitra, Yeomans, & Geller, 2007; Hayes, Luoma, Bond, Masuda, & Lillis, 2006). Therefore, this poster proposes a theoretical framework combining components from the aforementioned therapeutic models, along with specific interventions that can be used in various stages of an athlete's transition intervention.

7

GRATITUDE AND COLLEGE STUDENT-ATHLETE BURNOUT AND SATISFACTION WITH SPORT: THE MEDIATING ROLE OF PERCEIVED SOCIAL SUPPORT

Nicole Gabana, Indiana University Bloomington, USA

The purpose of the current study was to explore the relationships among gratitude, athlete burnout, sport satisfaction, and perceived social support among college student-athletes. Participants (N = 293) included male (n = 107) and female (n = 186) college student-athletes from eight different Division I and III universities in the Northeast, Midwest, and Southern regions of the United States. Eligible participants included athletes (Mage = 19.63 years; SD = 1.26 years) from 16 different types of sports teams. Participants

completed a brief survey which included the measures of general dispositional gratitude, athlete burnout, satisfaction with sport, and perceived available social support in sport. Pearson correlation analyses were conducted for the variables of gratitude, athlete burnout, and sport satisfaction. Results indicated that gratitude was negatively correlated with athlete burnout and positively correlated with sport satisfaction, indicating that student-athletes who reported more general gratitude also experienced lower levels of burnout and greater levels of satisfaction with their collegiate sport experience. Researchers also conducted bias-corrected bootstrapping to test for mediation effects on the variable of perceived available social support in sport. Perceived social support was found to be a mediator in the relationships between gratitude and athlete burnout, and gratitude and sport satisfaction. Findings indicate that the extent to which an athlete feels grateful affects the amount of social support in sport they perceive available to them, which in turn produces positive effects of increased sport satisfaction and/or lower levels of burnout. The current findings have implications for athletes, coaches, and sport psychologists alike. Cultivating general gratitude may enable student-athletes to perceive more available social support, thereby reducing likelihood for burnout and increasing satisfaction of their collegiate sport experience. Therefore, future research and practical applications should be considered regarding gratitude interventions among college student-athletes in the U.S.

Coaching/Leadership

8

“ACT LIKE A LADY”: EXAMINING TEAM RULES IN NCAA DIVISION I WOMEN’S BASKETBALL TEAMS

Leslie Larsen, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA;
Teri Shigeno, University of Tennessee, USA;
Matthew Bejar, University of Tennessee, USA

While the NCAA policies that athletic departments have in place regarding social media (Sanderson, 2011) and drug abuse (Hale, 2013) have been empirically investigated, research on the full battery of rules implemented by NCAA teams is scant. Therefore, the purpose of this study was to use Consensual Qualitative Research (CQR; Hill, Thompson, & Williams, 1997) to analyze the written team rules currently being used by 41 NCAA Division I women’s basketball teams in order to better understand the types of rules that are in place, hypothesize the effects that these rules have on individual athletes and the team environment, and offer suggestions to coaches for improving their team rules in the future. Seven domains with multiple categories and related core ideas emerged from the data: (a) Program Expectations: “This is Your Family”; (b) Controlled Communication; (c) Controlled Relationships; (d) Controlled Appearance/Attire; (e) Requirements for Academic Success; (f) Inappropriate Social Conduct; and (g) Health Considerations for Optimal Performance. These seven domains contain rules regarding the foundational values and reputation of each program: cell phone and social media usage; communication with coaches and other athletes; intrateam and outside-the-team dating relationships; interactions with recruits; clothing and body image/appearance; and classroom etiquette. The hypothesized implications of rules such as “Act Like A Lady” are increased female student-athlete self-surveillance and reduced autonomy. These rules also expose underlying racist, classist, sexist, and homophobic notions

and a lack of inclusivity. In fact, many rules seem to attempt to create sporting environments void of all facets of individual female student-athlete agency and expression. It is hoped that results from this study will allow sport psychology consultants and coach educators to inform coaches on how to write rules that empower female student-athletes and also create safe, inclusive team environments.

9

AMAZEMENT AHEAD – THE URGENCY IS NOW! THE CARIBBEAN’S 1ST MENTAL TOUGHNESS ROUNDTABLE

Margaret Ottley, West Chester University, USA;
Rhonda G. Ottley, Florida State University, USA;
Wendy Borlabi, Acumen Performance Group, USA

The purpose of this presentation is to showcase the current status of Caribbean Sport Psychology and the Caribbean’s 1st Mental Toughness Roundtable. Prior to the year 2000, mental toughness training and the psychology of sport were somewhat in the dialogue of sports practitioners. It was not, however, until just prior to the turn of the 21st century, at the 1998 Caribbean Women in Sport Conference, which was held in Trinidad, that sport psychology was introduced as a distinct field in sport sciences. Today, sport psychology or mental toughness training has earned a growing respect and was launched last year at the University of the West Indies as the Caribbean’s 1st Mental Toughness Roundtable/Symposium. The program, entitled “Amazement Awaits – The urgency IS Now!” took place over a period of 3 days and welcomed over 65 participants from the Caribbean region. As the sports leaders at governmental levels and officials of national sporting bodies looked towards the future, they had to choose, with much URGENCY, the manner of which they will advance the mental aspect of sports. Participants asked themselves thought provoking questions and decided if they were contributors to high achievement for all citizens or if they were self-satisfied and a part of a deeper social problem. The goal was to create a comprehensive, culturally relevant mental toughness forum for participants to exchange best practices for sport development and performance. With this in mind, it was most beneficial to engage an eclectic team of international educators, sport psychologists, administrators, coaches, professional athletes, clinicians, nutritionists, socio-cultural and team building experts to facilitate more informed discussions. Evidence of the roundtable proceedings, documented each day via video and will be shared during the presentation. In addition, the presenters’ think-tank exit session and participants overall feedback and recommendations will also be discussed.

10

COACH OR MENTOR? COACHES’ PERCEPTIONS OF THEIR ROLES IN THE LIVES OF INNER CITY YOUTH.

Andrew Mac Intosh, Michigan State University, USA;
Lauren Charlton, USA;
Daniel Gould, Michigan State University, USA

Research conducted in varying contexts has found that mentoring provides an instrumental (career related) benefit or psychosocial benefit to its participants (Wanberg, Welsh, Hezlett, 2003). Mentoring has also been shown to have a positive impact on the youth who participate in such relationships (Rhodes, 1994). Several studies have suggested that mentoring partnerships can result in positive outcomes for youth, or make them less susceptible to negative outcomes (Tierney & Grossman, 1995). These findings have led to an

increase in mentor-based programs such as Big Brother Big Sister (BBBS) throughout the country.

One challenge to the success of these programs is that naturally occurring mentor relationships result in greater effect sizes for youth involved (Long, 1994). Additionally, longevity and success of mentor programs has been affected by inadequate numbers of mentors. Over 40 million youth participate in sports annually (Seefeldt & Ewing, 1997). Given that number, it would seem that coach-athlete relationships are an obvious place where naturally occurring mentor relationships can be developed.

Against this backdrop the researchers were approached by a youth sport NGO (urban) to analyze data that had been collected during one of their coaching seminars. The data contained responses to 6 open ended questions about mentoring from 353 coaches. Thematic analysis was used to identify, analyze and report patterns in the responses which coaches gave. Patterns in the data were then inductively coded into themes and higher order themes.

The majority of coaches (99%) viewed themselves as mentors to their athletes. Several other themes emerged from the data that included some of the perceived benefits of these relationships to the coaches, some of the ways in which coaches mentored their athletes, reasons why coaches considered themselves mentors and the challenges these coaches faced in their mentoring relationships. Practical implications and possible future research are discussed.

11

COACHES ARE PERFORMERS TOO: DESIGNING AND IMPLEMENTING COACH SUPPORT AND MENTORING

Lauren Tashman, Barry University / Inspire Performance Consulting, USA

Applied practice in sport psychology focuses heavily on aiding athletes in enhancing their individual performances and optimizing the dynamics of the team. However, less attention has been paid to service delivery aimed at helping coaches manage themselves as performers as well as the complexity of leading a team (Giges, 2004). Just as athletes have to deal with various stressors that affect their performance, coaches' performance also rests on their ability to effectively cope with and respond to various factors, such as pressure, failure, expectations, satisfaction of needs, vague definitions of coaching excellence or effectiveness, and navigating complex relationships between themselves, their staff, and their athletes (e.g., Bennie & O'Connor, 2011; Coté, Young, North, & Duffy, 2007; Cunningham, Sagas, & Ashley, 2003; Poczwardowski, Barott, & Henschen, 2002). From systems theory and team culture perspectives, providing sport psychology support to the coaches as well as the athletes is an important part of helping the whole team function effectively (e.g., Bertalanffy, 1968; Schroeder, 2010). Given that athletes' perceptions of coaches and the climate they create are influential to individual athlete and team performance (Olympiu, Jowett, & Duda, 2008; Pennsgaard & Roberts, 2002), working with coaches on areas such as building self-awareness, developing effective interpersonal skills, and optimizing leadership skills will positively impact not only the coach but also the entire team. Therefore, the aim of this lecture presentation is twofold: 1) to discuss the complex dynamics of coaching and the coach as performer, and 2) to present and analyze an example of an approach to providing sport psychology support to coaches via the use of monthly coaches meetings that were developed based on the ideas of Culver and Trudel's (2008) communities of practice in sport and Nash's (2003) examination of the usefulness of mentoring in coaching practice.

12

I LEARN AND RE-LEARN THUS I AM CHALLENGED, NOT STRESSED

*Stiliani Chroni, Hedmark University College, Norway;
Frank Abrahamsen, Norwegian School of Sport Sciences, Norway;
Liv Hemmestad, Olympic Training Center, Norway*

Research has suggested that coaching behaviors during competition have a vital role on athlete anxiety levels and coaches have been reported as a source of distress by athletes. With this in mind, we aimed to enrich our knowledge on the coach stress experience in order to avoid future reports of coaches as stressors. The present study using Giorgi's (2012) phenomenological approach explores via the lens of the Cognitive Activation Theory of Stress (CATS, Ursin & Eriksen, 2004) the stress phenomenon in seven Olympic Norwegian coaches for its meaning and related issues that affect its perception and experience. The main premise of CATS is that stress is all about 'how a person interprets a situation-at-hand' and supports the empowerment of the person through learning from past experiences and individual interpretations which may lead to a higher ability for handling the stress load. While the Norwegian coaches shared some stressors similar to ones identified in existing studies (e.g., team selection, excessive traveling, dealing with media, etc.), they obstinately talked about challenges and being challenged rather than stress and being stressed. According to the CATS a person's stress appraisal is based on previous experience, defined as stimulus expectancies that can be distorted by one's psychological defense mechanisms. In the coaches responses we also identified certain views held by them, as impending defense mechanisms that help 'downgrade' the appraisal of a stress stimulus to a manageable challenge: their alternative views of demands and pressures of the job; always expecting something good to come out of a stressful encounter; and view of the environment they work in as one that nurtures the doing of their job. The discussion will focus on the learning element of CATS, which opens new possibilities for learning and re-learning stress and can be used in training and supporting coaches.

13

THE LINK BETWEEN COACH SUPPORT, MOTIVATION AND GOAL-REGULATION IN STUDENT ATHLETES

*Maude Guilmette, Concordia University, Canada;
Kate Mulvihill, Concordia University, Canada;
Theresa Bianco, Concordia University, Canada;
Erin Barker, Concordia University, Canada*

In the general population, the ability to disengage from an unattainable goal and reengage in another self-related goal is important to psychological well-being (Wrosch et al., 2003). In an athletic population, however, athletes may be less likely to disengage because it may be perceived as quitting and opportunities for reengagement are sparse. Examining goal-regulation processes in athletes may provide some important insights into these differences and their link to motivation, which can be internally or externally driven (Guilmette et al., 2015). Given that coaches play a significant role in athlete motivation (Gillet et al., 2010), it is reasonable to expect that coach support will also be associated with goal regulation. We conducted a cross-sectional study in which student athletes (N=144) completed a series of measures assessing goal-regulation (engagement, disengagement, and reengagement),

sport motivation (autonomous/intrinsic and controlled/extrinsic) and perceived coach support (autonomous and thwarting). Bivariate correlation analyses revealed strong positive correlations between perceived autonomous coach support and autonomous motivation in athletes. Perceived autonomous coach support also correlated highly with goal-engagement strategies. Subsequent regression analyses indicated a mediating effect of autonomous motivation on the relationship between perceived coach autonomy support and goal-reappraisal. These findings suggest that autonomy supportive coaches facilitate goal-regulation capacities of athletes indirectly by promoting the internalization of motivation. The results have implications for the training and well-being of student-athletes, both in terms of coaching style and motivational climate.

14

UNDERSTANDING LEADERSHIP OF MINORITY STUDENT-ATHLETES IN THE INNER-CITY: THE TENUOUS RELATIONSHIPS OF TEACHERS AND COACHES.

Christel Beverly, Michigan State University, USA

Throughout the sport and exercise psychology literature, one topic that is repeatedly examined is the leadership provided for athletes. Prior work has focused on the coach as a primary force of leadership for athletes at all levels of sport. Little research has examined the relationship between coaches and other leaders, such as teachers, in the student-athlete's life, particularly for inner-city minorities. Given the important roles that teachers and coaches play in the life of a student-athlete, further research to investigate their leadership of minority student-athletes is necessary to advance theoretical knowledge and improve actual leadership in urban schools.

Using Ogbu's (1981) cultural ecology framework, this paper seeks to: 1) establish the mutual perceptions and behaviors that teachers and coaches have of/toward each other; 2) illuminate the connection that these leader behaviors have to minority student-athlete outcomes in an inner-city high school. Gaining a clearer understanding of leaders' mutual thoughts and behaviors toward one another can illuminate the relational ecology within which the minority student-athlete flourishes or flounders.

Using a multiple case-study inquiry with stratified sampling of participants in three inner-city high schools, 30 interviews were conducted. NVIVO software was used for preliminary analysis, suggesting a complicated relationship between teachers and coaches. Some teachers valued the leadership of coaches; others were dismissive and exasperated. Furthermore, some coaches had experiences with apathetic, uncaring teachers, affecting their beliefs and behaviors.

It is clear that if teachers and coaches are connected by a common goal of producing a successful student-athlete, research to carefully examine their relationships is in order. This study holds importance in both the academic and athletic domains of urban education because it examines the infrastructure surrounding student learning and how those contexts influence subsequent outcomes.

Consulting/Private Practice

15

A STEP-BY-STEP APPROACH FOR IMPLEMENTING A WORKSHOP SERIES FOR ATHLETES

*Itay Basevitch, Florida State University, USA;
Claire Rossato, Anglia Ruskin University, UK;
James Johnstone, Anglia Ruskin University, UK;
Justin Roberts, Anglia Ruskin University, UK;
Craig Suckling, Anglia Ruskin University, UK*

Mental skills training and educational workshops are effective in improving athletes use and understanding of the mental processes required for successful performance (Cumming, Hall, & Shambrook, 2004). However, the specific process of implementing workshops has been neglected in the literature. Thus, the proposed presentation will outline and describe the step-by-step process of developing a workshop series. The information presented is based on a pilot workshop series with elite university cricket players in the UK. Furthermore, the workshop series was multidisciplinary in nature and included, physiological, nutritional and psychological sessions. Each domain was allotted four sessions and the workshop series was provided during a full year. The mental aspect included emphasis on, goal setting, routines, performance under pressure, and improving decision making. The presentation will highlight the process of implementing the workshop series. Specifically, five stages in the implementation of a mental skills training workshop series will be discussed. These include, (a) identifying needs and interests, (b) scheduling appropriate time slots, (c) adapting content to the specific sport (d) promoting sustainability and (e) evaluating effectiveness. Additionally, lessons learned and results of the workshop evaluation will be addressed.

16

IT ALL COMES DOWN TO THIS: DOING SPORT PSYCHOLOGY AT THE 2014 WRWC, PARIS, FRANCE.

John Coumbe-Lilley, University of Illinois at Chicago, USA

This presentation will outline the strategies and tactics most employed in the weeks leading up to and including the 2014, Women's Rugby World Cup (WRWC) 2014. The services provided to the selected team, coaches and support staff were the culmination of four years' of work with approximately 150 players at multiple training camps; in five countries; twenty three test matches; ending with the "group of death" and guaranteed play off matches for final ranking at the World Cup.

The experience will be communicated through three sections, 1) how the role was achieved, 2) the scope and delivery of service provision, 3) performing at the World Cup.

Presentations highlights include the benefits of applied performance profiling (Butler, 1993); practitioner reflections and relevance to work from McCann (2000; 2008) which outlined the need for a philosophy; effective training and mentoring; recognizing the competitive context and its meaning; understanding and mitigating pressures (intrapersonal, interpersonal, organizational, coach-athlete and competitive); working as needed; utilizing tested practices like cognitive behavioral, emotional control and self-regulation strategies in uncertain conditions under constraints; working in unconventional ways relating to your

athlete, coach and team in an effective manner; ensuring different confidence levels required to thrive and survive were attended to (Hays et al, 2007).

Commonly, sport psychology consultancy delivery is hard to quantify (Birrer et al, 2012), The FITTVC (Bompa, 2005) delivery mechanics and challenges of doing sport psychology during the World Cup phase will be discussed in this presentation. Aspiring sport psychology practitioners will be able to 1) identify personal and professional steps to help their own development, 2) consider the complexity of delivery in a traveling team environment, and 3) contemplate the range of professional and ethical dilemmas present in an extended traveling team role.

Developmental/Lifespan Perspectives

17

ONCE A RUNNER, ALWAYS A RUNNER? EXPLORING THE ATHLETIC CAREER RETIREMENT PROCESSES AND ATHLETIC IDENTITY OF FINNISH MALE AND FEMALE DISTANCE RUNNERS

Noora Ronkainen, Shanghai Jiao Tong University, China;
Irina Watkins, USA;
Tatiana Ryba, KIHU – Research Institute for Olympic Sports, Finland

Little research has focused on understanding how gender affects career experiences and construction of meaning in athletic identity. The current study aimed at addressing this gap and examined male and female Finnish distance runners' final years in elite sport and identity negotiation associated with career discontinuation. 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 through the lens of narrative psychology and with thematic narrative analysis (Riessman, 2007). The study's findings suggest that gender is important for understanding retirement patterns of Finnish elite runners. For women, careers were dominantly storied in the form of a "performance narrative" (Carless & Douglas, 2009) and central themes were loneliness, lack of support, loss of motivation, and injuries. For men, lack of athletic development and work were major reasons for retirement, but the relational narratives they were developing became important reasons to postpone retirement. Albeit many no longer considered themselves as athletes post-retirement, runner identity remained central for most runners across genders, and majority of the athletes had continued regular post-retirement running. For women, the performance narrative during the athletic career was not authentic to them, and joy returned to their running after retirement. Additionally, women disengaged from competition completely, whereas men continued competing, and competing remained as an important aspect of men's runner identities even after their peak performance years. We conclude that offering a broader variety of sporting narratives to young talented athletes would be beneficial for athletes' identity development, 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.

18

PLANNING, CREATING, AND IMPLEMENTING HOLISTIC AND ECOLOGICALLY-BASED SPORT PSYCHOLOGICAL SERVICES AT AN ELITE SOCCER ACADEMY

Peter Schneider, University of Leipzig, Germany

It has been traditionally difficult to implement sport psychology (SP) interventions and services within soccer clubs and academies (Beswick, 2010; Pain & Harwood, 2004). Therefore a need to develop and implement holistic and ecologically-based SP services has been suggested and attempted in recent research. (Larsen, Henriksen, Alfermann, & Christensen, 2014; Diment, 2014). Additionally, the role of mentors within this environment has been demonstrated as crucial for preparing athletes with the strategies and work ethic required to succeed in professional sport (Henriksen, Stambulova, & Roessler, 2010).

The current applied study is the process in which an elite soccer academy followed in the footsteps of Team Denmark's strategy (Henriksen, Diment, & Hansen, 2011) to discontinue SP services, and to invest time towards the research and development of a philosophy and structure, from which athletes, staff, and parents could benefit in the long term.

Proceedings

Interviews with coaches, players, and staff were carried out over a 3 month period at the club. Questions focused on critical issues regarding development and the norms, goals, and environment the club strives to achieve. In addition, both formal and informal observations were conducted at practices and meetings. The present status of SP services at the academy, research on current SP philosophies, models, and methods, the desired status, and finally concrete suggestions on how to implement and obtain the desired status were summarized.

Reflections

The academy has adopted a holistic and ecologically-based approach to SP services. SP education for coaches, parents, and players will be offered systematically throughout the year. SP techniques (i.e. imagery) are introduced at the U13 level, a theoretical background at the U17 level, and individual specialization starting at the U19 level. Moreover, older members in the academy are integrated with younger members to develop strategies for transitions.

19

THE MENTAL TOUGHNESS DEVELOPMENT OF AN ARGENTINE PARALYMPICS ATHLETE, DURING 12 YEARS OF COLLABORATIVE ASSESSMENT TO OVERCOME AN ACQUIRED DISABILITY AND REACH HIS GOALS.

Patricia Wightman Wortelboer, CENARD: Argentine National Training Center for Elite Athletes, Argentina

Sport Psychology Assessment often requires the use of various models when there are clinical issues, developmental changes and long periods committed to qualifying for Olympic Games. Athletes with an acquired disability, as is this case study, opposed to a congenital disability, experience a major physical and or psychological trauma (Asken, 1991). This athlete's trainer referred him for consultation (1902) and a mutual work collaboration was established. The first testing; POMS, Beck and IZOF, presented high depression but sports motivation. The athlete had been beaten by a gang when he was eighteen, leaving him totally blind. It was agreed that Eye

Movement, Desensitization, Reprocessing, EMDR (Piering, 2012) would be used and a mental training program and biofeedback for discus and hammer throwing. The purpose of this study was to examine the transitional experience in this now 42-years old athlete. For 12 years he worked for the National Lottery for the Blind, maintaining himself, his wife and her sons, sleeping five hours a night to get his training done. He retired, already competing, and in 2004 he won the Nationals, breaking the records. He has two scholarships since then. Testing improved. Monitored by his coach, defined as possessing servant leadership qualities (Hammermeister et al., 2001) work included, 1) Concentration on technical issues. 2) Visualization to reduce mistakes. 3) pre-performance anxiety control 4) self awareness of physical changes empowering coping with family humiliation. 5) Transforming and using anger as tenacity to pursue goals (Abrams, 2009), producing double iceberg profiles (Wightman, 2009) in pre-competitive POMS; anger M=15 and vigor M=21. These mental toughness attitudes and, patience, inner arrogance, belief in punching through an obstacle. (Jones, 2007) permitted better international results, winning the silver medal IPC Athletics World Cup, France, 2013. Informed consent was procured. Collaborative assessment will continue through this Olympic Period with lessons learned from 2012 Olympics.

20

TOWARDS UNDERSTANDING OLYMPIANS CAREER PATHS IN SOUTHERN AFRICA: A QUALITATIVE ENQUIRY

*Tshepang Tshube, University of Botswana, Botswana;
Feltz Deborah, Michigan State University, USA*

Federations and ministries of sports across Africa heavily rely on research and theoretical constructs carried out in the west to guide their sport development programs despite cultural differences between African and the western world. In some cases, African governments hire western consultants to design and institute sport development programs, even when, these consultants do not have full understanding and appreciation of local cultures. The first objective of this study was to trace and establish a career path (from initial contact with the sport to retirement) of elite athletes in Southern Africa. Secondly, the study examined psychosocial development across phases of elite athletes' development across a lifespan. Lastly, this study sought to understand elite athletes' career transition experiences. To address these objectives, a total of 16 retired Olympians from Botswana, Namibia, South Africa and Zimbabwe (11 males and 5 females) from various sports (athletics-6, swimming-2, Boxing-2, rowing-2, field hockey-2, triathlon-1, biking-1) participated in the study. Results demonstrated that elite athletes in Southern Africa go through stages from initial contact with sport to retirement. Schools played a crucial role in introducing athletes to organized sport, and federations accorded athletes the opportunity to play at international levels. It is therefore crucial for researchers and all relevant stakeholders to understand the cultural and institutional influences in an athlete's development.

Elite Performance

21

A SCIENTIST-PRACTITIONER APPROACH TO CONSULTING IN AN ELITE ATHLETE HIGH-SCHOOL SETTING

*Oskar Dawo, Germany;
Sebastian Brueckner, Saarbruecken Olympic Training Center,
Germany*

Many of Germany's aspiring international caliber athletes and possible future Olympians attend one of the 43 nationwide Elite Athlete High Schools (EAHS). These high schools cater to the specific needs of elite junior athletes, but as young athletes, those individuals have to cope with increasing levels of stress and the demands of professional, athletic and scholarly development (Beckmann et al., 2006). Sport Psychology Services and Mental Training (MT) programs have been implemented at a number of EAHS (e.g., Preis, 2014). Since 2008, professionals delivering the Saarbruecken EAHS program have taught mental skills and provided individual sport psychology and performance consulting and coaching for student athletes in grades 11 through 13. This mandatory program's aim is to help student athletes improve self-efficacy and develop internal resources to cope with the increasing demands and stress-levels described by Beckmann et al. (2006). As part of continuous program improvement, since 2012, the Saarbruecken EAHS program has included regularly scheduled individual goal setting talks. Additionally, diagnostic evaluation of a student athlete's coping strategies has been implemented. This diagnostic evaluation began as a standard procedure in 2009. In the MT course module entitled "Stress & Stress Management," student athletes complete the 120-item German-language Coping with Stress Questionnaire (SVF-120; Janke et al., 1997). So far 104 questionnaires have been completed. Results are discussed in the classroom and provide a foundation for individual consulting using a cognitive-behavioral approach. The SVF-120 also allows for screening of possible negative coping mechanisms to guide subsequent intervention. Thus, standardized diagnosis of student athletes' coping strategies not only helps in teaching core concepts and theories of stress management, but also provides scientifically based information for applied work to optimize athletes' routines, self-talk and mental techniques so that elite junior athletes learn to handle the demands of their academic and athletic careers.

22

COACHES' SUBJECTIVE TALENT CRITERIA IN TOP LEVEL SOCCER

*Nina Jokuschies, Switzerland;
Achim Conzelmann, Prof. Dr., Switzerland*

In professional soccer, talent selection relies on the subjective judgment of scouts and coaches. To date, little is known about the nature of the subjective criteria coaches use to identify talents (Williams & Reilly, 2000). Drawing on a constructivist approach (Kelly, 1991), this study explores coaches' subjective talent criteria. It is assumed that coaches are able to verbalise and specify their talent criteria, and that these are related to their talent selection decisions.

Participants were five national youth soccer coaches (Mage = 55.6; SD = 5.03) that were investigated on three occasions: (1) talent selection decision, (2) semi-structured inductive

interview to elicit each coaches' talent criteria in detail, (3) communicative validation and evaluation of the players by each coach using the repertory grid technique (Fromm, 2004).

For the data analysis, each talent criterion was categorized using a bottom-up-approach. The repertory grid data was analysed using descriptive statistics and Spearman's rank correlation.

The study shows that (1) coaches have a differentiated view of characteristics required to achieve peak performance, (2) they use a multi-dimensional concept of talent, though personality characteristics dominate and (3) their talent criteria are strongly (.57 β r β .81) related to their selection decisions. In order to objectify talent selection decision, it is concluded that coaches should be encouraged to specify and communicate their subject talent criteria on which their selection decisions appear to be based.

References:

Kelly, G. A. (1991). *The Psychology of Personal Constructs: Volume One: Theory and personality*. London: Routledge.

Fromm, M. (2004). *Introduction to the Repertory Grid Interview*. Münster: Waxmann.

Williams, A. M., & Reilly, T. (2000). Talent identification and development in soccer. *Journal of Sports Sciences*, 18, 657–667.

23

EXPLORING MENTAL TOUGHNESS FLUCTUATIONS AND SPORT PERFORMANCE

Joanne Butt, *Sheffield Hallam University, UK;*

Robert Weinberg, *Miami University, USA;*

Robert Harmison, *James Madison University, USA*

To capture the multidimensional nature of mental toughness, the need for future research to be grounded in appropriate conceptual frameworks has been emphasized (e.g., Gucciardi, 2009). The present study adopted the Cognitive-Affective-Behavioral Process (CAPS; Mischel & Shoda, 1995), which focuses on an interactional approach between people and their perceptions of the environment. Underpinned by this social-cognitive framework, the present investigation explored potential mental toughness fluctuations within and across competitions and subsequent influences on sport performance. Twelve state or nationally ranked junior tennis players from an elite tennis academy were interviewed. Players were between 11 and 22 years of age ($m=16.5$ years). Interview transcripts were analyzed using a thematic analysis. Three researchers searched for themes across the interview data and reached consensus on the coding of raw data and subsequent categorization of data into themes (Lincoln & Guba, 1985). Themes capturing situations requiring mental toughness were off-court (i.e., lifestyle, sacrifice), practice (i.e., intensity, attitude), and competition (i.e., external environment, outcome, maintain focus). Players' encoding (i.e., meaning of the situation) of situations was influenced by pressure (i.e., expectations, level of opponent, outcome) and resulted in mentally tough or mentally weak cognitions, affect, and behaviors. Mentally tough behaviors (e.g., dictating pace, high effort, positive behaviors) were influenced by themes capturing effective cognitions (e.g., belief, resilience) and affect (e.g., energized, relaxed). Conversely, mentally weak behaviors (e.g., unforced errors, distractions) were influenced by themes capturing faulty cognitions (e.g., doubt, pressure) and negative affect (e.g., nerves, low energy). Coping strategies facilitated mental toughness and included confidence, concentration

and physically-based strategies. Findings indicate that mental toughness can fluctuate depending on athletes' perceptions of situations prior to and during competition (indicating a state-like component to the construct of mental toughness). Exploring mental toughness with the CAPS framework can facilitate interventions for athletes targeting specific demands, cognitions, and behaviors.

24

HOME RUN OR FOUL BALL: WHERE DO PROFESSIONAL BALL PLAYERS LOOK?

Melissa Hunfalvay, *RightEye, LLC, USA*

A 95 mile an hour travels from release to the plate in less than the blink of an eye, yet sometimes the major league and minor league ball players hit it out of the park for a home run and other times they hit a foul ball. Why? What are the differences between where players look when they hit a home run versus a foul ball? Can hitting a home run be taught?

This study analyzed four major league and four minor league baseball players using eye tracking technology during live batting practice. A total of 186 swings that resulted in either a home (108 swings) run or a foul ball (78 swings) were analyzed. Based on sport science research a variance score, between the known appropriate target and the athlete's focal point, at specific critical moments in time was given out of 100. Results revealed similarities between home run hits from major and minor league players as well as foul ball scores for both groups. When players looked at the correct cues at the right time they scored over 90 and hit a home run. When players hit a foul ball scores dropped to 72 (major league) and 65 (minor league), revealing a greater variation from known key visual cues that affect anticipation, decision making and reaction time when hitting a baseball.

Results are discussed in terms of fatigue, concentration, focus and emotional stress. Applied intervention training techniques based on sound perceptual-cognitive teaching principles are presented to overcome low scores in order to increase better contact of the baseball. Furthermore, a recommended process for continual training that is incorporated into professional ball clubs practice sessions is reviewed in order to develop effective visual routines to enhance performance in practice and during competition.

25

MINDFULNESS PROMOTES ATHLETIC PERFORMANCE IN HIGHLY DEMANDING SITUATIONS

Philipp Röhlin, *Federal Institute of Sport, Switzerland;*

Daniel Birrer, *Swiss Federal Institute of Sports Magglingen, Switzerland;*

Martin grosse Holtforth, *University of Bern, Switzerland*

Trait Mindfulness helps people to handle distress and improves their satisfaction with life (Brown & Ryan, 2003). In sports, mindfulness has been shown to improve athletic performance (Thompson, Kaufman, De Petrillo, Glass, & Arnkoff, 2011). However, researchers are still speculating about underlying mechanisms. Testing a moderated-mediation model, this research examines whether trait mindfulness enhances athletes' performance under pressure by generally reducing competition anxiety and diminishing its negative impact when it occurs. Participants were 133 elite athletes (45.9% male, $M_{age} = 23.68$, $SD_{age} = 6.12$, 30.8% team sports, 94.7% national team members) from 23 different sports. They

completed measures of mindfulness, competition anxiety, and performance under pressure. Mediation, moderation, and moderated-mediation effects of mindfulness and competition anxiety on performance under pressure were tested. Our findings indicate that trait mindfulness is related to fewer performance worries and that it prevents these worries influencing athletes' behavior, thereby helping to improve performance under pressure. The results are in agreement with similar models of moderated-mediation that found that trait mindfulness promotes adaptive behavior by generally reducing negative emotions and reducing the impact of these emotions on behavior (Adams, et al., 2013). Implications and directions of further research are discussed. Apart from benefits off the sports field, instructing athletes to become more mindful might be a promising approach for applied sport psychologists to help athletes optimize their performance.

26

OPTIMISM AND PSYCHOLOGICAL MOMENTUM: A STUDY OF FEMALE VOLLEYBALL PLAYERS' PERCEPTIONS

Brian Foster, Florida State University, USA;
Selen Razon, Ball State University, USA;
Lindsey Blom, Ball State University, USA;
Jocelyn Bolin, Ball State University, USA

Many athletes and spectators believe that experiencing and controlling psychological momentum (PM) is a critical factor for achieving success in sport (Stanimirovic & Hanrahan, 2004). Nevertheless, little is known about the correlates of PM in sports. The purpose of this study was to determine if optimistic thinking has a relationship with PM perceptions in sport. Sixty-eight female NCAA Division I volleyball players (M age=19.53) participated in the study. Each participant responded to 1) the Life Orientation Test - Revised (Scheier, Carver, & Bridges, 1994), designed to measure dispositional optimism, 2) the Sport Attributional Style Scale - Short (Hanrahan & Grove, 1990), designed to measure one's degree of optimistic thinking in regards to specific sport situations, and 3) a psychological momentum assessment designed to assess how participants perceived match flow to affect their PM. The results indicated that the attributional style constructs of intentionality ($p = .048$) and globality ($p = .019$) were significant predictors of PM perceptions. This suggests that to the extent that an athlete associates intentional action with sport success, they perceive PM to be in their favor. Essentially, PM was considered to be a quality that could be forcefully developed with the correct skills and strategy. Also, the stronger the belief an athlete had that the cause of a sport-related success had only sport-specific relevance, the more likely they were to perceive PM in their favor. A post-hoc finding was that participants also had greater disagreement regarding the PM value of early and later points in a set than those in between. Potential ramifications of better understanding PM development include the design of targeted applied interventions to help teams and individuals manipulate it to their advantage in competitive sport. Implications and caveats will be discussed.

27

PATHOS AND ORCHESTRATION IN ELITE SPORT: THE EXPERIENCES OF NCAA DI STUDENT-ATHLETES

Rebecca Zakrajsek, University of Tennessee, USA;
Johannes Raabe, University of Tennessee, USA;
Tucker Readdy, University of Wyoming, USA;
Meighan Julbert, USA;
Alexandra Baker, University of Tennessee, USA

Jones and Wallace (2005) suggest sport coaching is characterized by an inherent pathos or disparity between the goals a coach hopes to accomplish and those that are actually realized. This pathos is believed to arise from limited awareness and control within the sport environment, potential contradictory beliefs of individuals in the athletic context, and the novelty of each sport situation. Coaches can actively enhance the likelihood of optimal outcomes through orchestration, a process of incremental coping intended to create improvement in individual and collective performance (Jones & Wallace, 2005). The current study proposes that collegiate student-athletes experience challenges and uncertainty in their sport engagement that align with the idea of pathos. The pressure to perform (Wrisberg & Johnson, 2002) and focus on results in elite sport can create an overtly competitive and stressful environment (Frøyen & Pensgaard, 2014), potentially exacerbating the pathos. Therefore, the current research sought to explore how pathos manifests in the lives of elite sport participants and whether they engage in processes consistent with orchestration. Semi-structured interviews were conducted with 12 National Collegiate Athletic Association Division I student-athletes (8 male, 4 female) competing in individual ($n = 6$) and team ($n = 6$) sports. Consensual Qualitative Research (CQR; Hill, Thompson, & Williams, 1997) procedures revealed four domains: (a) sources of ambiguity created by coaches, (b) other sources of ambiguity within student-athletes' experiences, (c) attempted strategies for orchestrating the pathos, and (d) relationships are crucial for navigating the pathos. Coach interactions were central to participants' pathos experience; for example, limited coach feedback about participants' contribution to the team, perceived lack of control over practice, contradictory beliefs about performance preparation, and a disconnect between coaches' words and actions decreased participant-coach trust and confidence. Orchestration tactics focused on improving sporting relationships, and offer practical strategies when consulting with elite athletes.

Exercise and Health Behaviors

28

BODY IMAGE CHARACTERISTICS OF FEMALE CHEER, GROUP-FITNESS PARTICIPANTS, AND NON-FITNESS IN A COLLEGE POPULATION

Dean Culpepper, Eastern New Mexico University, USA;
Lorraine Killion, Texas A&M University - Kingsville, USA

Body image is a complex synthesis of psychophysical elements that are perpetual, emotional, cognitive, and kinesthetic (Thompson, 1999). The desire to achieve and maintain an ideal weight is a prevalent goal among females. Research has demonstrated that females utilize excessive bouts of exercise and calorie restriction as a means to pursue the ideal appearance. The purpose of this study was to examine a female population of competitive cheer, control, and group

fitness participants' body image and eating characteristics. A total of 51 (30 cheer, 12 control, and 10 fitness) subjects completed the MBSRQ-AS, EAT-26, a Physical Activity Questionnaire, Stunkard figural silhouettes, a demographics sheet, and body fat measurements. All three groups were dissatisfied with their body (98% for the dancers, 92% for the fitness cohort, and 88% for the control). A MANOVA was conducted to determine group differences and showed a significant relation Wilk's Lambda = .106 ($F=8.735$, $p<.001$) for the groups. Significant differences exist between the groups for the subscales of Appearance Orientation ($F=3.97$, $p=.025$) and Weight Perception ($F= 3.583$, $p=.036$). A significant difference existed for the EAT-26 ($F= 21.885$, $p <.001$), percent body fat ($F=14.754$, $p<.001$) and overall physical activity ($F=13.945$, $p<.001$) as well. Post hoc tests were conducted to determine directionality and showed that the dancers scored significantly higher on the Appearance subscale ($p=.034$) with no difference between the control and fitness cohort. Cheer members also significantly perceived themselves to be overweight ($p=.048$) with no difference between the other two groups. Both the cheer ($p<.001$) and the fitness cohort ($p<.001$) scored as exhibiting disordered eating patterns as rated by the EAT-26. Cheer had significantly lower percent body fat ($p<.001$) compared to the other two groups and both the cheer ($p<.001$) and the group fitness ($p<.001$) was significantly more physically active than the control. Even though the cheer had a low percent body fat ($m=17.6$), they tended to place more importance on how they look. The cheer group perceived themselves to be overweight and engaged in disordered eating patterns. These types of perceptions and behaviors are disturbing, yet not surprising since cheer members have a drive for thinness to compete (Wood et al., 1996). To fully understand the scope of the issue and the psychological factors that accompany the quest for achieving a certain appearance, future research should include other female cohorts such as elite athletes, obligatory exercisers, and sedentary females to determine any similarities and differences in the groups.

29

CONCEPTION OF ABILITY, SELF-EFFICACY, AND GOAL DISCREPANCY IN A RUNNING TASK

Christopher Hill, Michigan State University, USA;
Melissa Chase, Miami University, USA;
Karly Geller, Miami University, USA

Most exercisers set goals to succeed at their respective activities (Kyllo & Landers, 1995). A great deal of exercise-related research has targeted goal setting relative to performance outcomes (Burton & Weiss, 2008). Limited research to date has examined specific consequences of goal attainment; specifically, the relationship between success versus failure (i.e., performance goal discrepancy) and individuals' conception of ability (one's view of their ability), self-efficacy, and future goal setting. Evidence suggests conception of ability and self-efficacy are strongly related to exercise adherence. Individuals with an incremental conception of ability perceive their ability as changeable; conversely, those with an entity conception of ability view their ability as unchangeable. Using a half-mile running task, this study examined self-efficacy, conception of ability, and future performance goals based on a manipulated performance goal discrepancy. After assessing participant's conception of ability with the Conceptions of the Nature of Athletic Ability Questionnaire-2, they were randomized into

a goal discrepant group or goal reached group, creating four groups, Entity Goal Reached, Entity Goal Discrepant, Incremental Goal Reached, and Incremental Goal Discrepant. Participants set performance goals and rated their self-efficacy, ran one-half mile on the treadmill, were given false feedback, and then post performance goals and post self-efficacy was measured. Results indicated that participants in the Entity Goal Discrepant group had the most maladaptive outcomes after failing to reach their goal in the running task. Incremental views of ability buffered the effects of failure compared to entity views of ability. Participants in the Goal Reached conditions set significantly faster post-run goal times than participants in the Goal Discrepant group, regardless of the dispositional conception of ability beliefs. Discussion focuses on helping practitioners and exercisers learn to cope with discrepant performance and encouraging an incremental view of ability for long-term motivational outcomes.

30

EXAMINATION OF THE IMPACT OF DIFFERENT TYPES OF MUSIC ON EXERCISE PERFORMANCE AND ATTENTIONAL FOCUS

Steve Winingar, Western Kentucky University, USA

Some believe listening to music can enhance performance. This may depend on the type of music and it remains to be seen whether music offers a significant advantage over just asking someone to go faster. The purpose of this study was to compare two music conditions (motivational & enjoyable) as well as a control and 'go faster' condition. Changes in attentional focus during exercise were compared between a baseline trial and treatment trial across the four conditions. Participants consisted of 81 undergraduates (40-M, 40-F, 1-DNR).

Each participant engaged in two 10-minute bouts of treadmill walking/running at a self-selected pace exactly one week apart. Distance and rate of perceived exertion were recorded. Participants completed the Measure of Attentional Focus immediately after both exercise bouts. Participants assigned to the music conditions were instructed on what type of music to bring for trial two prior to leaving the lab. Those assigned to the two music conditions also completed the Brunel Music Rating Inventory at the end of trial two.

An ANCOVA was run with distance completed during the first trial as the covariate, groups as the IV, and distance completed during the second trial as the DV. While not significant, the data did exhibit a trend. Participants in all three treatment conditions exhibited increases in distance completed from trial one to trial two. In contrast, participants in the control condition did not exhibit any changes. There were significant changes for two attentional focus categories. Both music groups exhibited significant decreases in attention to task relevant external cues (e.g., speed, time) and significant increases to external distractors (e.g., scenery, music).

Additional analyses run on participants assigned to the music conditions emphasize the importance of musical lyrics, tempo, and beat for improvement of performance as well as memories associated with music for optimal intensity/pace.

31

EXPLORATION OF THE EFFECT OF WATER ON MOOD AND ENJOYMENT OF MODERATE EXERCISE: IS IT AN EYE OR AN EAR THING?

*Jennifer Hurst, Truman State University, USA;
Hannah Runez, Truman State University, USA;
Nicole Moss, Truman State University, USA;
Mason Slater, Truman State University, USA*

A growing body of literature has explored the beneficial psychological effects of exercise in naturalist environments (Bowler et al., 2010; Thompson et al., 2011). Additional studies suggest exercise near or on water produce greater positive benefits to self-esteem and mood (Barton & Pretty, 2010). However, the specific qualities of water that produce enhanced effects have not been explored. Therefore, the purpose of this study was to investigate the influence of the visual and auditory characteristics of water on overall mood and enjoyment of moderate exercise. Thirty-seven participants were exposed to two trails of moderate exercise, one with visual stimuli of water and one with auditory stimuli of water. Every participant completed each trial on separate days filling out the Brunel Mood Scale (BRUMS) pre and post-test as well as a Physical Activity Enjoyment Scale (PACES) post-test. Two dependent t-tests were performed to analyze significant changes in the six mood scales pre to post test, utilizing a Bonferroni correction to control for error. Results suggested only the visual stimuli produced significant positive change in tension ($t(1,35) = 4.83, p < .001$), fatigue ($t(1,35) = 3.82, p = .001$) and total mood ($t(1,35) = 3.88, p < .001$). No significant changes in the six mood subscales or total mood were found for the auditory stimuli. Independent t-test analysis showed the visual condition produced significantly higher enjoyment scores than the auditory condition ($t(1, 70) = -3.81, p < .001$). Results suggest the visual stimulation of water could account for the enhanced mood benefits of exercise near water. Since the study utilized a variety of water environment photos for the visual condition, it is unclear whether the enhanced benefits produced were a result of the unique visual qualities of water or just changing the visual stimuli.

32

IN PURSUIT OF VITALITY: NARRATIVES OF INTRINSIC MOTIVES, EXERCISE, AND AGING

*Christina Johnson, University of Iowa, USA;
Nicholas Bixler, University of Iowa, USA;
Katherine Adams, University of Iowa, USA*

The purpose of this study was to examine the exercise and health narratives of older adults in two distinct communities in Midwestern US: a relatively impoverished, rural farming community and a considerably more affluent community. Semi-structured interviews were conducted with older adults (ages 58-98) using recreational facilities in each community. Within a narrative analytic framework (Chase, 2005), stories about health, vitality, and autonomy during aging emerged from the data. For the purpose of this analysis, participants' narratives were separated into two sets: 1) those who conformed to the more dominant cultural narrative in which the aging individual, although physically sustained through health-related interventions, experiences a great degree of cultural disenfranchisement (Cole, 1997); and 2) those who resisted the dominant cultural narrative and told of aging with vitality and with new meanings of being active and engaged. The stories demonstrated how participants' characterizations of their own

life experiences regarding health and physical activity offer a detailed and nuanced view of the need to support autonomy, competence, and relatedness throughout the lifespan (Deci & Ryan, 2000) for the maintenance of vitality and well-being. The findings underscore the necessity for the provision of choices for older adults, the importance of community for supporting healthy activities, and the usefulness of supporting older adults' willingness to view health in unique, emergent ways.

33

PHYSICAL ACTIVITY AND COGNITION - EXAMINING THE IMMEDIATE BENEFITS OF EXERCISE AND OTHER ACTIVITIES ON COGNITIVE VARIABLES

Brian Butki, Colorado State University, USA

The emotional and physical benefits of physical activity are well understood, and the cognitive benefits are receiving a great deal of research and practical attention over the past decade. These benefits seem most important during childhood, when cognitive development is the most substantial. As physical activity is frequently being removed from school curricula, research examining the cognitive effects of physical activity is particularly timely. An examination of the effects of physical activity (among other activities) on cognitive variables such as memory, perception, and reaction time would provide a greater understanding of the importance of physical activity in the school curriculum. The purpose of this research is to examine the immediate cognitive benefits of various activities (i.e., physical activity, drawing, quiet relaxation, and watching movies) on immediate performance on cognitive tasks (memory, perception, and reaction time) among children ages 6-13. Each participant ($n = 73$) participated in each of the four conditions (moderate PA, free drawing, watching animated movies, and resting quietly) for 30 minutes. Then they completed one of three cognitive tasks (memory recall, reaction time, or recognition/matching). Results show that the physical activity condition resulted in superior cognitive performance over the three variables. Although we did not find significant results in each dependent variable, results were, at minimum, trending in the direction of positive physical activity effects. Research discussion focuses on the importance and efficacy of the inclusion of daily physical activity for academic benefits, and recommendations for practitioners and researchers are suggested.

34

REGULAR PHYSICAL ACTIVITY AS A FACILITATOR FOR COLLEGE STUDENT STRESS RECOVERY.

*Darrell Phillips, MCCCK Penn Valley, USA;
Elizabeth Boyer, Capella University / Private Practice, USA*

College students must deal with many stressors and attempt to manage those stressors via recreation, socialization, or other means. Regular physical activity (RPA) may be effective for stress recovery for college students. This investigation examines the effect of three or more exercise bouts per week on stress recovery experience scores for those students participating in a four-week stress recovery training and education program. The study sample comes from a data set collected from first year college students who attended at least three of four workshops designed to teach stress recovery experience activities ($n = 23$). The Recovery Experiences Questionnaire – REQ (Sonnentag & Fritz, 2007) was administered to workshop participants week one (T1), and the workshop participants attended weekly 50-minute

workshops on stress recovery education and training practices geared toward improving control, psychological detachment, mastery, and relaxation as integral components of proactive stress recovery. The REQ was completed by all participants at week five (T2), and again at week 9 (T3), four weeks post-workshop training.

Those students reporting three or more exercise bouts per week of RPA were able to improve overall stress recovery experiences scores and maintain those scores at statistically significant levels from T1-56.4 to T3-61.6, ($p = .02$), and although non-RPA participants, those with none to two exercise bouts per week, were able to improve stress recovery experiences scores T1 to T2 ($p = .03$) they were unable to sustain improved stress recovery experience scores through T3 ($p = .77$), and stress recovery scores may have returned to a pre-workshop level of recovery experiences (T1-55.9 to T3-57.9, $p = .26$). Overall results suggest participation in RPA may facilitate the effectiveness of a four-week stress recovery training and education program over time for first-year college student psycho-physiological stress recovery experiences.

35

THE EFFECT OF A RESEARCH-BASED EXERCISE PROGRAM ON BALANCE CONFIDENCE, QUALITY OF LIFE, AND FUNCTIONAL FITNESS FOR PEOPLE LIVING WITH PARKINSON'S DISEASE

Jennifer Quillen, *El Camino YMCA, USA*;
Tamar Semerjian, *San Jose State University, USA*

For people living with Parkinson's disease, everyday tasks become challenging as balance and functional movements deteriorate with disease progression. Reduced balance confidence can become a barrier to exercise (Ellis et al., 2013) and inactivity can negatively affect a person's quality of life (QoL). Previous studies have shown an increase in functional abilities and QoL following an exercise intervention (Farley, Fox, Ramig, & McFarland, 2008). The purpose of this study was to evaluate the effects of a community-based exercise program for people living with Parkinson's disease. Nine people with Parkinson's (5 men and 4 women) participated in a nine-week exercise intervention and met in a group setting for one hour, three times per week at a YMCA exercise studio. The exercise protocol was based on previous research suggesting whole body activation with dual-task and high effort strengthening exercises to promote neuroplasticity (Farley et al., 2008, King & Horak, 2009) and result in motor control improvements. Pre- and post-study measurements were taken for the Activities-specific Balance Confidence scale, Parkinson's Disease Questionnaire, and Senior Fitness Test to assess balance confidence, health-related QoL, and functional fitness, respectively. Following a dependent t-test analysis, results showed significant improvements in the 8-foot up-and-go test ($p < 0.001$) and 2-minute step test ($p = 0.004$) demonstrating improvements in agility, dynamic stability, and aerobic endurance. In previous studies, the 8-foot up-and-go test has been positively associated with balance confidence (Mak & Pang, 2009, Bryant, Rintala, Hou, & Protas, 2013). Although the data does not support this relationship, participants expressed their perceived improvements in balance confidence and QoL through informal conversation. Additionally, there was no marked decline in any measurements which may suggest the exercise intervention could be responsible for delaying disease progression. Future research studies with a longer duration period are critical in determining the effectiveness of this program for the psychological parameters.

36

U.S. MILITARY SERVICE MEMBERS' PERSPECTIVES ON PHYSICAL ACTIVITY: A QUALITATIVE EXPLORATION

Sarah Shue, *Indiana University Purdue University Indianapolis, USA*;
Selen Razon, *Ball State University, USA*;
Lindsey Blom, *Ball State University, USA*;
Thalia Mulvihill, *Ball State University, USA*

Due to a growing number of combat situations there has been an increase in psychological symptom reporting of service members (Ryan et al., 2007). Among these concerns are anxiety, depression, and posttraumatic stress disorder (PTSD) (Otter & Currie, 2004). Those suffering from anxiety, depression and PTSD may benefit from alternative, nontraditional forms of exercise therapies to help symptom reduction (Richardson et al., 2014; Walsh, 2011). A non-traditional exercise-based therapy incorporating psychological skills of mental toughness and resilience could hold potential. Using a qualitative approach, the present study explored the perceptions held within a sample of 9 U.S. military service members (6 men, 3 women) in regards to physical activity participation, its perceived benefits, as well as the members' likelihood for participating in a physical activity based program that incorporates psychological skill training. A phenomenological approach was adopted and a semi-structured interview guideline was followed. Data was collected up to the saturation point. Nine domains helped code the interviews. Five themes, each with important practical implications emerged: 1) positive perceived benefits associated with physical activity participation and negative perceived consequences associated with the lack of it, 2) positive effects of serving in the military and deployment on physical activity participation, 3) interest in a physical activity based program incorporating psychological skill training, 4) expectations of some initial resistance from peers in regards to joining such program, and 5) a preference for a mixed physical activity based program to allow options between individual and group activities. Taking these findings into account, strategies to allow practitioners increase physical activity and implement such programs within the military will be discussed. Recommendations and caveats will be advanced.

Group Dynamics

37

IMPLICIT COORDINATION IN DYADIC JUGGLING: PSYCHOPHYSIOLOGICAL EVIDENCE OF SHARED MENTAL MODELS IN A COOPERATIVE MOTOR TASK

Edson Filho, *University of Chieti, Italy*;
Gershon Tenenbaum, *Florida State University, USA*;
Davide Pierini, *University of Montreal, Canada*;
Claudio Robazza, *University of Chieti, Italy*;
Silvia Comani, *University of Chieti, Italy*;
Maurizio Bertollo, *University of Chieti, Italy*

We sought to advance research in team dynamics by exploring implicit coordination mechanisms underlying the conceptual notion of "shared mental models" (SMM) through the simultaneous physiological (i.e., heart rate and breathing rate) monitoring of two professional jugglers performing a real-time interactive task. Two experimental conditions were employed: "individual solo task" and "interactive" (i.e., two

jugglers established a cooperative interaction by juggling balls with each other). In both conditions, the participants were asked to juggle for 10 trials of 30s long. Two synchronized FlexComp Infiniti biofeedback systems (Thought Technology) were used to record the participants' physiological responses. The jugglers' heart and breathing rate means were identified for each trial and analyzed with respect to the two experimental conditions. First, our results revealed that engaging in a dyadic cooperative motor task (interactive condition) required greater physiological effort (Median Cohen's $d = 2.13$; $p < .05$) than performing a solo motor task (individual condition) of similar difficulty. This increase in physiological expenditure is likely due to the additional energy needed to cope with the coordination requirements associated with cooperative work in team settings (see Mohammed, Ferzandi, & Hamilton, 2010). Second, our results revealed a strong positive synchronization between the jugglers' heart rate ($r ES = .87$, $p < .01$) and breathing rate ($r ES = .77$, $p < .01$) in the interactive condition; thus, offering psychophysiological evidence for the concept of SMM in real-time interactive motor tasks. Overall, these results offer empirical evidence supporting the theoretical notion that implicit coordination mechanisms, such as the synchronization of physiological responses, are paramount for optimal performance in team sports (see Eccles & Tenenbaum, 2007). Practitioners should advance the notion of "shared-regulation" in the context of team coordination through the use of biofeedback training, much like sport psychologists discuss "self-regulation" in the context of individually performed tasks.

38

THE OPTIMAL TEAM FUNCTIONING (OTF) MODEL – AN APPLIED GROUNDED-THEORY FRAMEWORK TO ENHANCE PROCESSES WITHIN SPORT TEAMS

Jamie Collins, University of Ottawa, Canada;
Natalie Durand-Bush, University of Ottawa, Canada

Words such as 'teamwork', 'cohesive', 'chemistry', and 'united' have been used in association with highly successful teams. Nonetheless, research on team effectiveness in sport has been fragmented (Carron et al., 2012; McEwan & Beauchamp, 2014). Although several researchers have explored group processes that directly or indirectly contribute to enhanced team functioning, knowledge transfer has been limited. In fact, few tangible evidence-based frameworks and guidelines have been proposed to help practitioners nurture team processes and effectiveness. In order to address this researcher-practitioner gap, the Optimal Team Functioning (OTF) model was developed based on a grounded theory study (Charmaz, 2006). Participants included 78 athletes competing on 19 high performance curling teams and 10 coaches. Data were collected from athletes via face-to-face focus group interviews with each team, as well as demographic and exit questionnaires. Individual telephone interviews and a demographic questionnaire were used to gather the data from coaches. The OTF model is the product of an extensive data analysis process involving transcription, reflexivity and memo writing, coding, verification through multiple coder checks, recoding, and model development. As suggested by Charmaz (2006), the model is based on actions and is thus applied in nature. The actions in this study pertain to creating and sustaining essential team processes perceived to be required to excel in sport. The OTF includes eight components: (a) Individual Attributes, (b) Team Attributes, (c) the Foundational Team Process of Communication, (d) Structural Team Processes, (e) Individual Regulation, (f) Team Regulation, (g) Desired Outcomes, and (h) Context. In this presentation, each component of the model will be defined and the relationships among components will be

discussed. A case study approach will be used to illustrate how team sport athletes, coaches, and practitioners can implement the OTF model in order to enhance team functioning.

Injury/Trauma/Rehabilitation

39

A PRELIMINARY INVESTIGATION INTO SPORT PSYCHOLOGY PROFESSIONALS' VIEWS AND EXPERIENCES OF A MULTIDISCIPLINARY TEAM APPROACH TO SPORT INJURY REHABILITATION

Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA;
Damien Clement, West Virginia University, USA

Existing literature highlights the need to address both the physical and psychological aspects of sport injuries during rehabilitation (Clement & Arvinen-Barrow, 2013), however many sport medicine professionals (SMPs) report a lack of access to sport psychology consultants (SPCs) with whom they could work with to provide such services to injured athletes (Clement, Arvinen-Barrow, & Granquist, 2013; Arvinen-Barrow, Hemmings, Weigand, Becker & Booth, 2007). One possible way to address this situation would be to adopt a multidisciplinary team approach to rehabilitation (Clement & Arvinen-Barrow, 2013). Since the literature appears to be limited, the purpose of this study was to preliminarily investigate SPCs' views and experiences of a multidisciplinary team approach to injury rehabilitation. A total of 62 SPCs (26 men, 36 women, Mage 38.15 years, age range: 22-73 years) took part in an online survey distributed via US based sport psychology listserv. Participants had 10.59 (SD = 9.76) years of experience as SPCs. On average, SPCs felt that it was very important ($M = 6.56$; $SD = 0.62$) to ensure injured athletes have access to a multidisciplinary team of professionals. Of the sample, 67.74% ($n = 42$) typically worked as part of a multidisciplinary team 42.76% of the time. The SPCs ($n = 28$; 45.20%) also indicated that the SMPs are typically serving as the primary point person ($n = 19$; 47.50%) for such teams. Based on the results from this sample, it appears that SPCs value the importance of working as a part of a multidisciplinary team and have gained some experience doing so. Since gaining entry to the sport medicine domain can be an area SPCs often struggle with (Ravizza, 1998), building effective working relationships with SMPs would be important to further promote, and continue SPCs' involvement in providing holistic, multidisciplinary care to athletes with injuries.

40

MENTAL HEALTH OUTCOMES OF FORMER COLLEGIATE AND PROFESSIONAL FOOTBALL ATHLETES: ASSOCIATION WITH AGE OF FIRST EXPOSURE TO FOOTBALL

J.D. DeFreese, University of North Carolina, USA;
Karla Thompson, UNC-Chapel Hill, USA;
Zachary Kerr, Datalys Center for Sports Injury Research and Prevention, USA;
Leah Cox, University of North Carolina-Chapel Hill, USA;
Kevin Guskiewicz, University of North Carolina-Chapel Hill, USA;

The long term impact of American football participation is at the forefront of sport injury research and practice. Such interest has sparked research on concussion history and cumulative football exposure as potential predictors of later

life mental health outcomes. Age of first football exposure also merits exploration because of its clinical importance and recent discussion on recommendations for youth football participation. Our purpose was to determine the impact of age of first football exposure on former collegiate and professional football athletes' mental health outcomes (depression, anxiety, disordered alcohol use) when accounting for concussion history and total football exposure. Participants were 32 former professional and 33 former collegiate football athletes ($M = 58.5$ years) reporting a low/no (0 or 1) or recurrent (3 or more) concussion history. As part of a larger battery, participants completed self-report assessments of their concussion history, football exposure and symptoms of depression (BDI-II), anxiety (Zung Anxiety Scale) and disordered alcohol use (MAST, AUDIT). Regression analyses revealed age of first exposure to not be significantly associated with later life mental health outcomes with and without controlling for concussion history and football exposure beyond high school ($p = .06B.70$). Group differences analyses further revealed no group differences on mental health outcomes between participants who first played football before age 12 as compared to those who began later, with the exception of AUDIT scores ($Mdiff = 1.37, p = .006$). No group differences on age of first football exposure were found for any mental health outcome when controlling for concussion history and football exposure. Utilizing the scientist-practitioner model, our study findings have implications for clinicians providing therapeutic treatments to former elite football athletes (e.g., obtaining a detailed medical/playing history). Moreover, our results support the need for additional discussion before establishing any minimum age for youth football participation.

41

RELIABILITY OF IMPACT IN A HIGH SCHOOL ATHLETE POPULATION

Kelli Kyle, Sports Medicine Center, Mayo Clinic, Rochester, MN, USA;

Max Trenerry, Mayo Clinic, USA;

Jonathan Finnoff, Dept. of Physical Medicine & Rehabilitation, Mayo Clinic, Rochester, MN, USA;

Dirk Larson, Dept. of Biomedical Statistics and Informatics, Mayo Clinic, Rochester, MN, USA;

Jay Smith, Dept. of Physical Medicine & Rehabilitation, Mayo Clinic, Rochester, MN, USA

Sport-related concussion has rapidly become the concern of all involved with sport activities. Diagnosing and detecting cognitive effects of concussion and athlete readiness to return to training or active competition are difficult clinical decisions. Computerized neuropsychological tests have been developed for use with athletes across a wide age range. Clinically meaningful comparison of repeated tests assumes that an uninjured athlete will reproduce essentially the same results.

We evaluated the test-retest reliability of the Immediate Post-Concussion Assessment and Cognitive Testing (ImPACT) evaluation system. Sixty-four ($n = 64$) high school athletes (average age = 15.2 years, range 14 to 18 years) completed ImPACT on two occasions approximately six weeks apart. Exclusion criteria included a history of concussion within the last six months, current symptoms, diagnosis of learning disability or attention disorder, disease process that could affect their cognition, or if English was not their primary language.

Intraclass correlation coefficients (ICC) and Bland and Altman coefficients of repeatability (CR) were calculated. ICCs measure the correlation or agreement between scores on repeated tests, whereas the CR is defined such that 95% of the test-retest response pairs are between plus and minus the CR value. The ICCs and CRs (respectively) for each ImPACT subcategory were: Impulse Control (.37, ± 11.8), Reaction Time (.60, ± 0.14), Reaction Time % (.52, ± 54.5), Symptom Score Total (.59, ± 7.5), Verbal Memory Composite (.40, ± 22.9), Verbal Memory Composite % (.37, ± 66.1), Visual Memory Composite (.47, ± 25.2), Visual Memory Composite Percentage (.48, ± 58.1), Visual Motor Speed Composite (0.05, ± 64.1), and Visual Motor Speed Composite Percentage (.57, ± 53.6).

To our knowledge, this is one of the largest test-retest studies of ImPACT in a high school age population. ImPACT composite scores may vary significantly across test administrations which limit the clinical utility of the test.

42

THE ROLE OF EXPERIENTIAL AVOIDANCE IN INJURY REHABILITATION

Andrew Wolanin, Kean University, USA;

Michael Gross, Kean University, USA;

Jessica DeGaetano, Kessler Rehabilitation Hospital, USA;

Rachel Pess, Kean University, USA;

Donald Marks, Kean University, USA

Acceptance and Commitment Therapy (ACT; Hayes, 2004; Hayes, Luoma, Bond, Masuda, & Lillis, 2006) is a "third wave" behavioral therapy, focusing on the function and service of psychological symptoms and the context in which they occur as opposed to their form (e.g., pain, depression, panic). Engaging in experiential avoidance (the unwillingness to remain in contact with undesired internal experiences) leads to a variety of efforts to escape and avoid exposure to aversive private events and the antecedent cues that predict the onset of these private events (Hayes, 2004; Hayes et al., 1996; Ossman et al., 2006). The paradox of experiential avoidance is that attempting to hide or inhibit unpleasant thoughts, feelings, and bodily sensations serves to increase the frequency and distress of these same experiences (Gross, 1998a, 2002; Wegner, 1994). Moreover, experiential avoidance interferes with the ability to be fully engaged in any activity, resulting in less frequent positive events and dampened positive emotions (Gross & John, 2003). Rigid attempts to avoid negatively evaluated private experiences apparently lead to more frequent and intense episodes of psychological distress and interference with meaningful life activities such as rehabilitation from injury. Data from three studies will be presented. Normative data comparing a sample of 164 athletes to non-athletes on levels of experiential avoidance will be presented. Data from a study with a sample 320 athletes will present the significant relationship between experiential avoidance, injuries, and clinical outcomes. Relative risk ratios will be presented, as well as linear regression analyses. And finally, in a sample of 68 injured collegiate athletes, significant data will be presented to illustrate the role of experiential avoidance in rehabilitation outcomes post-injury. Logistic regression models will demonstrate the predictive nature of experiential avoidance with rehabilitation outcomes of injured athletes. Discussion points will include potential interventions and future applied research directions.

43

UNDERSTANDING THE RELATIONSHIP BETWEEN ATHLETIC IDENTITY AND REHABILITATION OVERADHERENCE IN COLLEGE ATHLETES

*Robert Hilliard Jr., Ball State University, USA;
Lindsey Blom, Ball State University, USA;
Jocelyn Bolin, Ball State University, USA;
Dorice Hankemeier, Ball State University, USA*



Previous literature has noted the importance of treatment adherence for recovery outcome from athletic injuries (Brewer, 2004). However, despite the importance of adhering, treatment adherence is still an issue among college athletes (Clement et al., 2013; Granquist et al., 2014). Athletic identity has been implicated as one contributing factor to a problematic form of treatment adherence known as overadherence (Podlog et al., 2013). Overadherence, or doing too much too often, has been reported by 97.91 percent of athletic trainers to be an issue at least occasionally (Granquist et al., 2014). Therefore, the purpose of this mixed- method study was to explore the relationship between athletic identity and overadherence in currently injured college student-athletes. Currently injured athletes (N = 78) from eight Midwestern institutions participating across all three NCAA divisions and the NAIA completed a survey packet consisting of the Athletic Identity Measurement Scale (AIMS), the Rehabilitation Overadherence Questionnaire (ROAQ), and two open-ended qualitative responses. Higher levels of athletic identity were associated with higher levels of rehabilitation overadherence ($r = .30, p = .008$). A multiple regression analysis using the three AIMS subscales as predictors of rehabilitation overadherence found an overall significant model, $F(5, 70) = 2.63, p = .03, R^2 = .16$, with negative affectivity as the sole significant predictor of overadherence ($\beta = .36, p = .006$). Content analysis revealed that bodily benefits, sport participation, personal achievement, social relationships, and athlete status were perceived to be the most important aspects of being an athlete. The themes of returning to competition, general health, and relationship beliefs were identified as the major factors for adhering to a rehabilitation program. The practical implications and strategies for sports medicine professionals will be discussed under the framework of the integrated model of psychological response to sport injury (Wiese-Bjornstal et al., 1998).

Life Skills/Learning Strategies (Includes Coping)

44

A PRELIMINARY INVESTIGATION OF THE INFLUENCE OF LEARNING DISABILITIES AND/OR AD/HD AND ATHLETIC SUCCESS IN NCAA SPORT

*Karen Collins, University of New Hampshire, USA;
Kathleen Colpoys, University of New Hampshire, USA*

According to Cortiella and Horowitz (2014) 2.4 million students (5%) in American public schools have been diagnosed with a learning disability (LD). Parr's (2011) research indicates 5% of all people suffer from Attention Deficit Hyperactivity Disorder (ADHD). He also determined there is a slightly higher occurrence of AD/HD (used to represent both ADHD and Attention Deficit Disorder) amongst athletes. Further, Vickers (2010) notes that 2% of all undergraduate students enrolled at United States colleges and universities have AD/HD or another learning disability.

Hidden disabilities are prominent and theoretically impact the

way in which individuals learn, are motivated, and ultimately perform. An understanding of multiple intelligences (Gardner, 1987) plays a salient role in highlighting research related to the impact of hidden disabilities on elite sport performance. Further, hidden disabilities can impact an individual's sense of competence. Athletes' interpretation or attributions of competence is a critical factor in motivation for athletes with hidden disabilities (Manusov & Spitzberg, 2008).

This pilot study specifically sought to determine the prevalence of college athletes with a LD and/or AD/HD and gain a better understanding of the impact of hidden disabilities on athletic success. The SALD Athlete Questionnaire was developed and distributed to determine this impact. Results indicate that 11% of the athletes (N=267) have been diagnosed with a LD and/or AD/HD. Thirty percent of those diagnosed reported their coaches were not aware of their disability. The analysis highlighted the impact in five different areas required of collegiate student-athletes. The most telling areas were film sessions and communication with coaches where 74% and 71%, respectively, indicated some impact on potential for athletic success. These results demonstrate both the prevalence and impact of hidden disabilities in collegiate athletes. Therefore, continued research is both relevant and necessary in order for all student-athletes to reach their potential for athletic success.

45

LESSONS LEARNED FROM IMPLEMENTING A SPORT PSYCHOLOGY CONSULTANT AMONG ATHLETES WITH DISABILITIES: A COMBINED PERSPECTIVE

*Jacob Cooper, Boston University, USA;
Claire Kubiesa, USA;
Alex Wallace, Ball State University, USA*

The growth of sport psychology consulting among athletes with disabilities has been slow due to a lack of theory-driven research on the population (Sherrill, 1999). Fortunately, its prevalence has been increasing in recent years, as evidenced by relationships forged by consultants with current and future Paralympic athletes (Martin, 2012). Asken (1991) stressed that in working with athletes with disabilities, consultants need to be aware of their athletes' medical considerations, motivations to participate, and the possibility that there could be vast age and ability differences among athletes. Additionally, Asken (1991) noted that consultants must often adjust their interventions to accommodate the relative lack of resources that athletes with disabilities are often provided with in comparison to able-bodied athletes.

In general, societal perceptions of athletes with disabilities are that they are not "true athletes," and therefore, they have been at a disadvantage with less opportunities to play, minimal funding, and generally less perks than able-bodied athletes (Dieffenbach, Statler, & Moffett, 2009; Martin, Adams-Mushett, & Smith, 1995). A coach, on top of typical coaching duties, needs to take these variables into consideration when scheduling practice, transportation, equipment, and so on, often before considering utilizing a sport psychology consultant. Further, the stigma associated with disability may deter consultants from seeking the opportunity to work with athletes with disabilities. It then falls upon the coach to advocate and coordinate these services, which in addition to the obstacles outlined above, proves hard to manage. Therefore, the purpose of this poster is to share experiences and lessons learned from coaches and sport psychology consultants who worked with avpower-chair soccer team over the past 3 years. Specifically, techniques and strategies

for coaches and consultants will be shared regarding rapport building, creativity, session planning, equipment frustrations, and how to best disassociate mental and physical abilities.

46

RESILIENCE IN THE AFTERMATH OF THE 2013 BOSTON MARATHON BOMBINGS

Kelsey Timm, Center for Sport and Performance Psychology, USA;
Cindra Kamphoff, Minnesota State University, USA;
Nick Galli, University of Utah/Headstrong Consulting, USA;
Stephen Gonzalez, Digital Consulting Services & Armstrong State University, USA

The historic Boston Marathon was struck by tragedy in 2013 when two bombs exploded near the finish line during the race. This tragedy provided the opportunity to study resilience in marathon runners, whose unique mood profile and experience overcoming minor adversities such as injury, setbacks in training, and uncomfortable races may help them respond resiliently (Berger & Molt, 2000; Dyer & Crouch, 1988; Gondola & Tuckman, 1982). The purpose of this study was to employ qualitative methods to examine the role of resilience in helping runners overcome their experience at the 2013 Boston Marathon. The researchers used Galli and Vealey's (2008) Conceptual Model of Sport Resilience as a guide. Sixteen 2013 Boston Marathon runners (females = 9, males = 7) were interviewed using a semi-structured interview guide roughly a year after the bombings about their experiences that day and during the weeks and months that followed. Participants reported experiencing a confusing, unpleasant race day, followed by months of mixed emotions and coping strategies, which were mediated by personal resources, and ultimately led to positive outcomes including increased motivation, strength, new perspectives, and a greater sense of closeness in the running community. Findings fit with previous research on the process of resilience and stress-related growth in sport, and suggest that running may be a valuable tool for the development of resilience. The results suggest potential strategies that consultants might use to promote resilience in athletes, such as realization of social support, relating the current adversity to previous experiences, and focusing on positive emotions such as gratitude or hope. In addition, as Fletcher and Sarkar (2012) also suggested, identifying and developing personal resources that promote resilience was a valuable strategy. Complete results as well as additional concrete strategies that sport psychology consultants can use will be discussed.

Mental Training/Interventions

47

A PROPOSED MODEL OF MENTAL TOUGHNESS

Patrick Ivey, University of Missouri, USA;
Amber Lattner, University of Missouri, USA;
Rick McGuire, University of Missouri, USA

Despite popular usage and acceptance of the term "mental toughness," there is much inconsistency and ambiguity in the research around what the construct actually measures and predicts (Gucciardi & Gordon, 2011). Connaughton, Hanton, Jones, and Wadey (2008) summarized investigations of mental toughness since the 1950s as being broadly categorized into four key domains: MT as a personality trait, MT as a

performance driver, MT as a defense mechanism, and the development of MT through psychological skills training. This presentation will share a model of mental toughness developed by applied sport psychology practitioners that has proved effective at the collegiate level when working with both coaches and student-athletes.

The model outlines various dimensions that contribute to coaches and athletes being identified as "mentally tough." The model includes four tiered dimensions that include motivation (Ryan & Deci, 2000), preparation (adapted from Bompas & Haff, 2009), focus (McGuire, 2012), and emotional stability (Loehr, 1994). Each of these dimensions is further divided into the subcategories identified by the respective researchers of the optimal states for motivation (internal, intrinsic, approach, and positive), preparation (physical, technical, tactical, and mental), focus (time orientation, positive self-talk, composure, concentration, and confidence), and emotional stability (emotional flexibility, responsiveness, strength and resilience). Attendees will leave the presentation with a new conceptual model of what drives this complex construct of "mental toughness," with a clear understanding of how to not only position the model with coaches and athletes, but also how to specifically train each element to drive mental toughness in performers of all domains.

48

ENHANCING ACADEMIC SUCCESS: LESSONS LEARNED FROM FIVE YEARS OF CLASSROOM-BASED MENTAL SKILLS TRAINING PROGRAMS

Jon Hammermeister, Eastern Washington University, USA;
Lynn Briggs, Eastern Washington University, USA;
Justin Young, Eastern Washington University, USA;
Brittney Conway, Eastern Washington University, USA;
Courtney Flynn, Eastern Washington University, USA

Mental Skills Training (MST) refers to the systematic and consistent practice of techniques and strategies designed to enhance mental skills that facilitate optimum performance (Vealy & Campbell, 1988). The positive relationship among MST and sport performance has been consistently noted in the sport psychology literature (e.g., Gould, Dieffenbach & Moffett, 2002; Orlick & Partington, 1988; Vealey, 2012) and has recently gained some degree of prominence in the military literature as well (e.g., Adler, et al., 2015; Hammermeister, et al., 2010). Given the utility MST has shown in these settings, it is somewhat surprising the application of this type of training in academic settings as a tool to enhance academic success has been relatively unexplored. This is especially curious given that successful learners must not only possess a wide array of study skills, they must possess the self-awareness, cognitions, resilience, and motivation to know when, where, and how to apply these skills. In the attempt to address this gap in the literature we have conducted a series of studies over the past 5 years assessing the efficacy of MST as a tool to enhance academic performance. These studies have utilized a number of different methodologies as well as populations which have included a) intensive MST training for at-risk students run out of an Academic Success Center, b) MST material "infused" into an English composition curriculum and c) an MST intervention run out of a university Writing Center. This presentation will provide a brief overview of these studies and then will focus on the factors which have facilitated student success across the various methodologies and populations we have worked with. We will also address some of the dynamics which have impaired progress. Recommendations will be provided for future researchers and practitioners wishing to deliver MST training in academic settings.

49

ENHANCING COLLEGIATE WOMEN'S SOCCER PSYCHOSOCIAL AND PERFORMANCE OUTCOMES BY PROMOTING INTRINSIC SOURCES OF SPORT ENJOYMENT

*Scott Barnicle, Comprehensive Soldier & Family Fitness
@ Ft. Jackson, USA;
Damon Burton, University of Idaho, USA*

This study examined the effectiveness of an applied mental skills training intervention (MST; Birrer & Morgan, 2014; Burton & Raedeke, 2008) utilizing mental tools and skills to enhance intrinsic sources of enjoyment (ISOEs; Scanlan & Lewthwaite, 1986; Wiersma, 2001) as a means of promoting a range of psychosocial and performance outcomes. The intervention project was designed to increase ISOEs using a range of formal and informal strategies, and then examine its relationships to mental skills and performance within Division 1 women's college soccer. Results revealed that the MST intervention significantly increased treatment group (n=8) ISOEs as well as targeted psychological (i.e., increased self-confidence and decreased trait sport anxiety) and competitive (i.e., competitive athletic performance) outcomes, both in practice and competition compared to the control group (n=11). This study provides moderate initial support for the impact mental skills training can have on ISOEs, as well as other psychosocial outcomes and athletic performance, highlighting a mental skill often overlooked by consultants and coaches.

Mental Training/Interventions

50

MIND OVER DISTANCE: A STUDENT-RUN PSYCHING TEAM

*Lauren Brooke, USA;
Peter Young, John F. Kennedy University, USA;
Katherine Irwin, CSF2, USA*

Mind over Distance (MOD) is a project that represents a relationship between John F. Kennedy University's (JFKU) Sport Psychology program and the San Francisco Marathon, wherein Sport Psychology services and education are provided to athletes before and during the race. Structured after the highly successful and longstanding Toronto Marathon Psyching Team, MOD is unique in that it was created by and is entirely run by Sport Psychology graduate students (with the support of CC-AASP supervisors). Mind Over Distance was originally developed in 2012 and expanded in 2013-2014 with the generous support of an AASP community outreach grant and JFKU. The MOD project was created with two distinct goals: 1) to promote the field of Sport Psychology by delivering mental skills and interventions and 2) to provide training to Sport Psychology graduate students, both of which were realized. Highlights of this project include sending students to Toronto to take part in the Toronto Marathon Psyching Team, the development of a training manual, a well-received presence at the San Francisco Marathon's pre-race expo where students provided mental skills interventions to the athletes, an on-course cheer station, and students on-foot during the race to provide support to the runners. The challenges and lessons learned, including marketing, evaluation, and logistics will also be discussed in this presentation. This project provides insight into how the now-popular psyching team model

can be used to provide meaningful supervised experience to graduate students, while also offering a service to the community and promoting the field of Sport Psychology.

51

MINDFULNESS MEDITATION PRACTICE: IMPACT ON COLLEGE ATHLETES' STRESS, QUALITY OF LIFE AND ATHLETIC COPING SKILLS

*Zeljka Vidic, Western Michigan University, USA;
Mark St.Martin, Western Michigan University, USA;
Richard Oxhandler, Western Michigan University, USA*

In sport today, more and more resources are being allocated towards providing athletes with a number of psychological training techniques with the goal of helping them achieve their full athletic potential. With increasing pressures to perform, as well as athletes' personal and athletic worlds being closely entwined, college athletes are experiencing challenges that are above and beyond regular students may experience during such a major developmental time in their life. Thus, it is important to find interventions that can help them function effectively both on and off-the court. One such technique that has recently gained interest in the field of sport psychology is mindfulness (Gardner & Moore, 2012). The essential elements of mindfulness, awareness and nonjudgmental acceptance, have been identified as effective remedies to psychological distress, anxiety, worry, fear and anger (Keng, Smoski & Robins, 2011). This study conducted a 10-week mindfulness-based intervention with a Division I women's basketball team. The study attempted to investigate the effects of a mindfulness-based intervention on athletes' perceived stress, quality of life and athletic coping skills. Participants completed pre-, mid- and post-test measurements of the Perception of Stress Scale (PSS), the Perception of Life Questionnaire (PoLQ) and the Athletic Coping Skills Inventory (ACSI-28), as well as journals from which qualitative data were obtained. Both quantitative and qualitative results demonstrated positive effects and applications of mindfulness practice to sport and life. Overall, the research indicates that systematic mindfulness training can be an effective approach to assisting athletes to enhance their performance in sport settings and to derive positive benefits in life in general.

52

MINDFULNESS MEDITATION TRAINING FOR TENNIS PLAYERS

Dejan Stankovic, USA

The first purpose of this experimental study was to investigate if there is an improvement in tennis players' performance when they use mindfulness meditation training (MMT), an intervention designed for this study. The second purpose of the study was to evaluate whether participation in MMT would increase tennis players' mindfulness and help them reduce anxiety, and whether these factors would mediate performance. The third purpose of the study was to examine whether participation in MMT training decreased the frequency of negative thoughts and improved athletes' ability to 'let-go' of negative thoughts. In terms of the structure of the research, 100 tennis players were randomly divided into either the intervention group or the control group. The intervention group was asked to listen to a mindfulness meditation training (MMT) CD, while

the control group listened to a tennis skills and strategy CD. The intervention group finished with 42 participants and the control group finished with 38 participants, therefore, ending up with the total of 80 participants total.

The intervention group, which practiced MMT, significantly outperformed the control group as measured by tennis results. Compared to the control group, the intervention group won significantly more games and matches and lost significantly fewer games and matches. The intervention group also increased in the level of mindfulness as measured by The Mindful Attention and Awareness Scale (MAAS) whereas the control group showed no significant increase. The increase in mindfulness by the intervention group not only helped participants accept anxiety, but also had a positive relationship with performance; higher scores on the MAAS scale were positively related to the number of games and matches won. Therefore, MMT helped tennis players' performance, and it should be considered an important intervention for coaches and athletes who are trying to improve tennis performance.

53

SELF-INITIATED LEADERS IN COMPLEX COMBAT ENVIRONMENTS

Nicole Miner, US Army, USA

The Army is faced with the challenge of developing adaptive and agile leaders capable of making decisions in high stress situations (Army, 2010). These decisions can impact the security and reputation of the United States. Despite extensive work in the performance psychology field with military units (DeWiggins, Hite, and Alston, 2010; Hammermeister, Pickering, McGraw, & Ohlson, 2010) limited resources are readily available for guidance as soldiers navigate the unique situation combat creates. One high stress situation is when Military Police soldiers are required to secure and transport detainees. Detainees pose significant operational risk that can hinder mission success. Soldiers must disarm and secure detainees to ensure no further harm can be inflicted. From start to finish soldiers need to maintain the proper level of energy and focus to ensure control is preserved (Army, 2010). The significance of energy management and focus is clear however none of the Army's manuals provide soldiers with the tools for self-control. The current presentation outlines strategies for integrating mental skill techniques into existing detainee training bridging military expertise and self-control and increasing the opportunity for mission success. Managing energy throughout the mission, introducing breathing techniques, appropriate focus skills, positive self-talk, and routines will be discussed as applied to Military Police soldiers. Building on the Army's prescribed sequence for searching detainees, leaders will learn breathing techniques, strategies for refocusing, and positive self-talk solidifying the search routine. The presentation demonstrates the importance of focusing the intervention on the unit leaders who are responsible for the development and implementation of training soldiers. Leaders learn the importance of the mental skills and how to integrate the skills into existing training models enhancing unit capabilities. Overlaying mental skills onto the Army's current detainee search procedures will result in better-trained soldiers ready to face the challenges of high stress situations.

54

SELF-TALK INTERVENTION ON GOLFERS AND ANXIETY

Dave Marshall, Uni Queensland, Australia

The detrimental effects of anxiety on performance in sport are often conceptualised as choking under pressure or paradoxical performance. A particular form of choking manifests in golf putting known as the 'yips' and is characterised by the experience of spasms, tremors, or uncontrolled jerks. This study examined the effects of a Self-Talk (ST) intervention on golfers and anxiety and the subsequent influence on putting performances. Seven amateur golfers were divided into 3 groups (control and two experimental groups) and completed a 10 session ST intervention involving simulated putting. Ratings of anxiety as measured by the three subscales of the CSAI-2R (somatic anxiety, cognitive anxiety, and self-confidence; Cox, Martens, & Russell, 2003) were obtained pre- and post-intervention. Additionally, participants provided previous instances of experiencing the yips as well as subsequent performances on putting during competitions. Results indicate statistical significance between the three groups with improvements in the putting performance of the instructional ST group, followed by the motivational ST group, then the control group. There was no statistical difference found in the reduction of yips-like symptoms nor an improvement in putting performances of the two participants who played in excess of four competitive rounds during the study. However, the participant in the motivational ST group reported a clinically significant reduction of yips-like symptoms (from an average of 4 to 0) and a reduction of putting performances (from an average of 35.3 putts to 33 putts), when playing competitively. Finally, there were no significant differences found pre- and post-study in any of the three anxiety sub-scales.

55

SOCIAL VALIDATION OF A MENTAL HEALTH INTERVENTION AMONG COLLEGIATE STUDENT-ATHLETES: A CASE COMPARISON

*Courtney Fisher-Hess, University of Wisconsin-Milwaukee, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA;
Stacy Gnacinski, University of Wisconsin-Milwaukee, USA*

Interventions aimed at mental health concerns have been shown to be effective within a variety of populations; however, intervention adherence remains a concern (Olsson et al., 2009). Consequently, researchers have begun conducting social validation interviews to understand the subjective perceptions of participants and evaluate the social importance of the intervention goals, protocols, and outcomes (Page & Thelwell, 2013). The current study was undertaken to examine the social validity of a 5-week mental health intervention delivered on-campus to collegiate student-athletes. Two female National Collegiate Athletic Association Division I volleyball players (Athlete #1 = freshman, 18 years of age; Athlete #2 = junior, 20 years of age) participated in the study. Both athletes reported improvement in objective mental health outcomes (e.g., depression, burnout), but differed in their readiness to engage (or continue engaging) in mental skills training as indicated by scores on measures of behavior change (i.e., stage of change [URICA; Massey et al., 2015], decisional balance [Leffingwell et al., 2001], and self-efficacy [Leffingwell et al., 2001]). Social validation interview responses indicated that both athletes perceived value in the intervention goals, but differed in their

perceptions of the intervention protocols and outcomes. Responses aligned with each athlete's behavior change scores such that from pre- to post-intervention, Athlete #1 progressed in readiness to engage in mental skills training and perceived the intervention positively, while Athlete #2 remained stagnant in readiness to engage in mental skills training and perceived the intervention less positively. Collectively, results of the study suggest that objective outcomes do not always reflect subjective experiences and thus should not be the sole determinant of long-term intervention effectiveness. To increase longitudinal effectiveness, interventions should be individualized to fit the social context of the individual athletes. Informed by results of the study, implications for professional practice will be discussed.

56

TEACHING SPORT PSYCHOLOGY FOR NOW AND THE FUTURE: THE PSYCHOLOGICAL UNIFORM CURRICULUM WITH HIGH SCHOOL VARSITY STUDENT-ATHLETES

*Jenelle Gilbert, California State University, Fresno, USA;
Stephanie Moore-Reed, California State University, Fresno, USA;
Alexandra Clifton, California State University, Fresno, USA*

A California HS female varsity soccer team (N=18) and their Head Coach participated in a UNIFORM intervention case study. The Psychological UNIFORM is a 12-week curriculum that teaches sport psychology (SP) via a mixed-methods approach called the Game Plan Format (GPF; Gilbert, 2011) and uses the transtheoretical model (TTM; Prochaska & Velicer, 1997) as its underlying framework. It was hypothesized that athletes would demonstrate a significant change from pre- to posttest, pretest to a 4-week follow-up, and posttest to follow-up in their ability to learn/use the SP skills in practice and competition, and that they would also show a shift in their stages of change, and improve their self-efficacy and decisional balance scores in accordance with the TTM. Mixed model linear analyses showed relaxation, imagery, goal setting, and self-talk use in practice were significantly greater at posttest compared to pretest. Also, relaxation, imagery and self-talk remained greater than pretest at follow-up. Activation, relaxation, imagery, goal setting, and self-talk use in competition were significantly greater on the posttest compared to the pretest. Imagery, goal setting, and self-talk use remained significantly greater than pretest at follow-up. Additionally, perception of the benefits of participating in a SP program increased at posttest compared to pretest, and this increase was maintained at follow-up. Chi-square analysis indicated a significant association between time and stages of change, with a shift from Precontemplation to Action post-intervention. This change was maintained at follow-up. There were no significant changes in self-efficacy. Qualitative data from an Evaluation Survey, Instructor field notes, and interview with the Head Coach triangulate these results. This study makes a unique contribution by measuring learned SP skills four weeks post-intervention during a follow-up data collection period. Given the positive findings, the UNIFORM curriculum and GPF may serve as a model for sport-based SP intervention programs.

57

THE APPLICATION OF PSYCHOLOGICAL SKILLS TRAINING WITH PARALYMPIC ATHLETES

*Andrea Faull, University of Worcester, UK;
Claire-Marie Roberts, University of Worcester, UK*

Research in the area of mental skills support for elite athletes with a disability has been documented, but only by a highly respected select few (e.g. Dieffenbach & Statler, 2012; Martin & Malone, 2013). This limited but insightful research has identified that athletes with a disability have much the same concerns, pressures, motivations and expectations to that of an able bodied elite athlete, therefore more research is needed into the application of mental skills strategies and the specific adaptations that might need to be considered when working with this population. This focus is long overdue, particularly with the knowledge that elite disability sports coaches support the value of mental skills for their athletes (Bastos, Corredeira, Probst & Fonseca, 2014). Recently, Martin (2015) reviewed the range of issues associated with Paralympic athletes and identified a number of potential determinants of performance in elite disability sport including an ability to manage pressure and anxiety (Martin, Malone & Hillier, 2009) and having appropriate coping skills (Pensgaard, Roberts & Ursin, 1999). Martin (2015) also indicated that athletes with disabilities can learn to use traditional methods to achieve psychological skills and optimal performance states, such as learning how to self-regulate through goal setting and positive self talk. What now needs to happen is for Sport Psychology Consultants to share their applied experiences of working with elite athletes with a disability and generate discussion to help support others in their applied practice. The aim of the current paper looks to explore the application of mental skills with a National team during a Paralympic cycle with a view to disseminating good practice centred on the methods used, barriers and issues with the application of the strategies, as well as furthering understanding of the usefulness of such skills with an elite disabled population.

Motivation and Self-Perceptions

58

A QUALITATIVE INVESTIGATION OF NEED FULFILLMENT AND MOTIVATIONAL PROFILES IN COLLEGIATE CHEERLEADING

*Tucker Readdy, University of Wyoming, USA;
Johannes Raabe, University of Tennessee, USA*

Cheerleading is one of the fastest growing sports in the United States (Cassman, 2010). Members of spirit squads play an undeniable role in developing a university's athletic image and participation in cheer has the potential to affect adolescents and young adults in a positive manner by fostering discipline, teamwork, competence, social relationships, and well-being (Barnett, 2006; Kurman, 2004). Yet, cheerleaders also encounter stereotypes (Moritz, 2011) and constant trivialization, contributing to the devaluation of the sport (Hanson, 1995). In addition, at many universities, cheerleaders are offered only minimal compensation (i.e., athletic scholarships) for their time and effort. Given this complex contextual and situational environment (Vallerand, 1997), the current investigation was designed to better understand why people are motivated to participate in collegiate spirit squads. More specifically, guided by the premises of self-determination theory (Deci & Ryan,

2000), this study explored motivational profiles and basic psychological need satisfaction (i.e., competence, autonomy, and relatedness) across different contexts and situations that comprise the collegiate cheerleading environment.

Consistent with established guidelines for qualitative inquiry (Tracy, 2010; Weed, 2009), 12 collegiate cheerleaders (10 female and 2 male; $M = 19.3$ years) were interviewed at three time points during an academic semester. Deductive and inductive analyses yielded three higher-order themes: (a) context-specificity of basic psychological need satisfaction, (b) contribution of performance to motivation, and (c) occurrences of intrinsic motivation. These results emphasized the complex nature of motivation and basic psychological need satisfaction. Specifically, findings suggested a potential synergism of need fulfillment (i.e., competence and relatedness influenced each other) and a cross-contextual influence where motivational patterns outside the sport environment (i.e., academics) affected participants' motivation for their sport involvement. These nuances add to the theoretical understanding of SDT and offer valuable insight for coaches and sport psychology professionals working with collegiate athletes.

59

CHOOSING TO CONTINUE ANABOLIC STEROID USE: 3 HIGHLY SUCCESSFUL STRENGTH ATHLETES TELL THEIR STORY

*Tracy Olrich, Central Michigan University, USA;
Mary Ruttly, Graduate Student - Central Michigan University,
USA;*

*Amanda Mitchell, Student - Central Michigan University, USA;
Joseph Powell, Graduate Student - Central Michigan
University, USA*

Previous research has detailed individuals' perceptions of the anabolic-androgenic steroid (AAS) use experience. Among recreational AAS users, benefits described include increased muscle mass, reduced body fat, enhancement of sexual attractiveness, increases in self-confidence and perceived cognitive functioning (Erickson, McKenna & Backhouse, 2014, Olrich & Ewing, 1999; Petrocelli, Oberweiss & Petrocelli, 2008; Vassallo & Olrich, 2010). Among competitive athletes beneficial factors emphasize competitive success, such as keeping up with opponents, acquiring and maintaining athletic scholarships, and leveling the playing field (Bloodworth & McNamee, 2010 Olrich & Vassallo, 2006, Yesalis, 2000). Therefore, a purpose of this study was to extend previous research in order to gain further insight concerning the motivations for continued AAS use. This project involved the comparison of three case studies of competitive athletes in their respective strength sports (bodybuilding, powerlifting and strong man). All three competitors were accomplished athletes either nationally ranked or pursuing professional status. In-depth interviews were conducted with the athletes concerning their experiences using AAS. Importantly, the men were interviewed concerning their perceptions of both positive and negative consequences. While the ability to be competitive in their respective sports was an important factor concerning the initiation of use, the corollary benefits of use were strong determinants for continued use. While the men did experience competitive success, additional benefits mirrored those described by recreational lifters described above. Such findings indicate that while previous research has shown competitive athletes using AAS for reasons of competitive success, the dichotomy of competitive athlete versus recreational lifter to be of limited value. Further, research methodologies such as in-depth interviews should be utilized to allow for a greater depth of understanding.

60

DOES MOTIVATION REALLY PREDICT PHYSICAL ACTIVITY AMONG ADOLESCENT GIRLS?

*Fujun Wen, Michigan State University, USA;
Jiyong Ling, Michigan State University, Nursing School, USA;
Lorraine Robbins, Michigan State University, Nursing School,
USA;*

*Deborah Feltz, Michigan State University, Kinesiology
Department, USA*

Background. Although regular physical activity (PA) is essential for childhood growth and development, only 8% of adolescents aged 12-15 years meet the current recommendation calling for 60 minutes of moderate to vigorous PA (MVPA) per day. Self-Determination Theory (SDT) is being increasingly used in interventions to increase PA among adolescents, but examination of the longitudinal relationship between motivation and MVPA is lacking. This study aimed to explore the longitudinal relationship between motivation and MVPA. Methods. Longitudinal data (baseline and 4-month follow-up) from 502 5th-8th grade girls enrolled in the control group of a group randomized trial were used. Mean age of the girls was 12.19 ($SD=.98$). The sample included 10.8% Hispanic, 56.4% Black, and 23.1% White. The majority ($n=412$, 87.1%) were enrolled in the free or reduced-price lunch program. Motivation was assessed by a self-report scale, adapted from the Behavioral Regulation in Exercise Questionnaire (BREQ-2), and MVPA was measured by accelerometer. A path analysis with observed variables was performed using SAS 9.4 for Windows. Results. At baseline, girls participated in an average of 2.74 min of MVPA per hour. A path analysis showed that: (1) baseline motivation positively predicted follow-up motivation level ($\beta=.43$); (2) baseline MVPA positively predicted follow-up MVPA ($\beta=.57$) and motivation level ($\beta=.11$); and (3) baseline motivation concurrently affected baseline MVPA level ($\beta=.11$); while (4) baseline motivation did not significantly affect follow-up MVPA. The path model fit data very well, $CFI=.99$, $NNFI=.99$, $SRMR=.01$, $RMSEA=.01$. Discussion. Results from this study partially support the SDT with a significant concurrent relationship between motivation and MVPA. Different from the SDT, this study indicated that girls' MVPA predicted their future motivation level, which may imply that motivation is an unstable factor influenced by situational and environmental contexts, and measurement of motivation needs further investigation. Additional research is needed to support the findings.

61

EXAMINING THE INTERRELATIONSHIPS BETWEEN MOTIVATION, CONSCIENTIOUSNESS, AND INDIVIDUAL ENDURANCE SPORT PERFORMANCE

*Joanne Perry, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA;
Jeremiah Weinstock, Saint Louis University, USA;
Jeffrey Gfeller, Saint Louis University, USA*

Understanding the relationship between individual traits and athletic performance is valuable for predicting athletic success. Research identifies motivation and conscientiousness as important variables in determining athletic performance. Furthermore, consideration of these variables can have significant clinical value. The present study hypothesized that intrinsic motivation (IM), extrinsic motivation (EM), and conscientiousness would positively predict performance. Amotivation was expected to negatively predict performance. Seventy-three ($N = 29$ men, $N = 44$ women) athletes

completed a demographic questionnaire, the International Personality Item Pool – Conscientiousness (IPIP-C) and the Sport Motivation Scale (SMS). Athlete subjective performance ratings were assessed for recent performance(s). Objective performance reflected a comparison between recent performance(s) and lifetime best performance from similar competitive environments. Regression analyses tested study hypotheses. Participants ages ranged from 18-65 years old ($M = 28.11$, $SD = 12.52$). The sample was not racially/ethnically diverse (i.e., 93.4% were Caucasian). The sample included 41 runners (56.1%), 14 swimmers (19.2%), 5 triathletes (6.8%), 2 rowers (2.7%), and 11 individuals reported multiple sports of competition (15.1%). Twenty-three participants were collegiate-level athletes. Of remaining 50 participants, 83.4% reported consistent training (i.e., 3 or more times/week). Conscientiousness positively predicted IM [$F(1,66) = 11.469$, $p = .001$] and negatively predicted amotivation [$F(1,69) = 5.19$, $p = .026$]. Amotivation negatively predicted subjective performance, $F(1,60) = 4.562$, $p = .037$. IM and EM were not significant predictors of subjective performance ($p > .05$). No variables significantly predicted objective performance ($p > .05$). Results support the deleterious role of amotivation in performance. Compared to IM and EM, amotivation might be a more relevant construct when predicting performance in a sample of athletes with varying degrees of commitment. This construct may be of particular interest to clinicians due to its association with athletic burnout. Conscientiousness may serve as a protective factor against burnout.

62

INFLUENCE OF SOCIAL NORMS AND SELF-IDENTITY ON PHYSICAL ACTIVITY LEVELS OF COLLEGE STUDENTS

Keith Randazzo, Louisiana State University, USA;
Melinda Solmon, Louisiana State University, USA



College students' behavior choices are influenced by social norms, defined as standards by which an individual judges the appropriateness of a behavior (Rimal, Lapinski, Cook, & Real, 2005). The focus theory of normative conduct delineates social norms as either descriptive (what others do) or injunctive (what others approve/disapprove). Additionally, the proximity of the norm group is categorized as either proximal or distal (Cilandi et al., 1990). Self-identity relevant to a specific behavior is related to social norms and has an influence on behavioral intentions (Rimal, 2008). Although there is evidence that social norms influence health behaviors, how norms and exercise self-identity interact to affect physical activity levels has not fully been explored. Investigating those relationships was the purpose of this study. Participants were college students enrolled in physical activity classes ($N=176$, 54 male and 122 female). Students completed surveys assessing physical activity levels (Godin & Shepard, 1985), exercise identity (Smith et al., 2007), and perceptions of social norms (Park & Smith, 2007). Multiple regression analysis revealed proximal injunctive ($\beta=-.29$), proximal descriptive ($\beta=.25$), and exercise identity ($\beta=.24$) were significant predictors of physical activity ($R^2= .109$). Based on their self-report, participants were classified as either high active or low active. The high active group perceived higher proximal descriptive norms [$F(1,174)=4.85$, $p < .02$, $d=.36$] and reported stronger levels of exercise self-identity [$F(1,174)=17.77$, $p < .01$, $d=.66$] than the low active group. More active individuals reported that their close friends engage in physical activity (descriptive), but it is

of interest to note that injunctive or evaluative norms did not have a positive influence on activity levels. Results suggest that, as practitioners strive to promote physical activity, a focus on enhancing exercise identity and highlighting positive behavior of peers likely has greater potential than a focus on injunctive norms.

63

LONGITUDINAL ANALYSIS OF RECREATIONAL MARATHON RUNNERS' PSYCHOLOGICAL STATE ALONG A 16-WEEK MACROCYCLE

Eneko Larumbe, Texas Tech University HSC, USA;
Johathan Esteve, Secretaría de Educación del Gobierno del Estado de Yucatán, Mexico

Recreational endurance sports, and especially the marathon, have risen in number of participants, and therefore more psychological services are demanded from these athletes. Psychological variables such as motivation, self-confidence, and anxiety have been widely studied with these athlete populations. However, since the studies have been frequently conducted close to the race day, less is known about its dynamics over long preparation periods.

Sixteen recreational runners (8 males and 8 females), aged $M=37.6$ ($SD=3.9$) trained specifically for a marathon race. After 3 months of regular training over shorter competition distances, a 16-week macrocycle was conducted under supervision of a coach. The participants were asked to answer the Podium questionnaire five times along the macrocycle. Motivation, self-confidence, perceived fitness, perceived social support, and somatic and cognitive anxiety subscales were assessed in VAS format of response. One-way repeated measures ANOVAs were used to analyze the changes across time points.

The athletes showed high and stable motivation and perceived social support levels along the preparation period. Significantly higher levels of perceived fitness were found as the macrocycle progressed ($F(4,61)=15.76$, $p<0.001$, $\eta^2=0.25$). Self-confidence increased during the first month of training ($t(4)=2.04$, $p=0.046$) and then remained relatively high. Although somatic and cognitive anxiety were initially low, significant increase in somatic anxiety was found as the race was more imminent ($F(4,61)=4.74$, $p=0.002$, $\eta^2=0.10$). These results have practical implications for psychologists that might work with marathon athletes along their preparation cycles.

64

MORTALITY SALIENCE INFLUENCE ON MOTIVATION FOR SUCCESS IN ENDURANCE TASKS

Ido Heller, Ball State University, USA;
Selen Razon, Ball State University, USA;
Alex Wallace, Ball State University, USA

Motivation is an important component of athletic performance (Williams, 2010). Mortality Salience (MS) hypothesis, a human motivation theory drawn from the Terror Management Theory (TMT; Harmon-Jones, Simon, Greenberg, Pyszczynski, Solomon & McGregor, 1997), posits that anxiety as elicited by the awareness of mortality, leads people to bolster their self-esteem as a strategy to cope with the terror of death. From an MS standpoint, this study examined the role of MS inductions in improving endurance performance. Prior to performing two

aerobic tasks, thirty-six males and forty-three females (M (age) = 26.9, SD = 7.6) reported their self-determined importance of endurance ability. In between tasks, the participants were asked to respond to two prompts pertaining to either their mortality or dental pain. Following mortality reminders, a one-way repeated measure ANOVA indicated significant differences ($F = 7.34$, $P < .01$) in endurance performance among individuals who perceive aerobic ability as important (group 1) and individuals who do not (group 2). While group 1 improved their task endurance from 12.08 minutes (pretest) to 12.84 minutes (posttest), group 2's task endurance decreased from 12.21 minutes (pretest) to 11.7 minutes (posttest). Additionally, in group 1, individuals' task endurance decreased 0.38 minutes following dental pain prompts, leading to a difference when compared to the mortality reminders condition ($F = 3.87$, $P < .05$). Importantly, all results were unaffected by the number of times an individual exercised per week. In turn, these findings demonstrate the unique influence of death-related thoughts on human motivation in performance, specifically in the aerobic domain. Implications for practitioners and recommendations for future research will be discussed.

65**POSTER WITHDRAWN**

Motivation and Self-Perceptions

66

PHYSICAL ACTIVITY AND SELF-COMPASSION IN RELATION TO WOMEN'S EXPERIENCES WITH BREAST CANCER

Vicki Ebbeck, Oregon State University, USA;
Erin Mitchell, Oregon State University, USA;
Kim A. Rogers, Oregon State University, USA;
Brian Souza, Oregon State University, USA

The aims of this project were to understand the place of physical activity in (a) the suffering experienced by women diagnosed with breast cancer, and (b) women's relationship to self-compassion throughout the process of treatment and healing. One-on-one semi-structured interviews were conducted in person with 18 women who were 37-75 years of age. Severity of cancer ranged from Stage 0 to Stage 3, and time since the most recent diagnosis ranged from 1 month to 15 years with diagnoses typically having occurred within the last five years. Interviews were guided by a relativist ontology perspective, and analyzed according to the five phases proposed by Smith and Caddick (2012) for generating themes. The findings revealed that challenges in relation to self (e.g., difficulty accepting change, struggles in how one feels about one's self, defeating self-talk, and striving to keep things normal), challenges in relation to others (e.g., taxing social dynamics, caring for others being easier than caring for self), and challenges in relation to physical activity (e.g., temporary and lasting side effects of treatment) all contributed to women's experiences with suffering. Furthermore, the women described their relationship to self-compassion as strained, developing, and/or a more integral part of their lives. Women who experienced self-compassion as more integral to their lives tended to engage in physical activity from a kinder place (i.e. as a means of self-care), adjust their activity levels to align

with their abilities, embrace where they were physically, and view their activity from a new perspective. This project was part of a larger quantitative investigation. The conversations reported here, however, provide an in-depth understanding of how physical activity for women diagnosed with breast cancer can create suffering, be a means of self-care to cope with suffering, and be approached from a healthy perspective in the presence of self-compassion.

Novel Applications (Music, Dance, Military)

67

AN EXPLORATION OF FIREFIGHTERS' PSYCHOLOGICAL NEEDS AND RESOURCES

Joanna Foss, University of Missouri, USA;
Cody Hall, University of Denver, USA;
Stephanie Seng, University of Denver, USA;
Mark Aoyagi, University of Denver, USA;
Artur Poczwardowski, University of Denver, USA

The emerging field of sport and performance psychology has expanded its applications beyond sport to other performance domains including high-risk occupations such as firefighting (HROs; see Hays & Brown, 2004). Practitioners have emphasized the importance of understanding the unique demands and culture of each performance domain to successful consultation. Performance psychology professionals seeking to work with firefighters would benefit from awareness of the occupation's needs. Due to the nature of their work, firefighters are at risk for developing a variety of disordered behavior (e.g., posttraumatic stress disorder, sleep deprivation, binge drinking [see for example, Carey, Al-Saiti, Dean, Sessana, and Finnell, 2011]). There are systems in place to address the psychological needs of these professionals (e.g., Jeannette & Scoboria, 2008); however, these systems represent a reactive approach to addressing needs and a focus on mental health issues. This presentation will highlight the rationale for and results of a study designed to examine the psychological needs and resources of firefighters from a performance psychology perspective. Interpretive phenomenological analysis (Smith & Osborn, 2008) with three firefighters was utilized to explore the participants' experiences through semi-structured interviews. Three categories with ten higher-order themes emerged from the data. These were: (a) extensive preparation, which included higher-order themes of daily training, environment of continued learning, and physical and mental fitness; (b) mental flexibility, which included coping with trauma and death, dealing with uncertainty, learning mental skills informally, and impact of environmental factors; and (c) sustainable career fulfillment, which included work environment and career longevity, support, and beneficial psychological skills. The results of this study extended previous research conducted on firefighters and revealed practical implications for practitioners looking to gain entry and intervene successfully with this population. Attendees will leave this presentation with a better understanding of firefighters' psychological needs, resources, strategies, and mental training protocols.

68

FINDING WAYPOINTS: CHARTING CAREER TRACKS IN MILITARY PERFORMANCE PSYCHOLOGY

Amanda Weathers, USA;
Tim Herzog, Human Performance Resource Center, USA;
Melissa Dix, Northern Illinois University, USA;
Michael Blair, Dept of Veterans Affairs, USA

The need for performance psychology in the military is clear (Holt, 2014; Hammermeister, Pickering, & Lennox, 2011), partially demonstrated by the fact that the military is the biggest employer of professionals with sport psychology training (Voelker, 2012). While the utility of military performance psychology is evident, optimal training paths for those seeking a profession in military performance psychology are less apparent. Currently, institutions of higher education focus their curriculum on general sport and performance and do not offer a more linear path for those looking to follow a military specific track. As such, students considering a career in military performance psychology must navigate opaque academic terrain in which few explicit military performance psychology programs exist. Furthermore, clearly delineated post-degree career paths and guidance are lacking.

In an effort to provide direction and clarity to the pursuit of military performance career tracks the Military Performance SIG surveyed a convenience sample of professionals presently employed within this specialty area (n = 20) and students interested in pursuing related employment (n = 8). The purpose of the survey was to determine and disseminate basic data about different training paths, related career tracks, and students' needs. Reported career opportunities primarily fall into two categories: academic (research and/or teaching) and applied (mental health and/or performance consulting). In addition, five individuals (not surveyed) considered professionally diverse leaders were selected to garner more detailed insight via structured interviews.

Combined findings from the survey and structured interviews will help highlight available training and career options for students. Findings should serve as catalyst for more intentional discussion and subsequent inquiry into this topic, one that is vitally important to service members and young professionals charting their path.

69

POSITIVE PSYCHOLOGY LEARNING FROM ALTRUISTICALLY MOTIVATED MILITARY SPORT PSYCHOLOGY STUDENTS

Lisa Miller, American Military University, USA

Have we been taught to sacrifice our own desires for the benefit of others in sport related settings? What aspects and actions of life do we value most? Are our values selfish or altruistic in sports? These questions hold interesting positive psychology results as coaches, athletes, and other sport leaders search for positive ways to motivate others toward a desired common goal. Are we able to tap into a more meaningful way of thinking about goals (Seligman, 2011; Ryan & Deci, 2000)? In what ways could we manipulate selfish motives in sport versus altruistic motives in sports (Kinnunen & Windmann, 2013)? The current research study utilized a qualitative research technique to gather information from over 200 military students enrolled in a sport psychology class. The purpose of the research was to explore the positive psychology of altruistic motivation given the common experience of military training. Students with military experience responded to questions about their personality

and core values. The researchers coded patterns of positive altruistic themes in the responses from the students. Results indicated the high value placed on the positive psychology of serving a greater good from the students' perspective. That greater good may be their country, their family, or their religion. Therefore, in alignment with recent research on manipulating the processing of altruism (Fukui & Toyoshima, 2014), military students may represent a sample of students who experienced situational training of altruism through military service. These altruistic themes could be utilized to develop a scientist-practitioner model of positive psychology interventions for sport leaders and athletes. In addition, researchers could use these results to develop quantitative research investigating the enhancement of altruism in sport related settings. A sport psychology theoretical model is needed to guide these future interventions and research.

70

PRE-LDAC PERCEPTIONS OF ROTC CADETS: LEARNING THAT 'THE SKY IS GREEN'

Todd Gilson, Northern Illinois University, USA;
Emily Heller, Aurora University, USA

The United States Army's Reserve Officer Training Corps (ROTC) provides the quintessential leadership experience for future commissioned officers in the U.S. Army. In particular, the month-long Leadership Development and Assessment Course (LDAC) develops and assesses leadership and military skills to meet emerging demands of the U.S. Army through various physical and cognitive challenges. Previous literature has focused on the adaptive results of transformational leadership for both leaders and subordinates alike (Dvar, Eden, Avolio, & Shamir, 2002; Judge & Bono, 2000; Stadelmann, 2010); however, how leaders perceive to reach this desired outcome is less clear when examining the underlying psychological constructs / personality traits. Thus, the purpose of this study was to qualitatively examine how ROTC cadets shaped their own Pre-LDAC reality; specifically, the perceptions of adaptive skills required for LDAC success. Immediately before attending LDAC semi-structured interviews were conducted with 28 cadets, and upon data analysis, five distinct higher order themes were elicited: LDAC perceptions, Blue Card important dimensions (i.e., evaluation criteria), social climate, under preparedness, and "I should have" statements. In general, cadets believed LDAC would be a positive experience where they could demonstrate ability levels, a combination of confidence and domain knowledge would determine achievement, and they could learn from others through the unique social climate of interacting with cadets from all across the United States. Future work should explore how key psychological variables articulated by cadets relate to actual performance measures used by military organizations.

Professional Development and Mentoring

71

EQUALIZING THE PLAYING FIELD: PURSUING POST-GRADUATE EDUCATION IN THE FIELD OF SPORT PSYCHOLOGY AND DISABILITY

Kelsey Varzeas, University of Massachusetts at Amherst, USA

Since the 1980s, sport psychology research has expanded to include the specific needs of athletes with physical disabilities, cognitive disabilities, and sensory impairments (Hanrahan,

2008). The past 40 years has also seen significant growth in the field of disability studies, including programs in over 30 educational institutions in North America (Cushing & Smith, 2009). While these programs span topics including disability studies, rehabilitation science and psychology, special education, and applied behavior analysis, there are currently no sport psychology programs that specifically address the unique needs of athletes with disabilities (“Sport Psychology Graduate Programs”, 2014).

Over 54 million people in the United States are living with a disability (Sue & Sue, 2013) and participation in adaptive sport programs is increasing rapidly (United States Olympic Committee, 2014). The establishment of organizations such as Athletics for All (Athletics for All, 2014) and the Department of Education’s Office of Civil Rights’ “Dear Colleague Letter” (Galanter, 2013) have highlighted the importance of physical activity for individuals with disabilities and aim to improve programming to increase participation. The growing interest in physical activity programs for individuals and athletes with disabilities presents a clear call to action for sport psychology consultants to be competent and effective in working with members of the disabled community.

The poster aims to demonstrate the gap in opportunities for emerging sport psychology professionals to pursue a post-graduate education specializing in disability. Further, the poster will provide narrative accounts of undergraduate students who have struggled to find sport psychology post-graduate programs. Lastly the poster will aim to serve as a call to action for institutions of higher education to holistically integrate disability studies within sport psychology programming by evidencing the growing demand for sport psychology consultants competent in the unique experiences of athletes with disabilities.

72

THE CONSULTANT AS COMMUNICATOR: RELATION BETWEEN APPLIED TRAINING AND MINDFULNESS, COGNITIVE FLEXIBILITY, AND COMMUNICATION FLEXIBILITY

Michelle McAlarnen, West Virginia University, USA

Performance psychology consultation is a problem solving situation and process (Sears, Rudisill, & Mason-Sears, 2006) in which consultants are interpersonal and content communicators. To date, research in performance psychology has not examined consultants from the perspective of consultants as communicators in problem solving situations. Additionally, it remains unclear how consultants’ applied training experience relates to certain communication skills, such as mindfulness, cognitive flexibility, and communication flexibility. Yet, these skills, and its influence on consultants, have garnered interest for further study in professional practice literature (Baer et al., 2008; Davis, 2013; Poczwardowski & Sherman, 2011).

Therefore, this study examined the relation between applied training experience and three consultant skills: (a) mindfulness, (b) cognitive flexibility, and (c) communication flexibility. Professional consultants (n=157) and graduate level consultants (n=72) completed an online survey, which included three brief questionnaires (i.e., professional background, mindfulness exposure, and demographic questionnaires) and three instruments: (a) Comprehensive Inventory of Mindfulness Experiences-beta (Bergomi, Tshacher, & Kupper,

2013a), (b) Cognitive Flexibility Scale (Martin & Rubin, 1995), and (c) the Communication Flexibility Scale (Martin & Rubin, 1990; 1994). Applied training experience was calculated by the years and hours per week participants consulted in graduate school. A structural equation model of graduate applied training experience, mindfulness, cognitive flexibility, and communication flexibility is presented. Additionally, participants (n=7), who scored one standard deviation above the CHIMES mean, were interviewed regarding how they developed mindfulness and its role in their applied practice. These interviews were transcribed verbatim and analyzed following a grounded theory framework (Charmaz, 2006) with two cycles of coding (Saldaña, 2013).

These results aim to: (a) contribute to the on-going discussion about performance psychology training, (b) inform professional development programming in graduate programs and professional organizations, and (c) explore the role of mindfulness in consultation from a communication framework.

73

THE GLOBE TROTTER “SPORT PSYCH”: THE PERSONAL AND PROFESSIONAL EXPERIENCE OF TRAVELLING SPORT PSYCHOLOGY PROFESSIONALS

Alessandro Quartiroli, University of Wisconsin - La Crosse, USA;
Meghan Keeley, University of Wisconsin - La Crosse,
Department of Psychology, USA;
Jaclyn Ditter, University of Wisconsin - La Crosse,
Department of Psychology, USA;

Recently the sport psychology (SP) field has reached a global presence (Quartiroli et al., 2014). This global outreach of the profession is also supported by an increased mobilization of students and professionals around the world with the scope to receive advanced training or to find opportunities to practice (e.g., Quartiroli & Zizzi, 2011; Vosloo & Quartiroli, 2014). This global expansion has influenced the way current SP professionals engage in both scholar and applied work because of a series of roadblocks (Quartiroli et al., 2014). Great attention has started to be paid to the cultural aspects of working with clients from, or within, different cultures, (e.g., Lidor & Blumenstein, 2009; Moraes & Salmela, 2009; Araki & Balasekaran, 2009), however only limited attention has been paid to the personal experience of these professionals’ training and/or practicing in different cultural settings (e.g., Diehl et al., 2009). These experiences were characterized by a variety of challenges: from educational and/or legislative issues related to the professional credentials (e.g., Quartiroli et al., 2014) to the possible cultural novelties and uniqueness of working with different populations (e.g., Schinke & Hanrahan, 2009). In recent years I/O psychology researchers started to explore the factors influencing the adjustment process experienced by professionals who moved to foreign countries for their work living an “international experience” (e.g., Hechanova et al., 2003). Bashkar-Shrinivas et al. (2005) identified how the expatriate adjustment process is sensitive to many stressors, influences many outcomes, and follows complex patterns over time. This study wants to provide an in-depth description of the “international experience” of 5 female and 1 male professionals who received their training abroad and decided to begin their practice in their own countries of origin. Findings and possible recommendations are reported.

Social and Cultural Diversity

74

A MAGIC CARPET RIDE: ADAPTIVE SKIING NARRATIVES FOR INDIVIDUALS WITH VARYING DISABILITIES

Rebecca Busanich, Plymouth State University, USA

In line with recent calls for more diversity in sport and exercise psychology research, this study extends the literature on disabled athletes' experiences with adaptive sport and physical activity (PA). While research shows that adaptive sport and PA can improve quality of life and lead to enhanced psychological health, the processes through which these positive changes occur is still largely unknown and underexplored. Thus, we sought out to explore the sociocultural construction of adaptive skiing experiences for individuals with varying disabilities and their families. We used a narrative inquiry approach grounded in cultural sport psychology to elicit individual and family narratives around the adaptive sport experience. A thematic and structural analysis was conducted on a total of five narrative interviews and a separate visual narrative analysis was conducted on 6 artistic expressions of the adaptive skiing experience that were created by a participant who could not verbally express her experiences as a result of her disability (i.e., ALS). Results showed a complex meaning-making process that framed the adaptive skiing experience, which varied by disability type. While adaptive skiing provided individuals with a sense of hope, joy and normalcy, it also served as a source of connection, both to others as well as one's own physical body and one's sense of self-identity. Implications for researchers and practitioners working with disabled individuals will be provided.

75

MULTICULTURAL SUPERVISION: INSIGHTS FROM SUPERVISEE, SUPERVISOR, AND METASUPERVISION

Sae-Mi Lee, West Virginia University, USA;
Janaina Lima Fogaca, West Virginia University, USA;
Shuang Li, West Virginia University, USA;
Michelle McAlarnen, West Virginia University, USA

With growing attention on the role of culture in the ethical and effective practice of sport psychology, researchers have made recommendations on how one can become culturally competent (Parham, 2011; Ryba, Stambulova, Si, & Schinke, 2013). Among these suggestions, Martens, Mobley, and Zizzi (2000) were the first to argue that culturally competent supervision is essential in developing culturally competent practitioners. Considering formal supervised experience is one pillar of effective applied training (Tod, 2010), the scant research on multicultural supervision in sport psychology is concerning. With the exception of Cremades and Tashman's (2014) accounts on supervision in various cultures, the current state of multicultural supervision is unknown. Therefore, the purpose of this presentation is to examine the experiences of supervisees and supervisors engaging in multicultural supervision. Following McGannon and Smith's (2015) suggestions for narrative inquiry as a methodology that centralizes culture in research, the personal narratives from four different supervisees and supervisors participating in multicultural metasupervision were explored and analysed

for common themes and future recommendations. Through episodic accounts, shared experiences will be presented, which include: (a) reflecting on the role of culture in establishing relationships with all parties involved (i.e., client, supervisor), (b) deconstructing concepts such as supervision, knowledge, and ethics, (c) determining what culturally-relevant interventions are for the supervisee, (d) reflecting on the use of critical written reflections, and (e) revisiting the question on who has the knowledge in the practice of sport psychology and supervision. Recommendations will be made for those engaged in or considering multicultural supervision in applied sport psychology.

76

SOUTH KOREAN ATHLETES' EXPERIENCES OF INJURY AND REHABILITATION

Matthew Bejar, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA;
Benjamin Nam, University of Tennessee, USA;
Leslie Larsen, University of Tennessee, USA;
Jamie Fynes, University of Tennessee, USA;
Rebecca Zakrajsek, University of Tennessee, USA

In order to competently address the needs of injured athletes, sport psychology professionals must be knowledgeable about athletes' sociocultural backgrounds in addition to the rehabilitation process. The integrated model of psychological response to sport injury (Wiese-Bjornstal, Smith, Shaffer, & Morrey, 1998) is one of the most comprehensive frameworks to address athletes' post-injury responses. Although this model implies that multiple cultural nuances (e.g., ethnicity, socioeconomic status, nationality) could impact how athletes cognitively appraise their injuries, there has been little research centralizing these personal factors. Despite the growth of cultural sport psychology over the past fifteen years, much of the literature pertaining to sport injury is derived from North American and European athletes. Accordingly, there is sparse research on athletes who train in Asian sport systems, for example, which typically encompass Communist influences. This context may present unique considerations with regard to how athletes cognitively, emotionally, and behaviorally process their injuries. Therefore, the purpose of this study was to explore South Korean athletes' experiences of injury and rehabilitation. Retrospective semi-structured interviews were conducted with 11 retired South Korean athletes (seven males, four females; ages 14-26 years when injured). Employing Consensual Qualitative Research (CQR) methodology (Hill, Thompson, & Williams, 1997; Hill et al., 2005), four domains arose from the data: (a) Experience of South Korean Sport System, (b) Initial Reactions to Injury, (c) Experience of Recovery Process, and (d) Post-Injury Reflections. While participants used some coping strategies that have been identified in previous studies (e.g., seeking information, maintaining a positive mindset, and setting goals), many also noted that they received limited support and had to be self-sufficient within their sport system. Finally, these former athletes expressed a strong desire to make positive changes geared towards social justice and the well-being of South Korean athletes, including the implementation of sport psychology services.

Teaching Sport and Exercise Psychology

77

COUBERTIN'S CORNER: LIFE AS 4/4 FACULTY AT A TEACHING INSTITUTION

*Linda Sterling, Northwest Missouri State University, USA;
Heather Van Mullem, Lewis-Clark State College, USA*

Over 100 years ago, Pierre de Coubertin founded the modern Olympic Games. Importantly, he instituted educational conferences as part of the Olympic movement. In tribute to de Coubertin, the AASP Teaching Sport and Exercise Psychology SIG has developed the concept of "Coubertin's Corner" as a way of grouping and integrating poster submissions on teaching topics. This poster is designed for new and early tenure track faculty at teaching focused institutions. We will share realities, experiences, and tips from the tenure track as sport and exercise psychology faculty in both psychology and kinesiology departments. The goal of the poster is to share strategies to help others thrive on the tenure track at teaching institutions. The poster will include: 1) Common changes and challenges when transitioning from an R-1 graduate program 2) Teaching and grading tips especially with multiple course preps 3) Strategies for advising/mentoring duties including office hours, letters of recommendation, graduate school advice, degree planning, etc. 4) Completing service requirements including committees membership, university politics, etc and 5) Maintaining an active research agenda including involving undergraduate students, working with your resources, and knowing your requirements.

78

COUBERTIN'S CORNER: STUDENTS AND FACULTY JUDGING A SPORT PSYCHOLOGY TEXTBOOK BY MORE THAN ITS COVER

*Mariah Logan, USA;
Tami Eggleston, McKendree University, USA*



Over 100 years ago, Pierre de Coubertin founded the modern Olympic Games. Importantly, he instituted educational conferences as part of the Olympic movement. In tribute to de Coubertin, the AASP Teaching Sport and Exercise Psychology SIG has developed the concept of "Coubertin's Corner as a way of grouping and integrating poster submissions on teaching topics. Over 90 years ago, Robert Werner Schulte published "Body and Mind" in 1921. Since then, there have been an enormous number of books published on the topic of sport psychology. One of the most important decisions an instructor has to make for a course is deciding on the right textbook for their class. The next important step is making sure the students buy and use the textbook (Boyd, American Psychological Society). This poster will summarize a three prong study that was done to analyze current sport psychology textbooks. The first phase was to find the leading textbooks and complete a detailed code sheet (e.g., year, chapters, features, pages, applications, etc.). The results of this code sheet found certain topics that were covered in almost all books (e.g., stress) and other topics that were less likely to be covered (e.g., mental toughness). The second phase was a focus group with students analyzing the 5 most popular books. And the third phase was a short survey that faculty teaching sport psychology completed. The poster will present the results from these three phases. And

yes, students do judge a book by its cover and the attractive photos inside the book. We also hope to get valuable feedback on our presentation of the results to create a useful resource for the AASP Teaching SIG Website.

79

COUBERTIN'S CORNER: USING PROBLEM-BASED LEARNING TO INTEGRATE RESEARCH INTO UNDERGRADUATE CLASSES

*Amber Shipherd, Eastern Illinois University, USA;
Lael Gershgoren, Wingate Institute, Israel*

A common complaint from employers of recent high school or college graduates is that the graduates are not able to effectively apply knowledge from the classroom to efficiently solve complex problems (Dochy, Segers, Van den Bossche, & Gijbels, 2003). As such, faculty are encouraged to create learning environments that provide students opportunities to apply knowledge and develop general learning and thinking skills in authentic, real-life contexts (Dochy et al., 2003). Problem-based learning (PBL) is an instructional method that requires students to work in groups to solve complex real-world problems under the guidance of a faculty member (Allen, Donhan, & Bernhardt, 2011; Amador, Miles, & Peters, 2006). The skills and abilities that can be developed and improved through PBL are important skills to have for conducting research. Many benefits have been identified from engaging students in research early (see Lopatto, 2003), and college faculty are being pushed to involve undergraduate students in their research (Gonzalez, 2001). Thus, the first author decided to implement PBL in undergraduate exercise psychology courses in the form of a research project. Students were tasked to design and deliver a physical activity intervention to increase faculty and staff adherence to and self-efficacy for physical activity. Students conducted literature reviews of effective physical activity programs in colleges and workplaces to design the intervention, organized the intervention, recruited participants, collected data, and served as wellness coaches to study participants. Quantitative and qualitative data were collected from both participants and students. Data analysis revealed several significant differences between participants in the study group and those in the control group, including increased self-efficacy to overcome barriers to physical activity. Student outcomes included: increased motivation and interest for both the class and project, and improved ability to read and evaluate research. Recommendations for instructors will also be discussed.

80

INTEGRATING GOLF PUTTING ACTIVITIES INTO THE SPORT PSYCHOLOGY CLASSROOM

Takahiro Sato, Western New Mexico University, USA

Experiential learning has been employed in various educational settings (Kolb & Kolb, 2005). The theory of experiential learning has four elements that include experiencing, reflecting, conceptualizing, and experimenting (Kolb & Kolb, 2005). By applying the theory in the sport psychology classroom, leaning can be facilitated through experiential activities. The aim of this presentation is to demonstrate how golf putting activities can be integrated into an undergraduate sport psychology course. Five golf putting competitions are held every few weeks throughout the semester. To promote learning effectiveness, students are divided into teams of three or four to work together for the competitions. Scores

are accumulated after every competition and are available on the course website so students can find the current standings as a team and as an individual. Throughout the semester, students are given lectures on various sport psychology theories and concepts such as achievement goal theory and the relationship between arousal levels and performance. Students are also taught psychological skills such as imagery, relaxation techniques, and attentional focus strategy. Through experiences of the competitions, students are encouraged to develop critical thinking skills as to if these theories and concepts are applicable to the real world. Students also learn how to use these psychological skills for the competitions. The importance of reflection is stressed in that students are encouraged to engage in reflective practice right after every competition and share their experiences with the rest of the class. Furthermore, this presentation provides the methods for teaching psychological skills in the classroom, strategies for implementing reflective practice, and the assessment of student learning outcomes.

Youth Sport

81

A SUBSTANTIVE GROUNDED THEORY OF CONTINUED PARTICIPATION IN ADOLESCENT MALE RUGBY UNION: APPLIED IMPLICATIONS FOR PRACTICE

*Paul Sellars, Swansea University, UK;
Stephen Mellalieu, Swansea University, UK;
Camilla Knight, Swansea University, UK*

Despite the rise in participation in sport during elementary school years in Wales there has been a marked decline post 15 years of age (Sport Wales, 2013). In particular, Wales' national sport, rugby union, has recently experienced high dropout, with a third of all male participants between the ages of 16 to 19 dropping out in a single season (Welsh Rugby Union, 2014). This paper discusses the applied implications derived from the development of a substantive grounded theory of continued participation in adolescent male rugby union. Participants were 15 individuals involved in adolescent rugby union from a region of South West Wales including coaches, development staff, and players. A Straussian grounded theory methodology (Corbin & Strauss, 2008) was employed using semi-structured interviews. The subsequent theory developed predicted that older adolescent players would continue to engage if they appraised participation in the sport positively at critical moments in their lives. This appraisal was based upon their perceptions of the value and ease of participating in their sport, and the attractiveness of, and importance placed upon, competing demands to participation. Critical moments included the transition from junior to youth level, following selection/deselection for matches, and times of demanding education commitments. Based on this theory, practitioners should work with individuals, coaches, and organisations to develop strategies to increase the potential that adolescents will positively evaluate their sporting involvement at critical moments. Practitioners can identify when critical moments occur within and across different sports and prepare players to cope accordingly. Strategies may include offering informational support to educate individuals about potential transitions and how to plan for these, and developing life skills such as time and stress management. Opportunities can also be provided to increase opportunities for social activities with teammates and their local club's community to promote the value placed upon their sport.

82

CHARACTER BUILDING, VALUES AND LIFE-SKILLS INTERVENTION IN COMPETITIVE YOUTH SPORT

*Lael Gershgoren, Wingate Institute, Israel;
Eran Eytan, Value Sports Association, Israel*

Participation in organized youth sport programs is increasing (Adler & Adler, 1998). This phenomenon is often fostered by parents who send their children to sport because it is associated with positive character building, values, and life-skills (Coakley, 2006). Furthermore, children's passion for sports makes it a meaningful educational tool, which allows the cultivation of a generation of young athletes. Nevertheless, many sport organizations emphasize victory, neglecting the educational aspect of sports. As a result, competitive sport has been repeatedly associated with negative behavioral variables (e.g., cheating; Roberts et al., 2004). To maximize the moral, cognitive, and social contribution of sport participation, "Value Sports" association (<http://www.valuesports.org/>) emerged as a nationally supported non-profit organization in Israel. Its vision is creating a better society, founded on tolerance, solidarity, and excellence; a society in which sports are an infrastructure for educational and meaningful development. Based on social-cognitive learning principals (Bandura, 1977), the models of Bloom (1985) and Horn and Horn (2007), significant others (e.g., coaches, parents) are targeted to lead, transfer, and model desired values and behaviors among the athletes. For example, accompanied by the Value Sports professional staff, twice a month coaches within the club discuss successes and difficulties in implementing values during practices/games. Importantly, the athletes themselves take part in the process. For instance, elite athletes lecture to the young athletes regarding the values that led them to great achievements as well as becoming better human beings. Moreover, as part of increasing the linkage between motor and cognitive intelligence, volunteer students tutor Mathematics and English athletes at risk for school dropout at the club. Thus, the purpose of this presentation is to a) elaborate on various dimensions being addressed in the Value Sports program, b) exemplify how these principles are delivered in practice, and c) present the program's unique effectiveness measurement tool.

83

CHILDREN'S BOOK DESIGNED TO INTRODUCE THE STRATEGY OF DEEP BREATHING TO COMBAT SPORT ANXIETY

*Sarah Marcia, Marin County Office of Education, USA;
Jacob Jensen, California State University-Northridge, USA*

This presentation will discuss how children's picture books can be used as a method of teaching children mental training tools to develop essential psychological skills. The presenter created a children's picture book to introduce the strategy of deep breathing to help children between the ages of five and eight combat sport stress. This picture book was designed to be used in an informal setting either read by the child himself or herself, or read to the child by a guardian, coach, educator, sibling, or peer. This book was created to raise awareness to the coping strategy of deep breathing and how beneficial it can be in sport and other general life situations that elicit stress (Orlick, 2005). The presenter will discuss the effects of stress in sport for children, the process of creating a picture book focused on the specific tool of deep breathing, and illustrate

how the picture book could be used in working with children (Flanagan et al., 2013). An extensive review of literature revealed a clear lack of research around using deep breathing in sport, especially with the youth population (McCarthy et al., 2010). Deep breathing is a simple coping method that children can master, and creating an age appropriate way to introduce it may improve children's experience in sport (Kajander & Peper, 1998; Richtsmeier et al., 2002). Stories that demonstrate sport psychology strategies for young children are rare, and those that bridge the gap between sports and life are even more so. In this presentation a short excerpt from the book will be read to demonstrate how a child can be taught a key mental strategy by creatively presenting it as the solution to becoming a true baseball player while simultaneously demonstrating that greatness comes from within (Orlick, 2005).

84

COACHING PERSPECTIVES ON PEER CONFLICT IN ADOLESCENT SPORT

Julie Partridge, Southern Illinois University Carbondale, USA;
Bobbi Knapp, Southern Illinois University Carbondale, USA;
Julia Valley, Southern Illinois University Carbondale, USA

Peer relationships have been found to impact a number of psychosocial variables in the sport domain including motivational characteristics, affective outcomes, and competence beliefs. The majority of existing research has explored more positive forms of peer relationships, such as friendships and peer acceptance, while more negative forms (i.e., victimization, relational aggression) have received little attention in the literature (Partridge, 2003; Smith, Sampson, DeFreese, Blankenship, & Templin, 2009). Conflict occurs when two or more people experience disagreements or disputes (Rubin, Bukowski, & Parker, 2006), and while conflict is generally seen as a negative experience, it has been identified as an important component of sport friendships (Weiss et al., 1996; Weiss & Smith, 1999). Peer conflict has previously been found to occur within both elite level (Mellalieu, Shearer, & Shearer, 2013) and youth sport (Holt, Black, Tamminen, Fox & Mandigo, 2008) samples, but little research has been conducted on this topic within a sample of coaches who work with adolescent athletes. The purpose of this qualitative study was to explore the incidence and nature of peer conflict from the perspectives of coaches of adolescent athletes. Semi-structured interviews were conducted with 8 (5 female and 3 male) coaches of adolescent (middle school, high school or club level) sport teams. The participants coached a variety of sports including basketball, track and field, and softball. Results from the current study resulted in three higher order themes: Experiences with Peer Based Conflict, Impacts of Peer Conflict, and Strategies for Resolving Conflict. The findings suggest that peer conflict is a significant issue that affects the experience of coaching adolescent athletes both through impacts to group dynamics and performance outcomes. These results are discussed within the extant literature on peer relationships and how this information can be applied within a team context.

85

COLLEGIATE SUMMER SPORTS CAMP MENTAL SKILLS PROGRAM DEVELOPMENT

Alexander Sturges, West Virginia University, USA

Opportunities for sport psychology practitioners, specifically students, exist in the development of mental skills training programming for collegiate summer sport camps. Each summer countless university athletic departments host thousands of youth athletes on their campuses to participate in a variety of comprehensive sport camps. These camps serve a number of purposes for university athletic departments such as supplementing coaches' incomes, as well as providing positive school-brand exposure to young athletes. While the scheduling and structuring of each camp varies, incredible opportunities exist for young sport psychology professionals to develop and implement mental skills training programs for young athletes participating in these camps. The following presentation will outline the origins and development of a successful pilot program aimed towards integrating a mental skills training curriculum with a collegiate summer youth ice hockey school. After three years, this mental skills program has reached over 1,500 ice hockey players, ages 9-17, through over 200 presentations on various topics ranging from goal setting to leadership. Experiences involving building rapport with key shareholders, curriculum development, presenter challenges, as well as strategies towards successful maintenance of a mental skills program will be discussed. Work with collegiate summer sports camps offer incredible opportunities for young practitioners to gain valuable program development experience, learn presentations skills, as well as build positive relationships with university athletic departments. Furthermore, mental skills training programs are very marketable, as they potentially add value to summer sports camps, improve athlete experience, and introduce the concept of sport psychology to a new generation of athletes.

86

EFFECTS OF THE LACK OF PARENTAL INVOLVEMENT AMONG FEMALE ATHLETES OF LOW SES

Sophia Arenas, San Jose State University, USA;
Ted Butryn, San Jose State University, USA

Parental involvement in sport is a powerful motivating factor that can have an impact on one's youth sport experience. While many studies have examined the overinvestment of parents in youth sport, few studies have examined the experiences of young athletes who perceive their parents as being inadequately involved (Stein, Raedeke, & Glen, 2008). In addition, while issues related to social class have not received much attention in the sport psychology literature, a growing number of researchers have called for greater efforts to centralize the experiences of athletes from traditionally marginalized populations, including those from low-SES backgrounds (McGannon & Schinke, 2015; Ryba & Schinke, 2009). The purpose of this study was to examine the effects of the lack of parental involvement among low-SES female athletes. The framework provided by Stein, Raedeke and Glen (1998) to explain the optimal amount of involvement for children and adolescents was the theoretical basis for this study. According to Stein and colleagues, the optimal amount of parental involvement does not necessarily correspond with the amount of time spent at practice or competitions. Rather, it depends on the perception of the athlete, and what he or

she expresses as “enough.” Semi-Structured interviews were conducted to examine the experiences of 14 female athletes and their perceptions of their parents’ involvement during their high school careers. Thematic data analysis yielded three interrelated general categories, including the perception of parental involvement, socioeconomic factors, and the meaning and value of sport. Overall, findings revealed that these athletes lacked motivation, in general, and were less likely to adopt a mastery orientation during sport participation. However, coaches were able to play a mediating role in parental involvement, particularly when parents were absent due to work obligations. Future research should further examine the intersection of SES, cultural norms, and youth sport experience.

87

THE CONTROVERSY OF PARENTS COACHING THEIR OWN CHILDREN: PATHWAYS AND OUTCOMES OF DUAL-ROLE RELATIONSHIPS IN TENNIS

*Olivier Schmid, University of Bern, Switzerland;
Malayna Bernstein, West Virginia University, USA*

Tennis has been an ideal context to investigate the coach-athlete-parent triad (Gould, et al., 2008; Wolfenden & Holt, 2005). To promote optimal talent development, coaches and parents were advised to adopt development appropriate and distinct roles. However, nearly 30% of tennis players competing at the NCAA level were previously coached by their own parents (Schmid et al., in press). Positive features of dual-role coaching relationships included skill improvement

and spending time with their parent-coaches while negatives involved role confusion, impaired individuation process, recurring conflicts, and abuse. To date, the pathways leading to different dual-role relationship outcomes remain unexplored. The purpose of the current study was to further examine the key factors influencing the course of dual-role relationships in tennis using a developmental theoretical framework (Wylleman & Lavallee, 2004). A narrative approach was used to retrospectively interview 12 female players previously coached by their fathers since early childhood. Content analysis of aggregated interviews based on the quality of the players’ experiences revealed three developmental pathways, labelled optimal, difficult, and abusive. Optimal pathways were typical of dyads where dual-roles were negotiated, father-coaches were sensitive to their daughter’s emotionality, and the coaching style was autonomy supportive and matched the talent development stages. Characteristics of difficult pathways included the assumption that role separation was obvious, the lack of conflict resolution strategies despite ongoing arguments impacting even the family system, early specialization in an ego-oriented motivational climate, and the need to please and receive paternal approval through tennis performance which foster dependency. Emotionally and physically abusive pathways were illustrative of dyads where daughters were forced to play and competed to achieve elite levels and financial benefits, experienced a high sense of loyalty toward their fathers’ commitments, internalized their deprecating comments, and developed learned helplessness. Implications for successful talent development and harmonious family relationships are provided.

POSTER SESSION II

FRIDAY, OCTOBER 16, 2015

5:30 pm – 7:00 pm

GRIFFIN HALL

Aggression, Violence, and Moral Behavior

88

BULLYING PREVENTION: HOW A SPORT PSYCHOLOGY PRACTITIONER CAN HELP SYSTEMATICALLY REDUCE AND PREVENT BULLYING IN SPORT

Trevor Cote, Boston University, USA;

Amy Baltzell, Boston University, USA

The purpose of this poster is to offer practical ideas about how to positively impact bullying behavior in sport, supported by current bullying in sport and general bullying research (Baer & Wubbles, 2013; Shannon, 2013). Primarily designed for sport and performance psychology practitioners, the poster will offer strategies for working with athletes, coaches, and administrators to prevent and stop bullying within the given team and sport organization. Research reveals that over 30% of youth report experiencing some aspect of bullying (e.g., Nansel et al., 2001) and studies have shown that youth sports is not protected from this potentially harmful behavior (e.g., Neels & Curtner-Smith, 2012). Defined as repeatedly hurting someone else's body or feelings on purpose, bullying has accounted for serious socio-emotional developmental deficits, as well as poor performance outcomes (Gearity & Murray, 2011). It is time to examine the bullying behavior in youth sport from a systematic perspective. Viewers will gain a deeper understanding on the negative effects of bullying, what populations in sport are most vulnerable, and empirically supported ways to respond to bullying in sport. Key strategies offered to the coach to reduce bullying in sport include: (1) coaches clearly stating expectations, perceptions, and consequences of bullying, and (2) an understanding that unstructured practice time may increase the likelihood of bullying behavior. A key strategy offered to the athlete to reduce peer bullying in sport include: (1) athletes need to feel comfortable speaking to the right person when bullying is observed. And a key strategy offered to the administrators to reduce bullying in sport include: (1) the need to offer adequate bullying prevention training for coaches. The mission for youth sports is to transform youth sports so, in turn, sports can transform youth (Thompson, 2009). Helping reduce bullying in sport systematically can help support this mission.

89

THE DEVELOPMENT OF DEFINING ACCEPTABLE AND UNACCEPTABLE BEHAVIORS FROM YOUTH SPORT TO COLLEGIATE ATHLETICS

Elizabeth Mullin, Springfield College, USA;

Teri Shigeno, University of Tennessee, USA;

Jessica Gagnon, Springfield College, USA;

Tracy Trachsler, SUNY Cortland, USA

Introduction: The theory of Moral Disengagement in sport (Boardley & Kavussanu, 2007, 2008) emerged from Social Cognitive Theory where Bandura identified eight mechanisms through which individuals disconnect from guilt to commit a transgression (Bandura, 2002). Implementation

of the mechanisms frees an individual from negative affect associated with antisocial behaviors. Using this theoretical framework, the purpose of this study was to examine how Division III student-athletes come to define acceptable and unacceptable behaviors from youth sport to collegiate athletics. Method: The participants consisted of 13 Division III collegiate varsity student-athletes (average age = 20.18, SD = 1.4) in New England. Informants participated in a semi-structured interview regarding their sporting experiences, how they came to understand acceptable and unacceptable behaviors in sport, and what influences helped them identify behaviors as acceptable and unacceptable. Open, axial, and selective coding were conducted and triangulated among the researchers. Results: Three higher order themes emerged: Self-Negotiation of Terms, Competition as Darwinism, and Coach Modelling. Within Self-Negotiation of Terms, the informants described how they learned to define acceptable and unacceptable behaviors through internal regulation. In Competition as Darwinism, student-athletes explained how a developmental shift occurred, where the focus in sport moved from motor training to tactical training as the importance of competition increased. In Coach Modeling, the student-athletes expressed how coaches were the primary external source in determining acceptable and unacceptable behaviors.

Discussion: Student-athletes learn from their own experience and take cues from their coaches to define the realm of the acceptable. A need exists to educate coaches, athletes, and Sport Psychology Consultants (SPCs) on limiting transgressive behavior. Coach education of moral disengagement, the connection to on-field behaviors, and how to promote prosocial behavior is needed. SPCs should also facilitate discussions in a non-threatening environment regarding behavioral expectations and develop a system of accountability.

Anxiety, Stress, and Emotions

90

AN EXPLORATION OF SPORT FANS' EXPERIENCES WITH VICARIOUS SHAME

Julie Partridge, Southern Illinois University Carbondale, USA;

Ryan Zapalac, Sam Houston State University, USA;

Daniel Wann, Murray State University, USA;

Frederick Grieve, Western Kentucky University, USA;

Jason Lanter, Kutztown University, USA

Shame has been conceptualized as an emotional, cognitive, behavioral, and evolutionary phenomenon, and may impact such responses as anger, anxiety, withdrawal, and avoidance (Gilbert, 1998). Shame and embarrassment have been previously identified as important emotional responses in the physical domain and have been linked to debilitating anxiety (Partridge & Wiggins, 2008), fear of failure (Conroy, 2001, 2004), and fan coping behaviors (Partridge, Wann, & Elison, 2010). While shame is generally considered to be a self-conscious emotion that results from one's own actions, vicarious shame may be experienced when someone that an individual identifies with engages in a shameful activity (Lickel et al., 2005). Furthermore, research on group identification has found higher levels of identification to predict more extreme emotional reactions to the actions of an in-group. The current study explored experiences of vicarious shame in sport fans. Participants were 280 college students (104 males, 176 females) who first completed an open-ended description of an experience with feeling shame based on actions of another fan of the same team. Participants then completed

a battery of questionnaires that assessed the negativity of the event, their emotional reactions, level of distancing motivation, approach motivation, behavioral control over the event, behavioral control and relation to the perpetrator. The open-ended component of the study was analyzed qualitatively. Linear regression analyses were conducted with both distancing motivation and repair motivation as target variables and level of vicarious shame, team identification, negativity, and relationship to the perpetrator as the predictor variables. The predictor variables were found to account for 38% of the variance on the distancing motivation scores ($p < .001$), and also significantly predicted 34% of the variance in repair motivation ($p < .001$). This presentation will discuss the importance of reflected shame as a coping strategy and implications for future research.

91

MOOD DISTURBANCE, MILEAGE, AND INTENTION TO RUN ANOTHER MARATHON: EXPERIENCES OF MARATHON RUNNERS AT ONE AND TWO MONTHS POST-MARATHON.

Hayley Russell, Penn State Altoona, USA;
Andrew White, University of Minnesota, USA;
Kayla O'Donnell, University of Minnesota, USA;
Gregory Rhodes, Fort Lewis College, USA;
Christopher Lundstrom, University of Minnesota, USA;
Diane Wiese-Bjornstal, University of Minnesota, USA;
Stacy Ingraham, University of Minnesota, USA

Researchers have examined the experiences of marathoners during training in terms of psychological adaptations and training volume (e.g., Lane, 2001; Lemm & Wirtz, 2013); however, limited research has been conducted examining the experiences of marathon runners post-marathon. As part of a larger study, the purpose of this study was to determine mood state, weekly mileage, and intention to run another marathon one and two months post-marathon and how injury and marathon performance impacted these variables. Fifty-four participants, enrolled in a marathon training class, completed online assessments of mood state, running mileage, and intention to run a subsequent marathon at one and two months post-marathon. Injury was self-reported throughout training; marathon time and perception of marathon performance were collected one day post-marathon. T-tests revealed that mood state improved significantly from one month post-marathon to two months post-marathon ($p < .05$). Mileage and intention to run a marathon did not change significantly from one to two months post-marathon. Multiple regression analyses revealed intention to run another marathon at one month post-marathon was a significant predictor of mileage at two months post-marathon ($p < .05$) with greater intention associated with higher mileage. Additionally, marathon time was a significant predictor of mood state at two months post-marathon ($p < .05$), with a faster marathon time associated with less mood disturbance. Bivariate correlations revealed that the number of days of training impacted by injury was significantly positively correlated with mood disturbance two months post-marathon ($p < .05$). Mileage at two months post-marathon was significantly positively correlated with intention to run a future marathon at two months post-marathon ($p < .05$). Results of this study reveal that mood disturbance post-marathon may be a concern for runners and also highlight the potential impact of injury and marathon performance on mood state and subsequent running behavior.

92

PSYCHOLOGICAL PRESSURE OF ATHLETES: A COMPARISON BETWEEN PRACTICE AND MATCHES

Takuya Endo, Hiroshima University, Japan

Many athletes become overwhelmed with psychological pressure during matches. In order to perform well in matches, psychological pressure should be managed well. As a counterplan in managing psychological pressure in matches, athletes should not only conduct technical training but also prepare for the psychological pressure in matches through experiencing it during practice. Although it is necessary to understand what kind of pressure should be added during practice in order to correspond to psychological pressure experienced in matches, the topic has been rarely focused on. The present study investigated factors of psychological pressure in practice and match situations. The purpose of the study was to find gaps between the two situations and investigate pressure intentionally generated by coaches and athletes during practice. Semi-structured interviews were conducted with 25 participants with various experience levels (14 athletes, 11 coaches; M=16, F=9; mean age=29.6 years. SD=10.73; soccer, n=7; cheer-leading, n=4; marathon, n=1; archery, n=3; judo, n=3; tennis, n=2; middle-distance running, n=1; badminton, n=1; Japanese archery, n=1; indoor soccer, n=1; cross-country skiing, n=1). A qualitative analysis of their transcript revealed that psychological pressure in matches was classified into 21 categories, and psychological pressure during practice was classified into 20 categories. Pressure intentionally generated by coaches and athletes during practice was classified into 13 categories including "pressure that athletes cast onto themselves", "training menus for producing pressure", "creating situations that are close to a real match" and "producing irrational pressure". It was found that there were enough adequate ways to manage psychological pressure experienced in matches by intentionally creating various situations during practice sessions. Furthermore, applying psychological pressure evenly within a team with players of various performance levels and motivation levels was found possible by setting objectives that match each player.

Burnout and Transition Out of Sport

93

ARE CAREER TRANSITION CONCERNS ONLY FOR ATHLETES? AN AUTOBIOGRAPHICAL STUDY OF THE CAREER TRANSITION OF AN ELITE COACH

Goran Kentta, The Swedish School of Sport and Health Science, Sweden;
Stephen Mellalieu, Swansea University, UK;
Claire-Marie Roberts, University of Worcester, UK

In contrast to the wealth of literature devoted to elite and professional athletes few studies have explored the transition experiences of coaches' out of their respective sports, or into other sports. This is despite the acknowledgement that the career transition can also be a significant and long lasting event for these individuals (Gordon & Lavalley, 2011). Like athletes, coaches do not consider the end of their careers or believe it important to plan for retirement despite acknowledging job instability. This paper presents a case study of a female coach and her transition out of long term coaching from her sport following a critical life event. At the time of the initial data

collection the participant had been coaching in her sport at the elite level for 24 years. A novel autobiographical approach was adopted whereby the participant undertook expressive writing to describe her experiences prior to, during, and following the critical life event of coaching an athlete at the 2012 Summer Olympic games. Thematic analysis indicated 7 key moments related to the participant's experiences of the critical life event: the build up to the event, the event itself, the aftermath, reflection on the event, sampling of new avenues, career enlightenment, and career re-birth. The findings describe the psychological processes that a coach experiences in relation to transitioning out of their sport due to a critical life event. They also reinforce the high demands placed upon elite coaches, the subsequent threats to physical and mental wellbeing, and the importance of having robust mental skills and suitable social support to cope with these demands. Implications for preparing and supporting coaches and support staff for successful career transition are discussed including the provision of structured support programs and resources in the lead up to, and following, critical life events in their professional careers.

Clinical Issues

94

BETWEEN-SPORT COMPARISON OF ATHLETIC BODY IMAGE STANDARDS HELD BY COACHES

Joanne Perry, Saint Louis University, USA;
Emily Mohr, Saint Louis University, USA;
Nicholas Kavish, Saint Louis University, USA;
Michael Ross, Saint Louis University, USA

Purpose: Athlete body image satisfaction is a significant predictor of disordered eating symptoms (DES). Coaches play a critical role in athletes' susceptibility to body dissatisfaction and DES. This study investigated the athletic body image standards (ABIS) held by coaches and the most common strategies of communicating these images to athletes. Methods: Forty-five coaches [26 = swim (57.8%); 19 = figure skating (42.2%)] completed a demographic questionnaire and the Photographic Figure Rating Scale (PFRS). Participants listed communication strategies for eating habits and preferred weight/body image. ANOVA analyses compared ABIS between sports. Frequency counts measured communication strategies. Participants: Coaches (Male = 13, Female = 32) ages ranged from 18 to 59 ($M = 41.95$, $SD = 10.74$). The sample was not racially/ethnically diverse (i.e., 95.6% Caucasian). Results: Regarding ABIS, 51.1% of the sample preferred a figure with a body mass index (BMI) of 16.65. All coaches included in the sample preferred figures with a BMI of 18.45 or lower. Figure skating coaches had significantly thinner ABIS compared to swim coaches [$F(1,42) = 7.77$, $p < .01$; $\beta_2 = .16$]. All coaches primarily used education (62.2%) and individual discussions (46.7%) to address eating habits. Individual discussions (26.7%), promoting fitness (13.3%), and nutritionists (13.3%) were predominately used to communicate preferred weight/body image. Of the sample, 24.4% reported having coached an athlete with DES. Presence of athletes with DES correlated with ABIS ($r = -.40$, $p = .01$), skill level of athletes ($r = .44$, $p < .01$), and frequency of weight discussions ($r = .44$, $p < .01$). Discussion: This study suggests that coaches may have unhealthy ABIS for athletes. These ideals could increase the likelihood that athletes will engage in DES. Figure skating coaches prefer athletes with a lower BMI, indicating that these athletes may be at increased risk for DES.

95

BODY IMAGE, WEIGHT PRESSURES, AND ATHLETIC PERFORMANCE: THE UPSIDE IN MEN'S FIGURE SKATING

Dana Voelker, West Virginia University, USA;
Justine Reel, University of North Carolina Wilmington, USA

Figure skating is an aesthetic sport that requires anti-gravitational elements and emphasizes appearance and leanness. Body self-consciousness, weight pressures, and unhealthy eating have been identified among female skaters (Voelker, Gould, & Reel, 2014), but remain underexplored in their male counterparts. Additionally, despite the growing body of literature on body image and weight pressures in sport (e.g., Petrie et al., 2014), little is known about their impact on athletic performance. In depth interviews were conducted with 13 competitive male figure skaters (mean = 18.5 years) to gain understanding of their body perceptions, weight pressure experiences, and the potential influence on skating performance. An inductive thematic analysis (Braun & Clarke, 2006) revealed that a slender but "deceptively strong" body was ideal for male skaters. For singles skating, a shorter stature and smaller upper body were important for completing difficult technical elements with aesthetic appeal. For pairs skating, being taller with more bulk was important for performing lifts. Overall, participants reported that unlike female skaters, a wide range of acceptable body types exist for male skaters without specific weight parameters. Participants indicated that skating-related body ideals have motivated them towards healthy training and nutrition and that they are more apt to receive coaching feedback about what other skaters can do rather than what they look like. For many participants, awareness of weight pressures in skating appeared for the first time not from a personal experience, but when observing female skaters be weighed, told to lose weight, or take extreme measures to become thinner. Male skaters in this study reported a positive body image that enhanced their performance through various sport psychological mechanisms, including confidence, attitude, self-talk, and attentional control. The context built around men's versus women's skating may lessen the negative impact of weight pressures on men in this aesthetic sport.

96

PREVALENCE AND RISK FACTORS FOR DEPRESSION IN DIVISION I COLLEGE ATHLETES

Andrew Wolanin, Kean University, USA;
Michael Gross, Kean University, USA;
Eugene Hong, Drexel Medicine, USA;
Kelly Panchoo, Drexel Medicine, USA

This study investigates depression prevalence in division I college student athletes and its relationship to gender, season, injury history and lifetime concussion history. 320 Division I NCAA athletes across sports were administered the Center for Epidemiological Studies Depression Scale (CESD) in an unidentifiable manner during their annual physical over the past 3 years. Athletes reported the number of injuries within the past year and lifetime concussion history. Age, race, gender, sport, college year information was collected. Results revealed that 23.1% of the athlete population reported clinical levels of depressive symptoms on the CESD (score >16). There was a significant gender difference ($\beta_2 5.774$, $df = 1$, $p < .05$); 16.1% of males reporting clinical levels of depression compared to 27.6% of females. There was not a significant

difference in depression prevalence for in-season compared to out-of-season athletes. Of athletes who experienced multiple injuries (> 1 self-reported injury) in the last year, 30.9% reported clinical levels of depression. Of athletes with a history of at least one concussion, 24.5% had an elevated CESD score (>16). Athletes with multiple concussions (lifetime history) had depressive symptoms prevalence of 37.2% compared to 20.5% of athletes without multiple (1 or less lifetime history) reported concussions (β 5.886, $df = 1$, $p < .05$). Relative risk ratios were calculated based on demographic and injury data. Discussion will include depression levels in athletes compared to those of the general collegiate population, gender differences, and injury and concussion history as potential risk factors for clinical issues. Additional discussion point will include the development of evidence-based multidisciplinary interventions, and future research hypothesis to identify specific risk factors for depression in collegiate athletes.

Coaching/Leadership

97

ARE COACHES PREPARED TO IMPLEMENT SPORTS SKILLS TRAINING PROGRAMS?

Mark Stanbrough, Emporia State University, USA

While many middle and high school coaches recognize the importance of developing mental skills, there are few programs designed specifically for this level. Sport skills such as goal setting and positive thinking go beyond sport and can be implemented in all aspects of life (Danish, Forneris, & Wallace, 2005; Gould, Collins, Lauer & Chung, 2007). By providing middle and high school coaches training in the use of sports psychology, coaches will be better equipped to provide their athletes the mental tools that can be implemented to enhance performance. The purpose of this study was to assess the use of sports psychology by middle and high school coaches. Middle and high schools coaches (N=763) were surveyed on their use of sports psychology. Over 75% of the coaches surveyed had never had a formal class in sports psychology and 47% had never taken a coaching education class that covered sport psychology issues such as setting goals and mental training. Although the majority of the coaches (83%) felt the mental part of sports is as important as the physical part, they rated their use of sports psychology with their athletes as low. Results of the survey indicated that coaches feel highly prepared and successful in the following sport psychology topics: goals setting, team building, and motivation. Coaches indicated an average degree of success in using the sport psychology skills of communication, relaxation, and leadership. Coaches indicated that they felt least prepared and least successful in the following areas: imagery, self-talk, intrinsic motivation, and concentration. Findings from the study can be used to direct coaching education in the areas coaches feel they are less prepared and less successful.

98

DEVELOPMENT OF COACHING PHILOSOPHY AMONG COLLEGE BASKETBALL COACHES

Hidenori Shibusawa, Tokyo Gakugei University International Secondary School, Japan;
Moe Machida, Juntendo University, Japan;
Kouji Hamano, Juntendo University, Japan

Coaching behaviors have various influences on athletes' performance and psychological growth (e.g., Gilbert & Trudel, 2004). Coaching philosophy is the basic belief that underlines coach behaviors in relationships with athletes (Vealey, 2005), and researchers (e.g., Marten, 2012) argue that it is important for coaches to establish coaching philosophy in their practice. Based on Horn's (2008) working model of coaching effectiveness, the purpose of the present study was to examine coaching philosophy and its development among college basketball coaches. Adopting phenomenological approach, in-depth, semi-structured interviews (45-79 minutes) were conducted with four college basketball coaches (male: n=3, female: n=1; mean age = 52.3 year-old) in Japan. Participants had at least 10 years of coaching experiences and coached teams that appeared at least five times in quarterfinals of college national tournament in the past 10 years. Interviews were transcribed verbatim. Inductive analyses (Patton, 2002) were employed while considering association with Horn's working model. The results showed that coaching philosophy of college basketball coaches concerns (a) coaching methods, (b) coaching perspectives, (c) skills and characteristics required for coaches, (d) skills and characteristics required for players, (e) relationship with players, (f) perspectives on teams, and (g) tactics and strategies. As the factors that affected the development of their coaching philosophy, (a) role model, (b) experiences, (c) individual factors, and (d) environment factors were identified. Results indicate that coaching philosophy of college basketball coaches considers both performance enhancement and character development of players. Their coaching philosophy emphasized the importance of maximizing the potential of the players, while it also put emphasis on motivating players by providing social support, and promoting independence and autonomy of players. Results also suggest that development of coaching philosophy is a process involving multiple factors. Implications of the study findings for coaching education programs are discussed.

99

FEMALE COLLABORATIVE COMPETITION: WOMEN'S DIFFERENT WAY OF CONNECTION

Joan Steidinger, Power Zone, USA

Female athletes express mental strengths that are different than males. Many coaches now acknowledge the need for a different type of approach with girls and women consisting of a more personal one. As the title of Tony DiCicco's book suggests, 'Catch Them Being Good.' According to Dr. Louanne Brizendine (2004), Dr. Daniel Amen (2013) and other prominent researchers, females tend to be more verbal and social than our male counterparts. When stressed, (Taylor et al, 2000) females often choose to "tend and befriend" rather than choose the fight or flight response of men. More often, female athletes will verbally bond when stressed as opposed to isolate or get more aggressive like men. The recognition that females psychologically and biologically differ leads

us to the discussion of how female athletes demonstrate differences in their relationships (Sevdalis & Rabb, 2013). In order to develop team spirit, female athletes may need to be approached from an emotional perspective as athletes, be friends with teammates, and feel an intimate connection with the coach (es). Women can push themselves hard to achieve and be tough as nails, yet the style in which they do it is different. This is primarily a clinical presentation with research and practical suggestions presented about the psychological characteristics and biological influences that impact the female athlete. Furthermore, a five stage model for “female cooperative competition” will be presented and discussed. Throughout the presentation, case examples will be used illustratively.

100

NUANCES IN THE COACH-ATHLETE RELATIONSHIP: FINDINGS FROM A PROGRAM EVALUATION IN A YOUTH SOCCER ACADEMY

Ryan Sappington, Temple University, USA;
Cristina Fink, High Performance Sports, Philadelphia Union, USA;

Michael Sachs, Temple University, USA

While the coach-athlete relationship has long been a focal point for research and applied work in sport psychology, the complex nature of this relationship has led some to call for diversification in approaches used to assess this phenomenon (Poczwadowski, Barott, & Jowett, 2006). This poster examines the coach-athlete relationship in a youth soccer academy, based on findings from a program evaluation conducted by the academy’s sport psychology department. This study, like others before it (e.g., Hollebeak & Amorose, 2005), employed the framework of Self-Determination Theory (SDT), which suggests that intrinsic motivation is cultivated through the satisfaction of an individual’s psychological needs (Deci & Ryan, 1985). Unlike others before it, this study examined the role of athlete psychological coping skills as a potential mediating variable, based on evidence suggesting that two athletes can perceive and be affected by the same coaching behavior in different ways (Stirling & Kerr, 2013).

The study’s participants (67 male athletes; ages 12-18) completed a set of questionnaires four months into their season. Results indicated that athlete psychological skills (e.g., coping with adversity, confidence, goal-setting, etc.) play an important role in the coach-athlete relationship. Preliminary findings showed that athletes high in these skills were more likely to have favorable perceptions of coaching behaviors such as democratic behavior ($r=.38, p<.01$), and were more likely to perceive that all three of their psychological needs were being met (e.g., perceived competence; $r=.32, p<.01$). Previous findings on SDT were also partially confirmed, such that high scores on perceived autonomy were associated with high intrinsic motivation ($r=.31, p < .05$). Multivariate analyses were also conducted to examine the impact of coping skills act as a mediating variable. This poster presentation will embody a scientist-practitioner approach by discussing implications of these findings for both applied sport psychology professionals and coaches.

101

RELATIONSHIPS AMONG COACH FEEDBACK AND ATHLETE SPORT-CONFIDENCE AND MOTIVATION

Alisha Sink, Ball State University, USA;
Lindsey Blom, Ball State University, USA;
Jocelyn Bolin, Ball State University, USA;
Sharon Bowman, Ball State University, USA

Coaches have been found to influence the motivation of their athletes either through verbal feedback or behavioral reinforcement (Keegan et al., 2010). Additionally, athletes have reported higher feelings of competence when their coaches initiate positive reinforcement (Chan et al., 2012). Thus, the purpose of the study was to determine how college athletes’ perceptions of coach feedback related to the athletes’ motivation and sport-confidence. Coaches from 900 fall and winter Division III teams were randomly selected and individually emailed approximately two months into their season and asked to forward information about the study to their athletes. The athlete participants ($n = 247$; male = 111, female = 136; team = 102, individual = 145) completed an online survey comprised of demographic items, the Coaching Feedback Questionnaire (Amorose & Horn, 2000), the Sport Motivation Scale (Pelletier et al., 1995), and the Trait-Sport Confidence Inventory (Vealey, 1986). Pearson correlations showed as athletes perceived more positive and informational feedback, they rated both their intrinsic motivation (to know, $r = .30$; to accomplish, $r = .20$; to experience stimulation, $r = .15$, all $p < .01$) and sport-confidence ($r = .11, p = .04$) higher. Perceived punishment-oriented feedback had a positive relationship with athletes’ reported amotivation ($r = .25, p < .001$) and extrinsic motivation in the areas of introjected ($r = .17, p < .01$) and external regulation ($r = .14, p = .01$). Non-reinforcement also had a positive relationship with introjected regulation ($r = .17, p < .01$), whereas it negatively related with sport-confidence ($r = -.23, p < .001$). Results of the two-way ANOVA suggested that female athletes preferred more positive and informational feedback ($F(1, 239) = 6.87, p = .009$) and less punishment-oriented feedback ($F(1, 240) = 14.43, p < .001$) than male athletes. Limitations and implications will be discussed.

102

THE ROLE OF COACHING COMPETENCY IN MEDIATING THE RELATIONSHIP BETWEEN COACHES’ TRANSFORMATIONAL LEADER BEHAVIOR AND ATHLETE SATISFACTION

San-Fu Kao, West Virginia University, Taiwan, Province of China

The purpose of this study was to examine whether athlete perceptions of coaching competency mediated the effects of transformational leadership behaviors on athlete satisfaction. A sample of volleyball players (144 male, 132 female) from 22 university-based teams completed the Multifactor Leadership Questionnaire and the Coaching Competency Scale, and self-reported athlete satisfaction (satisfaction with participation and satisfaction with team) at post-season. Hierarchical linear modeling (HLM) was conducted to test the multilevel mediation hypothesis based on 1-1-1 models (i.e., independent, mediator, and outcome variables measured at the individual level, but level-1 units nested in level-2 units). The results demonstrated a positive effect of transformational leadership behavior on athletes’ satisfaction with participation and satisfaction with team, and coaching competency. The results also demonstrated that the observed positive effect of transformational leadership behavior on athlete

satisfaction with participation was fully mediated by coaching competency. The positive effect of transformational leadership behavior on satisfaction with team was partially mediated by coaching competency. The results from this study add the previously unexplored mediator of coaching competency to the positive effects of transformational leadership in coaching effectiveness in sports.

Consulting/Private Practice

103

OPPORTUNITIES AND CHALLENGES FOR ASIAN SPORT PSYCHOLOGY PROFESSIONALS CONSULTING WITH AMERICAN ATHLETES

*Tzu-Chen Hsu, West Virginia University, USA;
Ed Etzel, West Virginia University, USA*

Research has identified the importance of developing cultural competence for sport psychology consultants working with diverse clients from differing cultures (e.g., Gill & Kamphoff, 2010). Sport psychology consultant's perceptions or stereotypes of athletes or other clients whose background differs from consultants could likely become a barrier to effective work. Cultural competence is defined as the ability to work effectively with individuals who are of a different culture (Barker-Hackett & Tumaming, 2006). Principle D of the Applied Association Sport Psychology (AASP) ethical guidelines also emphasizes cultural competence. The guidelines encourage AASP members to learn about others from different backgrounds and try to eliminate personal biases based on cultural factors (AASP, 2006). Therefore, sport psychology consultants need to be aware of their worldview and the worldviews of those they work who come from other majority or marginalized populations (e.g., Hall, 2001; Markus, Uchida, Omereg, Townsend, & Kitatma, 2006). Little attention has been paid to how a minority sport psychology consultant working with athletes from different backgrounds may have stereotypical views of their clients and vice versa. For example, Asians, based on the demographic data from the 2013 United States census, constitute approximately 5% of the American population. As a minority in America, the different cultural values of Asians versus Americans can negatively influence the relationship between consultant and client and the quality of work. For instance, Western culture is characterized as emphasizing individualism, whereas Oriental culture highly values collectivism (Triandis, 1995). This study will discuss how cultural differences between Asian consultants and others might impact opportunities and the work quality from a neophyte Asian sport psychology professional's perspective. Conclusions and future suggestions will be provided.

104

THE UTILIZATION OF SPORT PSYCHOLOGY CONSULTANTS IN MAJOR LEAGUE BASEBALL

*Bruce Klonsky, The State University of New York at Fredonia, USA;
Alan Kornspan, University of Akron, USA;
Cody Grasso, The State University of New York at Fredonia, USA;
Keegan Johnston, The State University of New York at Fredonia, USA*

Recently, there has been great interest in sport psychology employment opportunities (Connole et al., 2014). While some investigations have examined the utilization of sport

psychology consultants at the collegiate level (Hayden et al., 2013), a more limited number of studies (e.g., Klonsky et al., 2013) have determined the nature and prevalence of sport psychology services in professional sports. Although little formal research has been conducted, anecdotal media reports concerning consultants' contributions to baseball organizations are plentiful (e.g., Saxon, 2010). To our knowledge, no research has assessed the proportion of the 30 major league baseball (MLB) teams employing such consultants. Based on the percentage of NBA teams that employ sport psychology consultants (Klonsky et al., 2013), the proportion of NCAA Division I programs providing sport psychology services for student athletes (Hayden et al., 2013), and the stigma attached to utilizing sport psychologists at the professional and college levels, underreporting and underutilization of services were predicted. Content analyses (using key words "sport psychologist" and "mental skills consultant") and EXCEL spreadsheets were done for print and online Sporting News Official Baseball Guides for most years between 1989 and 2014. MLB media guides and each team's website were analyzed. Results from the Sporting News volumes and MLB media guides indicated that since 1989 there has been a gradual increase in the proportion of teams indicating they employ sport psychology consultants (about one-third currently). Reported usage was similar to the NBA rate (Klonsky et al., 2013). When combining this data with team website sources, actual reported usage in MLB has recently ranged from 60 to 70 percent. Additional findings (e.g., team-by-team data and interjudge agreement between coders) and suggestions for dealing with underreporting and underutilization of sport psychology professionals will be delineated.

Developmental/Lifespan Perspectives

105

EXPLORING THE CAREER PREPARATION PROCESS OF COLLEGE STUDENT-ATHLETES BASED ON THE TRANSTHEORETICAL MODEL

*Chung-Ju Huang, University of Taipei, Taiwan, Province of China;
Tsung-Min Hung, National Taiwan Normal University, Taiwan*

Given that only a small number of college student-athletes earn an opportunity of playing professional sports, these individuals should retire from competitive sport once their college eligibility has expired. It is important for college student-athletes to adequately prepare themselves for life after athletics. The purpose of this study was to investigate the particular stages of athletes' career preparation process through using the transtheoretical model. Career coping strategies, career self-efficacy, and athletic identity were compared between different stages, and stage changes within 8 months were recorded. Five hundred and forty-two (344 males, 198 females, age = 21.62±1.29 years) junior and senior college student-athletes were recruited as the participants for the first investigation, and 146 senior students from this sample were invited to complete the following 8-month reinvestigation. A package of questionnaires was used to collect data. The results indicated that 75% of the participants were located on the stages beyond the preparatory stage. From the pre-contemplation stage to maintenance stage, career coping strategies tended to be more positive, career self-efficacy revealed an increase, and career barriers turned to be weaker. Those who demonstrated a phenomenon of stage forward adopted more positive coping strategies,

perceived stronger self-efficacy and lower career barriers. Finally, it is noticeable that the transtheoretical model is a proper framework used to explore relevant issues regarding athletic career transition. Most college athletes seem to exhibit stably preparatory behaviors toward their post-sport career. It is important for the authorities to provide career assistance programs for college athletes before the third year. Through the findings of this study, relationships between college athletes' career preparation, self-efficacy, and coping strategies to career transition are revealed. This study provides available information related to sport career development of college athletes, which may inspire researchers to pay more attention to this topic.

106

SIBLINGS' INFLUENCE ON ELITE ATHLETES' DEVELOPMENT: A QUALITATIVE INVESTIGATION OF SIBLING RELATIONSHIPS IN SPORT CONTEXT

Malgorzata Siekanska, University of Physical Education, Poland; Jan Blecharz, The University of Physical Education in Krakow, Poland

Siblings have a potentially strong influence on an athlete's sport development, as they are an important part of the family structure. The influence can be direct (i.e., child-sibling) or indirect (i.e., sibling-parent-child), positive or negative (Davis & Meyer, 2008), and can change over the years (Bloom, 1985; Fraser-Thomas et al., 2013). Contradictory findings and unanswered questions suggest that there still is a need: (a) to know better the nuances of siblings' influence on athletes' development and (b) to gain a deeper understanding of specificity of inter-sibling competition in sports domain. In order to accomplish this purpose 21 elite level athletes representing 10 individual sport disciplines were invited to the study which was retrospective in character. Participants were divided into two groups: (1) Olympic Games medalists (N = 11; 7 males and 4 females; Mage = 30.63 years) and (2) five same-sex sibling dyads (6 males and 4 females, competing against each other; Mage = 22.30 years; age difference 0 ≈ 2 years). A semi-structured interview was administered. Qualitative data analysis (Kvale, 2004 & 2011; Gibbs, 2011) revealed that the Olympic medalists perceived positive influence from siblings who were of the same sex, were involved in sports, and were at least 4 years older. They see their sport advantage over a sibling as difficult and indicate it as a possible reason why their sibling left professional tour. In the second research - in sibling dyads - 3 out of 10 participants perceived positive influence and support from their respective sibling. Younger athletes demonstrate more positive regard for their sibling's successes.

The research findings reinforce sibling multi-functionality and provide deeper understanding of familial influences on elite athletes development. The results have practical applications as they can help sport psychology consultants educate parents and coaches about effective development strategies for both siblings.

Elite Performance

107

BENEFITS OF POSITIVE PHYSICAL CONTACT IN FEMALE SPORT PERFORMANCE

Nivia Pellecier-Cavic, Mohawk Valley Community College, USA; Elizabeth Boyer, Capella University / Private Practice, USA

Positive physical contact, or positive touch, provides comfort during times of stress (Carter, V. 2002;), reduces pain (Herrington, 2007), promotes cooperation (Kraus, Huang & Keltner, 2010), and is used to enhance individual performance (Alderette & deGraffenreid, 1986). Considering the broad application of physical touch, and applying it to the context of sport, it was predicted that winning teams would engage in positive physical touch with each other significantly more than losing teams.

In an ethological study, touch behaviors of 20 teams of high school female basketball players were observed and analyzed. Touch behaviors (e.g. high five) were categorized in response to both negative and positive sport events. The results of a paired samples t-test revealed that there was a significantly higher amount of touch demonstrated by winning teams (M = 102.30, SD = 30.61) compared to the amount of touch demonstrated by losing teams (M = 35.70, SD = 17.98). Though both winning and losing teams demonstrated significantly more touch behaviors in response to positive sport events (M = 42.08), SD = 29.53) compared to negative sport events (M = 8.00, SD = 7.12, p = .000), winning teams demonstrated significantly more touch behaviors in response to negative sport events compared to losing teams (M = 15.60, SD = 6.70; M = 2.50, SD = 2.00, p = .000, respectively).

These results are important as they suggest that there may be something particularly beneficial to performance when teams capitalize on the opportunity to engage in positive physical contact throughout the game and during all aspects of sport play. Engaging in positive touch in response to competitive stress may work to decrease the negative effects of such stress on performance, or may increase team cohesion, both which can lead to more successful performances.

108

EXPLORING IMPULSIVE PERSONALITY TRAITS IN TENNIS PLAYERS: PRELIMINARY FINDINGS

J. Davis VanderVeen, IUPUI, USA; Nate Schultz, IUPUI, USA; Melissa Cyders, IUPUI, USA

Background: Impulsivity can be beneficial or harmful to general life functioning but has been understudied in a sports performance context. We explored the relationship between separate impulsive personality traits and collegiate singles tennis performance to inform future research in the utility of examining such traits in athletic performance. METHODS: Thirty-eight (55% female; 76% Caucasian) collegiate tennis players completed the UPPS-P Impulsive Behavior Scale within 24-hours before a first round tournament match and matches were videotaped. RESULTS: Moderate relationships between several UPPS-P traits and measures of tennis performance were found. Match winners had a trend towards more negative urgency (Cohen's d = 0.40, 95% CI, -0.25 to 1.06, p = 0.23). There was a moderate effect size in the correlation between lack of planning and game and break point percentage in matches ending in a third set (r(7) = 0.54, 95% CI, -0.20 to

1.00, $p = 0.13$). A large, positive effect size ($r(7) = 0.75$, $p = 0.02$) was found in the relationship between sensation seeking and winning in a third set. **CONCLUSIONS:** These findings can inform future research on the utility of a multifaceted impulsivity conceptualization on athletic performance and suggest that sensation seeking might in particular be an adaptive trait for future inquiry.

109

GRIT IN SPORT: A COMPARISON ACROSS PERFORMANCE TIERS

*Kathryn Markgraf, University of Wisconsin-Milwaukee, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA;
Stacy Gnacinski, University of Wisconsin-Milwaukee, USA*

Grit, or perseverance and passion for long-term goals, has accounted for degrees of success above and beyond intelligence or talent in a variety of achievement domains, most notably cognitive domains (e.g., educational achievement, the Scripps National Spelling Bee) (Duckworth et al., 2007, Duckworth & Quinn, 2009). While the aforementioned results speak to the importance of grit in cognitive domains, little research has examined grit in physical domains. The paucity of research on grit in sport is surprising given the number of athletes &/or teams who succeed over more talented opponents as well as the number of times success is attributed to grit by athletes, coaches, and the media alike. The purposes of this study were to describe grit in a population of athletes and to examine differences in grit across performance tiers. Participants consisted of male and female athletes currently playing at the following performance tiers, listed in order from the most to least professionalized: (a) Elite (i.e., World Cup, Olympic, professional) ($n = 150$); National Collegiate Athletic Association (NCAA) Division I ($n = 132$); NCAA Division II ($n = 120$), and; Division III ($n = 97$). Participants completed a demographic questionnaire and the 12-item Grit Scale (Duckworth & Quinn, 2009). Results of a one-way ANOVA revealed a statistically significant difference in grit among athletes in the four performance tiers, $F(3, 495) = 29.269$, $p < .05$, partial eta-squared = .151. Post-hoc Scheffe tests indicated that with the exception of Division II, athletes in the more professionalized performance tiers reported more grit than athletes in the less professionalized performance tiers. Additional research is necessary to explain the trends observed in the current study, and to understand the possible implications of these results for sport performance.

110

PSYCHOLOGICAL COMPETITIVE ABILITIES OF JAPANESE 2014 SOCHI OLYMPIC ATHLETES

Yasuhisa Tachiya, Japan

Japanese athletes got the 8 medals (1gold, 4silvers, and 3bronzes) in Sochi Olympic Games 2014. It was the greatest results in Japan. Japan Institute of Sports Sciences (JISS) investigated the psychological competitive abilities of Japanese athletes on national teams before Sochi Olympic Games.

The purpose of this study was to analyze the psychological competitive abilities of Japanese 2014 Sochi Olympic athletes by utilizing Diagnostic Inventory for Psychological Competitive Ability (DIPCA.3). Tokunaga et al. (1988) developed the inventory that consists of 52 items in questionnaire (including 4 lie scales), and 12 mental scales : patience, aggressiveness,

volition for self-realization, volition for winning, self-control, ability to relax, concentration, confidence, decisiveness, predictive ability, judgment, and cooperation. The highest score is 240 (20 for each item). This inventory is the most popular sport psychological inventory in Japan. The total of 111 (male: 47, female: 64) athletes, who competed in Sochi 2014, completed DIPCA.3. The results showed that the average scores of DIPCA.3 in all athletes were 177.24. The analysis of gender comparison indicated that the score of confidence, decisiveness, predictive ability, judgment in males were higher than that of female ($p < 0.05$). Moreover, by comparing medalists to non-medalists, the total average score of medalists was higher than that of non-medalists ($p < 0.01$). In addition, the medalists' scores in ability to relax, and confidence, were higher than that of non-medalists ($p < 0.05$). The results indicated that the Japanese medalists' score of DIPCA.3 were higher than that of non-medalists in the Japanese 2014 Olympic representatives.

111

THE RELATIONSHIP BETWEEN PERSONALITY, MENTAL TOUGHNESS AND PERFORMANCE IN COLLEGE BASKETBALL PLAYERS

*Lindsay Ross-Stewart, Southern Illinois University
Edwardsville, USA;
Oliver Wiseman, University of Wisconsin Parkside, USA;
Jamie Stumpf, Southern Illinois University Edwardsville, USA*

This study investigated the relationship between personality, mental toughness, and performance in NCAA basketball players. An online survey was sent to every NCAA and NAIA basketball coach in the United States. Each coach was asked to forward the questionnaire on to their players. Two hundred and thirty eight basketball players (149 females, 89 males) from all three divisions of the NCAA, and the NAIA participated in the study. The questionnaire consisted of the NEO Five Factor Inventory (Costa & McCrae, 1992) and the Mental Toughness Scale (Madrigal & Hamill, 2013). To assess performance, each players season statistics were taken from the program websites after the 2013-2014 NCAA basketball season was complete. An overall performance score was then produced using Ramos-Villagrasa & Navarro (2013) p - score algorithm. Correlational data was used along with multiple regression techniques to assess the data. Overall, the findings suggested that neuroticism was the only personality type to predict performance, while conscientiousness, neuroticism and extroversion all significantly added to the ability to predict mental toughness. Interestingly, mental toughness and performance scores were not significantly correlated with each other. Further analysis found mental toughness and specific basketball statistics to be correlated.

112

USING PERSONALITY TRAITS AS PREDICTORS OF ATHLETIC PERFORMANCES IN ELITE HOCKEY PLAYERS

*Brittney Conway, Eastern Washington University, USA;
Jon Hammermeister, Eastern Washington University, USA*

Personality has been linked with successful outcomes in a number of settings including: a) worksite (Barrick & Mout, 1991), b) academic (Poropat, 2009), and c) physical activity (Rhodes & Smith, 2006) with the conscientiousness personality trait being most related to performance. In competitive athletic settings these positive associations have been more difficult to confirm. For example, Tran (2012) studied the

effects of personality on football players and showed that the Big Five dimensions of conscientiousness and neuroticism were significant predictors of achievement. The sport of hockey is often anecdotally linked with stories of aggressive personalities. However, the research literature is unable to confirm a consistent link between personality type and hockey performance (Bushman & Wells, 1998; McCarthy & Kelly, 1978; Widmeyer & Birch, 1979) mostly due to methodological concerns. Therefore, the present study aimed to shed further light on the relationship between personality traits and hockey performance. The sample consisted of 27 male hockey players from a major junior team in the Pacific Northwest. Participants were comprised of different nationalities (86% Canadians, 7% Americans and 7% other), ages ranged from 15 years old to 20 years old (mean age = 18 years), with varying levels of education (25% high school, 67% finished high school and 7% had some college education). The Big Five Inventory (BFI; John & Srivastava, 1999) was administered to participants to assess personality. The BFI is a validated and reliable instrument that describes personality in five dimensions – extraversion, agreeableness, conscientiousness, neuroticism and openness (John & Srivastava, 1999). Game statistics over an entire 72 game season were utilized as indicators of athletic performances. Multiple regression analyses revealed several personality traits were significant predictors of hockey performance. These findings have numerous implications for research and applied sport psychology, especially as it relates to coaching elite hockey players.

113

VALUES IN TRAINING, COMPETING, AND LIVING: IN-DEPTH INTERVIEWS WITH INTERNATIONALLY ACCOMPLISHED POLISH ATHLETES

*Artur Poczwardowski, University of Denver, USA;
Jarosław Szybkarewicz, Sport Psychology Club, Warsaw;
School of Social Sciences and Humanities, Warsaw, Poland;
Darek Parzelski, Warsaw School of Social Sciences and
Humanities, Poland*

The multifaceted demands of top-level modern sport continue to challenge athletes with tough choices in training, competing, and living. Self-determination in navigating decisional points is of considerable importance in pursuit of high level of performance and well-being (Ryan & Deci, 2000) and personal convictions and values lie at the foundation of mature decision-making. The purpose of this presentation is to reflect on the philosophical perspective of positive sport that has recently emerged in Poland (Poczwardowski, Nowak, Parzelski, & Kłodecka-Rębska, 2012). Specifically, based on an interpretive design, this study examined perceptions of long and successful athletic careers from the position of values that athletes believed were guiding their sport development. Three male and three female athletes (mean age of 29.3 years) who were Olympic, World Cup, European Cup, and Polish Cup medalists participated in individual, in-depth interviews (Silverman, 2009). Meaning extraction method (Kvale, 2004) was used in the data analysis and consisted of condensation, categorization, and the interpretation of meaning. All six athletes found values as important career building blocks and suggested their association with the quality of their athletic development, including the level of their success. Examples of most frequently reported values were: self-improvement, self-growth, striving to be the best, hard work ethic, commitment,

goal setting, independence, self-confidence, humility, joy and fun derived from sport, learning, experience, respect for self and others, and honesty. Popielski's (2008) categories organizing human values into a more concise framework (e.g., character values, utilitarian values) were used to further understand the participants narratives. It should be emphasized that values transferred from sport career to personal lives and it were the athletes themselves who integrated these values and catalyzed their flow between sport and non-sport realms. Conclusions will be offered to stimulate future research on the roles of personal values in athletic achievement and personal well-being.

Exercise and Health Behaviors

114

CONSIDERATIONS OF PROMOTING PHYSICAL ACTIVITY WITHIN INTERNATIONAL STUDENTS

Shuang Li, West Virginia University, USA

Globalization brings numerous international students to the United States. McLanchlan and Justice (2009) emphasized the needs for more research of international students' voice and their physical and mental health. Physical activity is found to be both physically, mentally, and socially beneficial; it can be used as a coping strategy. Currently, international students' participation in physical activity is lower than domestic students (Yan, & Cardinal, 2013). Literature mainly focused on the multiple levels of barriers that international students face to engage in a more active life, including cross-cultural transition, unfamiliarity with the new academic environment, decreased time and effort on recreational activities, high self-consciousness, social alienation, communication, and different cultural beliefs. However, the question still remains; how to design effective interventions and engage more international students in physical activity? International students are a heterogeneous population due to diverse cultural backgrounds. They have different native languages, cultural beliefs, and values. Understanding the specific barriers is beneficial; but other factors need to be considered regarding promoting physical activity within international students. First of all, delivering interventions only in English might reduce the possible benefits. A program developed in Singapore was delivered in four languages to reduce misunderstanding (WHO, 2013). The language barrier could possibly create stress and uncomfortable feelings during direct communication which might decrease international students' motivation. Secondly, promotion need to be culturally sensitive. An international student from a gender segregated culture might not be comfortable exercising around men. Individualized intervention was considered effective in western culture. However, it might not be an optimal approach for students whose native culture encourages less direct communication or eye contact and has "face-saving" considerations (Hughes, 2004). Multiple-cultural awareness is always encouraged while promoting international student to engage in physical activity.

115

DOES THE BIG FIVE MODEL OF PERSONALITY PREDICT EXERCISE ADHERENCE? EVIDENCE FROM CROSSFIT AND TRADITIONAL GYM SETTINGS

*Linda Sterling, Northwest Missouri State University, USA;
Jennifer Pratt-Hyatt, Northwest Missouri State University, USA;
Seth Hudson, Northwest Missouri State University, USA;
Michelle Shade, Northwest Missouri State University, USA*

Most individuals are aware of the benefits of an exercise program, but fail to maintain a fitness routine for a variety of reasons (Matsumoto & Tekenaka, 2004). Research suggests that approximately 50% of beginning exercisers discontinue their fitness program within six months (Berger, Pargman, & Weinberg, 2002). Given the importance of exercise in maintaining health, sport psychologists are eager to identify variables that predict adherence to exercise programs. Limited previous research suggests that the Big Five Model of personality may be useful in understanding who successfully maintains an exercise program (Courneya et al., 2002; Wilson & Dishman, 2015). The Big Five Model states that personality is comprised of five key traits: extraversion, agreeableness, conscientiousness, neuroticism, and openness (McCrae & John, 1992). To investigate the link between these personality traits and exercise adherence, a community sample was recruited for a longitudinal study. Participants completed several questionnaires, including the Mini International Personality Item Pool (Donnellan et al., 2006), before receiving a free gym membership to either a traditional gym or a CrossFit gym. They then logged their workouts for three months. The total number of workouts logged served as a measure of exercise adherence. Results of regression analyses indicated that two of the Big Five personality traits, agreeableness and neuroticism, were associated with exercise adherence. Specifically, across conditions, participants who reported lower levels of agreeableness completed more workouts than did participants with higher agreeableness scores. In addition, neuroticism interacted with gym condition to predict exercise adherence. Among participants attending a CrossFit gym, those with lower levels of neuroticism completed more workouts, whereas higher levels of neuroticism predicted adherence in the traditional gym setting. These results suggest that sport psychologists seeking to encourage exercise adherence among their clients may need to consider the fit between a client's personality and the proposed exercise program.

116

EXERCISE EQUIVALENT FOOD LABEL'S IMPACT ON COLLEGE STUDENT'S FOOD CHOICES

*Margaret McConnell, Ithaca College, USA;
Jessica Wood, Ithaca College, USA;
Justine Vosloo, Ithaca College, USA;*

Current nutrition labels may not be effective in guiding healthy consumer choices. Past research studying the effects of various food labels on consumer choices has yielded mixed results. While displayed labels lead consumers to select fewer calories than no label, it remains unclear which label types are most effective (Dowray, Swartz, Braxton, & Viera, 2013; James, Adams-Huet, & Shah, 2013; Roberto Larsen, Agnew, Baik, & Brownell, 2010). Dowray and colleagues (2013) found that exercise equivalent labels decreased the amount of calories ordered, but James and colleagues (2013) found no difference between exercise equivalent labels and calorie labels. Interpretive labels providing simple heuristics are easier for

consumers to read and evaluate (Maubach, Hoek, & Mather, 2014). Our research investigated which type of label, exercise equivalent, nutritional, or none is most effective in encouraging students to consume fewer calories. Undergraduate students at a northeastern college were invited via e-mail and the college webpage to complete an online survey. The survey included three menus, one with just pictures of food choices, one with pictures and nutrition labels, and one with pictures and exercise equivalent labels. Exercise expenditure was defined as minutes of brisk walking required to burn off the calories in the food item. Additionally, participants were asked about their nutrition, exercise habits, and beliefs. The results supported our hypothesis that participants selected significantly fewer calories when exercise equivalent labels were displayed ($M=816.90$, $SD=770.30$) than the other two label types, and selected significantly fewer calories when nutrition labels were displayed ($M=1,097.80$, $SD=717.13$) than when there was no label ($M=1,361.94$, $SD=629.46$); $t(143)=9.26$, $p<.05$. This study supports that food labels do influence food choices, however the mechanisms explaining this process remain unclear. This research can be utilized by Exercise Behavior Coaches to help clients recognize that food labeling has an effect on their food choices.

117

EXERCISE SELF-EFFICACY ON A PREDOMINATE HBCU CAMPUS

*Keri Kirk, Howard University, USA;
Georita Frierson, Howard University, USA*

Healthy Campus 2020 identifies increasing college student engagement in physical activity as a priority. On Historically Black College and University (HBCU) campuses, this initiative is critical to addressing the lifestyle-oriented health disparities that persist within the African American community when compared to their Caucasian counterparts. Exercise self-efficacy plays a valuable role in determining individual adherence to a physical activity regime. Current research on exercise self-efficacy among HBCU college students is limited. The purpose of this study was to determine the role, if any, exercise self efficacy plays in exercise frequency on a predominant HBCU campus. Additionally, other correlates of leisure-time exercise were examined to determine whether other salient predictors of exercise existed in this group.

An anonymous cross-sectional survey was administered to a convenience sample of HBU students ($N=267$) who were at least 18-years-old. The sample was comprised of students from the University's Introduction to Psychology study pool. The survey was electronically distributed via Qualtrics.com after prospective participants requested to participate. Of the 267 people that started the survey, 248 completed it in its entirety. Of those surveyed, 76.7% were female and 21.2% were male. Overall, 93.1% were African American, 3.3% were Hispanic/Latino, and 4.6% self-reported their race as "Other". Just over 68% participated in high school sports. The survey included the following questionnaires: Demographics Questionnaire, Godin and Shepherd's Leisure Time Exercise Questionnaire (GLTEQ), Exercise Self-Efficacy Scale (ESES), and the Exercise Motivation Inventory (EMI).

A Forward Method multiple regression analysis was completed to test the influence of several predictors of weekly leisure-time exercise frequency including: age, gender, exercise self-efficacy, high school sports participation, BMI, and smoking/drinking. Of these predictors, only exercise self-efficacy and gender were significant predictors, $F(2,251)=48.97$, $p<.001$. Further analysis of exercise motivation determined that

exercising for enjoyment (rather than for health or aesthetic reasons) was also a significant predictor, $F(1,266)=48.14$, $p<.001$. Higher exercise self efficacy was also significantly correlated with the number of high school sports played prior to attending college ($p<.05$) and being a female student ($p<.05$).

Overall, exercise self efficacy was a good predictor of weekly leisure –time exercise in African American students on this HBCU campus. Further research is needed to determine ways in which self-efficacy can be enhanced on HBCU campuses in an effort to increase the percentage of students meeting federal guidelines for physical activity requirements.

118

INVESTIGATING THE MENTAL SKILLS PROFILES OF SUB-ELITE MARATHON FINISHERS

John Coumbe-Lilley, University of Illinois at Chicago, USA;
Arin Weidner, University of Illinois at Chicago, USA;
Karrie Hamstra-Wright, University of Illinois at Chicago, USA

The purpose of our institutional review board approved study was to profile sub-elite marathon competitors leading to future applied sport psychology intervention research. Healthy adults ($N = 1,957$) participating in an 18-week training program for a marathon were recruited for the study. One hundred twenty-five runners enrolled and received 4 surveys. Male subjects 30, female subjects 95; aged 20-70 years old: pre-training, 6 weeks, 12 weeks, post training, ($N=45$) participants completed the nine mental skills survey (9MS) (Llesyk, 1998) which was delivered electronically. The 9MS uses 30 items, rated 1-10 with three subscales, Basic (attitude; motivation; goals and commitment and people skills), Preparatory (self-talk and mental imagery), Performance (dealing with anxiety; dealing with emotions and concentration). Participants who did not complete the surveys at all four time points were excluded from analysis.

A comparative analysis aggregated over time showed improvement across the 9MS subscales was possible. Attitude and goals commitment strengthened but perceived ability to cope with anxiety and handle emotions decreased. Motivation, self-talk and imagery was inconsistently rated over time. There was an insignificant improvement in mental skills capabilities between time 1 and time 4. Males self-rated mental skills capabilities higher than women. However, a positive attitude, intrinsic motivation and commitment to training in spite of pain with a moderate ability to cope with anxiety, handle emotions and concentrate were enough to finish the race.

Future research directions include 1) testing stages of change stage matching materials to improve recruitment of prospective sub-elite marathon runners into running groups, 2) developing a mental skills training program aligned with a marathon training and 3) evaluating the impact of a psychological skills intervention on the training and race outcomes of sub-elite and elite marathon runners.

119

PHYSICAL ACTIVITY AND CHILDREN: CONTRIBUTION TO LEARNING AND WELL-BEING

Chad Doerr, James Madison University, USA;
Elena Savina, James Madison University, USA;
Kristin Garrity, James Madison University, USA;
Pat Kenny, James Madison University, USA

Today's children spend less and less time engaged in physical activity (Ratey & Sattelmair, 2012). Concurrently, difficulties with learning and socio-emotional behaviors including self-regulation deficits are increasing among children (Barkley, 2015). These trends have aroused significant concerns among mental health and medical professionals and educators. Physical activity can be a cost effective and easily implemented intervention that can improve children learning outcomes and well-being (Kibbe et al., 2011; Bartholomew & Jowers, 2011). Therefore, persons with acquired expertise in Sport and Exercise Psychology (SEP) may immensely helpful through collaboration with clinical and school psychology professionals. By integrating SEP's knowledge of successful predictors of exercise adherence and performance enhancement with other mental health domains (i.e., Clinical and School Psychology), we may be able to provide successful collaborative care to a significant amount of children in a wide variety of ways.

This poster presentation will synthesize research on the effects of physical activity on children's achievement, cognition, and social-emotional functioning. The presentation will discuss positive effects of physical activity on academic skills (Ahamed et al., 2007; Caterino et al., 1999; Davis et al., 2011; Donnelly et al., 2009; Hillman et al., 2009), attention (Mahar, 2011), planning (Pirrie, & Lodewyk, 2012), inhibition control (Buck et al., 2008; Hillman et al., 2009); and memory (Budde et al., 2010; Pesce et al., 2009). The poster will also discuss physical activities beneficial for children at different ages. These activities will be broken into the following categories: Energizers, physical exercises during physical education class and recess time, locomotor games, and movement activities integrating academic concepts. These activities will be summarized in terms of their contribution to learning and well-being outcomes and implementation feasibility. Finally, this poster will discuss ways that sport and exercise psychology professionals can effectively collaborate with other mental health professionals.

120

RESILIENCY'S RELATIONSHIP WITH EXERCISE BARRIER SELF-EFFICACY AND MOTIVATIONS TO EXERCISE

E. Whitney Moore, University of North Texas, USA;
Paul Yeatts, University of North Texas, USA;
Mitch Barton, University of North Texas, USA;
Gene Farren, University of North Texas, USA;
Tsz Lun (Alan) Chu, University of North Texas, USA;
Nicole J. Wilner, Georgia State University, USA;
Scott Martin, University of North Texas, USA

Individuals who regularly participate in exercise overcome barriers to do so; thereby building their barrier self-efficacy (BSE; Dwyer, et al, 2012). Positive adaptations that result from successfully overcoming their exercise barriers foster individuals' resiliency (Luthar & Cicchetti, 2000). Thus, BSE and resiliency are expected to be to decreased external regulation of their motivation to exercise. This study examined the relationships between BSE, resiliency, and motivational regulations among university undergraduate students

completing a 15-week physical and health education course. It was hypothesized that students' BSE and resiliency would be positively correlated with their intrinsic and introjected regulations and negatively correlated with their extrinsic and amotivated regulations. A two-group (NMales = 99 and NFemales = 135) CFA examining these relationships was conducted. After freeing one correlated residual between BSE's physical environment and harassment subscales in both groups, adequate model fit was achieved (CFI = .913, RMSEA = .071, 90% CI: .063 - .080). This model then passed invariance tests for factor loadings, intercepts, and variances. However, significant gender differences were found for the correlations between intrinsic and introjected motivations (rMales = 0.60, rFemales = 0.35), and amotivation (rMales = -.45, rFemales = -.21). Mean gender differences were found for BSE (Males = +0.51, $p < .001$) and intrinsic regulation (Males = +0.41, $p < .001$). The resilience and BSE correlation ($r = .59$, $p < .001$) supports that though related, these two constructs are unique. The resilience and BSE correlations with amotivated (rBSE = -.27 and rRes = -.27), extrinsic (rBSE = -.30 and rRes = -.28), and intrinsic regulations (rBSE = .51 and rRes = .32) were all significant in the hypothesized directions. From an applied standpoint, fostering individuals' exercise BSE and resiliency should increase their likelihood to continue exercising despite adversity, while becoming less externally regulated to exercise.

121

WEIGHT CONTROL, AVOIDANCE OF NEGATIVE AFFECT, AND EXERCISE AS PREDICTORS OF BODY SATISFACTION IN RECREATIONAL RUNNERS

Sharon Hamilton, Edinboro University, USA;
Katie Stritzinger, Edinboro University, USA;
Kelly Pieszak, Edinboro University, USA;
Veronica O'Brien, Edinboro University, USA;
Chad Losinger, Edinboro University, USA;
Dakota Bocan, Edinboro University, USA

Although exercise has many physiological and psychological benefits, exercise can also be associated with psychopathology. The Compulsive Exercise Test (CET) was developed, in part, to identify exercise attitudes and behaviors that may be associated with psychopathology (Taranis et al., 2011). Recently, Plateau et al. (2015) completed a factor analysis of the CET with Athletes, and identified 15 items associated with three factors: Avoidance of Negative Affect, Weight Control, and Mood Improvement. They found that only Avoidance of Negative Affect and Weight Control were identified as predictors of eating disorder psychopathology. Body satisfaction is another variable that has been found to have a complex relationship with exercise. Higher levels of exercise are associated with higher levels of body satisfaction in some circumstances, and lower levels of body satisfaction in other circumstances (Fuller-Tyszkiewicz et al., 2013).

The present study investigated these variables in a sample of 105 recreational runners. Specifically, we examined the relationships between Avoidance of Negative Affect, Weight Control, Exercise, and Body Satisfaction. Participants completed an on-line survey that assessed Avoidance of Negative Affect and Weight Control, using the specific items of the CET identified for these factors by Plateau et al. (2015), Exercise, using the product of two questions assessing exercise frequency and duration from the Health Information National Trends Survey, and Body Satisfaction using the sum of two subscales of the Multidimensional Body-Self Relations Questionnaire- Appearance Evaluation and Body Area Satisfaction.

Results were analyzed by multiple regression analysis, identifying Avoidance of Negative Affect, Weight Control, and Exercise as potential predictors of Body Satisfaction. Only Weight Control and Exercise were significantly correlated with Body Satisfaction ($p < .01$), with this two variable model accounting for 25.5% of the variance in Body Satisfaction. Stepwise regression found that Weight Control alone accounted for much of this variance (22.6%).

Group Dynamics

122

PREDICTIVE POWER OF THE COLLECTIVE EFFICACY DISPERSION ON COHESION IN SPORT TEAMS

Ryosuke Uchida, Graduate School of Human Sciences,
Osaka University, Japan;
Naoki Kugihara, Graduate School of Human Sciences,
Osaka University, Japan

Collective efficacy is defined as "a group's shared belief in its conjoint capabilities to organize and execute the courses of action required to produce given levels of attainments." (Bandura, 1997, p.477), and has been identified as an important factor for group effectiveness. A group-level collective efficacy can be represented by the degree of variability or consensus around the central belief among group members (Bandura, 1997). Past studies have mostly utilized group mean as the representation of the group-level collective efficacy in examination of its relationship with group effectiveness, and the predictive power of within-group variability of collective efficacy has been ignored (Zaccaro et al., 1995). The purpose of this study was to examine the predictive power of the collective efficacy dispersion on cohesion in sport teams. One-thousand two-hundred and twelve athletes from various sport teams ($n=44$) participated in the study. The Collective Efficacy Questionnaire for Sports (Short et al., 2005) was used to assess the group mean and dispersion (i.e., Standard Deviation) of collective efficacy. In addition, we used the Group Environment Questionnaire (Widmeyer et al., 1985) to assess the four dimensions of cohesion. Following the recommendation of Cole et al. (2011), we used the hierarchical multiple regression. In the first step, the group mean of collective efficacy predicted all the four dimensions of cohesion. In the second step, the dispersion of collective efficacy accounted for additional variances (4%-23%). However, in the third step, the interaction between group mean and dispersion of collective efficacy did not account for additional variances ($ps > .44$). The results indicate that collective efficacy dispersion predicts cohesion beyond the predictive power of group mean. The study findings provide significant implications for coaching practice by suggesting that it is important to manipulate not only the magnitude of collective efficacy but also its dispersion in sport team.

123

THE INFLUENCE OF GENDER ON THE PEER LEADERSHIP-COHESION RELATIONSHIP

Michael Berrebi, West Virginia University, USA

Research has shown that coaching leadership influences team cohesion (e.g., Murray, 2006). However, little research exists exploring peer leadership and its potential influence on cohesion (Vincer & Loughead, 2010). Furthermore, while

it has been suggested that athlete gender may mediate the relationship between cohesion and performance (Carron et al., 2002), it remains unclear whether leadership behaviors influence perceived cohesion with respect to gender. This study aimed to investigate the influence of gender on the peer leadership-cohesion relationship. NCAA Division I soccer players (N = 381) from 67 universities completed questionnaires assessing team cohesion and peer leadership. Results revealed that for males and females, all cohesion dimensions were positively related to the leadership behaviors of Democratic Behavior, Training and Instruction, Social Support, and Positive Feedback. For males, Autocratic Behavior was a significant predictor of two cohesion dimensions. For females, Social Support was a significant predictor of all cohesion dimensions. The findings indicate that athlete leaders may influence team cohesion differently based on gender. It is important to develop athlete leadership on both male and female teams that fosters team cohesion, as this can subsequently improve performance.

Injury/Trauma/Rehabilitation

124

QUALITATIVE ANALYSIS OF ENVIRONMENTAL INFLUENCES ON PARALYMPIC SPORT DEVELOPMENT IN THE CZECH REPUBLIC

*Lawrence Judge, Ball State University, USA;
Brianna Leitzelar, Ball State University, USA;
Iva Machova, University of Olomouc, Czech Republic;
Hana VBlkoviš, University of Olomouc, Czech Republic*

Paralympic sport has been gaining ground in the global market in both viewer interest as well as participation (International Paralympic Committee, 2012). As this industry grows, the need to develop parallel principles in Paralympic sport as are already established in the able-bodied population grows along with it. The process for developing principles includes either applying results from studies conducted within the able-bodied population to Paralympic sport or conducting new research on successful sporting environments, training regimens, and best coaching practices within Paralympic sport (DePauw, 2005; Sherrill, 1998). The purpose of this study was to evaluate the environment of a successful national Paralympic track and field team in order to determine the psychosocial aspects of sport for persons with disabilities. Information was gathered from seven wheelchair throwers and three coaches using the Framework qualitative method and included semi-structured interviews, observations, and previously published articles about the team. The interviews were designed as open-ended questions and captured basic demographic information as well as information about the athlete's disability and involvement in sport since their accident. The results were analyzed to reveal the changes in the sporting environment over time as well as the determinants of current sport participation for the participants. Ten determinants were identified, including experience with sport prior to disability, available resources for persons with disabilities, availability of a professional coach, and the impact of the sport on their quality of life. Overall, the results suggest that sport participation may be an important strategy for maintaining quality of life after the onset of a physical disability. Additionally, they suggest that Paralympic athletes may maintain interest in their Paralympic sport as it becomes recognized as having professional caliber athleticism, confirming the importance of developing sporting principles within Paralympics. Lastly, the researchers provide suggestions for maintaining and expanding wheelchair sport.

125

THE IMPACT OF HIGH MENTAL TOUGHNESS ON THE TRAINING, INJURY AND RECOVERY OF AMATEUR ENDURANCE ATHLETES.

Josephine Perry, University of Roehampton, UK

High Mental Toughness gives athletes a competitive edge. It provides them with superior self-regulatory skills allowing them to stay determined, focused, confident and in control under pressure. It gives them a focus and intensity helping them override pain and carry on competing. While valuable in the heat of competition it was feared this could put them at increased risk of injury, re-injury and overtraining syndrome. The aim of the study was to understand the attributes and attitudes of amateur endurance athletes high in mental toughness and explore any potential links with self-reported injury rates, post-rehabilitation re-injury rates and with overtraining syndrome.

A mixed method approach was used. 591 amateur endurance athletes completed questionnaires and eight of those participants scoring very high on mental toughness took part in in-depth interviews.

The qualitative study suggests that mentally tough amateur endurance athletes have a distinctive approach to training, injury and recovery which is tenaciously goal driven and methodical. The quantitative study showed that mentally tough amateur endurance athletes have a higher propensity to be male, race in multi-sport competitions, have a private coach, train alone, are older than the average athlete and spend more hours training. The findings suggest no significant relationship between overall mental toughness and injury, the likelihood of being re-injured or in suffering from overtraining syndrome. However, the level of control that an athlete has (a key element of mental toughness) does play a role with low levels of control suggesting repeated injury and overtraining syndrome. It is in this control area where the findings have implications for practice and where future research would be valuable.

126

THE RELATIONSHIP BETWEEN ATHLETIC IDENTITY, COPING, AND MOOD STATE AMONG INJURED RUNNERS

*Rebecca Park, San Francisco State University, USA;
Mi-Sook Kim, San Francisco State University, USA*

The purpose of this study is to examine the relationships between athletic identity and coping skills as the mediators of emotional response with the occurrence of season-ending injuries among adult-aged male and female competitive distance runners. Previous studies examined the impact of athletic identity on changes in mood state as a result from serious, often season-ending injury (e.g., Brewer, 1993; Wiese-Bjornstal et al., 1998; Tracey, 2003). However, roles of coping responses to injuries in relationships between athletic identity and emotional responses have been understudied. Often times, injury occurs at high levels of training intensity for competitive athletes and athletic identity is found to be higher at levels where athletes place great importance on their performance and spend most of their time training for competition (Brewer & Van Raalte, 1993). Thus, the current study recruited 298 male and female competitive runners with a mean age of 33 who have had any injury that prevented them from running for at least two months. Participants completed online surveys consisting of demographic questionnaires as well as the Athletic Identity Measurement Scale (AIMS),

the Ways of Coping Checklist (WCCL), and the Emotional Responses of Athletes to Injury Questionnaire (ERAIQ). The results of multiple regression analyses revealed that social athletic identity was positively related to problem-focused coping ($b = .16$) while negative affectivity athletic identity was positively related to emotion-focused coping ($b = .38$). The problem-focused coping was significantly positively linked to optimistic emotional response ($b = .37$) whereas emotion-focused coping was positively corresponded to negative emotional response ($b = .55$). The findings will be discussed in lieu of the literature.

127

TRANSITIONING OUT OF PROFESSIONAL SPORT: THE PSYCHOSOCIAL IMPACT OF CAREER-ENDING INJURIES AMONG ELITE IRISH RUGBY FOOTBALL UNION PLAYERS

Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA;

Diarmuid Hurley, University of Jyväskylä, Finland;

Montse Ruiz, University of Jyväskylä, Finland

Transitioning out of sport due to career-ending injury can be a significant and distressing time for an athlete (Alfermann, 2001). Thus far, research into exploring transition out of professional sport due to injury (Park, Lavallee, & Tod, 2013; Wylleman, Alfermann, & Lavallee, 2004), and the psychosocial impact of career-ending injuries (Stoltenburg, Kamphoff, & Lindstrom Bremer, 2011) is limited. This study documented the lived career-ending injury experiences among three elite Irish rugby football union (IRFU) players (each with more than six years of playing experience) who took part in semi-structured one-on-one interviews. The interpretative phenomenological analysis (Smith, 1996) revealed that the process of psychosocial injury rehabilitation appeared to evolve in a cyclical, yet stage-like (Heil, 1994) manner in that the participants described a number of negative appraisals and unpleasant emotional responses while processing towards injury acceptance and final decision to retire. The experience of a career-ending injury and career transition process was for the most part a distressing one. The fact that the injury continues to have a negative impact on their life suggests a level of retirement crisis or an incomplete transition process. Overall, the nature of the post-injury career transition appeared to be dependent on the interactional balance of participants' psychosocial responses to injury, existing coping mechanisms and other factors related to the injury and career transition process. To best help prepare elite rugby players to cope with career-ending injuries, it is important to ensure the transition process includes appropriate social support network (e.g., teammates, family, friends) as well as use of sport medicine professionals (e.g., physiotherapists, athletic trainers and sport psychology professionals when needed) and organizational officials (e.g., coach, player association officials) so they can appropriately deal with both physical and psychosocial implications of the injury and career transition.

Life Skills/Learning Strategies (Includes Coping)

128

ATTENTIONAL FOCUS STRATEGIES SELECTED BY NOVICE JUGGLERS IN A SELF-CONTROLLED LEARNING ENVIRONMENT

David Laughlin, USA;

Kevin Becker, Texas Woman's University, USA;

Arya Alami, LaGrange College, USA

Research in motor learning has considered the potential advantage of implicit as opposed to explicit learning. Different attentional focus strategies such as using analogies (Liao et al., 2001) or an extraneous (i.e. distraction) focus (Smith & Tonsul, 2013) have been identified as practical means of implicit learning, and have both been found to be more effective than explicit learning. A limitation of this research is the lack of control given to participants to select strategies that they individually find useful. The purpose of the present study was to observe focus strategies employed by novice jugglers in a self-controlled learning environment. Participants ($N=20$) had access to various instructional assistance in practice, but were given autonomy in how to use it. The practice phase consisted of four consecutive days of practice, followed by a retention test the following day. Throughout the experiment, the number of catches per trial was recorded. Participants also self-reported any strategies used during juggling at the end of the experiment, and responses were analyzed for themes related to attentional focus strategies used in previous research. Results revealed that of the 20 participants, five reported using either a distraction or analogy (DA) focus, nine reported focusing on explicit elements of the skill (EX), and six reported no specific strategy (NO). In the retention test, those reporting a DA focus caught far more balls ($M=78.20$, $SD=37.00$) than either those with an EX focus ($M=6.94$, $SD=6.14$) or NO focus ($M=4.98$, $SD=3.79$). The findings support the advantage of implicit learning seen in previous literature, but more importantly highlight that the majority of learners did not adopt focus strategies supportive of that benefit. While autonomy in learning has clear advantages, it may be useful for practitioners to guide learners toward focus strategies conducive to implicit learning.

129

PERFECTIONISM AND PSYCHOLOGICAL WELL-/ILL-BEING IN PROFESSIONAL DANCERS: THE MEDIATING ROLES OF COPING TENDENCIES

Seongkwan Cho, Texas A&M International University, USA;

Hun-hyuk Choi, Dongkook University, Korea;

Jae-Hyun Shon, Dongkook University, Korea;

Yong-Jin Yoon, Yonsei University, Korea;

Jin-Young Huh, Dankook University, Korea;

Seok Yoon, Chohan University, USA

The study aims were (a) to examine the relationship between perfectionism and psychological well-/ill-being in vocational dancers, and (b) to investigate the mediation effects of coping tendencies on the relationship. It was hypothesized that perfectionism (self-oriented vs socially prescribed) would affect psychological well-/ill-being through the mediation of coping tendencies (problem focused and avoidant). Two hundred twenty six professional (contemporary) dancers participated in the study ($Mage = 33.24$ yrs, $SD = 6.24$). The participants completed five questionnaires: a demographic questionnaire, the Korean version of Multidimensional Perfectionism Scale,

Korean Athlete Sport Coping Scale, Korean version of Mental Health Continuum Short Form, and emotional and physical exhaustion subscale in the Korean version of the Athlete Burnout Questionnaire. Results indicated that self-oriented perfectionism significantly predicted problem-focused ($\beta = .54$), avoidant coping ($\beta = -.18$), and psychological well-being ($\beta = .20$). Problem-focused coping significantly predicted both psychological well-being ($\beta = .34$) and psychological ill-being ($\beta = -.21$), whereas avoidant coping was only predictive of psychological ill-being ($\beta = .64$). The bootstrapping results indicated that the relationship between self-oriented perfectionism and psychological ill-being was mediated by both coping tendencies, whereas the relationship between self-oriented perfectionism and psychological well-being was partially mediated by problem-focused coping. The findings shed more light on dancers' psychological well-/ill-being by linking perfectionism to coping tendencies.

130

THE INFLUENCE OF SPORTS ACTIVITIES ON SOCIAL SKILLS OF JUNIOR HIGH STUDENTS, HIGH SCHOOL STUDENTS AND UNIVERSITY STUDENTS

Masayo Nozaki, Nihon University, Japan

This study evaluated social skills of junior highs, high schools, and universities by utilizing a psychological scale based on a wide range of social skill researches and reconfigured as Kikuchi's Scale of Social Skills: 18 items (KiSS-18). Then, it was examined if the social skills are influenced by sports activities in school or local sports clubs and other sports circles inside or outside the schools. It also compared three social skills factors (coping with interpersonal relationship, task coping, and communication) of the three educational stages to investigate when each social skill is gained. Subjects were 1403 students currently belonging to sports groups (sports activity group), and 605 students not engaged in any particular exercise or sports activity (non-sports activity group). A questionnaire was followed by two-way ANOVAs with sports activities (sports activity group, non-sports activity group) and educational stages (junior highs, high schools, and universities) as factors. The results were as follows. In the skills of coping with interpersonal relationship, no significant main effect was found for the sports activity factor, suggesting that the sports activities do not likely to have an influence on the skills. In the task coping skills and communication skills, there were significant main effects for the sports activity factor, with the sports activity group getting the higher scores. Therefore, it was supposed that habitual sports activities have an influence on acquiring these two social skills as early as in junior-high school. Each of the three social skills had a main effect for the educational stage factor, confirming that the social skills show a clear developmental change and are acquired in the course of growing up. Especially, it was suggested that the acquisition of the task coping skills is fostered relatively later by the fact of a significant difference between high school and university students.

Mental Training/Interventions

131

A STUDY TO ASSESS THE EFFICACY OF A 16-WEEK PSYCHOLOGICAL SKILLS TRAINING PROGRAM FOR COLLEGIATE WRESTLERS

Paul Wright, Lindenwood University, USA

According to Weinberg & Gould (2011) the most efficacious time period to initiate a psychological skills training program is during the off-season or pre-season. A study by Thomas, Maynard, & Hanton (2007) did find that elite athletes were able to relieve pre-competition anxiety and increase self-confidence when PST training was combined with physical training in the weeks leading up to competition. The purpose of this study was to assess the efficacy of providing a self-monitored PST program to elite wrestlers within an NCAA Division II Wrestling program during the course of the competitive season. This 16-week program was administered in the 4-month period leading up to the NCAA Division II qualifiers competition. Athletes on the collegiate wrestling team were given weekly reading assignments, videos, application exercises, and opportunities to talk with coaches and/or a consultant during the course of the season. Athletes were assessed using a self-report PST Assessment adapted in part from the Athletic Coping Skills Inventory (ACSI) developed by Smith, Schultz, Smoll, and Ptacek, 1994. The study incorporated a pre-test post test control group design utilizing a triangulation methodology. Two NCAA Division II schools were invited to participate in the study. One school received the 16-week PST program while the other school acted as a control group. Significant correlations (.58 to .69) were found between athlete self-report and coach report and between coach report and athletic training report. An independent samples T-test was used to assess difference between control and experimental group. Change scores from pre-test to post test was found to be significantly higher ($p < .05$) for the PST treatment group when compared to the non-experimental group. It can be concluded that PST training, within the context of the competitive season, can be a positive complement to elite athlete training programs.

132

AN EXAMINATION OF MENTAL HEALTH INTERVENTION EFFECTS AMONG NCAA STUDENT-ATHLETES

Stacy Gnacinski, University of Wisconsin-Milwaukee, USA; Barbara Meyer, University of Wisconsin-Milwaukee, USA; Kelly Diener, UW-Milwaukee Athletics Department, USA; Kathy Litzau, UW-Milwaukee Athletics Department, USA

The concerns surrounding the mental health of National Collegiate Athletic Association (NCAA) student-athletes have prompted a need for intervention research (Neal et al., 2013). Heart rate variability (HRV) biofeedback interventions have been effectively used to improve mental health outcomes in adult populations (Karavadis et al., 2007; Whited et al., 2014). No research has been conducted to examine the use of HRV biofeedback to improve mental health outcomes in student-athlete populations. Consistent with a scientist-practitioner approach, and as an extension of the authors' previous pilot investigation, the purpose of the current study was to examine the effect of a HRV biofeedback intervention on symptoms of depression and burnout among NCAA student-athletes. Eleven female Division I basketball players (Mage = 19.9 years) were divided into experimental ($n = 5$) and control groups ($n = 6$). Experimental group participants completed the 5-week

intervention protocol (i.e., three 20-minute sessions per week) during their competitive season. Participants in the control group maintained normal routines during this same 5-week time period. During sessions, participants utilized emWave« software programs on desktop computers in the Athletics Department computer laboratory. To assess changes in mental health, all participants completed the following pre- and post-intervention measures: the Beck Depression Inventory-II (Beck et al., 1996) and the Athlete Burnout Questionnaire subscales (Raedeke & Smith, 2001). Results of a 2x2 multivariate analysis of variance (MANOVA) calculation revealed no significant main effect of group membership $F(4) = 1.155, p = .369$; no significant main effect of time, $F(4) = 1.004, p = .436$; and no significant interaction effect, $F(4) = 0.710, p = .597$. These results contrast those from the pilot investigation, prompting a need to discuss the social validity of the intervention as well as athletes' readiness to engage in interventions. Implications for future research and practice will be further discussed.

133

DIG DEEP: THE USE OF PHYSICAL CHALLENGES TO BUILD MENTAL TOUGHNESS

*Dan Bell, Bates College, USA;
Su Langdon, Bates College, USA*

Mental toughness is considered by many elite athletes, coaches, and sport psychologists to be the mental factor that separates good athletes from great athletes when physical, technical, and tactical skills are held constant. While most research has focused on psychological skill training to develop mental toughness, this study focused on the use of physical challenges. Youth athletes ages 8-14 ($n = 195$) at a residential summer ski racing camp completed challenging physical activities including rock climbing, ropes course, and mountain biking. Athletes completed measures of mental toughness, self-efficacy, and anxiety at baseline pre-camp, end-of-camp post-test, one week post-camp follow-up, and two month follow-up. Parents also completed the same measures about their children at the baseline and two month follow-up. Post-activity surveys assessed athlete experiences of each challenge. Results indicated that athletes with lower mental toughness scores at baseline reported significant increases in mental toughness and self-efficacy scores, and a significant decrease in anxiety scores from baseline to follow-up assessments. However, athletes with higher baseline scores showed no change in these scores. The parent measures indicated a significant increase in perceptions of their child's mental toughness for those with lower baseline scores. Mental toughness, self-efficacy, and anxiety were all significantly correlated with each other. A regression analysis with the post-activity data found that increases in mental toughness scores were predicted by ratings of task difficulty, but not by the degree that athletes exceeded expectations or how much they challenged themselves. Although the effect of mental toughness on actual ski performance was not assessed due to time constraints, this study determined that mental toughness can be developed in youth athletes through physical challenges, particularly athletes who have lower initial levels. Future research should use a fully experimental design and further develop an optimal mental toughness training program.

134

EFFICACY OF MINDFULNESS TRAINING WITH ELITE YOUTH SOCCER PLAYERS

Max Trenerry, Mayo Clinic, USA

This paper reports on the efficacy of mindfulness training for elite youth soccer players. Such training emphasizes value development, committed action to pursue value-related goals, and management of automatic thoughts through mindfulness and cognitive education. Two squads of 16 ($N = 17$) and 17 ($N = 16$) year-old elite soccer players were identified for specialized training by a national youth soccer program. Both groups were provided mindfulness training at summer and winter camps. Squads received approximately two hour-long sessions at each camp. The older group received training at a total of four camps.

At the end of the last camp, players used anonymous individual electronic response keys to answer a question about ability to focus, and three questions adapted from the Acceptance and Action Questionnaire-II (AAQ-II). On a scale of 1 ("same as before") to 8 ("much better at this"), the younger group showed an average improvement rating of 4.6, and the older group had an average improvement rating of 6.5. Adapted AAQ-II items ("ok to remember something unpleasant", "emotions can cause problems", "worries get in the way") received combined average improvement ratings of 4.3 and 4.5 for the older and younger groups, respectively. The data support the efficacy of mindfulness training to reduce adverse effect of emotions on performance over limited contact hours in an elite youth soccer development environment. Slightly better self-reported improvement in players with more exposure to the curriculum suggests a dose-response effect. However, this may be based on athlete age and experience. Limitations of self-report, and the question of the effect of attitude change on behavior, are noted. Anecdotal reports from individual athletes support the utility of mindfulness training. The curriculum will be briefly outlined in this presentation.

135

FREQUENCY OF USE AND THE PERCEIVED EFFECTIVENESS OF COLLECTIVE EFFICACY-ENHANCING TECHNIQUES

*Frazer Atkinson, University of North Dakota, USA;
Sandra Short, University of North Dakota, USA*

The application of efficacy theory has been helpful in providing applied sport psychologists with a variety of techniques or strategies than can be used to build, maintain, and regain efficacy beliefs in sport. Researchers have investigated how often athletes and coaches use various efficacy-enhancing techniques (e.g., Gould et al., 1989; Vargas-Tonsing et al., Weinberg & Jackson, 1990; Weinberg et al., 1992) as well as the perceived effectiveness of these techniques. This study examined the frequency of use and perceived effectiveness of collective efficacy-enhancing techniques. Participants were 125 (79 females, 46 males) soccer players from the United States and United Kingdom. They were provided a list of things that coaches do to boost team confidence (based on Gould et al., 1989 and Feltz et al., 2008) and were asked to rate how often their coaches did those things and how effective they thought they were. When rank ordered, the most frequently used techniques (e.g., sets goals, acts confidently, simulates mock competition or practice sessions, improves performance using instruction and drills, applies challenging

physical conditioning drills, provides positive team talks) were also the ones considered most effective. The techniques that were used the least and were considered least effective (relatively speaking, as the means were still higher than the scales midpoints) were: employs relaxation techniques to reduce the feelings of anxiety, emphasizes that feelings of anxiety are not fear, but a sign of readiness, encourages the use of imagery to image being successful, and identifies players of similar ability who have achieved success. Taken together, these results provide insight into the techniques coaches use to build team confidence and athletes' perceptions of the effectiveness of these techniques. They also show that there are differences between self-efficacy and collective efficacy-enhancing techniques.

136

MENTAL SKILLS TRAINING IN ONCOLOGY TREATMENT

*Erin Davis, Adler University, USA;
Sarah Forsythe, USA*

Principles of positive mental attitude (PMA) used in sport and exercise psychology (SEP) have been proven to be effective interventions alongside medical treatment in cancer patients (Rom, Miller, & Peluso, 2009). However, little research has been conducted regarding a specific model using mental training for patients undergoing cancer treatment. In 2015 alone, 1,658,370 people are expected to be diagnosed with cancer, many without a plan to combat psychological distress following diagnosis (American Cancer Society, 2015). In this light, psychological symptoms for patients undergoing cancer treatment mirror the psychological symptoms of athletes recovering from an ACL injury (Rom et al., 2009; Wierike, Sluis, Elferink-Gemser, & Cisscher, 2012). Many athletes recovering from an ACL injury have successfully used SEP interventions to better cope with the demands of the rehabilitation process. Moreover, the biopsychosocial model from Wiese-Bjornstal (2010) indicates that cognition, affect, behavior and outcome are key components to bouncing back from a traumatic injury that requires a longer rehabilitation process. Thus, presenters propose that developing a SEP mental training model for individuals undergoing cancer treatment could improve patients' ability to cope with and endure treatment as well as enhance its outcomes. As such, the purpose of this presentation is to provide a SEP mental training model for professionals working with oncology patients. Adapted from Wiese Bjornstal (2010) the model includes: 1) Identifying cognitive thoughts of an individual after diagnosis; 2) Recognizing feelings after diagnosis and throughout treatment; 3) Addressing behaviors such as avoidance, coping and treatment adherence; 4) Education and practice of SEP tools (e.g., positive self-talk, goal-setting, imagery, etc.); and 5) Interpreting success with recovery, readjusting to life after treatment, and adopting an overall positive outlook on life. By combining this model with SEP techniques, oncology patients will enhance their endurance of the rigorous treatment process by increasing their mental toughness.

137

MINDFULNESS AND ACCEPTANCE-BASED APPROACHES WITH STUDENT-ATHLETES: ACCEPTABILITY, FEASIBILITY, AND CHALLENGES

*Michael Gross, Kean University, USA;
Andrew Wolanin, Kean University, USA;
Donald Marks, Kean University, USA*

Recently, the NCAA (2014) released a booklet entitled, "Mind, Body, and Sport: Understanding and Supporting Student-Athlete Mental Wellness." In this publication, the NCAA's Chief Medical Officer, Brian Hainline, states that based upon hundreds of interviews conducted with student-athletes the No. 1 concern for this population is mental health and wellness. As the issue of mental health among student-athletes has become an increasing concern, it has raised the question of what approaches may best meet the needs of this population. In recent literature, mindfulness- and acceptance-based approaches have received some attention as potentially being able to help student-athletes on and off the field. For example, Gross et al. (2014) found that the Mindfulness-Acceptance-Commitment approach (MAC; Gardner & Moore, 2007) was effective in reducing psychological, emotional, and behavioral difficulties among a sample of student-athletes, while also improving athletic performance. While the evidence-base is growing for these approaches, there has not been much discussion about the acceptability, feasibility, and challenges associated with delivering mindfulness- and acceptance-based approaches to student-athletes. As such, the purpose of this presentation will be to discuss qualitative data obtained from the presenters' direct experience utilizing mindfulness- and acceptance-based approaches with student-athletes. This includes information obtained from student-athletes, coaches, and administrative staff over the course of two empirical investigations of the MAC, following team-based consultation work with Division I athletic programs, and case examples from individual work with student-athletes. Presentation material is currently being summarized in a book chapter (ACT for Student-Athletes) that the presenters are co-authoring for an upcoming edited text entitled "The Mindfulness-Informed Educator: Building Acceptance & Psychological Flexibility in Higher Education." The presenters will also recommend best practices for addressing common concerns raised by student-athletes, coaches, and administration, and make suggestions for future directions in the area of mindfulness- and acceptance-based service delivery to student-athletes.

138

MOTIVATIONAL ANTECEDENTS AND MENTAL TOUGHNESS AS PREDICTORS OF PSYCHOLOGICAL HEALTH OF UNIVERSITY ATHLETES

Olufemi Adegbsan, University of Ibadan, Nigeria

Studies on the construct of mental toughness which is a vital characteristic associated with successful performance in sport is increasingly of interest in sport science. Considering it's modifiability, it is a potential area that can assist athletes to reach their ultimate in sport. The synergy of motivational antecedents, mental toughness and athletes' psychological health (aph) despite receiving considerable attention in literature, is rarely studied on Nigeria athletes. This study therefore investigated motivational antecedents and mental toughness as predictors of psychological health of university athletes. Descriptive research design was used for this study and study participants consists of 229 males and females

university athletes with age range from 15- 29years. Data were collected using Mental toughness 48 Inventory Scale for the mental toughness($r = 0.87$), Basic Psychological Needs Scale for motivational antecedents of autonomy, competence and relatedness, Mental health continuum short form scale($r=0.80$) for positive affect and Depression anxiety stress scale($r=0.82$) for negative affect. Descriptive statistics and inferential statistics of multiple regression were used to analyze the data. Results revealed that 28.0% of the Motivational antecedent variables and mental toughness were accounted for in the variance of the athletes' psychological health (aph) and also jointly significantly contributed ($F(3,224)=21.7, P<.05$) to (aph) Result also revealed that (23.6%) athletes possesses high level of mental toughness, 51.1% athletes possesses moderate level and 25.3% athletes have low level of mental toughness which indicates that (25.3%) of university of athletes needs mental toughness intervention. Result also shows that majority of the athletes possesses more of negative affect(54.6%) than positive affect(45.4%). Moderate positive relationships also exist between motivational antecedents variables and mental toughness. Conclusively, this study has provided baseline information of the synergy of motivational antecedents, mental toughness and athletes' psychological health. These can be used for future mental skill enhancement programme to improve the performance levels of the athletes studied.

139

PATTERNS OF TEST OF PERFORMANCE STRATEGIES

Jennifer Caron, California State University, Long Beach, USA;
Sean Kerr, California State University Long Beach, USA;
Tiffany Vargas, California State University at Long Beach, USA

In any sport setting, psychological skills are beneficial to enhance athletic performance, and they are more effective if a variety is used during both practice and competition situations. The current study aims to describe differences in the use of psychological skills of Division I collegiate athletes. Each athlete completed the Test of Performance Strategies (TOPS) questionnaire (Thomas et al., 1999), a 64-item measure rating the use of the following skills: goal setting, emotional control, automaticity, relaxation, self-talk, imagery, activation, attentional control, and positive thinking. There is an eight-factor solution for competition factors and an eight-factor solution for training factors. Attentional control is targeting only training context, while the positive thinking scale is only assessed in the competition context. Items were rated on a 5-point scale, 1 being "never" and 5 being "always." Seventy-one Division I collegiate male ($n = 23$) and female ($n = 45$) athletes participated in this study and represented the sports of basketball ($n = 13$), tennis ($n = 6$), golf ($n = 14$), track and field throwers ($n = 14$), and track and field sprinters and hurdlers ($n = 24$). There were statistically significant differences at the $p < .05$ level in TOPS scores between competitive ($M = 14.17$, $SD = 1.94$) and practice ($M = 13.27$, $SD = 1.85$) strategies scores overall, practice strategies scores between males ($M = 13.41$, $SD = 1.20$) and females ($M = 13.17$, $SD = 2.08$), and scores between teams on practice goal setting, practice automaticity, practice imagery, competitive automaticity, competitive self-talk, and competitive imagery strategies. Results indicate that gender and sport can affect which strategies athletes will use to enhance their performances. Athletes will also tend to use more competitive strategies than practice strategies although both are necessary, and more practice strategies could improve the use of competitive strategies.

140

STOPPING THE DOWNWARD SPIRAL: AN INTERVENTION WITH AN INTERCOLLEGIATE SOFTBALL TEAM

Elizabeth Shoenfelt, Western Kentucky University, USA

Mental toughness has been acknowledged as a critical characteristic of championship teams (e.g., Gucciardi et al., 2008). However, few intercollegiate teams have a full-time sport psychologist. Typically, the sport psychologist splits time between multiple teams and teams have limited access to the sport psychologist. This intervention was implemented for an intercollegiate softball team that failed to make the conference tournament the previous year and hoped to not only make the tournament, but to advance in the tournament. The sport psychologist worked with the team early in the season to develop the mental skills of positive self-talk, focus, team skills, and goal setting. The team started their season well, but performance declined into a losing streak; toward the end of the regular season, the team had to win three of their last four games to make the tournament. The coach requested help from the sport psychologist. The sports psychologist implemented a relapse prevention intervention (e.g., Brownell et al., 1986), termed "Get FIT – Focus Intensity Tenacity." The intervention drew heavily on theory and research on mental skills training and motivation. The intervention took place in an extensive team meeting and included identifying targeted mental skills, re-establishing team goals, and gaining commitment to retain mental toughness skills and accomplish goals. Players identified situations where they were likely to lose FIT, why they lost FIT, how to recognize when FIT is slipping, and how to regain FIT. Player responses were discussed and consolidated. A chart summarizing this information and specific techniques for "Getting FIT" was developed and distributed. The team rebounded, winning the three final games of the season, making the tournament, and winning two games in the tournament. Team performance indicated the Get FIT intervention was successful as the team accomplished its goal of making the tournament and advancing beyond game one.

141

THE EFFECT OF PSYCHOLOGICAL SKILLS TRAINING ON STUDENT ENGAGEMENT, ANXIETY, AND SELF- EFFICACY IN UNIVERSITY STUDENTS

Glenn Newbery, University of Western Sydney, Australia;
Patsy Tremayne, University of Western Sydney, Australia

On account of the change forces impacting on contemporary universities, it is becoming increasingly important to identify and develop strategies that promote student engagement by helping students to cultivate psychological resilience. The aim of this study is to examine whether the Psychological Skills Training (PST) techniques that have been used with success in the field of sport psychology can be applied to the higher learning context as an effective strategy for promoting student engagement and psychological resilience. Twenty-three first year psychology students from the University of Western Sydney were randomly allocated to a treatment group or a wait-list control group. A registered psychologist taught treatment group participants psychological skills (i.e., goal-setting, self-talk, and breath control) in a one-hour psychoeducational workshop. All participants completed both

a pre-treatment and a post-treatment set of questionnaires assessing psychological skills, student engagement, state anxiety, test anxiety, and academic self-efficacy. It was hypothesized that the treatment group would, relative to the wait-list control group, demonstrate (i) greater increases in student engagement, and academic self-efficacy, and (ii) greater decreases in state anxiety and test anxiety. Although no statistically significant difference between groups was observed, the improvement in psychological skills scores from pre-treatment assessment to post-treatment assessment was substantially greater for the treatment group ($M = 22.46$) than for the wait-list control group ($M = -1.92$). While this suggests that PST can be effective in the higher learning context, studies involving both a more extensive training program and a broader range of follow-up assessment are needed if the full impact of PST on student engagement and resilience is to become clear.

142

USING MOTIVATIONAL GENERAL-MASTERY IMAGERY TO IMPROVE THE SELF-EFFICACY OF YOUTH GYMNASTS

*Emily Parkerson, Georgia Southern University, USA;
Brandonn Harris, Georgia Southern University, USA;
Jody Langdon, Georgia Southern University, USA;
Daniel Czech, Georgia Southern University, USA*

Self-efficacy plays a significant role in influencing sport performance (Moritz, et al., 2000) and has been shown to be a stronger predictor of sport performance compared to anxiety, perceived control, and one's personal goals (Feltz & Lirg, 2001). The use of motivational general-mastery (MG-M) imagery has been shown to increase self-efficacy among athletic populations (O, et al., 2014); however, there is a paucity of research regarding the influence of imagery, particularly individualized MG-M imagery, on the self-efficacy of youth athletes specifically. Thus, the purpose of the present study was to examine the effects of an individualized MG-M imagery intervention on the self-efficacy and MG-M imagery use of youth gymnasts ($Mage = 10.40$). A single-subject, ABA design spanning seven total weeks was employed with five youth gymnasts who competed at a level six or above, as sanctioned by USA Gymnastics, and who had at least one year of competitive experience. Participants received individualized MG-M imagery scripts and engaged in guided imagery sessions along with independent imagery practice. Measures assessed athletes' MG-M imagery use, imagery ability, and self-efficacy specific to training. Visual inspection of the graphed data indicated improvements in self-efficacy from baseline through the intervention for two of the five participants. Effect sizes were also used to evaluate the magnitude of changes in mean and variability among phases. Both self-efficacy and imagery use scores decreased in variability, evidencing more stability from baseline to the intervention phase for two out of the five participants for self-efficacy and four of the five participants for imagery use. Implications from this study provide direction for practitioners and researchers regarding the development and implementation of MG-M imagery interventions in order to increase youth athletes' self-efficacy and imagery use.

143

USING PHYSIOLOGICAL INDICATORS TO EXPLORE THE USE OF MUSIC FOR ENHANCING MINDFULNESS IMAGERY EXPERIENCES

*Garry Kuan, Sports Science Unit, School of Medical Sciences, Universiti Sains Malaysia, Malaysia;
Tony Morris, College of Sport and Exercise Science, and ISEAL, Victoria University, Melbourne, Australia., Australia*

The Mindfulness-Acceptance-Commitment (MAC) approach in sport psychology suggests that mindfulness is a key step in managing thoughts and feelings. Mindfulness imagery with music involves putting oneself into a relaxing state of mind, which also relaxes the physical body, creating experiences such as enjoyment, positive thoughts, and "being in the zone". The purpose of this study was to explore psycho-physiological changes related to mindfulness imagery with music and shooting performance among elite air-pistol shooters. Psycho-physiological measures, including galvanic skin response (GSR), peripheral temperature (PT), electromyogram (EMG), and heart rate (HR) were monitored. Participants were twelve male elite air-pistol shooters, who were randomly assigned to two groups: relaxing music during imagery (RMI) or arousing music during imagery (AMI) of shooting performance. A pre-test-intervention-post-test design was used in two simulated competitions, shooting 60 shots on a 10-meter air-pistol shooting range before and after the imagery with music intervention. The imagery intervention lasted for 7 minutes, with 12 sessions over 4-weeks period between the pre- and post-test. Results from MANOVA analysis showed that the differences across type of music used with imagery were significant for the gain-score for competition performance, $F(1,11) = 8.85$, $p < .05$, $\beta_2 = .36$, with a significantly larger increase in performance for relaxing music than arousing music. Psycho-physiological profiles indicated that relaxing music enhanced the positive effect of imagery more than arousing music because lower GSR, higher PT, linear EMG and lower HR were detected when the shooters were performing mindfulness imagery with relaxing music. Further, in-depth interviews provided insight that mindfulness imagery is important for maintaining a high state of positive thoughts about performance, relaxing the mind, and "being in the optimal zone". Results of the study throw light on the role of mindfulness in the MAC approach to relaxation and performance enhancement related to sport imagery.

Motivation and Self-Perceptions

144

DRESS TO IMPRESS OR DRESS TO SWEAT? EXAMINING THE PERCEPTIONS OF EXERCISE APPAREL THROUGH THE EYES OF ACTIVE WOMEN

*Caitlyn Pecinovsky, University of Wisconsin-Milwaukee, USA;
Christy Greenleaf, University of Wisconsin-Milwaukee, USA;
Erin Sahlstein Parcell, University of Wisconsin-Milwaukee, USA*

Self-objectification theory postulates that societal norms influence women to internalize cultural standards of beauty and thinness as their own (Moradi, 2010). The consequences of objectification experiences include body shame, anxiety, body surveillance, and internalization of the thin ideal (Fredrickson & Roberts, 1997). Previous research has documented the role of apparel in objectification of women (Frederickson, Roberts,

Noll, Quinn, & Twenge 1998); yet, to date, research has not completed a qualitative analysis to explore how women talk about exercise apparel as a motivator or deterrent for physical activity. The current study interviewed twelve recreationally active women to assess their perceptions of exercise apparel as it related to objectification in an exercise environment and motivation to exercise. Two overarching categories containing seven themes emerged: Exercise apparel as a tool for the optimal exercise experience (comfort, motivation, functionality of clothing, and affect) and Societal influences shaping exercise apparel choices (social influence and social comparison within the exercise setting, the cultural standard, and past experiences of evaluation). The analysis of the participants' lived experiences suggest that exercise apparel serves as both a motivator and deterrent for exercise and that certain exercise apparel can also lead to objectifying experiences within the exercise setting. Implications and future research directions are also discussed.

145

EXAMINATION OF ATTRIBUTIONS AS MODERATORS OF THE IMPACT OF PAST PERFORMANCE ON SELF-EFFICACY ESTIMATES

Steve Winger, *Western Kentucky University, USA*;
Alexandra Oldham, *Western Kentucky University, USA*

Research has established self-efficacy (SE) as a major predictor of performance in both athletic and academic contexts. Past performances are one of the most important factors influencing SE. Casual explanations of past performances (aka, attributions) may influence future SE. The main purpose of this study was to examine attributions as a potential moderator of the impact of past performances on individuals' SE.

This study measured students' perceptions of SE on four tasks: two academic and two athletic. Two of these tasks were familiar (math flash cards and basketball shooting) and two were novel (Equate, i.e., math Scrabble and a hand grip task). The participants were given a practice round prior to being asked to report their SE for completing the task successfully, an attributional measure was completed after the aforementioned trial, followed by another SE rating and a second performance trial of the task.

One hundred eighty-three psychology students participated in exchange for course credit (39 males, 142 females, 2 DNR). First, correlations between performance and SE were run. Next, partial correlations were run between performance and SE with the attribution score(s) partialled out.

There were significant correlations between trial one performances and trial two SE estimates for the math flash cards ($r = .61$), equate game ($r = .39$), basketball shooting ($r = .57$), and hand grip task ($r = .35$). The magnitude of the aforementioned correlations did not change significantly after factoring out the attributions. Therefore, the results do not support the notion that attributions influence the impact of past experiences on future SE estimates.

Possible explanations for why the attributions about trial one performances did not impact the SE estimates for trial two are proposed. In addition, differences in the magnitude of the relationships between performances and SE across familiar versus unfamiliar task are discussed.

146

GENDER AND AGE DIFFERENCES IN MOTIVES ORIENTATION AMONG TRIATHLON ATHLETES

Ido Heller, *Ball State University, USA*;
Selen Razon, *Ball State University, USA*;
Elizabeth Goldsby, *Public Mental Health PhD student, USA*

Identifying the psychological processes that underpin self-determination for sports participation is essential in providing effective psychological services for athletes. Yet only a few studies focused on gender and age differences in motives orientations, and the effect of social support on this relationship. The present research addresses these issues based on Self-Determination Theory (SDT; Ryan & Deci, 2000). Participants of both genders (men = 80, women = 50) ranging from 19 to 66 in age ($M = 40.48$, $SD = 11.65$) finished a half-Ironman race in the Midwest, United States. A day prior to their competition, they completed the Sports Motivation Scale (SMS), the Goal Content for Exercise Questionnaire (GCEQ), and the Perceived Available Support in Sports Questionnaire (PASSQ). Multivariate Analysis of Variance (MANOVA) revealed that women reported (a) higher levels of self-determined motives ($P < .05$), especially Internal Motivation (IM) to accomplish (i.e., the satisfaction to execute difficult training techniques, and (b) a higher desire to fulfill intrinsic goals such as social affiliation ($P < .01$) than men. Also, multiple regression analyses revealed different effects of social support types (esteem, informational, tangible, and emotional) on IM and External Motivation (EM) across gender and age. The findings emphasize the wide variety of factors related to gender and age that influence motivation to maintain intense exercise regimen. A discussion with both theoretical reference and practical implications for sports participation is provided.

147

INTEGRATION OF RELATEDNESS NEED SATISFACTION AND 2X2 ACHIEVEMENT GOAL ORIENTATIONS IN PREDICTING SPORT MOTIVATIONAL OUTCOMES

Tsz Lun (Alan) Chu, *University of North Texas, USA*;
Tao Zhang, *University of North Texas, USA*

Understanding motivation in recreational sport is important due to its positive contribution to psychological well-being (Chatzisarantis & Hagger, 2007). Self-determination theory (SDT; Deci & Ryan, 1985) and 2x2 achievement goal theory (AGT; Elliot & McGregor, 2001) are two popular integrative frameworks to study motivation. SDT proposes that the satisfaction of competence, relatedness, and autonomy needs are essential to promote positive motivational outcomes. Although competence has been investigated with AGT, no studies have examined goal orientations with relatedness together on sport motivational outcomes. Purpose: To examine the contributions of relatedness need satisfaction beyond 2x2 achievement goal orientations on motivational outcomes in recreational sports. Methods: Participants were 146 sport club members ($M = 19.88$ years) from a college in the southern US. A series of regression analyses were used to investigate the relationships among relatedness need satisfaction, 2x2 achievement goal orientations (i.e., mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance), and motivational outcomes (i.e., subjective vitality, sport frequency, and sport experience). Statistical significance was determined by a p-value of .05. Results: Relatedness was positively associated with mastery-approach, performance-approach, performance-avoidance

orientations, sport frequency, and sport experience. Moreover, the four goal orientations were associated with one another. Mastery-approach orientation was positively correlated with subjective vitality and sport frequency. Performance-approach goal orientation was positively related to sport frequency. Further, hierarchical regression analyses indicated that mastery-approach orientation ($\beta = .30$) was the only predictor of subjective vitality, accounting for 9.7% of variance. Mastery-approach and mastery-avoidance goal orientations ($\beta = .48$ and $-.24$ respectively) were significant predictors of sport frequency, accounting for 26.7% of variance. Finally, relatedness was the only predictor of sport experience ($\beta = .43$), contributing to 17.5% of variance. Conclusion: The results indicated that mastery-approach orientation should be promoted with relatedness need satisfaction in order to provide an optimal environment for positive motivational outcomes in recreational sport.

148

MENTAL BLOCKS IN PERFORMING BACKWARD MOVING SKILLS IN GYMNASTICS

Annamari Maaranen-Hincks, Springfield College, USA;
Judy Van Raalte, Springfield College, USA;
Thaddeus France, Springfield College, USA;
Britton Brewer, Springfield College, USA

A mental block in performing backward moving skills in gymnastics is a troubling phenomenon in which a gymnast loses the ability to perform previously automatic backward moving skills as a normal part of a routine. In light of a lack of scientific research on the topic, a phenomenological investigation was conducted with 5 gymnasts who were currently experiencing a mental block on backward skills. The participants were interviewed about their experiences, thoughts, and feelings before, during, and after the first experience of the mental block. Participants reported that the mental blocks began between 6 and 11 years of age, with an initial balk on floor or beam that came out of the blue after an extended period of positive experiences performing the affected skills. The mental blocks were often reported as spreading to other events and cycling between periods of performance and balking. The ability to visualize the affected skills was reported as cycling with the physical performance of the skills. The gymnasts claimed that they were not afraid of the skill itself, but were instead afraid of losing control of their own motor performance and balking in the middle of the skill execution. The mental blocks were deemed to have a strong emotional impact on the affected gymnasts in and out the gym, leading to anxiety, frustration, and lack of motivation to continue gymnastics participation. Negative reactions of coaches, such as forcing back tumbling when the gymnasts felt that they were unable, were reported to worsen the mental block. The findings enhance understanding of the experience of gymnasts with mental blocks and suggest the need for further research on the causes of, solutions to, and prevention of mental blocks.

149

MOTIVATION AMONG COLLEGIATE ATHLETES BASED ON SCHOLARSHIP STATUS AND GENDER

Amber Zant-Bice, University of Texas of the Permian Basin, USA;
Camille Rex, University Of Mary Hardin-Baylor, USA

Previous researchers have aimed to determine the relationships among scholarship status, gender, and motivation and have

found dissimilar results. Whereas Ryan (1977, 1980), and Kingston, Horrocks, and Hanton (2006) found support for the idea that scholarships undermine intrinsic motivation, Amorose and Horn found that there is either no relationship (2001) or the opposite (2000). Given these inconsistent findings, the purpose of this study was to determine whether motivation differed among collegiate athletes based on scholarship status (full, partial, none) and gender. Division I and II athletes ($N = 110$) from 3 schools in the southwestern and western United States completed the Sport Motivation Scale and reported their scholarship status. Because of the inconsistent findings in previous research, no hypotheses were stated. Results of a 3 (scholarship) \times 2 (gender) MANOVA indicated motivational differences based on both scholarship status and gender, although there was no significant interaction. Specifically, athletes with full scholarships reported significantly higher levels of intrinsic motivation to accomplish than nonscholarship athletes and higher levels of identified regulation than athletes with both partial and no scholarships. Additionally, females reported significantly higher levels of intrinsic motivation for stimulation and significantly lower levels of introjected regulation and amotivation than males. Results are discussed in relation to cognitive evaluation theory and other factors that may influence motivation.

150

PARENTAL PERCEPTIONS OF EXERCISE PROGRAMMING EFFORTS FOR CHILDREN

Brian Butki, Colorado State University, USA

As childhood obesity continues to increase in prevalence and severity nationwide, the importance of understanding the motivations affecting physical activity participation is also increasing. There exist a variety of programs designed to keep children active – but the ever-increasing obesity rates suggest that the programs are simply not effective enough. One possible reason behind this trend is that the majority of interventions are focused on children and their exercise intent. All too often, however, it is the parents who are making the activity choices for their children – so programmatic impact on parents is perhaps more important than the impact on the children. The purpose of this study is to examine the perceived influences (and importance and effectiveness thereof) of activities aimed at increasing childhood physical activity – as experienced and reported by the parents/guardians. Parents/guardians ($n = 318$) responded to an online survey regarding the known efforts to increase childhood activity levels in a mid-sized midwestern US city. The surveys included both multiple-choice and open-ended questions, and quantitative and qualitative methods were used to analyze the data. The results suggest five major reasons why parents may not be influencing their children to participate in PA programs and activities: lack of program awareness, financial issues, lack of parental interest, lack of perceived effectiveness, and lack of perceived child need. Additional questions solicited parental suggestions for increasing childhood participation in PA programs and activities. Results revealed several important ideas (and several misconceptions) about the importance of physical activity, the potential benefits of physical activity, the scope and focus of available programming, and the importance of parental behaviors on influencing the behaviors of children. Results are discussed relative to future programmers and researchers and include recommendations for further investigation.

151

PERCEIVED AUTONOMY SUPPORT IN PHYSICAL EDUCATION AND INTENTION TO BE PHYSICALLY ACTIVE OUTSIDE SCHOOL

Olanrewaju Ipinmoroti, Nigeria;
Abidemi Faleke, International Council for Health Physical Education, Recreation, Sport and Dance, Nigeria

The aim of the study was to investigate teenagers' perception of parental and PE teacher's autonomy support and to find out whether autonomy support of parents and PE teacher will predict intention to be physically active outside school. The participants were 191 teenagers (119 males and 72 females) aged between 13 and 19 years (mean = 14.67years, SD = 2.13) from five co – educational secondary schools. Measures. Autonomy Support: Perception of parents scale, short form of the sport climate questionnaire (SDT website) were adapted for use.

Intention to be physically active outside of school was measured by three questions. e.g. "During my leisure time over the next two weeks, I intend to do active sport and/or vigorous activity for at least 30 minutes, 3 days per week". Response ranges from 1 (unlikely) to 7 (very likely). Data Analysis. Descriptive statistics of mean and standard deviation, Pearson's Product Moment correlation coefficient and regression analysis were used.

Results. The internal consistency coefficient indicated satisfactory reliability (.070). Students' perception of autonomy support of PE teacher, Father and Mother was high (4.9023, 4.2551 & 4.2374 respectively). The students also reported moderate intention to be physically active outside school (3.7721). The perceived autonomy support of PE teacher, Father and Mother were positively related to intention to be physically active outside school. Father autonomy support and PE teachers' autonomy support were significant predictors of intention to be physically active outside school. Since PE is expected to promote lifetime physical activity, PE teachers should place more emphasis on which activity have greatest carry – over value into adult life and encourage students to participate more in such activities. Parents are also encouraged to be more autonomy supportive rather than controlling.

152

PERFORMANCE "INSURANCE": THE SELF-HANDICAPPING PROCESS IN COLLEGIATE ATHLETES

Kristina Moore, Boston College / Lasell College, USA;
Megan Babkes Stellino, University of Northern Colorado, USA

Basic psychological needs theory (BNT, Deci & Ryan, 2000) and the self-handicapping self-regulation cycle (SHSRC, Rhodewalt & Vohs, 2005) provide a theoretical basis for investigating the process of self-handicapping (SH) which is often studied in performance settings. Based on this premise, the aims of this study were: 1) to explore the SH process from collegiate athletes' perspectives and 2) to test six theoretical antecedents and six theoretical consequences according to BNT and SHSRC. Using a modified version of the Scanlan Collaborative Interview Method (SCIM; Scanlan, Russell, Wilson, & Scanlan, 2003), Division I collegiate athletes (N=9) expressed their use of SH mechanisms, perceived antecedents, and perceived consequences. Secondly, participants verified or rejected the six theoretical antecedents and six theoretical

consequences. If verified, athletes were then given an opportunity to confirm the research-derived dimension with one of their own athlete-derived constructs, effectively "testing" the proposed theoretical premise for the SH process. Qualitative and quantitative analyses of the athletes' responses revealed adequate initial support for utilizing BNT and SHSRC together as a basis for explaining SH in collegiate athletes. Results indicated collegiate athletes' SH behaviors or claims were most likely related to physical concerns and/or preparation. Athletes reported "self-presentational concerns" and "unsatisfied competence" were the most salient reasons for SH. All participants verified and confirmed that SH resulted in "impaired performance", "self-serving attributions", and "protection of self-esteem". Unsatisfied basic psychological needs were more relevant as consequences than as antecedents, with "unsatisfied competence" being the most salient. This study contributes the first in-depth, qualitative analysis of SH in the sport context and provides support for advancement towards a model of SH. Practical suggestions for how to recognize, and address, SH concerns with athletes based on these findings will be discussed.

153

SOCIAL PHYSIQUE ANXIETY AND BEHAVIOR REGULATIONS AMONG COLLEGIATE MEN

Kacey Cousins, University of North Texas, USA;
Ana Alvarez, University of North Texas, USA;
Paul Yeatts, University of North Texas, USA;
E. Whitney Moore, University of North Texas, USA

Social physique anxiety (SPA) has been shown to impact exercise behaviors among collegiate men (Grieve, Jackson, Reece, Marklin, & Delaney, 2008). The increased social pressure to have a muscular physique may increase SPA in males; thus, fostering external regulations to exercise (Deci & Ryan, 1985; Grieve, et al., 2008). The purpose of this study was to examine the effect of SPA on men's behavioral regulations. We hypothesized that SPA would positively predict introjected regulation in men. Therefore, high SPA would influence regulation over time. Participants consisted of 40 males (M-age = 22.65 ± 3.59 years) enrolled in University group fitness classes. Students completed the SPAS (Hart, Leary, & Rejeski, 1989) assessing SPA, and the BREQ-2 (Markland & Tobin, 2004) assessing levels of motivation (e.g. intrinsic, introjected, and amotivation) during week 7 (T1) and week 13 (T2). Three separate, two-step hierarchical regression analyses were conducted using T1 SPA to predict T2 regulation, controlling for T1 regulation. For the models including intrinsic and introjected regulation, T1 regulation significantly predicted T2 regulation, R² = .22, p < .01 and R² = .13, p = .02, respectively. When SPA was entered in step two, these models explained an additional 3% and 4% of variance, respectively; however, tests for significance of delta R² were not significant (p > .05). For the amotivation model, T1 amotivation did not significantly predict T2 amotivation (p = .21). Likewise, in the second step, SPA did not significantly explain any variance above T1 amotivation. These results suggest SPA does not predict intrinsically motivated males' future exercise motivation regulations. Continued research with larger samples and, perhaps, other SPA measures are needed to further examine these relationships. Furthermore, for highly intrinsically motivated male members of group fitness classes, incorporating strategies specifically to diminish SPA as a means to increase their motivation may be unwarranted.

154

SPORT PASSION REALIZATION IN COLLEGIATE ATHLETES: "HOW FISH FIND WATER"*Alexander Sturges, West Virginia University, USA*

Passion is among the most desired traits of the human condition. Extreme levels of motivation displayed in passionate individuals has inspired research in various fields. While much has been discussed regarding characteristics of high motivation, little has addressed the process leading up to initial contact with an activity that goes on to become a passion. The purpose of this study was to examine the process of discovering a "passionate pursuit". Improved understanding of how passion is realized has numerous applications, including potentially helping others experience the benefits of passion. Quantitative measures established through Vallerand's dualistic theory of passion were used to identify passionate individuals in a population of 733 NCAA Division I collegiate athletes. Qualitative semi-structured interviews were then conducted with 10 highly passionate athletes examining properties associated with the introduction to a passionate activity. Results showed that early perceptions of social benefits from displaying competence in specific sports were influential in initial sport selection. Furthermore, passionate athletes experienced a distinct psychological progression through stages of passion approaching elite levels of competition. Findings from this study offer exciting applications of passion realization principles towards future sport program development, coaching education, as well as athlete development models.

155

THE IMPORTANCE OF SELF-ESTEEM IN OBJECTIFIED ENVIRONMENT

Urška Dobersek, University of Indianapolis, USA;
Robert Eklund, The University of Stirling, UK;
Jeannine Turner, Florida State University, USA

The purpose of this study was to examine whether or not self-esteem (SE) can protect against negative consequences of self-objectification (SO). An experimental design, utilizing SE and SO manipulation, was employed to investigate the extent to which SE can serve as a buffer against negative appearance evaluation, an appearance orientation, shame, and decreased cognitive performance among males ($n = 138$) and females ($n = 132$). Participants ($n = 270$) were physically active individuals with a mean age of 24.22 years ($SD = 8$). Analysis of Variance revealed main effects of gender on appearance evaluation, $F(1, 256) = 13.44, p < .01, \beta p2 = .05$, and appearance orientation, $F(1, 262) = 10.03, p < .01, \beta p2 = .04$, such that females ($M = 2.53$) were more satisfied with their appearance than males ($M = 2.27, d = 0.16$), and males ($M = 2.72$) placed more importance on their physical appearance compared to females ($M = 2.49, d = 0.39$). Contrary to expectations, females ($M = 36.33$) experienced significantly higher state shame in non-objectified environment compared to males ($M = 33.47; d = 0.36$), $F(1, 266) = 4.03, p = .04$. Findings also reveal that individuals in increased SE condition ($M = 6.13$) scored higher on cognitive performance than individuals in decreased SE condition ($M = 4.35; d = 0.36$), $F(1, 262) = 8.36, p = .004, \beta p2 = .03$. The results of the present study are mixed on many accounts, and some of them are not aligned with the previous research. However, they present a myriad of venues for future studies to explore the nature of self-objectification experiences within/between males/females/exercisers/non-

exercisers. At the applied level, the role of self-objectification is important because of its idiosyncratic effects. As such, sport psychology consultants and others working with exercisers should be mindful of these factors.

Novel Applications (Music, Dance, Military)

156

INJURY, PERFECTIONISM, AND EATING AND EXERCISE BEHAVIORS IN COLLEGE DANCE MAJORS

Leigh Bryant, West Virginia University, USA;
Damien Clement, West Virginia University, USA;
Dana Voelker, West Virginia University, USA;
Anna Onderik, West Virginia University, USA

Dance is a unique subculture that blends artistry and athleticism (Nordin-Bates, Cumming, Aways, & Sharp, 2011). A culture of "no pain, no gain" and injury tolerance has been identified among dancers (Anderson & Hanrahan, 2008) and has the potential to promote pain denial and reinforce perfectionistic thinking. Preliminary evidence suggests that injury may also incite or exacerbate unhealthy eating and exercise behaviors among athletes (Rauh, Nichols, & Barrack, 2010). This pilot study examined the relationship between injury, perfectionism, and eating and exercise behaviors among dancers. Using convenience and snowball sampling methods, 48 male and female undergraduate dance majors (Mage = 19.61 years) across the Mid-Atlantic region completed an online demographic questionnaire, two subscales from the Multidimensional Inventory of Perfectionism in Sport (i.e., Perfectionistic Aspirations During Training and Negative Reactions to Nonperfect Performance During Training; Stoeber, Otto, & Stoll, 2006), as well as an injury checklist and an injury-related eating and exercise behaviors survey developed specifically for this study. Results showed no significant relationship between current injury status and perfectionism. There were also no significant differences in perfectionism scores between currently injured and non-injured dancers. However, perfectionism was significantly related to unhealthy eating and exercise behaviors post-injury ($r = .521, p < .01$). When prevented or limited from dance participation due to injury or illness, 81% ($n = 38$) of participants reported that they enjoyed any resulting weight loss, and 72% ($n = 34$) reported exercising despite injury or medical complications. These results underscore the importance of actively promoting positive body perceptions and healthy eating and exercise behaviors following dance-related injury. Recommendations for dancers, sports medicine professionals, and sport psychology consultants working in applied settings will be discussed.

157

POST-LDAC REFLECTIONS OF ROTC CADETS AND THE RELATIONSHIP TO LEADERSHIP PERFORMANCE

Todd Gilson, Northern Illinois University, USA;
Morgan Latimer, Northern Illinois University, USA;
Melissa Dix, Northern Illinois University, USA;
Marc Lochbaum, Texas Tech University, USA

In the United States Reserve Officer Training Program (ROTC) cadets attend a month-long Leadership Development and Assessment Course (LDAC), where they are evaluated on leadership ability. Scores earned from LDAC influence both a

cadet's status (active duty or reserve) as well as the branch of service available upon graduation. The purpose of this study was to identify key psychological constructs germane to ROTC cadets' experiences at LDAC, as Bartone and colleagues (2002) have called for more ecologically sound studies in military settings because of the unique work constraints of interacting with others in this domain. Through semi-structured interviews, with 25 cadets upon their return from LDAC, three distinct higher order themes emerged (a) perceived difficulty LDAC, (b) psychological skills required for success, and (c) social climate experienced. Participant themes were then compared to LDAC scores, allowing for examination of how salient aspects of leadership manifested themselves through cadets' behaviors and performances. Specifically, it was noted that confidence and adapting to the situation/people were important psychological strategies for achievement. Furthermore, an inverse relationship was also noted between social climate and performance, in that cadets who earned an average score enjoyed social interactions with fellow cadets, whereas a majority of cadets who recorded exceptional scores found the social climate of LDAC frustrating. In sum, cadets' ability to decipher and then utilize appropriate behaviors based on organizational requirements helped distinguish capable leaders from extraordinary ones (Bartone et al., 2007).

158

PSYCHOLOGICAL CONCEPTS WITHIN A SPECIALIST MILITARY TRAINING UNIT

Melissa Coyle, University of St. Mark and St. John, U.K.;
Lee-Ann Sharp, University of Ulster, UK

Reasons associated with participation, completion, and voluntary withdrawals from British specialist military training units have received little exploration to date (Kiernan, 2011). Current trainee dropout rates from most military training have been reported as high as 45% (Ofsted, 2009). Hunt, Orr, and Billing (2013) have previously argued that non-physical reasons for withdrawal from specialist training may be due to the trainee's cognitive and psychological state. Identifying and exploring the psychological aspects of specialist military training may increase success rates in training, lower financial, and logistical issues associated with unsuccessful recruits. Therefore, the purpose of this study was to investigate the experiences of successful and unsuccessful trainees completing a specialist military training course with specific consideration to the reasons for participation, completion, and/or voluntary withdrawal. Following institutional ethical approval 15 male participants (7 successfully completed training course; M age = 21.9 years; M years in military service = 3.3 years); 8 voluntarily withdrawn from training course (M age = 22.6 years; M years in military service = 1.7 years) from one British specialist military training course were individually interviewed. Each interview was conducted within one week of either completion or voluntary withdrawal from the training course. Abductive data analysis identified three general themes throughout: coping, social identity, and motivation. Completion of the training course was strongly linked to the determination and perceived ability to cope. Voluntary withdrawal from the training process was strongly linked to lack of confidence with no perceived intrinsic motivation to adhere to the training course.

159

UTILIZATION OF U.S. ARMY ROTC PHYSICAL TRAINING TO FOSTER LEADERSHIP DEVELOPMENT

Molly Fischer, ORISE/Air Force Research Laboratory, USA;
Adam Strang, USA Air Force, USA

Physical training (PT) is a mandatory component of Army ROTC, used primarily for improving physical fitness, but also for leadership development. Despite this, there exists no empirical or logic-driven theory about how leadership development occurs, or should be edified, in PT settings. Therefore, the purpose of this research was to obtain a qualitative description of the leadership development culture and promotional tactics in one Army ROTC PT setting with the intent to use this information to develop a leadership model to guide pedagogical strategies for ROTC PT. To accomplish this, field observations of PT sessions (n=20) and guided interviews (n=12) from ROTC cadre (n=4) and cadets (n=8) were completed over a four month period. "Learning from mistakes" and "Coping outside of comfort zones" were revealed as common experiences perceived as critical for promoting positive leadership development from both cohorts - so long as constructive feedback was used to support these experiences. For example, allowing cadets to freely make mistakes in PT, as well as placing cadets in PT environments where mistakes were expected, were viewed by cadre as vital for developing cadets' coping skills (e.g. self-discipline) and resiliency - both of which have been perceived as essential components in successful Army leadership (Fischer & Strang, unpublished). Additionally, PT played a fundamental role in comfort zone expansion, as cadets learned to push through the mental anguish of physically stressful PT sessions. Interestingly, cadets perceived the value of these tactics as positive for leadership development, but were not fervent about being placed in settings used to conjure mistakes. Overall, these findings are congruent with a number of non-military leadership models, and thus serve as an informative first-step in designing a ROTC PT specific leadership model.

Professional Development and Mentoring

160

DEVELOPMENT AND PLANNING ANALYSIS OF A HALLMARK AASP REGIONAL CONFERENCE

Jorge Ballesteros, Ball State University, USA;
Alex Wallace, Ball State University, USA;
John Walsh, Ball State University, USA;
Selen Razon, Ball State University,

Successful conferences require a significant investment of time, resources, and effort (Mundry, Britton, Raizen, & Loucks, 2000). In search of the optimal guidelines for conference planning, multiple books have been published with differing theories concerning how to appropriately address these issues. Three such books include, "The Comprehensive Guide to Successful Conferences and Meetings" (Nadler & Nadler, 1987), "Planning a Successful Conference" (Winter, 1994), and "Designing Successful Professional Meetings and Conferences in Education" (Mundry et al., 2000). For the current project, the researchers compared the theories within each book in order to effectively analyze the planning process that was used for the 2015 AASP Midwest Regional Conference. These books

were chosen due to their time period of release—spanning across multiple decades—in order to assess growing trends, as well as address possible differences between the conference planning theories. Additionally, unique to this conference was the concurrent hosting of the 25th Annual Midwest Sport and Exercise Psychology Symposium (MPSEPS). Thus, in combination with the aforementioned analysis, an additional analysis was conducted to address the unique aspects associated with a hallmark event. Drawing upon the three theoretical frameworks, the researchers established six broad topics to analyze the 2015 AASP Midwest Regional Conference: conference-planning hierarchy, time allocated to planning, marketing, presentation format and contributions, special occasion, and conference aspects (i.e., budget, food, location). Effectiveness of the planning committee's adherence to these categories will be discussed, including strengths and weaknesses observed. More importantly, suggestions for future conference planning (especially of a hallmark event), via lessons learned, will be provided.

Professional Issues and Ethics (AASP-Related)

161

COLLEGE STUDENT-ATHLETES' PERCEPTIONS OF SPORT-RELATED HELPING PROFESSIONALS: A COMPARISON OF TWO COHORTS

*Traci Stark, Heidelberg University, USA;
Bethany Mattern, USA*

The modern era of sport psychology, from 1978 to the present, witnessed profound growth in research and practice in the field (Weinberg & Gould, 2015). This growth, however, is not without problems. One of the most important ethical issues facing the field of sport psychology is how to identify professionals who demonstrate competence in the field. This is especially true when considering the use of the term sport psychologist. The title of psychologist is protected by state licensing laws requiring either a Ph.D. or Psy.D. in psychology. Many individuals who practice and research in sport psychology are trained and educated in exercise sciences and cannot legally refer to themselves as sport psychologists. In order to address this issue, the credential Certified Consultant, AAASP, was established in 1991 as a mechanism through which sport and exercise scientists could publically demonstrate professional competence. In 1995, an unpublished dissertation evaluated 384 college student-athletes' perceptions of the roles of four different sport-related helping professionals: Certified Consultant, AAASP; sport psychologist; coach; and psychiatrist. Results indicated that participants were not clear what activities were performed by certified consultants and were more likely to indicate that sport psychologists performed those functions. The same survey was given to a different cohort of 154 college student-athletes in 2014, and the results were similar. Participants were still largely unaware of the roles and functions performed by a Certified Consultant, AASP, and were more likely to attribute these activities to sport psychologists. This raises questions regarding the practical usefulness of this credential if limited gains have been made in public awareness of their roles and functions over the past 20 years. Certified consultants need to make a better effort to publicize their field of expertise if they hope to see increased interest and need for the services provided by this profession.

Research Design (Methodology, Analyses)

162

CONCUSSION AND FEMALE ATHLETES IN COLLISION SPORTS: A SYSTEMATIC REVIEW.

*Leah Washington, UNC-Greensboro, USA;
Donna Duffy, UNC-Greensboro, USA;
Chris Rhea, UNC-Greensboro, USA;
Kristine Lundgren, UNC-Greensboro, USA;
Jenny Etnier, UNC-Greensboro, USA*

While it is suspected that female athletes experience concussions differently from male athletes (Dick, 2009), it is still not understood if the symptoms that define concussions (based primarily on injury experiences of male athletes) are equally relevant to females. Efforts to understand and distinguish concussion symptoms between male and female athletes is even more complex given that a majority of the current research on female athletes centers on contact sports and typically does not include collision sports. (Dougan, Horswell, & Geffen, 2014; Frommer et al, 2011; McKeever & Schatz, 2003). With the increase of females in collision sports, the lack of research on concussions in female athletes is an obvious, unexplored area that demands a scholarly and practical review so that injury standards and protocols can be developed for this population. Contact sports (e.g., soccer) are characterized as sports where impact with other athletes/objects may occur, and is pointedly different from a collision sport (e.g., football), where athletes purposefully collide with each other/objects with a great deal of force (American Academy of Pediatrics, 2008). The purpose of this poster is two-fold: (1) to describe the research findings of a systematic literature review focused on concussions among female athletes in collision sports. This systematic review includes the current literature regarding sex differences in concussion symptoms/outcomes in athletes in collision and contact sports; and (2) to provide a methodological overview of a pilot project studying female football players by the Program for the Advancement of Girls and Women in Sport and Physical Activity in the Center for Women's Health and Wellness at UNC Greensboro and the Women's Football Foundation. Given that concussions are a significant risk in football, the inclusion of the female athlete experience has implications for researchers and sport psychology consultants interested in creating interventions for recovering athletes with concussions.

163

GOT MEDIATION? DEPENDS ON YOUR METHOD: ANALYSES OF THREE SPORT MOTIVATION CONSTRUCTS

*Amanda Start, University of Idaho, USA;
Tony Pickering, Eastern Washington University, USA;
Damon Burton, University of Idaho, USA*

Mediation analysis is a tool used by researchers to explore relationships among variables and is particularly applicable when researchers desire to explain possible mechanisms of observed effects. Iacobucci, Saldanha, and Deng (2007) suggest structural equation modeling (SEM) offers advantages over the traditional regression approach to mediation analysis (Baron & Kenny, 1986; Judd & Kenny, 1981); however, to specify a mediation model in SEM, researchers must first decide which type of variables (observed, latent) and how many dimensions of the constructs of interest to include in the model. The purpose of this study was to examine models

describing causal relationships among three sport-related motivation constructs (implicit theories of ability, achievement motivation, social motivation) in order to explore how methodological decisions associated with select mediation analysis strategies impact substantive conclusions logically drawn from the respective analyses. Three hundred seventy-nine college students completed the CNAAQ-2 (Biddle, Stuart, Wang, Chatzisarantis, & Spray, 2003), the TEOSQ (Duda, Fox, Biddle, & Armstrong, 1992), and the SMOSS (Allen, 2003). Using SEM, four types of mediation models were specified (single dimension-path models, single dimension-full latent variable [FLV] models, multiple dimension-path models, and multiple dimension-FLV models) to assess the relationship between the IVs (CNAAQ-2 factors), mediator variables (TEOSQ factors), and DVs (SMOSS factors). Results indicated that 80% of substantive conclusions about mediation varied depending on the type of variables and number of dimensions specified in the models. For example, when examining the relationships between stable ability beliefs (IV), ego orientation (MV), and recognition-based motivation (DV), conclusions about the extent to which the specified model fit the observed data were different across all four types of models. Because there is empirical and theoretical support for multiple dimension-FLV models (e.g., Brown, 1997), these findings suggest that, when possible, researchers exploring potential mediated relationships should consider the use of multiple dimension-FLV models.

Social and Cultural Diversity

164

MINDFUL PING-PONG: AN ADAPTATION OF THE PREVENTING LONG-TERM ANGER AND AGGRESSION IN YOUTH (PLAAY) INTERVENTION.

James Bruce Jr, USA

The Multicultural Counseling Competencies (Arrendondo, et al., 1996; Helms & Richardson, 1997) and racial/cultural socialization (Johnson, 1988; Stevenson, et al., 2003) are discussed, respectively, as theoretical and research frameworks for developing culturally-meaningful clinical interventions for African-American male youth involved with the juvenile justice system. Within this discussion, limitations and potentially harmful implications of clinical approaches lacking a cultural emphasis are highlighted. The Affection, Correction, and Protection domains of Stevenson's PLAAY intervention (Stevenson, et al., 2003) provide an alternative to current approaches in the field and assist in bringing culturally-meaningful interventions for youth presenting with histories of violence. Notably, martial arts and basketball are highlighted as the culturally-specific therapeutic contexts for identity development and skill-building. Further, the centrality of movement is noted, with an emphasis on broadening youth awareness of the required self-management capacities for coping with the frustration inherent with dis-coordinating movement experiences. An adaptation of Stevenson's approach will be presented, using ping-pong as the sport context for skill-building with detained, predominantly African-American youth offenders. Clinical case vignettes will be provided to illustrate applications of racial/cultural socialization concepts contained in the PLAAY intervention. Sample sessions from a curriculum developed with a target resident will be presented illustrating the introduction of Mindfulness and visualization exercises to ping-pong as an application context.

165

SAME STREETS, DIFFERENT PATHWAYS: A COMPARISON OF SOCCER PARTICIPATION HISTORY BETWEEN INCARCERATED JUVENILES AND YOUTH SOCCER PLAYERS IN BRAZIL.

Lucas Silvestre Capalbo, Lund University, Sweden

Low income families in Brazil can be identified as a common ground between juvenile delinquents and youth soccer players (Marques & Samulski, 2009; Silva & Guerresi, 2003). Simultaneously with a high interest in becoming professional players, low income boys are also highly exposed to criminality. Since 2002, the juveniles' involvement with criminal offenses has increased drastically. In Sao Paulo, for instance, the number of convicted adolescents escalated from 4,429 to 9,157 during the last twelve years (Fundacao CASA, 2014; Silva & Guerresi, 2003). Recognizing the importance of reviewing the sport development of this specific social class, this study used the Participation History Questionnaire (PHQ; Ford, Low, McRobert, & Williams, 2010) to assess incarcerated juveniles (n=20) and youth soccer players (n=16), aged 17, on soccer involvement during adolescence. Participation milestones and hours accumulated in deliberate play and practice were recorded as defined by Côté, Baker & Abernethy (2007). Youth soccer players presented significantly superior amounts of deliberate practice and significantly inferior deliberate play compared to incarcerated juveniles ($p < 0.05$). When both deliberate play and practice values were summed, no significant differences were found ($p > 0.05$). Even though both groups had similar amounts of total practice, more deliberate play hours could indicate more exposure to, and manifestation of, delinquent behaviors. These findings corroborate to the idea that the presence of qualified coaches can provide adolescents with on and off-field skills towards positive development (Vella, Oades, & Crowe, 2011), and consequently, prevent delinquency.

166

SPORT PSYCHOLOGY CONSULTANT SERVICES AMONG HBCUS

Jerry Holt, Florida A&M University, USA

To date, sport psychology consultant services have been seriously underrepresented in HBCUs (Historically Black Colleges and Universities). Although, in general, the consideration of African American athletes in terms of sport psychology services has not been neglected (Kontos, 2009), the use of the services among HBCU athletic departments has not occurred to any significant extent. This report surveyed the athletic departments of the largest athletic conference among HBCUs, the Mid-Eastern Athletic Conference (MEAC). The results demonstrated the dearth of professional sport psychology consulting services among these schools. Very few of the schools, in fact, had any AASP Certified Consultants on their faculties or staffs. When sport psychology consultant services were available, the primary provision was through students enrolled in sport psychology programs at nearby PWCUs (Predominantly White Colleges and Universities). Presumably, the larger institutions, represented in the MEAC, would demonstrate the greatest use of services among all HBCUs. This demonstrated lack in HBCUs, therefore, reveals the need for formal sport psychology consultancy in the athletic departments of these universities, as well as the opportunity for expansion of sport psychology consultant services to these schools.

167

THE FUTURE OF GIRLS' SPORT PARTICIPATION IN NORTHERN UGANDA: OPPORTUNITIES FOR SPORT AND EXERCISE PSYCHOLOGY

Alicia Johnson, University of Tennessee, Knoxville, USA;
Meredith Whitley, Adelphi University, USA

Sporting activities in post-colonial Uganda have steadily grown (Chappell, 2008), although girls' sport has grown at a slower rate than boys' sport (Kateshumbwa, 2011). While sport has been explored as a vehicle for the development and empowerment of Ugandan girls (Hayhurst, 2013, 2014; Hayhurst, MacNeil, Kidd, & Knoppers, 2014), ways to increase girls' competitive sport participation remains largely unexamined (Kateshumbwa, 2011). The purpose of this presentation is to examine sport and exercise psychology's (SEP) potential contribution to the growth of Ugandan girls' sport in the future. Results from an exploratory study examining girls' sport participation in northern Uganda. Semi-structured interviews were conducted with 12 secondary school girls who self-identified as sport participants. After verbatim transcription, both researchers independently coded the interviews and final themes were discussed until consensus. A Ugandan peer examiner was engaged in the final analysis of themes to enhance trustworthiness (Krefting, 1991). Results indicated that the participants believed the future of girls' sport in Uganda should include increases in: (a) competition opportunities; (b) resources; (c) support, attention, and promotion; (d) community-wide exposure to girls participating in sport; and (d) opportunities for girls to connect with one another. Further, participants identified a need for more education about the benefits of sports for girls, along with additional reflection on gender equality within and outside of sport. SEP could greatly contribute to the realization of this future by aiding education efforts regarding the psychological benefits of sport participation for girls (Schinke, Stambulova, Lidor, Papaioannou, & Ryba, 2015). Additionally, SEP could collaborate with sport for development efforts already on the ground in Uganda (Ravizza, 2010; Richards & Foster, 2014; Hayhurst, 2013) to promote positive youth development and positive sport experiences (Schinke et al., 2015) for girls. Further opportunities for SEP will be explored in this presentation.

Teaching Sport and Exercise Psychology

168

FIND ME IF YOU CAN: USE OF A SCAVENGER HUNT TO BRING SPORT PSYCHOLOGY CONSTRUCTS TO LIFE

Heather Deaner, California State University, Stanislaus, USA

In conveying information to students, there is a big emphasis not only on having them acquire head knowledge, but in developing their ability to apply the information they have learned. One tool that can be utilized in a sport psychology course to achieve this is a scavenger hunt. Scavenger hunts allow participants to experience learning in a unique, fun, and competitive environment.

The presenter will showcase team scavenger hunts as an effective tool in the teaching of group processes including team dynamics, team cohesion, leadership, and communication. With a singular goal of winning the scavenger hunt, focusing on accuracy and speed, students are often unaware of the

many objectives that can be accomplished with this task. These objectives include learning how to critically evaluate individual and team strengths and areas for improvement and making connections to course material including concepts, principles, and theories. For example, students can evaluate their team's performance as it relates to roles, norms, social loafing, task and social cohesion, leadership decisions, and communication breakdowns. Furthermore, students may identify other psychological constructs they previously learned that they feel impacted their team's performance including personality factors, arousal theories, and motivational aspects. However, in order for these objectives to be attained, it is paramount that processing of the scavenger hunt takes place.

The presenter will summarize the steps involved in a group processes scavenger hunt including the set-up, the scavenger hunt activity itself, and the processing. While the processing of a scavenger hunt can take place in a variety of forms, the presenter will outline a formal small team assignment as an effective method for doing this, which also allows the instructor to assess the students' abilities to apply their head knowledge in evaluating their team's performance.

Youth Sport

169

BIOPSYCHOSOCIAL AND PHYSICAL PREDICTORS OF BODY SATISFACTION IN MIDDLE SCHOOL FEMALE ATHLETES

Jenna Tomalski, University of North Texas, USA;
Trent Petrie, University of North Texas, USA;
Scott Martin, University of North Texas, USA;
Christy Greenleaf, University of Wisconsin - Milwaukee, USA

Body dissatisfaction is a primary issue among female adolescents (Wojtowicz & Randon, 2012) that may be caused by physical, social, and psychological factors. Unfortunately, few studies have taken a multidimensional approach when examining body image concerns among female adolescent athletes. In the current study, middle school female athletes (N= 522) were assessed on their body satisfaction as well as on perceived sociocultural pressures (to lose weight or gain muscle), internalization of societal appearance ideals, physical appearance comparisons, physical self-concept (strength, flexibility, and aerobic capacity), self-esteem, depression, social support from family and friends, and pubertal development. Body mass was calculated using height and weight measurements, and students completed the PACER from the FITNESSGRAM (Cooper Institute, 2007) during PE classes to assess cardiorespiratory fitness. Hierarchical regression analysis demonstrated that these predictors accounted for 47% of the body satisfaction variance, $F(14, 506) = 6.25, p = .002$. Within the full model, BMI ($\beta = -.10$), comparing ones body to others ($\beta = -.22$), and being teased about weight and appearance ($\beta = -.13$) were related to more body dissatisfaction. Self-esteem ($\beta = .19$), physical self-concept of strength ($\beta = .12$), flexibility ($\beta = .10$), and endurance ($\beta = .10$), and social support from friends ($\beta = .09$) were associated with lower levels of dissatisfaction. Pubertal development, pressures to lose weight or gain muscle mass, internalization, cardiorespiratory fitness, depression, and social support from family, however, were not significant predictors. These findings indicate that, for middle school female athletes, body dissatisfaction is influenced by many of their experiences with their peer groups (e.g., teasing), and

by their body composition and belief in themselves as being strong, flexible, and aerobically fit. Future research might examine the strength of these predictors over time as the athletes move to high school and perhaps college level sports.

170

SPORT FOR DEVELOPMENT AND YOUTH SPORT PERSONNEL'S PERCEPTIONS OF THE PSYCHO-SOCIAL BENEFITS OF SPORT PARTICIPATION

Lindsey Blom, Ball State University, USA;
Robert Hilliard Jr., Ball State University, USA;
John Walsh, Ball State University, USA;
Jorge Ballesteros, Ball State University, USA

Coalter (2009) identified a continuum of sport programs related to sport for development. On one end of the continuum are community sport programs that focus on teaching children sport skills and on the other end are plus-sport programs that are educational programs that focus on life-skill development with a sport component. In between these two extremes are sport-plus programs that focus on sport skill development with a life skills component. The purpose of the current study, which was part of a larger study, was to examine the differences between personnel who are running sport-plus and plus-sport programs and those running general sport programs in their perceptions of the psycho-social benefits that children receive by participating in sport. Youth sport personnel (YSP; $n = 105$) and sport for development and peace personnel (SDP; $n = 27$) completed a survey that consisted of 64 questions that assessed demographics, organizational background information, personal coaching beliefs, and knowledge of the United Nations Millennium Development Goals. A Mann-Whitney U Test revealed that the YSP ($Mdn = 3.58$) and SDP ($Mdn = 3.69$) groups believed that youth are learning skills through their programs approximately equally ($U = 1488.50$, $p = .34$). In fact, the largest difference for any question was only 0.31, where SDP ($M = 3.68$) rated Fairness higher than YSP ($M = 3.31$). This is likely due to SDP programs' focus on fairness and citizenship. The lack of differences across most of the subscales suggests that YSP and SDP programs may not be as fundamentally different as they may seem to the general public. Results of this study suggest that personnel from both program types believe that they are accomplishing goals related to positive youth development; perhaps the difference lies in the deliberate nature of teaching and transferring life skills (Turnnidge et al., 2014).

171

SPORT PARTICIPATION AMONG MIDDLE SCHOOL BOYS: RELATION TO FITNESS, SELF-CONCEPT, AND SELF-EFFICACY

Kristina Clevinger, University of North Texas, USA;
Trent Petrie, University of North Texas, USA;
Scott Martin, University of North Texas, USA;
Christy Greenleaf, University of Wisconsin-Milwaukee, USA

Organized sport participation has been shown to be related to numerous psychosocial and physical outcomes including physical competence, psychological well-being, instrumentality, and continued physical activity (Greenleaf, Boyer, & Petrie, 2009). Because much of this research has focused on high school age boys and college men, in this study we examined the relation between participation in

select and recreational sports (0, 1-2, or 3 or more teams) and physical activity self-efficacy, cardiorespiratory fitness (CRF), and physical self-concept in a younger male population. Sixth grade boys (267; $Mage = 11.40 \pm 0.53$) in the southern United States completed the FITNESSGRAM to assess CRF and BMI as well as a set of questionnaires to measure self-efficacy and perceived physical abilities. The overall MANOVA was significant for sport involvement, Wilks' Lambda = .834, $F(12, 518) = 4.10$, $p < .0001$, partial $\beta^2 = .087$. Specifically, sport involvement was related to CRF ($p < .0001$), physical self-concept for strength ($p < .0001$), aerobic capacity ($p = .003$), and physical self-efficacy ($p < .0001$). Boys who played 3 or more sports had the highest CRF, followed by 1-2 sports, and then no sports. In terms of their perceptions of themselves as being strong, boys who participated in sports (1-2, or 3 or more) had higher scores than those who did not; for aerobic capacity, boys who played 3 or more had a stronger self-concept than those who did not play. For their belief in their ability to be physically active, boys who played the most sports had the highest scores, followed by the 1-2 sports group, and then the no sports group. Although sport participation was not associated with a lower BMI, it was related to other physical benefits and perceptions of physical ability and may set the stage for future health and well-being.

172

THE RELATIONSHIPS AMONG YOUTH RUNNING PROGRAMS' MULTIDIMENSIONAL CLIMATES AND SOCIAL RESPONSIBILITY AND BELONGING

Brigid Byrd, Wayne State University, USA;
Jeffrey Martin, Wayne State University, USA;
Kari Kischnick, Wayne State University, USA

Positive youth development (PYD) programs have unique learning and motivational climates which influence the developmental experiences of youth. PYD programs offer multiple psychosocial benefits, such as increased self-esteem, quality of life, body image, social responsibility, and belonging (Ullrich-French, McDonough, & Smith, 2012). PYD programs that are PA based have also been shown to increase PA participation, which is vital during this time of increased childhood obesity (Ullrich-French et al., 2012). PYD programs, such as middle school Track and Field (TF) and Cross Country (CC) programs often have distinct educationally focused learning and motivational climates. Hence, the purpose of this cross sectional study was to predict feelings of belonging and social responsibility based on climate perceptions of youth participating in a PYD running program. Method: Seventy-four youth (age $M = 12.78$, $SD = 0.80$) from a middle school TF and CC program in the Midwest participated. Results: Based on multiple regression analyses we predicted 52% of the variance in feelings of belonging largely due to perceptions of leadership emotional support ($p < .001$, standardized beta = 0.55) and task climate ($p < .05$, standardized beta = 0.20) and 25% of the variance in feelings of social responsibility largely due to perceptions of a caring climate ($p < .05$, standardized beta = 0.29). Conclusions: Our findings support the importance of PYD programs based in PA, specifically running, which offer a unique environment to allow multiple psychosocial benefits, such as nurturing feelings of belonging and social responsibility. To apply these findings leaders of middle school youth PYD TF and CC programs should create environments that are welcoming, cooperative, supportive, and emphasize self-referenced skill assessment.

173

THE ROLE OF SPORT PARTICIPATION AND ITS RELATION TO MIDDLE SCHOOL GIRLS' PHYSICAL FITNESS, SELF-CONCEPT, AND ACTIVITY SELF-EFFICACY

Erin Albert, USA;
Trent Petrie, University of North Texas, USA;
Scott Martin, University of North Texas, USA;
Christy Greenleaf, University of Wisconsin-Milwaukee, USA

Female sport participation has been linked to positive physical and psychological outcomes, including physical fitness, continued physical activity involvement, body satisfaction, and psychological well-being (Greenleaf, Boyer, & Petrie, 2009). This relationship, however, has primarily been studied with high school- and college-aged individuals, and has not been examined extensively among children and pre-adolescents. Thus, the purpose of this study was to determine the relation of sport involvement to cardiorespiratory fitness, body composition, physical self-concept, and physical activity self-efficacy in middle school girls. Sixth grade girls ($N = 370$; $M_{age} = 11.38 \pm .50$) in the southern United States completed questionnaires designed to measure the above constructs; BMI and cardiorespiratory fitness were objectively determined through the FITNESSGRAM (The Cooper Institute, 2007). Girls were categorized based on their involvement in select and recreational sports (0, 1-2, and 3 or more teams); a significant MANOVA was found in relation to the dependent variables. Specifically, sport involvement was related to significantly to their cardiorespiratory fitness ($p < .01$), physical self-concept of strength ($p < .01$), physical self-concept of aerobic fitness ($p < .05$), and overall physical activity self-efficacy ($p < .001$); no significant effects were found for BMI and physical self-concept of flexibility. Girls who were involved in sport (1-2 or 3 or more teams) were objectively more cardiorespiratorally fit and viewed themselves as stronger and as having greater endurance than girls who did not participate in sport. There was a significant positive, linear relationship between level of sport involvement and the girls' belief in their ability to be physically active. Although sport involvement was unrelated to girls' actual body composition, being involved in sport appears to have other positive physical and psychological effects, which may be a precursor to a lifetime of being physically active.

174

YOUTH ATHLETES' SPORT MOTIVATION AND PHYSICAL ACTIVITY ENJOYMENT ACROSS SPORT SPECIALIZATION STATUS

William Russell, Missouri Western State University, USA;
Regan Dodd, Missouri Western State University, USA;
Margaret Lee, Missouri Western State University, USA

Estimates indicate high school seniors' probability of playing sport at the college level is extremely low (NCAA, 2004), yet despite such odds, there continues to be considerable pressure on youth to specialize in a single sport at earlier ages (Landers, Carson, & Tjeersdema-Blankenship, 2010). Numerous concerns exist regarding youth sport specialization including heightened anxiety (Gould, 2010), injury (Kaleth & Mikesky, 2010), burnout (Baker, 2003), and dropout (Wall & C'f'tø, 2007). Early sport specialization may weaken youth athletes' intrinsic motivation for sport participation (Boyd & Yin, 1996), and while previous research has compared former "specializers to "non-specializers" on their retrospective recall of motivational differences in youth sport (Russell, 2013), more direct examination of potential motivational differences is needed. Therefore, the purpose of this study was to examine how current high school athletes' sport motivation and physical activity enjoyment were related to whether they specialized in a single sport or participated in multiple sports. A sample of 121 high school athletes ($M_{age} = 15.84$, $SD = 1.23$) was surveyed on sport motivation (Sport Motivation Scale-II, Pelletier, Rocchi, Vallerand, Deci, & Ryan, 2013) and general physical activity enjoyment (Physical Activity Enjoyment Scale, Kendzierski & DeCarlo, 1991) at various summer sport camps. Results from MANOVA procedures examining the effect of specialization status (specializer vs. non-specializer) on sport motivations were not significant ($p > .05$), indicating that sport motivations were not influenced by whether or not these high school athletes specialized in one sport or not. In addition, specializers and non-specializers did not differ on general enjoyment of physical activity ($p > .05$). The current findings indicate that in non-elite adolescent athlete populations, specializers and non-specializers may be more alike than dissimilar in their sport motivations.

SYMPOSIA

SYM-01

CAREER PATHS FOR YOUNG PROFESSIONALS: ENGAGING IN APPLIED SPORT PSYCHOLOGY POST-GRADUATION

*Samantha Monda, Robert Morris University, USA;
Sean Fitzpatrick, John F. Kennedy University, USA;
Trey McCalla, USA;
Chelsea Wooding, Expression Dance Studio, USA*

The purpose of this symposium is to discuss potential career paths for graduates and young professionals in the field. The line of research that began with Andersen, Williams, Aldridge, and Taylor's (1997) survey of young professionals has shown that many professionals find that their careers lead them in directions counter to the goals they possessed as students. The frustrations expressed by these professionals, and the professionals that followed (Waite & Pettit, 1993; Williams & Scherzer, 2003) have not stopped, nor slowed, the growth of the field. The symposium will begin by presenting the results of a recent survey of current sport and exercise psychology graduate students. Students were asked about their career goals and perceptions of training. Expectedly, students largely possessed goals of an applied career. The following three presentations will discuss different ways that the presenters prepared for, and are currently exploring, different applied career paths. The first of these presentations is from a recent master's graduate who will discuss the creative and unique internship opportunities he sought out and how they have prepared him for success in a number of performance environments. The second presentation will cover the journey of a Ph.D. graduate who made a decision to return to her roots in the performing arts and apply her training in a manner that was much different than her peers. The final presentation will discuss what it takes to be successful in one of the most desired career paths of young professionals—a full-time academic who also operates a successful private consulting practice. The previous findings which illuminated the frustrations of young professionals may lead many to possess a pessimistic view of the future for the continually growing number of students in the field, but through thoughtfulness and creativity, aspiring professionals can, and should, possess great expectations.

SYM-01A

EMPIRICAL FINDINGS: CAREER EXPECTATIONS AND TRAINING EXPERIENCES OF GRADUATE STUDENTS

Sean Fitzpatrick, John F. Kennedy University, USA

As is true with any discipline, students, educators, and practitioners in the field of sport and exercise psychology need to understand the job market that future professionals will enter. Each passing year graduate training programs open their doors to a new crop of eager students who possess hopes and dreams of working with top level athletes (Owton, Bond, & Tod, 2014). However, young professionals have consistently expressed frustration with the availability of applied work in the field (Andersen, Williams, Aldridge, & Taylor, 1997; Waite & Pettit, 1993; Williams & Scherzer, 2003) and researchers have documented the difficulty that many professionals have in regards to earning a living from applied work alone (Meyers, Coleman, Whelan, & Mehlenbeck, 2001). Despite

these findings, the field continues to grow. It is imperative that this growth comes with an understanding of students' goals and perceptions of training. Understanding these issues can aid educators and leaders in the field as they continue to strengthen training programs to ensure the marketability of future professionals. The purpose of this presentation is to present findings from a recent survey of graduate students in the field of sport and exercise psychology. We found that the majority of students surveyed (N = 168) desired to do applied work in their future career, preferred to work with the college athlete population, and estimated a higher potential starting salary than professionals have previously reported (Wylleman et al, 2009). Nearly half of the students surveyed shared that they had completed, or were currently in, a supervised internship experience and were generally satisfied with these experiences. While most students are being trained to do applied work, the history of limited established positions suggest that students may have to broaden their training experiences and learn how to create opportunities where none previously existed.

SYM-01B

THE STUDENT SEEKING EXPERIENCE

Trey McCalla, USA

As discussed by Wylleman et al. (2009), the formal training and experiences of students varies from program to program. During graduate training, expectations shift and goals are modified, but hopefully by the last day students have a solid understanding of the career they desire to seek. The purpose of this presentation is to discuss the experiences of a student in an applied master's sport psychology program and explore how these experiences led to the beginning of a career. Particular attention will be paid to the utility of seeking out creative applied experiences to better prepare oneself for the road ahead. These experiences are vital if students want to branch out and expand their potential clientele beyond athletes. There has been a call for practitioners in the field to expand their work beyond the courts and fields of traditional athletics (Aoyagi, Portenga, Poczwardowski, Cohen, & Statler, 2012). Individuals who have supervised training experiences in diverse performance settings will be uniquely qualified to work with these growing populations. The presenter will share firsthand experience seeking out such experiences, including an internship in the snow-topped mountains of Park City, Utah, and an internship with Red Bull North America, Inc. Finally, considerations about entering the workforce with a master's degree and the job opportunities that do, and do not, present themselves will be explored.

SYM-01C

USING SPORT PSYCHOLOGY TRAINING OUTSIDE OF ACADEMIA AND CONSULTING

Chelsea Wooding, Expression Dance Studio, USA

In graduate school, students might feel as though there are only two main paths to a career in sport and exercise psychology after graduation: academia and applied work. While elite sport may have limited employment for graduates, there are potential opportunities for working in non-traditional settings outside of academia and consulting (e.g. military, performing arts, business). Most students in our study reported that they did not work with non-traditional populations during their graduate training experiences. This portion of the symposium will explore one professional's decision to move away from

the academic path and return to her roots in the performing arts. Discussion will include how this professional is currently applying her sport and exercise psychology background to the world of dance and how she is using her sport and exercise psychology training as a coach and teacher rather than a consultant. The importance of continuing to broaden internship and supervision experiences into non-sport settings will be discussed.

SYM-01D

INTEGRATING APPLIED WORK INTO AN ACADEMIC CAREER

Samantha Monda, Robert Morris University, USA

Doctoral graduates of sport & exercise psychology programs have historically secured jobs in academia (Williams & Scherzer, 2003). However, the results of our survey shows that graduate students have significant interest in pursuing applied opportunities. While diverse applied opportunities are arising in the field, previous research suggests that applied sport psychology work be an adjunct part of a professional's work activities (Meyers, Coleman, Whelan, & Mehlenbeck, 2001). Many future graduates of sport and exercise psychology programs may have to learn how to create their own applied experiences. The purpose of this presentation is share one young professional's pathway to building an active consulting practice while working in academia. Opportunities and challenges for students interested in pursuing this path will be discussed as well as best practices and recommended training experiences. This career path is a common one for many young professionals who want to have it all; a budding applied practice and the potential security of a tenure track position. Many soon find out that balancing the demands of both is difficult, and while this balance requires consideration, it is possible to be successful within both domains.

SYM-02

“SO WHAT’S IT LIKE BEING A GIRL?” EXPERIENCES OF FEMALE CONSULTANTS WHO ARE THRIVING WORKING WITH MALE TEAMS

*Cindra Kamphoff, Minnesota State University, USA;
Cecilia Clark, Cleveland Indians, USA;
Angela Fifer, USA Military Academy, USA*

Roper's (2005, 2008) influential work on women's career experiences in applied sport psychology provided a much needed insight into the difficulty women experience gaining entrance and access, as well as the gender discrimination present. Specifically, 7 of the 8 high-profile female consultants Roper (2008) interviewed indicated they encountered gender discrimination as well as challenges due to their gender. Yet, they also suggested the importance of having females working with males arguing that females have a different and useful perspective they bring to their work with male teams and groups. The purpose of this symposium is to discuss the research available on women's experiences in consulting (Whaley & Krane, 2013; Roper, 2005, 2008, 2012) as well as share strategies that female consultants can use to gain entrance, stay in, and thrive while working with males in sport and military settings. The first presenter will discuss the “X advantage” she perceives that females bring as she has worked with all-male military groups and in Major League Baseball.

She will discuss strategies that are paramount to thriving while working with male teams including understanding yourself, your specialty and being true to yourself. The second presenter will discuss her role with the U.S. military's sport teams and the importance of being cognizant to the male-female dynamics as an essential part of thriving in a men's team culture. More specifically, she will discuss understanding the context of the environment of the team and practicing what you preach to establish and maintain buy-in. The third presenter will discuss her work with collegiate football, basketball and baseball teams and the importance of “owning” your unique perspective to the game. She will provide strategies related to thriving including building relationships, doing outstanding work, and having confidence in your knowledge and ability to work with male groups or teams.

SYM-02A

THE X ADVANTAGE

Cecilia Clark, Cleveland Indians, USA

Dr. Amy Cuddy's work has explored the importance of first impressions and body language, in particular how both impact feelings of trust, warmth and perceived capability (Capps, 2012). If you are a female working with an all-male population, first impressions can be highly significant, particularly when working with a team that has historically not had female staff members. The ability to establish trust and show capability is essential to “getting in.” “Getting in” with a male population begins with knowing yourself and your specialty. Studies such as Lubker et al. (2012) found the importance of professional education, interpersonal skills and athletic background are characteristics that impact athlete's preferences for a sport psychology consultant. The presenter has spent almost six years working with all-male military units and in Major League Baseball. Her work consists largely of immersion work both with the military and baseball, meaning that the people with whom she works with are primarily the people she sees every day, with little outside contact. In her experience knowing yourself, your strengths and continually pursuing areas in which you need work are factors to success. Utilizing techniques such as performance profiling, shown with athletes' to positively impact self-awareness and goal setting (Butler & Hardy, 1992), the presenter has found have positively impacted her personal career. During the symposium, the presenter will discuss being true to yourself as a female. Being true to yourself may mean that your communication with and your expression of support for your athletes will likely have a “female style” and this may be to your benefit (Lubker et al. 2012). The presenter will also talk about her experiences, lessons learned, and advice on working with male sports teams.

SYM-02B

FROM THE COURT TO THE RANGE: EXPERIENCES OF A FEMALE CONSULTANT IN A MALE DOMINATED WORLD

Angela Fifer, USA Military Academy, USA

Many similarities between the male dominated United States military and intercollegiate athlete departments exist today despite both implementing policy to correct such inequality (Coakley, 2001; Sage, 1998). Gender discrepancy is most visible in positions of power for both intercollegiate athletics (e.g., athletic directors, head coaches, and heads of sports

medicine; Stewart & Shapiro, 2000), along with commanders and the highest-ranking officers in the military (Redman, et al, 2015). Sport psychology consultants providing mental skills to athletes and soldiers must navigate the inherent challenges to gain entry, overcome biases, and thrive in a male dominated entity (Roper, 2008). A female consultant must be cognizant about the male-female dynamics that exist within a men's team culture (e.g., masculinity, sexuality, gender roles, and stereotypes). However, once a professional relationship is established, both male and female athletes may feel comfortable meeting with a female sport psychology consultant without threat to their masculinity or toughness. This presentation will address the presenter's experiences as a female consultant with a collegiate men's basketball team. Being one's authentic self, building relationships with staff and team members, and understanding the environment and culture will be discussed within both the sport and military contexts. The presenter will also describe how practicing what she preaches further enhances her ability to gain and keep buy-in from male athletes and staff. As more female consultants emerge within the field of sport psychology, navigating the gender biases that exist in the sport and military world will continue to be a mix of challenging and rewarding experiences.

SYM-02C

GETTING IN AND STAYING IN: THE KEYS TO THRIVING WITH MALE TEAMS AND GROUPS

Cindra Kamphoff, Minnesota State University, USA

Gaining entry into working with male teams as a female can be difficult. Our world is shaped by gender and this influence is particularly powerful in sport (Gill & Kamphoff, 2015). As Roper (2008) found, female practitioners in applied sport psychology experienced unique barriers while gaining entry and continuing to work in the field. Our gender is part of our multiple, intersecting cultural identity and is always present in the work we do (Gill & Kamphoff, 2015). For several years while working with male teams including collegiate football, basketball, and baseball, this presenter tried to emulate other male consultants. Although she was successful, her work did not begin to thrive until she embraced her identity as a female and "owned" that it brought a unique perspective to the game (Amen, 2014). As she began to understand herself and embrace these strengths, she was able to bring more passion and energy to her work as an applied consultant with male teams. This had a direct impact on the male teams she worked with given that each had the most team success in terms of winning percentage and post-season play. When you embrace your unique perspective, you can have a larger impact on the group or team you are working with. The keys to gaining entry and "staying in" including knowing yourself, building relationships, doing outstanding work, working to be your best each day, understanding the male sport culture and having confidence in your knowledge and ability to work with male groups or teams. During this part of the symposium, the presenter will discuss the research she relied on to inform her perspective (Roper, 2005, 2008) while working with male athletes and teams, and her advice for female consultants who desire to work with male teams.

SYM-03

APPLICATION OF MINDFULNESS IN A RANGE OF SPORT & EXERCISE SETTINGS: DANCERS, ATHLETES TO A POSITIVE YOUTH DEVELOPMENT SETTING

Amy Baltzell, Boston University, USA;
Jessyca Arthur-Cameselle, Manhattanville College, USA;
Greg Cartin, GC3 Performance Consulting, USA;
John McCarthy, Boston University, USA;
Dejan Stankovic, USA

This symposium shares how five sport psychology trained practitioners integrate a wide range of mindfulness approaches within their professional work. Symposium presenters include a sport coach, a clinical sport psychologist, performance enhancement consultants and youth program leader. Two conceptualizations of mindfulness are drawn upon: the Buddhist conceptualization of mindfulness, "an open-hearted, moment-to-moment non-judgmental awareness" (Kabat-Zinn, 2005, p. 24), and Ellen Langer's conceptualization of mindfulness, being open to novelty. (Langer, 2000). The purpose of this symposium is to offer multiple ways of and implementing mindfulness approaches in sport psychology professionals' practice. The significance of the symposium is offer a wide range and new ways of applying mindfulness in the sport and exercise setting, beyond what is offered in the current literature. Session I a performance enhancement consultant shares how he adapts the Mindfulness-Acceptance-Commitment (MAC) Approach in sport (Gardner & Moore, 2004, 2007) for professional golfers and collegiate golfers, from a non-clinical, performance enhancement approach. In Session II a clinical sport psychologist focuses on Mindfulness-Based Eating Awareness Training in Sport (MB-EAT; Kristeller, Baer & Quillian-Wolever, 2006), a program designed to reduce eating driven choices by "non-nutritive" cues like the social situation, by increasing sensitivity to internal, physiological hunger cues. One case example will be offered in which MB-EAT is used to assist a 21 year old, female modern dancer with bulimia. In Session III a Division I Men's Head Tennis Coach discusses how he implements a mindfulness-based approach when coaching his athletes, with sport anxiety, on court. Session IV a sport psychologist discusses how she integrates self-compassion (Neff & Germer, 2013; Gilbert, 2009) with a mindfulness based intervention in sport. And, Session V a youth program leader shares how he applies Langerian Mindfulness (Langer, Cohen & Djikic, 2012) for the adult leaders working with underserved populations in positive youth development programs.

SYM-03A

MINDFULNESS-BASED EATING AWARENESS TRAINING IN SPORT

Jessyca Arthur-Cameselle, Manhattanville College, USA

The clinical sport psychologist begins with a discussion of mindless eating behaviors and a description of both general environmental as well as sport-specific factors that contribute to mindless eating or binge eating. She defines and describes mindful eating, which is a conscious, non-judgmental awareness of the sensations aroused during each bite of food (Framson et al., 2009) that includes awareness of the physical sensations experienced during eating, potential mental distractions, environmental triggers toward mindlessness, as well as concurrent thoughts and feelings about one's body (Kristeller, 2003; Kabat-Zinn, 2009). She then describes a case example, where Mindfulness-Based Eating Awareness Training (MB-EAT; Kristeller, Baer & Quillian-Wolever, 2006; Kristeller &

Hallett, 1999) was incorporated to assist a 21 year old, female modern dancer with bulimia. The goal of MB-EAT is to reduce eating driven by “non-nutritive” cues like the social situation, by increasing sensitivity to internal, physiological hunger cues. The clinician had worked with the client on and off for over a year and was unsuccessful at helping her to reduce binge eating with typical eating disorder interventions. At the time, the athlete reported feeling hopeless regarding her ability to change her eating habits. The clinician shifted to a mindful approach with a focus on eating slowly and a “beginner’s mind” to appreciate and savor food (e.g. raisin exercise) as well as making time for meals without multi-tasking. She responded more positively to this mindful approach. The clinician worked to replace fear associated with the dancer’s “binge food” with curiosity, by assigning homework to eat her binge food mindfully. She was later able to identify emotional and cognitive triggers for her binges and mindless eating and found that a focus on appreciation of her body’s abilities and functions (Kristeller, 2003) assisted with managing urges to overeat and negative body image thoughts.

SYM-03B

MINDFULNESS AND THE MAC APPROACH IN GOLF

Greg Cartin, GC3 Performance Consulting, USA

A full time performance enhancement consultant, who works primarily with professional golfers, presents how he implements a mindfulness approach with his professional golf clients. Mindfulness, based on the Buddhist definition, is conceptualized as an intentional focus on the present moment, along with a gentle acceptance of ones thoughts, emotions, feelings and bodily sensations. This presenter implements a modification of the Mindfulness Acceptance Commitment (MAC) Approach (Gardner & Moore, 2004; 2007), an eight-module mindfulness based intervention in sport. The presenter emphasizes that the goal is not to eliminate thought, but to simply have them come and go while the athlete performs. Consistent with the MAC approach, he teaches that the negative thoughts and emotions are rarely the issue, but the attempt to eliminate and control that can cause problems when competing. The definition of commitment in this framework involves consistently demonstrating the behaviors and activities that are likely to result in optimal performance, regardless of emotion. (Gardner & Moore, 2004, 2007). Two case examples of applying the MAC Approach framework with one Division I collegiate and one professional golfer will be presented. A mindfulness approach was selected for golf because a round of golf at the highest level can take up to five hours, with a small fraction of this time devoted to the physical act of executing a golf shot. The remaining time the athlete is often left alone with his or her thoughts. The presenter has found that helping athletes understanding their thoughts, see them come up, sit with them, and then let them go is a valuable skill for a golfer looking to perform at the highest level. When athletes are able to pay attention to task-relevant information despite negative internal states like thoughts and emotions, they take a major step towards peak performance.

SYM-03C

INTEGRATING SELF-COMPASSION INTO A MINDFULNESS APPROACH WITH ATHLETES

Amy Baltzell, Boston University, USA

As a practicing sport psychologist, I have been using a mindfulness and self-compassion based educational approach with athletes who present with high precompetitive performance anxiety. The over-arching mindfulness approach is based on the Bhuddist understanding of mindfulness, as presented by Jon Kabat-Zinn (2005), “an open-hearted, moment-to-moment non-judgmental awareness” (p. 24). In concert with the Bhuddist philosophy, but not yet emphasized in the performance setting, the practitioner also emphasizes the importance of self-compassion when helping athletes cope with acute competitive pressure. Implicit within mindfulness is compassion, kindness, warmth, and open-heartedness to self (Gilbert, 2009). This presentation offers one example of how a sport psychologist uses a mindfulness and self-compassion approach in private practice. Performance pressures can manifest into aversive emotions and thoughts, such as disruptive negative images of loss and failure. How an athlete copes with such pressure is often pivotal in whether or not the athlete is able to retain or re-gain requisite attention on the task at hand to optimize performance. Distress tolerance encapsulates the ability for an individual to withstand aversive psychological states (Zvolensky, Leyro, Bernstein & Vujanovic, 2011). There are times when an athlete cannot shift out of a negative mind state through traditional cognitive behavioral intervention. The purpose of integrating self-compassion into a mindfulness approach is to help increase the athlete’s ability to tolerate aversive performance related emotions. Self-compassion has three dimensions including 1. normalizing negative emotions, 2. being kind to self, and 3. being mindful (Germer & Neff, 2013). Specific strategies to help athletes be self-compassionate will be offered which are drawn from the work of Paul Gilbert’s (2009) Compassion Focused Therapy. Brief examples of implementing such a mindfulness and self-compassion approach with an Olympic hopeful pistol shooter and short distance collegiate runner will be presented.

SYM-03D

LANGERIAN MINDFULNESS FOR YOUTH SPORT CONSULTANTS WITH SOCIALLY VULNERABLE POPULATIONS

John McCarthy, Boston University, USA

The core tenets of Langerian Mindfulness (e.g., Langer, 2009) offer youth sport consultants different ways of approaching their work with “socially vulnerable” youth (Haudenhuyse et al., 2012). These approaches align nicely with the goals of positive youth development particularly for “empowering” youth and “relationship building” (Hellison, 2000). The main ways Langer emphasizes are: 1.) “noticing what is new or different about each student/athlete they interact with. 2.) Having authentic and fully engaged interactions with others. 3.) Intentionally noticing changes in negative habitual responses and celebrating those changes. As a director of a youth development program it is important to guide our graduate students to be able to work effectively with youth.

Sometimes they are at a loss as to how to approach working with a young person who might be unresponsive to their efforts. Initially, they may not be sensitive to the power dynamics experienced between themselves and the young persons they work with. Secondly, since young people are acutely aware of when adults are not giving them their full attention (Langer, et al. 2012) and since “socially vulnerable” youth could be adversely affected by such behavior, we emphasize full-engagement during the time we work with the students in the program. Finally, our graduate students almost always come from more privileged backgrounds than the student/athletes we work. These conditions can be ameliorated with a Langerian approach to mindfulness that emphasizes noticing their own responses to the students in ways which, “... cultivates sensitivity to subtle variations in context and perspective about the observed subject, rather than relying on entrenched categorizations from the past” (Langer, 2009). Finally, as our students learn these dispositions themselves they are also able to grow within the student-athletes they are working with some of the same notions of mindful thought and behavior.

SYM-03E

MINDFULNESS APPROACH AS COLLEGIATE TENNIS COACH

Dejan Stankovic, USA

As a Division I Men’s Head Tennis Coach I always look for way to improve tennis players’ performance. At this level most tennis players are highly developed in their technique and ability to execute strategies. However, one area most players are underdeveloped is ability cope with anxiety (e.g., during a competition). Therefore, I try to look for ways I can help them deal with anxiety while playing tennis matches. During my involvement in my doctoral work I came across an approach called Mindfulness Meditation (MM) that I felt was very relevant for tennis players. The tenets of MM, the ability to become aware of your experiences, the ability to accept and becoming non-judgmental, have become important educational tools the tennis players on my team. I now work with my tennis players using this approach. In this presentation, I will present a case scenario of one my collegiate male tennis players. I will describe what happens (e.g., he misses a forehand and yells out: ‘I am the worst player in the world!’). I have created a series of steps I take to help move the athlete from being overwhelmed and anxious to re-focusing on the task at hand. Step 1., I help the player build awareness of what just happened in his shot, what went wrong. Step 2., I help the player create a strategy, how they can hit the ball differently. Step 3., I help them learn to accept the feelings and experience of making a poor shot, which includes acknowledging and then ‘let-go’ of the negative thoughts. Athletes learn that the negative thoughts are just a thought and not a representation of their ability (Frewen et al. 2007). Step 4., I encourage the athletes to focus on the strategy he just created for the next shot.

SYM-04

THE EXPERIENCE OF BURNOUT IN SPORT: PERSPECTIVES FROM NORTH AMERICAN AND EUROPEAN ATHLETES AND COACHES

Natalie Durand-Bush, University of Ottawa, Canada;
Marte Bentzen, Norwegian School of Sport Sciences, Norway;
Kylie McNeill, University of Ottawa, Canada;
Gro Jordalen, Norwegian School of Sport Sciences, Norway;
Goran Kentta, The Swedish School of Sport and Health Science, Sweden;
Nicole Dubuc-Charbonneau, University of Ottawa, Canada;
Pierre-Nicolas Lemyre, Norwegian Research Center for Training and Performance in Youth Sports, Norges Idrettshogskole, Norway;
Kristen Dieffenbach, West Virginia University, USA;
Tammy Sheehy, West Virginia University, USA;
Peter Olusoga, Sheffield Hallam University, UK

SYM-04A

CHANGE IN EXHAUSTION IN HIGH-PERFORMANCE COACHES IN ASSOCIATION WITH WORKLOAD AND MOTIVATION: A PERSON-CENTERED APPROACH

Marte Bentzen, Norwegian School of Sport Sciences, Norway;
Pierre-Nicolas Lemyre, Norwegian Research Center for Training and Performance in Youth Sports, Norges Idrettshogskole, Norway;
Goran Kentta, The Swedish School of Sport and Health Science, Sweden

Objectives: The objectives of the current study were twofold; we first explored whether or not there were different trajectories of exhaustion among high-performance coaches over the course of a competitive season. Secondly, we investigated whether or not changes and differences in workload-related variables and motivational regulations could help explain the different trajectories. Methods: 299 Norwegian and Swedish high-performance coaches responded to an online survey at the start, middle and end of a competitive season, which measured exhaustion, perceived workload, work home interference (WHI), recovery, and different types of motivational regulations. Latent class growth analyses offered a person-centered approach to examine whether there were different trajectories of change in exhaustion within the sample over the season. Additionally, ANOVAs were used to further explore whether or not change of perceived workload, WHI, recovery, and motivational regulation over the season were associated with the trajectories. Finally, MANOVAs were performed to test for differences between trajectories in the aforementioned variables. Results: We identified four trajectories of exhaustion over the season among the coaches; “Low” (71% of the population), “Increase” (15 % of the population), “Decrease” (4 % of the population) and “High” (10 % of the population). Perceived workload, WHI, recovery, and intrinsic motivational regulation were associated with both change in exhaustion within trajectories and differences between the trajectories of exhaustion. Identified regulation and external regulation were not associated with the trajectories of exhaustion. Conclusions: There are different trajectories of exhaustion among high-performance coaches over the course of a competitive season. When associating the different trajectories to workload-related variables and intrinsic regulation, adaptive and maladaptive profiles were identified. A maladaptive profile corresponded to higher perceived workload and WHI, as well as lower recovery and intrinsic motivation, when compared to an adaptive profile.

SYM-04B**COACHES' SUBJECTIVE EXPERIENCES OF BURNOUT AND UNDERLYING EMOTIONS: A NARRATIVE APPROACH**

Kylie McNeill, University of Ottawa, Canada;
Natalie Durand-Bush, University of Ottawa, Canada;
Pierre-Nicolas Lemyre, Norwegian Research Center
for Training and Performance in Youth Sports,
Norges Idrettshogskole, Norway

While coaching athletes is often rewarding and gratifying, it can also be a challenging, time-consuming, and exhausting pursuit (Raedeke, 2004). Given the multiplicity and complexity of the demands that coaches face, they are susceptible to burnout (Hjälms, Kenttä, Hassménan, & Gustafsson, 2007). Burnout is a multidimensional syndrome characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment, which results from exposure to excessive work-related demands (Maslach, Schaufeli, & Leiter, 2001). This syndrome is associated with a multitude of emotions, however, little research has focused on this particular aspect of coaches' experiences. This may be due to the lack of qualitative research targeting coach burnout in general (Goodger, Gorely, Lavalley, & Harwood, 2007). In light of this, the purpose of this study was to investigate the subjective experience of burnout among coaches in order to shed light on the complex, emotional nature of this syndrome. Specifically, five full-time paid coaches (two women and three men) experiencing burnout participated in an in-depth individual interview as part of a larger 13-week intervention study involving a mixed methods design. The interview data was subjected to a content analysis, which resulted in the construction of five first-person narratives (Carless & Sparkes, 2008) that endeavoured to provide an idiographic account of each coach's subjective experience of burnout. The narratives brought to light the individualized and emotional nature of the coaches' encounter with burnout, as well as the consequences of the syndrome for the coaches. Salient features of the coaches' experiences included feelings of anxiety, anger, apathy, and dejection, which had negative implications for their well-being and coaching performance. Similarities and differences in the coaches' experiences will be discussed, along with practical implications for preventing and managing burnout within this population.

SYM-04C**CHARACTERISTICS OF YOUNG NORWEGIAN ELITE ATHLETES: ASSOCIATIONS BETWEEN MOTIVATION, SELF-REGULATORY COMPETENCIES, AND BURNOUT**

Gro Jordalen, Norwegian School of Sport Sciences, Norway;
Pierre-Nicolas Lemyre, Norwegian Research Center
for Training and Performance in Youth Sports,
Norges Idrettshogskole, Norway;
Natalie Durand-Bush, University of Ottawa, Canada

In sport, emphasizing young athletes' physiological and psychological health is important as the age to reach top-level performance and international status is short compared to that in other domains, for example academia (Toering, Elferink-Gemser, Jordet, Jorna, Pepping, & Visscher, 2011). In Norway, talented young athletes have the opportunity to attend skiing academies during their teens, as a means to combine education and elite sport development (e.g., The Norwegian College of Elite Sport). In these academies, talent development is underlined and the psychological skills required in this process evolve under constant competitive challenges that promote

regulation of affective and metacognitive skills identified as key self-regulatory capacities (e.g., Jannelle & Hillman, 2003). Additionally, the athletes' self-determined motivation is important for promoting development and avoiding maladaptive outcomes such as burnout (Lemyre, Treasure, & Roberts, 2006). To better understand athletes' psychological development, the current study examined the association between different types of motivation, self-regulatory competencies, and burnout, mediated by performance level, in young Norwegian winter-sport athletes from different elite sport colleges (N = 199). Structural equation modeling analyses revealed that the athletes competing at an international level demonstrated more self-determined motivation and higher levels of self-regulatory competencies (i.e., intrinsic and integrated motivation, planning, reflection, evaluation, and consideration of future consequences) in comparison to athletes competing at lower levels (i.e., national and regional levels in Norway). Interestingly, for those athletes competing at the regional level, the link between self-determined motivation and self-regulatory capacities is less favorable, and levels of burnout are more elevated. In conclusion, these findings highlight the importance of self-determined motivation and key self-regulatory capabilities, as they may help prevent burnout during the acquisition of skills necessary to develop sport talent in youth athletes.

SYM-04D**SELF-AWARENESS IN ELITE COACHES: A POTENTIAL BUFFER AGAINST BURNOUT IN HIGH DEMANDING ENVIRONMENTS**

Goran Kentta, The Swedish School of Sport and Health
Science, Sweden;
Kristen Dieffenbach, West Virginia University, USA;
Tammy Sheehy, West Virginia University, USA;
Peter Olusoga, Sheffield Hallam University, UK

Coaching has great potential to be a rewarding experience. However, it has similar challenges to that of health care professions, making coaches vulnerable to burnout (Raedeke & Kenttä, 2013). International coaches are constantly bombarded with several demands and performance expectations. Leadership pioneer Drucker once stated that you cannot manage other people unless you manage yourself first. At the core of self-management is self-awareness, which has been described as the conscious knowledge of one's own character, feelings, motives and desires (Google Dictionary, n.d.). Self-awareness influences one's ability to experience the present moment and fulfill psychological needs in order to sustain health and prevent burnout (Strosahl, Robinson, & Gustavsson, 2012). Leader self-awareness, which is relevant for coaches, has been associated with sensitivity to inner feelings, recognition of one's positive and negative attributes, and introspective behavior (Fenigstein, Scheier, & Buss, 1975). Using a multiple case study approach, the purpose of this study was to explore self-awareness in elite coaches and determine if it could be a potential buffer against burnout. The United States Olympic Committee Coaching Education department provided assistance in identifying one Paralympic and three Olympic coaches. In-depth, semi-structured interviews were conducted with these coaches to examine various aspects of self-awareness and its link to burnout prevention. The interviews were transcribed verbatim and returned to participants for authentication. Three researchers individually performed a content analysis of the qualitative data and then compared their codes to derive common themes and generate a data tree. The key themes that emerged pertained to coaches' (a) personal

meaning of self-awareness, (b) awareness of demands, and (c) development of self-awareness to prevent burnout in elite sport. Recommendations to nurture self-awareness as means to sustain health and prevent burnout in coaches are provided.

SYM-04E

FEELING DEPLETED: EXPLORING THE COACH-ATHLETE RELATIONSHIP OF FOUR FEMALE STUDENT-ATHLETES IN EARLY PHASES OF BURNOUT

*Nicole Dubuc-Charbonneau, University of Ottawa, Canada;
Natalie Durand-Bush, University of Ottawa, Canada*

Coaches can play an important role in an athlete's burnout experience (Coakley, 2009). While they may provide critical social support (Gould & Whitley, 2009), several studies have also highlighted that interpersonal conflict (e.g., lack of autonomy and control, power dichotomies, conflicting ideas, pressure, unrealistic expectations, lack of recognition) within the coach-athlete relationship can significantly contribute to athlete burnout (Kimball, 2007; Perreault, Gaudreau, Lapointe, & Lacroix, 2007). The aim of the current study was to explore the coach-athlete relationship of four female university student-athletes from different sports (i.e., fencing, basketball, swimming, hockey), whose early season Athlete Burnout Questionnaire (Raedeke & Smith, 2001) scores revealed early signs of burnout. In order to capture the dynamic nature of the dyadic relationship, participants shared their experiences bi-weekly throughout the season. A qualitative content analysis revealed that coaches, all men, were an important source of stress in each of the athlete's experiences. Specifically, power dichotomies were found within each relationship. However, there were nuances across cases with regards to the type and extent of interpersonal conflict that occurred, and the athletes' perceived impact of this on their performance and well-being. For example, while one athlete was driven by fear from being intimidated and threatened by her coach, another felt abandoned and confused by her coach's lack of recognition and attention. Overall, the results support that a negative or depleting coach-athlete relationship can be an important contributor to athletes' burnout. Practical implications will be provided for post-graduate institutions, as well as for practitioners and coaches seeking to foster more positive coach-athlete relationships.

SYM-05

TREATING ATHLETES WITH ADDICTION

*LaTisha Bader, Center for Dependency, Addition and Rehabilitation (CeDAR), USA;
Harlan Austin, University of Colorado Hospital CeDAR, USA;
Nick Edwards, Center for Dependency, Addiction, and Rehabilitation, USA*

Athletes have espoused higher overall substance use and increased binge drinking in comparison to the general population (Brenner & Swanik, 2007; King, Dowdall & Wagner, 2010; Wetherill & Fromme, 2007). Although athletes develop the same maladaptive coping strategies as other addicted individuals, the circumstances of their lives and sport require specialized attention and understanding to effectively treat them.

In response to this need, a team of individuals at CeDAR have developed a program, focused on treating athletes who struggle with addiction due to the paucity of models of care

for this unique population. The Ascent program began in 2014 and treats a range of elite athletes, using the CeDAR Model of Care.

Education will be provided about the multiple levels of care available to treat addiction, highlighting that the most effective treatment matches the intensity of the disease and needs of the individual. In order to know the appropriate level of care, one must refer to the ASAM criteria which consider six dimensions (Acute Intoxication and/or Withdrawal Potential; Biomedical Conditions and Complications; Emotional, Behavioral or Cognitive Conditions; Readiness to Change; Relapse, Continued Use Potential; and Recovery / Living Environment) to create a holistic, biopsychosocial assessment of an individual (ASAM, 2013).

We will review the means to assess these dimensions, including the use of psychological, physiological, and cultural assessments. We will share outcome data related to improvements seen while in treatment and also explore the challenges and barriers to treat athletes in a residential setting.

SYM-05A

MULTIDIMENSIONAL ASSESSMENT

Harlan Austin, University of Colorado Hospital CeDAR, USA

The CeDAR Ascent Program provides each individual with a multidimensional assessment that serves as the foundation for the development of a treatment program to meet the unique and comprehensive needs of athletes. We will introduce you to the team of providers that complete this whole person assessment, and suggest ways to complete these assessments with varying levels of resources.

Athletes are assessed using cognitive measures, neurocognitive screeners, personality assessments, attentional measures, structured interviews, trauma assessments, addiction inventories, and symptom checklists. Testing results are presented to the athlete through the lens of the Biopsychosocial Model (Engel, 1977; Rojas, 2012). Assessment results are then used to inform specific treatment goals in each of the six ASAM dimensions (ASAM, 2013). Examples of assessment results will be discussed, focusing on trends observed in personality and cognitive measures seen frequently with athletes that present with a substance use disorder. Specific treatment goals linked to assessment results will also be presented.

We will discuss an ideal continuum of care including a step down model from medically managed intensive inpatient (ASAM - 4) to early interventions (ASAM - 0.5). This will be a helpful topic to inform drug policy and services at the organizational level.

SYM-05B

MENTAL VERSUS METABOLIC: BRIDGING THE GAP

Nick Edwards, Center for Dependency, Addiction, and Rehabilitation, USA

Athletes that participate in the Ascent program undergo physiological testing, monitoring and exercise programming while they are receiving treatment for their substance use disorder. They receive individualized, sport specific strength and conditioning programs which provides a competitive advantage by increasing performance anytime in their athletic career.

It begins with physiological testing to measure lactate metabolism, fat and carbohydrate utilization, metabolic efficiency, anaerobic strength output and functional movement. Specific profiles of athletes in addiction treatment will be shared, which will illuminate the mental and metabolic gap frequently experienced by athletes who struggle with addiction. It will be compared to a control group, as well as elite and recreational athletes that do not have substance use disorders.

Typical training while in addiction treatment will be reviewed, highlighting the individualized, graded and structured programs constructed for them. These programs are based on the level of health and progress in recovery (i.e., 1st week of inpatient vs 2 months of extended care). Muscle damage from addiction and/or overtraining will also be explored.

We will cover pre-post testing changes in metabolic functioning and improvements in strength and performance as seen in the Ascent program. When athletes engage in proper metabolic training during treatment, results show a dramatic improvement increasing overall output and in turn improving sport function. Results demonstrate improved metabolic output for sport, muscular output and strength.

Finally, the team will emphasize how to change the culture of the weight room as well as a whole person, lifetime approach to wellness. The goal of the program is to reconnect the mental and metabolic gap in order facilitate recovery from addiction.

SYM-05C

MOVING FROM A CULTURE OF ADDICTION TO RECOVERY AS AN ATHLETE

LaTisha Bader, Center for Dependency, Addition and Rehabilitation (CeDAR), USA

One of the more well-received specialized lectures of the Ascent program is the “Culture of Addiction and Recovery” based on the work of William White (1996). This portion of the symposium will review the concepts of the culture of addiction, sport and their frequent incongruence with the culture of recovery.

In order for an athlete to embrace the message of recovery, a journey must occur. It first begins when substance use becomes a means to cope and escape, or socialize and connect. Addiction becomes a way of life, an escape from the stress and pressure of sport, injury, relationships, or trauma. We will review the aspects of this addiction cultural such as language, rituals, symbols, activities, roles; all of which construct a person’s “tribe.” This tribe celebrates using, rewards destruction, and ends poorly for athletes of all levels. We highlight how sport can reinforce these beliefs and behaviors, and how it can serve as a protective factor against it.

We then delve into the culture of recovery, as seen through the eyes of an athlete. We will explore the disease of addiction, effective treatment and how transferrable skills from participation in sport can serve to heal and establish a solid recovery. By helping athletes explore a shift in culture, they can begin to imagine a life in which they want to thrive. They become attracted to a new “tribe” with different language, rituals, diet, music, etc. This culture shift allows athletes to improve their performance, their teams and communities and most of all themselves. This dialogue prepares athletes to disengage from a life of addiction and bond to a culture of recovery.

SYM-06

PROGRAM EVALUATION: A SCIENTIFIC APPROACH TO ASSESSING AND BUILDING CAPACITY WITH SPORT COMMUNITIES AND ATHLETES

*Jedediah Blanton, Minnesota State University, Mankato, USA;
Andrew Driska, Michigan State University, USA;
Andrew Mac Intosh, Michigan State University, USA*

As sport psychology professionals, we are concerned with how human behavior, in its broadest sense, can be motivated and made more efficient. Thus, the work of a consultant is often about managing change. Facilitating that change involves a range of professional skills, derived from consultant experience and knowledge of the literature in sport psychology.

Literature on the practice of sport psychology tends to focus on interventions aimed toward the individual or team, often neglecting the larger sport-ecosystem, including athletic departments, institutions, cities, and entire countries. Only a few studies (e.g., Flett, Gould, and Lauer, 2012; Wagstaff, Fletcher, and Hanton, 2012) share work of sport psychology professionals working at broader levels of the sport-ecosystem.

This symposium will advance the idea of sport psychology professionals leveraging their knowledge and skills to work within these organizational levels of sport, while maintaining the purpose of enhancing the athlete experience. These organizations have and will continue to benefit from the work of skilled sport psychology professionals, though currently is an under-emphasized opportunity for professional practice.

To guide practice in the sport-ecosystem, this symposium will advance the science of program evaluation, a discipline rooted in three broad principles: social inquiry, the need for accountability, and empowering organizations and their constituents to create sustainable change. Program evaluators are concerned with the effectiveness of programs, to what degree objectives are met, and facilitating organizational change to better reach intended outcomes.

Program evaluation methods (e.g., evaluability assessment, logic modeling) and theoretical frameworks (e.g., utilization-focused, participatory) will be presented alongside the experiences of evaluators working in three different contexts: the club development division of a sport NGB, a regional youth sport non-profit, and a state-level scholastic athletic association.

Discussants from inside these organizations will provide stakeholder context on the value of program evaluation to their organizations.

SYM-06A

A FORMATIVE EVALUATION OF NATIONAL ONLINE COACH EDUCATION PROGRAM

Andrew Driska, Michigan State University, USA

USA Swimming’s online coach education program, Foundations of Coaching, is required programming serving over 2,000 new swimming coaches annually. Given recent upgrades to course content and delivery methods, USA Swimming desired a program evaluation. Guided by the utilization-focused evaluation framework (Patton, 2011), the evaluator, a sport psychology professional, engaged key decision-makers at USA Swimming to design a formative evaluation of the Foundations of Coaching program. The evaluation had four purposes: explore coach perceptions of the program; explore changes in coaches’ knowledge, attitudes,

self-reported behaviors, and subsequent implementation of these changes; explore consistency of program delivery and effects; determine areas for improvement. Addressing these purposes, the evaluator conducted semi-structured interviews with a systematic sample of 21 coaches (19-54 years-old, 10 females) that had recently completed the course, employing content analysis methods to categorize responses (Patton, 2002). Results: The course was most effective in providing knowledge about stroke technique through videos that provided coaches with usable drills modeled by experienced coaches. The course effectively delivered knowledge related to long-term athlete development (LTAD), but also supported the development of positive attitudes towards LTAD, and helped coaches adopt two behaviors to support LTAD principles (planning developmentally-appropriate workouts; incorporating fun into training). The course helped coaches adopt a more deliberate, thoughtful, and reflective approach to their coaching, and persuaded coaches to emphasize an athlete-centered coaching philosophy. The course showed limitations in persuading coaches to develop a professional mindset or to deliberately engage in character development of athletes; these attributes were influenced by the coaches' pre-existing values, previous coaches, or current supervisors and colleagues. Conclusions: The current, online format of the Foundations of Coaching course has the potential to convey basic knowledge development (stroke drills) as well as shape complex knowledge and attitudes (LTAD), as well as some coaching behaviors.

SYM-06B

EVALUABILITY ASSESSMENT IN A LARGE NON PROFIT YOUTH SPORT ORGANIZATION

Andrew Mac Intosh, Michigan State University, USA

A large non profit youth sport organization desired to evaluate its effectiveness in adhering to its stated mission and in meeting its goals. This organization provides sporting activities for approximately 9000 unique youth and its mission is to build character through sport. Two purposes guided their commitment to evaluation. Firstly, by evaluating the success of its programming, the organization could identify the most effective methods of achieving its goals while simultaneously identifying and minimizing ineffective efforts. Secondly, the organization has an obligation to its donors and benefactors to be an excellent steward of the monies invested in its programs. Thus, evaluation is central to demonstrating the organization's effectiveness in meeting its objectives and the intentions here were to:

1. Assess the capacity of the existing system by examining the accuracy and fidelity of preexisting participation data.
2. Assist the organization in determining outcome measures to be collected based on contemporary research findings and best practice models.
3. Implement systems to collect outcome data on all youth participants.
4. Utilize data to make program improvements.
5. Initiate targeted interventions utilizing new methods that will allow the organization to realize goals and objectives.

The practice of facilitating this change emphasized the ecological nature of the performed by a sport psychology professional in a consulting role. In order to develop the trust

required to suggest change, demonstrating an understanding and awareness of all stakeholders engaged within the organization was necessary. The focus became a formal assessment of the organization's capacity and ability to evaluate its objectives and practices (evaluability assessment; Wholey, 2004). Utilizing the skills of coaching, goal setting and relationship building as a sport psychology professional, my charge was to build the organization's capacity. This work is most informed from sport psychology literature, utilizing the lens of evaluation science and practice.

SYM-07

UNDERSTANDING THE CHANGING LANDSCAPE FOR LESBIAN, BISEXUAL, AND TRANSGENDER ATHLETES IN COLLEGE SPORT

*Vikki Krane, Bowling Green State University, USA;
Mallory Mann, Bowling Green State University, USA;
Heather Barber, University of New Hampshire, USA*

In the past few years, several ally programs have emerged that have the goal of making sport more welcoming to LGBT athletes (e.g., Athlete Ally, You Can Play). The rise of these programs suggests that we may be seeing social changes in sport with lesbian, gay male, bisexual, and transgender (LGBT) athletes being more supported and welcomed than in the past. In fact, current research supports that attitudes toward LGBT athletes are generally positive today (Ensign et al., 2011; Oswalt & Vargas, 2013; Roper & Halloran, 2007). More athletes than ever before are openly acknowledging their LGBT identities in mainstream media, social media, and particularly on websites aimed at LGBT inclusion in sport (Kauer & Krane, 2013). At the same time, there also are sport settings that are discriminatory and hostile towards LGBT athletes (e.g., Melton & Cunningham, 2012). Greater understanding of inclusive sport climates can lead to effective strategies where more acceptance still is needed. In this presentation, we will explore the contemporary climate of college sport for lesbian, bisexual, and transgender athletes. The first presenter will discuss recent literature about the social climate of college sport for lesbian, bisexual, and transgender athletes. The second presenter will discuss the findings from a study in which 13 lesbian and bisexual athletes were interviewed about their college sport experiences. Finally, the third presenter will present strategies that can be used to assist teams in becoming more inclusive and welcoming of LBT female athletes.

SYM-07A

SETTING THE STAGE: CONTEMPORARY SPORT CLIMATES

Vikki Krane, Bowling Green State University, USA

Not long ago, sport largely was described as inhospitable to lesbian, gay male, bisexual, and transgender (LGBT) people. Negative stereotypes, prejudice, and discrimination towards gender non-conforming athletes prevailed (e.g., Griffin, 1998; Krane, 1997). Today, sport seems to be entering a new era of inclusion and acceptance. Perusal of websites such as You Can Play and Athlete Ally reveals videos by openly LGBT athletes and their allies talking of inclusion and respect of all athletes. This perspective is supported in interviews with openly lesbian athletes who described their teammates as supportive (Fink et al., 2012; Stoetling, 2011). When athletes do come out to teammates, the whole team benefits. Team

members become more comfortable with each other, develop deeper relationships with their teammates, learn from each other, and are more likely to speak out against heterosexist and homophobic discrimination (Kauer & Krane, 2006; Mennesson & Clement, 2003; Stoetling, 2011). While we are seeing an increase in sport environments in which athletes can compete without fear, prejudice, and discrimination, it also is important to recognize that this is not universal. There remain many sport settings that are unwelcoming and discriminatory towards LGBT athletes (e.g., GLSEN, 2013; Melton & Cunningham, 2012). As we are in the midst of this change and contemporary sport climates range from complete inclusion to open hostility, it is as important to continue efforts to reduce prejudice and increase acceptance of LGBT individuals in sport as well as celebrate the positive changes.

SYM-07B

INCLUSION AND NORMALIZATION OF LESBIAN, BISEXUAL, AND TRANSGENDER IDENTITIES IN SPORT

Mallory Mann, Bowling Green State University, USA

Grounded in feminist cultural studies, this study examined the experiences of lesbian, bisexual, and transgender (LBT) college athletes. Current female college athletes who self-identified as lesbian or bisexual (N=13) participated in unstructured interviews (Taylor & Bogdan, 1998) about their college sport experiences and their team climates. Participants included athletes from Division I, II, and III institutions who played on a variety of individual and team sports. The data analysis combined open and axial coding (Corbin & Strauss, 2007) with a narrative thematic presentation of the findings (Markula & Denison, 2005) and revealed two higher order themes describing the team climates: inclusive and transitioning teams. Some of the athletes joined teams that already had norms of inclusion; where there often were other openly LBT teammates; current team members purposefully communicated their norm of inclusion to new teammates; and athletes normalized LBT identities through open, honest conversations. Other athletes described their teams as not having a history of inclusion; though, during these athletes' tenure on these teams they were transitioning to becoming more outwardly accepting of diverse sexual identities. In these settings, the LB athletes often took time to assess the team climate and develop a sense of comfort before ultimately expressing their sexuality to their teammates. Transitioning teams opened up new spaces, sometimes awkwardly, to learn about each other. Both inclusive and transitioning teams created spaces where diverse sexualities were supported, expected, and ultimately normalized. While all of the LB athletes in this study were open about their sexuality and were accepted by most of their teammates, this was not always free of complications. It was a joint effort among heterosexual and LB athletes to support and sustain inclusion. The inevitable bumps along the journey were mutually navigated leading to enhanced understanding, open communication, and ultimately productive team climates

SYM-07C

CLOSING IN ... BUT, NOT THERE YET! STRATEGIES FOR CONTINUED PROGRESS

Heather Barber, University of New Hampshire, USA

Anecdotal evidence and recent research, including the data presented in this symposium, point to changes in attitudes and behaviors toward and within LBT athletes over the past decade.

While much progress has been made, it is important to continue to move forward by identifying strategies for sport psychology consultants, coaches, and athletes. Sport psychology consultants are often called upon to assist in the development of positive team cultures. Understanding the existing culture, whether inclusive or transitioning, will dictate strategies moving forward. For those teams with an inclusive culture, the challenge is to assist athletes and coaches in sustaining and owning the culture. Modeling a successful culture can occur in several ways. Creating video posts by coaches and athletes (e.g., You Can Play videos) (Krane & Symons, 2014), exposing prospective student-athletes and parents to the welcoming and inclusive team culture, and helping athletes recognize that success is facilitated when team members can be themselves are all strategies that sustain a culture. For teams that are transitioning, strategies for coaches and athletes are often less overt and yet equally important. First, it is critical that sport psychology consultants help coaches and athletes understand that moving to an inclusive climate is a performance issue. Coaches and athletes can create superordinate team goals that focus on performance and recognize the contributions that all members make to those goals (Barber & Krane 2005; Krane & Kaus, 2014). In addition, coaches can support athletes as they negotiate their identities by providing tangible and visible support such as Safe Zone stickers on office doors and locker room doors or suggesting participation in campus activities surrounding diversity initiatives. Finally, athletes can initiate culture conversations regarding team values and behavior that will assist in their success.

SYM-08

LIFE SKILL DEVELOPMENT THROUGH SPORT IN WALES

*Rich Neil, Cardiff Metropolitan University, UK;
Hamish Cox, Cardiff Metropolitan University, UK;
Ceri Bowley, Cardiff Metropolitan University, UK;
Charlotte Williams, Cardiff Metropolitan University, UK;
Toby Nichols, Cardiff Metropolitan University, UK;
Brendan Croyley, Cardiff Metropolitan University, UK;
Jon Oliver, Cardiff Metropolitan University, UK;
Tim Woodman, Bangor University, UK;
Ian Mitchell, Swansea City Football Club, UK*

Study into life skill development through sport has increased in recent years, with researchers beginning to evidence the transfer of skills nurtured through sport to other walks of life (Jones, 2012). The aim of this symposium is to provide insight into a number of programs set up by researchers at Cardiff Metropolitan University in collaboration with sporting institutions that aimed to support the development of life skills through sport. The first presentation gives insight into the collaboration with Carmarthen Golf club to develop PasSPORT for life (www.passport4life.co.uk), a resiliency related, life skills intervention for adolescents through sport – in this case golf. The second presentation offers an overview of the development of a coach education program in collaboration with the Welsh Football Trust that aims to work with coaches during formal training to integrate life skill development during soccer practice. The third presentation introduces LiveSMART, a 5-year program that aims to develop the life skills of 8-12 year olds within the Golf Union of Wales' Coaching Centers. The final presentation discusses the support for coaches accredited by the Golf Union of Wales to deliver their Coaching Centers initiative – with a particular focus on supporting their implementation of LiveSMART. Collectively, these programs have evidenced the value of systematic approaches to practice that introduce, develop,

and facilitate the transfer of life skills through sport. This has been achieved through explicit consideration of the role of the sporting context, the importance of the coach, and the holistic development of young people. Consequently, these programs support growing calls for sporting programs to be based upon the key principles of positive youth development. Importantly, time will be allocated for questions and recommendations from the delegates in attendance.

SYM-08A

PASSPORT FOR LIFE: DEVELOPING ADOLESCENT RESILIENCY AND LIFE SKILLS THROUGH SPORT

*Hamish Cox, Cardiff Metropolitan University, UK;
Rich Neil, Cardiff Metropolitan University, UK;
Jon Oliver, Cardiff Metropolitan University, UK*

The need for adolescents to foster skills and strategies to thrive within their current and subsequent environments has prompted researchers, coaches, and practitioners to explore the role that sport can play in developing life skills (Lerner et al., 2006). The aim of this presentation is to provide insight into the findings of a life skills intervention that utilises golf as a vehicle for learning within adolescents. Following a pilot process, the 16-hour intervention was developed utilising Gould and Carson's (2008) model of coaching life skills through sport to provide a structured programme that focuses on transferability of psychosocial developmental assets. Cognitive, behavioural, and intrapersonal skills associated with resilience and the ability to overcome adversity were targeted to cultivate participants' coping strategies. Results from the Youth Life Skills Scale (Cauthen, 2012) and the Adolescent Resilience Questionnaire (Gartland et al., 2011) will be presented alongside a content analysis of participant focus groups, providing a mixed-method evaluation of the programme effectiveness. The intervention process will be discussed via an auto-ethnographical approach that explores the challenges encountered with educational school-based programmes involving non-athletes. Recommendations to applied practitioners and researchers alike will be discussed highlighting the implications in engaging adolescents within an alternative learning environment.

SYM-08B

A COLLABORATIVE APPROACH TO COACHING RESILIENCY RELATED LIFE SKILLS WITHIN FOOTBALL: THE ROLE OF THE COACH

*Ceri Bowley, Cardiff Metropolitan University, UK;
Brendan Cropley, Cardiff Metropolitan University, UK;
Rich Neil, Cardiff Metropolitan University, UK*

The need for adolescents to foster skills and strategies to thrive within their current and subsequent environments has prompted researchers, coaches, and practitioners to explore the role that sport can play in developing life skills (Lerner et al., 2006). The aim of this presentation is to provide insight into the findings of a life skills intervention that utilises golf as a vehicle for learning within adolescents. Following a pilot process, the 16-hour intervention was developed utilising Gould and Carson's (2008) model of coaching life skills through sport to provide a structured programme that focuses on transferability of psychosocial developmental assets. Cognitive, behavioural, and intrapersonal skills associated with resilience and the ability to overcome adversity were

targeted to cultivate participants' coping strategies. Results from the Youth Life Skills Scale (Cauthen, 2012) and the Adolescent Resilience Questionnaire (Gartland et al., 2011) will be presented alongside a content analysis of participant focus groups, providing a mixed-method evaluation of the programme effectiveness. The intervention process will be discussed via an auto-ethnographical approach that explores the challenges encountered with educational school-based programmes involving non-athletes. Recommendations to applied practitioners and researchers alike will be discussed highlighting the implications in engaging adolescents within an alternative learning environment.

SYM-08C

GOLF UNION OF WALES COACHING CENTRES: THE DEVELOPMENT AND IMPLEMENTATION OF LIVESMART'

*Charlotte Williams, Cardiff Metropolitan University, UK;
Rich Neil, Cardiff Metropolitan University, UK;
Brendan Cropley, Cardiff Metropolitan University, UK;
Tim Woodman, Bangor University, UK*

Two years ago the Golf Union of Wales (GUW) conceived their Coaching Centers, which are aimed at giving junior golfers from age 8-12 the opportunity to learn to play golf at GUW certified facilities under the expert tuition of a GUW accredited PGA Professional. The golfers develop under one of four pillars: 1) SwingSMART; 2) PlaySMART; 3) MoveSMART; and, 4) LiveSMART. This presentation gives insight into the LiveSMART pillar, which is being driven by Cardiff Metropolitan University. Specifically, it will give an overview of the 5-year program that attempts to use golf as a mechanism to develop life skills within young golfers. The life skills are developed through four key categories; Live Aware, Live in Control, Live as Yourself, and Live Positively. As the program progresses through the 5 years, the young golfers are encouraged to develop their levels of understanding and application of specific life skills that fall under the four categories. To facilitate the delivery of LiveSMART, professional coaches attend coach education workshops in order to develop their knowledge of, and delivery in, the area of life skill development. The understanding and transfer of life skills is measured through golfer log books, periodic reviews (every 6 weeks), coach and parent survey, selected interviews, and completion of the Well-being Process Questionnaire (Williams & Smith, 2012).

SYM-08D

GOLF UNION OF WALES COACHING CENTRES: A COACH SUPPORT PROGRAMME FOR DELIVERY OF COACHING CENTRE CONTENT

*Toby Nichols, Cardiff Metropolitan University, UK;
Brendan Cropley, Cardiff Metropolitan University, UK;
Rich Neil, Cardiff Metropolitan University, UK*

To support those professional coaches accredited by the Golf Union of Wales (GUW) to deliver the Coaching Centre content (e.g., LiveSMART) an investigation was conducted into their perceived training needs. The purpose of this presentation is to provide insight into this examination, which included an online survey (76% response rate from all golf professionals in Wales), follow-up interviews (n = 10), and the development of a CPD training program for coaches aimed at improving their confidence in, and the effectiveness of, their delivery within the GUW Coaching Centres. The findings indicated the

desire for coaches to move beyond the traditional 'content knowledge' largely advocated through coach education programs to a greater emphasis and need to develop skills associated with creating effective learning environments and positive coach/athlete relationships. In addition, coaches referred to the need to develop the attributes and attitudes associated with approaches to positive youth development. The subsequent training program has considered the use of different approaches to pedagogy (e.g., problem-based learning, reflective practice, mentoring) as a way of engaging coaches in the non-traditional content. Further, the potential of blended learning approaches to coach development that utilize modern technologies have been explored.

SYM-09

COMMUNITY ENGAGED YOUTH DEVELOPMENT RESEARCH: BUILDING PARTNERSHIPS TO PROMOTE ACTION RESEARCH

William Massey, Concordia University Wisconsin, USA;
Laura Hayden, University of Massachusetts Boston, USA;
Meredith Whitley, Adelphi University, USA;
Lindsey Blom, Ball State University, USA;
Amy Cook, University of Massachusetts Boston, USA;
Megan Holliday, Concordia University Wisconsin, USA;
Akanimo Akpan, Ball State University, USA;
Courtney Fisher-Hess, University of Wisconsin-Milwaukee, USA;
Lawrence Gerstein, Ball State University, USA;
Megan Babkes Stellino, University of Northern Colorado, USA

Despite calls for an integrated approach to research and practice in sport psychology, there is a tendency for researchers and practitioners to operate in isolation of one another, thereby limiting the potential impact that can be reached. Taking a community-based participatory (CBP) approach to research and programming enables academics to adopt a scientist-practitioner model where they engage in a collaborative, cooperative process with community partners. The purpose of this symposium is two-fold. First, presenters will describe the process of engaging community partners, developing collaborative programs, and the co-creation of research methods between researchers and practitioners. Second, results of the aforementioned research projects will be presented with a discussion on how data can be used to inform and improve future programming. The first presentation will focus on collaborations between a K-5 urban school and a university counseling program, with data presented on literacy skill development through dance among Latina youth. The second presentation will explore collaborations between a large urban school district, a national non-profit, and a university research team to examine the impact of a recess intervention program on school climate, as well as implementation drivers for positive change. The third presentation will focus on a CBP approach to the design, implementation, and evaluation of a sport-based youth development program serving middle school youth in New York City. Data from interviews, surveys, reflexivity sheets, and observations will also be presented, with an emphasis on the benefits community engagement, particularly when collaborating with youth from underserved communities. The fourth presentation will highlight two specific positive youth development through sport programs: an after-school sport for leadership program and a supplemental values-based program for recreational sport leagues, with a focus on the development of the programs, issues related to identifying community partners, collaborating with administration and school staff, and research designs.

SYM-09A

IT TAKES A VILLAGE: EXPLORING THE PROCESS AND OUTCOME OF A UNIVERSITY-SCHOOL PARTNERSHIP DESIGNED TO PROMOTE LITERACY THROUGH PHYSICAL ACTIVITY AMONG URBAN LATINA YOUTH

Laura Hayden, University of Massachusetts Boston, USA;
Amy Cook, University of Massachusetts Boston, USA

Researchers suggest that a comprehensive approach to school reform may be most effective in closing the achievement gap that exists between Latino students and their White non-Latino counterparts. That is, when implementing changes aimed at improving academic achievement, it behooves researchers and practitioners to include all relevant stakeholders, such as teachers, administrators, parents, students, support staff, and community members. In this presentation, we describe how we initiated, implemented, and sustained a community partnership with a K-5 urban school and a university counseling graduate program, through the framework of Bryan and Henry's school-family-partnership process model. This collaboration has provided an opportunity to empirically explore the effectiveness of using dance to promote academic success among Latina/o youth. Through piloting a culturally sensitive intervention using Hellison's personal and social responsibility model, a model designed to develop responsibilities through physical activity to be transferred to other domains, we hypothesized that integrating dance and Latino literature would facilitate growth in literacy skills. Twenty fifth-grade Latina students participated in the study. Through random assignment, 10 students engaged in the 18-week group curriculum, and 10 students attended a social studies class serving as the control. Results indicate a significant improvement in literacy grades for students engaging in the group intervention ($z = -2.371$, $p = .018$, $r = -.56$), whereas no improvement was observed for control participants ($p = .529$). Findings suggest the benefit of implementing a culturally sensitive intervention that integrates dance and Latino literature to promote literacy skill development among Latina students.

SYM-09B

BUILDING COMMUNITY PARTNERS TO EVALUATE THE IMPACT OF ORGANIZED PLAY IN LOW-INCOME URBAN ELEMENTARY SCHOOLS

William Massey, Concordia University Wisconsin, USA;
Megan Holliday, Concordia University Wisconsin, USA;
Courtney Fisher-Hess, University of Wisconsin-Milwaukee, USA;
Megan Babkes Stellino, University of Northern Colorado, USA

Recess is an important avenue through which children can engage in physical activity and play to acquire the physical and socio-emotional skills needed for success in multiple life domains (Robert Wood Johnson Foundation [RWJF], 2007). While it is necessary to ensure children have equal access to this opportunity, research findings have demonstrated that vulnerable children have less access to recess than their more advantaged counterparts (Barros et al., 2009, RWJF, 2007). The purpose of this study was to explore the impact of Playworks – a national non-profit organization whose vision is to provide an environment in which children will have access to play that creates valuable opportunities to grow cognitively, physically, emotionally, and socially – in three schools from a large urban school district in which 82% of students qualify for free or reduced lunch. The presentation will include a focus on the opportunities, and challenges, involved in co-designing evaluation methods that met the goals of both Playworks and

the large urban school district where the project occurred. Issues associated with gaining access, garnering support with administration and school staff, identifying mutual objectives, as well as developing a multi-faceted (e.g., playground and classroom observations, surveys, focus groups, interviews) research protocol will specifically be highlighted. Initial results suggest that the implementation of Playworks facilitated positive changes in the quantity, and quality, of adult-student playground interactions; increased levels of physical activity; and reduced the number of playground conflicts. Specifically mean frequency counts of adult initiated encouragement and youth engagement in physical activity increased, while adult initiated punishment and peer-to-peer physical altercations decreased across time in the Playworks program, and in comparison to a demographically matched non-Playworks school. Implications related to contextual factors (i.e., school climate, teacher engagement, youth leadership) that played a role in differences noted across schools will be discussed.

SYM-09C

TAKING A COMMUNITY-BASED PARTICIPATORY APPROACH TO THE DESIGN, IMPLEMENTATION, AND EVALUATION OF A SPORT-BASED YOUTH DEVELOPMENT PROGRAM IN NEW YORK CITY

Meredith Whitley, Adelphi University, USA;
William Massey, Concordia University Wisconsin, USA

Given the developmental risk factors and health issues affecting the positive development of youth in underserved communities (Aisenberg & Herrenkohl, 2008; Liu, 2011; Morello-Frosch, Zuk, Jerrett, Shamasunder, & Kyle, 2011), development programs have been created to teach life skills and empower underserved youth (Graves, Sentner, Workman, & Mackey, 2011; Taussig & Culhane, 2010), with an increasing trend towards sport-based youth development (SBYD) programs. However, many of these programs are designed, implemented, and evaluated by practitioners, academics, and other relevant stakeholders in isolation. To counteract this trend toward isolation, we took a community-based participatory approach to the design, implementation, and evaluation of an SBYD program serving middle school youth from an underserved community in Queens, NY. By embracing a collaborative mindset, we experienced equitable decision-making power and ownership that prioritized co-learning and co-creation of mutually beneficial knowledge (Castleden, Garvin, & Huu-ay-aht, 2008). In this presentation, we will explore the process of developing and sustaining our partnership with a community-based organization, with a particular focus on the keys to success, challenges faced, and lessons learned. Additionally, the design, implementation, and evaluation of the SBYD program will be presented as it relates to the community-based approach taken and the Teaching Personal and Social Responsibility Model (Hellison, 2011) that guided this collaborative effort. Program evaluation findings were determined via: (a) pre- and post-program interviews with program leaders (i.e., community partner leaders, university student leaders, professor); (b) post-program interviews with program participants (i.e., middle school youth); (c) pre- and post-program surveys with program participants; (d) program observations by an external evaluator; and (e) weekly post-session reflexivity sheets from all program participants and leaders. Program evaluation findings highlight the benefits of taking a community-based participatory approach to the design, implementation, and evaluation of SBYD programs, particularly when serving youth from underserved communities.

SYM-09D

POSITIVE YOUTH DEVELOPMENT THROUGH SPORT PROGRAMS: A COLLABORATIVE EFFORT

Lindsey Blom, Ball State University, USA;
Akanimo Akpan, Ball State University, USA;
Lawrence Gerstein, Ball State University, USA

Côté and Fraser-Thomas (2007) discussed three potential important objectives of youth sport: a) opportunities to be physically active, b) opportunities for life skill development, and c) the learning of motor skills. However, Côté, Strachan, and Fraser-Thomas (2008) go on to say that youth sport programs are not regularly meeting these objectives. The purpose of this presentation is to highlight two specific programs that were designed to be more deliberate in developing youth through sport and the process of collaboration and program evaluation. More specifically, issues related to identifying community partners, collaborating with administration and school staff, as well as developing research protocols will be discussed. The first program is the Values Through Sport (VTS) program, which is a value-based curriculum that can be infused into the sport-specific framework of a youth sport organization. VTS focuses on five values, with specific activities designed to be included for a few minutes each practice. As part of the piloting procedures, we investigate the use of the program with a local youth dance academy students. While statistically significant findings were not found for pre-post changes on coaching climate or teaching style; dancers reported increased discussion of the values and related concepts. The second program is an after-school program that utilized physical activity as teaching tools for developing positive values, social competencies, and sportspersonship related to peaceful living in fourth and fifth graders. Data were collected both prior to and at the close of the program via a sportspersonship survey and a conflict resolution scale, with trends supporting increases in participants' use of functional conflict resolution skills and their respect for the social conventions found in sport. Findings from both programs support continued efforts in the fields of sport for peace and positive youth development. Implications and future programming recommendations will be discussed.

SYM-10

SIGNATURE SPORT PSYCHOLOGY TECHNIQUES THAT LINK THEORY AND PRACTICE

Angus Mugford, IMG Performance, USA;
Duncan Simpson, Barry University, USA;
Cecilia Clark, Cleveland Indians, USA;
Cindra Kamphoff, Minnesota State University, USA;
Traci Statler, Cal State Fullerton, USA

In our professional practice as sport psychology consultants, we use a variety of techniques and activities to help clients integrate mental skills into physical practice. Each year at the AASP Conference, individuals attend multiple presentations to build on the repertoire of strategies they use when working with clients. While many innovative ideas are presented, the theoretical foundations from which they are derived are not always acknowledged. This has become a critical issue within the organization because it increases the likelihood of our practice seeming like a "bag of tricks" or gimmicks. The purpose of this symposium is to bridge the gap between theory and practice and to provide the audience with several mental training techniques in one session. Specifically, four experienced consultants will share the techniques they have

share with a variety of client populations including Olympic athletes, NCAA collegiate athletics, Major League Baseball (MLB), military personnel and also coaches and parents. An overview of the theoretical basis from which it emerged will be discussed and the technique will be demonstrated. The first presenter shares a theory-based use of pre-performance routines, with the flexibility to apply across sports and individuals. The second presenter discusses the impact of periodization of mental skills training in a professional sport setting. The third presenter discusses the power of story in order to connect powerful messages to student-athletes. The final presentation looks at sharing a 5-question approach for effective performance planning for elite level performers. Each presenter will share practical applications and insights that aim to progress discussion for both 'art' and 'science' of applied sport psychology.

SYM-10A

WE ARE WHAT WE REPEATEDLY DO: RE-THINKING ROUTINES

Duncan Simpson, Barry University, USA

The moments prior to skill execution are crucial in deciding whether a performer achieves a peak performance state (Boutcher, 1990). During this critical time researchers have advocated the use of a pre-performance routine (PPR; Boutcher, 1990; 1992; Lobmeyer & Wasserman, 1986; Lidor & Tenebaum, 1993). A PPR is a "sequence of task-relevant thoughts and actions which an athlete engages in systematically prior to his or her performance of a specific skill" (Moran, 1996, p.177). PPR's have been shown to have a beneficial effect on performance (Boutcher & Crews, 1987; Lobmeyer & Wasserman, 1986) which has perhaps prompted its widespread use. The popularity and use of PPR's is evident at all levels and types of sports while consultants commonly teach PPR to athletes and teams. Researchers investigating the nature of PPR suggest athletes use a range of psychological strategies depending on the specific requirements and demands of the performance and that each PPR should be individualized (Cotterill, Sander, & Collins, 2010). Therefore, the purpose of this signature technique will be to propose a theoretical-based PPR that can be individualized and applied to virtually any sport. While the basic tenets of this signature technique remain stable it simultaneously allows for maximum flexibility and individual differences.

SYM-10B

THE IMPORTANCE OF PACKAGING AND MAKING THIS STUFF WORK

Cecilia Clark, Cleveland Indians, USA

As the applied opportunities in the field of sport psychology grow, two questions from coaches seem to stay the same; what exactly do you plan to do with my athletes and how do mental skills work? Our response to these questions either creates understanding and trust or can create confusion and end an opportunity. Having a tangible, clear and systematic way to propose training athletes is important. Understanding and fostering the collaboration between human performance specialists through integrating mental, with physical and technical training elements can help both buy in, but also successful application. Holiday et al. (2008), explored the concept of periodizing mental skills training (MST), much in the way that physical and technical training is often designed.

This session shares a "signature technique" for consultants to develop a context specific periodized MST framework, that can maximize buy in and create a structure for successful mental skills development. Taking from MST experience in a military setting as well as in professional sport the presenter will introduce major concepts important for systematic and periodized integration. An important component for periodization is to develop an understanding of the training environment and decision making process (Boyd, 1976). Having this context and being able to integrate MST into an existing structure, you can remove many of the barriers to training, such as access to resources and time, as well as perceived stigmas or reluctance to engage in mental training. The presenter will give specific examples of periodization and integration in both the military and professional sports setting, providing further suggestions and insights relevant to practitioners and researchers in applied performance psychology.

SYM-10C

THE POWER OF STORY: IMPLEMENTING STRATEGIES FROM THE PUBLIC SPEAKING PROFESSION IN OUR WORK WITH TEAMS AND GROUPS

Cindra Kamphoff, Minnesota State University, USA

When working with a team or group, many times athletes and coaches evaluate our success as consultants by our ability to engage the audience. Anderson, Miles, Robinson and Mahoney (2004) reported that one way athletes evaluated their consultant's overall effectiveness was their ability to present information well, have good presentation skills, and make sport psychology fun. If we are stale and boring in our delivery, it can make it difficult to connect with the audience and engage them in the sport psychology concepts that can make a difference. For consultants who work with youth, high school or college athletes or performers, "Edutainment" which is both educating and entertaining your clients, is essential key to success (Gause, 2005; Smark & Csapo, 2007). To make our workshops and other presentations come alive, we can rely on strategies and tips available in the public speaking profession (Ailes, 1995; National Speakers Association, 2014; Smith, 2012; Valentine & Meyerson, 2009). Specifically, authors have described the importance of storytelling and using your personal story to engage the audience (Carter, 2013; Gallo, 2014; Smith, 2012). For example, Smith (2012) described reasons to lead with a story including that stories appeal to all types of learners and stories show respect for the audience. In addition, our personal story can be used in the media to market our services and introduce sport psychology to the public. The presenter will share tips and strategies she learned through her public speaking training with the National Speakers Association. Specifically, the dos and don'ts of masterful speaking, how to keep your audience engaged and inspired, and how to turn your ideas into captivating talks or workshops will be discussed.

SYM-10D

THE PERFORMANCE GUT-CHECK: A 5-POINT APPROACH FOR EFFECTIVE PERFORMANCE PLANNING

Traci Statler, Cal State Fullerton, USA

As the literature in sport and performance psychology has grown more prolific over the last 40 years, researchers, theorists and practitioners have generated a myriad of models,

theories and procedures for addressing and improving specific elements of the “mental game” (Gould & Carson, 2007). Practicing sport psychologists and performance enhancement consultants have been able to take these and blend them together in an alchemistic way to create educational models and interventions that are specific to the performance populations with which they work, fit within a specific performance culture, and address common issues for that clientele. A perpetual challenge for practitioners however is how to effectively communicate these interventions, which we know can make a difference to performance, so that they resonate, or “stick” with the performers (Heath & Heath, 2007). This segment will address one “technique” for addressing common pitfalls within 5 thematic areas of performance maximization in a clear, concise and “sticky” way. This session will show how one sport psychology practitioner “alchemistically” blends, 1) the importance of having a vision or mission to guide you (Statler, 2007), 2) the influence of commitment levels on performance (Vernacchia, 2003), 3) effective goal setting and performance planning (Roberts & Christiansen, 2011), 4) realistic performance evaluation (Gould & Eklund, 1991), and 5) effective contingency planning, in a “sticky” model that can be easily understood and remembered by performers and coaches, as well as have a lasting impact on performance. Throughout the presentation, the author will share suggestions for appropriate and effective placement of this tool and additionally provide real-world examples of how she uses this in her practice with elite level performers.

SYM-11
**REDEFINING ABILITY:
A MULTIDIMENSIONAL ANALYSIS
OF THE INTERSECTION OF
DISABILITY AND SPORT PSYCHOLOGY**

Amanda Leibovitz, Adler School of Professional Psychology, USA;

Jeffrey Martin, Wayne State University, USA;

Angel Brutus, Synergistic Solutions, LLC, USA;

Leeja Carter, Long Island University – Brooklyn, USA



Participation in sport and physical activity helps individuals with disabilities feel capable of managing their disability, autonomous and in control of their lives, and physically and psychologically stronger (Guthrie, 1999; Kasser, 2009). Competitive athletes with disabilities face challenges similar to those of able-bodied athletes, including the need to maximize their mental skills to enhance performance (Martin, 2012), balancing academics and sport at the collegiate level (Comeaux, Speer, Taustine, & Harrison, 2011), navigating gender inequality (Woods, 2011), and being sensationalized by the media (Liddiard, 2014).

Sport psychology consultants (SPCs) play a key role in assisting athletes of all ability levels while respecting the rights and culture of the athlete. A primary goal of the “Disability Sport and Exercise (DSE)” special interest group (SIG) is to increase awareness of issues affecting individuals with physical, cognitive, and sensory disabilities, with this DSE SIG and “Women in Sport (WIS)” SIG co-sponsored symposium providing a multidimensional exploration of the experiences of athletes with disabilities. This symposium will address current disability sport psychology research, provide resources to inform applied work with athletes with physical disabilities and learning disabilities, and enhance understanding of the media’s influence over social perceptions of athletes with disabilities.

The first presentation will review current research on performance enhancement for athletes with physical disabilities and provide future directions for research in sport psychology. The second presentation will address the experiences of intercollegiate athletes with learning disabilities and provide resources to assist SPCs to understanding athletes’ “hidden” disabilities. The third presentation will provide an analysis of the challenges and benefits female athletes with disabilities experience when participating in a co-ed sport. The fourth presentation will describe the media’s use of “inspiration porn” to promote ableism at the expense of those with disabilities.

SYM-11A
**PSYCHOSOCIAL DETERMINANTS OF ELITE DISABILITY
SPORT PERFORMANCE**

Jeffrey Martin, Wayne State University, USA

In the last 10–20 years sport psychologists have started to emphasize the value of mental strengths such as self-confidence and anxiety management for disability sport athletes (Martin, 2012). The pinnacle of disability sport competition, the Paralympics, is becoming increasingly competitive, suggesting a strong need for athletes to possess effective mental skills. Like the Olympics there is intense pressure to win at the Paralympics. In the current presentation I present and discuss the body of knowledge in sport psychology that focuses on potential direct and indirect determinants of performance in elite disability sport. My presentation is organized around a personnel developmental model developed and added to (Martin, 1999, 2005, 2012) over the last 15 years. The model is a humanistic developmental model and revolves around foundation qualities, psychological methods and skills, and facilitative and debilitating factors. The premise of the model, particularly for the Paralympics, is similar to McCann’s sentiment that “at the Olympics, everything is a performance issue” (2008, p. 267). I conclude with future research directions and some brief information on the Paralympic Research and Sports Science Consortium (PRSSC) and how it serves as a mechanism for conducting, collaboration, and dissemination of research with U.S.A. Paralympians.

SYM-11B
**STUDENT, ATHLETE, AND “JOCK”:
UNDERSTANDING WAYS TO SUPPORT
STUDENT-ATHLETES WITH LEARNING DISABILITIES**

Angel Brutus, Synergistic Solutions, LLC, USA



Collegiate athletes deal with performance burdens in at least two different achievement domains: academics and sport (Fishman, 2012; Owens & Massey, 2011). Negotiating the intersections of being a student and an athlete potentially produces role conflict thereby forcing players to invest more in one identity and sacrifice the other (Comeaux, Speer, Taustine & Harrison, 2011). Student-athletes are often faced with misjudgments held by peers and instructors as being unmotivated academically due to effects of stereotype threat, a fear of doing something that unintentionally confirms group stereotype (Comeaux, 2012; Fishman, 2012; Steele, 2002; Stone, 2012). One of the many consequences of stereotype threat is distancing oneself from the stereotyped group in an attempt to avoid endorsing negative characterizations based on cumulative exposure to microaggressions (Baker-Ravio, 2014; Fishman, 2012; Miller, 2009; Owens & Massey, 2011;

Parham, 2009). Therefore, student-athletes who suspect the presence of a learning disability become hesitant in demonstrating help-seeking behaviors in order to escape confirmation of multiple prevailing stereotypes regarding academic inferiority and affiliation with being perceived as a “dumb jock” (Fishman, 2012; Miller, 2009). The presenter discusses the prevalence of learning disabilities within the intercollegiate population and gives attendees resources to further increase awareness of the functional limitations associated with a variety of “hidden” disabilities in an effort to combat the effects of stereotype threat many clients endure.

SYM-11C

TWO CAN PLAY THAT GAME: THE EXPERIENCES OF WOMEN WHEELCHAIR RUGBY ATHLETES

Leeja Carter, Long Island University – Brooklyn, USA

Physical activity promotes mental health, helps one feel independent, assists with managing the symptoms related to disability, and provides a supportive community of mentorship (Kasser, 2009) for persons with disabilities. Participating in wheelchair rugby can provide persons with disabilities numerous psychological, rehabilitative, and sport-specific benefits such as: mentorship, community affiliation, increased levels of physical awareness, psychological rehabilitation, and participation in both competitive and non-competitive sport. Wheelchair rugby is a growing sport yet primarily male dominated with the experiences of women wheelchair rugby players rarely reviewed. As such, the presenter will review findings from an observational study exploring the experiences of a female wheelchair rugby athlete who was transitioning to the sport of wheelchair rugby while rehabilitating a severe spinal cord injury. Findings include an analysis of the female athlete's experiences participating in a male dominated sport, challenges experienced participating in a coed sport, benefits of such sport participation, and recommendations for entering into wheelchair rugby as a female athlete. Such findings provide sport and exercise psychology practitioner's insight into the challenges and benefits disabled female athletes face when participating in male dominated sport.

SYM-11D

DISABILITY IN THE MEDIA: THE CATCH-22 OF “INSPIRATION PORN” ON SOCIAL PERCEPTIONS OF DISABILITY

Amanda Leibovitz, Adler School of Professional Psychology, USA

During the Sochi Paralympic Games in 2014, the National Broadcasting Company (NBC) and National Broadcasting Company Sports News (NBCSN) aired a record-breaking 52 hours of coverage (International Paralympic Committee, IPC, 2014). Compared to the five and a half hours of NBC's airtime dedicated to the London Paralympic Games in 2012, this appears to be a step in the right direction toward equality (Sherman, 2012). The rise in visibility in news and popular media reflects the increasing interest and participation in adaptive sport in the United States and the growing number of athletes competing at the elite level (IPC, 2014).

The increasing visibility of individuals with disabilities on television and social media rallies public support for the Paralympics, the Special Olympics, and school and

community-based adaptive sport programs (Woods, 2011). However, the ways in which athletes with disabilities are represented in the media both sensationalizes and objectifies disability in support of hegemonic values (Liddiard, 2014; Young, 2014). The term “inspiration porn” refers to the ableist images of disability that typically represent a person with a disability in one of two ways: 1) as “inspiring” because he or she is doing an everyday activity, or 2) relying on disability in order to inspire or affect the behaviors and attitudes of the audience (Liddiard, 2014).

Considering the rise in participation and growing public interest in adaptive sport programs, sport psychology consultants should be familiar with the impact of the media on social perceptions of athletes with disabilities. The presenter aims to explore the positive and negative implications of “inspiration porn” with the intention of inspiring sport psychology consultants to question and enhance their understanding of disability in sport.

SYM-12

TEACHING SIG SYMPOSIUM: BEST TEACHING STRATEGIES FROM FORMING TO ADJOURNING

Tami Eggleston, McKendree University, USA;

Alan Kornspan, University of Akron, USA;

Bruce Klonsky, The State University of New York at Fredonia, USA;

Amber Shipherd, Eastern Illinois University, USA;

John Coumbe-Lilley, University of Illinois at Chicago, USA

The objective of this engaging symposium is to share best practices in teaching theory, pedagogical research, and creative applications and classroom strategies. The AASP Teaching SIG has been active and involved in the AASP organization and conference for many years. The overall goal with the Teaching SIG Symposium is to share teaching theories (e.g., Ambrose, 2010) and specific classroom activities that can be easily replicated and generalized for others to use primarily in the classroom but many of the activities may be useful to sport psychology consulting with teams. The presenters will share the teaching theory, the specific classroom application, and results/or research related to their strategy. The symposium and activities will be organized around Tuckman's (1965) research on the stages that a group goes through to become a team (e.g., forming-performing):

Form: Teaching strategies for the first day of classes (e.g., sport psychology BINGO!)

Storm: Teaching best practices for building class cohesion (e.g., Role “Roll” Playing)

Norm: Guidelines for effectively managing a class (e.g., Social Media)

Perform: Engaging activities such as using field based interviews to compare practice against theory

Adjourn: Finishing strong is important in sports and teaching. We will end with a brief discussion about final team based exams.

All participants will leave with some valuable teaching strategies and inspiration to make their sport psychology classes extraordinary from start to finish!

Ambrose, S. A. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass Higher and Adult Education.



Chickering, A., & Gamson, Z. (1987). *Seven principles of good practice in undergraduate education*. AAHE Bulletin, 39, 3-7.

Tuckman, B.W. (1965). *Developmental sequence in small groups*, *Psychological Bulletin*, 63, 384-399.

SYM-12A

FORMING AND LETTING STUDENTS KNOW HOW MUCH YOU CARE: USING INTERACTIVE ACTIVITIES TO COMMENCE A SPORT PSYCHOLOGY COURSE

Alan Kornspan, University of Akron, USA

Many years ago, Tuckman (1965) developed the linear theory of team/group development. He suggested that the development of a team included the following four main stages: Forming, Storming, Norming, and Performing (Tuckman, 1965). In utilizing this theory, sport psychology instructors have incorporated this conceptual framework into course development (Eggleston, 2007). For instance, sport psychology instructors often state, "Students don't care how much you know, until they know much you care." One way for an instructor to convey this message is to deliver activities which allow the sport psychology class to form in a positive manner (Eggleston & Smith, 2005). Thus, the purpose of this presentation is to offer interactive instructional ideas and strategies that sport psychology instructors can utilize when beginning their course. First, various activities including, sport psychology bingo, the communication circle, sport psychology pre-tests, and the strongly agree/undecided/strongly disagree activity will be demonstrated. This will then be followed by explaining how technology can be used during the forming stage of sport psychology instruction. Finally, information will be provided to aid sport psychology instructors on locating resources that can be utilized during the forming stage of a sport psychology course.

SYM-12B

STORMING AND ROLL PLAYING: AN ENERGIZING APPROACH TO TEACHING GROUP DYNAMICS CONCEPTS IN SPORT PSYCHOLOGY

Bruce Klonsky, The State University of New York at Fredonia, USA

Given the team context of many sports, group dynamics is a crucial topic in teaching the undergraduate Sport Psychology course (Widmeyer et al., 1993). Within group dynamics, a core process is cohesion. The primary objectives for understanding group cohesion involve learning about (a) how to assess task and social cohesion, (b) the factors affecting cohesion on athletic teams (e.g., group leadership), and (c) the relationship between cohesion and performance. Roll Playing is an energizing and enjoyable exercise that helps students to meet such objectives. The "classic" Roll Playing exercise (Weinstein & Goodman, 1980) exercise involves students sitting on the floor in a tight circle and passing a large ball (e.g., volleyball) from lap-to-lap without the use of hands. After learning the exercise rules, each person in the circle can take turns shouting out instructions like "reverse" to get the ball moving in a different way. The Roll Playing game can be further enhanced by using instructions such as slow motion, stop, and go. The game can be made more challenging by adding other balls (especially smaller ones) so that multiple balls have to be kept in motion. This activity requires teamwork, cooperation, and sensitivity to other members of the group. With moderate and

large classes, multiple groups of 10-15 students are employed to investigate how competition between groups affects the cooperation within groups. Following the Roll Playing exercise, students discuss how it can serve to assess and promote task and social cohesion. Students also learn how to employ rating scale (e.g., Sport Cohesiveness Questionnaire; Martens & Peterson, 1971) and sociometric measures of group cohesion. Team-building strategies (Carron & Spink, 1993; Janssen, 2002) are also highlighted in discussions of group cohesion. Roll Playing exercises have also been employed successfully in consulting with athletic teams and non-sport contexts (Weinstein & Goodman, 1980).

SYM-12C

E-NORMING: USING TECHNOLOGY AND SOCIAL MEDIA EFFECTIVELY IN THE COLLEGE CLASSROOM

Amber Shipherd, Eastern Illinois University, USA

Social media has become commonplace in today's world. Social networking sites like Facebook and Twitter are being used on an everyday basis by millions of users and are some of the most frequently browsed sites on the internet (Watson & Halbrook, 2014). Most of today's college students belong to "Generation iY," a generation tied to their mobile devices and social media, with a limited attention span, and who expects teachers to double as entertainers (Elmore, 2010; Levine & Dean, 2012). Incorporating technology and social media in the college classroom is a hotly debated topic (see Sana, Weston, & Cepeda, 2013), but even those in support of technology in the classroom agree that technology and social media should be integrated purposefully and selectively to be most effective. The purpose of this presentation is to share examples, guided by Fink's (2003) Taxonomy of Significant Learning, for how to incorporate several different types of technology and social media into the college classroom. Specifically, attendees will leave with knowledge of how to use technology and social media in the college classroom to: (1) perform a check for understanding, (2) engage students, especially those who are more quiet, and (3) connect stories in the media with course content to make concepts more tangible and allow students to see how the topics are applied. Qualitative feedback from both undergraduate and graduate students will be shared as well.

SYM-12D

PERFORMING: USING FIELD BASED INTERVIEWS BY STUDENTS STUDYING HEALTH COACHING TO COMPARE PRACTICE AGAINST THEORY

John Coumbe-Lilley, University of Illinois at Chicago, USA

According to Bloom's revised taxonomy (Krathwohl, 2002), student learning concentrating on analyzing and evaluating a specific phenomenon demonstrates higher levels of cognitive understanding and deeper factual knowledge. Field based interviews conducted by students to compare theory learned in the classroom with practice in the field can be used to help students make meaning from direct experience with professionals in the field (Kolb, 1984; Itin, 1999). Research by Cornell, Johnson and Schwartz (2013) indicates the use of structured interviews help students internalize concepts, recognize consistencies and discrepancies between concepts and practices. This presentation will show 1) how a class of 74 students were formed into groups to conduct field based semi-structured interviews, 2) introduced to grounded theory

research approaches, 3) prepared to conduct the interviews, 4) guided through a content analysis process to develop their own understanding of the theory and field approaches to health coaching and 5) coached to communicate their findings. The teaching tools used for this project will be shared with attendees.

SYM-13

FROM THE FRONT OFFICE TO THE PLAYING FIELD: EXPLORING LEADERSHIP WITHIN SPORT TEAMS

Todd Loughhead, University of Windsor, Canada;
Jess Dixon, University of Windsor, Canada;
Gordon Bloom, McGill University, Canada;
Jeff Caron, McGill University, Canada;
Moe Machida, Juntendo University, Japan;
Ashley Duguay, University of Windsor, Canada;
Scott Rathwell, University of Ottawa, Canada;
Matt Hoffmann, University of Windsor, Canada;
Alexandra Saffran, University of Windsor, Canada

Leadership is a process whereby an individual influences others toward a common purpose (Northouse, 2012). The importance of leadership in sport is well documented with nearly 12,000 citations contained within the SPORTDiscus research database, dating back to 1889. Within a sport team context, leadership can occur at the executive, coach, and player levels. That is, everyone in the organization contributes to the leadership process. The purpose of this symposium is to examine leadership across various levels within sport teams. At the highest level, the general manager (GM) is responsible for crafting a long-term vision and assembling the personnel necessary to achieve success on the playing surface. The first presentation will explore the roles and responsibilities of the GM highlighting what limited information is known about this elusive group of sport leaders. Moving from the front office to behind the bench, the coaching staff is generally responsible for maximizing the performance and satisfaction of the athletes. The second presentation will identify the leadership behaviors required to be an effective coach. Further, this presentation will discuss the various factors that help coaches achieve team success. The third presentation will examine the under-researched position of the assistant coach. This presentation will explore how assistant coaches support the head coach, acquire coaching knowledge and expertise, and perform the pivotal function of athlete recruitment. The final two presentations will examine the leadership roles of the athletes. The fourth presentation in this symposium will provide a comprehensive review of the state of athlete leadership and suggest future directions in this area. The final presentation will explore the behaviors necessary to be an effective athlete leader and the importance of exhibiting these behaviors.

SYM-13A

GENERAL MANAGERS OF PROFESSIONAL SPORT TEAMS: THE ELUSIVE LEADERS

Jess Dixon, University of Windsor, Canada

Burns (1978) claimed that “leadership is one of the most observed and least understood phenomena on earth” (p. 2). Within the context of professional team sports, the General Manager (GM) provides the strategic direction and oversight

for all personnel-related matters, including the hiring and firing of coaches, and the selection (via the draft), promotion (or demotion), and acquisition (via trades) of players (Wong & Deubert, 2010). Yet, while research has been conducted on the leadership of athletes and coaches (e.g., Rathwell et al., 2014), relatively little is known about the leadership of club GMs. There are a number of valid explanations for this dearth in the literature. First, unlike athletes and coaches whose crafts are performed in public forums, thus lending themselves to scrutiny by media pundits, spectators, and researchers alike (Wolfe et al., 2005), the work of the GM is less clearly understood and often takes place behind closed doors (Wong & Deubert, 2010). Second, in contrast with the large numbers of people that comprise team playing rosters and coaching staffs, there is usually only one GM per club, thereby limiting the sample sizes necessary for the employment of predictive modelling techniques. Third, their impact on team performance (i.e., winning) is quite limited when compared to the athletes (Smart et al., 2008; Smart & Wolfe, 2003), as it is the players themselves who are responsible for the actions that take place on the field of play (Gerrard, 2001). Finally, not dissimilar from chief executive officers (CEOs) of Fortune 500 corporations, club GMs are not easily accessible by researchers, thereby limiting our understanding of these people to anecdotal claims and biographical sketches about their leadership. This presentation will reflect on what limited information is known about this elusive group of sport executives and highlight possible avenues for future research.

SYM-13B

EFFECTIVE COACH LEADERSHIP BEHAVIORS

Gordon Bloom, McGill University, Canada

Leadership has been cited as a vital component contributing to the achievement, personal satisfaction, and enhanced well-being of athletes (Chelladurai & Riemer, 1998; Dupuis, Bloom, & Loughhead, 2006). With respect to coach leadership, research at the youth and university levels has shown that coaches’ behaviors influenced the athletic, social, and personal development of their athletes (Smith & Smoll, 2002; Vallée & Bloom, 2005). Moreover, successful coaches adjusted their behaviors to meet environmental demands in order to maximize athlete satisfaction and performance (Chelladurai, 1993). The identification of these leadership behaviors have contributed to the understanding of expected and effective coach leader behaviors. The purpose of this presentation is to share the results of several ongoing empirical studies that have examined the leadership skills of successful coaches of elite sport teams. Coach leadership involves a number of factors, including but not limited to strong organizational skills, effective teaching skills, and creating and selling a clear vision for players to follow. Coaches’ achieve success by setting high performance goals and developing a healthy relationship with their players based on mutual respect, trust, communication, and care. Furthermore, effective coach leaders empower their players by involving them in the decision-making process, and by promoting player leadership both inside and outside of sport. These results should enhance the leadership knowledge of elite coaches by creating positive training and competitive environments for elite athletes around the world.

SYM-13C

LEADERSHIP CHARACTERISTICS AND BEHAVIORS OF THE ASSISTANT COACH IN ELITE SPORT

*Jeff Caron, McGill University, Canada;
Gordon Bloom, McGill University, Canada;
Scott Rathwell, University of Ottawa, Canada*

Much of the research on leadership in sport has focused on the responsibilities and behaviors of head coaches (Rathwell, Bloom, & Loughead, 2014). This is not surprising given that head coaches influence athlete satisfaction and team performance (Bloom, Falcão, & Caron, 2014). Some of the most successful head coaches have credited their own success to having a competent and loyal support staff. For example, legendary UCLA basketball head coach John Wooden (Nater & Gallimore, 2010) and former NFL head coach Brian Billick (Billick, 2001) said their assistant coaches were instrumental in designing and implementing effective practice plans and game-day strategies. Further, a recent empirical study from Rathwell and colleagues revealed that head coaches valued assistant coaches who were loyal and possessed the necessary leadership abilities to recruit, manage team units, and develop athletes. Despite this, little empirical attention has focused on the assistant coaching position (Gilbert, Rangeon, & Bruner, 2012). The purpose of this presentation is to provide an overview of the leadership characteristics and behaviors of assistant coaches in elite sport. Our empirical studies have shown that in addition to being involved in technical, physical, and tactical training elements, a large part of assistant coaches' roles and responsibilities include developing and implementing the team vision in conjunction with the head coach. They must also develop strong personal and professional relationships with their athletes, the head coach, and other members of the coaching staff. Finally, assistant coaches are heavily involved in the recruiting process of prospective athletes, which is particularly reliant on their ability to build and sustain relationships with athletes and their families. These results improve our understanding of the assistant coaching position in elite sport and offer insights on how they demonstrate effective leadership characteristics and behaviors.

SYM-13D

ATHLETE LEADERSHIP IN SPORT TEAMS: A REVIEW AND FUTURE DIRECTIONS

*Moe Machida, Juntendo University, Japan;
Todd Loughead, University of Windsor, Canada*

Athletes and coaches often identify leadership as a critical success factor for sport teams. Most of these studies, especially the earlier studies, have focused on coach leadership (e.g., Chelladurai & Saleh, 1980). Recently, researchers have started paying more attention to leadership in sport team that is exercised by athletes. Such leadership generally is defined as the interactional process through which particular athletes have significant influence on other teammates towards achieving common goals (e.g., Loughead et al., 2006; Price & Weiss, 2011). However, there is still a lack of integrated information regarding athlete leadership. The purposes of this presentation are (a) to review the past 40 years of research on athlete leadership in sport team by answering questions such as "What are the characteristics of athlete leaders?",

"What are the consequences of such leadership?", and "How do team members become effective athlete leaders?" and (b) to suggest the next steps for research in answering these critical questions regarding athlete leadership. We conducted a configurative systematic review following the seven stages of systematic reviews (Gough et al., 2012). We identified and reviewed 44 studies on athlete leadership. The results of this review highlight some of the popular theories utilized in this area of research (e.g., theory of formal structure, multidimensional model of leadership, role differentiation theory, transformational leadership theory) and how these findings relate to the characteristics, consequences, and development of athlete leadership. The current state of research on athlete leadership, gaps and inconsistencies in this literature, and potential future directions are presented. The characteristics and consequences of athlete leadership along with the methods of leadership development identified in past studies have significant implications to the practice of leadership in sport.

SYM-13E

FOLLOW MY LEAD: IDENTIFYING EFFECTIVE ATHLETE LEADERSHIP BEHAVIORS

*Todd Loughead, University of Windsor, Canada;
Ashley Duguay, University of Windsor, Canada;
Matt Hoffmann, University of Windsor, Canada;
Alexandra Saffran, University of Windsor, Canada*

While coaches undoubtedly assume key leadership positions within their teams, there is another important source of leadership within teams – the athletes. In fact, research has shown coaches believe that having strong leadership from the athletes is vital for effective team functioning and performance (Bucci, Bloom, Loughead, & Caron, 2012). Despite these assertions, research examining athlete leadership is in its infancy. In order to stimulate and encourage research in the area, Loughead et al. (2006) advanced a definition of athlete leadership viewing it as an athlete who occupies a formal or informal leadership role within the team who influences team members to achieve a common goal. While research has shown athlete leadership to be related to several positive outcomes such as cohesion, collective efficacy, and athlete satisfaction, this research has primarily relied on leadership inventories such as the Leadership Scale for Sports (Chelladurai & Saleh, 1981) from coaching, and the Multifactor Leadership Questionnaire-5X (Bass & Avolio, 1997) from business. However, recent research has raised both conceptual and methodological issues when using these inventories for the study of athlete leadership. As a result, the purpose of this presentation is three-fold. First, highlight some of our research examining what constitutes effective athlete leadership behaviors in a sample of elite level athletes (n = 12) using semi-structured interviews. The findings highlighted the presence of leadership behaviors found in previous research but also the presence of new leadership behaviors unique to athlete leadership. Second, show the importance athletes place on these leadership behaviors. Specifically, 148 varsity athletes indicated that it was important for athletes to display the majority of leadership behaviors (means greater than 3.07 out of 5). Third, discuss our latest initiatives in developing a new inventory to assess athlete leadership behaviors. Finally, future research directions involving the measurement of athlete leadership are discussed.

SYM-14**DELIVERING COMPREHENSIVE SPORT PSYCHOLOGY PROGRAMMING AT AN ELITE UNIVERSITY**

Robin Scholefield, University of Southern California, USA;
Niki Sims, University of Southern California, USA;
Nohelani Lawrence, University of Southern California, USA;
Broderick Leaks, University of Southern California, USA;

There are unique challenges to creating a sport psychology program at a large private urban Division I university. According to Wrisberg (2012), athletic directors perceive sport psychologists as a valuable asset, not only due to their performance-related services, but also by providing specific life-related support to athletic departments. Meeting the academic and athletic performance needs, as well as the health & wellness needs of student athletes, in an era of increasingly individualized service delivery, is a daunting task for any athletic department, especially in an extremely competitive environment. When creating programming geared toward student-athletes, sport psychologist must often consider pressures coaches face, as well as those of the athletic administrators who are constantly weighing risk and retention factors against liability and budget concerns. No matter what the limited role within this system, one cannot operate without understanding the pressures from all sides as they directly affect the experience of the student athlete and influence their ability to perform. During this symposium each author will discuss how they developed, implemented, and provided effective, well attended, and research based programming toward a student-athlete population. Specific focus will be on how these issues, including general mental health, manifest in the young adult years.

The first talk will provide an overall perspective in the developing general sport psychology programming at an elite university institution. The second talk will feature the creation of an eating disorders prevention program, geared toward female student-athletes. The third talk will discuss how to cultivate LGBT inclusion within a university athletic department through Ally Training and the "You Can Play" project. Finally, the fourth talk will explore a course developed for student-athletes of color transitioning to collegiate/athletic life. At the end a discussant will be utilized to conclude the symposium and direct any questions from the audience.

SYM-14A**CORE POWER: AN EATING DISORDER PREVENTION PROGRAM FOR FEMALE NCAA DIVISION I COLLEGIATE ATHLETICS**

Niki Sims, University of Southern California, USA

This talk will discuss programming designed to empower Division I collegiate female athletes to challenge the ultra-thin ideal promoted in athletic culture as well as mass media, encourage performance enhancement through increasing body acceptance, and thereby, reducing the risk for developing eating disorders. This specific program, entitled "Core Power," was devised due to significantly higher rates of eating disorders found in elite athletes (20%), than in a female control group (9%), (Sungot-Borgen & Torstveit, 2004) and is run by a clinical sport psychologist and sport dietician. Wide spread programming among at-risk female student-athlete populations is essential. Cognitive dissonance-based interventions have been found to be significantly more efficacious than other intervention programs; furthermore

have been shown to be successful in preventing the onset of eating disorders (Stice & Presnell, 2007). Core Power has taken underlying concepts from dissonance-based programs (Stice & Presnell, 2007) and applied them to an athletic population. The talk will highlight the development, implementation, and benefits of having programming developed specifically for female student-athletes.

SYM-14B**CREATING CHANGE: SHIFTING TOWARD ACCEPTANCE OF LGBT STUDENT-ATHLETES**

Nohelani Lawrence, University of Southern California, USA

This talk will discuss programming designed to help cultivate the appreciation of individual differences within a Division I university athletic department. Special emphasis will be focused on the inclusion of Lesbian, Gay, Bisexual, Transgender (LGBT) student-athletes, coaches, and staff. Despite past research showing athletic departments continuing to reinforce homonegative and heterosexist environments (Krane, 1996; Roper & Halloran, 2007), there appears to be a shift toward promoting diversity and inclusion. LGBT affirmative programming, such as "It Gets Better" and "You Can Play" are increasing in popularity in both professional sports and collegiate athletics. The author will describe the role of a sport psychologist in fostering an atmosphere of inclusion within athletics. In addition, the talk will address strategies sport psychologists can utilize in advocating for LGBT student-athletes, staff, and coaches by gaining administration buy-in into this important topic. Specific programming that will be discussed are activities in educating, staff, coaches, athletic academic counselors, and athletic trainers on issues faced by the LGBT student-athletes, exercises that initiate conversations surrounding of homophobia and heterosexism, teaching how staff can become an ALLY, teaching coaches how diversity and inclusion positively impacts performance, and most importantly, how an athletic department can create a safe and welcoming space for all individuals.

SYM-14C**FOUNDATIONS OF SELF: EXAMINING THE EXPERIENCE OF STUDENT ATHLETES OF COLOR**

Robin Scholefield, University of Southern California, USA

A Freshman Seminar course was developed for students who want to better understand and navigate their experience of being a student-athlete of color within an elite university program at a predominately white institution. Part of the course's aim is to support student athletes that juggle multiple identities and roles as they strive to succeed (Person, Benson-Quaziana & Rogers, 2001). The course has two sections: one with an emphasis on male concerns/challenges and the other section focuses on topics unique to the female student-athlete. The male section of the course incorporates three instructional pillars including identity development (i.e. ethnic identity, academic identity, etc.), cultural analysis (i.e. African American culture, Hip Hop culture, elite athletic culture), and leadership skills development. Topics for the female section include identity, social mobility, activism, sports, and media from a socio-historical perspective. The symposium will highlight the development, implementation, recruitment, and benefits of having a culturally themed seminar for student-athletes.

SYM-15

VOICES FROM THE FIELD: RECOMMENDATIONS FOR MULTICULTURAL PRACTICE WITH RACIAL AND ETHNIC MINORITIES IN SPORT PSYCHOLOGY



Angel Brutus, Synergistic Solutions, LLC, USA;
Leeja Carter, Long Island University – Brooklyn, USA;
Sae-Mi Lee, West Virginia University, USA;
Aaron Goodson, West Virginia University, USA

Despite significant strides made to diversify and contextualize our understanding and knowledge base in sport psychology, the field remains relatively homogenous and ethnocentric. The mission of the Race and Ethnicity Special Interest Group (SIG) is to increase awareness concerning issues affecting racial and ethnic minority clients' access to culturally competent sport psychology services. The importance of diversity-related content covered during professional conferences hosted by organizations such as AASP has been supported through recent research findings (Fisher & Roper, 2015). Therefore, this Race and Ethnicity SIG-sponsored symposium aims to increase awareness of the continued necessity for incorporating diversity initiatives throughout the programming of professional development opportunities. The first presentation will feature Black sport and exercise psychology practitioners and their experiences with microaggressions--communications made consciously or unconsciously that suggest racial/ethnic minorities are inferior to their majority peers (Sue et al., 2007). The profound effects of microaggressions on practitioners as well as clients will be addressed. The second presentation will introduce the concept of intersectionality and its role in sport and exercise psychology. The presenter will share experiences of dually marginalized groups and discuss how taking intersecting identities into consideration can foster relationships. The third presentation will discuss how the cultural backgrounds of students influence their research pursuits and career trajectories. With minimal representation in mainstream sport psychology literature, students of color may seek out paths that fall between the intersections of sport psychology and sport sociology rather than traditional sport psychology. By highlighting the gaps inherent in the current practice of sport psychology, the presenters seek to open up a dialogue and facilitate understanding of the necessity for inclusion of culture in our research, teaching, and practice. Recommendations for the development of an inclusive atmosphere that further promotes camaraderie will be provided.

SYM-15A

IS IT BECAUSE I'M BLACK? MICRO-AGGRESSIVE EXPERIENCES AMONGST BLACK PROFESSIONALS IN SPORT AND EXERCISE PSYCHOLOGY

Leeja Carter, Long Island University – Brooklyn, USA

Professional Black sport and exercise psychology practitioners make up less than 1% of the field of sport, exercise, and performance (SEP) psychology. This statistic is the same within the largest applied sport psychology association, the Association for Applied Sport Psychology (AASP). According to AASP (2014), one of four central purposes of AASP is to,

“establish and maintain professional standards through the development of certification procedures, ethical guidelines, and the promotion of respect for and value of human diversity”. Yet, research and education that expands the current field of sport, exercise, and performance (SEP) psychology to include the diverse experiences of professional SEP practitioners and athletes has been sparse. To add, work addressing the experiences of students and professional members of color is non-existent. Thus making this area of SEP research essential to move the field of SEP psychology forward. In line with this need in SEP, the present study explored the lived experiences of Black SEP professionals in the field regarding their perspectives of microaggressive experiences as professionals in the field. According to Sue et al. (2007), “racial microaggressions are brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color” (p. 271). Participants reported a variety of microaggressive experiences whereby verbal or physical slights were received as a result of the individual's race with participants reporting their skill set diminished, feeling excluded (from events or activities), and being silenced as common experiences. The presenter will provide recommendations for the AASP and field of SEP to address the experiences of professionals of color as well as implications for future research.

SYM-15B

CROSSING THE LINE: THE INTERSECTION BETWEEN SPORT PSYCHOLOGY AND SPORT SOCIOLOGY

Sae-Mi Lee, West Virginia University, USA;
Aaron Goodson, West Virginia University, USA

Diverse perspectives that represent the experiences and knowledge of people of color are limited in sport psychology literature (Kamphoff, Gill, Araki, & Hammond, 2010). With minimal representation, the voices of people of color are silenced and rendered invisible. The absence of voices from multiple backgrounds further perpetuates the assumption that dominant cultural perspectives take precedence over others when developing policies and societal norms (Sue, 2004). This presentation will add personal narratives of two students of color on the effects of ethnocentric monoculturalism on their training, research, and practice. In their personal efforts to add to the one-sided perspective of sport psychology, the presenters have journeyed towards the intersection of sport psychology and sport sociology as an avenue to pursue “social justice-oriented perspectives and approaches” (Butryn et al., 2014, p. 167). Although this intersection offers significant relief and space to be able to relate more closely with the literature and feel a sense of community and belonging, the presenters have experienced resistance. Resistance includes feelings of isolation and rejection, the need to constantly defend research pursuits, and possible limitations in publications and/or employment (Butryn et al., 2014). These narratives can offer insight into the influence of racial and ethnic identities on one's research pursuits and career trajectories within the field of sport psychology. The intersection of sport psychology and sport sociology is offered as a possible solution for combating ethnocentric monoculturalism and moving towards more inclusive practices in sport psychology.

SYM-15C

**FROM HERE TO WHERE?:
THE IMPORTANCE OF HAVING
COLLEAGUES WHO UNDERSTAND
MY MANY INTERSECTING IDENTITIES**



Angel Brutus, Synergistic Solutions, LLC, USA

Sport and exercise psychology literature supports the notion that social influences have significant impact on one's self-efficacy and ability to perform at optimal levels. As an individual matures throughout the different life stages, the brevity of influence found within particular relationships shift. One's behavior is a consequence of the interactions between personal characteristics and the environment within which he/she is expected to perform (Partridge, Brustad & Stellino, 2008). As emerging professionals in the field of sport and exercise psychology, the importance of having interaction with peers and colleagues who are willing and open to understanding the context within which having a minority status significantly impacts confidence in the ability contribute to field is crucial. The presenter will discuss nuances associated with having intersecting identities affiliated with dually marginalized groups within the field of sport and exercise psychology and provide practical recommendations that nurture successful peer-to-peer engagement.

WORKSHOPS

WKSP-01

MULTIMEDIA APPROACHES TO PEDAGOGY: ENHANCING THE STUDENT EXPERIENCE THROUGH MEDIA

*Noah Gentner, Humber College, Canada;
Ashwin Patel, Humber College, Canada*

Many years ago Blanchard (1932) suggested that effective teachers should be open minded and willing to try new things. In the current media age that likely includes moving away from traditional lecture courses and incorporating multimedia into the curriculum. In 2004 Fain found that using popular media clips enhanced student's comprehension of important concepts. Furthermore, Czech et al., (2006) found that digital media improved learning in coaching education courses. Similarly, Goldenberg, Lee, and O'Bannon (2010) found that the use of movies and reflective assignments based upon those movies served as a valuable tool for teaching concepts in Recreation, Parks, and Tourism courses. This workshop will discuss how multimedia can be used in the classroom to enhance learning and retention. Specifically, the workshop will cover 1) the use of new Lightboard technology, 2) incorporating documentaries into the classroom, and 3) other interesting ways to incorporate media into courses. The presenters will show several Lightboard videos which they have used in their classes and discuss ways in which other instructors can use similar technology. In addition, the presentation will highlight how using documentaries (specifically the ESPN 30 for 30) can be used to enhance learning in the classroom. Finally, other unique ways to incorporate media into courses will be discussed.

Attendees will receive information on Lightboard technology and similar teaching tools. They will also receive a list of 30 for 30 films used in courses with corresponding assignments and discussion points. In addition, attendees will get a list of other media clips that can be used in the classroom. At the conclusion of the workshop small groups will be formed to discuss other ways to incorporate media into the classroom.

WKSP-02

TEACH YOUR ATHLETE WELL: DEVELOPMENT AND DELIVERY OF A PARENT WORKSHOP

*Vanessa Shannon, IMG Academy, USA;
Michael Lewis, IMG Academy, USA;
Taryn Morgan, IMG Academy, USA;
David Hesse, IMG Academy, USA;
Christian Smith, IMG Academy, USA;
David da Silva, IMG Academy, Athletic & Personal
Development, USA;
Angus Mugford, IMG Performance, USA;
DJ Andreoli, USA;
Lindsey Hamilton, IMG Academy, USA*

Research suggests that, compared to greater levels of parental involvement, a moderate level of parental involvement is perceived by youth and adolescent athletes as least stressful and most supportive (Kanters, Bocarro, & Casper, 2008; Wuert, Lee, & Alfermann, 2004). As parents transition from supervisor during a child's early athletic career, to consultant

during an adolescents later athletic career, their involvement should shift from tangible support to emotional support (Elmore, 2013). In our role as sport psychology professionals, we have the opportunity to provide parents insight into parenting behaviors that may promote greater success and enjoyment for their youth and adolescent athletes across the sport experience. The objective of the workshop is to present a model for the delivery of a parent workshop; specifically, a workshop that discusses the way in which parents can support their athletes throughout different phases of a high performance mindset (i.e., growth, performance, leadership). Participants will be given insight into the development and delivery of a parent workshop designed for parents of youth and adolescent athletes. From using optical illusions to teach parents about Carol Dweck's growth mindset (2008) to using Carney and Cuddy's work on power poses (2010) to teach parents about the impact of confidence on preperformance anxiety, the workshop will discuss a wide variety of teaching points. Workshop attendees will participate in an interactive learning experience regarding how to connect high performance mindset concepts to parents. Common challenges and core messages will be reiterated and shown through active learning. Participants will leave with activities and principles that can be used while working with parents of any athlete.

WKSP-03

PASSPORT TO RECOVERY: HELPING STUDENT ATHLETES SURMOUNT INJURY

Mark Cole, Western Illinois University, USA

Previous literature has revealed that student athletes labor to cope with injury and that cognitive appraisals, emotions, and behavioral responses can shape recovery outcomes (Wiese-Bjornstal, 2010). To overcome these barriers to injury rehabilitation, psychological skills training has been identified as a possible avenue for promoting adherence and increasing rehabilitation performance outcomes. The more manageable that an athlete appraises their injury, the more likely they are to experience controllable emotions and productive behaviors.

The purpose of the workshop is to share the outcomes of a psychological skills training program for injured student athletes at an NCAA Division I mid-major university. Directed at student-athletes who have suffered a recent significant injury (>1 month lost), the program provides education and guidance on psychological skills application during recovery, rehabilitation, and return to play. Researches worked with athletic trainers and staff to identify and contact potential participants. After gaining IRB approval and informed consent, participants meeting study criteria completed a pre-test battery assessing identity, emotional states, depression, role conflict, and mindfulness. Participants then received a toolkit of educational materials and were instructed on their use. Participants were also offered weekly in-person follow-up consultations with research staff. The participants were then allowed to take the toolkit with home them and use it as desired. After 6 weeks the researchers met again with the participants. During this meeting participants completed the same assessment battery as well as in-person qualitative interviews research staff. Participants attending the session will learn the qualitative and quantitative findings of the study and be exposed to the toolkit itself. Discussion will focus on the results of the assessments, the qualitative feedback and the strengths and weaknesses of implementing similar tool kits on a larger scale.

WKSP-04**COLLABORATIVE APPROACHES IN SPORT PSYCHOLOGY WORK WITH TEAMS: PRIVILEGING ATHLETE VOICES**

Andrew Vincent, *Springfield College, USA*;
 Julia Rizzo, *Springfield College, USA*;
 Stephanie Jarosik, *Springfield College, USA*;
 Andrew Toce, *Springfield College, USA*

Sport psychology practitioners are often tasked with the responsibility of working with teams, with group dynamics and team communication often being considered important areas of practitioner knowledge. To this end, many sport psychology approaches emphasize the didactic teaching of mental skills and highlight the practitioner as an expert. Collaborative Approaches, (Andersen & Gehart, 2007) which are based in social constructivist perspectives, offer an alternative approach that is rooted in the idea that change and growth occur as part of a mutual evolutionary process that unfolds through conversation and reflection. Techniques informed by Collaborative Approaches encourage teams to explore different perspectives by privileging the voices of athletes as members of a team. The purpose of this workshop is to introduce participants to the theoretical background and specific techniques associated with collaborative approaches. Learning objectives will be achieved in the following way. First, the basic theoretical premises of Collaborative Approaches will be presented with specific focus on their implications for sport psychology practitioners working with teams. The second segment, which will occupy the majority of the workshop, will consist of the active demonstration of three techniques: triologue conversations (Andersen, 1997), reflecting teams (Andersen, 1987), and “interviewing the internalized other” (Tomm, Hoyt & Madigan, 1998). Demonstrations will be structured to provide participants a chance to be involved in both participant and facilitator roles to allow for practice of the techniques being learned. In addition, the demonstration of each technique will be accompanied by a discussion of the theoretical basis underlying each technique to provide a deeper explanation of “when” and “why” each should be used. Participants will leave the workshop with a basic theoretical understanding of Collaborative Approaches along with materials and activities that they can use in their own work with teams.

WKSP-05**YOU NEED MORE THAN A TOOLBOX: A NEUROLOGICAL FRAMEWORK FOR OPTIMIZING PERFORMANCE CONSULTATION**

Charles Brown, *Get Your Head In The Game, USA*

Effective consultation requires more than merely having a “toolbox” of techniques for improving mental skills; it requires understanding the processes that one seeks to achieve, and then selecting the optimal intervention to influence that specific process.

This session examines Daniel Goleman’s (2013) “top-down” and “bottom-up” neurological processes in relation to optimal performance in pressure situations. The presenter will provide a framework for integration of both top-down and bottom-

up processes in designing intervention strategies, and provide examples of how failure to attend to the neurological processes may not only be ineffective, but actually impair performance. Participants will have the opportunity to discern the difference between top-down and bottom-up interventions through brief experiential exercises. There will be examples of applying this framework with Olympic athletes, professional dancers, surgeons and business executives, noting both how clients have responded to the neurological framework and how neurological considerations have shaped intervention strategies and implementation.

This program is specifically focused on performance enhancement, rather than performance remediation or personal growth. It is targeted for both novices and seasoned performance consultants.

Goleman, D. (2013). *Focus: The hidden driver of excellence*. New York: Harper.

WKSP-06**I DON’T SEE COLOR. WHERE ARE YOU REALLY FROM THOUGH? POWER, PRIVILEGE, AND MICROAGGRESSIONS IN SPORT**

Thomas Nguyen, *University of North Texas, USA*;
 Alexander Yu, *University of North Texas, USA*

From former LA Clippers owner, Donald Sterling’s racist comments against blacks to NFL owners’ slights towards Michael Sam, the NFL’s first openly gay player, such explicit discriminatory behaviors can have toxic effects. Yet, what can potentially be even more damaging are the less overt forms of discrimination that are present every day. Sue and et al. (2007) labeled these subtle denigrations, “microaggressions”, usually from a person or entity of power and privilege to culturally oppressed groups. Although initially framed around race, microaggressions can occur with other minority groups as well (e.g., gay/lesbian, religion). Recipients of microaggressions report elevated levels of anxiety, frustration, anger, low self-esteem, depression, and sickness (D.W. Sue, 2012). Since sport psychology consultants (SPCs) ensure the mental health and well-being of their athletes, they are in a prime position to identify microaggressions. SPCs can be witnesses to microaggressions, the recipients, or even worse, the perpetrators. Thus, it is important that SPCs understand and be able to work through the psychological and emotional consequences that result. If not handled properly by SPCs, microaggressions can inhibit the working relationship with their athletes. Consistent with positive and virtue ethics (Aoyagi & Portenga, 2010), SPCs are also in position to educate their clients about multiculturalism, how power and privilege play a role in bias, and how their actions may affect cultural minorities in subtle and overt ways. The workshop will have three learning objectives: (1) understand what microaggressions and privilege are and how they affect us and our clients; (2) become aware of their own privilege and microaggressions they have experienced (and propagated); and (3) learn how to manage microaggressions in an effective, non-defensive manner. Learning objective one will be attained through a brief didactic presentation. Subsequent objectives will be achieved through experiential exercises that rely on self-reflection, self-disclosure, and discussion.

WKSP-07

FIRST STEPS: A HANDS-ON GUIDE TO ESTABLISHING A SUCCESSFUL PSYCHING TEAM

Jasmin Hutchinson, Springfield College, USA;
Dolores Christensen, Springfield College, USA;
Erica Beachy, Springfield College, USA;
Britton Brewer, Springfield College, USA

The purpose of this workshop is to provide a guided, hands-on experience for AASP professionals and graduate students who hope to launch a psyching team in their area. Psyching teams (Hays & Katchen, 2006) are typically comprised of sport psychology professionals and graduate student volunteers who use a science-to-practice approach to provide brief psychological support to participants in endurance events. The specific learning objectives of this workshop include how to: (a) identify and establish contact with a local race director, (b) recruit qualified psyching team members, (c) train team members on brief sport psychology interventions, (d) conduct effective media outreach, (e) locate funding opportunities through AASP and other organizations and institutions, and (f) implement productive program evaluation. Workshop attendees will be provided with materials that support these learning objectives, such as community outreach grant documentation, examples of media engagement, and sample post-event evaluation forms. Existing psyching team training resources will also be distributed. These resources are based on established sport psychology literature that addresses the characteristics of effective consulting relationships (Sharp & Hodge, 2011), how to conduct brief sport psychology interventions (Giges & Petitpas, 2000), and specific motivational strategies for endurance events (e.g. Karageorghis & Terry, 2011; Sachs, 1984). Teaching strategies that engage the audience will be used, such as brainstorming dyads, small group discussion, and role play. The workshop will conclude with a practical component where the workshop facilitators will collaborate with attendees to compose an initial letter of approach to a race director. Workshop participants should come prepared with an electronic device or writing materials to partake in this final practical component.

WKSP-08

COUNSELING ON THE MOVE: APPLYING YOUR COUNSELING SKILLS IN A PHYSICAL ACTIVITY-BASED YOUTH DEVELOPMENT PROGRAM

John McCarthy, Boston University, USA;
Val Altieri, Boston University, USA;
Jacob Cooper, Boston University, USA

Physical-activity based youth programs offer counseling or relational time opportunities with youth (Hellison, 2010). It has been well documented that physical activity programs coupled with the guidance of caring adult mentors support positive youth development (Danish, Fazio, Nellen & Owens, 2002). These settings can create different sorts of opportunities that other counseling settings may not offer. This is because activities like dance, martial arts, and sport can be considered “positive movement experiences” (P.M.E.’s). In order to benefit from P.M.E.’s “individuals need to be behaviorally, cognitively, and emotionally engaged” (Agans, Safvenborn, Davis, Bowers, Lerner, 2013). Consultants often have valuable counseling and sport experience to draw upon in their work with youth. However, being able to integrate counseling skills

seamlessly into these programs requires a high degree of intentionality, thoughtfulness and persistence (Hellison, 2000). Attention is a key factor in learning and attention getting “moves” can be geared towards inviting and enticing youth to join in the learning process (Saphier, Haley-Speca, Gower, 2008). This workshop will demonstrate specific “moves” that might be utilized by consultants’ in their own settings when encountering “engagement resistant youth.”

Statement of Objectives: Participants in this workshop will be able to a.) identify a range of behaviors and affect exhibited by youth; b.) respond in specific ways to resistant youth by being further equipped to utilize counseling techniques or “moves.” Take-away materials include a hand-out of both the typology of resistances and a glossary of counseling on the move “moves,” such as the “Ninja” or “Take a knee.”

Teaching Methods: After a brief didactic introduction, facilitators will actively engage participants by using the following methods: 1. sharing in dyads; 2. active small-group sharing of ideas and recording on to wall posters; 3. explanation and role-play demonstration of counseling moves by facilitators; 4. role-play in participant-observer-consultant triads.

WKSP-09

DEVELOPING A COMMUNITY CONSULTING PROGRAM WITHIN A UNIVERSITY SETTING

Megan Byrd, West Virginia University, USA;
Ashley Coker-Cranney, West Virginia University, USA;
Leigh Bryant, West Virginia University, USA;
Michael Berrebi, West Virginia University, USA

In the University setting, collegiate athletes are one population available for many budding sport psychology professionals to gain consulting experience. Additionally, the development of a program to encompass a larger range of athlete age and competitive levels, developmental stages, and needs can enhance the experience of novice consultants. Doing sport psychology with youth athletes gives practitioners the opportunity to educate them about the purpose of psychological skills training (Visek, Harris, & Blom, 2009). By partnering with an existing community-focused fitness/recreation program, entitled Lifetime Activities Program (LAP), a community-centric consultation practice for the mutual benefit of supervised student practitioners and community clients was created. Important logistical considerations have been, and continue to be, especially salient to the success of the program and will receive special attention during this presentation aimed to share our knowledge with others looking to accomplish similar goals in their academic programs. Given the nature of the program, LAP consultants are likely to face various potential ethical issues including confidentiality, electronic communication, fees, and consulting with minors (Watson, Zizzi, & Etzel, 2006). During the presentation, attendees are provided with a platform to discuss the development and implementation of similar programs through small group discussion, large group brainstorming, and discussion of case studies. Learning objectives of this workshop include developing a community consulting program, by considering potential (1) logistical, (2) ethical and (3) supervision concerns using the scientist-practitioner model. Workshop attendees will receive a sample advertising handout and opportunities to network with other professionals interested in establishing similar programs.

WKSP-10**MINDLESS MINDFULNESS: USING MINDFULNESS PRACTICES TO HELP ATHLETES EXPERIENCING EXTREME PERFORMANCE ANXIETY**

*Jacob Jensen, California State University-Northridge, USA;
Ashley Samson, California State University, Northridge, USA*

Mindfulness practices can be incorporated into mental training to help athletes manage extreme performance anxiety that can negatively impact athletic performance (Hickman, 2014). The specific learning objective of this workshop is to provide participants with detailed information about and practical hands-on experience with how to apply key mindfulness practices and techniques to help athletes manage extreme performance anxiety. Workshop participants will learn how to use mindfulness techniques to help athletes (1) be more self-aware of the mind-body connection in order to more effectively handle performance anxiety, (2) stay in the moment during performance, and (3) learn to better cope with the sometimes paralyzing and often demoralizing impact of extreme anxiety.

The teaching methods used in the workshop will include a presentation and discussion of research and applied work on mindfulness, as well as hands-on practice using techniques that can be taught to athletes facing the effects of extreme performance anxiety, such as “choking” and the “yips” (Jensen & Fisher, 2012). The workshop will include demonstrations of how to tailor mindfulness and mental training practices to athletes struggling with extreme performance anxiety, as well as experiential learning, where workshop participants will have the opportunity to practice mindfulness techniques on fellow workshop participants in mock consulting sessions. Specific techniques covered in the workshop will include meditation, specifically a demonstration of clinically standardized meditation (Carrington, 1997), the relaxation response (Benson & Proctor, 1984), and autogenic training (Schultz & Luthe, 1969). Workshop presenters will draw on their own research and consulting experiences on mindfulness and anxiety-reducing techniques working with athletes from a variety of sport and performance settings.

Workshop participants will be provided with a copy of the presentation slides and a handout with examples of mindfulness training tools that can be incorporated into their own applied work with athletes and performers.

WKSP-11**ADDRESSING ATHLETES' RESISTANCE TO MENTAL SKILLS TRAINING: A WORKSHOP ON MOTIVATIONAL INTERVIEWING**

*Jonathan Fader, Union Square Practice, USA;
Ryan Sappington, Temple University, USA*

Mental skills training has been shown to be highly effective in boosting athlete performance (Greenspan & Feltz, 1989; Hatzigeorgiadis, Zoubanos, Mpoumpaki, & Theodorakis, 2009; Mamassis & Doganis, 2003; Thelwell & Greenless, 2001). Yet, despite the efficacy of these practices many athletes remain resistant to sport psychology consultation (Martin, 2005). Research in the fields of Clinical Psychology and Health

Psychology suggests that, compared to education-only approaches, Motivational Interviewing (MI) can be an effective technique for treating problem behaviors when confronted with resistance (Eakin et al., 2014; Resnicow et al., 2002). Motivational Interviewing is a non-judgmental and non-confrontational technique used to increase intrinsic motivation for behavioral change (Lundahl & Burke, 2009; Miller & Rollnick, 2012; Moyers & Rollnick, 2002). Several meta-analyses support MI as an effective counseling method for fostering motivation to change (Hettinger, Steele, & Miller, 2005; Rubak, Sandbæk, Lauritzen, & Christensen, 2005; Burke, Arkowitz, & Menchola, 2003). In addition, research on MI has shown its effectiveness in promoting physical activity and exercise adherence in non-athletes (Sandoval, Wood, Neumann, & Spray, 2010; Brodie & Inoue, 2005). Yet, while MI is a practice commonly used in psychotherapy and as an adjunctive treatment for physical illness, very little attention has been given to its potential utility in the realm of Applied Sport Psychology. This workshop, relevant for both the experienced and novice consultant, aims to teach attendees how to apply MI techniques, in their daily interaction with athletes, in the interest of reducing resistance to mental skills training. Discussions surrounding the spirit, theory, and technique of MI will be paired with experiential practice and handouts containing additional information on MI and MI resources will be provided.

WKSP-12**TO COMPETE OR NOT TO COMPETE? THE “HOW” IS THE QUESTION!**

*Cristina Fink, High Performance Sports, Philadelphia Union, USA;
Peter Haberl, USOC, USA*

How do you get your team to compete harder than the opponent? This workshop will address this simple, seemingly straightforward question. Coaches in the professional leagues such as the NHL and MLS often attribute their teams' lack of success to lack of competitive effort. Clearly, the answer matters to them, but the answer also matters to youth sports coaches. Our field offers a lot of insight into optimal pre-performance states, but little insight into how to achieve and maintain the right level of competitive intensity during performance in team sports. Psychology has certainly looked at the philosophy of competition, the ‘why’ of competition. The scholarship ranges from competition being potentially detrimental (Kohn, 1992) to potentially character and performance building (Light Shields & Light Bredemeier 2009). Irrespective of where one falls on this continuum of why, competition will remain a fact of life. ‘How’ to compete, then, is an important question. The learning objective of this workshop is to address the question of ‘how’ and present the audience with practical and theoretical considerations on how to get athletes to reach optimal levels of competitive intensity at the youth and the elite levels. The workshop presenters will use didactic presentations, hands-on small group case studies, and storytelling, and embed these teaching approaches in relevant theoretical frameworks such as ACT (Harris, 2009), GRIT (Duckworth et al., 2007), Flow (Csikszentmihalyi, 1990) and mindfulness (Kabat-Zinn, 1990). Attendees will come away with specific teaching strategies for athletes at all levels.

WKSP-13

MULTIPLY YOUR EFFORTS: TEACHING COACHES TO CONSISTENTLY INTEGRATE MENTAL SKILLS INTO SPORT

Susannah Knust, Digital Consulting Services, USA;
Aaron Shaull, Springfield College, USA;
Steven Cohen, Comprehensive Soldier and Family Fitness (CSF2), USA;
Justin Foster, CSF2 Training Center, USA;
Brian Hite, Comprehensive Soldier and Family Fitness, USA;
Devin Bueker, Comprehensive Soldier and Family Fitness (CSF2), USA;
Mitchell Weaver, Digital Consulting Services, USA

Due to significant time constraints, many performance psychology practitioners working with multiple teams or large organizations face substantial challenges related to the integration and reinforcement of mental skills training (MST) during practice and competition. Coaches may recognize performance inhibitors (e.g., frustration, anxiety, etc.), yet lack targeted mental and emotional interventions to adequately address the issue. Coaches and performance psychology practitioners can help each other with these challenges through systematic training designed to enhance coaches' abilities to consistently recognize both opportunities for mental skills intervention with their athletes and specific mental skills that may improve athlete performance in a given situation. This workshop provides examples of potentially familiar practical exercises that have been adapted for use with U.S. Army Non-Commissioned Officers (NCOs). Attendees will learn how to adapt exercises, traditionally oriented to end-users, for use with coaches. Role-playing as coaches, attendees will participate in a selection of practical exercises geared specifically to address physiological activation, attention control, and imagery use. Practitioners who can enhance a coach's ability to integrate the language of mental skills into the coach's current physical, technical, and tactical vernacular will be able to maximize his or her influence within larger sport organizations and ultimately impact large numbers of athletes in an effective manner.

WKSP-14

LEARN BY DOING: MOTIVATION, CONCENTRATION AND COMPOSURE ACTIVITIES TO HELP ATHLETES GROW AND PERFORM TO THEIR HIGHEST POTENTIAL

Taryn Morgan, IMG Academy, USA;
David da Silva, IMG Academy, Athletic & Personal Development, USA;
Lindsey Hamilton, IMG Academy, USA;
Michael Lewis, IMG Academy, USA;
Angus Mugford, IMG Performance, USA;
Vanessa Shannon, IMG Academy, USA;
David Hesse, IMG Academy, USA;
Christian Smith, IMG Academy, USA;
DJ Andreoli, USA

Kinesthetic learners acquire information best when they experience, feel, or do. While not everyone favors the same learning style, preliminary research has demonstrated that active and experiential learning enhances learning outcomes for all students in some capacity (Coffield, Moseley, Hall & Ecclestone, 2004). Engaging student-athletes in kinesthetic activities allows for an enhanced understanding and application of mental skills topics and their theoretical

underpinnings, such as motivation (Ryan & Deci, 2000), concentration (Nideffer, 1988) and composure (Baumeister & Showers, 1986). The learning objectives of this workshop are: (1) to combine the theories of motivation, concentration and composure with a series of engaging, fun and pertinent activities to promote experiential learning and (2) to learn how to develop experiential sessions and curriculum based on these theories that are focused on implementing physically and cognitively challenging activities that progressively become more difficult with a series of variations. Each of these theories falls under either the "grow" or "perform" section of the High Performance Mindset curriculum, which will be used as a model for curriculum and session development and organization (Mugford et al, 2014). The benefits of kinesthetic learning and teamwork will help engage participants to reflect on how theories can be applied through the participant's experiences in a variety of ways. The participant will also appreciate how one activity can serve many different purposes and draw out various lessons. The skill of the debriefing period as well as the creative input of the audience will serve to illustrate how fun and engaging activities can illustrate theory quite proficiently. This workshop will be taught via experiential learning, will allow participants to leave with concepts related to curriculum and session development and will share activities designed to teach sport psychology theories to athletes and performers.

WKSP-15

GIVING ATHLETES A SENSE OF CONTROL: PRACTICAL STRATEGIES FOR IMPROVING SKILL LEARNING WHEN COACHING SPORTS

Kevin Becker, University of Tennessee, USA;
David Laughlin, USA;
Jeffrey Fairbrother, University of Tennessee, Knoxville, USA

Converging lines of research in sport psychology and motor learning point to a benefit of allowing athletes some form of autonomy in the practice environment. Autonomy supportive coaching behaviors have been associated with greater perceptions of autonomy, competence, and relatedness, and by extension, higher levels of intrinsic motivation (e.g., Amorose & Anderson-Butcher, 2007). Recent research in motor learning has explored whether the benefit of autonomy extends past motivational benefits to actually improve of the acquisition of new skills. Self-control learning approaches involve giving the learner control over one or more forms of instructional assistance (e.g., feedback, demonstrations, practice scheduling), and have consistently shown learning benefits compared to control groups (for a review, see Sanli, Patterson, Brae, & Lee, 2012). A practical limitation of this line of research is the gap between the controlled laboratory environment and the real-world settings seen in coaching sport. The purpose of this workshop is to draw relevant information from this research and explore ways it can best be applied in different coaching environments. We will first provide an overview of research on the learning effects of self-control as they are most applicable to coaching. Next, we will share examples of how self-control strategies can be successfully implemented into practice. Finally, we will facilitate small and large group discussion to identify practical opportunities to implement self-control strategies in sport contexts of most interest to the audience. Special attention will be paid to considering how consultants might approach coaches about implementing such changes. A handout with a summary of the information presented will be shared to aid attendees in this process.

WKSP-16**DID MY SPORT PSYCHOLOGY CONSULTANT MEAN FOR THAT TO BE OFFENSIVE? USING INCLUSIVE LANGUAGE TO ENHANCE APPLIED SPORT PSYCHOLOGY**

*Alicia Johnson, University of Tennessee, Knoxville, USA;
Leslie Larsen, University of Tennessee, USA;
Leeja Carter, Long Island University - Brooklyn, USA;
Leslee Fisher, University of Tennessee, USA;
Ryan Shuda, Park Ridge Psychological Services, USA*

The Association for Applied Sport Psychology's (AASP) Position Statement on Human Diversity states that AASP members do "not discriminate, either openly or subtly, on the basis of age, disability, ethnicity, national origin, race, religion, sexual orientation, or socio-economic status" and also do "not make or tolerate remarks or inferences that reflect disrespect for individuals based on physical or cultural bias" (AASP, n.d.). This demonstrates one way AASP encourages sport psychology consultants (SPC) to construct inclusive environments. In addition, Kamphoff, Gill, Araki, and Hammond (2010) called for AASP members to go beyond having a non-discrimination policy and increase the use of inclusive language. Though these are positive steps, missing from this dialogue is the need for SPCs to increase self-awareness about the impact of language, which has direct applications to applied work. Further, counseling research suggests that non-inclusive language may reduce client satisfaction and deter clients from returning (Johnson & Dowling-Guyer, 1996). Therefore, practitioners who learn to use inclusive language may enhance their applied practice. The purpose of this AASP Diversity Committee-sponsored workshop is to enhance SPCs' awareness of, and ability to, use inclusive language. During this interactive workshop, participants will engage in reflective practice and reflexivity (Schinke, McGannon, Parham, & Lane, 2012) to increase inclusive language while exploring their own social identities and how these identities might impact their practice. Secondly, participants will explore diverse examples of microaggressions, which stem from subtle and mostly unintentional statements that foster prejudice, discrimination, and stereotypes (Nelson, 1999). Thirdly, the impact of these microaggressions will be explored, specifically focusing on the negative impact on the consulting relationship and the performer's ability to learn from the practitioner or engage in future consultations post-microaggression (Sue, 2010). Finally, participants will identify ways in which they will use inclusive language to further enhance their applied sport psychology practices.

WKSP-17**FROM THE OUTSIDE IN AND THE INSIDE OUT: A MULTIDISCIPLINARY TREATMENT APPROACH TO EATING DISORDERS WITH NCAA DIVISION I STUDENT-ATHLETES**

*Jennifer Thome, Illinois State University, USA;
Shawn Zeplin, Illinois State University, USA*

Collegiate athletes are susceptible to all of the same risk factors for the development of eating disorders as the general population, but also experience risk factors based on sport type (e.g., lean and aesthetic sports), team uniform and environment, level of competition, and other factors. Studies suggest that while 6.3% of female athletes may develop

a clinical eating disorder, 26.1% may develop subclinical symptoms and 54.4% report dissatisfaction with their weight (Petrie, 2014).

This workshop will focus on the approach used by two psychologists at a Division I university to address the issue of eating disorders among athletes. Specifically, this presentation will include an overview of a campus model of working with a multidisciplinary treatment team, consisting of psychologists, physicians, a nutritionist and athletic trainers, and their approach eating disorder assessment and treatment with student-athletes. The important elements of eating disorder prevention training with coaches and athletic trainers and a case discussion including the ethical challenges that can arise will follow.

This workshop aims to educate attendees about the prevalence rates of eating disorders among athletes. The presenters will provide an understanding of the role and structure of a multidisciplinary treatment team approach for athletes with eating disorders, including relevant information from the Practice Guideline for the Treatment of Patients with Eating Disorders (American Psychiatric Association, 2006), the Female Athlete Triad Coalition Consensus Statement on Treatment and Return to Play of the Female Athlete Triad (De Souza et al., 2013), and the National Athletic Trainers' Association Position Statement (Bonci et al., 2008). Attendees can expect to identify at least one element of a comprehensive approach to eating disorder education and prevention work with coaches, athletic trainers, administrators, and athletes. Finally, this presentation will help others to develop an understanding of ethical challenges that may arise when working in similar settings.

WKSP-18**SLEEP: WHAT SPORT PSYCHOLOGY CONSULTANTS NEED TO KNOW ABOUT THE ROLE OF SLEEP IN PERFORMANCE**

Lindsay Thornton, USOC, USA

Sport psychology consultants often touch on sleep during intakes or when sleep difficulties or excessive fatigue interfere with performance or motivation. A growing body of sleep and performance related literature expands on what is known about the role of sleep as a daily recovery modality for athletes. This session will review current literature and provide avenues for the sport psychology consultant to take when addressing sleep with athletes, in a way that allows them do more than cover basic sleep hygiene practices. Sleep can be viewed as a performance enhancement tool-via enhancing recovery. Attendees will learn more about what happens in the brain and body during sleep and how these processes are connected to athletic performance; the influence of circadian rhythms on performance; the effects of sleep extension and restriction on performance; advantages and disadvantages of widely available sleep assessment products available to consumers. Common sleep difficulties observed in athletes will be reviewed with suggestions for appropriate assessment tools and resources for referrals. Jet lag management, travel preparation and the effects of altitude on sleep will be discussed. Attendees will leave the workshop with the relevant knowledge required to begin to address performance as a hook for encouraging athletes to change behaviors around sleep, or for reinforcing sleep habits that promote performance and health.

WKSP-19

COMING OUT OR INVITING IN: EXPLORING AND CHALLENGING LGBTQ ISSUES IN SPORT

Lois Butcher-Poffley, Temple University, USA;
Jennifer Ciaccio, Temple University, USA;
Eric Dunn, USA; Kathryn Longshore, Temple University, USA;
Miriam Merrill, Temple University, USA;
Erica Tibbetts, Temple University, USA



Addressing LGBTQ issues in sport psychology settings has frequently been tabled because of fear, anxiety, stigma, avoidance, and lack of awareness, support, and education (Fisher & Roper, 2015). Sports are a unique and powerful vehicle for social change and empowerment, allowing people to look beyond themselves and make connections and are a perfect arena for helping integrate individuals with marginalized identities. Individuals who identify as LGBTQ face additional challenges in the athletic environment, e.g., silence, micro-aggressions, violence, bullying, decreased opportunities, negative recruiting, lack of role models, and exclusion (Birrell, 2007; Griffin, 1992; Messner, 2010; Theberge, 2007). In addition, performance and quality of life may be impacted due to hypervigilance, identity avoidance, lack of connectedness, and increased fear and anxiety (Sartore-Baldwin, 2013).

This workshop's objectives include challenging stereotypes, "myth busting" false assumptions, examining the microaggressions manifested verbally and in body language by different participants, and finding ways to promote fairness, equality, inclusion, and above all, empowerment of LGBTQ athletes, coaches, and practitioners. This presentation is designed to help participants learn how to understand, promote, and to help LGBTQ members feel safe and accepted and that they have an ally in their sporting environment. Participants will engage in activities involving group interaction, interpretation, and improvisation. These activities can be used in consulting to help athletes, teams, and coaches recognize stereotyping, hurtful language, and assumptions made about LGBTQ individuals. Using a digital workbook, the participants will join together with the presenters to develop best practices for incorporating what was learned into sport psychology settings. After the workshop, participants will have access to the digital workbook where they can review the session to help further the goal of recognizing their capabilities as LGBTQ allies and bring the list of best practices into their consulting work.

WKSP-20

TO THE HEART OF THE MATTER: APPLIED HRV ASSESSMENT AND TRAINING

Stephanie Zavilla, Winter Park Competition Center, USA;
Tim Herzog, Human Performance Resource Center, USA;
Elizabeth Mullin, Springfield College, USA;
Kojo Arhin, Argosy University

The gradual integration of biofeedback into sport science and performance psychology has captured the attention of practitioners and organizations alike with the allure of quantifying and making concrete the "mind body connection." Biofeedback offers the capability to instantaneously assess and monitor an athlete's baseline psychophysiological status, as well as changes in response to stressors and recovery techniques. Heart Rate Variability (HRV) is a biofeedback modality of particular appeal as it can assist in training athletes

to gain awareness and influence over physical, cognitive, and emotional functioning (Maman & Garg, 2012; Strack & Gevirtz, 2011). Higher levels of HRV are associated with lower levels of anxiety, depression, and stress, and higher levels of energy and situational awareness (Linden, Strack, Lagos, & Herzog, 2013). HRV biofeedback can be used for a valid and reliable formative and summative assessment of psychophysiological self-regulation in the absence of acute stress. After the disequilibrium associated with stress, organisms unconsciously (or consciously) strive to achieve homeostasis (a stress-free state) again. In this manner, HRV training can systematically incorporate a period of acute stress and active adaptation to develop mental skills associated with more timely recovery from stress (higher HRV). In this workshop an assessment strategy, currently being piloted with elite skiers, will be explained and demonstrated in a manner that invites participants to contemplate how to engage similar evidence-based procedures within their own practice. This will include a demonstration of how science and art are blended, as practitioners collaborate with athletes and other performers towards goals of psychophysiological awareness and self-efficacy in adapting to or recovering from stressors. This workshop will introduce the theoretical framework underlying an applied HRV assessment, demonstrate an assessment, and provide recommendations for integration of the assessment into solo practitioner and organizational use, informing strategies for ongoing biofeedback and mental skills training.

WKSP-21

INSIDE LOOK AT PROFESSIONAL BALLET: PEERING THROUGH THE LENS OF A DANCER AND CONSULTANT

Sharon Chirban, Division of Sports Medicine, Boston Children's Hospital, USA;
Miriam Parrott, PGSP-Stanford PsyD Consortium, USA

Two presenters will provide an insider's look at the ballet dancer's experience through one author's unique lens as both a former San Francisco Ballet dancer and a clinical psychology doctoral student and the other an experienced consultant with the Boston Ballet. The former dancer will draw on her experiences and observations through illustrative personal stories and anecdotes. She will synthesize her bottom-up knowledge with a review of existing research in the field. Anecdotes presented will highlight the developmental trajectory of a dancers training from the pre-professional years, to the professional, elite and post-professional years. Case studies will also be presented on dancers seen through a Dance Medicine Clinic. Issues around dancing in pain, injury prevention, under-recovery, burn-out, female athlete triad, eating disorders and body image will be discussed. Comeback strategies will be presented to help dancers optimize a comeback (from injury, illness, time off etc). Research obtained by the Dance Medicine clinic on dancers' injuries, psychological stressors and eating disorders will be presented. Lastly, clinical and consulting interventions will be taught around managing resilience fatigue (when the dancer has had cumulative stressors taxing usual coping strategies). Small groups will work on making an assessment and recommendations for a case study that will be handed out. Attendees will make distinctions between disordered eating and eating disorders. They will be asked to assess recommendations as to when to make a referral and to whom. Suggestions will be offered for attendees to develop cultural sensitivity in their work with dancers. Future research will be highlighted. Attendees will gain clinically pertinent insights into ballet-specific cultural nuances and distinct developmental experiences.

WKSP-22**ETHICAL CONSIDERATIONS IN TEACHING AND MENTORSHIP FOR FACULTY AND STUDENTS**

Ed Etzel, West Virginia University, USA;
Brandonn Harris, Georgia Southern University, USA;
Michael Sachs, Temple University, USA;
Jack Watson II, West Virginia University, USA

Although it is uncertain how many AASP members are engaged in teaching in the classroom and in other capacities such as mentorship/supervision, it is safe to assume that these forms of teaching are common. Yet, this area of work within the profession receives relatively limited attention in relevant codes of ethics (Sachs, 2014). Despite its importance, usefulness, and apparent safety, teaching presents many un/expected ethical and legal challenges just as consulting and research do. These situations may include: challenges to competence, evaluation/grading bias, use of technology, writing letters of reference, multiple role relationships, dealing with parents and other third parties, confidentiality and privacy, credit for work with students, dealing with impaired students and personal impairment, using social media, and in/appropriate interactions with students and mentees (Sachs, 2014). Thus, the purpose of this workshop is to address the ethical and legal challenges associated with said issues, and to present ways to recognize, avoid, and manage associated risks. In this workshop, experienced current and former members of AASP's Ethics Committee will present information on common practice challenges through case studies from the field and their professional backgrounds. An interactive format incorporating group discussions will be used to engage and help AASP members recognize and more effectively address associated ethical dilemmas they will likely encounter over the course of their professional careers. Participants will receive information useful to ethical decision-making to help successfully navigate relevant ethical dilemmas, as well as to synthesize information from various ethics codes' standards pertaining to teaching and mentorship.

Sachs, M. (2014). *Ethics and teaching in sport and exercise psychology*. In Etzel, E., and Watson, J. (Eds.). *Ethical issues in sport, exercise and performance*, (pp. 163-172). Morgantown, WV: *Fitness Information Technology*.

WKSP-23**USING ACTIVE LEARNING STRATEGIES TO BRING SPORT PSYCHOLOGY "TO LIFE" IN THE UNDERGRADUATE SPORT PSYCHOLOGY CLASSROOM**

Karen Appleby, Idaho State University, USA;
Phyllis Wentworth, Wentworth Institute of Technology, USA;
John Fitzpatrick, Idaho State University, USA

Active Learning is a teaching pedagogy that encourages students' active engagement with academic material presented in the classroom (Faust & Paulson, 1998) that can also enhance their critical thinking skills (Kim, Sharma, Land, & Furlong, 2013). In this workshop, the presenters will share active learning strategies that help bring sport psychology concepts "to life" for undergraduate students in introductory sport psychology classes. The purpose of this workshop is to share these activities with the audience and to discuss

ways to implement these activities into undergraduate sport psychology classes. In this workshop, the presenters will describe how to use these activities to help students learn sport psychology concepts such as cohesion, concentration, confidence, and self-talk. During this workshop, the presenters will: (a) introduce and explain the purpose of each activity and the alignment of the activity with the undergraduate sport psychology curriculum, (b) demonstrate these activities so audience members will understand how to implement them, and (c) discuss reflection techniques that can be used in classes with these activities. The presenters will supply the audience with a written description of each technique, sample questions, and blog prompts that can be used to help students reflect on the activities and connect their experiences back to the sport psychology concepts discussed in class.

WKSP-24**COACHING AND PARENTING IN THE AGE OF ELITE TRAVEL TEAMS AND EARLY SPECIALIZATION IN YOUTH SPORT**

Robert Harmison, James Madison University, USA;
Gregory Dale, Duke University, USA;
Bart Lerner, West Coast University, USA

According to Project Play (2015), over 21 million youth between the ages of 6 and 17 play team sports on a regular basis, with another 5 million participating occasionally. In addition to the physical, intellectual, personal, and social benefits of participation in youth sports, the evolving U.S. youth sports system has led to the rise of elite travel teams, early sport specialization, and associated negative consequences (e.g., burnout, overuse injury) (Baker et al., 2009; Malina, 2010). Given these realities, sport psychology practitioners are in a unique position to educate coaches and parents on how to best enhance the positive benefits and minimize the negative consequences associated with participation in competitive youth sport. This workshop will provide attendees with a theoretical framework and practical strategies that they can utilize when educating coaches and parents in this regard. A theoretical framework incorporating the developmental model of sport participation (Côté et al., 2007) and research on the development of mental toughness (e.g., Connaughton et al., 2008) will be presented. The importance of structuring the learning and competitive experiences of young athletes to establish a strong foundation of self-confidence and intrinsic motivation that will play an important role in the athlete's involvement in sport will be highlighted. Next, practical strategies for conducting effective coaching and parenting workshops will be discussed. Specific exercises designed to cause coaches and parents to examine the impact of their behaviors on their young athletes' confidence and intrinsic motivation will be demonstrated. Lastly, the connection between theory and practice will be discussed and applications to other performance domains will be shared. Specific learning objectives for the workshop include: (a) comprehending a theoretical framework to guide coach/parent education efforts, (b) discovering strategies to facilitate change in coaching/parenting behaviors, and (c) applying theory-to-practice knowledge gained to areas of specific interest.

WKSP-25

PARTNER VIOLENCE IN ATHLETE POPULATIONS – GUIDANCE FROM A SURVIVOR’S POINT OF VIEW

*Sarah Pakenham, Adler School of Professional Psychology,
USA;*
Mitch Abrams, Learned Excellence for Athletes, USA

The selective attention that has been paid to the issue of sexual, dating and domestic violence in sports has been alarming and requires greater attention by the field of sport psychology. Though there has been some discussion about implementation of Bystander Education models for prevention (Moynihan et al., 2010, Katz, 1995), Abrams (2010) focused on the need for accountability of athletes and better models for prevention, as well as making treatment available to both perpetrators and survivors of sexual assault. Because of the alarming statistics pointing to one in four females (and one in six males) being a survivor of sexual assault of some sort over the course of their lives, this is clearly an issue that requires greater attention, including in athlete populations.

The first part of this workshop will provide a brief interactive overview of the critical factors of violence prevention models for athletes, with particular attention paid to innovations that must be considered in the context of the heterogeneity of perpetrators of sexual and partner violence. This will highlight both historical methods, new directions and the impact of transgressions on perpetrator, victim and affiliated universities.

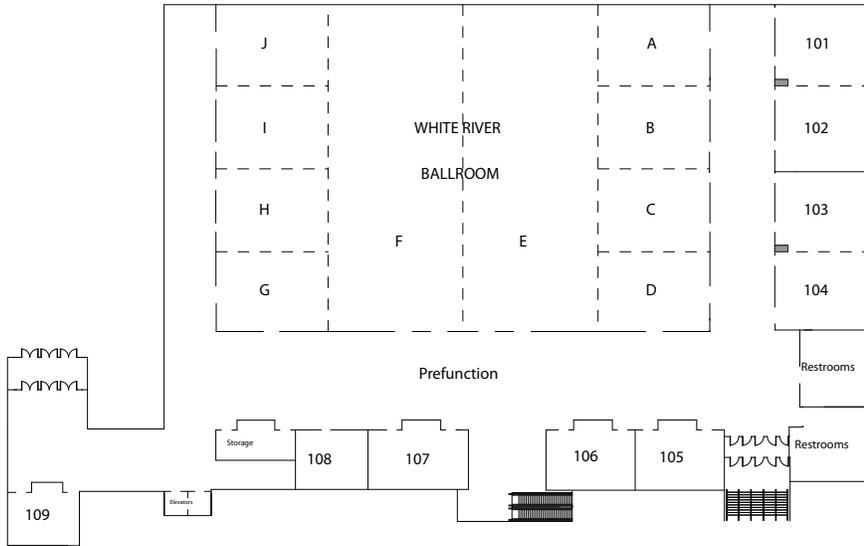
The second, and more powerful phase of this workshop, will provide an experiential account from an athlete who is the survivor of relationship violence where the perpetrator is now serving 30 years for kidnapping, rape and attempted murder. She will describe the many components of her healing, including the utility of exercise and mindfulness, in the forms of distance running, mixed martial arts and yoga, in her road to recovery and regaining her balance. Particular attention will be paid to the realities that being an athlete does not insure freedom from victimization as well as the choices that were made to become empowered, utilizing sport related activities as therapeutic vehicles.

WKSP-26

MINDFULNESS MEDITATION TRAINING FOR SPORT (MMTS), INTRODUCTION AND PRACTICE

Amy Baltzell, Boston University, USA;
Trevor Cote, Boston University, USA;
Chelsey Bowman, Boston University, USA

The workshop presenters will introduce and invite participants to participate in mediation exercises of Mindfulness Meditation Training for Sport (MMTS), a mindfulness meditation intervention for sport that is conducive to an athlete’s busy schedule (Baltzell & Akhtar, 2014). MMTS is less time intensive than other mindfulness training programs but still includes typical tools used to teach new meditators mindfulness practices such as focus on breath, counting breaths, and labeling thoughts that emerge such as frustration and anxiety (Sedlmeier et al., 2012). All of these tools are included in the MMTS program as a point of focus while practicing nonjudgmental acceptance of thoughts, feelings, and sensations. In addition, MMTS includes bringing to mind challenging moments in sport and practicing nonjudgmental acceptance of thoughts, feelings, and sensations associated with a chosen scenario. MMTS is based on Kabat-Zinn’s (2005) concept of mindfulness, “an open-hearted, moment-to-moment nonjudgmental awareness” (p. 24). The learning objective is for participants to gain a greater understanding on how to practice brief mindfulness meditation and to consider how acceptance and awareness of thoughts, feelings, and behaviors can, ultimately, enhance sport performance. Workshop participants will practice the techniques themselves. Participants will be introduced to the specific techniques of the MMTS intervention including breathing awareness, attention breathing ladder, wishing caring thoughts toward others (Gilbert, 2009), and tolerance of negative mind-states. At the conclusion, the participants will be apprised on how Division I college athletes approached and responded to the time efficient MMTS (Baltzell, Caraballo, Chipman & Hayden, 2014). Participants will be able to follow the MMTS exercises via a power point along with the objective of each skill, practice MMTS exercises, and collaborate in group discussion to consider how to implement the MMTS mindfulness meditation tools. Participants will be provided a handout of the workshop and detailed overview of the MMTS program.



FIRST FLOOR

General Sessions & Grad Fair
White River EF

Breakout Rooms

101/102
 103/104
White River AB
White River CD
White River GH
White River IJ

Speaker Ready Room

107



SECOND FLOOR

Breakout Room

201/202

Posters & Networking Lounge

Griffin Hall

Conference Registration

Outside Griffin Hall



10 S. West Street | Indianapolis, IN 46204
 317.822.8554 | www.jwindy.com

A

Abrahamsen, Frank	69
Abrams, Mitch.....	154
Achrati, Sara	54
Adams, Katherine	76
Adegbsan, Olufemi	111
Akpan, Akanimo.....	135, 136
Alami, Arya	108
Albert, Erin	123
Altieri, Val.....	148
Alvarez, Ana	50, 116
Anderson-Corn, Ashley	62
Anderson, Sarah.....	52 (2)
Anderson, Treva.....	52 (2)
Andreoli, DJ.....	146, 150
Antshel, Kevin	42
Aoyagi, Mark	87
Appleby, Karen.....	153
Arenas, Sophia.....	93
Arhin, Kojo.....	152
Arthur-Cameselle, Jessyca.....	126 (2)
Arvinen-Barrow, Monna.....	108
Atkinson, Frazer	110
Austin, Harlan.....	130 (2)

B

Bader, LaTisha	130, 131
Baker, Alexandra.....	74
Balague, Gloria	63
Ballesteros, Jorge	118, 122
Baltzell, Amy	95, 126, 127, 154
Barber, Heather.....	132, 133
Barker, Erin.....	69
Barnicle, Scott	52 (2), 82
Barton, Mitch	105
Basevitch, Itay.....	70
Bass, Andrew	59
Baucom, Brian	50
Beachy, Erica	44, 148
Bean, Eric.....	63
Becker, Kevin	108, 150
Beckley, Lauren	54
Bejar, Matthew	55, 68, 90
Bell, Dan.....	110
Bennie, Andrew.....	56
Bentzen, Marte	128 (2)
Berner-Bratvogel, Anne	57

Bernstein, Malayna	47, 94
Berrebi, Michael.....	106, 148
Bertollo, Maurizio	77
Beverly, Christel	70
Bianco, Theresa.....	69
Birrer, Daniel.....	73
Bixler, Nicholas	76
Blair, Michael.....	88
Blanton, Jedediah.....	131
Blecharz, Jan	101
Blom, Lindsey	74, 77, 80, 99, 122, 135, 136
Bloom, Gordon	56, 58, 141 (2), 142
Bocan, Dakota	106
Bolin, Jocelyn.....	46, 74, 80, 99
Borlabi, Wendy.....	62, 68
Bowley, Ceri	133, 134
Bowman, Sharon	99
Bowman, Chelsey	154
Boyer, Elizabeth	76, 101
Breitmeyer, Angela.....	62, 67
Breske, Mike	47, 49
Brewer, Britton	44, 56, 63, 115, 148
Briggs, Lynn	81
Brooke, Lauren	82
Brookhouse, Elizabeth.....	45
Brown, Theresa.....	47, 48, 49
Brown, Charles	63, 147
Bruce Jr, James	120
Brueckner, Sebastian	57, 72
Brutus, Angel	138 (2), 144, 145
Bryant, Leah.....	117, 148
Bueker, Devin.....	150
Burton, Damon.....	82, 119
Busanich, Rebecca.....	90
Butcher-Poffley, Lois.....	152
Butki, Brian.....	76, 115
Butryn, Ted.....	93
Butt, Joanne.....	73
Byrd, Brigid	122
Byrd, Megan	148

C

Capalbo, Lucas Silvestre	120
Carlson, Erika.....	67
Caron, Jeff	56, 141, 142
Caron, Jennifer.....	112
Carr, Chris	62
Carter, Leeja.....	64, 138, 139, 144 (2), 151

Cartin, Greg	126, 127
Catenacci, Kelley	44
Chandran, Avinash.....	54
Charlton, Lauren	68
Chase, Melissa.....	75
Chirban, Sharon.....	67, 152
Cho, Seongkwan	108
Choi, Hun-hyuk.....	108
Chow, Graig	42
Christensen, Dolores	148
Chroni, Stiliani.....	69
Chu, Tsz Lun (Alan).....	105, 114
Ciaccio, Jennifer	152
Clark, Cecilia.....	125 (2), 136, 137
Clement, Damien	117
Clevinger, Kristina.....	122
Clifton, Alexandra.....	84
Coakley, Stephany	64
Cohen, Steven	59, 150
Coker-Cranney, Ashley	55, 148
Cole, Mark.....	146
Collins, Jamie.....	78
Collins, Karen.....	80
Colpoys, Kathleen.....	80
Comani, Silvia	77
Conway, Brittney.....	81, 102
Conzelmann, Achim.....	72
Cook, Amy	135 (2)
Cooper, Jacob	80, 148
Cooper, Rob.....	64
Cormier, Marc	55, 56
Cornelius, Allen.....	56
Cote, Trevor.....	95, 154
Coumbe-Lilley, John.....	70, 105, 139, 140
Cousins, Kacey	116
Cox, Hamish	133, 134
Cox, Leah	78
Coyle, Melissa.....	118
Cropley, Brendan.....	133, 134 (3)
Culpepper, Dean.....	74
Cyders, Melissa	101
Czech, Daniel.....	44, 113

D

da Silva, David	146, 150
Dale, Gregory.....	153
Daniels, Kevin.....	46
Davis, Erin	111

Dawo, Oskar	72
Deaner, Heather.....	121
Deborah, Feltz.....	72
DeFreese, J.D.....	78
DeGaetano, Jessica.....	79
DeVries, Alexis	52
Dieffenbach, Kristen	128, 129
Diener, Kelly	109
DiPietro, Loretta.....	54
Ditter, Jaclyn	89
Dix, Melissa.....	88, 117
Dixon, Jess.....	141 (2)
Dobersek, Urska.....	117
Dodd, Regan.....	123
Doerr, Chad.....	105
Donohue, Brad.....	66
Driska, Andrew.....	131 (2)
Dubuc-Charbonneau, Nicole.....	128, 130
Duffy, Donna	119
Duguay, Ashley	49, 141, 142
Dunn, Eric.....	152
Durand-Bush, Natalie	78, 128, 129 (2), 130

E

Ebbeck, Vicki	87
Edwards, Nick.....	130 (2)
Eggleston, Tami.....	91, 139
Eiring, Kristine	64
Eklund, Robert.....	117
Endo, Takuya.....	96
Erbacher, Monica.....	46
Estanol, Elena	62
Esteve, Johathan.....	86
Etnier, Jenny.....	119
Etzel, Ed	62, 100, 153
Evans, John.....	52 (2)
Eytan, Eran.....	92

F

Fader, Jonathan	149
Fairbrother, Jeffrey.....	150
Faleke, Abidemi	116
Farren, Gene	105
Faull, Andrea	84
Feichtinger, Philip.....	53
Feltz, Deborah.....	85
Fifer, Angela	125 (2)

Filho, Edson	77
Fink, Cristina	99, 149
Finnoff, Jonathan	79
Fischer, Molly	118
Fisher-Hess, Courtney.....	83, 135 (2)
Fisher, Leslee	55, 58, 68, 90, 151
Fitzpatrick, John	153
Fitzpatrick, Sean	124 (2)
Fletcher, David	46
Flynn, Courtney.....	81
Foelber, Kelly.....	46
Fogaca, Janaina Lima.....	90
Ford, Jessica.....	49
Forsythe, Sarah.....	111
Foss, Joanna.....	87
Foster, Brian	74
Foster, Justin.....	59, 150
France, Thaddeus.....	115
Freysinger, Valeria.....	45
Frierson, Georita	104
Fry, Mary	47, 49
Fynes, Jamie	90

G

Gabana, Nicole	67
Gagnon, Jessica	95
Gaines, Stacey.....	66
Galante, Marina.....	55
Galli, Nick	81
Garrity, Kristin	105
Geller, Karly	75
Gentner, Noah.....	146
Gershgoren, Lael	91, 92
Gerstein, Lawrence.....	135, 136
Gfeller, Jeffrey	85
Gilbert, Jenelle	84
Gill, Diane	60
Gilson, Todd.....	88, 117
Gnacinski, Stacy	83, 102, 109
Goldsby, Elizabeth	114
Gonzalez, Stephen.....	50, 81
Goodson, Aaron.....	144 (2)
Gordon, Brett	57
Gould, Daniel	68
Grasso, Cody	100
Green, Lance	64
Greenleaf, Christy	113, 121, 122, 123
Grieve, Fredrick.....	95

Grindstaff, Jason	42
Gross, Michael.....	79, 97, 111
Guilmette, Maude	69
Guskiewicz, Kevin.....	78

H

Haberl, Peter	149
Halbrook-Galloway, Meghan	45
Hall, Morgan.....	50
Hall, Cody.....	87
Hamano, Kouji.....	98
Hamilton, Lindsey	146, 150
Hamilton, Sharon	106
Hammermeister, Jon	81, 102
Hamstra-Wright, Karrie.....	105
Hankemeier, Dorice	80
Hanley, Scotty.....	62
Harmison, Robert	46, 73, 153
Harris, Brandon.....	44, 113, 153
Harris, Richard	52
Harwood, Chris.....	43, 63
Hatch, Stephanie	62, 67
Hayden, Laura.....	135(2)
Hays, Kate F.	62, 64
Hayward, Francesca.....	54
Heller, Emily.....	88
Heller, Ido	86, 114
Hemmestad, Liv.....	69
Herzog, Tim.....	64, 88, 152
Hesse, David.....	146, 150
Hiatt, Mark	64
Hill, Christopher	75
Hill, Ryan	52
Hilliard Jr., Robert	80, 122
Hite, Brian	59, 150
Hodge, Ken	50, 57
Hoffmann, Matt.....	58, 141, 142
Holliday, Megan	135 (2)
Holt, Jerry.....	120
Holtforth, Martin grosse	73
Höner, Oliver	53
Hong, Eugene	97
Hsu, Tzu-Chen	100
Huang, Chung-Ju	100
Hudson, Seth	104
Huh, Jin-Young.....	108
Hulleman, Chris.....	46
Hunfalvay, Melissa	73

Hung, Tsung-Min	100
Hurley, Kimberly	47
Hurley, Diarmuid	108
Hurst, Jennifer	76
Hutchinson, Jasmin	148

I

Inglis, Richard Erik	46
Ingraham, Stacy	96
Ipinmoroti, Olanrewaju	116
Irwin, Katherine	82
Ivey, Patrick	81
Iwasaki, Susumu	47, 49

J

Jackson, Jasmin	64
Jarosik, Stephanie	147
Jensen, Jacob	58, 92, 149
Jensen, Peter	52
Johnson, Alicia	121, 151
Johnson, Christina	76
Johnston, Keegan	100
Johnstone, James	70
Jokuschies, Nina	72
Jordalen, Gro	128, 129
Judge, Lawrence	107
Julbert, Meighan	74

K

Kaminsky, Leonard	46
Kamphoff, Cindra	81, 125, 126, 136, 137
Kao, San-Fu	99
Kavish, Nicholas	97
Kaye, Miranda	49
Keeler, Linda	48
Keeley, Meghan	89
Kenny, Pat	105
Kentta, Goran	96, 128 (2), 129
Kerr, Sean	112
Kerr, Zachary	78
Killion, Lorraine	74
Kim, Mi-Sook	107
Kimball, Aimee	43
Kirk, Keri	104
Kischnick, Kari	122
Klonsky, Bruce	100, 139, 140

Knapp, Bobbi	93
Knight, Camilla	54, 92
Knust, Susannah	59, 150
Kornspan, Alan	100, 139, 140
Krane, Vikki	132 (2)
Kuan, Garry	59, 113
Kubiesa, Claire	80
Kugihara, Naoki	106
Kyle, Kelli	79

L

Langdon, Jody	44, 113
Langdon, Su	110
Lanter, Jason	95
Larsen, Leslie	68, 90, 151
Larson, Dirk	79
Larumbe, Eneko	86
Latimer, Morgan	117
Lattner, Amber	43, 61, 81
Lauer, Emily	55
Laughlin, David	108, 150
Lawrence, Nohelani	44, 62, 143 (2)
Leaks, Broderick	143
Lee, Margaret	123
Lee, Sae-Mi	90, 144 (2)
Legg, W. Eric	61
Leibovitz, Amanda	138, 139
Leitzelar, Brianna	107
Lemyre, Pierre-Nicolas	128 (2), 129 (2)
Lerner, Bart	62, 153
Lewis, Michael	146, 150
Li, Shuang	90, 103
Ling, Jiying	85
Litzau, Kathy	109
Lochbaum, Marc	117
Logan, Mariah	91
Longshore, Kathryn	45, 60
Lorenzen, Daniel	52
Losinger, Chad	106
Loughead, Todd	49, 141, 142 (2)
Loughran, Travis	66
Lundgren, Kristine	119
Lundstrom, Christopher	96

M

Maaranen-Hincks, Annamari	115
Mac Intosh, Andrew	68, 131, 132

Machida, Moe	98, 141, 142
Machova, Iva	107
MacIntyre, Tadhg	63
Mann, Mallory	132, 133
Manning, Heather	54
Marcia, Sarah	92
Markgraf, Kathryn	102
Marks, Donald	79, 111
Martin, Jeffrey	122, 138 (2)
Martin, Scott	55, 105, 121, 122, 123
Massey, William	135 (2), 136
Masters, Sydney	49
Mattern,, Bethany	119
McAlarnen, Michelle	89, 90
McCalla, Trey	124 (2)
McCarthy, John	126, 127, 148
McConnell, Margaret	104
McCowan, Tiana	55
McDonnell, Karen	54
McDonough, Meghan	48
McGuire, Rick	61 (2), 81
McNeill, Kylie	128, 129
Mellalieu, Stephen	54, 92, 96
Mellano, Kathleen	45
Merrill, Miriam	152
Meyer, Barbara	83, 102, 109
Miller, Lisa	88
Miner, Niicole	83
Mitchell, Amanda	85
Mitchell, Erin	87
Mitchell, Ian	133
Mohr, Emily	97
Monda, Samantha	43, 124, 125
Moore-Reed, Stephanie	84
Moore, E. Whitney	50, 61, 105, 116
Moore, Kristina	116
Morgan, Taryn	146, 150
Morris, Tony	59, 113
Moss, Nicole	76
Mugford, Angus	136, 146, 150
Mullin, Elizabeth	95, 152
Mulvihill, Kate	69, 77
Munroe-Chandler, Krista	49

N

Nam, Benjamin	90
Neil, Rich	133, 134 (4)
Nel, Petrus	53

Newbery, Glenn	112
Newland, Aubrey	50, 61
Newton, Maria	50, 61
Nguyen, Thomas	62, 147
Nichols, Toby	133 (2)
Nozaki, Masayo	109

O

O'Brien, Veronica	106
O'Donnell, Kayla	96
O'Shea, Deirdre	63
Øhlenschlæger, Jacob	57
Oldham, Alexandra	114
Oliver, Jon	133, 134
Olrich, Tracy	85
Olusoga, Peter	128, 129
Onderik, Anna	117
Ottley, Margaret	68
Ottley, Rhonda G.	68
Oxhandler, Richard	82

P

Pakenham, Sarah	154
Panchoo, Kelly	97
Parcell, Erin Sahlstein	113
Park, Rebecca	107
Parkerson, Emily	113
Parrott, Miriam	152
Partridge, Julie	93, 95
Parzelski, Darek	103
Patel, Ashwin	146
Pauline, Jeffrey	42
Pecinovsky, Caitlyn	113
Pellecier-Cavic, Nivia	101
Perkins, Amanda	64
Perry, Joanne	85, 97
Perry, Josephine	107
Pess, Rachel	79
Petrie, Trent	62, 121, 122, 123
Phillips, Darrell	76
Pickering, Michael	52
Pickering, Tony	119
Pierini, Davide	77
Pieszak, Kelly	106
Pitts, Michelle	42
Poczwadowski, Artur	87, 103
Podlog, Leslie	50

Polasek, Katherine	54
Portenga, Steve	62
Powell, Joseph.....	85
Pratt-Hyatt, Jennifer.....	104

Q

Quartiroli, Alessandro	89
Quillen, Jennifer	77

R

Röhlin, Philipp	73
Raabe, Johannes.....	59, 74, 84
Randazzo, Keith.....	86
Rathwell, Scott.....	141, 142
Ravizza, Kenneth	63, 64
Razon, Selen.....	46, 74, 77, 86, 114, 118
Readdy, Tucker	59, 74, 84
Reel, Justine.....	97
Reifsteck, Erin	60
Rex, Camille	115
Rhea, Chris	119
Rhodes, Gregory	96
Richards, Vernice.....	64
Rizzo, Julia	147
Robazza, Claudio.....	77
Robbins, Lorraine	85
Roberts, Claire-Marie	84, 96
Roberts, Justin.....	70
Rogers, Kim A.....	87
Ronkainen, Noora	71
Roper, Emily	54
Ross-Stewart, Lindsay	102
Ross, Alexandra.....	51
Ross, Michael	85, 97
Rossato, Claire.....	70
Ruiz, Montse	108
Rumbold, James.....	46
Runez, Hannah	76
Russell, Hayley.....	96
Russell, William	123
Rutty, Mary.....	85
Ryba, Tatiana	71

S

Sachs, Michael.....	51, 60, 99, 153
Saffran, Alexandra	141, 142
Salinas, Graciela	58
Samson, Ashley	51, 58, 149
Sappington, Ryan	45, 99, 149
Sato, Takahiro	91
Savina, Elena.....	105
Schmid, Olivier.....	94
Schneider, Peter.....	71
Scholefield, Robin.....	143 (2)
Schultz, Florian	53
Schultz, Nate.....	101
Schumacher, Jennifer	63
Scott, Melinda.....	44
Sellars, Paul	92
Semerjian, Tamar	77
Seng, Stephanie.....	87
Shade, Michelle	104
Shannon, Vanessa	146, 150
Shapiro, Jamie	51, 62
Sharp, Lee-Ann.....	50, 118
Shaull, Aaron.....	59, 150
Sheehy, Tammy.....	48, 128, 129
Shelley, Greg.....	60
Shibusawa, Hidenori.....	98
Shigeno, Teri	68, 95
Shipherd, Amber.....	91, 139, 140
Shoenfelt, Elizabeth	112
Shon, Jae-Hyun.....	108
Short, Sandra.....	110
Shuda, Ryan	151
Shue, Sarah	77
Siekanska, Malgorzata	101
Simpson, Duncan	42, 51, 136, 137
Sims, Niki	143 (2)
Sink, Alisha.....	99
Sirota, Holly	58
Skidmore, Brook	48
Slater, Mason	76
Smith, Christian.....	146, 150
Smith, Jay	79
Solmon, Melinda	86
Souza, Brian.....	87
St.Martin, Mark	82
Stanbrough, Mark.....	98
Stankovic, Dejan	82, 126, 128
Stark, Andrea.....	50, 61

Stark, Traci	119
Start, Amanda	119
Statler, Traci	136, 137
Steidinger, Joan	98
Stellino, Megan Babkes	116
Stellino, Megan Babkes	135 (2)
Sterling, Linda	91, 104
Strang, Adam	118
Stritzinger, Katie	106
Stumpf, Jamie	102
Sturges, Alexander	93, 117
Suckling, Craig	70
Summerlin, Aspen	52
Szynkarewicz, Jarosław	103

T

Tachiya, Yasuhisa	102
Tashman, Lauren	69
Tenenbaum, Gershon	77
Terry, Peter	59
Thomas, Matthew	46
Thome, Jennifer	151
Thompson, Karla	78
Thornton, Lindsay	151
Tibbetts, Erica	51, 152
Timm, Kelsey	81
Toce, Andrew	147
Tomalski, Jenna	121
Trachsler, Tracy	95
Tremayne, Patsy	112
Trenerry, Max	64, 79, 110
Tshube, Tshepang	72
Turner, Cameron	52
Turner, Jeannine	117

U

Uchida, Ryosuke	106
-----------------------	-----

V

VBIková, Hana	107
Valley, Julia	93
Van Mullem, Heather	91
Van Raalte, Judy	44, 56, 63, 115
Vanderdrift, Laura	42
VanderVeen, J. Davis	101
Vargas, Tiffany	112

Varzeas, Kelsey	88
Vealey, Robin	63
Vidic, Zeljka	82
Vincent, Andrew	147
Vissek, Amanda	54
Voelker, Dana	97, 117
Vosloo, Justine	49, 60, 104

W

Waldron, Jennifer	66
Walker, Barbara	67
Walker, Stephen	53
Wallace, Alex	80, 86, 118
Walsh, John	118, 122
Wann, Daniel	95
Ward, Rose Marie	55
Washington, Leah	119
Watkins, Irina	71
Watson II, Jack	45, 62, 153
Way, William	60
Weathers, Amanda	88
Weaver, Mitchell	150
Weidner, Arin	105
Weinberg, Robert	45, 73
Weinstock, Jeremiah	85
Wen, Fujun	85
Wentworth, Phyllis	153
White, Andrew	96
Whitley, Meredith	121, 135, 136
Wiese-Bjornstal, Diane	96
Wilkinson, Todd	47, 49
Williams, Charlotte	133, 134
Wilner, Nicole J.	105
Winger, Steve	75, 114
Wiseman, Oliver	102
Wolanin, Andrew	79, 97, 111
Wood, Jessica	104
Wooding, Chelsea	47, 124 (2)
Woodman, Tim	133, 134
Woolway, Toby	43
Wortelboer, Patricia Wightman	71
Wright, Paul	109

Y

Yang, Yanyun	42
Yeatts, Paul	105, 116
Yoon, Seok	108

Yoon, Yong-Jin.....	108
Young, Greg	42, 51
Young, Jusitn	81
Young, Peter.....	82
Yu, Alexander	62, 147
Yukelson, David	63, 64

Z

Zakrajsek, Rebecca.....	55, 59, 74, 90
Zant-Bice, Amber.....	115
Zapalac, Ryan	95
Zauber, Elizabeth	48
Zavilla, Stephanie.....	152
Zeplin, Shawn	151
Zhang, Tao	114
Zizzi, Sam.....	47, 56
Zuleger, Brian.....	61

Notes

The AASP Executive Board would like to extend a special thank you to the following members who volunteered their time and effort to serve as reviewers for the 2015 Conference Program. The review process can be very demanding and their willingness to participate in this endeavor is a true testament to their dedication to the success of AASP.

Mitch Abrams, Learned Excellence for Athletes
Amanda Alexander
Sheila Alicea, Humboldt State University
Treva Anderson, CSF2-TC
Mark Aoyagi, University of Denver
Renee Appaneal, Australian Institute of Sport
Rachel Arnold, University of Bath
Monna Arvinen-Barrow, University of Wisconsin - Milwaukee
Megan Babkes Stellino, University of Northern Colorado
Heather Barber, University of New Hampshire
Scott Barnicle, CSF2 & College of Charleston
Mitch Barton, University of North Texas
Itay Basevitch, Anglia Ruskin University
Bonnie Berger, Bowling Green State University
Jenna Blackstock, JCB Consulting
Jedediah Blanton, Minnesota State University, Mankato
Jan Blecharz, The University of Physical Education in Krakow
Lindsey Blom, Ball State University
Nataniel Boiangin, Florida State University Ice Hockey
Neal Bowes, Simply Performance Group Inc
Taryn Brandt, Springfield College
Bonnie Braun, University of South Florida St. Petersburg
Robyn Braun, University of Texas of the Permian Basin
Ben Brennan, Upright Consulting
Theresa Brown, University of Kansas
James Bruce Jr, Blue Lotus Psychological Services
Sebastian Brueckner, Saarbruecken Olympic Training Center
Angel Brutus, Synergistic Solutions, LLC
Kevin Burke, Queens University of Charlotte
Rebecca Busanich, Plymouth State University
Lois Butcher-Poffley, Temple University
Brian Butki, Colorado State University
Jeffrey Cherubini, Manhattan College
Seongkwan Cho, Texas A&M International University
Graig Chow, Florida State University
Cecilia Clark, Cleveland Indians
Damien Clement, West Virginia University
Randall Coeshott, St. Mary's College
Alexander Cohen, United States Olympic Committee
Mark Cole, Western Illinois University
Eric Cooley, Western Oregon University
Marc Cormier, University of Kentucky
John Coumbe-Lilley, University of Illinois at Chicago
Gualberto Cremades, Barry University
Michael Crumsey, Unemployed
Sally Curtis, The Geneva Foundation
David Cutton, Texas A & M University-Kingsville
Heather Deaner, California State University, Stanislaus
J.D. DeFreese, University of North Carolina
Fitni Destani, Keene State College
Kristen Dieffenbach, West Virginia University
Urška Dobersek, University of Indianapolis
Andrew Driska, Michigan State University
Natalie Durand-Bush, University of Ottawa
Edson Filho, University of Central Lancashire
Laura Finch, St. Cloud State University
Sean Fitzpatrick, John F. Kennedy University
Samuel Forlenza, Shippensburg University
Daniel Freeman, California state university northridge
Andrew Friesen, Lakehead University
Stacey Gaines, Texas A&M University-Kingsville
Lori Gano-Overway, Bridgewater College
Jenelle Gilbert, California State University, Fresno
Diane Gill, UNCG
Todd Gilson, Northern Illinois University
Brett Gordon, Temple University
Megan Granquist, University of La Verne
Colleen Hacker, Pacific Lutheran University
Jennifer Jordan Hamson-Utley, University of St. Augustine
Stephanie Hanrahan, The University of Queensland
George Hanshaw, Azusa Pacific University
Brandonn Harris, Georgia Southern University
Soek Hau, Hong Kong Sports Institute Ltd.
Erin Haugen, ATAGF
Kate F. Hays, The Performing Edge
Ryan Hedstrom, Manchester University
Jerry Holt, Florida A&M University
Oliver Höner, University of Tübingen, Institute of Sports Science, Department Sport Psychology and Research Methods
Melinda Houston, Occidental College
Kimberly Hurley, Ball State University
Jennifer Hurst, Truman State University
Jacob Jensen, California State University-Northridge
Linda Keeler, Western Washington University
Mi-Sook Kim, San Francisco State University
Mitzi Kincaid, APU/Tstreet Volleyball/CUSD
Kim Kinna, Brandman University
Susannah Knust, DCS/Comprehensive Soldier and Family Fitness (CSF2)
Alan Kornspan, University of Akron
Garry Kuan, Sports Science Unit, School of Medical Sciences, Universiti Sains Malaysia
Su Langdon, Bates College
Elizabeth Lange, Campbell University
Eneko Larumbe, Texas Tech University HSC
Nohelani Lawrence, University of Southern California
Jean-Charles Lebeau, Florida State University
Bart Lerner, West Coast University
Jack J. Lesyk, Ohio Center for Sport Psychology
Lauren Loberg, U.S. Ski and Snowboard Association
Kathryn Longshore, Temple University
Moe Machida, Osaka University of Health and Sport Sciences
Tadhg MacIntyre, University of Limerick
Melissa Madeson, Hardin Simmons University
Eric Martin, Michigan State University
Scott Martin, University of North Texas
William Massey, Concordia University Wisconsin
Stephen Mathis, Applied Psychology Associates
Russell Medbery, Colby-Sawyer College
Christopher Mesagno, Federation University Australia
Barbara Meyer, University of Wisconsin-Milwaukee
Joel Minden, California State University, Chico
Samantha Monda, Robert Morris University
E. Whitney Moore, University of North Texas
Kristina Moore, Boston College / Lasell College / Univ. of New Hampshire
Zella Moore, Manhattan College
Taryn Morgan, IMG Academy
Joanna Morrissey, CSU-Monterey Bay
Lauren Mullikin, CSF2
Elizabeth Mullin, Springfield College
Adam Naylor, Boston University/Telos SPC
Eddie O'Connor, Mary Free Bed Rehabilitation Hospital
Carl Ohlson
Robert Owens, Winston-Salem State University
Paula Parker, East Stroudsburg University
Jeffrey Pauline, Syracuse University
Heidi Perkins, Rice University
Gloria Petruzzelli, California State University, Student Health and Counseling Services
Lori Phelps, Monroe Clinic
Darrell Phillips, Ottawa University
Phillip Post, New Mexico State University
Tanya Prewitt-White, Adler University
Alessandro Quartiroli, University of Wisconsin - La Crosse
Johannes Raabe, University of Tennessee
Selen Razon, Ball State University
Tucker Readdy, University of Wyoming
Jamie Robbins, West Chester University
Lindsay Ross-Stewart, Southern Illinois University Edwardsville
Hayley Russell, Penn State Altoona
William Russell, Missouri Western State University
Michael Sachs, Temple University
Ashley Samson, California State University, Northridge
Takahiro Sato, Western New Mexico University
Carrie Scherzer, Mount Royal University
Olivier Schmid, University of Bern
Chris Schoen, Salem State University
Jennifer Schumacher, California State University, Fullerton
Jamie Shapiro, University of Denver
Lee-Ann Sharp, University of Ulster
Amber Shipherd, Eastern Illinois University / Next Level Mind Consulting
Elizabeth Shoenfelt, Western Kentucky University
Sandra Short, University of North Dakota
Malgorzata Siekanska, The University of Physical Education in Krakow
Duncan Simpson, Barry University
Magnhild Skare, The Norwegian Defence University College
Sheryl Smith, Sheryl Smith, PhD
Susan Sotir, Springfield College
Brian Souza, Oregon State University
Stephanie Stadden, Lenoir-Rhyne University
Mark Stanbrough, Emporia State University
Traci Stark, Heidelberg University
Traci Statler, Cal State Fullerton
Kevin Stefanek, University of Minnesota, Morris
Joan Steidinger, Power Zone
Sam Sterk, Peak Performance Plus LLC
Linda Sterling, Northwest Missouri State University
Darcy Strouse, BelieveinMe Sports, LLC
Laura Sullivan, University of Denver
Aspen Summerlin, University of Idaho
Lauren Tashman, Barry University / Inspire Performance Consulting
Melissa Thompson, The University of Southern Mississippi
Vicki Tomlinson
Lena Torgerson, Sport Psychology / San Francisco State University
Heather Van Mullem, Lewis-Clark State College
J. Davis VanderVeen, IUPUI
Tiffany Vargas, California State University, Long Beach
Justine Vosloo, Ithaca College
Jennifer Waldron, University of Northern Iowa
Brent Walker, Columbia University
John Walsh, Ball State University
Savanna Ward, Florida State University
Leah Washington, UNC-Greensboro
Jack Watson II, West Virginia University
Kristin Webster, Thomas University
Diane Whaley, University of Virginia
Meredith Whitley, Adelphi University
Andrew Wolanin, Kean University
Paul Wright, Lindenwood University
Greg Young, James Madison University
Patrick Young, Wingate University
Reginald Younger Jr., Visualize Capitalize Sports Psychology Performance Consulting Group P.L.L.C.
Rebecca Zakrajsek, University of Tennessee
Michael Zito, Montclair State University

SAVE THE DATE

31st Annual Conference



September 28-October 1, 2016
Arizona Grand Resort
Phoenix, AZ