

# AAASP

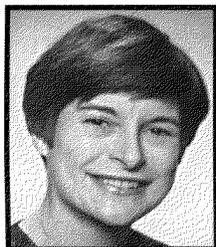
Association for the Advancement of Applied Sport Psychology

Winter 1995

State of the Association

Vol. 10, No. 1

## President's Message



*Tara Scanlan*

### Excelling into the Future

#### Historical Moments and a Flash Forward

As we move into our Tenth Anniversary Year as an association, here are a few more historical moments to ponder. The Health Psychology Section Chair renowned for "power naps" — who is zzz? Who, as AAASP's first Publications Director, designed and created our Newsletter — the design that is still used today!

And now let's flash "back to the future." Where is AAASP's Tenth Anniversary Conference (September 27-October 1, 1995) going to be held? Who is running for AAASP offices at that conference.

#### Jobs, Jobs, Jobs — The data and future look good!

I'm sure you were delighted to see the large number and range of academic positions in Sport Psychology listed in the last Newsletter. Recall, that the academic job market last year was strong, and, of course, we continue to explore and create non-academic career avenues.

In an absolute sense, Sport Psychology is in "occupational" good shape. When factoring in the youth and size of our field, and certainly relative to most other academic specialties, we are in great shape! There are, indeed, good academic jobs, and plenty of opportunities and talented people to pave new ground as well. Our focus now can be on how to be well prepared to attain these positions, and be proactive in creating new ones. The initiative presented below is to facilitate this process. If it even still lingers, it is time to move beyond the "occupational gloom and doom" expressed by concerned members who apparently have not been aware of this information. When you really look at the data — it's significant!

#### "Excelling" into the Future

I presented two new initiatives in my Presidential Address to help AAASP "excel" into the future. One initiative that I discussed in the last Newsletter is to launch AAASP more prominently into the international arena. This effort is being spearheaded by Robin Vealey and her International Relations Committee and related Membership Resource Team.

The second initiative is to intensify our efforts to develop a quality body of knowledge, and in so doing, furthering the scholar/practitioner model. Key to making this happen ... key to taking a big step into the future in this regard ... is in a word — funding.

As we all know, it takes money to do research. It takes money to provide the educational experiences that create scholarly and professional excellence, and expanded career opportunities for our students and more senior professionals. For

example, while internships and research post docs are imperative in other fields, few paid experiences of this nature exist in Sport Psychology.

As I wrote in my initial position paper, think of how post doctoral positions of this nature could enhance the educational opportunities and flexibility for students, institutions, and more senior sport psychologists or professionals in related fields. For example, students could combine various types of experiences at different institutions to meet their own interests and career goals. Meanwhile, institutions could put their increasingly limited resources into doing what they do particularly well, to ensure a quality educational experience. In this way, students could "get the best, at the best, with the best." For example, they could combine a degree at one institution, with a post doctoral internship or research position at another institution with a different expertise, and a different mentor. Professionals already out in the field could use these types of post doctoral opportunities to retool or to refocus their efforts. And,

*President's Message, Continued on Page 23.*

## In This Issue

Executive Board Candidates  
*Biographies*  
*Position Statements*  
1995 AAASP Structure  
Committee Reports and  
Treasurer's Report  
*Considering Ethics*  
Ethical Principles of AAASP  
Commentary  
Applied Sport Psychology Forum  
Book Reviews

## 1995 AAASP Structure

<b>President-Elect</b> <i>Penny McCullagh</i>	<b>President</b> <i>Tara Scanlan</i>	<b>Past President</b> <i>Jean Williams</i>
<b>Publications Director</b> <i>Linda Petlichkoff</i>	<b>Secretary-Treasurer</b> <i>Vikki Krane</i>	<b>Student Representative</b> <i>Susan Walter</i>
<b>Health Psychology</b> <i>John Heil</i>	<b>Intervention/Performance Enhancement</b> <i>Albert Petitpas</i>	<b>Social Psychology</b> <i>W. Neil Widmeyer</i>
	<b>Business Manager</b> <i>William Straub</i>	

## EDITORS

AAASP Newsletter Staff

### Publications Director

*Linda Petlichkoff*  
*Boise State University*

### Associate Editors

*Robert Brustad*  
*University of Northern Colorado*

*Betty Kelley*  
*Central Missouri State University*

*James Whelan*  
*The University of Memphis*

### Technical Editors

*Arianne Poindexter*  
*Boise State University*

### JASP Editor

*Joan Duda (Current)*  
*Albert Carron (Incoming)*

### Associate Editors

*Robert Weinberg*  
*Albert Carron*  
*Lise Gauvin*

## COMMITTEES

<b>Health Psychology</b> <i>David Kemler</i> <i>Thomas North</i> <i>Robert McGowan</i> <i>Gloria Balague</i> <i>Eileen Udry</i>	<b>Intervention/Performance Enhancement</b> <i>Karen Cogan</i> <i>Deidre Connelly</i> <i>Tracy Shaw</i> <i>Trisha Rivera</i> <i>Jim Taylor</i> <i>David Yukelson</i>	<b>Social Psychology</b> <i>Diane Wiese-Bjornstal</i> <i>Korinne Meyer</i> <i>Robert Brustad</i> <i>Sally White</i> <i>Judy Van Raalte</i>
<b>Certification</b> <i>Richard Gordin (Chair)</i> <i>Bruce Hale</i> <i>Kate Hays</i> <i>Susan Ziegler</i> <i>Bonnie Berger</i> <i>Peggy Richardson</i>	<b>Fellow Review</b> <i>Penny McCullagh (Chair)</i> <i>Albert Petitpas</i> <i>John Heil</i> <i>W. Neil Widmeyer</i>	<b>Continuing Education</b> <i>Britton Brewer (Chair)</i> <i>Laura Finch</i> <i>Kathy Lindstrom</i> <i>Jeffrey Martin</i> <i>Laura Kenow</i> <i>Frank Perna</i> <i>Peggy Richardson</i>
<b>Organization Outreach &amp; Education</b> <i>David Yukelson (Chair)</i> <i>Kenneth Ravizza</i> <i>Albert Petitpas</i> <i>Jodi Ann Yambor</i> <i>Christopher Carr</i> <i>Sean McCann</i> <i>Daniel Smith</i> <i>Wayne Hurr</i>	<b>Graduate Tracking</b> <i>Mark Andersen (Chair)</i> <i>John Noble</i> <i>Dale Pease</i> <i>Jim Taylor</i> <i>Jean Williams</i>	<b>Ethics</b> <i>Andrew Meyers</i> <i>Daniel Gould (Co-Chairs)</i> <i>Edward Etzel</i> <i>James Whelan</i> <i>Kirsten Peterson</i>
<b>Dissertation Award</b> <i>Penny McCullagh</i> <i>(Coordinator)</i> <i>Diane Gill</i> <i>Robert Brustad</i> <i>Dennis Hrycaiko</i>	<b>Dorothy Harris Memorial Award</b> <i>John Salmela (Chair)</i> <i>Kenneth Ravizza</i> <i>Diane Wiese-Bjornstal</i>	<b>International Relations</b> <i>Robin Vealey (Chair)</i> <i>Joan Duda</i> <i>Robert Singer</i> <i>Maureen Weiss</i> <i>Glyn Roberts</i> <i>Susan Jackson</i>
<b>Development</b> <i>Karen Cogan (Chair)</i> <i>Sean McCann</i> <i>Diane Gill</i> <i>Gerald Larson</i> <i>John Noble</i> <i>Leonard Zaichkowsky</i>	<b>Past Presidents' Council</b> <i>Jean Williams (Chair)</i> <i>John Silva</i> <i>Ronald Smith</i> <i>Robert Weinberg</i> <i>Lawrence Brawley</i> <i>Daniel Gould</i> <i>Michael Sachs</i> <i>Charles Hardy</i>	<b>Human Diversity</b> <i>Debra Ballinger (Chair)</i> <i>Patricia Beitel</i> <i>Michael Sachs</i> <i>Joy Griffin</i> <i>Tova Rubin</i> <i>Elinor Smith</i> <i>Gilbert Smith</i>

## From the Desktop...

As many of you are aware, the 1995 Conference to be held in the French Quarter of New Orleans will be the organization's Tenth Anniversary Conference. Many events have been scheduled to set this conference off from the others and should provide the members with a memorable experience--So mark your calendars for September 27-October 1.

Just a couple of reminders for the upcoming year: (1) a new Membership Directory will be published--make sure that Vikki Krane has your correct address; (2) several Continuing Education Workshops are planned for the conference--check the new Recertification Guidelines; (3) review the Ethical Standards passed by the Fellows; and, (4) remember to vote to elect new Executive Board members.

Conference information will be mailed out in late April--Check your mail!!!

Hope you have an enjoyable Spring!

—Linda M. Petlichkoff

# Announcements

## Sport Psychology Assistantship

The United States Olympic Committee has a two-year assistantship in Sport Psychology available for the period of 9/95 to 9/97. Duties include: Direct educational programs with athletes and coaches, including lectures, team meetings, and individual sessions. Involvement in ongoing research and writing projects. Supervised counseling contacts with athletes.

Basic qualifications should include: MA in Clinical, Counseling, or Sport Psychology. Experience working with athletes. Research experience in the area of sport and performance. Strong speaking and writing skills essential. Coursework in both sport sciences and counseling or clinical psychology preferred.

Application deadline is March 17, 1995. Contact: Sean McCann, Ph.D., c/o Judine Carkner, Sport Science and Technology Division, U.S. Olympic Committee, One Olympic Plaza, Colorado Springs, CO 80909 or by phone (719) 578-4810. □

## Australian Sport Psychology Scholar Award

The second recipient of the annual Australian Sport Psychology Scholar Award is Dr. Robin Vealey from the Department of Physical Education, Miami University, in Oxford, Ohio. As the 1995 reward recipient Dr. Vealey will receive an all-expense paid trip to Australia where she will provide lectures to academic and community audiences in her areas of expertise from May 9th to June 8th. This unsolicited award is presented annually to the person who has demonstrated competence in scholarship and practice in applied sport psychology, as recognized by sport psychology academics who represent 10 Australian educational institutions, and sport psychologists from the Australian Institute of Sport (AIS).

Those institutions, in addition to AIS (in alphabetical order) are: University of Canberra, Curtin University of Technology, LaTrobe University, University of Melbourne, University of Queensland, University of Southern Queensland, University of Sydney, University of Western Australia, and the University of Wollongong. Our thanks to Dr. Dan Gould for doing a superb job as the first (1994) recipient of this award. Congratulations to Dr. Vealey for earning this honor. □

## Credit and Correction

The Editor would like to apologize for omitting Bonnie Berger's name from the "In Memory of Steve Heyman" story in the 1994 Fall AAASP Newsletter. Thanks Bonnie for a job well done given the circumstances.

An error was made in the listing of Fellows attending the Fellow's Meeting at the 1994 AAASP Conference held in Lake Tahoe. Maureen Weiss was inadvertently omitted from the list. The corrected vote totals are available from the Secretary-Treasurer. □

## Upcoming Conferences

**April 5-8:** Gyor, Hungary  
*7th European Congress on  
Work Psychology*

For Information Contact: Hungarian  
Academy of Sciences  
Nador Utca 7  
H-1051 Budapest, Hungary  
Phone: 36 1 117-2575  
Fax: 36 1 117-2575

**May 25-29:** Ottawa, Ontario  
*World Congress on Mental Training  
and Excellence*

For information contact: '95 World  
Congress on Mental Training & Excellence  
School of Human Kinetics  
University of Ottawa  
Ottawa, Ontario  
K1N 6N5 Canada  
Phone: (613) 564-5920  
Fax: (613) 564-7689

**June 12-15:** Moscow, Russia  
*Second Moscow International Congress of  
Sport Psychology*

For information contact: Dr. Konstantin  
Stavitsky  
Russian Institute of Physical Education  
and Sport  
18 Kazakova St.  
105064 Moscow, Russia

**July 4-9:** Brussels, Belgium  
*IXth European Congress on  
Sport Psychology*

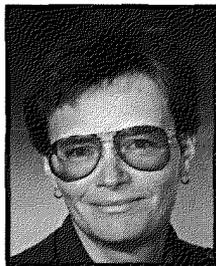
For information contact: Mrs. M. Plasch  
ISEPK  
Universite Libre de Bruxelles  
Avenue P. Heger 28-CP 168  
1050 Bruxelles  
Belgium  
Phone: 32 2 650 21 80  
Fax: 32 2 650 31 14

**September 16-22:** Atlanta, Georgia  
*Third IOC World Congress  
on Sport Sciences*

Theme: The Olympic Motto — Swifter,  
Higher, Stronger  
For information contact: Mari Tollaksen  
Congress Coordinator  
The Atlanta Committee for the Olympic  
Games  
250 Williams Street, Suite 6000  
Atlanta, GA 30302  
United States  
Fax: (404) 224-1997 □

# Executive Board Nominations

## President-Elect



**Diane Gill**

### **Biography**

Diane Gill is Professor and Associate Dean, Department of Exercise and Sport Science, School of Health and Human Performance, at the University of North Carolina at Greensboro. She received M.S. and Ph.D. degrees from the University of Illinois, B.S. from SUNY at Cortland, and has held faculty positions at the Universities of Waterloo and Iowa.

Her research focuses on the social psychology of sport and exercise, and she is currently working on a collaborative project on activity and falling in older adults. She has published over 50 research articles, several book chapters, and given over 100 presentations (including the first, most recent, and several other AAASP conferences).

She is a Charter member and Fellow in AAASP, served on the Social Psychology Committee from 1986-93, and on the Editorial Board of *JASP* from its beginning. She is also Fellow and former Executive Board member of APA Division 47, Past President of NASPSPA and former Editor of *JSEP*.

### **Position Statement**

It is an honor to be nominated for the position of President of AAASP, and I am pleased to accept this exciting challenge. This year, AAASP will be 10 years old and I will complete the revised version of my 1986 book (that's a promise to my publisher). When I wrote that book, AAASP had not yet held its landmark Jekyll Island conference, and I described AAASP as a newly formed organization that promises to become a major force in the field. All promises should be kept so well!

In the beginning, some thought AAASP would fragment sport psychology, but happily, AAASP's circle has drawn in rather than shut out. We have dealt with divisive issues, but with the thoughtful efforts of our past officers and active members, both student and professional, we have become the defining organization for sport psychology.

AAASP's history sets the direction that I hope to continue. I see this direction as reaching out and bringing together, or networking and collaborative action, and these are my agenda items.

**Networking.** AAASP has taken many steps to foster networking, both within and outside the organization, and I hope we continue to nurture these connections. Within AAASP, I heartily endorse Penny McCullagh's call for integration. Many issues clearly cross all 3 areas (e.g., graduate training, ethics, alternative research methods), and we often find our most innovative and exciting research on topics at boundaries. So, like Penny, I will work to encourage integrated programs at our conference, and innovative integration in all our activities.

*Gill, President-Elect, Continued on Page 8.*



**Maureen Weiss**

### **Biography**

Maureen Weiss is a Professor of Exercise and Movement Science at the University of Oregon. Her research focuses on the psychosocial development of youth through sport participation, with interests in self-perceptions, motivation, and observational learning. She has published 61 refereed articles and 8 book chapters, co-edited three books on competitive youth sports, and is presently co-authoring a textbook on the topic. Weiss has given over 110 research presentations and 90 practical workshops. She is Editor of *Research Quarterly for Exercise and Sport*, serves on the *JSEP* and *PES* Editorial Boards, and participated on the Social Psychology and Dissertation Award Committees for AAASP.

Weiss received B.A. degrees in physical education and psychology, and an M.A. in physical education from the University of California at Santa Barbara. Her Ph.D. was earned at Michigan State, where she was a graduate assistant with the Youth Sports Institute. Applied services include: Director of the Children's Summer Sports Program, clinician for several sports governing bodies, and national faculty member for the American Sport Education Program. Weiss coached age-group sports for five years, and basketball at the collegiate level for two years.

### **Position Statement**

Join me for a jog down memory lane. Sixteen years ago I was a second-year doctoral student, Thelma Horn was a year behind me, and Dan Gould was a second-year professor. The first issue of *Journal of Sport Psychology* had just arrived and we tingled with excitement at being on the ground floor of something big. Sport psychology was on the rise and we were ready to take on the challenges of the field.

In 1995 a special issue of *TSP* will focus on Historical Developments in Sport Psychology. Featured articles revolve around significant people and events over the past 100 years. The graying of sport psychology has started and the millennium is rapidly approaching. I believe it is important for us to examine where we have been, where we are presently, and where we are going in order to take a quantum leap into the next century of research and application. For my position statement I have decided to focus on issues facing the field of sport psychology in the coming millennium, ones that I believe converge nicely with agendas outlined for AAASP by our 10 presidents. To take this approach I have adopted the acronym MIL: Measurement, Intervention, and Lifespan issues.

**Measurement issues.** The quality of our work is dependent on the accuracy with which we measure psychological constructs. It seems, however, as if theory testing and psychological skill application have sometimes superseded the essential development

*Weiss, President-Elect, Continued on Page 8.*



**John Salmela**

**Biography**

Dr. John Salmela presently serves as Professor and Director of Graduate Studies and Research at the University of Ottawa. He has made significant contributions to sport psychology at the national and international levels. He received the Ph.D. degree in 1972 from the University of Alberta.

Dr. Salmela has published 12 books and over 70 refereed journal articles and chapters in edited books. His research on the development of expertise of symphony orchestra conductors and professional ice hockey coaches has currently received funding from a major agency. He has received numerous awards for his activities, including the ISSP Honor Award in 1993. Also, he served as co-editor of the *International Journal of Sport Psychology* from 1988-1994. In addition, Dr. Salmela has created a significant network in sport psychology through the two editions of *The World Sport Psychology Sourcebook*.

**Position Statement**

The creation of AAASP filled an important void in the field of sport psychology in North America and I am honored to be nominated for the position of Chair of the Intervention/Performance Enhancement section. I wonder if the AAASP membership would consider going beyond the limits of our present geographical boundaries and directly impact upon those less fortunate than us?

One of my most lasting lessons drawn both from preparation of the two editions of *The World Sport Psychology Sourcebook* as well as from conducting sport psychology courses and workshops in developing countries was that of the special place that new initiatives, paradigms and techniques in performance enhancement emanating from North America played, or could play, in their thinking and operating.

It was interesting to note that there also existed abroad a recapitulation process in research by which individuals working in developing countries, if left without direction, adopted the same paradigms in the same order that North Americans employed in the early 1970s. Thus, translated versions of personality inventories such as the Cattell 16PF were administered to Egyptian, Persian and Nepalese athletes and comparisons were made across sports, sport positions, and gender. Thus the same critiques and limitations of these approaches which were earlier raised by Rainer Martens and Bert Carron would also apply within these different cultural contexts.

It seems to me that AAASP, as the leading sport psychology association in the World and specifically created to consider applied issues in the field, also should be prepared to provide active international leadership by facilitating the development of theory

*Salmela, I/PE Section Chair, Continued on Page 8.*



**James Whelan**

**Biography**

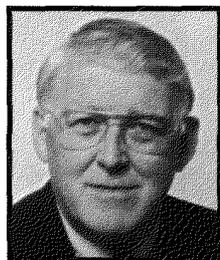
James P. Whelan (Ph.D., Memphis State University, 1989) is an Assistant Professor of Psychology, Director of the Psychological Services Training Clinic, and Coordinator of the Adult Clinical Training Specialty at The University of Memphis. Jim's teaching and research work include sport psychology and clinical psychology issues. He has published over 25 articles/chapters and reviewed for numerous journals in the areas of psychological interventions for sport performance enhancement, health psychology, psychotherapy evaluation, and professional issues in psychology. He chaired a Tennessee Task Force examining issues of sexual misconduct of mental health professionals, has been a member of a State Ethics Committee, and served as a consultant to Tennessee Board of Examiners in Psychology. Twice, Jim was Conference Program Chair for APA's Division of Exercise and Sport in Psychology. He is an eight year AAASP member, and currently an AAASP Newsletter Associate Editor and an AAASP Ethics Committee member.

**Position Statement**

In its first 10 years AAASP has established itself as a leader in the promotion and the professionalization of applied sport psychology. Our organization has successfully tackled some of the most difficult issues and we have accomplished a number of important goals. We have realized these accomplishments without sacrificing our integrity, our commitment to competence, or our dedication to those served by the profession. I am proud to be a member of AAASP and I am honored to be nominated for Intervention/Performance Enhancement Section Chair. I am excited about the possibility of serving the organization in a more substantive way.

I find the idea of Section Chair exciting because I believe our past successes have provided us with interesting challenges and opportunities. Some of our challenges lie in refining the mechanisms by which we manage our profession. Specifically, we need to hone the process pertaining to certification/recertification standards. We must continue to address the training and career concerns of our student members. We need to be more responsible for educating individual consumers about sport and exercise psychology, AAASP, and Certified Consultants. We need to continue to work with sport organizations (such as the NCAA and the USOC) to clarify the role of sport psychology, particularly performance enhancement and Life Skills programs for athletes. We need to address the self-regulatory standards, such as ethics. We will need to continue to foster our relationship with other sport psychology organizations. As Section Chair, I look forward to playing a substantial role in facing these challenges.

*Whelan, I/PE Section Chair, Continued on Page 9.*



**Dale Pease**

**Biography**

Dale G. Pease has been an Associate Professor and Chair of the Department of Health and Human Performance at the University of Houston for the past 12 years. He is also an Adjunct Associate Professor in the Department of Community Medicine at Baylor College of Medicine. He received his Ph.D. from Florida State University (1975), M.S. from the University of Colorado (1965), and B.S. from SUNY at Brockport (1961). He has published over 20 refereed articles, made over 60 research presentations, and as a Certified Consultant, AAASP has presented numerous performance enhancement workshops. He is currently on the Editorial Board for *Journal of Applied Sport Psychology*, and has served as a reviewer for *Journal of Sport & Exercise Psychology*, *The Sport Psychologist*, and *Research Quarterly for Exercise & Sport*. He is an elected Fellow in the AAHPERD Research Consortium and recently served as Vice President of University/College Division in TAHPERD.

**Position Statement**

AAASP is a growing and evolving organization made up of some of the most dedicated people you will ever encounter. And to keep this organization alive and growing, it will continue to take people who are as dedicated as those who have served in leadership roles in the past. However, as a growing organization AAASP will continue to encounter important issues, some which have been addressed by our past leadership but need continued attention, and there will be new issues which will test the abilities of those in future leadership roles. With this in mind, it would be an honor for me to serve as the Publications Director and be a member of the Executive Board whereby I can make an important contribution to the continued growth and success of this organization.

As a member of the Executive Board I see a number of challenges of which I will address two of the more important ones to me. One of my concerns, which I have expressed as a member of other professional organizations, is that we often do a pretty good job talking among ourselves, but we do a terrible job communicating our message to the world around us. While I know of some of the efforts by our AAASP membership to communicate our message (e.g., the sport psychology promotional materials for athletic departments and professional teams), I believe we must continue to search for additional ways of doing so. As a member of the Board and as Publications Director, I will pursue this concern vigorously.

A second concern involves the interest level within the association for the training and continuing education programs for teacher/coaches and exercise leaders. For example, a quick check of our more recent conference programs shows limited attention being

*Pease, Publications Director, Continued on Page 9.*



**Diane Wiese-Bjornstal**

**Biography**

Dr. Diane Wiese-Bjornstal is an Associate Professor at the University of Minnesota - Twin Cities, where she is also an affiliated scholar with the Center for Research on Girls and Women in Sport. She received her Ph.D. in physical education from the University of Oregon with a double major in the social psychology of sport and biomechanics. Dr. Wiese-Bjornstal's primary research and applied interests lie in the areas of psychosocial responses to athletic injury, modeling of sport skills, and youth sport. She has published numerous articles in physical education, sport psychology and sports medicine journals and has made a wide variety of presentations at scholarly conferences and coaching education workshops alike. Dr. Wiese-Bjornstal is presently a member of the Editorial Boards of both *JSEP* and *TSP*. Her previous service to AAASP has included being an Associate Editor for the AAASP Newsletter and serving as a member of the social psychology program committee.

**Position Statement**

I am pleasantly surprised and honored to be nominated for the position of Publications Director. I believe that my previous experience as an Associate Editor enhances my ability to envision what responsibilities this assignment would entail. It is no doubt a challenging and time consuming task, and yet a critical one in that the newsletter represents the primary channel of communication between the leadership and the membership, as well as an invaluable promotional piece for advertising our organization. In addition to the newsletter, as we continue to expand our association agenda it is clear that there will be a number of other exciting publications forthcoming that will likely fall within the responsibilities of the Publications Director as well.

I believe that our current Publications Director, Linda Petlichkoff, has done an outstanding job with both the content and the timeliness of the newsletter. Each issue is quite literally 'chock full' of valuable information, and if elected I would certainly ensure that this continues to be the case. I hesitate to suggest that we need even more information, but I think that we do in one critical area at least: teaching. Members in all three sections of AAASP are actively engaged in teaching in one form or another, yet this area has been severely under-represented in past AAASP publications. I advocate much greater emphasis on this aspect of applied sport psychology, and I believe that we should consider allocating space in the newsletter for a column or forum on applied sport psychology teaching tips, strategies, and ideas. This would be a way to tap into the wealth of experience some members have in applying sport psychology principles in a teaching environment.

*Wiese-Bjornstal, Publications Director, Continued on Page 9.*

## Student Representative



**Christine Buntrock**

### **Biography**

Christine Buntrock received her B.A. in psychology from Carthage College in 1992, and her M.S. in Counseling and Psychological Services with a concentration in Athletic Counseling from Springfield College in 1994. In addition to working as a graduate assistant and teaching fellow, she was an athletic counselor to the wrestling team.

Christine completed her Master's thesis under the direction of Dr. Britt Brewer on athletic identity, the results of which she presented at the AAASP conference in Lake Tahoe. She also presented research at the APA convention in Los Angeles, and has an article in press.

Currently, Christine is a doctoral student in Counseling Psychology at the University of North Texas where she is research assistant to Dr. Trent Petrie. Christine has served AAASP as a regional representative, and was an active member of the Professional Development and Mentoring Committee. She was also the Student Representative for Division 47 of APA.

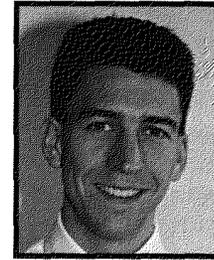
### **Position Statement**

The areas of sport and psychology have been a source of excitement and passion for me for several years. To have discovered that the two can be combined, fueled my enthusiasm. I was able to begin professional activity within the field while completing my master's degree, and am honored to have the opportunity to continue my involvement with the nomination for Student Representative.

One area that I am strongly committed to is communication among all students interested in sport and exercise psychology. I believe that this is essential to the success of the field as well as to students' ability to obtain and create positions within this field. As the Student Representative to APA's Division 47, I created the "Student Network." Similarly, as an AAASP regional representative I have been a part of developing stronger lines of communication among students within AAASP. The more we are aware of the accomplishments of other students, the better we will be able to help ourselves and to better serve the sport, exercise and related populations. I am pleased to note that the previous Student Representatives have made great strides in this area, and would gladly learn from their accomplishments and work to enhance our growth in this realm.

I have attended the last three AAASP conferences, and each time have been impressed by and taken advantage of the student sessions organized by the Student Representatives. I too will enthusiastically develop sessions and workshops designed to best serve the needs of the student membership. I would especially like to continue the

*Buntrock, Student Representative, Continued on Page 10.*



**Alan Smith**

### **Biography**

Alan L. Smith received his B.A. in Psychology from the University of Rochester in 1990. He captained the cross-country and track and field teams and earned individual and team All-America honors. He completed his M.S. in Exercise and Sport Science at the University of North Carolina at Greensboro under the direction of Dr. Diane Gill. His thesis work examined the influence of attentional strategies on physiological states during distance running. Alan served as a graduate student representative, a sport psychology consultant to the men's cross-country team, and motor skills instructor to four- and five-year olds while at UNCG.

Currently, Alan is a doctoral student at the University of Oregon studying under the direction of Dr. Maureen Weiss. His research activities focus upon the psychological and social development of children through sport participation. He is a graduate student representative and teaches second through fifth graders for the Children's Summer Sports Program. Alan attended the 1991 and 1994 AAASP conferences and will submit an abstract for the 1995 conference in New Orleans, LA. Alan currently serves as an AAASP regional representative.

### **Position Statement**

My interest in sport psychology developed from the search for a "competitive edge" as a collegiate distance runner to the pursuit of a career that is exciting, meaningful, and challenging. My involvement in sport psychology thus far has proven fulfilling well beyond my initial expectations. I believe this is primarily because of the people I have had the good fortune to interact with along the way. These people include both professionals and students who are eager to share their insights, ideas, and dreams. AAASP works to promote the field of sport psychology and displays a particular dedication to the growth of young professionals. I am honored that this organization has nominated me for the Student Representative position and look forward to the challenges and rewards associated with bringing people together.

Discussing and refining ideas that will improve the field of sport psychology and AAASP requires a strong communication network. The Student Representative has traditionally been a facilitator of communication among students as well as from the student membership to the Executive Board of AAASP. I intend to continue this tradition by preserving the efforts of the current and past Student Representatives and by encouraging the student membership to actively work toward the improvement of our field and the association. Continuing to make use of the regional student representatives in member recruitment and as barometers of student opinion will be a primary objective. Increasing and diversifying membership will

*Smith, Student Representative, Continued on Page 10.*

Gill, *President-Elect*, Continued from Page 4.

Networking with other sport psychologists and organizations outside of AAASP is ongoing. We do not have to reach very far, as most AAASP members belong to related organizations, and often serve in leadership positions in APA, NASPSPA, ACSM, USOC, AAHPERD's Sport Psychology Academy, ISSP, and so on. As an organization we can strengthen formal ties. One of the most important efforts at networking (again taken from a previous presidential position statement) is Tara Scanlan's call for international involvement. "Global" is the operative word in politics and business, and the international sport psychology community is thriving. I know AAASP will take strong steps into the international scene under Tara's leadership, and I will work to make sure international connections grow even stronger in the future.

**Collaborative action.** Networking is the first step, but we must move beyond connections to action. AAASP is recognized as the organization for applied sport psychology, and we have earned the respect of colleagues in related areas. We can use that position to engage others in collaborative efforts to enhance the overall field. For example, we can work with others to develop joint position statements, co-sponsor workshops or mini-conferences on special topics, offer continuing education programs, develop common information on graduate training, professional ethics or career options, and share information through newsletters and publications. We have connected with others, but we can do more to use these connections. I will work to pursue these goals through collaborative actions with other organizations and constituencies throughout the sport psychology world.

AAASP has made 10 years of remarkable progress through networking and collaborative action. I am glad to have been part of that progress, and I look forward to being part of AAASP as we move into our second decade of sport psychology leadership. □

Weiss, *President-Elect*, Continued from Page 4.

of measures that reflect key constructs in our research. We have successfully applied psychological theories to the physical

domain, brought ourselves up to speed on alternative research designs, and kept pace with the latest of statistical technologies. While several excellent models of instrument development exist in our field, we have been somewhat reluctant to emulate these efforts. Perhaps this phenomenon is necessarily a result of building a scientific knowledge base; even so it is time to make methodological issues a larger priority. This includes the behavioral validation of measures, cross-cultural assessment considerations, and cross-validation of quantitative and qualitative methods.

**Intervention programs.** A central focus of our field is how physical activity contributes to the psychological health of participants. Exercise can be viewed as medicine that heals stress and depression. Sport participation has long been extolled for building self-esteem and moral values. But questions such as, "Does exercise or sport make a difference in enhancing self-esteem?," and "How enduring are these effects?," might leave us a bit tongue-tied. Relatively few intervention studies can be found in our literature, and fewer yet that examine actual behaviors (i.e., motivation, motor performance). A key future direction is a concerted effort to conduct more intervention studies, implement realistic timelines for effects to materialize, and include retention periods to determine whether any effects are short-lived or relatively enduring.

**Lifespan development.** In sport psychology we have a good understanding of 8- to 14-year-old children and 18- to 22-year-old adults. We know relatively little, however, about children younger than 8 and adults older than 22. Similarly, we have more data on children in organized competitive sports and highly-skilled young adults, and relatively less about youth in unstructured activities and adult recreational athletes. In keeping with a developmental approach, it is time that we build our knowledge base by completing the puzzle of younger children's participation patterns, social influences, and psychological developments, as well as those of middle and older adults. As the baby boomers continue to age, information on social and psychological factors that impact quality of life through exercise and sport is imperative.

**Concluding remarks.** So how do we

tackle these issues, and what do they mean for AAASP? AAASP members can make a difference in propelling us forward in the MILlennium through collaborative action groups, workshops, and conference symposia. I believe that significant developments in Measurement, Intervention, and Lifespan issues fit well with the AAASP agenda items espoused by our 10 presidents: continuing education, mentoring, international involvement, scientist-practitioner model, diversity, and integration of areas. My hope is that in 16 years my current doctoral students will take a jog down memory lane and remark excitedly on the progress made since the turn of the 21st century. □

Salmela, *I/PE Section Chair*, Continued from Page 5.

and practice on a broader scale. While the ISSP already has such a mandate, the fact that they meet as a group quadrennially and as an executive annually, limits their effectiveness in initiating action projects.

In that AAASP already has given considerable thought to necessary and sufficient criteria for certification in sport psychology, it seems to me that the fruits of these deliberations should not only remain within North America, but could be offered to developing countries by means of cooperating international funding agencies.

One of the most powerful professional experiences I have lived in the field was with the ISSP president, the late Professor Denis Glencross last March in Tehran. We taught a makeshift two week course for 12 hours a day to 20 graduate students, psychologists, psychiatrists, and coaches who wish to develop their knowledge and skills and work in performance enhancement. Denis and I reflected upon the portability of such a course to other cultures by using an international team of sport psychology practitioners and a more standardized curriculum which could lead to various levels of certification in the field.

Over a short period of time, we felt that we had planted the seed which would permit these individuals to leap conceptually from the stone to the information age based upon current practices and conceptual orientations. What we thought was needed was the development of a conceptually sound curricular framework and the

Salmela, *I/PE Section Chair*, Continued on Next Page.

*Salmela, I/PE Section Chair, Continued from Previous Page.*

recruitment of interchangeable, competent practitioners in sport psychology from around the World who could offer such courses in a more standardized and consistent fashion to coaches, athletes and administrators in the developing world.

It would be my hope that those who are interested in the field of performance enhancement in AAASP should begin to consider the broadening of their horizons, perhaps initially in North and South America, and then where the greatest needs are present. The inner focus which often characterizes North American thinking could benefit those working abroad in difficult conditions as well as enriching our own personal lives. □

*Whelan, I/PE Section Chair, Continued from Page 5.*

An additional challenge that has developed from the growth of sport psychology has been the increase of AAASP turf battles. Initially, the convergence of professional differences energized the organization. Membership included folks from the sport sciences and others from psychology. The members also varied in their interest in empirical versus practitioner issues. These (and other) differences were essential in developing the AAASP constitution and structure, the certification standards, and the conference program. Unfortunately, the same differences may also be divisive. Splintering seems especially apparent when we face interventions and performance enhancement issues. Psychologists tend to line up on one side and sport science folks on the other. Who has the right to do what, with whom, and where, becomes a point of contention. In addition, researchers and practitioners are often off in separate sessions. My hope for the future of AAASP is that we include overt efforts to utilize diversity and differences in perspective.

I believe that I can bring to the position of Intervention/Performance Enhancement Section Chair several valuable experiences and skills. First, I have learned from my past administrative experience. The directorship of a training clinic taught me to consider the simultaneous needs of the clients, the students in training, the supervisors, and the department mission. As a result, I have learned how to address the

tough issues without disregarding the divergent perspectives. Second, I believe I have learned effective organizational skills. Directly relevant to the section chair position, I have twice been program chair for APA Division 47. This experience has taught me how to blend diversity of interest and opinion within a conference program. Finally, as both a researcher and a practitioner, I have learned the benefits of blending both roles. I have learned how my research makes me a better practitioner and how my practice work makes me a better scientist.

Thank you for taking the time to read my thoughts. If elected, I would be honored to serve as Section Chair. □

*Pease, Publications Director, Continued from Page 6.*

given to the development of instructional models and student learning experiences other than internships. I believe that enhancing the learning experiences in sport psychology classes at the undergraduate and graduate level, where teachers and coaches are being trained, is of extreme importance. Who has the greatest access to the masses? Where will many referrals come from? Who will seek out consulting help for teams? Often the answer to these questions is the teacher/coach or exercise leader. As a result of being on the faculty for a personal trainer certification program here in Houston, I have had numerous referrals seeking my services because of the increased awareness by personal trainers concerning adherence, goal setting, etc. In my opinion, we must enhance the knowledge base of teacher/coaches and exercise leaders which in turn will increase the consulting opportunities for people trained in this field.

While I know there are a number of other tasks associated with the job of Publications Director, the newsletter is very important since it is our major means of communication between the yearly conferences. In preparing this statement I did a critical review from an editorial perspective of our past issues. My findings were somewhat frightening as I believe Linda Petlichkoff's work as current Publications Director will be a very difficult act to follow. The newsletter must continue to inform the membership about the many activities occurring within the association,

future conferences, job announcements, new books, and reviews, etc. It must provide for editorials and position statements involving issues such as ethics, human diversity, continuing education, etc. If selected publications director, I will conduct a survey to gain membership input concerning the content, format, etc. of the newsletter, and to seek additional ideas for other publications to promote the mission of this organization.

I agree with President Tara Scanlan that there is an "AAASP Spirit" driving this organization and our future leaders must continue this "flow." The work of the Publications Director and staff (editors) will be extremely important in this effort. □

*Wiese-Bjornstal, Publications Director, Continued from Page 6.*

I also have a couple of other thoughts on the newsletter. First, I believe that given the limitations of space we should consider publishing shorter, more critique oriented book reviews. The proliferation of sport psychology books is so great that we are presently able to review only a small percentage per year. I would rather see us publish a few more reviews of shorter length, as space permits. Second, as I mentioned at the outset of my statement the newsletter primarily serves the flow of information from the top down (i.e., from leadership to membership). I think this is very appropriate, yet perhaps we should also consider ways to better allow for a flow of information from the membership to the leadership. For example, we might consider a 'letters to the editorial board' type of column occasionally where any individual might contribute a thought or comment to the readership. Of course the ideas that I have outlined may entail inviting more than three individuals to serve as associate editors, but it seems that there are plenty of responsibilities to be shared by all.

In sum, these thoughts reflect ideas which I would actively advocate and pursue if elected to the position of Publications Director. I thank the members of the executive board of AAASP for the opportunity to share my vision with the membership. □

*Buntrock, Student Representative, Continued from Page 7.*

sessions pertaining to job development. At the first AAASP conference I attended, I was struck by the students' cry of, "Where are the jobs?!" As a result, I was motivated to broaden my professional horizons by exploring "non-traditional" ways of using my sport psychology skills. While I would strongly advocate creating more jobs within sport and exercise psychology, I would just as strongly encourage students to look for other arenas in which they can utilize their skills. I believe that sessions/workshops at AAASP conventions are an excellent forum for such education, and I would work diligently to develop useful and informative sessions.

If elected, I would strongly encourage the student membership to communicate to me their ideas, questions, and concerns. In order for any Student Representative to effectively serve the student membership, it is essential to hear and understand the type of role they would like to see our membership play in this new and rapidly developing field. One vehicle for this is the regional representative element of our membership. Since their inception two years ago, the regional representative positions have been a strong addition to the structure of the student membership. I would utilize the regional representatives both for their input and their accessibility to the student membership at large. Having worked with past Student Representative John Noble and current Student Representative Susan Walter in this capacity, I can attest to the effectiveness with which they have taken advantage of the responsibilities of the regional representatives. I would continue to maintain and develop the regional representative positions to make them an integral part of student membership.

I am honored to have been nominated for AAASP Student Representative. If elected, I will enthusiastically undertake the challenges and demands of the position. I will, to the best of my abilities, serve and work with both the student and professional memberships such that the area of sport and exercise psychology, as well as the diverse populations whom we serve, benefit from our growth. □

*Smith, Student Representative, Continued from Page 7.*

allow for more ideas and richer debate as to where our efforts in the field of sport psychology and AAASP should be directed. I also believe that continuing Susan Walter's mission of developing regional student conferences is of great importance. Having taken part in the Southeast Sport and Exercise Psychology Symposium, I strongly believe that these conferences can serve to attract students toward further involvement in the field. Coordinating and assisting with regional conference efforts through AAASP is an ideal way for student members to professionally develop themselves as well as introduce nonmembers to our association.

The development of young professionals is an objective that the association has taken seriously over the course of its own growth. The annual conference provides the opportunity for students to interact with other students and professionals in the field, present and receive critical feedback on research work, and attend workshops and symposia that are designed to promote the development of necessary professional competencies. Student attendance has traditionally been high at the annual conference because of its affordability and quality of offered programs. Therefore, I will continue the efforts of prior student representatives to voice the importance of maintaining affordable registration and hotel rates and to provide programs of student interest. Recent student symposia at the annual conference have examined alternative career paths, marketing issues, applied internships, and mentoring. These issues should continue to be revisited while other issues of importance to students that arise as the field and association grows are added. I am personally very interested in marketing issues, the publication process, improving my teaching/consulting skills, and how to obtain grants.

I look forward to taking on larger responsibilities within AAASP. I will bring enthusiasm, a strong work ethic, and an untiring dedication to the Student Representative position. I believe that my commitment to sport psychology and the excitement and challenge of bringing people together will direct my efforts toward making valuable contributions to AAASP and our field. □

# 1994 Treasurer's Report

(January 1 — December 31)

## AAASP INCOME

### Membership Dues

Professional 1 year (n=313)	\$15,656.00
Professional 2 year (n=91)	\$9,150.00
Student 1 year (n=274)	\$8,230.00
Student 2 year (n=62)	\$3,720.00
Affiliate (n=1)	\$50.00
Late fees	\$810.00
	<b>\$37,616.00</b>

### 1994 Conference

#### Registration

Prof. early (n=169)	\$30,420.00
Prof. late (n=47)	\$9,225.00
Prof. day passes (n=16)	\$1,200.00
Student early (n=152)	\$19,600.00
Student late (n=42)	\$6,485.00
Student day passes (n=52)	\$2,170.00
Spouse reg. (n=11)	\$825.00
	<b>\$69,925.00</b>

#### Continuing Education Workshops

Prof. registration (n=52)	\$3,380.00
Student registration (n=57)	\$1,995.00
Other	\$165.00
	<b>\$5,540.00</b>

#### Other Conference Income

Exhibitors	\$500.00
TSP/HKP reimbursement	\$113.13
Banquet	\$360.00
Unknown	\$456.00
	<b>\$1,429.13</b>

**Total** **\$76,894.13**

#### Certification

Annual dues (n=86)	\$2,150.00
Application fees (n=13)	\$995.00
	<b>\$3,145.00</b>

**JASP** **\$7,477.47**

#### Other Income

Graduate Directories	\$3,601.50
Conference programs	\$157.00
Bad check replacement	\$313.00
Mailing labels	\$25.00
Miscellaneous	\$3,667.26
	<b>\$7,763.76</b>

Interest Earned \$1,797.00

**TOTAL INCOME** **\$134,693.36**

*Treasurer's Report, Continued on Next Page.*

## AAASP EXPENSES

## 1994 Conference

Hyatt Regency	\$42,831.50
Badges	\$29.38
Poster boards	\$2,395.90
Photography	\$45.57
Keynote Speakers	\$4,252.53
Prizes	\$37.50
Programs	\$5,815.90
Registration workers	\$629.26
Miscellaneous	\$407.25
<b>Total</b>	<b>\$56,444.79</b>

1995 Conference Deposit **\$500.00**

## Executive Board &amp; Publications

Spring meeting	\$7,549.63
Fall meeting	\$1,201.92
Health Psychology Chair	\$125.00
I/PE Chair	\$22.30

## Past President

Copying	\$229.39
Employee	\$112.00
Supplies	\$160.79
Telephone	\$445.22
Other	\$112.35
<b>Total</b>	<b>\$1,059.75</b>

## President

Copying	\$21.70
Employee	\$25.00
Meals	\$16.75
Postage	\$144.82
Supplies	\$145.00
Telephone	\$505.39
Travel	\$526.00
<b>Total</b>	<b>\$1,384.66</b>

## President-elect

Copying	\$365.45
Employee	\$1,310.09
Phone/FAX	\$48.96
Postage	\$69.15
Supplies	\$1.28
Travel	\$591.50
<b>Total</b>	<b>\$2,386.43</b>

## Publications Director

Brochure	\$593.00
Call for Abstracts	\$2,216.00
Conference information	\$853.81
Copying	\$3,164.55
Employees	\$1,431.00
Letterhead	\$210.00
Mail account	\$1,000.00
Newsletter	\$6,475.25
Postage	\$5,228.58
Supplies	\$410.40
Telephone	\$169.73
<b>Total</b>	<b>\$21,752.32</b>

## Secretary-Treasurer

Employee	\$866.00
Mailing labels	\$60.95
Postage	\$123.60
Supplies	\$4.66
Telephone	\$177.09
<b>Total</b>	<b>\$1,232.30</b>

## Social Psychology Chair

Employee	\$96.00
Phone/FAX	\$183.42
Supplies	\$16.89
Travel	\$54.00
<b>Total</b>	<b>\$350.31</b>

## Student Representative

	\$24.62
<b>Total</b>	<b>\$37,089.24</b>

## Business Manager

Account fund	\$1,000.00
Air fare	\$100.20
Computer equipment	\$43.19
Copying	\$180.80
EB tour	\$176.25
Meals	\$27.74
Postage	\$486.78
Salary	\$3,000.00
Supplies	\$1,083.47
Telephone	\$350.83
Transportation	\$1,054.16
<b>Total</b>	<b>\$7,503.42</b>

## Committees

## Certification Committee

March teleconference	\$414.29
June teleconference	\$248.30
Copying	\$48.86
Postage	\$428.49
Telephone	\$200.36
<b>Total</b>	<b>\$1,340.30</b>

## Continuing Education Committee

Honorarium	\$900.00
Workshop books	\$392.23
Workshop refund	\$65.00
Copying	\$47.41
Per Diem	\$210.00
Student employee	\$160.00
<b>Total</b>	<b>\$1,774.64</b>

## Graduate Tracking Committee

Copying	\$82.75
Employee	\$150.00
Postage	\$541.49
Supplies	\$58.36
Telephone	\$15.48
<b>Total</b>	<b>\$848.08</b>

## JASP

Account fund	\$5,000.00
Back issue storage	\$112.99
Business Manager	\$265.69
Volume 6	\$16,413.63
<b>Total</b>	<b>\$21,792.31</b>

## Other Expenses

Awards	\$478.15
Bank Charges	\$240.80
Bad Checks	
Returned checks	\$532.00
Bank charges	\$40.00
Graduate Training Booklet	\$500.00
Liability insurance	\$1,875.00
Logo design	\$100.00
NCAA dues	\$375.00
Taxes	\$282.74
<b>Total</b>	<b>\$4,423.69</b>

**TOTAL EXPENSES \$131,716.47**

## Checking Account Balance:

Jan. 1, 1994 — \$49,937.56

## Checking Account Balance:

Dec. 31, 1994 — \$54,135.16

## Savings Account Balance:

Jan. 1, 1994 — \$10,071.66

## Savings Account Balance:

Dec. 31, 1994 — \$20,048.95 □

# AAASP Committee and Section Reports

## **Certification Committee** *Richard Gordin*

The Certification Committee is busy making the transition with a new committee chair and three new committee members. I would like to offer my thanks to previous chair, Carole Oglesby, and previous committee member, John Heil. I would also like to welcome new committee members; Bonnie Berger, Kate Hays and Peggy Richardson. Along with committee hold-overs, Bruce Hale and Sue Ziegler, we now have a complete committee with plenty of work to accomplish during the coming year.

Two significant pieces of legislation were approved by the Fellows and EB at the annual conference in Lake Tahoe. Beginning in 1997, recertification will be conducted in five year cycles. Recertification requires continuous membership in AAASP with a waiver obtainable in extenuating circumstances. Also, recertification requires documented attendance at a minimum of three conferences, at least one of which is the AAASP Annual Conference. The remaining two conferences may be a state, regional, or national conference which includes (although not limited to) sport psychology content. Finally, recertification requires participation (by conducting or attending) a workshop or course intended to advance knowledge or upgrade skills. This workshop must be comparable (at a minimum) in depth or intensity to a 6-hour AAASP pre-conference workshop. Also, it should be noted that there is a \$25 annual renewal fee for Certified Consultants. This fee should be paid directly to the Secretary-Treasurer along with yearly membership dues. The due date for renewals is March 1, 1995. We currently have 96 certified consultants.

Beginning in 1996, the supervised experience for standard certification will be documented and will comprise at least 400 hours of supervised sport psychology work. The documentation of the supervised experience will include the submission of a letter (form supplied by AAASP to applicant) from the supervisor(s) of the applicant for certification. A Certified Consultant, AAASP automatically qualifies as a supervisor, however, others may be approved to supervise by the certification committee. It would be beneficial to clear

these supervisors prior to the supervised experience.

The committee intends to work diligently to further clarify this supervision process by specifying the nature of the experience, the number of contact hours with the supervisor, as well as, further delineating the reporting process. Please be assured that we will standardize this process without unduly stifling various avenues of attaining this experience.

Finally, the committee will be conducting two conference calls prior to the next annual meeting in New Orleans, to conduct committee business as well as review applications for certification. The deadline for submission for the first review was February 1, 1995. The second deadline for submission of applications for review will be June 1, 1995. Please contact me directly for the appropriate application forms or for further clarification concerning the certification process at: Department of HPER, Utah State University, Logan, UT 84322-7000 or at (801) 750-1497. □

## **Development Committee** *Karen Cogan*

The recently formed AAASP Development Committee is up and running and consists of Karen Cogan (Chair), Diane Gill, Gerald Larson, Sean McCann, John Noble, and Len Zaichkowsky. This committee has been charged with educating the membership in grantspersonship and other funding avenues and generating funding resources.

Immediate actions include plans to disseminate information related to obtaining funds in a series of presentations and Continuing Education Workshops at future AAASP Conferences. In addition, the committee will work towards identifying sources of funding, particularly in the private sector, which will allow for AAASP members to pursue clinical internships and/or post doctoral research opportunities, provide for international speakers at future AAASP Conferences, and support the AAASP research grant.

Anyone who has experience in generating funding or has connections in the private sector is encouraged to contact Karen Cogan at the University of North Texas, Counseling and Testing Center, P.O.

Box 13487, Denton, TX 72703, (817) 565-4798, e-mail [cogan@dsa.unt.edu](mailto:cogan@dsa.unt.edu). □

## **International Relations Committee** *Robin Vealey*

The International Relations Committee was formed in the fall of 1994 by President Tara Scanlan to facilitate the emergence of AAASP into the international arena. The committee members include Robin Vealey (Chair), Maureen Weiss, Joan Duda, Glyn Roberts, Susan Jackson, and Robert Singer. The initial meeting of the committee took place at the 1994 AAASP Conference at Lake Tahoe in which three major tasks were identified for the committee: a) networking with other organizations and/or countries; b) establishing guidelines for international fellows and memberships; and, c) increasing international participation at the AAASP conferences.

With regard to international networking, the committee is currently examining the feasibility of an AAASP group membership option in which organizations representing various countries would pay a flat rate for AAASP membership and all sport psychology professionals within that country would receive AAASP materials. This membership option would be particularly relevant for developing countries so that sport psychology materials may be available for professionals who otherwise could not afford them. This would serve the important need of globally expanding the scope of sport psychology. The committee is currently in the process of identifying a liaison representative for every country and/or organization who will serve as the main contact between AAASP and that country. Please contact me via e-mail ([rsvealey@miamiu.muohio.edu](mailto:rsvealey@miamiu.muohio.edu)) or fax (513-529-5006) if you are interested in serving as a liaison representative for your organization or country or if you know individuals whom we should contact about working with AAASP in this capacity.

With regard to International Fellows, the committee is currently working on a draft of a proposal to implement an International Fellows program for AAASP. The purpose of this program is to recognize and honor outstanding individuals across the world

*International Relations, Continued on Next Page.*

*International Relations, Continued from Previous Page.*

who have made a significant impact in sport psychology. Like the regular AAASP Fellows, International Fellows would be carefully selected to represent a small but significant sample of outstanding scholar-practitioners in the field. Unlike regular AAASP Fellows, International Fellows would be non-voting. At this time, the committee generally agrees that International Fellows would be nominated by AAASP Fellows as well as organizations from other countries. From these nominations, International Fellows would be honored based on their stature as worldwide scholar-practitioners who have made outstanding contributions to the field of sport psychology. The exact definition and selection process for International Fellows will be presented to the AAASP membership for their input and reactions.

The third charge of the committee is to promote the increased international participation at AAASP conferences via guest speakers, more global publicity, and possibly integrating international speakers with the International Fellows program. The 1996 AAASP conference is targeted to be the "International Kickoff" for the Association at which the scope of sport psychology will be emphasized. Starting with this conference, it is planned that an international speaker will be featured at every conference and probably will rotate across the three areas of interest of AAASP. The committee is also examining ways to integrate the International Fellows program with the annual international speakers at the conference. Beyond our own conferences, the committee will also solicit and/or submit proposals for international conferences in psychology to increase the visibility of sport psychology within the parent discipline. For example, the 1998 International Association of Applied Psychology conference is in San Francisco and plans are underway for AAASP to sponsor a sport psychology symposium for that conference.

Clearly, the policies and programs proposed by this committee are contingent on funding to support the implementation of the lofty goal of making AAASP a major player in the international arena. However, the committee is committed to activities that will move the focus of AAASP beyond traditional North American sport psychology. AAASP emerged as an association based on a pioneering spirit of innovative science and practice dedicated to the

application of sport psychology for societal benefit. It is my hope that you will support our committee and provide needed input to aid our attempt to enhance global communication and understanding in sport psychology. □

### **Intervention/Performance Enhancement** *Al Petitpas*

The I/PE Committee is looking forward to an exciting 1995. I am pleased to announce that Tracy Shaw and Jim Taylor will be joining the committee. Tracy is the Co-Director of Training for the Student Counseling Services at the University of Southern California and Jim, a Certified Consultant and Fellow of AAASP, is in private practice (Alpine/Taylor Consulting).

Program submissions for the New Orleans conference are pouring in and the committee will be faced with the exciting and challenging tasks of developing a solid program from our section. The 1994 program was rated very highly, but limits in program space resulted in the rejection of 29 submissions to the I/PE Section. Many of the rejected programs were of high quality and were beat out by very narrow margins through our blind review process. This year, the Executive Board has developed an additional submissions tract (professional issues) in the hope of easing the strain of submissions to our section.

I am very pleased to announce that Burt Giges will be our section keynote speaker in New Orleans. Burt brings a richness of clinical experience and a refreshing perspective on assisting athletes in maximizing their abilities. Burt will be sharing insights on the change process and sport psychology.

I would like to thank the members of the I/PE Committee (Karen Cogan, Deidre Connelly, Trisha Rivera, Tracy Shaw, Jim Taylor, and Dave Yukelson) for their efforts in developing a quality program. If you would like to become more formally involved with the I/PE Section contact me or any of the committee members. □

### **Health Psychology** *John Heil*

I would like to welcome Gloria Balague, University of Illinois at Chicago; Bob

McGowan, University of Richmond; and Eileen Udry, University of North Carolina at Greensboro (Student member) to the Health Psychology Committee. They join Thomas North, Boulder, Colorado and David Kemler, Southern Connecticut State University, who have been serving.

Congratulations to outgoing Chair, David Pargman, and to committee members Lise Gauvin, Andy Meyers and Lydia Ievleva for their contribution to quality conference programs.

If members would like to offer input on the upcoming conference or on Health Psychology policy matters, please contact me at: Department of Psychological Medicine, 4910 Valley View Blvd., Roanoke, VA 24012. Phone (703) 265-1605 or FAX (703) 366-7353.

### **Social Psychology** *Neil Widmeyer*

Our annual conference and our journals are excellent avenues for disseminating knowledge related to recent research findings and successful interventions. However, many of our professionals and all of our students spend a considerable portion of their work week involved in the teaching-learning process. We have many good teachers and some outstanding teachers in AAASP. There is a great deal that our professional as well as our student members can learn about the methods and materials these individuals employ. As part of my "platform" when I ran for the position of chair of the Social Psychology section of AAASP, I indicated that I wanted to highlight and ultimately enhance the teaching of the psychology of sport and exercise.

It was suggested to me that we mount a pre-conference workshop on teaching of sport/exercise psychology in which we would have certain "master teachers" show us how they present their area of specialty to undergraduate and graduate students (e.g., Penny could show us how she teaches modelling). While I think this is a good idea, I feel that it's not the appropriate first step. Such a format only allows 25-30 individuals to be exposed to the presentations. Thus, as an alternative format, Diane Wiese-Bjornstal and I are organizing a 1 1/2 - 2 hour symposium for this year's confer-

*Social Psychology, Continued on Page 20.*

# Considering Ethics

by

James P. Whelan

By this time I hope that you have heard the AAASP ethics news. At the Fellows meeting in Lake Tahoe, Andy Meyers summarized the proposed Ethical Principles document (developed by the Ethics Committee). The Fellows then voted unanimously to adopt these Ethical Principles (see pp. 15, 21). This document included a brief Preamble and a set of six General Principles. The Preamble summarizes the domains of our professional expertise and it clarifies that we have a "common set of values upon which AAASP members build their professional and scientific work." The General Principles are labeled Competence, Integrity, Professional and Scientific Responsibility, Respect for People's Rights and Dignity, Concern for Others' Welfare, and Social Responsibility.

The Ethics Committee was obviously elated with the Fellows vote. Some among us immediately claimed they knew the vote was a sure thing. Most committee members, quite honestly, had harbored fears that some of the Fellows might find fault our document. Consequently, the Fellows' vote was a relief. The sense of relief was apparent at a post-vote committee meeting. The meeting was fairly relaxed as we swiftly shifted to a "rest on our laurels" mode. I for one already had my committee resignation letter composed. Then, Dan Gould (always one to break up a good time) informed us that the Executive Board (EB) wanted our goals for the next year. Goals! Next Year! Ouch!

Actually, we knew that we were not finished. Our charge was not completely fulfilled with the Ethical Principles document. It was a solid first step, but only the first step. The next few steps seemed to us to include two parallel directions. One direction is continued education in order to assist members in the use of these General Principles in an apriori manner.

In other words, think about the Ethics Principles before you act, rather than deferring to an intuitive feel for what is the right thing to do. Let me provide an example. Two AAASP student members have written me with questions about

supervision. These students (from different training programs) reported that their major professors had given them service delivery responsibilities for which they felt unprepared. In addition, the responsible faculty members failed to monitor students' work or provide feedback. The students, rightfully, expressed dissatisfaction with their advisors and concern for the client. Although I have not heard the perspectives of the faculty members, I can imagine that a faculty member may confidently believe that his or her actions were ethically appropriate in these cases. It could be rationally argued that an advanced student, who had completed the required course work and who had previously observed these services being delivered, should be able to deliver such services. In addition, these are smart students and they have watched a professional provide service. On the basis of such gut level feelings and beliefs, the supervisors of these students may see themselves as acting correctly.

However, a careful consideration of the AAASP Ethical Principles suggests that both the students and the professors in this situation need to behave differently. The principle that obviously applies to this situation is Competence. This principle states that AAASP members must "strive to maintain the highest standards of competence in their work." For the student, this principle means that if he or she is not certain that the service can be competently provided, then they should not have provided the service. Indeed, the role of student, by default, suggests that an adequate level of competence has not been achieved and supervisory support is needed. Similarly, the faculty member has a responsibility to both the client of the services and the graduate student. The faculty member needs to ensure that the client receives high quality services and that the student receives high quality training. Obviously, an apriori consideration of the Ethical Principles results may lead to different decisions and actions in comparison to the decisions that might result from a personal judgment about a situation. In this

case some format for discussion of supervisee needs and supervisor judgments.

The second of the two parallel directions for the Ethics Committee is to begin to build some specific behavioral guidelines to assist our profession in managing the ethically challenging situations encountered by AAASP members and students. This entails the development of specific sport psychology guidelines that would help our profession self-regulate and provide assistance to students in training. It also entails the development of guidelines for assisting professionals and students with challenging situations that they may frequently encounter. This task is one that will need time and discussion. We hope to begin the discussion and define these issues within the Ethics Committee. Then, we hope to more actively engage the membership in the process of developing specific guidelines.

As always, if you have any reactions, or if you want another copy of the AAASP Ethical Principles, write me at the Department of Psychology, The University of Memphis, Memphis, TN 38152. □

---

**Exercise Your  
Right to Vote!**

**Less than 50% of  
the AAASP member-  
ship decided last  
year's election.**

**See  
ballot and instructions  
on page 20.**

# Ethical Principles of AAASP

By Andrew Meyers, Ph.D.  
University of Memphis

AAASP is dedicated to the development and professionalization of the field of sport psychology. As we establish ourselves as a profession, we must attend to both the privileges and responsibilities of a profession. Privileges derive from society's agreement to accept our designation as a group of trained individuals possessing specialized knowledge and, therefore, the power implicit in this knowledge. Our responsibilities, in turn, result from the society's trust that the profession will regulate itself to do no harm, and to govern itself to ensure the dignity and welfare of individuals and the public. To maintain this status, professional organizations must develop and enforce guidelines that regulate their members' professional conduct. Ethical principles are one such set of self-regulatory guidelines. These principles guide professionals to act responsibly as they employ the privileges granted by society. A profession's inability to regulate itself violates the public's trust and undermines the profession's potential to be of service to society.

Ethical codes of conduct that professions adopt are based in the values of the society. Consequently, these values include the balance between the rights and privacy of the individual and the general welfare of society. Each profession must determine its values and social function. Then the profession must develop and adopt a set of principles which guide professional conduct. While no set of guidelines can anticipate all situations, useful principles should provide guidance when problems or dilemmas arise. These principles should also proactively direct the actions of its members. If this is accomplished, these principles will ensure society's trust in the profession.

The Association for the Advancement of Applied Sport Psychology's (AAASP) Ethical Principles (hereinafter referred to as the Ethics Statement) are presented here and consist of this Introduction, a Preamble and six general Principles. The Introduction discusses the intent and organizational considerations of the Ethics Statement. The Preamble and General Principles are intended to guide AAASP members toward

the highest ideals of the profession. Although the Preamble and the General Principles are not themselves enforceable rules, they should be considered by AAASP members in arriving at an ethical course of action.

Membership in AAASP commits members to adhere to the AAASP Ethics Statement. AAASP members should be aware that, in many situations, additional ethical and legal codes may be applied to them by other professional organizations or public bodies. In the process of making decisions regarding their professional behavior, AAASP members must consider this Ethics Statement, in addition to legal or other ethical guidelines. If the Ethics Statement suggests a higher standard of conduct than is required by law, AAASP members should meet the higher ethical standard. If the Ethics Statement standard appears to conflict with the requirements of law, then AAASP members must make known their commitment to the Ethics Statement and take steps to resolve the conflict in a responsible manner. If neither law nor the Ethics Statement resolves an issue, AAASP members should consider other professional materials (e.g., guidelines and standards that have been adopted or endorsed by other professional physical education, sport science and social science organizations), the dictates of their own conscience, and consultation with others within the field when this is practical.

Material in this Ethics Statement is based in large part on the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct (*American Psychologist*, 1992, 47(12), 1597-1611). Over 50 other organizational ethics codes, including the American College of Sports Medicine, were also examined and many had influence on this document. We wish to thank all of these organizations.

## PREAMBLE

AAASP members may fulfill many roles based on their professional training and competence. In these roles they may work to develop a valid and reliable body of scientific knowledge based on research; they may apply that knowledge to human behavior in a variety of sport, exercise, physical activity, and health contexts. Their goal is to broaden knowledge of this

behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. AAASP members respect the central importance of freedom of inquiry and expression in research, teaching and consulting. They also strive to help the public to develop informed judgments and choices concerning sport, exercise, physical activity, and health behavior. This Ethics Statement provides a common set of values upon which AAASP members build their professional and scientific work.

This Statement is intended to provide the general principles for managing many situations encountered by AAASP members. It has as its primary goal the welfare and protection of the individuals and groups with whom AAASP members work. It is the individual responsibility of each AAASP member to aspire to the highest possible standards of conduct. AAASP members respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic set of ethical principles for a AAASP member's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each AAASP member supplements, but does not violate, the Ethics Statement's values, on the basis of guidance drawn from personal values, culture, and experience.

## GENERAL PRINCIPLES

### *Principle A: Competence*

AAASP members strive to maintain the highest standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They maintain knowledge related to the services they render, and they recognize the need for ongoing education. AAASP members make appropriate use of scientific, professional, technical, and administrative resources. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. AAASP members are cognizant of the

*Ethical Principles, Continued on Page 21.*

## **The Geriatric Population: From Research to Practice ... Not Quite Yet** by Lisa A. Chase, Ph.D. University of Wisconsin-La Crosse

The world's population is aging - an obvious fact with pertinent ramifications. Recent advances in medical science have resulted in an increase in the human life span. Researchers say the typical human may soon expect to live 85 years on the average. Ellis (1990) reports that the median age of the population is also increasing. By the year 2000, the median age is predicted to be 35 years old. In all probability, people will be beginning a new career and new activities. In essence, with "the kids all grown," they will be enjoying a second lease on life. This implies that sport, fitness, and exercise professionals, in the very near future, will be dealing with an older population than they are currently.

Increasing longevity has long been a goal of medical science. Physical activity has recently been supported as a medium to "add days to one's life." However, the lengthening of life has not proven to be a panacea for sport, fitness, and exercise research. In addition to length of life, people are becoming concerned about the quality of life (also referred to as life satisfaction or feelings of well-being). The degree to which one can enjoy and function in the years after young adulthood is a primary concern. However, a strong research base is still needed to facilitate the development of effective application approaches to working with the geriatric population. In order to move us further along the research to practice continuum, this article will suggest some new slants (really, "older" slants) on previous research and new avenues of investigation for the sport psychologist and other exercise professionals to consider when dealing with the aging population.

**Self-esteem.** One contributor to the quality of life is self-esteem (self-perceptions). Self-esteem is defined as a subjective evaluation of the self having as its basis a feeling of liking, respect, worth, satisfaction, and acceptance (Rosenberg, 1985). The roles of self-evaluation as (1) an index of emotional adjustment, and (2) a mediator of behavior (Fox, 1987), make it particularly suitable to study as a contributor to quality of life.

Research by Chase (1991) has revealed four subdomains that contribute to the physical self-esteem of people between the ages of 55-75 years and these are markedly different from those of a child or college student. The four subdomains that contribute to an older person's physical self-esteem include:

- *Appearance* - How good/bad they perceive themselves to look.
- *Sport Competence* — Their perceived sport competence.
- *Functional Capacity* — Their perceived ability to perform daily activities like opening a jar of peanut butter, reaching a book on a shelf, or going to the grocery store.
- *Health/Disease State* — Their perceived reliance on medication; their perceived presence of aches and pains.

Within self-esteem, there are still many areas to investigate that may have a direct impact on quality of life in the years after 55. A major concern for today's sport and exercise professionals is maintaining the older person's functional capacity in the form of muscular strength/endurance and joint range of motion. An interesting avenue of research would be to study the change in physical self-esteem over time due to some intervention, such as strength and/or a flexibility program. As professionals in these areas, a unique opportunity exists to directly affect the quality of life to the extent that functional capacity is a subdomain of physical self-worth (esteem); and physical self-worth is superseded by global self-esteem. Furthermore, sport performance also has a potential impact on an aging person's self-esteem. What psychological factors enhance sport/activity performance in the elderly. Could the reflection on past performance (good/bad) be a valuable tool that only the elderly possess? Experience being the best teacher - past events may serve as a "retroactive visual imagery" that only age can provide. Self-esteem is only one factor in the vast array of psychological constructs available for study that may have a tremendous impact on one's quality of life in the later years. Since self-esteem differentiates with age, other components of self may do the same thing.

**Self-confidence.** Corbin (1984) presents considerable evidence that many females

lack self-confidence in their abilities to perform sport and physical activities, especially in certain situations. This situational lack of confidence is most likely to occur in activities perceived to be sex-role appropriate and situations in which performance feedback is lacking or unclear. The women's movement of recent days is putting a damper on the idea of sex-role appropriate activities. However, today's "older" (55 years +) women and men grew up in times in which gender roles and expectations dictated participation in various aspects of life. This generational conflict of gender roles and expectations may have an effect on the self-confidence of older people, and thereby influence their participation in and/or enjoyment of certain activities. A question arises, "How are the changing views affecting their concepts of self, and subsequently, behavior?" Can education and/or role models have a bearing on choices that are made?

**Motivation.** Whitehead and Corbin (1991) demonstrated that providing positive feedback raises levels of perceived competence which, in turn, increases intrinsic motivation. However, this study included only youth. What are factors of intrinsic motivation in people above the age of 55 years? To enhance the quality of life of this population, we need insight into motivational factors and their relationships to each other. People most likely to begin and maintain an exercise program are internally motivated. The positive reinforcement for participation is in the activity itself. However, others need external factors to motivate participation, such as, physician recommendation, weight loss, and/or social settings with peers. What factors specifically motivate older people to be active? Once motivated, do factors that effect adherence change with age?

**Social Support and Social Comparisons.** Suls and Mullens (1984) asked, "With what standards do the elderly evaluate their abilities, and do the standards differ from those used earlier in the life cycle?" Their review suggested that the elderly rely more on "temporal comparisons" (comparing one's past performance to a present performance of a similar task to assess improvement or deterioration), whereas younger populations tend to rely on social comparisons (comparisons to other

*Geriatric Population, Continued on Next Page.*

people in order to judge one's relative standing). These temporal comparisons may have undesirable consequences. While temporal associations may allow the assessment of one's present condition, in the case of the aging population, it may highlight the decline of the individual abilities, as many may begin losing their cognitive and/or physical capabilities. What effect do these comparisons have on performance? On participation? Can they be modified?

**Psychological Skills.** To date, much of the research has utilized relatively young subject populations (below 55 years). In light of the previous information, generalizations to the older populations can not be made. With this and the fact that changes in almost every aspect of the psyche occurs with age, psychological techniques and skills may, or may not, necessarily need to take a different approach when dealing with an older subject or team. Consider stress management techniques, visual imagery, goal setting, positive/negative self-talk. Do these skills and techniques accomplish the same goal in an older person as they do in a younger person? Are the same methods successful with older athletes, as they are with younger athletes?

**Psychological Stress.** Lastly, it is believed that exercise and activity decreases psychological stress. Studies report that involvement in exercise/activity programs lower incidence of depression, increase self-confidence, provide mastery over the environment, allow distraction from problems, and supply social reinforcement. But more controlled studies are necessary to substantiate the relationship between psychological well-being and physical activity in an older population.

America is growing older. Today, 13% of our population is at least 65 years of age. In approximately 40 years, that percentage is expected to climb to 23% (Jackson, 1993). This large shift presents us with the challenge to help this ever increasing part of the population attain a high quality of life, that is to say live active, independent, and fulfilling lives. Many questions still remain about the "golden years of life." The mental processes that effect our emotional and social adjustments and motivate participation have a direct impact on quality of life. The geriatric population truly offers exciting potential for new research and a broad spectrum of new applications for sport and exercise psychologists. □

### **Clinicians and Educators by Burton Giges, M.D. New Rochelle, NY**

Recently there has been increasing interest and discussion, both in the literature and at conferences, of the appropriate education, training and experience necessary for sport psychology practice, as well as the legal and ethical issues involved.

In the early years after training, the differences between the clinical and educational consultant in sport psychology seem many, the similarities few. What we are, clinician or educator, seems synonymous with what we know and what we do. Our professional discipline seems to define us. We have been educated, trained and licensed. We have credentials. We are educators, counselors, therapists. There are books that describe our unique identities, and support and reinforce our separateness. And so we stand tall. We have status, rights and privileges. And with those rights and privileges, a territory begins to be defined. Others, without similar status and credentials, may not enter this territory.

And so it was 35 years ago, when I began my residency in psychiatry. I was one of the physicians. All others were called "ancillary personnel," implying a subsidiary position. In the hospital setting, psychologists did testing, not treatment. Nurses, social workers and other therapists each had their function and their place, lower to be sure than the physicians. Whatever anxiety there was about our territory being invaded by others was often expressed as part of our concern for patients or desire to maintain professional standards. As if these were the exclusive property of physicians. They weren't then, and they aren't now. Any professional discipline can have clients as their concern and professional standards as their guidelines. And, of course, any can also zealously guard the boundaries of their territory.

It's still going on. In our own organization, vigilance is still maintained over who has the right to do what psychotherapists do. Of course, we must protect our citizens from untrained or unscrupulous practitioners. That's true in every area of professional practice. It is interesting to note, however, that while therapists and counselors may be educators, educators may not be

therapists or counselors unless they have obtained the proper credentials. But, is helping someone learn new behavior or change their thinking considered education, counseling or therapy? I believe it is part of each and all three. Therefore, it can be done by an educator, counselor or therapist who has acquired the necessary knowledge, skill and experience to do so.

Furthermore, when one discipline tells another what it may not do, an implicit hierarchy develops which can breed resentment and create antagonism and distance. This can be intensified when referral is viewed as a one-way street, from those perceived as less skilled to those seen as more skilled. Referral can, however, be in both directions, if there is mutual respect for each other's special knowledge and ability.

Fortunately, all is not lost. What we know and what we do need not be limited to what we call ourselves. What we do derives from multi-dimensional considerations. It is at least a blend of what we have learned — from teachers, colleagues, clients, patients, books, journals, etc. — and what we have created from our own experience. What we do also depends on our thoughts, feelings, needs and wants. Hopefully, it also derives from the people we are attempting to help, the situations we deal with, the focus of the work and the techniques we use.

As time passes, if we remain open to influence by our current experience, the sharp differences between us may decrease, the commonalities increase. Knowledge can be acquired that was not part of our original training. Others can do this too. As we learn more, we can do more; and hopefully we can avoid the pitfall of holding what we learned originally as superior to what others learned later. If we do this, then the professional discipline which defined us will not restrict us.

So continue to learn. And keep on learning. Soak up new information. Listen to differentness as an expansion of your knowledge rather than a threat to your beliefs. Be mindful of how your own feelings and wants influence your beliefs and behavior. And follow your own path to excellence. □

## Book Reviews

***Sport Psychology: From Theory to Practice (Second Edition)***  
by Mark H. Anshel  
Scottsdale: Gorsuch Scarisbrick  
(1994)

**Reviewer: Julia Collins**  
University of Colorado

In this updated version of the 1990 edition, Anshel presents a volume concentrating on the applied aspects of sport psychology. A high-level review of sport psychology theory is combined with handbook-style presentation of psychological skills techniques to produce a text that will be most useful to the undergraduate investigating the applied aspects of our field or the coach interested in the psychological aspects of working with athletes. Much of the material in the 13 chapters and three appendices remains the same as in the first edition, although a few topics have been added or expanded. The structure of the text has been slightly revised: all references have been consolidated into one section, and an appendix dealing with strategies for increasing self-confidence has been added. Additionally, a first edition chapter composed of athlete feedback, "Athletes Speak for Themselves," has been eliminated from the second edition. Each chapter finishes with a summary of its contents as well as a set of review questions designed to reinforce the chapter's concepts. This structure strengthens the classroom utility of the text. Throughout the text, Anshel attempts to illustrate how behavior and performance are the products of the interaction between the athlete, coach and sport environment.

In Chapter 1, Anshel provides a definition of sport psychology, along with the related areas of exercise physiology and psychophysiology. This includes a review of the clinical, educational, and research components of the sport psychology practice. A brief history of sport psychology is also presented, beginning with Triplett's 1897 experiments and continuing through a review of current professional organizations.

Personality factors and behavioral tendencies are discussed in Chapter 2. Cognitive strategies of successful athletes are presented, including the effect of

spectators and coping with the stress of competition and pain. This chapter includes a brief discussion of the black athlete. Unfortunately, this section does little more than offer a few blanket statements regarding the personality traits of black (presumably male) athletes. To its credit, the text does point out the need for additional research regarding the sport environment experienced by athletes of varying ethnicity, and the effect of this environment on performance. Although a bit out of place with respect to the other chapter contents, Chapter 2 also includes a short section on the psychology of drug abuse. This section only scratches the surface of the interaction of sport pressures, societal attitudes toward drug use and individual dispositions which might contribute to drug use. The chapter finishes with a section on peak performance and the concept of flow which might have been strengthened by including a discussion of Csikszentmihalyi's work on flow states.

A review of anxiety and arousal in sport situations is presented in Chapter 3. The chapter begins with a review of arousal theories and state and trait anxiety. Pre-contest, half-time and time-out coaching strategies to optimize and manage anxiety and arousal are included, as well as a discussion of strategies to prevent "choking."

Chapter 4, "Attributions: Explaining the Causes of Performance and Contest Outcomes," grounds the theory discussion with Weiner's Attribution Model. Continuing the emphasis on using accomplished athletes as points of comparison, the chapter includes a section on the attributions of skilled athletes. Finally, the coach is presented with approaches for dealing with learned helplessness and using attributions to improve the practice and competition motivational climate.

Motivation is covered in Chapter 5, beginning with quite a bit of theory discussion. Several motivation theories are covered: need achievement, competence motivation, Deci's cognitive evaluation theory, motivation-hygiene theory, and Carron's motivation model. This discussion is followed with a section reviewing practical issues in goal setting. Anshel includes a section on "How Not To Motivate Athletes," which does a good job

of debunking some popular coaching myths. He also addresses the different motivational aspects and needs of teams, children, and nonstarters.

Chapter 6 discusses aggression with an eye towards its impact upon performance. The theoretical discussion covers biological/instinct theories, frustration-aggression hypothesis, and Bandura's social learning theory. Anshel ties together arousal, aggression and the consequences of each on sport performance. This chapter clearly differentiates assertion and aggression.

Leadership styles are reviewed and compared in Chapter 7. This chapter, along with Chapter 8, "Communication Techniques," will be most useful for coaches interested in improving their leadership techniques. An addition to this edition which coaches may find particularly helpful is a short section of pointers on communicating with the media. A summary of communication skills for game officials is also included, although it's not clear that this topic is relevant for the intended audience of this book.

The leadership and communication information of the previous chapters provides a good foundation for Chapter 9, "The Counseling Coach." Although on the surface this chapter appears to be encouraging coaches to cross an ethical line into inappropriate territory, Anshel does include a warning that coaches should also be aware of problems that require referral to an appropriate clinical expert. The counseling skills presented (listening, concern, support, honesty, privacy and confidentiality) should serve any coach well. The do's and don'ts of team counseling are also presented. The following chapter on team cohesion continues the discussion of the team environment with coverage of the factors influencing the team climate.

Chapter 11, "Coaching Child Athletes: Special Needs," differs from the previous edition in that it no longer includes a section dealing with the administration of youth sport leagues, but includes additional information on parental roles in youth sport and post season evaluation suggestions. Information has been added regarding developmental issues particular to achievement motivation, specifically a discussion of Nicholls' and Duda's work. This chapter concludes with a presentation of Martens

*Book Reviews, Continued on Next Page.*

and Seefeldt's "Bill of Rights for Young Athletes," which provides a good reminder for adults that sport is indeed different from a child's point of view.

The female athlete is considered in Chapter 12. This edition adds a historical perspective for women in sport, and improves the discussion of socialization factors which influence women's motivation for sport participation. The coverage of this last topic is aided by the use of the Eccles and Harold Model of Achievement and Activity Choice as its theoretical grounding. By including a section on lesbianism, this chapter also has the distinction of acknowledging a topic which was in sore need of discussion and acceptance. On the other hand, although the recognition of the issues facing lesbians is welcome, no analogous discussion exists for homosexual males. In fact, the information provided in this section touches upon issues for both men and women, and placing this section in a chapter devoted to female athletes appears to relegate it to the list of women's issues, when in fact the social climate faced by homosexuals is a relevant concern for both sexes.

Three appendices supplement the text. Appendix A provides a simplistic but adequate overview of what constitutes "research" and identifies the components of refereed journal articles. By giving the coach or student a road map for interpreting the product of the research arm of our field, Anshel adds another piece to the much needed bridge between research and practice. A step-by-step relaxation session is outlined in Appendix B along with summaries of imagery sessions. These summaries may be too brief for practitioners, but provide a starting point for discussion of the techniques. Finally, Appendix C offers lists of self-confidence building strategies for both the coach and athlete

*Sport Psychology: From Theory to Practice* provides a straightforward introduction to applied sport psychology with its practical tone and many lists of pointers for both coach and athlete. Instructors using this text should be prepared to flesh out the topics of racial considerations in sport performance, drug use, and homosexuality with additional readings. Classroom use of the text may

also require supplemental discussion of research and its application to practical problems in sport performance. Overall, the text is a useful initiation to applied sport psychology issues and techniques. □

### ***Athletes and the American Hero Dilemma***

**by Janet C. Harris  
Champaign, IL: Human Kinetics  
(1994)**

**Reviewer: Carl T. Hayashi  
University of Oregon**

The presence of American sport heroes is greatly debated within our society. Although most famous athletes are recognized as celebrities, their identification as heroes is oftentimes disputed. For many, a "hero" is nonexistent as such a status is reserved only for individuals who embody overall excellence and perfection which is believed to be virtually impossible. On the other hand, others contend that the conceptualization of a hero varies over time and with changing situations. The O.J. Simpson murder case as well as the current strike by the Major League Baseball Player's Association has recently sparked interest and has brought this controversy to the forefront. Janet Harris' *Athletes and the American Hero Dilemma* provides sport scientists and others (e.g., scholars, journalists) with a comprehensive and thought provoking overview of the opposing views of this debate regarding the presence or absence of the American sport hero (i.e., American sport hero dilemma) in addition to expanding the present knowledge base through the reporting of her own research.

The creation of a "global village" and the "super information highway" within the mass media places athletes under intense scrutiny both on and off the field. As a result, Harris states that the evaluation and formation of heroes is presently limited to the perceptions and interpretations of journalists and scholars. Therefore, the purpose of this book was to examine American sport heroes from the perspective of the general public (i.e., children, adolescents) in order to ascertain a more comprehensive understanding of this dilemma.

The first section of the book presents both sides of the American sport hero debate. Specifically, the pessimist perspective is characterized by the belief that heroes do not exist within sport which results in part from a loss of shared values within American society. On the other hand, the optimist viewpoint suggests that the nature of sport heroes differs within various historical periods and societal in-groups. The author also explores the influence of the characteristics of shallowness, flawed complexity, and compartmentalization on an individual's identification as a hero.

An overview of past empirical research examining individuals' choices of heroes comprised the second section. Harris' own research involving children and adolescents from Greensboro, North Carolina is also presented which reveals that famous athletes were chosen more often over personal acquaintances as heroes. In addition, famous male African-American athletes (e.g., Tony Dorsett, O.J. Simpson) are found to be the most popular choices as sport heroes. The next section of this book investigates individuals' perceptions of hero characteristics based on both past empirical research and Harris' Greensboro study. The major conclusions are that famous sport heroes are characterized by personal competence while both social supportiveness and personal competence are emphasized among personal acquaintances of the subjects who are identified as heroes.

The final section reveals that no resolution to the American hero dilemma currently exists. Specifically, "middle of the road" findings regarding hero choices and characteristics provide support for both pessimist and optimist perspectives which subsequently precludes a decisive conclusion regarding the existence of American sport heroes from occurring. Finally, Harris states that sport heroes are influential to American society, heroic action is dynamic, and more research is needed which examines the development of a hero in order to move toward resolving this dilemma.

The major strength of this book is the breadth and depth taken in the description and examination of the American sport hero debate. The author has gone to great

*Book Reviews, Continued on Page 22.*

Book Reviews, Continued from Page 19.

lengths to provide an assessment of the nature of both views of this dilemma which allows the reader to formulate their own interpretations and opinions. Furthermore, the development of a conceptual framework based upon a dialectic interplay between previous literature and Harris' research results in a concise and understandable presentation of sport heroes.

This book makes many contributions toward the establishment of a true and accurate comprehension of heroes within physical activity. The author's adoption of an interpretive paradigm within her research allows her to provide data which represents individuals' true perceptions of the nature and characteristics of sport heroes. Likewise, the inclusion of public opinion regarding the interpretation of sport heroes expands the knowledge base that was previously limited to the perspectives of journalists and scholars.

I highly recommend *Athletes and the American Sport Hero Dilemma* to sport psychology and sociology students and professionals, journalists, as well as anyone interested in the role that sport and its heroes/celebrities play in shaping American society. This book is especially pertinent given the current O.J. Simpson trial in which a socially constructed sport hero/celebrity has suddenly fallen from the grace of many. In sum, this book would be a tremendous supplemental reading in courses which may examine the ramifications of sport symbols on societal ideals and values, as well as a fantastic book for understanding the complexities of the designation of "hero". □

Book Reviews, Continued on Page 22.

## CALL FOR NOMINATIONS

The Executive Board is soliciting nominations for the offices of President-Elect, Social Psychology Chair, and Student Representative for 1996. Submit your nominations to:

Penny McCullagh, Ph.D.  
AAASP President-Elect  
Dept. of Kinesiology, Box 354  
University of Colorado - Boulder  
Boulder, CO 80309

Social Psychology, Continued from Page 13.

ence. In the first part of the symposium, the extent and scope of the general (i.e., overview) courses in sport psychology that are being offered by AAASP members and their colleagues will be presented. Questions to be addressed include: How many of such courses are offered at the undergraduate level and graduate level in each university? What topics are most frequently addressed? What texts are used? What types of assignments are given? What is the nature of the tutorial/lab experiences.

In the second part of the symposium a few individuals will present their special topic courses (e.g., group dynamics in sport, peak performance, research design, methods, and statistics in sport psychology, etc.)

To determine the extent and nature of the general sport psychology courses and to identify unique special topic offerings, we are surveying AAASP professionals who are in teaching positions (one per school). We are asking that all such individuals complete a general one page questionnaire and then either complete one page for each of their courses or send a recent course outline which answers the questions posed. If you have not returned your questionnaire it is not too late to do so. If you did not receive a questionnaire, please contact me by phone or FAX and I will FAX one to you.

Thank you for your participation in this project. Let's give the teaching of sport psychology a boost. □

## Student Representative

*Susan Walter*

I would like to update you on my activities as Student Representative since the last newsletter.

1) New Orleans Here We Come!! Time is flying and before you know it we will be meeting for the 10th annual AAASP conference. Therefore, I am busy planning the student sessions for the conference. I would like to have student sessions which will focus on helping students develop their graduate studies to allow them to meet their goals. I anticipate having the following sessions: a workshop where students actively work through ways of developing their graduate studies, a grant writing session, and hopefully one more session. These sessions should build on the sessions

from previous conferences which have primarily addressed alternative careers for sport psychologists. Furthermore, there will be a student social, a student meeting, as well as a regional student representative meeting.

2) I have asked the regional student representatives to accomplish two primary objectives. The first was to contact smaller schools in their regions and provide information about AAASP and pursuing a career in sport psychology. The second task I asked the regional representatives to accomplish was to either work on building a community among students in the field of sport psychology by hosting a social or to organize a regional conference where students have the opportunity to present their research or research in progress. I am pleased that most of the representatives have been busy working on their tasks while others still need to communicate with me. I am actively pursuing contact with all the representatives to assure we have a productive year.

3) Unfortunately there was an error in my last message. Lois Butcher from Temple University is the regional student representative for MI, IN, OH, and PA (not John Fitzpatrick as was printed in the newsletter). I would like to acknowledge that Lois is actively working to achieve the regional student representative objectives.

I am pleased to say that several students from different parts of the world (including the United States) have contacted me about various AAASP related issues and/or desires to assist in AAASP activities. I find it very exciting that we have such a helpful and eager student membership. I hope to incorporate their ideas and helping hands over the rest of the year.

Finally, if I can be of assistance or you would like to share some ideas please feel free to contact me at 209 I.M. Circle, Youth Sports Institute, Michigan State University, E. Lansing, MI 48824; or at (517) 432-2144; or at waltersu@student.msu.edu (\*\* note the change in my e-mail address — a 'u' has been added to my name\*\*).

All the best and I hope you have a happy and productive spring! □

*Ethical Principles*, Continued from Page 15.

fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, AAASP members exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work.

### *Principle B: Integrity*

AAASP members seek to promote integrity in the science, teaching, and practice of their profession. In these activities AAASP members are honest and fair. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and the obligations they adopt. They function appropriately in accordance with those roles and obligations. AAASP members avoid improper and potentially harmful dual relationships.

### *Principle C: Professional and Scientific Responsibility*

AAASP members are responsible for safeguarding the public and AAASP from members who are deficient in ethical conduct. They uphold professional standards of conduct and accept appropriate responsibility for their behavior. AAASP members consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests

of the recipients of their services. AAASP members' moral standards and conduct are personal matters to the same degree as is true for any other person, except as their conduct may compromise their professional responsibilities or reduce the public's trust in the profession and the organization. AAASP members are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent, avoid or terminate unethical conduct.

### *Principle D: Respect for People's Rights and Dignity*

AAASP members accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. AAASP members are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. AAASP members try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

### *Principle E: Concern for Others' Welfare*

AAASP members seek to contribute to the welfare of those with whom they interact professionally. When conflicts

occur among AAASP members' obligations or concerns, they attempt to resolve those conflicts and to perform those roles in a responsible fashion that avoids or minimizes harm. AAASP members are sensitive to real and ascribed differences in power between themselves and other, and they do not exploit or mislead other people during or after professional relationships.

### *Principle F: Social Responsibility*

AAASP members are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge in order to contribute to human welfare. When undertaking research, AAASP members strive to advance human welfare and their profession while always protecting the rights of the participants. AAASP members try to avoid misuse of their work and they comply with the law.

The Ethics Committee's intent is to collect feedback on this document over the next year or two. We would hope that the membership will feel free to comment on these Principles and other ethical issues to the Board, Ethics Committee members (myself, Dan Gould, Jim Whelan, Kirsten Peterson and Ed Etzel) or the membership through Jim Whelan's column in this newsletter. During this time period, the Ethics Committee will be considering the addition of Ethics Standards to the existing Principles. Our progress on this issue will, in all likelihood, be discussed at the 1995 AAASP Conference. We look forward to hearing from you. □

## Announcement of New Texts

- Costa, D. M., & Guthrie, S. R. (1994). *Women in sport: Interdisciplinary perspectives*. Champaign, IL: Human Kinetics.
- Dalloway, M. (1992). *Visualization: The master skill in mental training*. Phoenix, AZ: Optimal Performance Institute.
- Dalloway, M. (1993). *Concentration: Focus your mind, power your game*. Phoenix, AZ: Optimal Performance Institute.
- Dalloway, M. (1993). *Drive and determination: Developing your inner motivation*. Phoenix, AZ: Optimal Performance Institute.
- Dalloway, M. (1993). *Risk taking: Performing your best during critical times*. Phoenix, AZ: Optimal Performance Institute.
- Dalloway, M. (1994). *Reflections on the mental side of sports*. Phoenix, AZ: Optimal Performance Institute.
- Gavin, J., & Gavin, N. (1995). *Psychology for health fitness professionals*. Champaign, IL: Human Kinetics.
- Leith, L. M. (1994). *Foundations of exercise and mental health*. Morgantown, WV: Fitness Information Technology.
- Mills, B. D. (1995). *Mental training and performance enhancement. Guide for volleyball coaches and player*. Dubuque, IA: Eddie Bowers Publishing, Inc.
- Murphy, S. M. (1995). *Sport psychology interventions*. Champaign, IL: Human Kinetics.

Book Reviews, Continued from Page 20.

***Drive and Determination: Developing Your Inner Motivation and Risk Taking: Performing Your Best During Critical Times***  
 by Marie Dalloway, Ph.D.  
 Phoenix, AZ: Optimal Performance Institute (1993)

**Reviewer: Stephen Dorigan**  
 Boise State University

This is the second of two reviews of a series of four training manuals written by Marie Dalloway, Ph.D., Director of the Optimal Performance Institute in Phoenix, Arizona. The first two manuals in the series, *Visualization: The Master Skill in Mental Training* and *Concentration: Focus Your Mind, Power Your Game* were reviewed in the 1994 Fall Newsletter. A review of the second two manuals, *Drive and Determination: Developing Your Inner Motivation* and *Risk Taking: Performing Your Best During Critical Times* is presented here.

*Drive and Determination: Developing Your Inner Motivation*

Dr. Dalloway begins her discussion of drive and determination by qualifying it as the one quality that stands out from all of the mental skills that heighten athletic performance. Tapping into this "source of one's reservoir of potential" is a two-step process. First, an athlete must set goals that link athletic performance to core values. As a result, each goal becomes invested with personal meaning and significance, and reaching each goal matters intensely to the athlete. Second, an athlete must modify beliefs that stand in the way of achieving goals.

In Part I of *Drive and Determination*, the author argues that goal setting is the most fundamental mental skill for improving athletic performance. She reinforces her argument by: (1) presenting a profile of an athlete without goals; (2) discussing how lack of effective goal setting leads to psychological burnout; (3) demonstrating how goals may help an athlete out of a slump; and, (4) briefly reviewing why goals enhance motivation. Dr. Dalloway continues by presenting portraits of elite athletes who have mastered this mental skill. The

reader is given accounts of athletes like soccer phenomenon, Tracey Bates, and champion distance runner, Grete Waitz, whose goal setting and drive and determination has enabled them to achieve athletic superiority in each of their sports. The author concludes with an in-depth discussion of the three steps of the goal-setting process: goal identification, goal formation, and goal programming.

In Part II of *Drive and Determination*, Dr. Dalloway turns her focus to the topic of belief modification. For any athlete to effectively modify his or her beliefs, the author claims that s/he must first recognize that beliefs — both positive and negative — may have a considerable impact on performance. Second, the athlete must learn to unlearn detrimental belief patterns before new, positive beliefs can be effective. Finally, each athlete must learn specific strategies for changing beliefs. In her subsequent discussion of this three-step approach, the author presents the reader with anecdotal and empirical evidence that illustrates how beliefs impact experience. Dr. Dalloway concludes by providing the reader with specific exercises and guidelines to: (1) become familiar with the influence of belief patterns on performance; (2) learn to unlearn; (3) identify negative beliefs; (4) modify beliefs through cognitive reframing; and, (5) change beliefs about the self and about performance.

*Risk Taking: Performing Your Best During Critical Times*

Dr. Dalloway begins her discussion of risk taking by presenting the reader with accounts of extraordinary athletes with exceptional ability to control the high levels of stress that accompany their particular sports. Through the experiences of surfer, Gerry Lopez, equestrienne, Kathy Stiles, and high-altitude climber, Greg Sapp, the author highlights the fact that the upper limits of performance can only be achieved through risk taking, and, to do so effectively requires an athlete to control the physical and emotional responses to stress. After briefly introducing the pervasiveness of psychological risk, athletes' methods for coping with risk, and the negative effects of risk, Dr. Dalloway focuses on the differences between effective and ineffective risk takers in relation to the four components of

the stress response: stressor, subjective appraisal, stress response, and behavioral response. Finally, the author presents six strategies for developing and strengthening risk-taking ability: understanding stress, internal dialogue control, mental strategy development, performance skill focus, relaxation techniques, and commitment. Dr. Dalloway provides very thorough and specific training guidelines for these strategies, each of which targets one of the four components of the stress response.

Overall, Marie Dalloway's series of training manuals has many strengths and few weaknesses. It may be argued that her discussion of these four mental skills lacks a sufficient review of theory and conceptual models (e.g., she fails to mention the work of Spielberger, McGrath, or Martens in her review of stress). Furthermore, her presentation of sport-specific research is limited (e.g., she fails to introduce the work of Weinberg in her discussion of goal setting). However, these manuals were not written for the purpose of providing sport psychology students with a comprehensive review of these particular topics. Instead, they were written to provide athletes with a practical training resource, and from this point of view, Dr. Dalloway is successful. She presents her information in a very clear and easy-to-read manner. She provides extensive accounts of athletes who utilize these skills and who depend on them to reach the highest levels of athletic achievement, thus reinforcing the critical role these skills play at all levels of competition. Finally, she offers very specific guidelines and exercises that will allow any athlete to learn, develop, and incorporate these skills into practice and competition. □

**1995 AAASP Conference**

September 27-October 1  
 New Orleans Marriott Hotel

For more information  
 contact:

Jean Williams, Ph.D.  
 The University of Arizona  
 Dept. of Exercise and Sport Sciences  
 Tucson, AZ 85721



# Summer Newsletter Deadline

The deadline for submitting information to be included in the Summer Newsletter is May 1, 1995. Please send information to the Publications Director, AAASP Editorial Office, Department of HPER, Boise State University, Boise, ID 83725. □

## MEMBERSHIP APPLICATION FORM

Please leave blank any information that you do not wish to have published in the Membership Directory.

Please indicate if you wish to be included on membership list mailings to:

Professional Organizations \_\_\_ Yes \_\_\_ No

Business requests \_\_\_ Yes \_\_\_ No

Check one: \_\_\_ Renewal or \_\_\_ New Member

### I. BIOGRAPHICAL DATA

Name: \_\_\_\_\_  
(last) (first) (middle)

Gender: \_\_\_ Male \_\_\_ Female

Complete Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Telephone Number: Work ( ) \_\_\_\_\_

Fax ( ) \_\_\_\_\_

Home ( ) \_\_\_\_\_

Electronic Mail Address: \_\_\_\_\_  
(userid) (node)

Highest Degree: (please circle) BA BS MA MS PhD EdD Other \_\_\_\_\_

Discipline: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_

Institution Degree Obtained From: \_\_\_\_\_

Current Employment or Institution Affiliation: \_\_\_\_\_

### II. AREA(S) OF INTEREST (please indicate all that apply)

\_\_\_ Intervention/Performance Enhancement

\_\_\_ Social Psychology

\_\_\_ Health Psychology

### III. MEMBERSHIP CATEGORIES\*

(Application received after March 1, 1995 requires a \$25.00 late charge. This does not apply to new members)

Professional: \$70.00 (1995) \_\_\_ \$140.00 (1995-1996) \_\_\_

Student: \$40.00 (1995) \_\_\_ \$80.00 (1995-1996) \_\_\_

Affiliate: \$70.00 (1995) \_\_\_ \$140.00 (1995-1996) \_\_\_

\*(membership year January 1-December 31)

Please make check payable (US Dollars only) to AAASP and mail to:

Vikki Krane, Ph.D.  
AAASP Secretary-Treasurer  
Bowling Green State University  
School of Health, Physical Education & Recreation  
Memorial Hall  
Bowling Green, OH 43403

A \$10.00 service charge will be assessed on all returned checks.

Sign your name across the flap of the envelope and send this year's completed ballot to:

Penny McCullagh, Ph.D.  
AAASP President-Elect  
Dept. of Kinesiology, Box 354  
University of Colorado - Boulder  
Boulder, CO 80309

### President-Elect

Diane Gill ..... □

Maureen Weiss ..... □

### I/PE Section Chair

John Salmela ..... □

James Whelan ..... □

### Publications Director

Dale Pease ..... □

Diane Wiese-Bjornstal ..... □

### Student Representative

Christine Buntrock ..... □

Alan Smith ..... □

Read about the candidates on pages 4-10.

## AAASP ORDER FORM

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: (W) ( ) \_\_\_\_\_ (H) ( ) \_\_\_\_\_

Items	Qty.	Price
<b>AAASP Conference Programs @ \$12.00 ea.</b>		
1987	_____	_____
1988	_____	_____
1989	_____	_____
1990	_____	_____
1991	_____	_____
1992	_____	_____
1993	_____	_____
1994	_____	_____

### Graduate Program Directory, 3rd Edition

Members \$12.00 \_\_\_\_\_

Nonmembers \$15.00 \_\_\_\_\_

### Plus Shipping and Handling

United States and Canada (\$3.00/ item) \_\_\_\_\_

Outside North America (\$6.00/ item) \_\_\_\_\_

**Total** \$ \_\_\_\_\_

Make checks payable to AAASP in US funds. Mail to: Dr. Linda Petlichkoff, AAASP Editorial Office, Department of HPER, Boise State University, Boise, ID 83725