

“ In the coming year I intend to improve our networking with sport organizations, promote increased collaboration among qualified consultants, and stress the importance of hiring competent consultants in communications with athletes, coaches, and sports officials. ”



President's Column

Craig Wisberg
 AAASP President

AAASP: Making a Difference in People's Lives

The feedback we have received from attendees at this year's conference in Vancouver suggests that the 20th edition of our annual gathering was a resounding success. Both the conference program activities and the social events were well attended, stimulating, and of high quality. The presentations and special interest group sessions I attended contained a good deal of spirited exchange and refreshing

frankness. It made me realize that while AAASP members do not always agree on things, we share a common passion for the work we are doing in our respective domains and spheres of influence.

A special thanks goes to Damon Burton, Heather Barber, and the various program committees for an outstanding conference program; to Paula Pair and the folks from Centennial Conferences who, along with Penny McCullagh, were responsible for securing a wonderful conference site, "smoothing" the sometimes-difficult mechanics of a conference program, and making the social activities so memorable; and to Susan Rees and the Rees Group for their characteristically exceptional administrative support. Like good umpires, all of these folks performed so admirably that conference participants had little to complain about. I encourage those who were in attendance at this year's meeting to acknowledge the efforts of these individuals with an email or a "nice job" next time you see them. Those who weren't able to make it can read a nice overview of the conference by President-Elect Vikki Krane elsewhere in this newsletter.

The Vancouver conference marked the 20th anniversary of the AAASP organization and both the Coleman Griffith lecturer

Rainer Martens and AAASP's "Founding Father" John Silva provided attendees with some interesting insights into the history of the field of applied sport psychology and the AAASP organization, as well as some challenges for the future. Ironically, two of the themes they emphasized were ones I had decided to include in my Presidential address (I promise I had no prior conversations with either Rainer or John during the preparation of my address). Specifically, they challenged AAASP members to keep finding ways to make a difference in the lives of sport and exercise participants and to keep pressing forward in our efforts to advance the field because there is still much left to do.

My primary mission as President during the coming year is to support any and all efforts of AAASP members who are using their knowledge of exercise, sport, health, and/or social psychology to make a difference in people's lives and to advance the field of applied sport and exercise psychology. In reading back over the initial newsletter columns of the last three AAASP Presidents I found similar-sounding statements like "AAASP has positioned itself to be a leader in the science and practice of applied sport psychology" (Linda Petlichkoff, Fall 2002), and "AAASP is coming of age and is ready to take our place as a leader in the field" (Damon Burton, Fall 2003), and "AAASP needs to become the 'go to' organization for information on sport, exercise, and health issues" (Marty Ewing, Fall 2004). Each of these Presidents proceeded to identify and pursue initiatives they hoped would contribute to the fulfillment of their respective visions. Linda encouraged greater communication among the three focus areas of AAASP so that individuals possessing different types of knowledge and applied experience would have a better understanding of what people in the other areas were doing. Damon attempted to a) promote quality service by encouraging Certified Consultant upgrades and introducing Masters level certification, b) create name recognition by challenging members to become more visible at coaching conventions and assorted clinics for movement practitioners, and c) upgrade the organization's management infrastructure by employing a capable management company, instituting conference calls to allow more frequent communication among Executive Board members, and securing the services of conference site specialists to assure the best possible atmosphere for our annual meetings. Marty encouraged AAASP members with a specialization in exercise and health psychology to consider initiatives that would address pressing problems in both sport and society, such as the incidence of drug and alcohol abuse among athletic populations and the alarming increase in child obesity. She also attempted to create greater name recognition for our organization by exploring the formation of a speaker's bureau and encouraging members with



various types of expertise to provide position statements we could post on our website or distribute to sport organizations, be available for interviews with the media, and/or provide presentations for various groups expressing an interest in some aspect of the field of exercise and sport psychology.

In the coming year, I will continue to support these initiatives while pursuing the following three goals for making a difference and advancing the field: modeling diversity (and not just talking about it), promoting more praxis, and reconsidering the accreditation of graduate programs in applied sport psychology.

Modeling Diversity

For the most part AAASP's diversity can be seen in its gender representation, types of academic training, variety of focus areas, and balance between student and professional members. We have a fairly even number of female and male members, members with training in psychology and the sport sciences, and student and professional members. However, we continue to have more members with an interest in performance enhancement than in the areas of health and exercise psychology or social psychology. While there is a concern among some AAASP members that we place too much emphasis on the area of performance enhancement (particularly with respect to elite athletes), I believe attitudes like this may be deterring some of us from making our own type of difference. In my view, a better way to model our diversity of focus is for each of us to reflect on what we are actually doing to make a difference in people's lives within our respective spheres of influence (I'll say a bit more about "how" when discussing my second goal). Other forms of diversity in AAASP, such as race, ethnicity, abilities/disabilities, and sexual orientation remain behind the curve and continue to be evidenced primarily in the form of a handful of conference presentations before relatively small audiences comprised of already-invested individuals. To move beyond talking about these forms of diversity to modeling them I'd like to see more conference symposia where the speakers/discussants represent different voices, all of which have something to contribute to a theme of common interest. Wouldn't it be nice, for example, to hear a panel of females and males representing different races, ethnicities, nationalities, abilities/disabilities, and/or sexual orientations discussing the various barriers to coach-athlete communication or exercise adherence? Members of an audience attending a presentation like that couldn't help but get the message that the best way to address the problem of communication (or adherence) is to hear from as diverse a group of people as possible. Unfortunately, one aspect of our association's diversity (i.e., type of training) has recently been more contentious than something to celebrate. Too many polemic debates (many occurring in the media and other public forums) over which type of training qualifies one to work with elite athletes are making us look like a bunch of immature kids arguing over whose dad can beat up the other dads. The facts are that there are still more consultants (or aspiring consultants) than there are elite athletes interested in working with them (although that situation seems to be changing), that athletes and coaches are more interested in a consultant's competencies and experiences than they are in the title of the consultant's degree, and that the majority of seriously unqualified individuals marketing themselves as consultants are not members of AAASP. A better way for AAASP members to model diversity in this

area is to show respect for the different types of training and applied experience qualified consultants possess, work together (rather than at cross purposes) to give athletes the most comprehensive range of services possible, refer athletes to more qualified consultants whenever appropriate, and provide athletes and coaches with guidelines for choosing the type of consultant that will give them what they are looking for. A good example of the latter form of assistance is the recently completed Position Paper on Consultant Competencies published elsewhere in this newsletter. In the coming year I intend to



improve our networking with sport organizations, promote increased collaboration among qualified consultants, and stress the importance of hiring competent consultants in communications with athletes, coaches, and sports officials.

Promoting Praxis

The concept of praxis has its roots in postmodern thought and concerns the "living out" of one's theoretical positions or convictions. In my Presidential address I mentioned that I'm from Missouri. Those of you who are familiar with the nicknames of states comprising the U.S. probably know that the nickname for Missouri is the "Show Me" state. Praxis, in many ways, is like showing people we're serious about our convictions by living them out in tangible ways. As members of an organization presumably committed to the concept of professional service (which was the conviction that originally prompted John Silva and the other charter members of AAASP to create this organization), we should be promoting praxis by living out our convictions in the service of others. As individual members we can do this by involving ourselves on committees or in the work of special interest groups addressing issues or problems of concern to us, by soliciting the input of athletes, coaches, and exercise participants when framing our applied research questions, by collaborating (rather than competing) when providing sport psychology services for athletes and teams, by supervising the applied work of aspiring AAASP consultants, by modeling the importance of professional service when mentoring our student members, by advocating on behalf of undervalued or marginalized sport and exercise participants who, too often, have little voice or one that tends to be muted by the powers that be, by developing position statements designed to improve the quality of people's sport and exercise experiences, and by participating in cross-cultural projects that emphasize the global significance of our three focus areas. This is just to mention a few. At our conferences I'd like to

see more presentations by members who are taking praxis seriously (including unique applications and case studies), more workshops for members who want to get involved but don't know how, and more symposia that include representatives of the very people we are trying to serve (e.g., coaches, athletes, non-sport performers, exercise participants, health and exercise practitioners, representatives of various sport organizations, etc.). Finally, I'd like to see each issue of the *Journal of Applied Sport Psychology* contain at least one paper devoted to the topic of praxis. We have a growing number of members doing sport and exercise psychology in interesting ways (and others aspiring to do so) and I think we would all benefit from hearing their stories. I would appreciate hearing from any of you who have ideas about how we as an organization can expand our reputation as "the praxis professionals." Please feel free to email me (caw@utk.edu) with your comments and suggestions.

Reconsidering Accreditation

Several years ago, John Silva and a number of interested student members thought that the time had come for AAASP to develop an accreditation process that would standardize graduate training in applied sport psychology. Part of the motivation for this proposal came from the experiences of students who had been accepted to graduate programs that advertised the opportunity for applied experiences and supervised work with athletes but subsequently did not provide those experiences. Thus, Silva and his young colleagues believed the best way to address this concern was to establish guidelines for accreditation that would have to be met by any graduate program advertising itself as "applied" in orientation. They proceeded to develop a formal written proposal that included suggested guidelines for accreditation and submitted it to the Executive Board and AAASP Fellows for consideration. For various reasons, the proposal was not supported, and the accreditation issue was relegated to "back burner" status. Several factors suggest to me that it's time to bring the issue back to a front burner. First, I'm not convinced that it isn't a good idea to standardize graduate training in applied sport psychology (remember I'm from Missouri and need to be shown). Conversations with several folks involved in the AAASP consultant certification process suggest that a lack of uniformity exists in the graduate training and supervised applied experiences of applicants for Certified Consultant status. This is not the case for professionals providing other types of support services for athletes (e.g., strength and conditioning staff, athletic trainers, etc.). Those individuals are almost without exception graduates of accredited programs. Why then should we expect less of people who aspire to be applied sport psychology consultants? Second, the accreditation of graduate programs in applied sport psychology would provide increased protection for the general public. Individuals could be reasonably assured that a prospective consultant with a degree from an accredited program is more qualified than someone not having such a credential. Finally, the accreditation process would ensure that graduates have acquired an acceptable level of training and applied experience for providing effective performance consulting for athletes and teams. I should point out that accreditation would not be appropriate for graduate programs where there is either an inability or unwillingness to invest faculty time and resources to provide students with supervised applied experiences. Moreover, it would not be appropriate for research-oriented doctoral programs that have as their primary mission the equipping of students for university

faculty positions containing the clear expectation of consistent scholarly productivity. A graduate program that chooses to be accredited would theoretically be no “better” than a program that chooses not to be, but it would clearly be more applied in orientation. Graduates (M.S. or Ph.D.) of an accredited applied program would have the skill sets necessary for providing effective sport psychology consulting should the opportunity arise. Those with a Ph.D. would be good fits for faculty positions at smaller universities where teaching and advising are the primary expectations and where more time for consulting likely exists. By the end of this year, I intend to have a committee in place that will revisit the accreditation issue and provide recommendations as to how it might be fairly and properly implemented.

Acknowledgment

I want to express my appreciation to outgoing Executive Board members Damon Burton, Heather Barber, and Jessica Mohler for their valuable service to the AAASP organization and the field of applied sport psychology. During the past year each has modeled the proper way for an AAASP officer to conduct the business of this organization. I am proud to call them colleagues and wish each of them the best in the future. At the same time, I welcome Vikki Krane, Diane Whaley, and Heather Peters to the board and look forward to the contributions these folks will be making to our organization during the coming year.

Editor’s Note

Looking forward, looking back. This issue of the newsletter has both perspectives as the Vancouver conference fades (photos can be found throughout the newsletter) and a new sport psychology year begins. The AAASP E-Board has voted to continue the printed version of the newsletter for another year. Informal membership feedback and our association management’s belief that the newsletter is an organizational strength have led to this decision. We encourage members to provide feedback concerning a move to an entirely on-line version of the newsletter and forgoing the printing and mailing costs of the hard copy version of the newsletter. We will continue to post a PDF version of the newsletter on the AAASP website, and membership will be prompted to its availability through a broadcast email. This should help promote a timely receipt of the newsletter, access to time sensitive material, and avoid the vagaries of bulk-rate mailing.

As if the Vancouver conference was not reminder enough of the passion of our applied sport psychology field, then my trip to the Vancouver International Airport for my return flight home certainly put an exclamation point on it. As I tiredly stood outside the Westin Bayshore Hotel waiting for the bus to the airport, Dave Smith of Manchester University introduced himself, and we began a lively conversation that lasted the 30 minute ride to my terminal. I learned about Dave’s conference experience (“wonderful”), his research interests at Manchester, and his love of football (the World Cup variety). I mentioned that I might be bringing a group of student-athletes to the United Kingdom on a study abroad program next summer, and in a matter of seconds, was invited to his sport psychology lab. Generosity and enthusiasm about applied sport psychology is a powerful combination I thought to myself.

Once in the terminal, I decided to continue gathering informal conference feedback and bumped into Todd Gilson, a Michigan State University graduate student, and Dawn Lewis, a new assistant professor at Adelphi University, at security clearance. They were direct and energetic in their belief that we needed to bring in more high profile coaches, athletic trainers, prominent strength coaches, and other sport organizations to find out what they need from sport psychology. They also suggested that as an organization we might be a bit too much in agreement with one another (“patting

people on the back”), and spirited debate such as that surrounding the Dave Klossner’s NCAA presentation, was needed more at the conference and as an organization. I promised to pass the feedback on to the E-Board.

As I grabbed a quick bite to eat before my flight, I had conversations with Burt Giges and Eric Morse. Eric thanked me for a recommendation of a sport psychologist in the North Carolina area where he will be opening a sport psychiatry practice. Eric and the sport psychologist had been able to meet during the conference, and he thought there was a strong possibility they would be working together in the near future. Burt simply stopped to say, “Hi.” It did offer me the opportunity to invite him to be the subject of a future “10 Burning Questions” in the newsletter and ask him how he was able to attract so many partners on the dance floor at the conference banquet. His secret? “I don’t try anymore. As a young man, I tried so hard and failed. Now, they come to me.” Sounds like some of the cognitive work I do with athletes as I invite them to embrace the process of their sport and let go of the outcome.

And as I found my seat on the plane, I reflected and thought to myself, “I’m pretty damn lucky to be part of this organization.”

I want to express my gratitude to Al Clarke who will be stepping down as an associate editor. Al had many great ideas for newsletter articles, and more importantly, acted on them. He will be missed. Luckily, Mary Jo Loughran at Chatham College (and previously the training director at the University of Pittsburgh counseling center), has agreed to come aboard. She has contributed a thought-provoking article on cultural/identity issues in collegiate athletics, and I look forward to her involvement.

Questions, comments, observations? Contact me directly at dughank@auburn.edu.



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Doug Hankes**

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Does your institution have employment openings of interest to AAASP member?

We are pleased to announce the addition of a JOB BOARD on our website! Submit notices of faculty positions or other job opportunities on our Job Board. Also, please share the notice with your department chairs, athletic directors, and directors of counseling centers so they can post announcements appropriate to our membership on our new JOB BOARD.

Contact Susan Rees, AAASP Executive Director, by phone 608.831.0144, fax 608.831.5122 or email srees@reesgroupinc.com.

Check our
website for further
details.

www.aaasponline.org

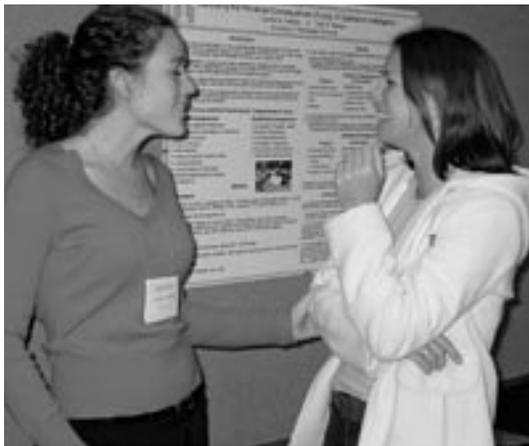
10 Burning Questions with Joe Whitney, Ph.D.

Interviewed by Doug Hanks, AAASP P/I Division Head

Joe Whitney oversees the provision of mental training services to all University of Tennessee athletes and teams. A 1982 graduate of Springfield College, he coached basketball and football in New York City for 13 years before leaving coaching to pursue graduate study in sport psychology. Whitney obtained a master's degree from the University of Virginia in 1997 and a Ph.D. from the University of Tennessee in 2000. He served as a graduate assistant and sport psychology consultant at UT before being named director of mental training in January 2002.

1. Tell us about your position within the University of Tennessee (UT) athletic department and how it came about and has evolved.

My position as director of mental training involves the oversight of all sport psychology services provided to UT athletes and teams as well as the supervision of our mental training center. I think that much of the credit for how the position evolved needs to go to Craig Wrisberg, the head of our academic sport psychology program. The work that Craig has done with our athletic teams for over 25 years and the relationships that he developed with key athletic department personnel during that time laid the foundation for my position. The other important factor was probably the dramatic increase in the number of athletes and teams utilizing our services in the late 1990s. At a certain point, our athletic administration realized that the only way to meet the increasing demand was to add a full-time position and I was hired in 2001.



2. Please briefly describe UT's approach to sport psychology.

Our major emphasis is on helping UT student-athletes and teams develop the mental skills and strategies that will allow them to perform consistently at their highest levels. A key component of our philosophy is that the development of effective mental skills is a training process. We want the athletes who work with us to understand that mental skills are built over time and encourage them to make a long term commitment to the improvement of their mental games.

We also place a great deal of attention on the individual athlete. Because we have a fairly large staff (Craig, myself and our two graduate assistants: Taryn Morgan and Andrea Becker) we are able to conduct individual sessions with any athlete who needs or wants our assistance. Typically, these athletes fall into one of two categories. The first is the athlete who has one or more mental or emotional obstacles hindering

his or her performance, while the second is simply motivated by the desire to take his or her mental game to an even higher level. In either case, we work with the athlete to develop a set of skills and strategies that meet his or her specific needs.

Lastly, I think we try hard at Tennessee to work within the philosophy of the coaches here. Establishing long term relationships with our coaching staffs and understanding their approaches to teaching and training are very important to us. The reality of this philosophy is that we may work quite differently with one team than another.



3. Describe your educational training and background and how it has impacted the way you work with athletes, coaches and teams.

My original training was in teaching and coaching. I graduated from Springfield College with an undergraduate degree in physical education and then spent the next 13 years coaching in New York City. Springfield, at the time I went there, placed a great deal of emphasis on the physical experience of sport skills so I had courses in almost every sport imaginable. That experience has turned out to be pretty useful, all these years later, because it has given me a little more insight into the sports that I work with here at UT. For example, when working with a diver, I know (but am trying very hard to forget) what it feels like to crash on your back from a three meter board. Coaching was a great entry into sport psychology in that it gave me the opportunity to see athletes' mental and emotional struggles on a daily basis. Having a coaching background has also helped me relate to our coaches and the issues they face.

My formal training in sport psychology was at the University of Virginia, where I did my masters degree, and here at Tennessee where I completed my doctorate. The opportunity both programs afforded me to immerse myself in the body of knowledge specific to the discipline of sport psychology continues to influence my applied practice.

Finally, I would have to say that the greatest impact on my present work has been the athletes who I have worked with over the years. Their willingness to share their experiences and work with me on the process of mental training is what has really helped me develop my craft.

4. What's a typical day like for you?

Good question. I am not sure that there is ever a typical day, but for the most part I will be working with individual athletes in the morning and early afternoon. Lunch is a good time to meet with coaches and late afternoon, say around three or four, is when I conduct most of my team sessions. After five, I usually start meeting with individual athletes again until about seven or eight.

5. How do athletes, coaches, and teams access your services?

....continued on page 6

I think that many of our athletes come to me on their own because of the relationship I have with their team. I try to be as visible as possible so that if they are interested in working with me on some aspect of their mental game, they don't feel like their going to a stranger. I think that team sessions are invaluable in fostering this kind of trust. In addition, athletes, who have worked with one of our staff, are very good about demystifying the mental training process and encouraging their teammates to come to the center.

I also get referrals from coaches. They are actually pretty good about suggesting our services to athletes without putting a formal demand on it. We prefer that our coaches take this approach because it is ultimately the athlete's own commitment to mental training that is going to determine his or her success. We also get a lot of referrals from other support staff such as athletic trainers, strength coaches, and anyone else who sees the athlete on a regular basis.

6. What is the percentage of individual versus team consults that you do? From your perspective, is there a different skill set when providing these consults?

Our highest percentage of involvement is probably more with the individual. I think that we worked with about 150 athletes last year. However, there are some teams where almost all of our work will be in team sessions.

I think that one major difference between working with a team in a group setting and an individual athlete in a one-on-one session is that you probably need to bring a little more motivational energy to the group setting. You hope that the individual athlete who is voluntarily coming to meet with you will be somewhat motivated to engage in the process and do the follow up work. In group work, the reality is that not everyone will be a believer right away, so you might have to work a little harder to get them on board. I also think that working with the individual athlete allows you to go more in depth while team sessions require a more generalized approach. In both cases, I think you need to be flexible. The dynamics of sport are such that while you always want to go into a team or individual session with a plan, the situation may be such that you have to adapt and address where everyone is at that given moment in time.

7. Your position is primarily performance enhancement/mental training. How frequently do you see clinical issues impacting performance and how do you handle those referrals?

At Tennessee, we have a great network of professionals who provide a variety of services to our student-athletes. We really try to educate our athletes as to the differences between the services we offer in the mental training center and those offered by our clinical/counseling staff. Therefore, I think we tend to see less clinical issues, not because they don't exist, but because we do a good job of getting the athletes to the right people in the first place. We also try to maintain open lines of communication with our clinical/counseling staff and that makes the referral process relatively seamless.

8. What kind of training would you recommend to graduate students who want to work in a similar position as you?

The thing that I emphasize the most to our graduate students is to know your craft. I think that the best way to advance in any field is to be good at what you do. For me, in sport psychology, a big part of this is getting "live" experience working with athletes.

9. What do you like most and least about your job?

What I like most about my job is working with highly motivated people. What I like least about my job is the NCAA policies that restrict the work that I am able to do with athletes and teams. I am not sure that this is the same everywhere, and I have learned that part of the problem is that there seems to be an inconsistent interpretation of what a sport psychology practitioner can or can't do within the college athletic setting, but at Tennessee our restrictions are fairly tight. For example, I cannot travel with our teams nor have any kind of interaction with student-athletes during practice. I think that these kinds of restrictions greatly hinder the work we can do with college teams and may even be a limiting factor in the creation of more full-time positions. I'm not advocating interfering with the traditional coach's role in practice, but I do think that there needs to be a way to give sport psychology practitioners the same freedom to work in the college sport environment that athletic trainers and strength coaches now have.

10. Have you noticed any trends/changes in the performance enhancement issues that athletes, coaches and teams present with since being in your position?

I think that probably the most important trend is that more athletes, coaches and administrators are beginning to understand and appreciate the work that we do in sport psychology.



Call for Abstracts—Instructions

21st Annual Conference, Miami, FL, USA

The 21st Annual Conference of the Association for the Advancement of Applied Sport Psychology will be held September 27-30, 2006 in Miami, FL. The program will consist of pre-conference continuing education workshops, invited keynote addresses, symposia, workshops, colloquia, lectures, and poster sessions. Because of space limitations in the program, individuals should submit only one first author paper. In addition, the number of oral presentation submissions must be limited to three per person (excluding discussant or presenter). Although there is no specific limit on the number of posters on which a member can be an author, the general policy is that any single data set should normally result in a single poster. Requests for reasonable exceptions (e.g., projects with multiple studies, multiple data collections) should be clearly stated on the abstract.

Abstracts are evaluated by blind review. Please make both long and short abstracts as complete and descriptive as possible. The long form will be used in the review process and accepted short abstracts will be printed and provided to conference attendees. Please read the directions carefully as the submission procedure has changed. To be considered for full review, all specified information must be included.

All submissions must be completed online. The electronic submission method allows you to submit your presentation instantly and directly into the conference program database. Visit the AAASP website at www.aaasponline.org and go to the Conference page to submit your presentation electronically. Instructions for electronic procedures follow.

**SUBMISSION DEADLINE SUNDAY,
FEBRUARY 15, 2006, MIDNIGHT PST**

TYPES OF PRESENTATIONS

1. **Symposia** involve presentations by 3 to 5 individuals organize around a particular topic or theme. In addition to the formal presenters, it is desirable to include a discussant. You may elect to present for 75 or 60 minutes. Each symposium must have a **general abstract and a separate abstract for each presenter**. The general abstract should contain a description of the topic and purposes of the symposium, a statement of the significance of the topic and a brief overview of each presentation. The names of presenters should not be included in the text. The separate abstracts should be as comprehensive as those one would submit for a lecture/poster presentation. Thus, a 4-person symposium would include a total of 5 different abstracts. No abstract is required for the discussant. Please order the abstracts as the presentations will be delivered.

2. **Workshops** provide opportunities for individuals to share professional practice strategies related to health and exercise psychology, performance enhancement, or social psychology with colleagues. Workshops should include demonstrations and hands-on experiences for the participants. You may elect to present for 75 or 60 minutes. Workshop abstracts must include: statement of the specific learning objectives, the teaching methods, the specific techniques, and a description of materials that will be shared with workshop participants.
3. **Colloquia** provide an in-depth treatment of a program of research, a theoretical advance or controversy, a methodological procedure, or an intervention approach with outcome data. Time slots for colloquia are 60 or 75 minutes in length. Abstracts for colloquia should include a thorough description of what will be covered in the presentation.
4. **Lecture presentations** are single-speaker presentations on research, applied topics and/or intervention techniques. Lecture presentations are limited to 15 minutes in length.
5. **Poster sessions** permit members to present research findings, materials and/or techniques within an atmosphere that encourages interaction with persons who come to view the posters.

SUBMISSION PROCEDURES

1. From the main page of AAASP Online (www.aaasponline.org), go to the Conference page.
2. From the Conference page go to the Conference Submissions page (scroll down the Conference page to the Conference Submissions page).
3. From the Conference Submissions page go to the Electronic Submission Method page.
4. You will be sent to the Submission Instructions page before you will be permitted to submit your presentation. After you have read the submission instructions, you will notice a message at the bottom of the page that will allow you to proceed to the Submission Form. Once you click on the message that reads "I have read the Database Submission Form Instructions Form and wish to proceed" you will be sent to the Submission Form.
5. Please read the submission instructions carefully before proceeding to the submission form. There are unique instructions for each of the different types of submission formats (colloquium, lecture, poster, symposium, and workshop). **Please refer to the online instructions as you are completing your submission form.** Once you have completed your submission form and decide to submit it (by selecting the **Submit Presentation** button at the bottom of the submission form), you will be given an opportunity to review your submission and make modifications before it is sent to the database.
6. Follow the instructions and complete the required fields. You can either type your information directly into the fields or you can paste your information from your word processor. Several fields also have pull-down menus that allow you to select from pre-defined options. Although you do not have to complete all of the fields on the Form, fields in **BOLD** and preceded by an asterisk are required (i.e., Author1, Email, etc. . .).
7. Once you decide to submit your presentation (by clicking on the Submit Presentation button at the bottom of the form), you will be given one more chance to review and edit your Submission Form before it is entered into the conference program database.
8. The final step to the submission process is pressing the Conference Attendance agreement. A page will appear stating that you agree that if your abstract is accepted for inclusion in the conference, that you will attend the conference and present your work.

Submitting an abstract for inclusion in the AAASP program serves as a commitment on the part of the authors to attend the conference and present their work. The consequence for failing to attend the conference and present their work will result in a 1 to 3 year penalty.

After you have submitted your presentation, you will see an acknowledgement message thanking you for submitting a presentation to the conference. You also will automatically receive an email acknowledging your submission. **IF YOU DO NOT RECEIVE AN AUTOMATED EMAIL RESPONSE WITHIN 24 HOURS, PLEASE CONTACT THE AAASP HOME OFFICE IMMEDIATELY** (webmaster@aaasponline.org). Authors will be notified of their submissions' acceptance or rejection by June 1, 2006.

Call for 2006 Student Conference Grants

The Executive Board of AAASP is committed to supporting student-oriented professional meetings and may award up to eight grants for a maximum of \$250 per year. The purpose for these grants is to help students defer costs associated with regional conferences (e.g., provide seed money) that promote student presentations and/or student-oriented sessions to discuss professional issues.

Procedures

1. A formal letter of request must be submitted to the current AAASP President and must include:
 - a. Dates of conference;
 - b. Registration fee;
 - c. Purpose of conference; and
 - d. Proposed budget and justification
2. To qualify, the grant proposal must demonstrate that the conference will:
 - a. Have no less than 75% of the presentations be given by students;
 - b. Be organized and run by students;
 - c. Establish a registration fee of \$50 or less for students;
 - d. Be not for profit.
3. Application deadlines:
 - a. September 30 for Fall conferences held during the same year. Notification will be approximately October 15.
 - b. January 31 for Spring conferences held during the same year. Notification will be approximately February 15.

Criteria for Awarding Grants

The procedures outline the criteria on which grants will be evaluated. Hence, grant applications must demonstrate they are student-oriented, the budget is specific and appropriate, and other funding sources have been investigated. Student-oriented will be defined as:

1. Giving students an opportunity to present their research (e.g., 75% of presentations made by students);
2. Having a low student registration fee (\$50 or less);
3. Providing student-oriented sessions (if other speakers are included);
4. Planning student-oriented sessions (e.g., student meeting);
5. Seed money is not to be used for alcoholic beverages; and
6. Schools may not receive a grant more than 2 years in a row.

Preference will be given to regional conferences held independently from larger functions over student meetings held in conjunction with a larger conference. Conference organizers who receive funding from AAASP agree to acknowledge AAASP's sponsorship and advertise upcoming AAASP national conferences and information. A subcommittee comprised of the four Division Heads and Student Representative will review the applications.

Address all Questions,
Nominations and Applications
Electronically to:

Vikki Krane, Ph.D.

Women's Studies Program
230 East Hall

Bowling Green State University
Bowling Green, OH 43403
419.372.2620

president-elect@aaasponline.org

Call for 2006 AAASP Fellow Nominations:

NOTE NEWLY APPROVED CRITERIA

Members desiring to become an AAASP Fellow shall meet the following criteria:

1. Demonstrated high standards of professional development by committing directly to the goals and long-range activities of the Association as evidenced by activities such as presentations at Association conferences, membership on Association committees, and contributions to Association publications;
2. An earned doctorate from an accredited institution in a field related to sport psychology;
3. Been a member of the Association for at least 5 consecutive years;
4. Distinguished herself/himself through significant contributions to academic and professional practice knowledge in sport and exercise psychology as evidenced by a distinguished record of academic publications, applied publications, the development of outstanding educational materials and programs, and/or via major contributions to sport organizations (e.g., design, implement, and sustain over time

a sport psychology program in a National Sport Governing Body; influence sport policy at the national or international level); and

5. Received approval from the Fellow Review Committee.

We encourage members to nominate others for Fellow status or to nominate themselves if they believe they are qualified for this distinction. Send all nominations to the President-Elect, Vikki Krane, who chairs the Fellow Review Committee. The application form is available on the AAASP website or by requesting it from Dr. Krane.

Regardless of how an individual is nominated, please email the following application materials and references to Dr. Krane (president-elect@aaasponline.org):

- a. a one-page completed application form,
- b. the candidate's curriculum vitae, and
- c. two references, submitted on the Fellow Candidate Reference form (at least one should be completed by a current Fellow).

For consideration in this year's review process, application materials must be received by **February 15, 2006**.

Call for 2006 AAASP Distinguished Professional Practice Award Nominations

AAASP is pleased to accept nominations for the Distinguished Professional Practice Award for 2006. This award recognizes outstanding service delivery in sport psychology and may not always be awarded annually. The recipient of the award should be an AAASP member who demonstrates exceptional quality and innovation in delivering sport psychology services to the public.

Award Criteria

The recipient of the award must meet three criteria:

- a. A sustained involvement in a sport psychology service delivery program to the public;
- b. Quality and innovation that distinguishes this program as an exceptional model of professional practice in sport psychology; and
- c. Significant program impact on the public and the enhancement of public interest in a appreciation for professional sport psychology services.

Eligibility for Award

Candidate must have been a member of AAASP for 3 consecutive years at the time of nomination.

Submission Guidelines

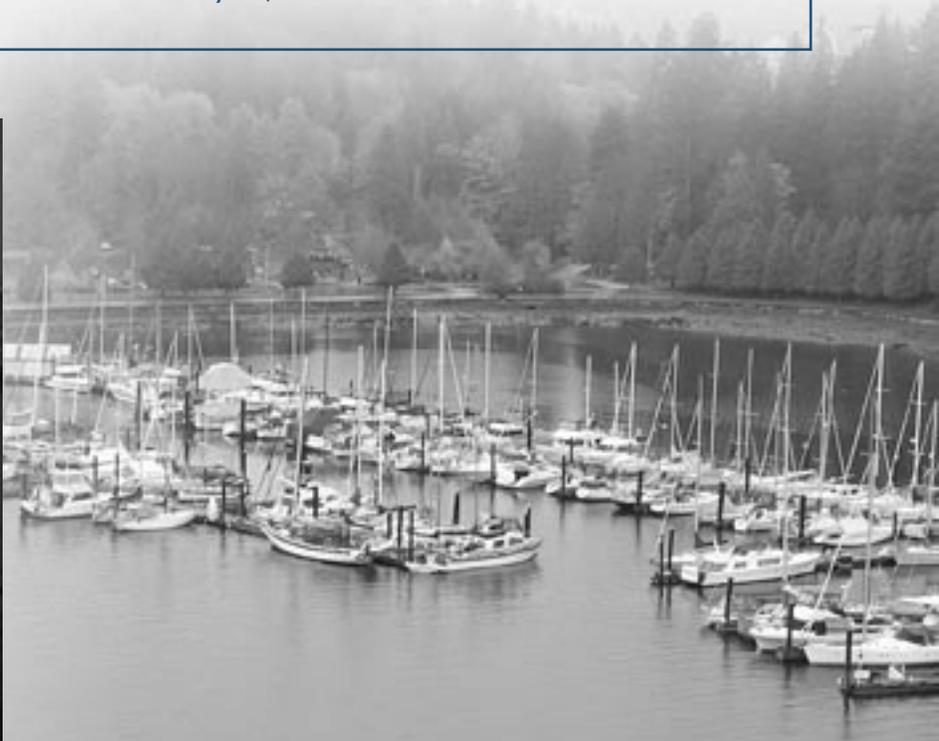
An AAASP member must nominate the candidate for this award and serve as the candidate's sponsor. The sponsor must:

- a. Ensure that the candidate is eligible for the award (check membership status with AAASP Secretary-Treasurer);
- b. Submit a letter of nomination for the candidate that describes in specific detail the achievements of the candidate in relation to the three award criteria (3 pages maximum);
- c. Solicit letters of support for the candidate from two (2) individuals that specifically describe the quality and impact of the candidate's work. These individuals should be participants in the group/agency in which the candidate's work has been focused (they should not be professional sport psychology colleagues);
- d. Submit a copy of the candidate's curriculum vitae; and
- e. Submit all materials electronically to president-elect@aaasponline.org.

Award Recognition

- a. A \$300 cash award earmarked for professional practice work is given to the award recipient;
- b. Conference registration is waived for the year in which the candidate receives the award; and
- c. A plaque is given to the award winner at the conference at a session where s/he overviews his/her professional practice work in a 20-30 minute presentation.

The deadline for receipt of all nomination materials is **February 15, 2006**.



Call For Grant Proposals

A. Purpose

The Association for the Advancement of Applied Sport Psychology offers support for research grants up to \$5000. Grants may range from \$250 to \$5000, recognizing that the total funds available in one year is \$5000. The primary function of these research awards is to provide limited support to professionals or students for their research endeavors. Preference will be given to proposals that (1) integrate research and practice, and (2) require funds to conduct a worthy project and no other funding is available.

B. Eligibility

Any person who has been a continuous member of AAASP for at least 3 years will be eligible. If students cannot meet this requirement, they may co-author the proposal with a member who does meet the requirement.

C. Application Procedure

Applications (five copies) must be received no later than February 15, 2005 and must include the cover sheet, the proposal, and the vita of the applicant(s). The proposals must contain the following sections:

1. Abstract (300 words or less)
2. Specific Aims
3. Background and Significance/Importance
4. Research Design and Method
5. Approval for the Use of Human Subjects by an Institutional Review Board
6. References (only those cited)
7. Budget and Budget Rationale

The combined sections 2, 3, and 4 should not exceed six double-spaced pages, and if appropriate, should clearly indicate how the research complies with the purpose(s) identified above for preferential treatment. The vita should not exceed three single-spaced pages per applicant and should include academic degrees, positions held, awards, publications, presentations, and other information relevant to the current project. Applicants must also include evidence that the project has received approval, or is in the process of being reviewed by an Institutional Review Board. If the review is in process, approval must be documented before funds can be released. A participant informed consent form must be included.

D. Budget and Time Frame

Budgets must fall between \$250 and \$5000. Awards will be paid to your department or organization/company, if one exists, and can cover costs such as equipment, hourly assistance, materials, and supplies. Budgets cannot include indirect costs, salaries for the investigator(s), or travel to present the results. Grants are awarded for a one-year time frame beginning June 1. Recipients must submit a budget statement and summary of progress (500 words or less) within 3 months after the end of the funding period (May 31, 2006). Unspent balances will revert to AAASP unless a written request for extension is submitted 6 weeks prior to grant expiration and is approved by the Research Grant Committee. Failure to complete the project may require reimbursement.

E. Obligations

It is expected that an abstract of the completed work will be submitted for consideration at the first eligible AAASP conference that follows the completion of the grant. Any publication(s) resulting from the grant should acknowledge the funding from AAASP.

F. Basis of Awards

Grants are approved or denied on the basis of merit and the record of the applicant(s). The three Focus Area Chairs and Student Representative will review the proposals. Applicants will be notified of funding decisions no later than June 1, 2006.

AAASP Research Grant Application

Application Checklist:

1. Applicant has been a member of AAASP for 3 continuous years;
2. Indicate AAASP focus area(s) for which the proposal clearly addresses issues and concerns: Health & Exercise Psychology (H), Performance Enhancement/Intervention (PE/I), Social Psychology (S);
3. Indicate if the proposal has a research/practice component (yes, no);
4. The budget falls between \$250 and \$5,000;
5. Enclosed five collated copies of the cover sheet, proposal, vita, and human subjects material;
6. Accept responsibility for submitting to the AAASP President at the end of the funding year a final budget report and summary of progress; and
7. Accept responsibility for submitting an abstract for consideration for inclusion in the AAASP Conference that follows the completion of the grant

Title of Grant _____

Total amount requested _____

Name _____ Position _____

Address _____

Phone _____ Work Phone _____ Fax _____ Email _____

If there are additional applicants, attach a separate sheet with above information.

Grant applications must be received at the following address by February 15, 2006:

Dr. Diane Whaley, Educational Psychology
 P.O. Box 400407 • University of Virginia • Charlottesville, VA 22904
 email: dew6d@virginia.edu



2005 Master's Thesis Award Winner
Jay Goldstein

Call for 2006 Master's Thesis Award Applications

AAASP invites student members to submit applications for the Outstanding Master's Thesis Award. Applicants must meet the following guidelines:

- Completed a thesis between January 1, 2005 and December 31, 2005 on a topic related to sport, exercise, and/or health psychology.
- Membership in AAASP during 2005 and 2006.

Submission Guidelines:

1. Submit one copy of the entire thesis with a cover letter that includes contact information (current, permanent and email addresses) for the applicant.
2. Provide one original (with author name and affiliation) and one blind (no reference to author or affiliation) copy of the abstract. The abstract (title and content) is limited to three single-spaced pages and should include the study purpose, method, results, and discussion.
3. Include a letter of support (two pages maximum) from the chairperson of the thesis committee and a copy of the signed cover sheet (used by universities and signed by thesis committee members indicating acceptance and completion of the thesis work) with the application.
4. Submit all materials electronically to Vikki Krane. If nominees do not have a PDF formatted version of the thesis, please mail a copy of the thesis to Dr. Krane. Signature pages can be scanned and sent electronically or mailed with the thesis.

No member(s) of the AAASP Thesis Award Committee will evaluate theses with which they have had involvement. The evaluative criteria equates to that used to review manuscripts for publication in the *Journal of Applied Sport Psychology*.



Send Award Materials, Nominations, Applications and Questions Electronically to:

Vikki Krane, Ph.D.

Women's Studies Program
230 East Hall

Bowling Green State University
Bowling Green, OH 43403
419.372.2620

president-elect@aaasonline.org

Deadline for the receipt of all materials and recommendations is February 15, 2006.

Call for 2006 Dorothy V. Harris Award Nominations

AAASP is pleased to accept nominations for the Dorothy V. Harris Memorial Award. The Award acknowledges the distinguished contributions of Dot Harris to sport psychology by recognizing the efforts of an AAASP scholar/practitioner in the early stage of his/her scientific and/or professional career. The award may not always be given annually. When given, the Award consists of a plaque, a \$200 research grant, and a waiver of the registration fee for the conference in which the award is announced. Also, the recipient gives a 20-30 minute presentation summarizing his/her research/applied activity during that conference.

The recipient of the award must meet the following criteria:

1. Received a doctoral degree no more than 7 years prior to nomination;
2. Made significant contributions to AAASP through presentations, publications, and/or involvement on committees;
3. Demonstrated a record of scholarship that clearly established the individual as a leading scholar/practitioner when compared to a group of people at similar stages in their academic careers.

Evidence for this national/international distinction might include the innovation of the person's work, the impact the work has on the field of sport psychology, or the importance the work has in an applied setting. In all cases, the collected works of the individual should exhibit quality contributions that are both theoretical and practical, and that have been subjected to the critical review of established scholars/practitioners in the individual's area of expertise. AAASP members who believe they are qualified can nominate themselves and are encouraged to do so. In addition, AAASP members are encouraged to nominate qualified individuals for this Award.

The following information should accompany the letter of nomination:

1. A current curriculum vitae;
2. A one-two page summary of the nominee's work emphasizing the basic/applied importance of that work;
3. Reprints of five publications (if reprints are not in pdf format, 3 copies of each may be submitted via mail);
4. A letter of recommendation concerning the nominee's qualifications for the award; and
5. The names, addresses, and telephone numbers of two additional individuals who would write letters of recommendation for the nominee if called upon to do so.

Call for 2006 Dissertation Award Applications



2005 Dissertation Award Winner
Emma Stodel

AAASP invites student members to submit applications for the outstanding doctoral dissertation award. Applicants for the AAASP Dissertation Award must meet the following guidelines:

- Completed a dissertation between January 1, 2005 and December 31, 2005 on a topic related to sport, exercise, and/or health psychology.
- Membership in AAASP for the application year and year preceding application (2005 and 2006).

Submission Guidelines:

1. Submit one copy of the entire dissertation with a cover letter that includes contact information (current, permanent and email addresses) for the applicant.
2. Provide one original and one blind (no reference to author or affiliation) copy of a long abstract (up to three single-spaced pages). The abstract should include title, study purpose, method, results, and discussion.
3. Include a letter of support (two pages maximum) from the chairperson of the dissertation committee and a copy of the signed cover sheet (used by universities and signed by dissertation committee members indicating acceptance and completion of the dissertation work) with the application.
4. Submit all materials electronically to Vikki Krane. If nominees do not have a PDF formatted version of the thesis, please mail a copy of the thesis to Dr. Krane. Signature pages can be scanned and sent electronically or mailed with the dissertation.

No member(s) of the AAASP Dissertation Award Committee will evaluate dissertations with which they have had involvement. Initial screening consists of a blind review of the abstracts; final screening adds the letter of support, and an evaluation of the entire dissertation. The evaluation criteria equates to that used to review manuscripts for publication in the *Journal of Applied Sport Psychology*.

Call for 2006 Student Practitioner Award

Application Criteria:

1. Must be a student at the time of deadline for submissions but does not have to be a student at the time the award is presented.
2. Must be an AAASP member at the time of submission and the time the award is presented.
3. Must have at least 100 direct contact hours with clients with written verification from supervisor (give general overview of the types of clients). Direct contact is defined by the hours in which you were face-to-face with an individual athlete, coach, team, exerciser or client.
4. Must complete and submit the student application package:
 - a. 2 letters of support:
 1. One from an AAASP professional member involved or knowledgeable about your sport/exercise/health consulting experiences
 2. One from the student's supervisor involved or knowledgeable about your sport/exercise/health consulting experiences
 - b. Must demonstrate that sport/exercise/health psychology techniques were applied:
 1. Submit a 3-4 page description of a specific practitioner experience. Outline your consulting philosophy, nature of the problem, interventions, and outcomes.

Application Process:

Application package submitted by student must include:

- a. 3-4 page description of a specific practitioner experience. Outline your consulting philosophy, nature of the problem, interventions, and outcomes (make sure there are no references to your identity, as it is a blind review)
- b. Two letters of support, one that is from an AAASP professional member, and one from the student's supervisor.
- c. Submit all materials electronically to president-elect@aaasponline.org.

Evaluation of Submissions:

1. Blind review process;
2. Quality of written submission (e.g., appropriateness of techniques; cohesiveness between consulting philosophy, interventions, and outcomes);
3. Two letters of support; and
4. In any given year at the discretion of the committee, the award may not always be given.

Award:

Plaque & Conference fee waiver

Address questions and/or applications to President-Elect, Vikki Krane, who chairs the review committee (including at least one student member).



2005 Student Practitioner Award
Winner Mark Aoyagi

Call for AAASP Continuing Education Proposals

Proposals for the Pre-Conference Continuing Education Workshops are being accepted by the AAASP Continuing Education Committee. Continuing Education Workshops will be held in conjunction with the 21st Annual AAASP Conference in Miami, FL, USA, September 27-30, 2006. The workshops are designed to provide in-depth educational experiences on a variety of topics and issues related to applied sport psychology.

General Information

WORKSHOP FORMAT

AAASP has been successful in experimenting with different scheduling options during the previous few conferences and will continue to offer flexible schedule offerings. Continuing Education Workshops can take the form of a 6-hour or 3-hour program in one of the four thematic areas: General, Psychology and/or Counseling, Mental Skills Training, and Sport Science. Whenever possible, workshops should be experiential and interactive, extending beyond a strictly lecture format. AAASP strongly encourages submissions with more than one presenter.

The six-hour workshops may be spread over the evening of one day and the morning of the next day (Tuesday, September 26 and Wednesday, September 27) or be conducted during one full day (Wednesday, September 27) with a lunch break in the middle. Three-hour workshops may be scheduled during one evening session (Tuesday, September 26 or Thursday, September 28) or during the morning or afternoon on Wednesday (September 27). AAASP reserves the right to make all final scheduling decisions based on the full package of submissions, but please include your scheduling preferences to aid us in our decisions.

RESPONSIBILITIES

The presentation of each Continuing Education Workshop requires specific collaboration between AAASP, Centennial Conferences and the presenter(s). The responsibilities assumed by both parties are outlined below.

AAASP/Centennial Responsibilities:

1. Provide professional, developmental, and technical assistance.
2. Prepare and disseminate publicity materials.
3. Make arrangements with the facility for room set-up and audio-visual equipment.
4. Establish registration fees and determine deadlines.
5. Collect registration fees and process registration materials.
6. Manage on-site activities, including registration, attendance, educational resource sales, and workshop evaluation.
7. Record and maintain database of Continuing Education Contact hours.
8. Collect, dispense, and account for all funds.
9. Make the final determination (based on the number of pre-registered participants) whether the workshop will be held.
10. Notify the presenter, participants, and the workshop facility in the event of cancellation.
11. Collect, summarize, and distribute the program evaluations.

Presenter Responsibilities

1. Design specific content for the workshop.
2. Develop appropriate workshop materials.
3. Design handout materials for participants.
4. Conduct workshop activities.
5. Submit voucher outlining lodging and per diem expenses (Tuesday presenters only).
6. Notify the AAASP Continuing Education Chair of any changes in address or telephone number of presenter(s).
7. The organizing presenter must be a member of AAASP.

HONORARIUM

6-hour workshop: \$300 (per workshop, not per presenter)

3-hour workshop: \$150 (per workshop, not per presenter)

REIMBURSABLE LODGING AND OTHER EXPENSES

1. One night's pre-conference lodging at the prevailing conference hotel rate for single occupancy if workshop is conducted on Tuesday or Wednesday. One room at double occupancy rate is reimbursable for workshops with two presenters. Presenters must incur the cost of one room when two rooms are necessary.
2. One full day's per diem of \$35 per presenter (up to two) if workshop is conducted on Tuesday or Wednesday.
3. These expenses (lodging and per diem) are provided for a maximum of two presenters per workshop. If more than two presenters are involved, it is the responsibility of the presenters to divide up the lodging and per diem as they see fit.
4. Reproduction of up to \$75 for handouts or other workshop materials (receipts requested).
5. Original receipts for incurred expenses must be submitted with the reimbursement request to the Continuing Education Chair, Maria Newton, who will submit these requests to the Secretary-Treasurer.

....continued on page 14

FINAL SCHEDULING OF WORKSHOPS

AAASP decides whether to present or cancel an advertised Continuing Education Workshop based on the number of persons who pre-register. Registration numbers must meet sufficient criteria for operational costs. This decision is made at least 14 business days in advance of the scheduled date. In the event of cancellation of the workshop, AAASP notifies the presenter, workshop facility, and the pre-registered participants of that action.

EVALUATION

The evaluation of the workshop content, organization and format, and knowledge and skills of the presenters are important to the development of a quality Continuing Education Program. To this end, AAASP solicits evaluations from participants at the end of each workshop. The information derived from the evaluations is shared with the presenters and is used to assist in improving the quality of future workshop programs and activities.

MERCHANDISING OF MATERIALS

AAASP Continuing Education Workshops are designed to educate participants on a variety of topics related to applied sport psychology. In keeping with this focus, we encourage you to provide a bibliography of relevant resources for participants. However, it is inappropriate to engage in merchandising of specific texts and materials, and we ask that you refrain from doing so. If you would like to be a Conference Exhibitor for books or other materials, please contact Dr. Marty Ewing, Past-President and Conference Coordinator. She will facilitate the process of becoming an exhibitor.

CANCELLATION BY CE PRESENTERS

Continuing Education Workshops provide an important service to the AAASP membership. Because of scheduling and budget demands and the number of participants involved, it is imperative that all presenters adhere to their professional and ethical commitments to the organization. To this end, any CE presenter who withdraws from the program (aside from documented medical emergencies) will be banned from all AAASP programming for a period of 5 years.

DIVERSITY

AAASP is committed to the promotion and understanding of diversity within our field. Continuing Education Workshops should reflect this spirit. Please contact Emily Claspell, Chair of the AAASP Diversity Committee by email at psyc4sport@aol.com if you have questions about how to integrate diversity issues into your workshop.

AAASP Continuing Education Workshop Submission Cover Sheet

Instructions

Please **TYPE** the information requested below or reproduce on your computer and submit. After your cover sheet, please attach your completed workshop proposal following the guidelines presented in the Call for Proposals.

Workshop Title:

Presenters: Please attach an extra sheet if more than 2 presenters are involved.

1. Name: _____ Highest Degree: _____

Address: _____

Phone: _____ (Office) _____ (Home) _____

FAX: _____ Email: _____

2. Name: _____ Highest Degree: _____

Address: _____

Phone: _____ (Office) _____ (Home) _____

FAX: _____ Email: _____

Preferred Workshop Format:

Please rank order your preferred workshop format.

_____ Six Hour Workshops _____ Three Hour Workshops
_____ Tuesday Night & Wednesday Morning _____ Tuesday Night _____ Wednesday Morning & Afternoon
_____ Wednesday Morning: _____ Wednesday Afternoon _____ Thursday Night

AV Requirements: Please check all the audio-visual equipment needed for your workshop.

Chalkboard/Flip Chart Overhead Projector Slide Projector VCR/TV LCD
(circle preference) (including screen) (including screen) (including screen) (including screen)

Special Requests: Please indicate any special concerns or requests (e.g., limit on number of participants, unique equipment or facility requests such as table arrangements, etc.).

NOTE: Program acceptance decisions are not made on the basis of preferred workshop format, AV requirements, or special requests, but compromises in your requests may be necessary if your workshop is accepted.

PROPOSAL SUBMISSION INFORMATION

Please follow the instructions for preparing workshop proposals carefully. All proposals must be typed in the following format: The CE Proposal Submission Form can be downloaded from www.aaasponline.org. See Conferences in the pull-down menu.

- I. Workshop Cover Sheet
 - A. Includes title, presenter information, preferred workshop format, AV requirements, special requests, and approximate budget
- II. Presenter Information
 - A. Biographical Statement(s): Include a brief summary of professional experience (for each presenter, no more than one page each), especially that which is pertinent to the proposed program (e.g., previous continuing education workshops conducted)
- III. Workshop Information
 - A. Abstract: Please give an overview of the proposed workshop (e.g., target audience, objectives, content, methods, etc.) in 100 words or less.
 - B. List of Learning Objectives: Please enumerate the MAIN learning objectives of the workshop, with specific attention to how they relate to applied sport psychology.
 - C. Program Agenda: Please provide an agenda describing workshop methods and learning activities for the duration of the program, including approximate time frames.
 - D. Integration: Please describe in a few paragraphs how the workshop content and methods will enable participants to achieve the learning objectives.
 - E. Justification: Please describe in a few paragraphs how the program will benefit the attendees and why the program is relevant at this time.

Carefully review your workshop proposal for completeness. Proposals that are more detailed and follow the above guidelines are more likely to be reviewed favorably. Workshop proposals will be evaluated by the AAASP Continuing Education Committee according to the following criteria: Timeliness and relevance of topic, completeness and quality of proposed program, need for and interest in the topic, and qualifications/expertise of the presenters. Final decisions regarding CE workshops are made after the Spring Executive Board meeting, usually in late April.

Please email your proposal in one attachment with the required elements to maria.newton@health.utah.edu by February 15, 2006 to:

Maria Newton, Ph.D.

Chair, AAASP Continuing Education Committee • Department of Exercise and Sport Science
HPER North, 250 S. 1850 East • Salt Lake City, UT 84112
801.581.4729 • maria.newton@health.utah.edu

AAASP 2005 5K Mastery Race Results and Award Winners:



Name	Place	Time
David Bellinger	1	18.23 (1st Male Overall)
Ed Acevedo	2	18.39 (1st Male Masters)
Craig Kain	3	19.28
Kevin Sverduk	4	19.55
Kristen Dieffenbach	5	20.00 (1st Female Overall)
Cindra Kamphoff	6	20.26
Hope Jones	7	20.38
Kirsten Peterson	8	20.50 (1st Female Masters)
Ariane Smith	9	21.30
Karen Cogan	10	22.30
Gina Martin	11	24.35
Billy Streaan	12	29.44
Paul Salitsky	13	29.44

Awards:

First M/M Team: David Bellinger & Craig Kain

First F/F Team: Kristen Dieffenbach & Cindra Kamphoff

First F/F Masters Team: Kirsten Peters & Karen Cogan

Open Female 3rd Place: Hope Jones

Masters Male 1st Place: Ed Acevedo

Masters Male 2nd Place: Kevin Sverduk

Fastest Spouse of an AAASP Member: Gina Martin

Fastest Internationalist: Billy "Fast Feet" Streaan

Hardest Working Volunteer: Charlie Brown

Male Imagery: Paul Salitsky

Female Imagery: Ariane Smith

Race Czar Extraordinaire: Jeff Martin



AAASP Income vs Budget Statement

1/1/05 to 10/31/05

	Actuals	Budget	Variance
INCOME			
New Members	\$24,680.00	\$12,000.00	\$12,680.00
Membership	\$71,900.00	\$68,000.00	\$3,900.00
Mailing List Sales	\$156.00	\$-	\$156.00
Royalty	\$-	\$350.00	\$(350.00)
Certification Application	\$2,261.90	\$2,500.00	\$(238.10)
Certification Renewal	\$4,020.00	\$3,000.00	\$1,020.00
Recertification Fee	\$550.00	\$2,000.00	\$(1,450.00)
Miscellaneous	\$2,386.20	\$1,200.00	\$1,186.20
Conference Registration	\$109,421.11	\$142,000.00	\$(32,578.89)
Educational Credits	\$165.00	\$-	\$165.00
Exhibits	\$3,625.00	\$3,000.00	\$625.00
Special Events	\$1,130.00	\$-	\$1,130.00
Banquet Tickets	\$1,080.00	\$-	\$1,080.00
Grad Fair	\$1,080.00	\$1,000.00	\$80.00
Workshops	\$1,035.00	\$-	\$1,035.00
Sponsorships	\$-	\$-	\$-
JASP Membership Subscriptions	\$28,750.00	\$25,000.00	\$3,750.00
JASP Royalty	\$13,108.00	\$30,000.00	\$(16,892.00)
Late Fees	\$2,260.00	\$-	\$2,260.00
Interest Income	\$4,316.17	\$5,000.00	\$(683.83)
TOTAL INCOME	\$271,924.38	\$295,050.00	\$(23,125.62)
EXPENSES			
Accounting Fees	\$4,070.00	\$4,070.00	\$-
Advert/Marketing Postage	\$-	\$1,840.00	\$(1,840.00)
Advert/Marketing Printing	\$-	\$5,700.00	\$(5,700.00)
Audio Visual	\$-	\$18,000.00	\$(18,000.00)
Awards	\$1,718.30	\$12,000.00	\$(10,281.70)
Bank Fees	\$184.66	\$150.00	\$34.66
Bank Credit Card Processing	\$3,026.83	\$5,840.00	\$(2,813.17)
Copying	\$178.24	\$2,300.00	\$(2,121.76)
Consultant Fees	\$944.50	\$9,500.00	\$(8,555.50)
Consultant Overhead	\$3,800.00	\$-	\$3,800.00
Educational Credits	\$-	\$900.00	\$(900.00)
Editorial Office JASP	\$15,600.00	\$13,100.00	\$2,500.00
Equipment Rental	\$-	\$850.00	\$(850.00)
Food and Beverage	\$1,260.17	\$42,500.00	\$(41,239.83)
Freight/UPS	\$785.25	\$2,100.00	\$(1,314.75)
Hotel Deposit	\$3,500.00	\$-	\$3,500.00
Insurance	\$350.00	\$3,500.00	\$(3,150.00)
Legal Fees	\$2,303.02	\$1,000.00	\$1,303.02
Conference Staff Lodging	\$161.74	\$2,028.00	\$(1,866.26)
Lodging , Staff	\$1,512.59	\$3,328.00	\$(1,815.41)
Lodging, Board	\$5,330.43	\$8,100.00	\$(2,769.57)
Lodging, Committee	\$498.43	\$-	\$498.43
Lodging, Speaker	\$-	\$5,000.00	\$(5,000.00)
Management Fees	\$25,670.00	\$30,800.00	\$(5,130.00)
Conference Management Fees	\$26,500.00	\$28,000.00	\$(1,500.00)
Miscellaneous	\$325.00	\$500.00	\$(175.00)
Supplies	\$9,416.65	\$12,000.00	\$(2,583.35)
Outside Labor	\$4,903.00	\$6,500.00	\$(1,597.00)
Postage	\$455.79	\$1,000.00	\$(544.21)
Printing	\$4,585.95	\$9,100.00	\$(4,514.05)
Signage	\$-	\$300.00	\$(300.00)
Speaker Honorarium	\$220.00	\$6,000.00	\$(5,780.00)
Publishing Expense	\$6,250.00	\$22,000.00	\$(15,750.00)
Telephone	\$1,936.18	\$3,700.00	\$(1,763.82)
Special Events	\$-	\$1,200.00	\$(1,200.00)
Conference Staff Travel	\$54.25	\$1,800.00	\$(1,745.75)
Travel, Staff	\$2,117.55	\$1,800.00	\$317.55
Travel, Committee	\$1,145.82	\$7,800.00	\$(6,654.18)
Travel, Board	\$8,068.49	\$9,000.00	\$(931.51)
Travel, Speaker	\$-	\$3,000.00	\$(3,000.00)
Internet/Web	\$7,067.17	\$30,000.00	\$(22,932.83)
TOTAL EXPENSES	\$143,940.01	\$316,306.00	\$(172,365.99)
NET INCOME (LOSS)	\$127,984.37	\$(21,256.00)	\$149,240.37

A summary of AAASP's October financial report is presented in this newsletter. Unfortunately, due to space limitations, the full report cannot be printed. A more detailed financial report can be found on the AAASP website (www.aaasponline.org). AAASP has achieved a secure financial standing, which will allow the association to plan and employ new initiatives. The Executive Board has discussed nonprofit financial reserves with legal council and our auditing firm. They recommend we maintain a reserve equal to one full year of operating expenses. The 2006 AAASP budget has not been finalized yet. It will be available on the web site after it is approved by the Executive Board. AAASP has an open book policy with regard to financial matters. Please contact the Secretary/Treasurer if you have questions about AAASP's finances.

Mary Fry
 Phone: 901.678.4986
 Email: maryfry@memphis.edu



Association for the Advancement of Applied Sport Psychology

Business Meeting Minutes

October 28, 2005

Vancouver, British Columbia, Canada

President Marty Ewing called the meeting to order at 6:38 p.m. P.T.

Presidential Address

M. Ewing welcomed AAASP members to the Business Meeting and made a few announcements. She then introduced President-Elect Craig Wrisberg and his Presidential Address titled "AAASP's Three Hot Potatoes."

Awards/Recognition

M. Ewing recognized and congratulated Heather Barber, the new 2005 AAASP Fellow.

M. Ewing presented John Silva, AAASP's first President, with a plaque of recognition on this 20th anniversary of the formation of AAASP.

Marty Ewing recognized Craig Wrisberg and his committee for their work on the position paper: Association for the Advancement of Applied Sport Psychology (AAASP) How to Determine the Training and Competencies of Individuals Providing Sport Psychology Consulting for Athletes. She then recognized the outgoing members of the Executive Board: Jessica Mohler, Student Representative; Heather Barber, Science and Education Division Head; and Past President, Damon Burton.

Announcement of New Executive Board Members

M. Ewing announced the results of the election:

Student Representative: Heather Peters

Science and Education Division Head: Diane Whaley

President-Elect: Vikki Krane

Ewing thanked all of the candidates who stood for election.

Secretary/Treasurer Report

Mary Fry provided the AAASP membership report.

Total 2005 membership: 1217

Total 2004 membership: 1058

2005 Professional members: 625

2004 Professional members: 513

2005 Student members: 572

2004 Student members: 534

Under "Gender" Fry reported 393 males and 348 females, with 479 unknown. She asked members to log on to the website and update their demographic information.

AAASP Conference Statistics at the time of the Business meeting were as follows:

Professional members who preregistered for the conference: 268

Professional members who registered on site: 38 Student members who preregistered: 234

Student members who registered on site: 32

Individuals who received complementary registration: 45

Total Registrants: 617

Fry's financial report included the report of current assets as of 9/31/05

Current Assets:

Checking Accounts \$220,093

Savings/CDs: \$337,000

Total reserves \$557,093

Fry reported the budget for 2006 has not been finalized, but will be reported in the upcoming newsletters. Several outstanding projects for 2006 will include a website redesign and continued work with a marketing consultant to create sponsorship opportunities to financially support AAASP. Fry reported an audit was completed at the end of 2004, with the audit firms finding no areas of concern. Fry thanked Dianne Benson, Paula Pair, and Penny McCullagh for their help on the budget.

Ewing provided a report on the recent membership survey conducted by a marketing consultant who is working with AAASP. She outlined the plan to create additional sponsorship funding, which would allow for expanded AAASP projects or grants to membership. Ewing thanked all who participated in the survey.

New Business

a. Constitutional Changes:

Ewing outlined the proposed changes to the AAASP Constitution.

Article Three, Section 1: Change "Professional Development" to "Public Relations and Outreach Division Head." This edit would change the name of the division head throughout the constitution. Robin Vealey made a motion to approve the division head name change. Motion was seconded by Linda Petlichkoff. Motion carried.

Article, 3 Section 3: Proposed change is to reflect the change in headquarters from the location of the president to "located at the specific order of the Executive Board." Damon Burton made a motion to accept the change. Aynsley Smith seconded the motion. A friendly amendment was made to change the working to "headquarters will be at a location designated by the Executive Board." Friendly amendment was accepted. Motion carried.

Article 4: New Article concerning voting protocol would expand the methods for voting to any legal means including mail or electronic voting. Discussion included the need for a discussion of issues before a vote is taken. A friendly amendment was made "other than voting for officers no electronic voting or written ballot voting would occur other than at a Business Meeting or Fellows Meeting." Craig Wrisberg seconded the amendment. An additional amendment was made: "The election of officers would be by any legal means. The business of the association would be presented at the business meeting for discussion and vote."

Dan Gould made a motion to table the motion. Glyn Roberts seconded this motion. Motion carried.

Glyn Roberts clarified the motions are coming from the Executive Board, so they do not need to be moved and seconded.

Article V: Membership, Section 3: added new category of Early Professional Member: Early Professional Member: Persons who are in the first year after completing all requirements for a masters or doctoral degree from an accredited institution in a field related to sport psychology (e.g., kinesiology, psychology, counseling, etc.). This transitional membership category is valid for one year and is NOT renewable.

A friendly amendment was made to expand the length of time an individual can be an Early Professional Member to two years, and the annual dues fees would be \$100 for 2006. Motion carried.

Heather Barber made a motion to untable the discussion on Article 4: Voting. Glyn Roberts seconded the motion. Motion carried.

Barber made the following motion: "AAASP elections can be conducted by any legal means including electronic or written ballot. A majority vote is considered a simple majority of those voting. A minimum of 10% of the membership is required." Burton seconded the motion. A friendly amendment was made to remove the last sentence, "A minimum of 10% of the membership is required." Friendly amendment was accepted. Motion carried.

Ewing outlined the changes in the Fellows section of the Constitution, Article V, Membership, Section 3. An ad hoc committee composed of Dan Gould, Chair, Len Zaichowsky, and Bob Weinberg reviewed the criteria for Fellows and made the following suggestions:

Fellow: Persons who shall have:

1. Demonstrated high standards of professional development by committing directly to the goals and long-range activities of the Association as evidenced by activities such as presentations at Association conferences, membership on Association committees, and contributions to Association publications.
2. A doctorate from an accredited institution in a field related to sport psychology.
3. Been a member of the Association for at least five consecutive years with a national reputation.
4. Made significant contributions to academic and professional practice knowledge in sport and exercise psychology as evidenced by a distinguished record of academic publications, applied publications, the development of outstanding educational materials and programs, and/or via major contributions to sport organizations (e.g. design, implement and sustain over times a sport psychology program in a National Sport Governing Body, influence sport policy at the national or international level.)
5. Received approval by the Fellow Review Committee.

Members wishing to be considered for fellow status should send

the following information to the president-elect: a) a completed fellow application form, b) a curriculum vita and c) two letters of recommendation from AAASP members at least one of which is from a Fellow of the Association.

Active and Inactive Fellow Status: Active fellow status requires current AAASP membership and attendance at an AAASP conference within the last three years. Failure to meet these criteria will result in inactive fellow status.

Fellow Emeritus: Persons who shall have been an active Fellow of AAASP within five consecutive years before their retirement, and are working less than 1000 hours a year in any area related to sport psychology, can apply to become a Fellow Emeritus of the organization. Individuals desiring Emeritus status must complete a yearly membership application on line. Upon completing the yearly application, the Fellow Emeritus Status would receive complimentary membership for that year. This membership includes all benefits, except for the receipt of the Journal of Applied Sport Psychology.

After much discussion, the following modifications were suggested:

Fellow: Persons who shall have:

1. Demonstrated high standards of professional development by committing directly to the goals and long-range activities of the Association as evidenced by activities such as presentations at Association conferences, membership on Association committees, and contributions to Association publications.
2. A doctorate from an accredited institution in a field related to sport psychology.
3. Been a member of the Association for at least five consecutive years (delete the remainder of the sentence).
4. Distinguished themselves through significant contributions to academic and professional practice knowledge in sport and exercise psychology as evidenced by a distinguished record of academic publications, applied publications, the development of outstanding educational materials and programs, and/or via major contributions to sport organizations (e.g. design, implement and sustain over time a sport psychology program in a National Sport Governing Body, influence sport policy at the nation or international level.)

Fellow Emeritus: Persons who shall have been an active fellow of AAASP for the five years prior to their retirement, and presently work less than 1000 hours a year in any area related to sport psychology, can apply to become a Fellow Emeritus of the organization. Individuals desiring Emeritus status must complete a yearly membership application on line. Upon completing the yearly application, the Fellow Emeritus Status would receive complimentary membership for that year. This membership includes all benefits, except for the receipt of the Journal of Applied Sport Psychology.

Amendments were accepted, motion carried.

b. Future Conferences: Ewing highlighted the 2006 conference in Miami. She then thanked her students, Susan Rees and staff at The Rees Group for their help and support throughout the year. She thanked the Executive Board for their hard work and willingness to tackle difficult issues.

Meeting adjourned at 8:33 p.m.



The Walter Peach Health and Exercise Psychology Award

The “Walter Peach” award was donated by Dr. Hugh Smith. Dr. Smith returned the honorarium he received after delivering the Health and Exercise Psychology keynote in 2003 at the AAASP conference held in Philadelphia. He requested that \$250.00 be provided annually for four years to a most deserving researcher whose work was accepted for presentation in a Health and Exercise Psychology session at the AAASP annual conference.

The first recipient of the award was Daniel Hughes, University of Texas for his presentation on “Physical Activity and Stress in Hispanic Breast Cancer Survivors.” Co-authors on the study were Mary Naus, Dale Pease, and Luz Garcini. Congratulations on an excellent project and presentation! Thanks to Dr. Heather Barber for her role in the selection process.

Walter Peach occupies a special place in Dr. Smith’s memories of outstanding patients. Mr. Peach visited Dr. Smith annually, and even in July, wore his long underwear and Osh-Kosh overalls. Despite years of their doctor-patient relationship, it wasn’t until Mr. Peach was in the hospital recovering from a lung resection that Dr. Smith was able to see more clearly into the life and values of his patient. Although, he had retired from farming, Walter Peach had continued to work as a night watchman. Dr. Smith thought perhaps Walter worked to keep busy. On the day following surgery, when Dr. Smith made rounds, he found Walter alone in his hospital room. When Dr. Smith asked where his wife was, Walter said she was at home recovering from “shingles.” Dr. Smith asked if Walter had called his wife to tell her he was doing well after the surgery. Walter said, “No he didn’t have a phone.” When Dr. Smith pointed to the phone, beside the bed, Walter said . . . “Oh, I thought that was the hospital’s phone.” Mr. Peach was a hard-working, humble man. He had not realized he could use the phone by his bed to call his wife. Dr. Smith helped Walter place the call to his wife at home. The next day, when Dr. Smith made rounds, he was shocked to see there was “standing room only.” Mr. Peach’s hospital room was full of young people! It turned out that Mr. Peach and his wife had raised about 12 foster children. They were all packed into the room of their “foster dad.” The job as a night watchman was to help the youngest children attend college! WOW!

The Walter Peach Award recognizes outstanding contributions to the science of health and exercise psychology and to celebrate with humility and honor, the very special patients from whom and for whom we learn.



Association for the Advancement of Applied Sport Psychology

Fall Executive Board Meeting

October 24-26, 2005

Vancouver Westin Bayshore Resort & Marina

Vancouver, British Columbia, Canada

October 24, 2005

Present: Marty Ewing (President), Damon Burton (Past President), Craig Wrisberg (President-Elect), Mary Fry (Secretary-Treasurer), Heather Barber (Science and Education Division Head), Doug Hanks (Publications/Information Division Head), Jack Lesyk (Professional Development Division Head), Jessica Mohler (Student Representative), Aynsley Smith (Professional Standards Division Head), Susan Rees (Executive Director)

Ewing called the meeting to order at 3:11 p.m. PT. and welcomed the Executive Board to Vancouver.

President's Report

Ewing reported the 2006 Joint Commission on Sports Medicine program has been set. There are three program opportunities for AAASP, including a session on transition issues, a presentation by

to Determine the Training and Competencies of Individuals Providing Sport Psychology Consulting for Athlete." The Executive Board commented on the excellent nature of the position paper. Comments for suggested changes included: inclusion of sport related injuries, and enhancing the positive role of sport psychologists. Discussion on position papers included the need for papers to be reviewed by committee, with final approval given by the Executive Board.

Secretary-Treasurer's Report

Hanks made a motion to accept the report. Smith seconded the motion. Motion carried. Fry provided an overview of the financial reports. An additional certificate of deposit was added this year. The audit is complete, with no major concerns raised. The income tax issue has been completely resolved. A budget will be forthcoming for 2006 once the conference has been completed.

Grant Reporting Structure: Barber reported she has been in touch with all grant recipients from the past to make certain they have provided reports, and have presented their research.

ACTION ITEM: Barber will forward all files to the central office. Barber will forward to Fry those grants awarded in 2005 so checks can be cut.

Meeting adjourned at 5:50 p.m. P.T.

October 25, 2005

Ewing called the meeting to order at 8:06 a.m. P.T.

Past President's Report

Hanks moved to accept the Past President's report as presented. Wrisberg seconded the motion. Burton reported 540 individuals pre-registered for the conference. Because there is little recent conference budget history, Penny McCullagh has created a



Wrisberg and Burton, and participation on a panel concerning steroid use. Rees has been invited to attend as Executive Director, representing both AAASP and AOASM. The two associations will split her travel costs.

Ewing believes AAASP should also have representation at the conference on Female Triad. She suggested a liaison, and asked Aynsley Smith to research an appropriate individual. The liaison should be someone currently doing research in this area.

MOTION: Ewing moved to approve an individual liaison to the Female Triad. Barber seconded the motion. Motion carried.

Ewing announced The Rees Group will be contracted to update the website.

A history of AAASP was created as a presentation to be used for the Past President's dinner. Ewing thanked Fry for her work in helping to create this presentation.

Ewing reported she commissioned Craig Wrisberg and his committee to draft the position paper: "Association for the Advancement of Applied Sport Psychology (AAASP) How

Wrisberg joined the meeting at 4:00 p.m. PT.

Science & Education Division Head Report

Barber reported she is meeting with the foci area heads on Thursday evening prior to the foci committee meetings. Focus areas are not active at this time, and Barber requested direction from the Executive Board. Current job description for the Focus Area Heads: SIGs report to the Focus Areas, participate in grant review process, identify appropriate content for positions papers, coordinate research in the specific focus area, and generate keynote speaker lists.

Ewing suggested a congress of SIG chairs, Focus Area Heads, and other committee chairs, who would meet to discuss contributions to a few major themes, for example, the Olympics. A pre Olympic Congress was suggested.

ACTION ITEM: Ewing will develop this proposal for future review.

MOTION: Barber moved to accept the creation of a new SIG: Coaching Science. Wrisberg seconded the motion. Motion passed.

budget with Paula Pair's assistance. Burton will provide copies to the Executive Board. Burton reported the hotel provides a 10% rebate on all monies spent on the event. Some cost savings include cutting back on the number of drink tickets, and having a plated meal at the banquet.

Burton reported on McCullagh's involvement with the conference over the past year, including site visits to Kansas City and Louisville, contact with the hotel in Miami, conducting a visit to Centennial in Boulder, and has been involved in the major decisions for the Vancouver meeting. Ewing requested Burton forward the conference budget to the AAASP office so it can be incorporated into the overall AAASP budget. Room pick up has exceeded expectations and the hotel is sold out Thursday through Saturday nights. Burton commended Pair and Centennial for their work on negotiating additional amenities for the conference.

Burton reported there are five to ten individuals who have withdrawn poster presentations. The 2004 conference had a rejection rate for posters of 22%; the 2005 conference has a rejection rate of 16%, primarily due to larger conference space. The 2005 rejection rate for symposia is almost 50%. There are

several options to be considered: Lengthening the conference, offering more concurrent sessions or limiting the number of workshops, symposia, or colloquia in which members can participate. 13 colloquia were rejected out of 30. Ewing explored with the Executive Board the idea of an international global workshop for the Miami meeting. **MOTION:** Damon Burton made a motion to add a half-day on Wednesday to the conference and to add a seventh concurrent session throughout. Hanks provided the second. Motion carried.

ACTION ITEM: Ewing requested each Division Head to take the responsibility to communicate and/or create a policy manual for each committee. The Divisions Heads should communicate this information to the committee chair and ask for their input. Current information in the Policy Manual should be reviewed for accuracy. Changes should be forwarded to the central office for review at the next Executive Board meeting and for inclusion in future versions of the policy manual.

MOTION: Burton made a motion to explore a focused regional meeting in the spring of 2007, possibly in performance enhancement. Barber seconded the motion. Motion carried.

Burton reported Wade Gilbert had requested to be replaced as coordinator of the abstract submission process.

Wrisberg provided a report on the award winners for 2005: Dissertation Award: Emma J. Stodel; Thesis Award, Jay Goldstein; Distinguished Professional Practice Award, Sean McCann; Student Practitioner Award, Mark Aoyagi. He announced the new AAASP Fellow for 2005, Heather Barber. He then provided an update on the position paper, and the process his committee had used to develop the paper. Ewing thanked the committee for their work.

MOTION: Smith made a motion to accept the position paper as amended. Wrisberg seconded the motion. Motion carried.

MOTION: Wrisberg made a motion that the position paper be distributed to the NCAA and to as many athletic administrators and sport organizations at both the amateur and professional levels as possible. Hanks seconded the motion. Motion carried.

ACTION ITEM: Lesyk and Wrisberg will provide a list to Rees of associations, individuals and other organizations where the position paper should be distributed. Hanks will include the position paper in the newsletter.

MOTION: Wrisberg made a motion the position paper, be added to the AAASP website. Hanks seconded the motion. Motion carried.

ACTION ITEM: Rees will ensure the new design of the website

length." Burton seconded the motion. Motion carried.

MOTION: Barber made a motion to move the announcement of all awards to the Business Meeting. Fry seconded the motion. Motion carried.

MOTION: Wrisberg made a motion to accept the following Constitutional Change:

ARTICLE IX, Section 2, Second Sentence:

"In the event that any one of these individuals is not a Fellow, she or he will be replaced by an Active Fellow, with preference given to a person who is a member of the Executive Board." Fry seconded the motion. Motion withdrawn.

Discussion included making this committee an ad hoc committee and not an Executive Board committee.

MOTION: Wrisberg made a motion that the list of Active Fellows be reviewed on an annual basis, and those individuals who are not current AAASP members or have not attended one conference in the past 3 years, are notified they are being moved from active to inactive status. Smith seconded the motion. Motion carried.

MOTION: Wrisberg made a motion that the following description of Penny McCullagh's role in Conference Site selection be added to the AAASP Policy Manual:



MOTION: Burton made a motion to move this function to The Rees Group. Smith seconded the motion. This change will be made with the understanding the additional cost will not exceed \$3500. Motion carried.

MOTION: Barber made a motion that Burton, Barber, Barber's replacement, Ewing, Fry, Pair and Rees meet to review and redefine the roles of the conference coordinator. Wrisberg seconded the motion. Motion carried.

MOTION: Barber made a motion that the honoraria for keynotes are increased to a range of \$1500 to \$2500. Wrisberg seconded the motion. Motion carried

MOTION: Burton made a motion he chair an ad hoc committee to explore the value of a certification exam and report back to the Executive Board at the spring meeting. Wrisberg seconded the motion. Motion carried.

President-Elect's Report

Wrisberg made a motion his President Elect report is accepted as presented. Hanks seconded the motion. Motion carried.

has a separate button for additional publications and position papers.

MOTION: Wrisberg made a motion that the Awards File.doc be added as an Appendix to the AAASP Policy Manual, and the following statement be removed from the "other" column of the file for the Thesis Award, Distinguished Professional Practice Award, and Student Practitioner Award: "Presentation of 20-30 minutes in length." Fry seconded the motion. The motion was amended to remove "thesis award" from the original amendment. Motion withdrawn.

MOTION: Wrisberg made a motion that the Awards lectures, the Harris, Dissertation and Thesis award winner lectures, be moved into a regular session of the conference. Fry seconded the motion. Motion withdrawn.

MOTION: Wrisberg made a motion that the Awards File.doc is added as an Appendix to the AAASP Policy Manual and the following statement be removed from the "other" column of the file for the Distinguished Professional Practice Award, and Student Practitioner Award: "Presentation of 20-30 minutes in

"The Conference Liaison (CL) will act as a link between the Executive Board and the conference Management firm to target cities for future conferences. In most instances, the CL will make site visits with the conference Management Company and assist in the development of reports for the Executive Board for use in decisions about future sites." Burton seconded the motion. Motion was amended to include: Conference Management company, provides conference budget, and assists in the development of reports for the Executive Board for use in decisions about current and future sites. Amendment was withdrawn, and the original motion stands. Motion carried.

Ewing presented for discussion her draft of the AAASP Congress for Elite/Olympic Performance description and criteria. Discussion included CEUs for Certified Consultants and the role CEUs play in future conferences.

Publications/Information Division Head Report

MOTION: Wrisberg made a motion to accept the Publications

...continued on page 22

report as submitted. Smith seconded the motion. Motion passed.

Hankes reported the newsletter mailing for the year has been \$1000 with an addition \$750 for international postage. Hankes received a request from an individual to place a resume in the newsletter to assist in a job search. After discussion, the request will be refused.

MOTION: Fry made a motion to continue to publish the newsletter in hard copy for an additional year. Lesyk seconded the motion. Motion carried.

MOTION: Hankes made a motion to purchase a CS2 (Creative Suite) for \$300; System X Software for \$69; and Gray Wacom 4x5 for \$100 to assist in newsletter layout. Wrisberg seconded the motion. Motion carried.

Student Report

Mohler listed the individuals who will be presenting at the Student Forum; there will be three Young Professionals and three established professionals. Mohler reviewed the list of announcements, and was encouraged to tell the students about becoming more involved in SIGs.

MOTION: Mohler made the following motion:

candidates will be students who have demonstrated involvement in AAASP, such as participation as regional representative."

Mohler accepted the friendly amendment.

Point #3 was amended to read:

The applications would be reviewed by the student representative and President-Elect for acceptance. The student representative would manage the terms of the representative. Mohler accepted the friendly amendment. Motion carried.

MOTION: Mohler made a motion to allow a conference call for the student representative with the regional reps after the spring Executive Board meeting. Barber seconded the motion. Motion carried.

MOTION: Doug Hankes made a motion to accept Vickie Ebbeck's request to add an additional Associate Editor in the area of Performance Enhancement. Burton seconded the motion. Motion carried.

MOTION: Doug Hankes made a motion to fund, in an amount not to exceed \$50, a plaque for outgoing associate editors. Wrisberg seconded the motion. Motion carried.

Professional Development Division Head Report

psychology organization.

Lesyk accepted the friendly amendment. Motion carried.

MOTION: Lesyk made the following motion:

The Distinguished International Scholar (DIS) would be selected from countries outside of the USA and Canada. The DIS was established so that scholars who normally are unable to attend AAASP can do so. The intention is to bring into the awareness of AAASP members someone whose works are not easily accessible to North Americans. Thus a scholar who resides in North America will not be considered for the reward. Burton seconded the motion.

Discussion included changing the word to: Each year, the DIS would be selected from countries outside of the USA and Canada. The intention is to bring into the attention of AAASP members a scholar whose works are not easily accessible to North Americans. Thus a scholar who resides in North America will not be considered for the reward.

Motion was tabled. Lesyk will take comments of the Executive Board back to the committee for an additional draft of the statement. This revised draft will be presented at the November E-Board meeting.



1. Make the Regional representatives position a 2-year term. Require an application process to be a Regional Representative.
2. Require that applications include a statement of intent and the initiative he/she would like to help develop. As well the application will submit a recommendation letter by a faculty member.
3. The applications would be reviewed by the student representative and one member of the Executive Board for acceptance. The student representative would manage the terms of the representative.
4. The application would be due in the spring.
5. The student representative candidates will be chosen from the regional representative pool.

Lesyk seconded the motion.

Discussion included ways to encourage gender diversity on the E-Board.

A friendly amendment was made "The student representative

Lesyk made a motion to accept his report as presented. Wrisberg seconded the motion. Motion carried.

Lesyk reported that a volunteer form for the Organizational Outreach Committee would be available at the registration desk. Artur Poczwadowski has completed his term as chair of the International Relations Committee and will be suggesting a replacement.

MOTION: Lesyk made a motion to add a "tag line" for AAASP press releases and position papers as follows:

The Association for the Advancement of Applied Sport Psychology (or AAASP) is a 1200 member international, multidisciplinary organization whose mission is to (insert mission statement here). Wrisberg seconded the motion.

The motion was amended to read:

The Association for the Advancement of Applied Sport Psychology (AAASP) promotes the ethical practice, science and advocacy of the psychology of sport, exercise and health. AAASP is the premier international, multidisciplinary sport and exercise

Lesyk brought forward for discussion the rewrite of press releases.

ACTION ITEM: Burton will research a press release group that Jim Whitehead had mentioned.

Professional Standards Division Head Report

Burton made a motion to accept the Professional Standards Division report as presented. Hankes seconded the motion. Motion carried.

Smith reported on the AAASP ad hoc committee that acts as the liaison to (Committee on Accreditation for the Exercise Sciences) CoAES. CoAES was established in April 2004 under the auspices of the Commission on Accreditation of Allied Health Education Programs. Its primary role is to establish standards and guidelines for academic programs that facilitate the preparation of students seeking employment in the health, fitness, and exercise industry. The secondary role is to establish and implement a process of self-study, review, and recommendations for all programs seeking CAAHEP accreditation.

Smith reported on the AAASP Continuing Education Committee Pre conference Workshop Proposal from Maria Newton. Several recommendations included revisiting the continuing education requirements for certified consultants; scheduling CE programs during the conference rather than entirely before the conference; consideration of a marketing allowance; allying CE with other areas of emphasis in order to improve the breadth and depth of offering.

ACTION ITEM: Smith will provide a slate of committee candidates to replace those individuals who will rotate off. This slate will be provided to the Executive Board before the end of 2005.

Smith reported on the work of the Diversity Committee, which included the results of the survey to be presented at the Vancouver conference; the graduate student inventory of diversity programs in graduate schools survey results will be presented in Vancouver.

ACTION ITEM: Smith will provide a slate of committee candidates to replace those individuals who will rotate off. This slate will be provided to the Executive Board before the end of 2005.

Smith reported Ed Acevedo will rotate off the Certified Consultants Committee this year and will be replaced by Bart Lerner as Chair. Twenty consultants were certified this year. Thirty-four individuals have recertified.

MOTION: Smith made a motion to approve the Certification Committee budget request. This money will be used to conduct the business of the Certification Review Committee for 2006. The request is tentative to allow the new committee chair (Bart Lerner) room to negotiate any specific budgetary needs that the committee may have. Hanks seconded the motion. Motion carried.

MOTION: Smith made a motion to accept nominations from the Executive Board to fill two committee positions vacated by Dr. Ed Acevedo and Dr. Karen Cogan. Both replacements will serve three-year terms. The motion was withdrawn.

Smith reported Ethics Committee would submit a conference presentation in those years when the Ethics Keynote is not given.

Burton made a motion to accept the correspondence drafted by the attorney concerning the ethical allegations. Wrisberg seconded the motion. Motion carried.

Meeting went into executive session at 4:45 p.m.

October 26, 2005

Ewing called the meeting to order at 8:05 a.m. PT and welcomed Dick Irwin from Strategic Marketing Services. Dick provided an overview of association affinity marketing programs. Short-term goals were discussed, including: investigate affinity programs, such as credit cards, car rentals, financial management (investment) relationships, conference program advertising.

Web Publications

Ewing introduced for discussion establishing a policy of posting on the website. Damon Burton has offered to serve as a co-editor of information to be posted on the website. Ewing suggested a structure to include individual editors to review both applied and scientific information. The committee would consist of two co-editors, the president of the association, and two additional individuals for review. Discussion included whether the committee members should consist of representatives from the Fellows and/or past presidents.

Richard Cox was suggested for the science position. Burton would be the co-editor for the applied materials. Committee would be responsible for developing policies for posting information on the website.

MOTION: Fry made a motion to have two co-editors, one of whom would be Damon Burton. Burton will coordinate an editorial board. Wrisberg seconded the motion. Motion carried.

Leadership Pool

A discussion was held on the leadership pool and 2006 elections.

Ewing thanked the Executive Board for their hard work throughout the past year.

Meeting adjourned at 11:50 a.m. PT



2005 AAASP Conference Review Vancouver, British Columbia, Canada

Vikki Krane, Ph.D.
AAASP President-Elect

Vancouver was an ideal location for celebrating AAASP's 20th anniversary. Anyone who attended will agree that it was a beautiful site for our conference. Snuggled between the coast and the mountains, the views provided inspiration for the fun run, golf and tennis tournaments,



and were the perfect backdrop for a wonderful array of presentations. Also, prior to the opening of the conference, we had two continuing education workshops.

Rainer Martens returned to AAASP to present the Coleman Griffith opening address. He offered his perspective on the current status of sport and exercise psychology as well as his thoughts on strategies for future growth. Grounded in his entrepreneurial position, he reinforced the need to "grow the field" and better connect with the sporting and exercising public. He emphasized that while we have tremendous theory and research about sport and exercise, we still can better connect this knowledge with professional practice. The major sentiment of his talk reinforced the current directions of AAASP. This talk immediately was followed by the annual Welcome Reception where colleagues reconnected, and new members met new friends and colleagues.

Three outstanding keynote addresses were delivered during the course of the next few days. In an ideal manner, each speaker nicely joined her or his area of expertise with meaningful application for AAASP members across all three content areas. Abby King provided an excellent example of research to practice

in her presentation, "Promoting Physical Activity across the Lifespan: Forging a Transdisciplinary Approach." She provided a number of examples of empirically supported strategies for enhancing physical activity levels in people of all ages. King very nicely linked her research to the professional activities of AAASP members, resulting in an inspiring keynote session. While beginning with a relaxation exercise, Ken Ravizza then excited the audience with dynamic examples of how he teaches mental skills. In his address, "Think about How Good it's Gonna Feel: Lessons Learned on a Journey in Performance Excellence," Ravizza emphasized how he "translates the science of sport psychology for athletes." Integrated into his talk were film clips of athletes in action and comments from a head coach with whom he worked. In all, he provided numerous practical tips for teaching mental skills. The final episode in the trilogy of keynotes was Paul Hewitt's address on "Dimensions of Perfectionism in the Pursuit of Excellence." Hewitt reviewed not only his own research on perfectionism, but also sport and exercise psychology literature that applied this concept. He offered examples of perfectionism exhibited in sport by athletes, coaches, and officials and shared new data identifying self-promotion perfectionism (which includes non-display and non-disclosure of embarrassing or humiliating characteristics or events). Throughout his talk, Hewitt nicely integrated applied considerations related to perfectionism in sport participants.

These outstanding keynote addresses energized attendees who also had a wide selection of sessions from which to attend. This year the number of submissions for presentation far exceeded previous years. That meant that the Program Committee had many difficult decisions to make. Unfortunately, we are limited in the number of sessions that can fit into our schedule; therefore as more people submit abstracts, the number of presentations that do not get included on the program also rises.

The symposia addressed topics ranging from parenting champions and emotional intelligence to building a sport psychology practice. There also were sessions on teaching sport psychology, exercise and cancer, disordered eating, and exercise interventions. In all, 20 symposia, 18 colloquia, 21 workshops, 62 lectures, and 186 posters were presented. The quality and diversity of sessions directly reflects the strength of our members, who are willing to share their research and applied experiences.

It is always a pleasure to honor the outstanding achievements of our members and four awards were given in Vancouver. AAASP recognized Sean McCann with the Distinguished Professional Practice Award and Mark Aoyagi was presented the Student Practitioner of the Year Award (Rick McGuire was his supervisor). The Dissertation Award recipient was Emma Stodel, from the University of Ottawa, for her study "Mental Skills Training for Enjoyment: Exploring Experiences, Processes, and Outcomes with Recreational Golfers" (Colla McDonald was her advisor). Jay Goldstein, University of Maryland, received the AAASP Thesis Award for his study "An empirical Test of a Motivational Model of 'Sideline Rage' and Aggression in the Parents of Youth Soccer Players." Seppo Iso-Ahola was his advisor.

The Graduate Program Fair continues to be popular and once again was a huge success. This seems to be an essential source of information for our student members. At the Business Meeting, members discussed changes to the AAASP Constitution, most notably related to the criteria for Fellows. Additionally, we approved a new electronic voting procedure. Also during the conference, the Fellows deliberated on a new ethics policy. Please read the minutes from these meetings to get the specific details on these issues.

Sincere thanks and appreciation is extended to Damon Burton, Conference Chair, and Heather Barber, Conference Program Chair. Due to their efforts, we had a wonderfully diverse and balanced program. Thank you to Centennial Conferences, Diane Mehling, and Rees Group who ensured that everything from registration to the banquet ran smoothly. Also, thank you to all AAASP members who presented their work and who attended the conference. Without your commitment and enthusiasm, we could not have a successful conference.

See you in Miami September 27 - September 30, 2006 for our next meeting! 🏠

AAASP Student Representative Report

Heather Peters, M.A.

Before I provide you with information regarding the numerous ways student members can become involved in AAASP, I would like to thank Jessica Mohler for all of her hard work this past year. I have large shoes to fill, but I will do my best. Also, I would like to say thank you for giving me this opportunity to represent the student voice during this dynamic time in our organization's history. I believe that we, as student members of AAASP, have power to influence the future of sport psychology, and I look forward to the prospect of channeling this power. Please feel free to contact me, hjpeters@u.arizona.edu, or your regional representative (see below) if you have any comments, concerns, questions, or suggestions.

Get to Know Your Regional Representatives

Northeast (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New York, Rhode Island), Amanda Laws, University of New Hampshire, Amanda.laws@unh.edu

Mid-Atlantic (Pennsylvania, New Jersey, Maryland, West Virginia, Virginia, Kentucky, Delaware, Washington DC region), Damien Clement, West Virginia University, dclement@mix.wvu.edu

Southeast (Tennessee, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Florida), Rob Bell, University of Tennessee, Rbell2@utk.edu & Matthew Buman, University of Florida, Mbuman@hhp.ufl.edu

Midwest (Ohio, Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Iowa, Illinois, Indiana, Missouri), Todd Gilson, Michigan State University, gilsonto@msu.edu & Justin Klug, Miami University, klugjj@muohio.edu

South Central (Kansas, Oklahoma, Arkansas, Louisiana, Texas), Chris Bader, University of North Texas, chrisbader@charter.net

Northwest (Alaska, Washington, Oregon, Montana, Idaho, Wyoming), Rebecca Concepcion, Oregon State University, concepcr@onid.orst.edu

Southwest (California, Nevada, Utah, Arizona, Colorado, New Mexico, Hawaii), Nick Galli, University of Utah, n.galli@utah.edu

Attend a Regional Conference

Regional conferences are designed to provide an atmosphere where students can present research (proposals and complete projects) and network with other sport psychology students and



decision within 2 weeks following the meeting. The position will start at the beginning of the following Annual Conference.

Join a Student Initiative

PPUMP- Proactive Peer Undergraduate Mentoring Program

The objective behind PPUMP is threefold: 1) to create a list of graduate students who are competent and willing to serve as mentors for their peers and prospective students as they search for graduate programs

that best fit their needs; 2) allow students to assist and collaborate with other sport psychology students interested in similar research topics and applied experiences; and 3) inform undergraduates about AAASP and applied sport psychology. Please contact Nick Galli (n.galli@utah.edu) if you are interested in joining PPUMP or would like a student mentor.

PEM—The Performance Excellence Movement

The Performance Excellence Movement is a joint adventure between AAASP and APA-Division 47. The objective of PEM is to increase students' awareness of and participation in the use of sport psychology skills in other arenas of life. Previous publications have focused on business coaching, medicine, and most recently, the military. Tucker Readdy (readdy@onid.orst.edu) is leading the way with this initiative. Contact him if you are interested in getting involved or have ideas for future publications!

Internship Database

As students progress through their Masters and Doctoral programs, many are interested in seeking out experiences that will allow them to not only gain hands-on applied sport psychology experiences, but to help complete the required internship hours for becoming a certified AAASP consultant. A list of internships is currently being created and will soon be available on the website. Please contact Chris Bader (chrisbader@charter.net) if you know of an internship experience or if you would like the current list of internship sites.

Graduate Program Fair

The program fair provides a friendly environment for prospective students to learn more about the schools they are interested in by interacting with students and faculty members.

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faculty members within their region.

Midwest Region: Miami University, Ohio

Dates: February 24-25, 2006

Contact: Justin Klug, klugjj@muohio.edu

Mid-Atlantic Region: Temple University

Dates: March 24-25, 2006

Contact: Dr. Sachs, msachs@temple.edu

Northwest Region: Western Washington University

Dates: April 21-22, 2006

Contact: Marielle Kuster, kusterm@cc.wvu.edu

Northeast Region: Springfield College

Dates: June 19-21, 2006

Contact: Meghan Shepherd, mashpherd09@yahoo.com

Become a Regional Representative

The regional representative position is a 2-year commitment in which your responsibilities include disseminating information about AAASP to students and schools in your region, organizing or helping with your region's student conference, and being a leader on a student initiative. Other duties include attending the student open and regional representative meetings at the annual AAASP conference.

To apply for a regional representative position, send a one-page double spaced statement of intent and include the student initiative you would like to join and/or develop. Also send a letter of recommendation from a faculty member. Submit your application to The Reese Group via email, srees@reesgroupinc.com, by March 1. Applications will be reviewed at the Spring Executive Board meeting and applicants will be notified of the

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the program fair. Please contact Justin Klug (klugjj@muohio.edu) if you have questions or are interested in helping out with the program fair.

Power Point Presentations

This initiative is designed to promote the visibility of AAASP and Sport Psychology through creating informational PowerPoint presentations about sport psychology, AAASP, and Certified Consultants in the areas of Social Psychology, Health and Exercise Psychology, and Performance Enhancement and Intervention. Contact Matthew Buman (mbuman@hhp.ufl.edu) and Rebecca Concepcion (conceper@onid.orst.edu) if you would like to assist with this initiative.

Join a Committee

International Relations – MiSook Kim, kimms@sfsu.edu

Coaching Science- Wade Gilbert, wgilbert@csufresno.edu

Organizational Outreach- Mark Hogue, hoguepsyl@verizon.net

Continuing Education- Maria Newton, maria.newton@health.utah.edu

Certification Review – Edmund O. Acevedo, eacevedo@olemiss.edu

Diversity – Emily Claspell, psyc4sport@aol.com

Join a Special Interest Group

Achievement Motivation –

Lori Gano-Overway, lgano@bridgewater.edu

Coaching Science – Wade Gilbert, wgilbert@csufresno.edu

Disability Sport and Exercise – Megan Babkes, megan.babkes@unco.edu

Exercise Psychology and Wellness – Mark Anshel, Manshel@mts.edu

Eye Movement Desensitization and Reprocessing (EMDR) – Sandra Foster, samrolf@aol.com

Gender and Diversity of Physical Activity – Justin Reel, Justine.reel@hsc.utah.edu

Moral Development – Moira E. Stuart, mestuart@niu.edu

Peer Relationships in Physical Activity and Sport – Alan L. Smith, alsmith@sla.purdue.edu

Performance Excellence – Robert J. Fazio, s2rfazi@mail.vcu.edu

Psychology of Sport Injury – Frances Flint, fflint@yorku.ca

Qualitative Methods in Sport Psychology – Helen Hooper, h.hooper@mmu.ac.uk

Sport Fandom – Dan Wann, dan.wann@murraystate.edu

Teaching Sport Psychology – Bruce G. Klonsky, Klonsky@fredonia.edu & Dan Wann, dan.wann@murraystate.edu

Youth Sport – Richard Stratton, rstratto@vt.edu

Get Involved

You may have noticed that “STUDENT ACTION” is the theme of this article. Exciting opportunities for student members of AAASP exist; however, they will only be successful with student involvement. Use your voice and talents to further the field of Sport Psychology while getting to know other members of AAASP. The regional representatives and I look forward to hearing from you!



AAASP Fellows Meeting Minutes

Westin Bayshore Resort and Marina
Vancouver, British Columbia, Canada

October 30, 2005

Meeting called to order at 12:38 p.m. P.T. by President Marty Ewing. Twenty-eight Fellows were present at the meeting.

Marty Ewing welcomed the Fellows to the Annual Fellows meeting and reviewed the proposed changes made to the Constitution concerning the Fellows requirements. She requested Fellows to actively recruit AAASP members to apply for Fellow status. Discussion included whether or not additional invitations should be extended to individuals who had formerly applied and had not received Fellow status. The President-Elect was asked to extend this invitation.

It was reported that the Certified Consultant Committee certified two new consultants at the conference committee meeting. A total of 20 new Certified Consultants were added in 2005. 35 consultants renewed in 2005. To date, 225 individuals have been certified, although not all remain active. Discussion included the continued need for training on ethics and ways to fulfill this requirement. Two new online courses are available to help meet the needs of individuals. It was suggested to add these links to the AAASP website.

The newly drafted ethics policy was distributed. Aynsley Smith provided an overview of the procedure which lead to the creation of this policy. The Ethics Committee drafted the policy, with assistance from Aynsley Smith and the AAASP attorney. Discussion included whether the president is legally protected if an individual takes legal action. It was reported a Directors' and Officers' liability policy is maintained for all AAASP officers. Specific comments on the policy included whether under “Procedures, #5,” the points specific to Certified Consultants, (i.e., d, e, and f) should comprise a separate policy; and whether in “point d” the parenthesis should be removed. Penny McCullagh made a motion to end the policy after Point 5 c, with the additional restriction that only the chair of the ethics committee and the AAASP President would see the allegations and the files. Craig Wisberg seconded the motion. A friendly amendment was made to also remove Point #1 since the references to the Certified Consulting Committee have been removed. Friendly amendment was accepted. Motion carried with two abstentions.

Marty announced that the position paper: “Association for the Advancement of Applied Sport Psychology (AAASP): How to Determine the Training and Competencies of Individuals Providing Sport Psychology Consulting for Athletes” has been approved and will be posted on the website, and is available for distribution. The Executive Board will review all position papers before distribution.

Meeting adjourned at 1:47 p.m. PT.

The Impact of Cultural/Identity Issues in Collegiate Athletics



Mary Jo Loughran, Ph.D.
Chatham College

Any examination of psychological adjustment issues concerning collegiate athletes must take into account individual differences, including those aspects of an individual's identity that interact with

his or her environment. In addition to the roles of student and athlete, the collegiate athlete's self-definition may include a multitude of other roles. For example, the student athlete also may be a daughter, a granddaughter, a sister, a girlfriend, a church member, a sorority sister, and an African-American. Another student athlete may be a son, a father, a musician, and a member of the Jewish faith. The extent to which these roles are incorporated into the individual's self-concept and the degree to which others in his/her environment embrace them has significant bearing upon the student-athlete's overall psychological adjustment. Conversely, when roles come into conflict with one another or are the object of discrimination by others in the environment as in the case of racism, sexism and heterosexism, the individual must expend energy to resolve the conflict. This may place the student-athlete at increased risk of psychological discomfort or maladjustment.

Sometimes, the student-athlete's role conflict is actually between the roles of student and athlete. Killeya-Jones (2005) conducted a study that examined the impact of role discrepancies on the psychological adjustment of Division I male football players. This study defined role conflict as the degree to which the individual's status as a student competes for time and energy with the role of athlete. Participants in this study completed a measure designed to illustrate role conflicts and questionnaires measuring psychological adjustment in the realms of anxiety, depression, self-esteem, and life satisfaction. The results of this study revealed that a greater discrepancy between roles was correlated with negative psychological adjustment. Likewise, lower role discrepancy was associated with higher self-esteem, lower depression, and higher life satisfaction. Further support for the argument that student-athletes benefit from a balance between the competing demands of academic and athletic

activities was provided in a qualitative study of British elite student-athletes conducted by Cross and Harwood (2002). The results of their focus-group interviews with student-athletes reinforced the importance of a balanced valuing of both roles to maximize effective coping.

Racial identity and racism are important targets of inquiry when examining psychological adjustment of collegiate athletes. Researchers have examined racial identity and its confluence with other role identifications in student-athletes. Brown, Jackson, Brown, Sellers, Keiper, and Manuel (2003) conducted a salient investigation into the potential conflict between racial identity

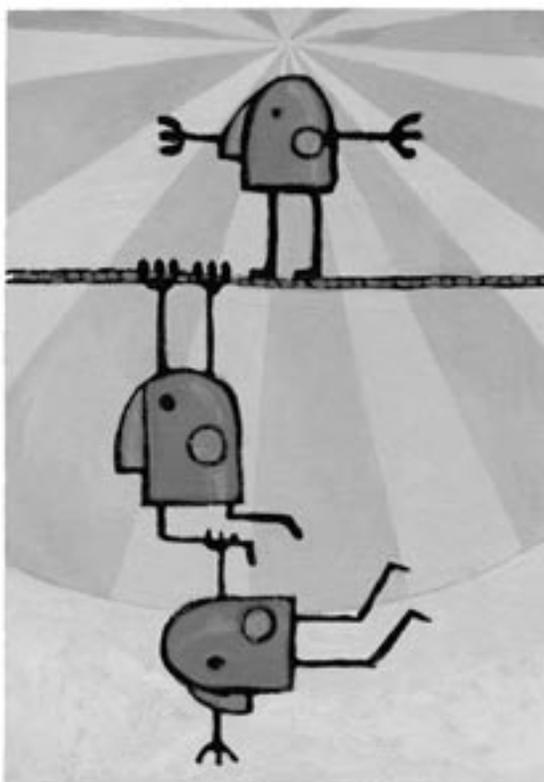
and athletic identity. These investigators hypothesized that athletes with high athletic identity would report low racial/ethnic identity and would further perceive that discrimination in this country is no longer a problem. The participants in this study were 466 male and female, Black and White incoming freshmen scholarship athletes from 24 Division I universities across the United States. Study participants completed measures intended to ascertain the centrality of their racial identity, the centrality of their athletic identity, and the degree of agreement to the statement, "Discrimination is no longer a problem in the United States." The results of the data analysis indicated that, in contrast to previous studies in non-athlete populations showing that White respondents perceived less discrimination than Black respondents, both White and Black athletes tended to report their perception

of problematic discrimination in similar proportions. When athletic identity was factored into the data analysis, Black student-athletes with high levels of athletic identity centrality more often perceived that discrimination is no longer a problem. Although causality cannot be implied in the above study, there does appear to be a positive relationship between athletic identity and the perception that racial discrimination is waning in this country.

Wolf-Wendel, Toma, and Morpew (2001) provided further evidence that participation in collegiate athletics is becoming increasingly incompatible with negative racial attitudes. These researchers conducted focus group interviews on five Division I campuses with athletes from five sports known to have a higher degree of diverse participants: men's football, men's basketball, women's basketball, men's track, and women's track. Their findings supported their hypothesis that collegiate athletes on diversely comprised teams are less likely

to hold hostile attitudes toward others from differing racial, ethnic, and socioeconomic backgrounds. One of the reasons discovered for this finding is that participation in sports from an early age exposed them to others different from themselves, resulting in increased opportunities to build relationships and resolve conflicts across racial and ethnic lines.

Another potential area of identity conflict for the student-athlete is gender role, particularly for college women. Historically, it was generally thought that athletic participation was incompatible with femininity. However, in part due to Title IX, the 1972 federal law that prohibited gender discrimination in federally funded educational institutions, the number of women participating in



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intercollegiate athletics skyrocketed from 32,000 to more than 150,000 in 2002 (Bray, 2003). Recent research has explored what impact the dramatic increase in women's athletic participation has had on the gender role identification of female collegiate athletes. Miller and Levy (1996) tested the hypothesis that female student-athletes would not differ from non-athletes in gender role conflict. They further predicted that female athletes would view themselves as adhering more to masculine gender roles than non-athletes. As expected, the results of their study of 145 undergraduate women yielded no significant difference in the amount of gender role conflict. This suggests that the notion that athletic involvement places women in danger of experiencing gender role conflict is currently suspect. Further results indicated that female athletes tended to view themselves as more masculine, while non-athletes tended to view themselves as more feminine than athletes did. Another interesting finding of this inquiry was the significant correlation between the student's athletic involvement and the athletic involvement by both the mothers and the fathers of the participants. In other words, women were more likely to be involved in intercollegiate athletics if they had one or two parents who also were athletes. The authors speculated that women were more likely to receive affirmation for athletic involvement by parents who shared their interest in sports participation.

The finding that female athletes view themselves as more masculine than their non-athlete counterparts also was demonstrated in a study conducted by Young and Bursik (2000). This study went a step further to also demonstrate that a masculine self-perception was positively related to higher levels of self-esteem and identity achievement in female student-athletes. The implication of this result is that, although women seem to be experiencing less gender role conflict as a function of athletic involvement, the valuing of the masculine gender role continues to be held as the more desirable standard of psychological adjustment.

A focus group study of female athletes conducted by Krane, Choi, Baird, Aimar, and Kauer (2004) revealed that gender role conflicts in women's collegiate sports are not entirely an artifact of the past. Although the women athletes in these discussions expressed feelings of empowerment secondary to their athletic participation, they also expressed feeling different from the culturally affirmed norm of femininity, resulting in feelings of marginalization. These authors reported that the chosen sport of the athlete was influential in the gender role conflicts experienced. Women

from more traditionally "feminine" sports such as tennis expressed feeling pressure to conform to the feminine role, while participants in the "masculine" sports of ice hockey and rugby expressed feeling less confined by culturally prescribed sex roles.

While it appears that the influence of both racism and sexism in the self-concept of collegiate athletes is waning, this does not appear to be the case when sexual orientation discrimination is considered. The qualitative study of five Division I campuses by Wolf-Wendel, Toma, and Morpew (2001) also explored the perceptions of gay men and lesbians in athletics and examined the prevalence of homophobia and heterosexism among student-athletes, coaches, and administrators. The results of their inquiry revealed that, contrary to the community building effect that athletics has on participants regardless of race, socioeconomic, and geographic backgrounds, sexual orientation remains a divisive issue that is regarded with open hostility among athletes, coaches, and administrators. There were some differences between men and women in this regard. Whereas males tended to express a more blanket negativism toward homosexuality, females tended to offer a more complex response, including both a slightly higher level of tolerance coupled with an increased need to personally distance from the perception that they may have a homosexual orientation. One of the potential explanations offered by the authors for the findings of this study was the lack of exposure to differing sexual orientations prior to coming to college. In contrast to race and ethnic backgrounds that are present and mostly visible from birth, an individual's sexual orientation may not consolidate until late adolescence or later. Likewise, even if an athlete is aware of his or her gay/lesbian orientation, he or she may not disclose this fact to others, particularly if the environment is not perceived to be welcoming of such a disclosure. Another contributing factor to the lingering negative attitudes toward homosexuality in college athletics, particularly in men's sports, could lie within society's valuing of the masculine role, coupled with its de-valuing of the feminine role. Stereotypically, gay men are perceived as feminine, while lesbians are perceived as masculine. Jacobson (2002) argued that these stereotypes are far from accurate, but will remain in effect as long as collegiate and professional athletes feel compelled by societal attitudes to stay in the closet. Muska (2000) posited that the recent increase in visibility by gay and lesbian people in politics and popular culture, coupled by the resulting positive shift in societal attitudes, will eventually result in less discrimination in the athletic culture as well. Until that

occurs, it is likely that gay and lesbian student-athletes will continue to face increased psychological risk compared to their heterosexual peers.

In summary, role conflicts regarding racial, gender, and sexual orientation identities seems to be an important risk factor faced by collegiate athletes that influence psychological adjustment. Although participants in intercollegiate sports seems to be leading the rest of society in terms of confronting racism and sexism, heterosexism continues to be quite prevalent in college athletic departments, to the detriment of student-athletes who have a gay or lesbian identity.

Anderson (2005) argued that the homophobic atmosphere in athletics is changeable, most notably when athletes disclose their gay sexual orientation to their coaches and teammates. Coming out seems to be particularly effective in reducing homophobic attitudes when the disclosing athlete is a star or is perceived in some other way to be an essential member of the team. Anderson (2005) further posited that coaches and administrators must share in the responsibility for creating an atmosphere in which the gay athlete may feel supported and safe. There are several actions that can be taken by those in positions of authority to convey respect toward gay and lesbian athletes. For example, coaches and administrators must be cognizant of potentially homophobic language they use in the presence of their athletes. Further, they must challenge homophobic slurs made by anyone connected with the team, including other coaches, trainers, and athletes. Finally, they must make it clear in both verbal messages as well as example that disrespectful behavior will not be tolerated.

These findings underscore the importance of understanding the unique status of the collegiate student-athlete, particularly with regard to cultural and identity issues. Professionals engaged in the psychological care of collegiate athletes are in a unique position to help create an atmosphere in which individual differences are not only tolerated, but celebrated. This can best be accomplished by educating our constituencies about the value of affirming all members of a team, regardless of how they adhere to, or vary from, the status quo. The argument that can be made is that athletes who do not have to expend energy either hiding an important aspect of their identity from public view or fending off intolerant behavior from others will be in a better position to perform to their maximum potential, both on and off the playing field. ✪

Complete references may be obtained from the author at MLoughran@chatham.edu.

2006 Conference Preview “The Magic City or Gateway to Latin America” Hyatt Regency Miami

Marty Ewing, Ph.D.
AAASP Past-President
2006 Conference Coordinator

Miami, Florida, USA
September 27-30, 2006

Join AAASP on September 27-30, 2006 in Miami, Florida, for the 21st annual AAASP conference. The mix of sun, beaches and world class educational sessions will make this conference a memorable event.

Miami is known for its beautiful beaches, elegant shops, sophisticated nightlife, spectacular restaurants and cosmopolitan flair. Miami Beach was voted one of the top ten beaches in the United States by The Travel Channel. You can jet ski, skydive or snorkel in Miami's tropical waters. And if beaches aren't in your plans, Miami also offers other recreational diversions including championship golf courses, and a myriad of professional sports teams. Miami is home of the Florida Marlins, Florida Panthers Hockey Club, Miami Dolphins, and Miami Heat. Other attractions include the Bass Museum of Art, Jewish Museum of Florida, Latin American Art Museum, Lowe Art Museum, Miami Children's Museum, Museum of Contemporary Art, and Sea Grass Adventures, just to name a few. In addition, a visit to South Beach, known for its shopping, nightlife and overall lifestyle is a must-see when in the Miami area.

The hotel hosting the AAASP conference is the Hyatt Regency Miami. This property is a four-diamond, three-star hotel, located near the convention center and with easy access to Florida's turnpike and beaches. The Hyatt offers the best of both worlds — waterfront and city views. Other amenities include wireless high speed internet availability, a heated outdoor swimming pool and a fully equipped fitness center. Nearby jogging paths will allow you to walk or run before or after conference sessions.

We are in the process of putting together an outstanding program, with an international emphasis for 2006. We've already confirmed Richard Pound, former Olympian and Chairperson of the World Anti-Doping Agency (WADA) for our Health/Exercise Psychology Keynote. Our other three keynote speakers will be equally engaging and thought-provoking. The E-Board is also considering extending the conference an extra half-day on Wednesday afternoon. Watch for additional updates on our website and in subsequent newsletters.

Remember the abstract deadline is February 15, 2006, so get your abstracts ready to submit. Please make your plans now to meet your friends in a fun-filled tropical location for the 21st annual AAASP conference in Miami, Florida. 



AAASP Position Paper

During his Presidential address, Craig Wrisberg noted the following AAASP Position Paper that deals with the training and competencies of sport psychology consultants. The paper was co-authored by a diverse group of respected AAASP Certified Consultants and has been posted on the AAASP website (go to the Publications link). In the coming year, it will be widely distributed to numerous sports officials at both the amateur and professional levels. AAASP members are also encouraged to share the paper with coaches and athletes in their respective areas who may be looking for a competent consultant.

How to Determine the Training and Competencies of Individuals Providing Sport Psychology Consulting for Athletes

The Association for the Advancement of Applied Sport Psychology (AAASP), founded in 1986, is currently the largest applied sport psychology organization of its kind in the world (www.aaasponline.org). Given the growing interest in applied sport psychology and the use of sport psychology consultants, we feel it is important for athletes, coaches, athletic officials, sport organizations and the general public to be informed about the various competencies possessed by professionals who provide consulting services. The intent of this document is to present a brief overview of the different models of training that qualify one to practice applied sport psychology and then provide some guidelines athletes, coaches, and athletic administrators can use when choosing a consultant.

Training Models

Training in applied sport psychology varies considerably from individual to individual and from academic program to academic program. Professionals who provide sport psychology services generally take one of two academic routes to obtain their credentials: the sport science route (through physical education or kinesiology programs) or the psychology route (through clinical or counseling psychology programs). The route one chooses will determine not only the emphasis of that individual's training but very likely the types and levels of consulting he or she can offer.

The sport science route follows a physical education/kinesiology-based track of coursework and practicum experiences, which normally include sport psychology, exercise physiology, motor learning, sport sociology, and direct contact with athletes in performance situations. While individuals who choose this option often take a number of traditional psychology courses during their programs of study, they do not usually become licensed psychologists. Sport-science trained professionals are qualified to conduct mental skills training with athletes in a variety of areas of performance enhancement—such as goal setting, motivation, focus and concentration, energy management, confidence building—as well as life skills. However, they may not be qualified to deal with clinical issues such as depression, eating disorders, drug abuse, etc. Many hold positions as professors of sport psychology and some have had prior experience as competitive athletes and coaches.

The psychology route includes standard psychology coursework—such as counseling, psychological evaluation, psychopathology, therapy techniques—as well as clinical or counseling internship experiences. Individuals who choose this route most often become licensed psychologists. Each state has its own licensure requirements, and professionals must meet those requirements before practicing in that state. Licensed psychologists provide clinical or counseling assistance for individuals in areas such as depression, grief or loss, life management, and dysfunctional behaviors such as alcoholism, drug

abuse, anger management, and eating disorders. However, they may not have received training or supervision in performance enhancement techniques with athletes. Most clinical and counseling psychologists hold positions in private practice and serve a broad range of clientele as well as athletes.

Guidelines for Choosing a Consultant

In addition to having a particular type of academic training each sport psychology consultant possesses a specific set of skills that defines the scope of his or her competencies. Thus, when choosing a consultant, it is important for athletes, coaches, and athletic administrators to consider the following guidelines:

1. Identify the types of sport psychology services you wish to receive. Are you looking for someone who can develop a performance enhancement program and assist athletes during the injury rehabilitation process? Are you looking for someone to help athletes with drug and alcohol abuse problems or eating disorders? The answers to questions like these and others dealing with the types of services you are looking for will help you decide what type of sport psychology consultant to interview and the competencies that person should have.
2. Determine whether a prospective consultant has the appropriate training and possesses the necessary competencies (i.e., skill sets) to deliver those services. Professional competencies also include the amount and type of experience the consultant has had in working with athletes. Taken together (i.e., academic training, skill set, and applied experience), a consultant's competencies will usually lie along a continuum that runs from Performance Enhancement to Clinical Consulting. In general consultants trained in the sport sciences who possess skills sets and applied experiences in mental training with athletes will have competencies that put them closer to the Performance Enhancement end of the continuum. Those trained and licensed in psychology with applied experience providing assistance with problems like drug and alcohol abuse, eating disorders, and anger management will generally possess competencies that place them closer to the Clinical Consulting end of the continuum. In some cases professionals with academic training in one area will obtain additional training and supervised experience in another, enabling them to provide a wider variety of services for athletes. It is also possible that athletic administrators may be able to utilize the services of several different professionals in order to provide comprehensive psychological support for athletes and coaches. For example, a sports medicine team might be comprised of an athletic trainer to help with injury rehabilitation, a performance enhancement specialist who provides mental training services, and a licensed psychologist who treats clinical disorders.

3. Require supporting documentation of a prospective consultant's credentials before making a final decision. Check with colleagues who have employed the consultant as well as with some coaches and athletes who have worked with him or her. Ask people whose opinion you respect and who will be honest with you to tell you about their experience with the consultant—just like you would if you were looking for a good doctor or dentist. If you are interested in hiring a performance enhancement specialist, look for AAASP Certification (www.aaasponline.org) or USOC Registry membership. If you intend to hire a licensed psychologist, obtain verification that the person is licensed (or in the process of obtaining a license) to practice in your state. Any clinical or counseling psychologist who describes him or herself as a sport psychologist should have specific training in sport psychology. If you are looking for an individual with a particular competency (e.g., treatment of eating disorders) find out what coursework, training, and/or certification the prospective consultant has had or currently possesses that indicates competence in that area.

As a consumer, it is up to you to decide what type of sport psychology services you are interested in receiving and then determine whether a prospective consultant has the training and competencies necessary to provide those services. Sport psychology is a rapidly growing field that offers athletes, coaches, and athletic administrators a variety of forms of assistance. By knowing what services you want and finding out who is qualified to provide them you will be ensured of the best possible consulting experience.

Submitted: October 24, 2005

Position Paper Committee:

Craig Wrisberg (Chair), Department of Exercise, Sport, and Leisure Studies, University of Tennessee

Gloria Balague Department of Psychology, University of Illinois at Chicago

John Heil, Department of Psychological Health, HCA Lewis-Gale Physicians

Sean McCann, Department of Sport Psychology, United States Olympic Committee

Sarah Naylor, Center for Enhanced Performance, United States Military Academy

Ken Ravizza, Department of Kinesiology and Health Science California State University-Fullerton

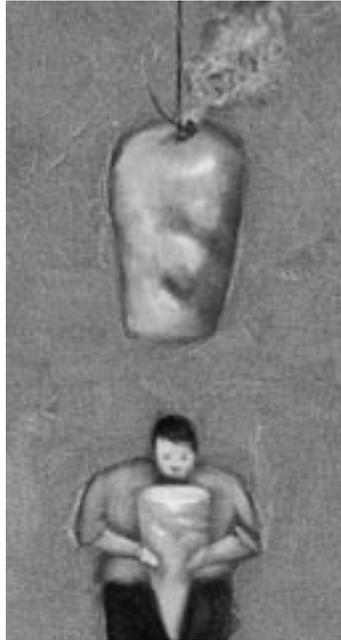
Ethics: Soft Core or Integral Fabric of our Field?

Ed Etzel & Jack Watson
West Virginia University

In the introduction of our Ethics Code, members can read about the core of AAASP member's values in action: "...professional organizations must develop and enforce guidelines that regulate their members' professional conduct. A code of ethical principles and standards is one such set of self-regulatory guidelines. This code guides professionals to act responsibly as they employ the privileges granted by society" (AAASP, 1996). Although recently there appears a slight, growing interest in ethics in our field (Farres, Muscat, Sedgewick, MacNeill, McDonough, Queree, Lonsdale, & Stodel, 2005; Gordin & Balague, 2005; Moore, 2003; Watson & Etzel, 2004), in comparison to psychology; a closely allied field, a very limited body of knowledge appears to exist relative to professional conduct in sport and exercise psychology. Even in the newest crop of applied sport psychology publications (Murphy, 2005; Taylor, 2005; Williams, 2005) with the exception of Andersen's (2005) book, contributors barely mention ethics at all. Interestingly, the most recent book devoted to ethics in sport psychology was published 25 years ago (Nideffer, 1981)!

While conference hallway buzz often seems to link to ethical concerns of members and their current professional behavior, only a pair of modestly attended presentations specifically focused on ethics at our recent Vancouver conference (Farres, et al., 2005; Etzel & Watson, 2005). Perhaps this reflects feedback received by the AAASP Ethics Committee members, participant interactions, and content gleaned from conference presentations which suggest that: Some members do not see our ethics code as particularly salient to their daily work lives; ethics and legal issues surrounding our code and professional practice law as applied to our work in many sport psychology settings is inconsistently taught, understood and applied by members; our code is outdated, rigid, too closely linked to APA's code and somehow does not "work" for many members and their clients in unique practice settings; applicants for Certified Consultant status are often deficient in this area; and the Ethics Committee and the Executive Board's approach dealing with and responses to ethics complaints is inconsistent and ineffective — there are no tangible consequences for unethical behavior.

Rest assured, these concerns have been heard and discussed by the Ethics Committee, (which, by the way, is always looking for interested contributing members), and has been passed on to the Executive Board through Professional Standards Division Head Aynsley Smith. Hopefully, many of these important and long-standing concerns will be addressed and responded to in a manner that conveys that ethics are central to AAASP's evolution, culture and



“We believe that AAASP's ethics code is a dynamic, practical set of self-regulatory guidelines useful to daily thinking and action for professionals and students across work settings.”

functioning. We do encourage you as a member of AAASP to express additional concerns to members of the Ethics Committee about the current state of the Ethics Code and the means by which the organization handles related issues.

Given what we saw and heard from members and leadership in Vancouver, we believe that AAASP's leadership agrees with Stephen Behnke's (2005) APA post-convention comments on ethics in that organization, "The goal is for our members and the profession to view ethics not as a set of external constraints that limit our possibilities and inhibit our creativity, but rather as part of the fabric of our professional lives, and ethical dilemmas not as a sign that something has gone wrong in our work, but rather as reflecting the richness, complexity and important of what psychologists do." (Behnke, 2005). We believe that AAASP's ethics code is a dynamic, practical set of self-regulatory guidelines useful to daily thinking and action for professionals and students across work settings. The "richness and complexity" of the work our members' activities in applied sport psychology makes our code an essential self-regulatory companion to the provision of responsible, high-quality teaching, training, research, and service provision.

It is probably true that some modification of our ethics code could make it more applicable to the various situations and clientele associated with our work. At present, this code is certainly sufficient to help promote the well being of our clients, research participants and the integrity of the field. If we are going to help the profession of sport psychology grow, then we must see each and every one of our members as a representative of the profession, and encourage them to behave in ways that will best reflect the values of AAASP. It is for this reason and many others that ethical training needs to be a clear and consistent part of every AAASP Conference and sport and exercise psychology training curriculum.

Complete references can be obtained from the first author at eetzel@wvu.edu.

The Facts About Master's Level Certification

Since its inception in 1989, the underlying goal of AAASP Certification has been to create and maintain a standard for credibility and quality of training in order to advance the profession of applied sport psychology by enhancing public awareness and professional ethics. As the certification process has been developed and implemented, it has been the subject of discourse and debate at every level. Past concerns have included the value of certification to individual members as well as the profession at large, a perceived bias by the Certification Committee toward applicants trained in the sport sciences, and the process by which applications are screened and decisions are made. In response to these concerns, adjustments to the criteria have been passed through the Fellows, and pre-conference courses have been implemented in order to make AAASP Certification accessible to professionals with varied backgrounds of training and experience.

In 2003, AAASP once again broadened the accessibility of certification to include members with a Master's degree. This idea is consistent with a growing trend in psychological counseling; namely, that an ever-increasing number of states have added a Master's level option to counseling psychology licensure. This addition demonstrates a growing belief that appropriately qualified Master's level practitioners are capable of ethically and effectively providing psychological counseling. As with every new challenge to certification, creating the Master's option was the subject of much debate and has created some confusion, and a few misconceptions, about what it entails. While opinions on Master's level certification vary, the AAASP Certification Committee believes that it is important to present the facts associated with this latest change.

Misconception: The specific criteria for Masters' level certification are lower than for Standard (i.e., doctoral level) Certification.

Fact: Actually, the criteria are higher. Master's level applicants must complete the same coursework and supervision requirements as Standard applicants; however, once a Master's application has been approved, the applicant is granted "Provisional" certification status until an additional 300 hours of supervision are completed. Only then are Master's applicants granted full Certified Consultant status. Therefore, Master's level applicants are required to complete 75% more supervised consulting time than Standard applicants. This additional

requirement is intended to parallel the practicum experience that Standard applicants would likely have gained over the course of their doctoral programs.

Misconception: Master's level applicants do not have the same opportunity to complete the required criteria.

Fact: While it's true that Master's level applicants usually have only two years to complete the coursework and supervision requirements (as opposed to doctoral level candidates having 3-5 years), it CAN BE DONE. Remember that every certification applicant is able to use up to 4 undergraduate courses in order to meet the certification requirements. Master's level applicants can benefit greatly from this allotment, and can structure their graduate programs accordingly. Completing the requirements is more dependent upon setting the goal for certification early enough in the Master's program to select appropriate courses than it is on time constraints. While we expect fewer Master's than Doctoral-level applicants, we fully expect those Master's level applicants that do complete the process to become competent consultants who provide quality service.

Misconception: A doctoral degree provides a wealth of opportunities for practical experience and additional coursework that cannot be completed in a Master's program.

Fact: This may not be a misconception. In fact, it's one of the main reasons that an additional 300 supervision hours are required of Master's level applicants. Interaction with clients during the graduate experience is invaluable to developing competent consultants, and doctoral programs generally provide greater opportunities for that interaction during the completion of degree requirements. Because Master's programs tend to have more limited contact opportunities, the additional supervision time required for AAASP Certification is critical to ensuring the competency of Master's level consultants. We also agree that the breadth of coursework available during a four year doctoral program may be very different from that in a Master's program. However, the specific certification criteria are clear. With or without a doctoral degree, the requirements for certification are a "minimum of one course" in 11 of 12 subject areas and three sport psychology courses. While it's true that doctoral applicants may have been able to take more than one course in exercise physiology or biomechanics (which is to be applauded,) AAASP Certification coursework criteria apply equally to Master's and doctoral level applicants.

Misconception: Allowing Master's level certification sends a signal to the general public that "any level of graduate training" can produce qualified sport psychology professionals.

Fact: The AAASP Fellows believe that holding Master's level applicants to the same high standard as doctoral level applicants does just the opposite. That is, it places AAASP Certification one step closer to correcting the public perception that "just anyone" can be a sport psychology consultant, not only in terms of qualifications, but also in number. The more certified consultants we count among our membership, the more AAASP Certification can be recognized by those doing the hiring as an important factor to consider when selecting a sport psychology consultant. AAASP Certification was never designed to be an exclusive "doctor's-only" club. It was designed to set standards for training and competence that lend credibility to the profession of applied sport psychology and to establish quality control. The more qualified CC's we have (regardless of the letters behind the name,) the closer "AAASP Certified Consultant" status comes to representing the level of professionalism and competence needed in an ever-widening marketplace.

Hopefully, this communication has served to increase the understanding of AAASP members and correct a few of the misconceptions about the Master's level certification process. For those AAASP members who are not currently certified, we encourage you to do so. For those who have been certified in the past, we encourage you to recertify after 5 years. Remember, the more certified individuals we have, the more we highlight and distinguish the quality of the "Certified Consultant" credential, and the better off we ALL are. 🌟

Submitted by:

The AAASP Certification Committee:

Ed Acevedo, Chair

Karen Cogan

Bart Lerner

Sarah Naylor Castillo

Kirsten Peterson

Dan Zenner





New Books, DVDs and Videos

Compiled by Alan Kornspan, AAASP Associate Editor

Andersen, M. (ed.). (2005). *Sport psychology in practice*. Champaign, IL: Human Kinetics Publishers.

Anshel, M. H. (2005). *Applied exercise psychology: A practitioner's guide to improving client health and fitness*. New York: Springer.

Bell, B., & Vahle, N. (2005). *Smart*

baseball: How professionals play the mental game. New York: St. Martin's Press.

Dosil, J. (2005). *The sport psychologist's handbook: A guide for specific performance enhancement*. Hoboken, NJ: Wiley and Sons.

Fox, A. (2005). *The winner's mind: A competitor's guide to sports and business success*. Vista, CA: RacquetTECH Publishing.

Gardner, F. L. & Moore, Z. E. (2005). *Clinical sport psychology*. Champaign, IL: Human Kinetics Publishers.

Hackfort, D., Duda, J. L., & Lidor, R. (eds.). (2005). *Handbook of research in applied sport psychology: International perspectives*. Morgantown, WV: Fitness Information Technology.

Kerr, J. (2005). *Rethinking aggression and violence in sport*. New York: Routledge.

Kuehl, K., Kuehl, J., & Tefertiller, C. (2005). *Mental toughness: A champion's state of mind*. Chicago, IL: Ivan R. Dee

Morris, T., Spittle, M., & Watt, A. P. (2005). *Imagery in sport*. Champaign, IL: Human Kinetics Publishers.

Murphy, S. (ed.). (2005). *The Sport Psych Handbook*. Champaign, IL: Human Kinetics Publishers.

Saunders, T. (2005). *Golf: Lower your score with mental training*. Norwalk, CT: Crown House Publishing.

Shaw, D., Gorley, T., & Corban, R. (2005). *Sport and exercise psychology*. New York: Bios Scientific Publishers.

Taylor, J., & Wilson, G. (2005). *Applying sport psychology: Four perspectives*. Champaign, IL: Human Kinetics Publishers.

Ungerleider, S. (2005). *Mental training for peak performance: Top athletes reveal the mind exercises they use to excel*. Emmaus, PA: Rodale.

Valiante, G., & Stachura, M. (2005). *Fearless golf: Conquering the mental game*. New York: Doubleday.

Vealey, R. S. (2005). *Coaching for the inner edge*. Morgantown, WV: Fitness Information Technology

Voight, M. (2005). *Mental toughness training for football*. Monterey, CA: Coaches Choice.

Williams, J. M. (ed.). (2005). *Applied sport psychology: Personal growth to peak performance*. Boston: McGraw-Hill.

DVDs and Videos

Aberman, R. & Anderson, J. (2005). *Managing yourself while leading others*. Monterey, CA: Coaches Choice.

Dale, G. (2005). *Coaching the perfectionist athlete*. Championship Productions: Ames, IA.

Dale, G. (2005). *Promoting a positive athletic experience: The parent's guide*. Ames, IA: Championship Productions.

Dale, G. (2005). *The coaches guide to dealing effectively with parents*. Ames, IA: Championship Productions.

Dale, G. (2005). *The coaches guide to team building, volume II*. Ames, IA: Championship Productions.

Dale, G. (2005). *Becoming a champion athlete: An athletes guide to building self-confidence*. Ames, IA: Champion Productions.

Dale, G. (2005). *Developing confident athletes: A coach's guide*. Ames, IA: Championship Productions.

Gable, D. (2004). *Dan Gable: Coaching mental toughness on the mat*. Ames, IA: Championship Productions.

Parker, D. (2004). *Developing an attitude of excellence*. Monterey, CA: Coaches Choice.

Parker, D. (2004). *Developing a positive self-image*. Monterey, CA: Coaches Choice.

Parker, D. (2004). *Implementing a mental training program*. Monterey, CA: Coaches Choice.

Robertson, J. E., & Sime, W. (2004). *The mind side of serving: Developing a successful mental routine*. Ames, IA: Championship Productions.

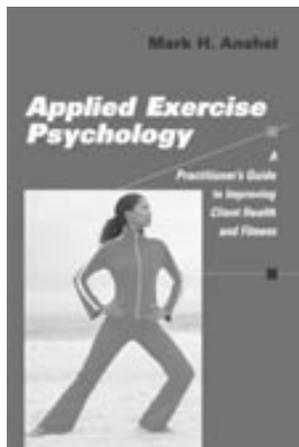
Welch, M. (2004). *The volleyball coach's guide to team-building for high performance*. Monterey, CA: Coaches Choice.

Weiskamp, K. (2005). *Student-athlete stress management*. Monterey, CA: Coaches Choice.

Book Review: Applied Exercise Psychology: A Practitioner's Guide to Improving Client Health and Fitness

(2006) by Mark H. Anshel. Springer Publishing Company, Inc.,
New York, NY.

Reviewed by James E. Loehr, Ed.D.
Human Performance Institute
Orlando, FL



Clearly a void exists in the literature of applied exercise psychology. What is needed is a practical distillation of the relevant research on the impact that physical fitness exercise and physical activity can have on psychological factors such as mood, self-concept, stress reduction

and quality of life. This is precisely what Mark Anshel has done in his newly released book, *Applied Exercise Psychology—A Practitioner's Guide to Improving Client Health and Fitness*. This book represents a superb contribution to the literature of exercise psychology. The target audience for the book are individuals providing physical or mental health-related counsel or advice. This would include psychiatrists, psychologists, therapists, counselors and consultants as well as physicians, nurses, physical educators, athletic directors, sports coaches, personal trainers and fitness club owners and managers. Both physical health and mental health practitioners will find this publication to be an invaluable reference guide that is both scholarly and practical.

The book begins by confronting the tragic consequences, both physical and psychological, of a sedentary lifestyle. Chapter 1 provides the reader with an overview of the field of exercise psychology, defines key terms, and explores the background and role of an Exercise Psychologist. Chapter 2 addresses the issue of exercise barriers and provides practical insight into the question of why so many people

fail to find exercise enjoyable. Chapter 2 concludes by exploring the situational and personal factors that promote exercise behavior. Contrasting why individuals do not enjoy exercise with why individuals do exercise was particularly effective.

The best known theories and models for explaining and predicting health and exercise behavior were reviewed in Chapter 3. Included in his review were the Health Belief Model, the Reasoned Action Theory and the Self-Efficacy Theory and the Transtheoretical Model. I was particularly impressed with the author's review of the limitations of existing health behavior models and theories. His contention that the mental and physical benefit of exercise cannot be maximized unless a person engages in aerobic activity is particularly insightful.

Readers will find Chapter 4, "The Mental Health Benefits of Exercise," to be quite helpful in linking research in exercise physiology to desirable mental health outcomes. The chapter is both practical and scholarly. My only disappointment was that this chapter was not more extensive and robust. I would also like to have had a more thorough and in-depth treatise of strategies that can be used to promote exercise motivation covered in Chapter 5.

Chapters 6 and 7 should be especially useful for consultants as both chapters are practical and specific. Chapter 6 provides the reader with a summary overview of applied exercise physiology and Chapter 7 offers concrete fitness guidelines as well as fitness prescription techniques for cardiovascular exercise, resistance training and flexibility training. Exercise adherence and compliance issues are covered in Chapter 8 with special attention given to the addictive nature of exercise. Guidelines were provided for avoiding the risk of negative exercise addiction.

An important contribution of this book is the author's attempt to provide responsible guidelines and precautions for consulting with special populations. Chapter 9 provides consultative guidelines for

clients with heart and pulmonary disease, special injuries, back problems, diabetes, children, elderly, pregnant women and obesity.

Chapters 10 and 11 contrast a values-based model for promoting exercise behavior with cognitive and behavioral strategies. The author makes a strong case for the fact that existing models are not adequate for explaining or predicting exercise adherence. An alternative to existing models is what the author refers to as a values-based model. Aligning deeply felt values with exercise behaviors and openly confronting the disconnects between unhealthy habits and core values holds considerable promise for future researchers. Recruiting the energy associated with one's deepest values and beliefs, sometimes referred to as spiritual energy, as a strategy to increase exercise compliance is certainly worth exploring as an alternative model. Cognitive and behavioral strategies that can be used to promote exercise participation are reviewed in Chapter 11. Behavioral strategies included such things as physical location, scheduling, goal setting, rewards, educational materials, record keeping, social support and feedback mechanisms. Cognitive strategies included visualization, thought-stopping, positive self-talk, attribution training and location cues among others. Although I would like to have seen more in depth explanations, the author provided a representative list of behavioral and cognitive approaches for effecting change.

The last two chapters, Chapters 12 and 13 cover quality control issues of personal trainers, fitness facilities and proper programs and discuss future directions in exercise consulting. Both chapters contain valuable insights and responsible recommendations.

In summary, this publication represents a genuine contribution to the specialty of applied exercise psychology. Practitioners providing physical or mental health related counsel or advice will find this publication relevant, practical and grounded in responsible research. The author is commended for his contribution. 

From Present and Past AAASP E-Boards.....

A special thanks is extended to Wade Gilbert who for many years has been responsible for the technology that has allowed the conference program to be laid out in an efficient manner.



Congratulations to AAASP's Newest Certified Consultants!

Scott Sandstedt
 Nikki Moore
 Renee Newcomer-Appaneal
 Artur Poczwardowski
 Christopher Willis
 David Coppel
 Diane Finley
 Neal Bowes
 Matthew Johnson
 Tiffany M. Vargas-Tonsing
 Grayson Kimball
 Kerrie Kauer
 Carrie Scherzer
 Melissa Hunfalvay



From AAASP Health and Exercise Psychology Keynote to Action on Obesity (AOO)

Summits 2004, 2005, and Plans for 2006

The second Action on Obesity Summit, 2005, was hosted at Mayo Clinic, Rochester, Minnesota, on June 9 and 10, 2005. A strong Health and Exercise Psychology contingent of AAASP delegates: Dr. Bob Brustad, Dr. Christie Greenleaf and Dr. Diane Whaley joined AOO coordinator Dr. Aynsley Smith at the Summit. A recent study by Dr. Eric Finkelstein reported that healthcare costs are 4-5 times higher for persons 100 pounds higher than their normal weight: an expenditure that the government and private employees can ill afford. To address this issue, 57 diverse organizations were in attendance to take action on the obesity epidemic. Forty brief and diverse 5-minute presentations each represented a piece of the solution.

Keynote speakers were Dr. Susan Blumenthal, former Assistant-Surgeon General; Dr. Joseph Thompson, medical director, State of Arkansas; Dr. James Hill, Colorado, founder of America on the Move; and Dr. Robin Mockenhaupt, the Robert Wood Johnson Foundation.

A session comprised of four obesity-affected individuals was poignant and provided insight into the impact of obesity.

A separate session brought together experts such as the researcher behind the Sesame Street Cookie Monster's change in eating habits, to suggest ways to market the message on obesity. Dr. Aynsley Smith organized a leadoff session, deliberately transparent to show what action had and had not been implemented to confront the obesity epidemic since the previous Summit. Much has been accomplished but barriers to implementation of some strategies were discussed. The Rochester-based AOO task force has been working with the Olmsted County Public Health Department, the Rochester schools, the Parks and Recreation Department, as well as with many other stakeholders, all influenced by the obesity epidemic.

Breakout sessions allowed more time for attendees to work collectively on strategies likely to impact on the epidemic. The AOO task force was awarded the Governors' Proclamation, declaring the week of June 6th Action on Obesity Week.

The AOO Summit, 2006, planning committee met and decided the theme of the Summit, 2006, would be "Curbing Childhood Obesity: A Multilevel Approach." A pool of candidates for

keynote speakers was identified. In response to suggestions on the Summit evaluations, a research section will be included in the AOO Summit, 06. The call for abstracts will be out by November 30, 2005. Information on Action and Obesity and AOO Summit, 2006, is posted on www.actiononobesity.org.

The AAASP delegation was extremely impressive again this year. Although I consider myself to be predominantly a sport psychology consultant, it makes me very proud of AAASP to hear the excellent work in exercise psychology that is presented at the AOO Summits. Diane, Christie, and Bob all caught the attention and interest of the attendees.

The goal of the AOO Summits, designed around making an impact at four levels of intervention, is that attendees will return to their own organizations, work places, school, communities, and institute change. Thank you AAASP- for your support. I hope as an organization, we can continue to send delegates. AAASP is becoming known by many other health care organizations who are working together to make a difference.

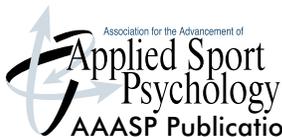
Need Help With an Ethical Problem?

The Ethics Committee has been doing so since 1987. AAASP's Ethics Committee (EC) is available to assist all members who have ethical concerns. The EC's charges are to develop and maintain a code of ethics for the association and to provide consultation to its members on professional matters that members encounter in their applied sport psychology work. See www.aaasponline.org/governance/committees/ethics/standards.php for the AAASP code.

Ed Etzel at West Virginia University currently serves as the EC's chair. Should you encounter an ethical dilemma and would want the EC to help you work through the situation, feel free to contact him at 304-293-7062 or edward.etzel@mail.wvu.edu. All consultations are confidential.

Attention: Address Changes

If you move and need to change your address for receipt of any AAASP publication, please go on-line to the AAASP website to make the corrections. Click on Member Services on the homepage, and then to Edit Profile. It is the responsibility of AAASP members to maintain a correct and current mailing address. This is the only manner in which address changes will be made. Thanks in advance.



AAASP Publications/Information Division Head
Douglas M. Hanks, Ph.D.

Student Counseling Services
400 Lem Morrison Dr., Suite 2086
Auburn University, AL 36849-5369

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—Deadline for Submission—

Deadline for submission of materials for the **WINTER, 2006** issue is **February 1, 2006**. Please send all items to: Douglas M. Hanks, Ph.D., Student Counseling Services, 400 Lem Morrison Dr., Suite 2086, Auburn University, AL 36849 or email dughank@auburn.edu