



Association for the Advancement of Applied Sport Psychology

Winter 1997

State of the Association

Vol. 12, No. 1



Maureen Weiss

Gathering MoMentum For AAASP 1997

My theme for the year, "passionate collaboration," is focused upon our efforts to continue to enhance the applied sport psychology knowledge base and to enhance professional development and image. Indeed these efforts have been initiated and maintained through the "AAASP spirit" in many and varied ways over the years. My hope is that we continue to gather momentum to realize our hopes and dreams in building the knowledge base and increasing our professional visibility. Dialogues about any and all issues related to the development and sustenance of the field should continue, but conflict resolution rather than conflict should ultimately prevail. As we move forward into our 12th year as an international organization that has made a significant impact on the field, let's keep in mind the importance of passionate collaboration...an appropriate and timely means of achieving our common goals as sport psychologists.

Leadership of AAASP Members

We are pleased to present to you in this newsletter issue the lineup of quality candidates who generously agreed to run for office. Candidates for president-elect include Bonnie Berger and Robin Vealey;

for Secretary-Treasurer, Vicki Ebbeck and Jim Whelan; for Health Psychology Chair, Frances Flint and Carole Oglesby; and for Student Representative, Bob Harmison and Thad Leffingwell. These individuals are vying for critical leadership roles in the organization, but as members *you* occupy an even bigger leadership responsibility - voting who your future leaders will be.

I am personally asking each and every one of you to exercise your right and responsibility to vote. In past years only about 25% of the membership has participated in voting combining both mail-in and on-site voting. There are numerous opportunities to vote and it's simple, so there's really not a good excuse for not doing so. After reading the candidate's position statements, simply mail in the ballot on the back page of this newsletter this week, especially if you will not be attending this year's conference. But Penny McCullagh tells me you will all be in attendance, so in lieu of voting by mail you can vote right there on the beach in San Diego. You will be handed a ballot and envelope when you register for the conference. The trick is to vote then and there, because despite 634 attendees at the Williamsburg conference we still had a low return rate. So do it now: read the candidates' statements, decide who to vote for, and vote! Send all your ballots to Len Zaichowsky, President-Elect, Boston University, 605 Commonwealth Avenue, Boston, MA 02215.

Conference Update

Penny McCullagh, Past-President, is responsible for this year's conference program in San Diego. She has been

working hard along with our Section Chairs to develop a stimulating academic and professional development program. We are again anticipating that you are submitting your best and finest research papers, symposia, and colloquia to be presented at the conference. We hope that you are passionately collaborating with colleagues, students, and individuals representing varying perspectives of the field when submitting programs and ideas. Remember to share with any Executive Board member any insights as to how we can make our conferences even better than they consistently have been in the past.

Keynote speakers for the San Diego program include Bruce Abernethy from Australia (Coleman Griffith lecture), Richard Steadman (Health Psychology), Gloria Balague (Intervention/Performance), and Jay Coakley (Social Psychology). Shelley Wiechman, our Student Representative on the Executive Board, is also working very hard to pull together exciting and meaningful programs targeted for student members. I am also anticipating increased visibility of Measurement, Intervention, and Lifespan issues that I have identified as areas needing our added attention in the coming years to enter the next millennium.

We have added two new services to facilitate conference and program management, areas that have traditionally required enormous amounts of time on the part of executive board members. First, as John Salmela outlined in the Fall 1996 newsletter, we reformatted the submission forms for conference papers so that entries can be coded for various areas (e.g., section, *Maureen Weiss*, Continued on Page 20).

1997 AAASP Structure

President-Elect Leonard Zaichkowsky	President Maureen Weiss	Past President Penny McCullagh
Publications Director Dale Pease	Secretary-Treasurer Vikki Krane	Student Representative Shelley Wiechman
Intervention/Performance		
Health Psychology John Heil	Enhancement John Salmela	Social Psychology Bob Brustad

Intervention/Performance

Health Psychology

John Heil, Chair
Gloria Balague
Bob McGowan
Wesley Sime
Natalie Durand-Bush
Aynsley Smith

Enhancement

John Salmela, Chair
Damon Burton
Deidre Connelly
Jim Taylor
Katie Kilty
Tracy Shaw

Social Psychology

Bob Brustad, Chair
Sally White
Cindy Pemberton
Mary Fry
Judy Van Raalte
Alan Smith

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Laura Finch, Chair
Jeff Martin
Greg Dale
Gloria Solomon
Christy Greenleaf

Certification Review

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Peg Richardson
Jean Williams
Kate Hays
Trent Petrie
Ralph Vernacchia

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Craig Wrisberg
Bill Thierfelder
Betty Kelley
MaryAnn Kane

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Jane Henderson
Kelly Crace
Gil Smith
Elinor Smith

Ethics

Andy Meyers, Co-chair
Dan Gould, Co-chair
Edward Etzel
Kirsten Peterson
James Whelan

Organization/Outreach

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Larry Alford
Heather Barber
Laura Kenow
Tom Hanson
Jane Miner
Thad Leffingwell

Development

Karen Cogan, Chair
Diane Gill
Sean McCann
Jerry Larson
John Noble
Susan Walter

International Relations

Gloria Balague, Chair
Joan Duda
Glyn Roberts
Susan Jackson
Mi-Sook Kim

NCAA Concerns

Craig Wrisberg, Chair
Charlie Hardy
Keith Henschen
Rick McGuire
Ron Smith
Jean Williams
David Yukelson
Bob Singer (APA Liaison)

Liaison with USOC

Jean Williams

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Larry Brawley
Charles Hardy
Tara Scanlan
Ron Smith
Daniel Gould
Michael Sachs
Jean Williams

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From the Publications Director

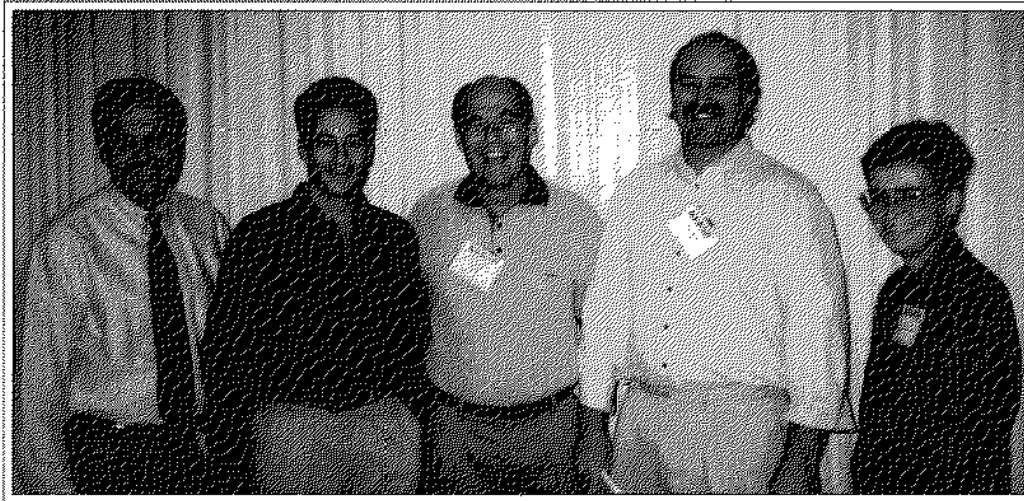
Just a Reminder -

If you have not received AAASP newsletters and other mailouts, please check with Vikki Krane, Secretary - Treasurer at Bowling Green State University. Her office has the membership records including current addresses. The Publications Office does not have this information. For mail outs, the mailing labels are provided by the Secretary-Treasurer's office. Checking with Vikki's office first will save time and frustration for all of us.

Thanks, Dale Pease

Journal of Applied Sport Psychology

Editorial Staff



L to R:

Al Petitpas, Associate Editor for Clinical/Counseling
Jim Taylor, Associate Editor for Performance Enhancement
Albert Carron, Editor
Kevin Spink, Associate Editor for Health Psychology
Diane Gill, Associate Editor for Social Psychology

The Journal of Applied Sport Psychology is the official publication of the Association for the Advancement of Applied Sport Psychology

"Let's Go Surfing" AAASP Conference in San Diego September 24-28, 1997

Major Speakers:

Coleman Griffith Lecture:

Dr. Bruce Abernethy
University of Queensland
Australia

Health Psychology:

Dr. Richard Steadman
Steadman Hawkins Clinic
Vail, Colorado

Intervention/Performance Enhancement:

Dr. Gloria Balague
University of Chicago

Social Psychology:

Dr. Jay Coakley
University of Colorado at Colorado Springs

Conference Coordinator: Dr. Penny McCullagh, University of Colorado at Boulder
You can find out more information about the Conference on the Web
<http://spot.colorado.edu/~aaasp/>

Executive Board Nominations President-Elect



Bonnie Berger

Biography

Bonnie G. Berger is Associate Dean in the College of Health Sciences and a Professor in the School of Physical and Health Education at the University of Wyoming. Her research focuses on physical activity and quality of life as indicated by mood enhancement, stress reduction, enjoyment of exercise, and participation in high-risk sports. She has written 1 book (*Free Weights for Women*, Simon & Schuster), 42 refereed articles, 10 book chapters, and presently is co-authoring a textbook on exercise psychology. Dr. Berger has given more than 80 presentations at national and international conferences (including 25 at AAASP) as well as applied presentations in business and industry. She also has written about her research in popular magazines and has made numerous TV appearances including the David Letterman Show.

Bonnie is a Charter Member of AAASP, a Fellow, and a Certified Consultant. AAASP committees on which Bonnie has served include the Health Psychology Committee (1985-1988), Chair of the Health Psychology Committee (1988-1991), Ethics Committee (1992-1994), and Certification Committee (1994-1996). Currently, she is Chair of the Certification Committee. Dr. Berger also is a member of the editorial board for *The Sport Psychologist* and has made numerous contributions to other professional organizations. Recently, she has served on the Program and Membership Committees of the American Academy of Kinesiology and Physical Education; AAHPERD; and Division 47 of the American Psychological Association.

Bonnie received a B.S. degree from Wittenberg University, and her M.A. and Ed.D. degrees from Columbia University. She has taught at the junior high school level, the State University of New York at Geneseo; Dalhousie University, Halifax, Nova Scotia; and Brooklyn College of the City University of New York. During fall semesters in 1989 and in 1990, Dr. Berger was Visiting Fellow in the Department of Human Movement Studies, University of Western Australia, Perth, Western Australia.

Position Statement

AAASP is an organization that is dear to my heart; I believe in its goals and value the members! Thus it truly is a pleasure and an honor to be nominated for the position of President. As a Charter member, a Fellow, and a Certified Consultant of AAASP, I have a broad perspective on the organization's evolution and the issues that it is confronting. I feel that I have made significant contributions to various AAASP committees and would be honored to

Bonnie Berger, Continued on Page 20.



Robin S. Vealey

Biography

Dr. Robin S. Vealey is Associate Professor in the Department of Physical Education, Health, and Sport Studies at Miami University. Dr. Vealey has published one book and over 25 journal articles and book chapters, and has presented over 90 professional lectures nationally as well as internationally in the areas of self-confidence, competitive anxiety, coaching effectiveness, and mental training in sport. Dr. Vealey has worked as a consultant for the U.S. Nordic Ski Team, U.S. Field Hockey, various elite level golfers, and athletes and teams at Miami University and the greater Cincinnati area. Within AAASP, she has served as Secretary-Treasurer, Newsletter Associate Editor, International Relations Committee Chair, Ethics Committee and Social Psychology Committee member, and is an AAASP Fellow and Certified Consultant. Dr. Vealey has served as Editor of the *The Sport Psychologist*, is a National Instructor for the American Sport Education Program, and received the 1995 Australian Sport Psychology Award.

Position Statement

Upon accepting the nomination by the Executive Board as a candidate for President-elect of AAASP, I felt great excitement followed by an acute psychophysiological anxiety attack (reversal theory in action). The excitement comes from anticipating the opportunity for effectance - to be in a position to influence the growth and development of such a dynamic and significant organization as AAASP. The opportunity for effectance was a primary lure for seeking a career in the young field of sport psychology that has such important implications for society. I still feel that way, now more than ever, which is where the anxiety comes in! Although I am proud and honored to stand for this election, I am also keenly aware of the responsibility of the office. In one decade, AAASP has become the premier organization representing the field of sport psychology in terms of research and scholarship, professional issues in the development of the field, and the provision of psychological services in sport and exercise settings.

AAASP is an exciting, energetic, action-oriented organization. A look at our number of standing committees is staggering (15 plus the newsletter and journal staff) but I believe this engagement by so many members (approximately 90 in these leadership positions) is a primary fuel for the AAASP spirit as it facilitates a sense of

Robin Vealey, Continued on page 21.

Health Psychology



Frances Flint

Biography

Dr. Frances Flint has been a faculty member in the School of Physical Education at York University in Toronto, Canada since 1977. Dr. Flint attended the University of Oregon where she received both her M.S. (1973) and Ph.D. (1991) degrees in social psychology of sport and sports medicine. Her research was an integration of both areas and focused on the psychology of the injured athlete. In 1991, Dr. Flint's research was recognized with the AAASP Dissertation Award and NASPE Outstanding Dissertation Award. While at the University of Oregon, Frances became a Certified Athletic Trainer (NATA) and recently, was certified as an Athletic Therapist with the Canadian Athletic Therapists' Association.

Prior to returning to Oregon for her Ph.D., Frances had coached varsity women's basketball at York University for 9 years and was granted the Canadian Women's Basketball Coaches' Association Award for her contribution to the development of basketball in Canada. In addition to her coaching, Dr. Flint is a course conductor in the National Coaching Certification Program and has worked with the Canadian Olympic Association at various Pan American Games and at the Barcelona Olympics.

Currently, Dr. Flint is the Coordinator of the Sport Therapy Certificate Program in the Kinesiology and Health Science program at York University. She has been a reviewer for the *JASP*, *ISEP*, and *Research Quarterly* and has served on the Editorial Board for the *Journal of Sport Rehabilitation* with a new appointment to the Editorial Board of the *Journal of Athletic Training*.

Position Statement

For an organization as young as AAASP, tremendous advances have been made in the name of sport psychology due primarily to the consummate commitment and creativity of the AAASP executive and the association membership. Because of this, and for other reasons that I will elucidate later, I was honored and thrilled to be nominated for the position of health psychology section head. My appreciation is extended to those who were supportive of this nomination and should my election be confirmed, I shall work hard to justify that support.

Although I a neophyte in the AAASP organization structure, I must admit that I can only consider myself young 'at heart' since I have been teaching for over 19 years. Up until the completion of

Frances Flint, Continued on Page 21.



Carole Oglesby

Biography

Carole Oglesby is a professor and former Chair of Physical Education at Temple University. She completed a B.S., M.S. and Ph.D. in Physical Education and is completing a Ph.D. in Counseling Psychology. She is a Fellow and Certified Consultant within AAASP and has, following a year internship at VA hospital, Coatesville, Pa., received Level I and II certification in Eye Movement Desensitization Reprocessing (EMDR), in trauma treatment.

In service to applied sport psychology, Oglesby has been chair of the AAASP Certification Committee, chair of the Diversity Committee, member of the Social Psychology Steering Committee, member of the USOC Sport Psychology Advisory Committee, and was president of the NASPE Sport Psychology Academy in 1979-80. She has been a frequent and consistent presenter at AAASP conferences in programs of all three sections of the Association.

Dr. Oglesby's principle scholarly contributions have been in the application of identity theory in sport, with special focus on gender, racial and sexual preference aspects of identity. She has authored or co-authored eight books or monographs and over 40 chapters or articles. Recently, she was co-author of the mental health section of a President's Council on Physical Fitness and Sport Policy report, *Physical Activity and Adolescent Females*.

Position Statement

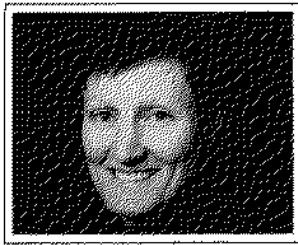
The Health Section of AAASP has a history, equally as long as the Association itself, of advancing this important aspect of applied sport psychology. The former chairs and leaders of this section are to be congratulated for the balance they have brought to our work; making it clear it is not only the "Olympian" for who sport is important but also for the "athlete-who-lives-within" each of us, at our own level. The Health Section focus, I believe, seeks to maintain and enhance both the health of top-level, maximally trained athlete and that of the general population, so often reluctant to do what is necessary to gain the benefits of active lifestyle. These are the dual goals which provide "Northstar" guidelines for Health Section Leadership. In more specific terms, the tasks of the section chair should be carried out to move the Association ever closer to our northstar destination.

Task 1 - Enhance body of knowledge

The chair facilitates the process of building this content area of applied sport psychology. Building quality presentations, from

Carole Oglesby, Continued on Page 22.

Secretary-Treasurer



Vicki Ebbeck

Biography

Dr. Vicki Ebbeck received her Diploma in Teaching and Bachelor of Education degrees in Physical Education from Australian institutions. She taught for four years at a high school in Sydney, Australia, before moving to the States. After completing both her master's and doctoral degrees at the University of Oregon, she was appointed to a faculty position at Oregon State University where she now serves as an Associate Professor in the Department of Exercise and Sport Science.

Dr. Ebbeck's primary research interest is the investigation of self-concept development across the lifespan. She has presented at a variety of international and national conferences including AAASP, AAHPERD, APA, NASPSA, and SBM, as well as published articles in journals such as IJSP, JASP, JSEP, RQES, and TSP. Dr. Ebbeck is on the Editorial Board of The Sport Psychologist, and was the recipient, along with her co-authors, of the Research Writing Award presented in 1993 and 1996 by the Research Consortium of AAHPERD.

Position Statement

I appreciate being nominated for the position in AAASP of Secretary-Treasurer. I agreed to run for the position only after careful consideration of the inherent responsibilities. First, I contacted the current Secretary-Treasurer, Dr. Vikki Krane, in order to get an accurate assessment of the type and amount of work that would be involved if I were elected. I very quickly realized that a considerable commitment would be necessary in order to effectively do the job. I next consulted with my department chair to get a sense of whether engaging in a service activity to such an extent would be a prudent or perilous move in terms of my professional development. We discussed the pros and cons of assuming such a position, but the defining point identified by my department chair was whether I was sufficiently invested in this organization to accept a leadership role. I do care about AAASP and have actively participated in the association by presenting at AAASP conferences, securing AAASP grant moneys, and publishing in the AAASP journal. I consequently decided that I should be prepared to offer my services given how important AAASP has been to me as a professional.

I will admit to a few shortcomings with regard to my qualifications to be Secretary-Treasurer. I do not type nor have I ever kept a balance of my personal checking account. I have

Vicki Ebbeck, Continued on Page 23.



James Whelan

Biography

James P. Whelan (Memphis State University, 1989) is an Associate Professor at the University of Memphis and the Director of the University's Psychological Training Clinic. He also maintains a small practice in both sport and clinical psychology. He has over 25 publications and over 50 presentations (including papers at nine AAASP conferences). His sport psychology interests include psychological interventions for sport performance and ethical issues. His clinical publications include outcome evaluations and professional issues. As an AAASP member, Jim has twice served as Associate Newsletter Editor and he continues as a long-standing Ethics Committee member. Jim was program chair for two years for APA Division 47. He chaired a Tennessee Task Force on Sexual Misconduct by Mental Health Professionals, is a member of the State Psychology Ethics Committee and has served as Secretary/Treasurer for the Tennessee Psychological Association (TPA). Jim was recently named TPA's Young Psychologist of the Year.

Position Statement

AAASP has established itself as the lead organization in the promotion and the professionalization of Applied Sport Psychology. Our organization has successfully tackled some of the most difficult issues and have accomplished a number of important goals. Most impressively, we have realized these accomplishments while maintaining a commitment to integrity and competence, and a balanced concern for the profession and those served by the profession. Such accomplishments make me proud to be a member of AAASP and am honored to be nominated for Secretary/Treasurer of such a worthy organization. I look forward to the possibility of serving this organization in a more substantive way as Secretary/Treasurer.

My experience as Secretary/Treasurer with the Tennessee Psychological Association has taught me that the organization membership needs these two functions to be completed with competence and integrity. I have learned that it is the secretary's duties to quietly insure efficient and accurate communication within the board and between the board and its members. It is the treasurer's duty to keep financial records, which means knowing where the money is as well as guiding how it should and should not be spent. It is also the treasurer's duty to firmly ask the board about expenditures as well as provide the board with the information needed to make a decision. I accepted this nomination because

James Whelan, Continued on Page 24.

Student Representative



Thad Leffingwell

Biography

Thad received a B.A. from Southwestern College in Kansas in 1992. While at Southwestern, Thad played on the varsity golf team.

Thad earned an M.S. in Exercise and Sport Sciences from the University of Arizona in 1995, under the direction of Dr. Jean Williams. Thad was a teaching assistant and taught courses in stress management and applied sport psychology. He also participated in the development of the BEST program and was a consultant to the diving and women's tennis and volleyball teams. Thad co-authored a chapter with Dr. Williams that appears in the new text Exploring Sport and Exercise Psychology.

Thad is currently in his second year of the clinical psychology doctoral program at the University of Washington, working with Drs. Ron Smith and Frank Smoll. Thad is a consultant with Husky Sport Psychology Services. He is a staff instructor with Nike Junior Golf Camps in the summer.

Thad has been an AAASP regional representative since their inception and has coordinated the development of two regional student conferences. He also currently serves on the AAASP Organizational Outreach and Education Committee. Thad has attended four AAASP conferences and presented five times.

Position Statement

I attended my first AAASP conference in 1992. I remember leaving that conference with a tremendous feeling of excitement about the field and a commitment that it was the profession for me. I was energized by the possibilities for the growth of the profession and the opportunity to participate in tackling important issues in the professional development of a field seemingly on the brink of (or in the midst of) explosive growth. It is with this same excitement, commitment, and energy that I accepted the nomination for Student Representative.

Since my first conference in 1992, I have enjoyed communicating with many, many sport and exercise psychology students at AAASP conferences, regional conferences, and over the SPORTPSY internet bulletin board. I see four issues of primary importance to sport and exercise psychology students: (1) growth of the job market, (2) graduate training, (3) scientific development, and (4) communication. Although I see these issues as interacting and interdependent, I would like to address each of these issues separately.

Jobs. Most, but not all, would agree that the interest in

Thad Leffingwell, Continued on Page 24.



Bob Harmison

Biography

Bob Harmison received his B.A. in psychology in 1992 and M.S. in exercise science in 1994 from the University of Arizona. Under Dr. Jean Williams' direction, he completed his thesis on EEG activity during imagery. While there, he provided mental training to UofA athletes, assisted in the development of an internship program, and coached a middle school baseball team.

Currently, Bob is in the Counseling Psychology doctoral program at the University of North Texas studying under Drs. Trent Petrie, Karen Cogan, and Peggy Richardson. His research focuses on effective consultant characteristics. He teaches P.E. and personal effectiveness classes and has provided mental training to two UNT teams. He contributes to a master's sports newsletter and is on the Publications and Membership Committee of Division 47.

Bob have served as an AAASP regional student representative for the last two years, co-organizing the South Central region's first student conference. He has made presentations at AAASP and has two articles submitted for publication.

Position Statement

It is indeed an honor to be nominated for AAASP Student Representative, and I want to express my gratitude to those who have taken their time to mentor and advise me. AAASP and the field of sport psychology are at crucial junctions in their development, and I am excited to have the opportunity to lead each down its respective path. Above all, I contend that we need to concentrate on developing the skills and competencies necessary to achieve success in our chosen profession. With this in mind, the student representative can best serve the student members by focusing on our personal and professional development.

Personal Development.

Proper training is crucial for the advancement of the field. Due to my training in both the sport and psychological sciences, I have become sensitive to the issues faced by those trained in either area and am committed to representing all of us. My research leads me to believe that to be effective consultants we must possess certain characteristics and qualities. Thus, I would promote workshops at future conferences that focus on developing personal characteristics such as interpersonal skills, communication abilities, and sensitivity to diversity issues.

It is imperative that we recognize the valuable resources around us--namely ourselves! We must realize that we can

Bob Harmison, Continued on page 24.

Social Psychology Committee **Bob Brustad**

A primary goal of our committee is to maximize opportunities for integration and collaboration with the Intervention/Performance Enhancement and Health Psychology sections. As a developing organization, we need to develop a strong spirit of integration and to avoid fragmentation. Consequently, we strongly encourage members to submit symposia and colloquia that reflect a cross-sectional focus for the 1997 conference.

The Social Psychology Committee is greatly indebted to Neil Widmeyer for his outstanding leadership over the past three years. Neil, a million thanks for your work! Sally White, Cindy Pemberton, and Judy Van Raalte continue to serve on the Social Psychology Committee and we welcome two new members: Mary Walling Fry from the University of Memphis and Alan Smith, our new student member from the University of Oregon.

We are eagerly anticipating next year's conference in San Diego. I believe that we will surpass last year's number of submissions and our program will be extremely strong. As a former resident of San Diego, I can guarantee members that you will find our conference site and nearby attractions to be superb. Plan to spend an extra couple of days in the area so you can appreciate all that San Diego has to offer. Dr. Jay Coakley, of the University of Colorado at Colorado Springs, will be the Social Psychology keynote speaker. Although Jay is a sociologist, most of our members are familiar with Jay's work in the areas of athlete burnout, retirement issues, and the influence of organized sport upon children's social and psychological development. Jay's talk will be highly relevant to all sections of AAASP and should provide a fresh perspective on many psychological issues in our field.

Intervention/Performance Enhancement Committee **John Salmela**

Keynote speaker report

Since our wildly successful meeting in Williamsburg and the great reaction to Cal Botterill's presentation, the pressure was on to find someone who could also stir the juices of the audience. In addition, it was the wishes of the I/PE Committee to have our first ever woman present as a keynote in this program section. After collecting nominations from AAASP members, a list was provided to the committee with five possible candidates. The committee almost unanimously nominated Dr. Gloria Balague from the University of Chicago.

Gloria has served well both the ISP and AAASP for a number of years. But she has also been working with the United States Track and Field Federation for close to a decade. She wishes to share some of the unresolved issues and questions that have been raised over the years, which are not normally part of the training curriculum in the field.

Program adjudication report

I have had a number of individuals ask me about how contributions are assessed for the annual AAASP program. As you may be aware, last year, a significant number of contributions were either rejected by the committee or changed in their format, e.g., from a colloquium to a lecture. How then is this process carried out? First of all, after all contributions are sent before March 1 to the Senior Program Chair, this year to John Heil, he will have them entered from their disk into AAASP Wizard, a data base designed by Wade Gilbert of the University of Ottawa. Each program Chair will receive their specific contributions, along with files for the interdisciplinary and professional issues.

Each Program Chair then sends abstracts to their respective committee members for blind review. The contributions are individually rated with a mark out of 10, as well as with comments whether it is the appropriate presentation

John Salmela, Continued on Page 25.

Health Psychology **John Heil**

Members of the Health Psychology Committee are looking forward to receiving your submissions for yet another quality conference program, even as preliminary conference planning activities are under way. Dr. Aynsley Smith of the Mayo Clinic has been added as a professional member of the committee, and Natalie Durand-Bush of Ottawa joins us for a one year term as student member.

This year's Health Psychology keynote will be presented by Dr. Richard Steadman of the Steadman-Hawkins Clinic of Vail, Colorado. Dr. Steadman has distinguished himself as a sports medicine physician by innovations in surgery and rehabilitation. However, he also brings the unique psychological mindedness to injury rehabilitation. This is best reflected in the comments of World Cup skier Christian Cooper who states: "...arriving on his doorstep as a scared and impatient 16 year old with a badly broken ankle. I expected surgery and ended up ... learning things from Steadman that went beyond the operating room--about ourselves, our injuries, and our sport ... Steadman creates a psychological profile and determines ... the exact ratio between surgery and exercise, inspiration and rehab..."

See you in San Diego!!

*Spring Executive Board
Meeting
April 23-27, 1997
San Diego, CA*

*Check with Board members or
Committee Chairs concerning
agenda items.*

Student Representative Shelley Wiechman

I would like to update you on some important AAASP information. First, we have some changes and additions regarding the regional representatives. Mitch Campbell is the new representative for OR, ID. Matt Johnson is assisting Stephen Page for the KY, MO, TN, AR region. Heidi Paa and Greg Ryan are the new representatives for WY, KS, NE, ND, SD, and Jack Watson and Iris Orbach will be covering the FL, GA, AL, MS region. Internationally, we have Jeremy Dugdale representing New Zealand, Daniel Hadjiandreou representing South Africa, and Tim Aldridge and Andrea Lamont-Mills representing Western Australia and Eastern Australia respectively. Thank you for volunteering and welcome! Also thanks to the regional representatives who have been working hard. There are several regional conferences being planned for the winter and spring. You can contact me for the conference nearest you.

I have been busy planning the student sessions for the AAASP Conference in San Diego. The student sessions are going to be geared toward "things you don't learn in class." So far, we have a session on the journal review process and publications, a panel of respected sport psychology consultants who will be talking about the mistakes they have made in consulting and lessons they have learned, and a panel on the business aspects of consulting in private practice. You can also look forward to the student meeting, a regional representative meeting, and of course, the student social! So start planning now for an exciting conference in San Diego.

I wanted to say a couple of words to those of you looking for a graduate program. First, thanks to all of you who have voiced your opinions regarding the issue of accreditation. President Weiss' letter in the previous newsletter explains where the organization is on accreditation. The quality of graduate training is an

Shelley Wiechman, Continued on Page 25.

Organization and Outreach and Education Committee Report Larry Alford

Alas, the Outreach Committee has been so busy reaching out that we have neglected to update the membership since the Fall 1995 Newsletter. Has anyone missed us?

Following Dave Yukelson's resignation as committee chair in late 1995, President Penny McCullagh appointed Linda Petlichkoff to head the Outreach delegation. The reconstituted committee includes Thad Leffingwell, Laura Kenow, Tom Hanson, Heather Barber, Jane Miner, and Larry Alford. The new group was immediately charged with two tasks :1) Revise and publish the brochure initially developed by Len Zaichkowsky in 1991, on AAASP CC certification; and, 2) develop a new brochure to satisfy the consumer's need for information on the field of sport psychology.

The certification brochure was completed in the Spring of 1996 after surviving several reviews and revisions. The brochure entitled "What is sport psychology?" proved to be more challenging as it produced considerable discussions and hair-pulling among the committee membership. The challenge was amplified by our chairperson's flitting off on sabbatical in the Fall of 1996. Linda had a great time in England and New Zealand while the rest of us continued to toil. Larry Alford served as interim chair. While e-mail served us well in our discussions, our (only) face-to face meeting in Williamsburg was extremely productive. We resolved to have our draft reviewed by potential consumers of our services in the public domain. These reviewers included both persons involved in sport (athletes, coaches, and administrators) and persons without direct ties to organized sport. This was a very valuable process. As of mid-January 1997, the content of "What is" brochure is 99% complete. It must now be set into the proper "brochure" format and can then be printed. All of the members of the Outreach committee are to be applauded and complimented for their efforts and

Larry Alford, Continued next Column.

Certified Consultants Committee Richard Gordin

The newly established Certified Consultants Committee has been at work for the past three months on several projects. We are pursuing the possibility of providing insurance coverage from several companies and procuring bids for this coverage. Also, Craig Wrisberg has written to Stephen Mallonee of NCAA to provide a proposal that would explain and govern the provision of sport psychology services for NCAA athletes and coaches. Craig has been working on this project for at least two years with the help of Penny McCullagh and Bob Singer. We hope for a resolution to this issue very soon. Bill Thiefelder is in the process of providing our committee with a strategic plan. We will then present this proposed plan to the EB in time for the Spring Board Meeting in San Diego. We are also working on providing additional promotion of CC's on our AAASP Web page. We have received a proposal to provide this service and the President and Past-President are deliberating about this project. The committee solicits input from the CC's of AAASP as well as suggestions from the general membership of AAASP. Please contact me directly if you have further suggestions for the committee. Rich Gordin at (801) 797-1506 or gordin@cc.usu.edu

Larry Alford, Continued From Previous Column.

contributions to the development of these AAASP publications. A re-read of Dave Yukelson's final committee report in the Fall of 1995 Newsletter suggests that one result of the Outreach committee having taken on these consuming literary chores has been a fundamental shift of focus. During Yuke's tenure the charter for this group involved establishing a dialogue and liaison with the NCAA that would open doors for AAASP members to practice within NCAA athletic departments without compromising compliance for the employing institutions. During our preoccupation with brochure production,

Larry Alford, Continued on Page 25.

Dorothy V. Harris Memorial Award AAASP Presentation
Judy L. Van Raalte
Springfield College

Development Committee
Karen Cogan

The Development Committee needs your assistance! We want to offer AAASP members the best training possible, and we need funding to do so. At the Williamsburg conference, we launched our most recent fundraiser (to which we encourage you to contribute):

THE ANNUAL FUND

We are asking AAASP members (or anyone else) to contribute tax deductible donations to AAASP for the purposes of funding training programs in sport and/or exercise psychology for students and professionals. Initially, we would like to offer travel awards for students so that they can more easily attend the conference. As the fund grows, we would like to fund pre-and/or post-doctoral internship training experiences. So show your support for these worthwhile training opportunities by sending your contribution today! Please note in your correspondence that the donation is for the Annual Fund. Contributions can be made payable to AAASP and sent to Karen Cogan (address listed below).

In addition, we still have Amerivox phone debit cards available as a result of our first fundraiser. The Amerivox card is a prepaid phone card that can save the caller up to 50% on away-from-home long distance calls, and at the same time it generates an income for AAASP. This is separate from your current long distance phone company, and you can earn free calling time if you refer someone to the program. This is a WIN-WIN situation for everyone. I encourage anyone who is interested to contact me to learn more about the benefits of this program. You can't lose!

Finally, the Development Committee has drafted an informational brochure

Karen Cogan, Continued On Page 25.

Working Relationships in Sport Psychology

I am honored to have been selected as the recipient of the Dorothy V. Harris Memorial Award and to follow in the footsteps of an illustrious group of previous award winners (Diane Wiese-Bjornstal, Mark Andersen, and Vikki Krane). I am grateful to Dr. Albert J. Petitpas for nominating me. It has been a pleasure to work for and with Al; he has taught me a lot about negotiation, delegation, and forming relationships.

History

It is a fascination with relationships, connections or associations between things, that has guided my experiences in sport and exercise psychology. This interest in relationships began with my involvement in youth sport. During one of my first tennis tournaments, I hit a drop shot and my opponent fell and skinned her knee trying to get to the ball. Coaches and parents came running from all directions. I remember feeling guilty about causing my opponent such pain, blaming myself with lots of negative self-talk, and attributing her misfortune to my competitive tactics. Later, the match resumed and, needless to say, I lost. I have since begun a line of research exploring the effects of attributional processes and self-talk in sport.

In high school, as a varsity athlete, inappropriate professional relationships caught my attention. I was coached by a chemistry teacher who had an unofficial competition with the ice hockey coach in terms of whose athletes were better students. I was good at chemistry, but felt my grades were affected by this competition. My research on ethical concerns and the appropriate roles of professionals in the field of sport and exercise psychology stems, in part, from these experiences.

In college, I served on the research team of Dr. B.J. Fehr and learned about the possibility of combining my interests in sport and psychology in one field. I entered graduate school at Arizona State University to study with Dr. Darwyn E. Linder and pursue these interests. Darwyn served as my mentor, Dr. Mark B. Andersen supervised most of my applied sport psychology work with athletes and teams. It was Mark's focus on the development of appropriate athlete-sport psychologist relationships and his thoughtful brand of supervision that led to our research in this area.

As a member of the Psychology Department at Springfield College, the importance of relationships became clear soon after I was hired. My colleagues had begun work exploring the role of psychological factors in recovery from athletic injury. About that time I suffered my first athletic injury, tearing my anterior cruciate ligament (ACL). It was my up close and personal contact with a local orthopedic surgeon that helped us to form a working research relationship that is ongoing. Further, I became increasingly interested in research on athletic injury and was able to contribute both anecdotal information about recovery from athletic injury and more substantively to the projects.

While at Springfield College, I also have had the opportunity to serve as coach of the Varsity Women's Tennis team. This experience has enhanced my understanding of the challenges of the many relationships in coaching and has broadened my understanding of the applied needs of all involved in the sport enterprise. This fall, our team finished the season 10-3

Judy Van Raalte, Continued on Page 11.

Judy Van Raalte, Continued From Page 10.

Present

I have developed several lines of research that stem from past experiences. These include explorations of the ways in which sport attributional patterns are both different (Van Raalte, 1994) and similar (Van Raalte, Brewer, & Petitpas, 1995) to processes that occur in other domains and the ways in which self-talk affects sport performance (Van Raalte et al., 1995; Van Raalte, Brewer, Rivera, & Petitpas, 1994). I am currently conducting research exploring how internal self-talk, observable self-talk, and performance are related. I am also working with a graduate student who is looking at the relationships among self-confidence, self-talk, and performance. This line of research helps provide information about the relationships between cognitive factors and athletic performance.

For sport psychologists to convey essential information to athletes, there must be working relationships between sport psychologists and athletes. Athletes, however may be hesitant to seek the assistance of sport psychology providers. Studies exploring sports fans' and male undergraduates' (Linder, Brewer, Van Raalte, & DeLange, 1991) perceptions of athletes who consult sport psychologists have shown a derogation effect such that athletes who consult sport psychologists are rated more negatively than athletes who consult their coaches. On a more positive note, athletes do not derogate a fellow athlete who consults a sport psychologist (Van Raalte, Brewer, Brewer, & Linder, 1992). Interestingly, undergraduates (Linder et al., 1991; Van Raalte, Brewer, Linder, & DeLange, 1990), sport psychologists (Van Raalte, Brewer, Brewer, & Linder, 1993), and British athletes (Van Raalte, Brewer, Matheson, & Brewer, 1996) all seem to share similar perceptions of sport psychologists relative to other sport and mental health professionals. Unfortunately, this shared vision of the profession could also be due to a general lack of understanding of the field.

The way in which sport psychology is perceived depends in part on the behaviors of those involved in the field. Quality training of sport psychology practitioners strengthens the field and improves relationships for all. This training includes providing appropriate supervision of sport and exercise psychology trainees and continuing the dialogue on ethical issues among all professionals in the field. As a field, we are just beginning to study scientifically and share information about training (Petitpas, Buntrock, Van Raalte, & Brewer, 1995), supervision (Andersen & Van Raalte, 1994; Andersen, Van Raalte, & Brewer, 1994), and ethics (Petitpas, Brewer, Rivera, & Van Raalte, 1994).

Future

The future of sport psychology is dependent on the applied work and research that is conducted today. Optimally, both theoretical and practical concerns should inform research and research should be used as a basis for applied work. Teaching should be a focus of the field, as should continued development of sport psychology organizations that invigorate, excite, and allow working relationships to develop.

Conclusion

Research, practice, and teaching in sport and exercise psychology involve a variety of working relationships. Dorothy V. Harris demonstrated that in her life and work. She paved the way for women in the field and set a high standard of excellence that challenges us all. I consider the Dorothy V. Harris Memorial Award to represent two important things: (a) recognition of past accomplishments and (b) a challenge to contribute to the future. I am grateful for the recognition and I accept the challenge.

Judy, Congratulations on your award!!!!

1996 Dissertation Award AAASP Presentation Thomas Raedeke University of Colorado at Boulder

Is Athlete Burnout More Than Just Stress? A Sport Commitment Perspective

"Burnout" is a buzzword in the athletic community that has raised considerable concern from coaches and athletes. Despite their concerns, the empirical data base is sparse. Consequently, although athlete burnout is often discussed, it is not well understood.

Most researchers concur that burnout is stress-related. Within the sport domain, Schmidt and Stein (1990) and Coakley (1992) have posited alternative views that suggest athlete burnout is more than a reaction to chronic stress. These researchers suggest that athletes are likely to experience burnout if they are involved in sport for entrapment related reasons. This occurs when athletes do not *want* to participate but feel they *have* to maintain involvement.

Based on a theoretical commitment perspective, Schmidt and Stein (1991) suggested that entrapment occurs when athletes are not attracted to sport (e.g., low enjoyment, low benefits, high costs), but continue to participate because of high investments, lack of attractive alternatives, and high social constraints. Schmidt and Stein contrasted sport entrapment to commitment profiles representing sport attraction and a sport dropout. Athletes attracted to sport enjoy participation and experience high benefits and low costs associated with their sport. Because they enjoy sport, they invest substantial time and energy into sport and feel that sport is more attractive than other activities. Given their favorable experiences, these athletes are unlikely burnout candidates. The dropout profile consists of athletes who are not committed to sport. They are not attracted to sport nor are they entrapped by it. These athletes are likely to discontinue sport participation before burning out.

From a sociological perspective, Coakley (1992) echoed the notion that

Thomas Raedeke, Continued on Page 12.

athletes entrapped by sport are likely to burnout, and he delineated two additional sources of entrapment. Athletes may be entrapped by sport because their self-identity is based exclusively on being an athlete and because they have minimal control over their sport involvement.

These two conceptual discussions provide an intriguing theoretical basis for understanding athlete burnout. However, the ideas forwarded by Schmidt and Stein and Coakley have not been tested empirically. Therefore, this study examined whether athletes with profiles representing sport entrapment, sport attraction, and low sport commitment could be identified based on theoretical determinants of commitment and whether athletes in each profile experienced varying levels of burnout and attraction-based commitment.

Method

Female and male adolescent competitive swimmers ($N = 236$) representing 19 swim clubs completed a questionnaire that assessed theoretical determinants of commitment (i.e., enjoyment, benefits, costs, investments, alternative options, social constraints, swim identity, perceived control), burnout (i.e., feelings of exhaustion, swim devaluation, low personal accomplishment) and attraction-based commitment. Measures were adapted from previously developed scales or created specifically for this study. All measures were pilot tested and demonstrated acceptable internal consistency.

Cluster analysis was used to partition swimmers into profiles based on the theoretical determinants of commitment. The emergent profiles were subsequently compared on the three burnout dimensions and attraction-based commitment using multivariate and univariate analysis of variance. This design addressed whether athletes with varying commitment profiles differed on burnout and attraction-based commitment.

Results

Cluster analysis revealed four interpretable swimmer profiles. Examination of the cluster scores revealed that swimmers in Cluster 1 ($n = 104$)

viewed swim team participation favorably. Their attraction to swimming was reflected by high enjoyment, high benefits, and low costs scores. Given their positive experiences, it is not surprising that they emphasized the importance of swimming to their self-identity, reported high swim investments, and felt that swimming was more attractive than other activities. These swimmers also perceived high control over their swim involvement and moderately low social constraints. Athletes in this cluster were similar to the predicted sport attraction profile and were labeled *enthusiastic swimmers*.

In contrast to Cluster 1, Cluster 2 ($n = 26$) represented swimmers who perceived swimming negatively. These swimmers enjoyed swimming the least and reported the lowest benefits and highest costs associated with swimming. They had a relatively weak swim identity, reported low swim investments, and felt other activities were more attractive than swimming. These swimmers may have felt entrapped because of relatively low perceived control over their swim involvement and high social constraints to maintain participation. This profile was named *malcontented swimmers* because of their relatively negative outlook.

The third profile ($n = 40$) also exhibited characteristics of sport entrapment. These swimmers were not distinctly high or low in swimming attraction evident by average enjoyment and benefit and moderately high cost scores. The label *obligated swimmers* depicts this profile because these swimmers may have felt compelled to swim. Their most distinguishing characteristics were low perceived control and high social constraints. These swimmers also exhibited moderately strong swim identities and moderately high swim investments, which may have served as a sources of entrapment given they were not highly attracted to swimming.

Cluster 4 ($n = 66$) included swimmers who reported low to average scores on all theoretical determinants of commitment. These swimmers invested relatively little time and energy into swimming, viewed swimming as unimportant to their self-

identity, and perceived moderately low social constraints. These indifferent swimmers appeared detached or apathetic compared to their peers and were fairly similar to the predicted dropout profile, they did not appear highly attracted to swimming (average enjoyment, costs, and moderately low benefits) and did not exhibit entrapment characteristics. Because the sample consisted of current swimmers, a profile depicting extreme dropout characteristics was not expected.

To examine whether cluster groupings differed on the burnout dimensions and attraction-based commitment, two analyses were employed because of a strong correlation ($r = -.77$) between attraction-based commitment and swim devaluation. MANOVA results comparing cluster groups on burnout were significant (Wilk's lambda = .41, $F(9,560) = 27.6, p < .0001$) and demonstrated that cluster differences accounted for 59% of the variance in burnout scores. One-way ANOVA results found significant differences between cluster groups on attraction-based commitment ($F(3,232) = 78.1, p < .0001$). Omega squared indicated that 50% of the variance in attraction-based commitment scores was explained by the cluster groups.

Post hoc SNK comparisons ($p < .05$) revealed that enthusiastic swimmers reported significantly lower burnout scores on all three dimensions and higher attraction-based commitment compared to other clusters. In contrast, malcontented swimmers were significantly higher on exhaustion and swim devaluation and lower on attraction-based commitment than other clusters. The malcontented swimmers also reported significantly higher reduced swim accomplishment scores compared to indifferent and enthusiastic swimmers but not the obligated swimmers.

Swimmers in the obligated and indifferent groups exhibited burnout and attraction-based commitment scores intermediate to the malcontented and enthusiastic clusters. Obligated swimmers reported moderately high to high burnout and average attraction-based commitment while indifferent swimmers had average burnout and attraction-based commitment

scores. However, these groups only differed statistically on the exhaustion scale.

Discussion

Results supported that athletes who experience burnout may participate in sport for different reasons than those who do not burnout. Most strikingly, swimmers in the obligated and malcontented clusters exhibited characteristics of entrapment in terms of low perceived control and high social constraints. The other sources of entrapment were not supported (e.g., alternative attractiveness) or received only moderate support (e.g., swim identity, investments). A plausible explanation for these findings is that the relationship between commitment determinants and burnout may depend on the level of burnout (e.g., whether athletes are in the process of burning out or already experiencing high burnout). Burnout involves devaluing and psychologically withdrawing from an activity once deemed enjoyable. As a consequence of burnout, athletes may decrease their sport investments, devalue the importance of sport to their self-identity, and perceive other activities as more attractive than sport. Aligned with these contentions, malcontented swimmers reported low swim investments, had a weak swim identity, and viewed other activities as more attractive than swimming.

Although this interpretation provides a tenable explanation for the malcontented swimmer profile, it does not exclude high sport investments and a strong swim identity as antecedents of burnout. For example, obligated swimmers demonstrated sport entrapment characteristics, which coupled with their moderately high burnout scores, suggest they may be in the early stage of burnout. Of the burnout dimensions, their highest score was on exhaustion, which numerous researchers contend is the most prominent and first dimension of burnout to develop. This tentative explanation suggests that obligated and malcontented swimmers may define different points on a burnout continuum. If so, the relationship between theoretical determinants of commitment and burnout

may change depending on whether athletes are in the early states of burnout or experiencing heightened burnout. To address these issues, future researchers may want to adopt a repeated measure design to investigate the process underlying burnout.

Overall, results support that a commitment perspective can contribute to understanding athlete burnout. Athletes exhibiting characteristics reflecting sport entrapment demonstrated higher levels of burnout and lower attraction-based commitment than athletes without sport entrapment characteristics. Although the emergent clusters were similar to the predicted profiles, key differences surfaced in certain variables which suggest examining burnout from a commitment perspective is a complex phenomenon requiring additional research.

Tom, Congratulations on your award!!!

Vote Vote Vote

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*Just look for the ballot on the back page
of this newsletter!*

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Eileen Udry
Associate Editor
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The use of psychometric assessments for team selection and retention purposes has a long and controversial history in the field of sport psychology. The Athletic Motivation Inventory (AMI), popularized in the 1960s, was one of the original of paper and pencil assessments marketed as a tool that could be used to determine which athletes would be "successful" based on their psychological profile. The controversy surrounding the use of paper and pencil assessments in this manner has continued—as witnessed by the fact that this issue is debated on the sport and exercise psychology listserve and well as in classrooms and informal settings. In this column, we continue this debate using our Point-Counterpoint forum. Specifically, the questions at issue are: should paper and pencil questionnaires be used for team selection and retention? what circumstances or factors are important when considering the use of assessments in this manner?

Participants for this Point-Counterpoint forum include Robert McGowan and Andrew Ostrow. Robert McGowan is a professor and department chair at University of Richmond. McGowan worked in the mental health field as director of milieu therapy for seven plus years. He received his Ph.D. from the University of Utah in Exercise Science with a cognate in Education Psychology and he is a board certified counselor. Andrew Ostrow is a professor at West Virginia University where he teaches a graduate seminar on sport psychometrics. Ostrow recently completed editing a book which reviews the psychometric properties of various sport and exercise psychology "tests." (*Directory of Psychological Tests in the Sport and Exercise Sciences*, 2nd edition, 1996).

McGowan: The use of psychometric instruments in sport psychology has been debated for decades. Some use them extensively. Some choose never to use them. Those who are conversant with statistics and test construction know the rigorous standards that valid and reliable instruments must fulfill. Are there tests that do not meet these rigorous standards?

Certainly. However, some instruments are designed for specific populations and are not necessarily valid or reliable for other populations. There are tests, numerous tests, that do meet rigorous validity and reliability standards. These instruments can and ought to be used more often.

Can psychometric instruments predict performance? Certainly. However, they are certainly not perfect predictors. As was pointed out by one of our esteemed members during a recent Internet discussion on this topic, test predictions are normatively based. That is, they are based on probability. Most practitioners are familiar with significant levels ($p < .05$ or $p < .01$). Most instruments report reliability and validity information. Thus consumers can select instruments that have high predictability. One must keep in mind when using psychometric instruments that on the average five out of every 100 (for example) test results are not going to be accurate. Therefore, it behooves the administrator to authenticate test results through an interview process.

Do all Sport Psychologist/Performance Enhancement Consultants authenticate test results? Certainly NOT!! Many do, however, and they are to be commended!! Perhaps one of the reasons that some practitioners fail to authenticate their results is that they assume that because another well known consultant uses an instrument, then it must be "OK." A second reason may be that many practitioners are not properly trained in the interview process. Finally, I suppose that there are some less than fully ethical individuals that choose to not check out their results.

Can the valid and reliable tests be used to help coaches determine who is ready to compete and those who are not ready? Early research and anecdotal evidence suggest that some of the instruments may, indeed, be able to predict readiness. However, remember that tests are not 100 percent accurate. Are there instruments that can predict whether an athlete will be solid professional? Not really. Most tests are designed to predict which athletes will probably NOT be well suited for a professional career in athletics.

Why, then do I advocate using psychometric instruments as part of the team selection process? Because they provide

information that is usually descriptive of certain personality characteristics or tendencies. When combined with other information one can gain a good assessment of an athlete's abilities (disabilities). Philosophically, how can sport psychology maintain that the mental component of sport performance is critically important, yet not be able to assess it accurately? We can assess it and in most cases fairly accurately.

Are these assessments always accurate? Of course not, but I suggest that psychometric assessments are just as accurate, if not more accurate, than personal interviews and intuition. I really advocate the use of both. There are numerous studies that suggest that observations and interviews are biased projections of the observer/interviewer.

Do psychometric instruments have a place in sport psychology and athletics—even at the professional level? Yes, if used responsibly and if proper testing protocol are followed. Should test results be the ONLY source of information used in selecting or deselecting individuals for certain professions including professional athletics? Of course not, but they provide valuable insights and information that can save or earn a company/organization millions of dollars when used in conjunction with other key information. It is just as probable (if not more likely) for an athlete to be discriminated against from information obtained in a personal interview than it is from the results of psychometric tests. It is my opinion that sport psychologists should and ought to be involved in the selection/deselection process, but only in providing information that may facilitate a decision maker. I think that it is inappropriate for a sport psychologist or performance enhancement specialist to recommend the inclusion or exclusion of athletes within professional athletics—unless, of course, they own the team.

Ostrow: Many years ago, when I was a young doctoral student at the University of California, Berkeley, I attended a seminar in San Francisco given by a noted sport psychologist. Much of the seminar was devoted to a discussion of a sport-specific psychological test that had been developed by this individual and some colleagues. The test had been commercialized, and the

Eileen Udry, Continued on Page 15.

Eileen Udry, Continued From Page 14.

materials provided for the test user indicated that the test would identify key personality variables associated with successful athletic performance. At the end of the seminar, I asked for a copy of the published data documenting the validity of the instrument. Although I did not receive this information at that time, I was eventually successful in procuring data that reported on the psychometric properties of the instrument.

After reviewing the validity data, and discussing this information with faculty members at UC Berkeley, I was not convinced that the data fully supported the contentions of the tests developers. Years later, my concerns seemed to have been supported in the research literature that evaluated this instrument. Of the 314 sport- or exercise-specific psychological tests I review in the Directory, there is evidence that only a handful have extensive follow-up validation support, particularly in terms of replicative research and consensual validation. Of course, many of these tests are in their infancy stage of development, and I have advocated for years that what is needed is an organization such as AAASP (or perhaps a commercial publisher) to serve as a clearinghouse for the development and dissemination of some of these instruments. The model for this approach is certainly evident in psychology.

Among the many issues associated with the use of psychological tests for athletic team selection/retention is the predictive validity of these instruments. I believe that the APA document regarding the ethical uses of psychological tests would discourage test users from using instruments for team selection/return purposes unless there is extensive evidence that multiple forms of test validation data (including support for predictive validity) can be provided. Further, the criterion variable couched in the phrase "successful athletic performance" has to be carefully operationalized prior to measurement.

Whether highly valid psychological tests, using in combination with a package of other assessments should be used to select or eliminate athletes from teams, is an interesting question, and for me, raises a number of ethical and legal issues. However, at this point, I feel this is a moot point,

did not advocate that we should not use questionnaires for team selection/retention (although I have strong reservations about this). Instead I have argued that we should not use the sport- or exercise-specific psychological "tests" I reported on in the Directory of Psychological Tests in the Sport and Exercise Sciences for team selection/retention. This is an important distinction.

(Note: If you would like to participate in a future Point-Counterpoint forum or have an idea for a topic you would like to see debated, contact Eileen Udry at (541) 346-1046 or udryem@oregon.uoregon.edu).

Keith Henschen University of Utah

Following a symposium on psychological assessment at the Williamsburg Conference, Keith Henschen was asked to present some of his concerns related to the use of psychological assessment tools.

For the last decade I have watched as the debate raged in the Association for Advancement of Applied Sport Psychology (AAASP) concerning the efficacy of psychological assessment in applied work. Having been dubiously dubbed the "tester" by my applied colleagues, I now wish to share my impressions concerning the area of assessment. First, let me state unequivocally that the following are my thoughts and perceptions, and are open to argument, ridicule, or even support if the reader so desires. To me it is not a question if psychological testing should be utilized in applied sport psychology settings, because the answer to that query is blatantly self-evident. Rather the questions should be: (a) Who should use psychological testing? (b) What guidelines should be adhered to? and (c) How should such testing be appropriately and ethically utilized?

Who?

I believe that every professional in the field of sport psychology should have at least one course in psychological testing and assessment. Whether said professionals decide to use testing or not in their practice is another matter; but all should be properly exposed to the benefits and drawbacks of

testing. Currently, I am aware of many leaders of our field who portray a public disdain for the testing area. To me this is a travesty. Also, a number of programs which purport to prepare future professionals in applied sport psychology offer no course-work in psychological testing and assessment. This means that these programs' graduates are being deprived of a valuable skill upon which to base their future practice. To be certified as an AAASP Consultant, we require courses in a variety of areas; but psychological testing and assessment is not specifically one of them (there is a choice between statistics, research design and psychological assessment). I am a little dense in a variety of areas; but the rationale for requiring a course in biomechanics and not psychological "testing" escapes me. The point being that even our certifying national organization, by omission or maybe commission, contributes to the lack of credibility for the testing and assessment area.

Psychological testing is not a panacea, nor an end in itself; rather it is a skill and possibly a means to an end. The ability and art of testing could be viewed as just another tool that belongs in the applied practitioner's toolbox. Those who are so inclined and feel comfortable may use the tool frequently; others may utilize it sparingly, but still understand the benefits that might be realized. Exposure does not demand utilization, but it does require at least a cursory understanding and acceptance. I personally do not use hypnosis very often; but I appreciate its presence as a possible tool and value colleagues who have perfected its use. May I suggest that the root of the controversy lies in the dark recesses of fear? Those who are adamantly opposed to psychological testing may be demonstrating an irrational fear of the unknown or they may have also been convinced that testing has no value under any circumstance. This is an inappropriate belief.

What?

The most obvious answer here would be to strictly adhere to the guidelines published by the American Psychological Association (APA), but I disagree. There are clinical uses of tests and then there are counseling

Keith Henschen, Continued on Page 16.

Keith Henschen, Continued From Page 15.

uses of tests, and they are frequently not the same. Clinical guidelines must be followed in clinical settings, but the applied setting offers a different set of parameters. Because many of the tests available are either sport specific (i.e., CSAI-2, LI) or have counseling forms (i.e., TSCS, STAI) strict ethical guidelines can be modified. To the horror of my clinically oriented friends, may I suggest the following guidelines:

1. Use scientifically authentic tests when at all feasible (must have validity and reliability at acceptable levels).
2. Have training in administering and evaluating tests.
3. Assessment instruments can be utilized in appropriate field settings if designed rigorously (adjective check-lists, sociometric tests, etc.)
4. Never administer psychological tests to athletes unless you provide a face-to-face relevant interpretation of the results.
5. Always disclose to testees what you plan to do with the cumulative results and ask permission to do so (discuss results with coaches, publish the testing results, etc.).
6. Respect confidentiality issues if they arise.
7. Triangulate the testing results. This means that the testing should be substantiated by other sources of assessment like watching practices, attending actual competitions to determine if the message is consistent from each situation. Incongruence may indicate a missed message somewhere.

How?

Psychological testing and assessment in applied settings only provide directions to pursue other indicants of possibilities for the practitioner. The results are not definitive landmarks, but rather guideposts or directors. You must notice that I have concentrated on my comments on the applied area and am not discussing clinical uses. Personally, I use the "testing" as a tool to build rapport with athletes. They are amazed that I seem to know so much about them, how they behave, and how they respond emotionally from just a few testing numbers. In other words, I make the results come alive by describing the athletes' tendencies (behaviors and emotions) in situations in their sports.

Based on the testing results, observations of practices and competitions, and interviews with the athlete, I then develop a personalized program for the individual which we will follow. This program frequently changes according to the progress of the individual.

I believe that psychological testing can be utilized much more broadly than is now deemed acceptable. It does have, or could even have, a limited role in the selection process of professional athletes. Testing can indicate learning styles or potential areas of group dynamics conflicts that could be unhealthy and/or disastrous for teams. Preventing such situations appears to be ethical to me. For instance, if a team is going to invest thousands or even millions of dollars in perspective player, they should know whether or not this individual fits with the team chemistry, or can take the type of coaching available. Physical talent and psychological talent are different entities. The business community has used psychological testing for years in an attempt to determine "goodness of fit." Are sports different?

Summary

Psychological testing is a reality in today's world. Even those leaders of the applied sport psychology area who do not "test," all utilize various forms of assessment very adeptly. They may not need this specific tool in their toolbox, but some of the rest of us do. On the other side of the coin, let's demystify this technique. It is not just for clinically trained individuals to test, it is for all of us. Yes, it is a skill to interpret tests and then talk the language of the athlete; but it is just a skill. You will not perfect a skill unless first you are exposed, and second you practice the skill until mastery. I'm tired of psychological testing being either portrayed as mystical by applied practitioners or elitely clinical by other individuals. It is just another skill which all of us in the sport psychology field should recognize as another potential resource which can contribute to our expertise.

As part of the Point-Counterpoint series, please feel free to contact Eileen Udry, associate editor of the newsletter, if you have a different perspective about psychological assessment tools.

Book Reviews

Heads-up baseball: Playing the game one pitch at a time.

by Ken Ravizza and Tom Hanson. (1995).
Kinesis, P.O. Box 700-717, Redondo Beach, CA

Reviewed by: Ronald E. Smith
University of Washington
Edited by Deborah J. Rhea

Since 1989, the baseball-specific sport psychology market has been dominated by Harvey Dorfman and Karl Kuehl's seminal work, "The Mental Game of Baseball." "Heads-up Baseball" expands the frontiers opened up by the earlier book in important ways. Ken Ravizza and Tom Hanson have applied their extensive backgrounds in sport consultation and baseball coaching to produce a user-friendly guide to performance enhancement in baseball and softball that is sure to command a major share of its market.

According to Ravizza and Hanson, the key factor in peak performance is playing with confidence. They suggest that playing with confidence involves the ability to relinquish voluntary control, "trust one's stuff," and go into "automatic pilot" when it comes time to perform. They would clearly agree with Yogi Berra's famous dictum, "You can't think and hit at the same time." The only way to play with confidence is to take personal responsibility for developing the psychological skills that allow one to approach the task at hand with the state of trust that allows one's physical skills to take over, unimpeded by dysfunctional thoughts and feelings. In this manner, the player can truly play the game "one pitch at a time," with an optimal focus on the task at hand. Ravizza and Hanson state the recipe for attaining the desired state of confidence involves three steps: (a) being in control of one's state of mind and body; (b) having a specific plan or purpose on each pitch; and (c) letting go of conscious effort and trusting oneself, or, as the shoe commercial would say, "Just do it."

The user-friendly nature of this book is aided by the use of several useful analogies. Playing the game with a purpose (whether over the course of a career or from pitch to

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pitch during a game) is translated into the concept of "being on a mission," a notion also used to considerable advantage by Steven Covey in his best-selling "Seven Habits of Highly Successful People." This concept brings to life the purposive focusing of one's attention and energies on what is to be done from day to day, from inning to inning, and from pitch to pitch in getting the most out of one's baseball or softball career. Mission infuses direction, meaning, focus, intensity, and discipline into how one plays the game.

Another useful concept (which I know to be the case because I borrowed it and used it in my own work in professional baseball) involves the traffic light analogy of green, yellow, and red lights. A green light situation occurs when the athlete is in an optimal performance state, or "in the zone." In this state, psychological skills are not needed to control anything and the athlete is advised to ride the state as long as possible. A yellow light signals the presence of factors that could mean trouble. Even after they have acquired self-control skills such as the ability to relax and focus, athletes must be sensitive to their momentary states of mind and body if they are to make performance-enhancing adjustments in the heat of action. They must quickly detect a loss of sharp focus, the infiltration of negative thoughts into their minds, or an increase in arousal before these negative influences spiral out of control. Athletes who are sensitive to their performance states can detect the "yellow light" and use their psychological skills to get back on track. A red light occurs when things are getting out of control and the athlete needs to simply stop and re-establish control before a wreck occurs in the competition intersection. The traffic light analogy brings to life the importance of self-awareness and sets the stage for the acquisition of psychological skills, particularly breathing exercises that are designed to reduce arousal and control focus.

The performance recipe of control, purpose, and trust is introduced in the early chapters of the book, then carried throughout the book with concrete guidelines for applying them to hitting, pitching, defense, and baserunning. Many of the guidelines involve specific performance routines into

which psychological skills are incorporated. One example, as an aid to getting focused on the next pitch and ridding oneself of the negative thoughts and images that can arise when a pitcher has just hung another curve ball, the pitcher can engage in a routine: wiping the dirt off the mound to "brush away" the negative thoughts of the last pitch, turning one's back to the plate, taking a slow abdominal breath to reduce arousal, and finally turning back to the catcher in a better state of focus and relaxation, ready to deliver the only pitch that now matters—the next one. Likewise, fielders are admonished to have an imaginary "circle of control" into which they step as the pitch is delivered. The book is loaded with other tips and guidelines, many of which come from interviews of college and professional coaches, players, and managers. One particularly compelling example, derived from Hanson's qualitative dissertation study of famous hitters, is an excerpt from the interview with Hank Aaron in which he describes how he developed his ability to focus all of his attention on the game at hand.

Several other features of the book add to its appeal, including a big league production job by the publisher. More than 50 photographs and schematics enrich the presentation. These are not merely window dressing; they solidly reinforce the concepts and guidelines described in the text. Throughout the book, the key ideas and concepts are highlighted in boxes, allowing the reader to get a quick overview of the book's content. Boxed quotes are also found on many of the pages, emphasizing important ideas from those pages. Most chapters contain concrete exercises to personalize the content for the player. For example, one exercise invites players to list all of the reasons why they can afford to trust the quality of their skills. Finally, although the book is written mainly for players, a feature called "The Coach's Box" is found at the end of each chapter, providing guidelines for coaches who wish to use the concepts and exercises with their teams.

This is a book of which the authors should be proud. At 175 pages, it is about half the length of the Dorfman/Kuehl book, yet it contains a treasure trove of usable information. There is little question that many baseball and softball players will use

this book to unlock their potential as athletes, and that they will discover what sport consultants already know: performance enhancement skills are truly skills that can be applied to many life domains.

Little Girls in Pretty Boxes
by Joan Ryan (1996)

New York: Doubleday Publishers

Reviewed by: Bob Dallis

Boston University

Edited by Deborah J. Rhea

Joan Ryan writes about the seamier side of gymnastics and figure skating in "Little Girls in Pretty Boxes." In her introduction, she makes it quite clear that this is not a story about the benefits of athletics for the average child, but rather the abuses encountered in the world of elite female gymnasts and figure skaters. The book encompasses interviews that Ryan has completed over the past four years, highlighting individual problems with eating disorders, competing with injuries, national federation's control of the athlete, and parental control of the athlete. The book is not written as a scientific study; therefore, the abuse encounters that Ryan discusses can only be acknowledged as individual case studies to aid in understanding the magnitude of abuse with these elite athletes.

In her introduction, Ryan writes of the damage being created by others and that it is time to start protecting these young athletes. Her goal for writing this book was to open the eyes of coaches, parents, and anyone else associated with elite gymnasts and figure skaters of the abuse that exists in this special world of sport. Her sole intent was to provide the reader with the elite athlete's perception of abuse. Although her intent for this book was not to suggest future directions for handling abuse in elite athletes, she did suggest that the government should examine these sports under the auspices of child labor laws.

In chapter one, Ryan focuses on specific themes of abuse, including stories about parents who sacrifice a normal home life by allowing their children to live at the gymnastic academies, to the coaches who push their athletes to compete with pain and keep their mouth shut when they are

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injured, to the federations that are powerless to do anything about this. The most powerful testimony of the chapter was an interview with Otilia Gomez, mother of gymnast Julissa Gomez, emphasizing the role that injuries play in abuse. The chapter ends with Mrs. Gomez allowing doctors to shut off the respirator that had kept her daughter alive for the past three years after she fell during a vault and broke her neck.

Chapters two and three detail the problems of eating disorders and body image. Chapter two focuses on the trials of gymnast Christy Henrich, who eventually died from complications brought on by her eating disorder. Ryan gives many examples of the various eating disorders that afflict gymnasts and skaters. She directs the blame for these eating disorders on coaches, sports federations, and the sports themselves. Chapter three focuses on the pressure that is placed upon gymnasts and skaters to look and act a certain way. As a result, these athletes are particularly at risk for developing eating disorders because they are judged not only on their performance, but on their appearance.

Chapter four emphasizes the pressures that athletes face in gymnastics and figure skating. Ryan states that the pressure on skaters and gymnasts is unique because they are Olympic athletes. Therefore, these athletes only have the opportunity to attain their sports' pinnacle once every four years. Additionally, there are no second chances in these sports if the athletes fall or stumble; their chance for a gold medal is finished.

Chapter five explores the role of the parent. This chapter is a litany of abusive and obsessive parents. Ryan was able to find one parent who seemed well-adjusted and one paragraph was spent on this parent. However, the rest of the chapter is devoted to various horror stories. This makes for great reading, but it does not offer parents any practical advice or solutions for changing this maladaptive behavior.

Chapter six focuses on the politics involved in these sports. Ryan looks at the federations of gymnastics and figure skating and concludes that they really do not have the athletes' best interests at heart. She also

explores how judges are influenced by the pressures of the federation.

Chapter seven details specific coaches' behavior. The major focus was on the actions of gymnastics coach, Bela Karolyi. Ryan details many of Karolyi's abuses, ranging from abusive language toward the athletes to forcing the gymnasts to compete and practice while hurt. The information in this chapter is, for the most part, expressing negative comments about coaches.

Overall, Ryan is convincing in detailing the abuses that pervade the sports of gymnastics and figure skating. She does a good job of explaining how parents allow these abuses to occur to their children. She writes that they are blinded by the lure of an Olympic gold medal and feel they are just trying to give their children the best chance to succeed.

This book will serve parents of young athletes very well. It also makes for interesting reading for the sports psychology student who might be working with young athletes in that it gives the student a better perspective on some of the issues they will face.

Counseling the Culturally Different
by Derald Sue and David Sue
Wiley & Sons: New York, NY, 1990

Reviewed by Naomi Schatz
Temple University
Edited by Deborah J. Rhea

Even though this book was published in 1990 and covers counseling techniques, I feel that it has potential for the sports psychology reader because of the ethnic diversity of the athletes we counsel. This book is intended for and should be required reading for any and all introductory counseling education programs, as well as for students in graduate programs counseling clients, patients, athletes, or others of color, or by some means labeled different from traditional, white, middle class Americans. This is not to say that the text is flawless, for it most certainly is not. It is essential, however, that those who are in the counseling profession start doing more than

simply giving lip service to the area of diversity.

"Counseling the Culturally Different" is an excellent starting point to begin a journey of awareness into the special and unique differences between the various minorities that inhabit this country known erroneously as the Melting Pot. The United States is more like a mixed salad bowl, with every type of ethnic, racial, or immigrant group retaining its color and flavor while contributing to the whole salad, without ever really becoming unified or homogenized, as the Melting Pot metaphor implies. A salad bowl allows each special population within the U.S. to maintain its uniqueness and culture, which is important for identification, while still participating in interactions with other groups.

It is essential that psychologists, counselors, and educators continue to increase their awareness and sensitivity to the variety of differences out in the world. Further, it is necessary that they admit that the so called traditional method of counseling is NOT suitable for everyone. This book suggests alternative methods for counseling those who do not fit a normative standard. Although, the book, at times, leans towards broad generalizations and stereotypes, at least the authors are making an attempt to address this difficult issue rather than pretending it does not exist.

The text limits itself by focusing only on four specific populations in Part Two (American Indians, Asian Americans, Black Americans, and Hispanic Americans). By picking these special populations, the authors are potentially eliminating other minorities from discussion. Different counseling techniques apply to both racial and ethnic minorities, as well as sub-groups. What about religious, gender, sexual orientation, and physical handicap differences? Clearly, one book can not cover all of these areas, but Sue and Sue do not ever address the differences of any special, unique or "different" populations that require awareness and sensitivity in counseling. Part of the problem may lie with the interesting fact that the question "Different than what?" is never directly

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addressed in the text, even though it is in the title of the book. The title implies or supports the notions of normal versus not normal, which is a dangerous place to start. In a sense, the title of the book perpetuates the very problem the authors are trying to combat.

The book is organized into three unequal parts. Part One, containing eight chapters, comprises over half of the text and is entitled, "Issues and Concepts in Cross-Cultural Counseling". The strength of the text lies in this first section, focusing on the issues and concepts inherent in counseling clients who are "different" in some way from the norm. Again, what constitutes the "norm" is never adequately addressed, which may be a symptom of White Privilege, a subconscious tendency to view white as normal and everything else as "different".

Part Two contains four chapters about "Counseling Specific Populations". While it is important to write a text focusing on specific populations in the U.S., it is also a weakness in that the authors tend to perpetuate existing myths about minorities in this country. They do this by stereotypically mentioning only the four specific populations (American Indians, Asian Americans, Black Americans, and Hispanic Americans). It is impossible to have a section such as the authors intend without generalizing, but in a text meant to increase sensitivity, these chapters could be seen as offensive.

To help clarify the aforementioned point, an example may prove useful. Despite the message portrayed in Chapter 11, not all Black Americans have a low education level, live in a matriarchal family, and have problems with the authorities. Nevertheless, the authors never have any strong disclaimers that they are mentioning some examples. The authors are effective in strengthening their main point which seems to be that "while commonalities exist among varying cultural groups, differences are also present" (pg. 173), and that by itself is a success. But they should have spent more time in the introduction to Part Two explaining why they chose these four populations, and in addition, mention resources the reader could access for

additional information about each population, as well as resources about other subgroups not mentioned in their book.

Part Three has only one chapter which has 18 short stories or vignettes which could be used to analyze the different techniques used in counseling the culturally different. If prepared and practiced by a skilled teacher, this section could be extremely helpful to students as they explore the different styles of counseling employed in the various situations, and to seek a unique balance and style for themselves.

The strength of the text is evident immediately in the first two chapters. In these chapters, the authors attempt to establish that racism does most certainly exist in the United States, and that traditional forms of counseling have added to the problem by becoming "a form of oppression in which there is unjust and cruel exercise of power to subjugate or mistreat large groups of people" (p. 6). The authors do not say that counselors do this purposively, but rather that most can not help it because they do not even see it. They say that mental health professionals need to confront their own biases, become more aware of the client's worldview, and develop appropriate skills to help those different than themselves to be effective. In addition to the aforementioned suggestions, they put out a call for help to not only do more research in the area, but also for active recruiting of ethnic minorities into the field. These are all excellent suggestions which make the price of the text worth it. It is important that those in professional fields other than specifically counseling also pay attention to these suggestions as they could be applicable and beneficial in an infinite number of areas.

Chapter two does an excellent job of exploring some of the typical "Barriers to Effective Cross-Cultural Counseling." Here the authors go into the techniques and goals of traditional counseling methods and explain how the "different populations" do not always fit into this model. The authors include a quote by Sundberg (1981) who said that therapy was not for "Quoid" people (quiet, ugly, old, indigent, and dissimilar culturally) (pg. 33). That is one

of the main goals of this text, to change the possibly correct negative exclusionary perceptions about counseling into a more accepting and sensitive arena.

As mentioned above, the strength lies in the generalizations of the first two chapters, as it seems like the authors fail when they try to get too specific. If we look at the preface, the authors state that the book "provides a conceptual framework by which to understand the minority experience in the United States, the role counseling has played with respect to larger societal forces, and the practice of cross-cultural counseling..." (vi). Their attention to the subject of diversity must be viewed a success simply by confronting the problems inherent in the way the counseling profession has handled clients with differences in the past and by making These are all excellent suggestions for the future. The remainder of the text has some valuable insights, but the authors must be careful since they attempt to educate and enlighten through the use of generalizations and stereotypes about specific cultures, for then they may be guilty of the very same thing they are trying to confront.

Announcement of New Texts

Franklin, E. N. (1996). Dance imagery for technique and performance. Champaign, IL: Human Kinetics.

Morgan, W. P. (1996). Physical activity and mental health. (1996). Washington, DC: Taylor & Francis.

Syer, J. & Connolly, C. (1997). How teamwork works - The dynamics of effective team development. New York: McGraw & Hill.

Wann, D. L. (1997). Sport Psychology. Upper Saddle New Jersey: Prentice Hall.

Maureen Weiss, Continued From Page 1.

type of presentation, theme), entered into the computer directly from the author's diskette, and automatically transformed into a format for each of the section heads to use in the review process. The computer technology is the brainstorm of Wade Gilbert, a PhD student at the University of Ottawa, who will be greatly involved in bringing us all up to speed in this first year of operation. In addition to facilitating the review process and conference program scheduling, the new technology will allow for a more accurate spring newsletter program listing, on-site conference program, and abstract book for JASP.

The second service is the initiation of a conference management company's involvement in some of AAASP's operations. AAASP has grown so big so quickly that position duties of the Presidents, Secretary-Treasurer, and Publications Director have increased exponentially. To offload some of these time-consuming responsibilities, we are in the process of signing a contract with a conference management company in Boulder, CO. Among some of the duties they will perform this year are: (a) negotiating with our final 3 conference site hotel selections for the 1999 conference; (b) providing on-site handling of catering, audiovisual needs, and other logistical concerns; and, (c) checking and finalizing the hotel bill for the conference. I want to thank Penny McCullagh for her persistent work to realize this goal to help improve the workload of executive board members. After this year's conference, we will evaluate these operations and make plans for including more services in the future.

Concluding Remarks

I want to conclude by personally thanking the many, many individuals who exemplify the AAASP spirit and make my job easier than it could be. This includes the executive board members, section chairs and members, standing and ad hoc committee chairs and members, journal and newsletter editors and reviewers, and all of you as enthusiastic and committed members. This is truly a great organization and I feel privileged to be serving you.

Bonnie Berger, Continued From Page 4.

continue to serve the organization, if elected President.

Strengthening Our Strengths While Focusing on Future Needs: New Efforts Are Required

AAASP has made tremendous strides during its first twelve years, and we have much of which to be proud. To become a stronger organization, we need to continue what we are doing, but also embark on new frontiers. At this critical point in AAASP's development, I propose that we collectively take stock of who we are as an organization, our current needs, and where the association is going. Then we can launch new projects with a clear set of objectives. Strengthening our strengths can be the launching pad for new initiatives!

Scientist-practitioner Model: A Guiding Ideal

A major strength of AAASP is merging the interests and needs of *researchers and practitioners in a single organization*. I firmly believe that blending research and practice enhances each of these activities. We need to emphasize this model at the annual conferences in symposia and panel discussions, at pre-conference workshops, in the *Newsletter*, and in the *Journal of Applied Sport Psychology*. The balance between research and applied experience has direct implications for AAASP certification and re-certification criteria and also for program accreditation, two pressing issues of concern.

Multifaceted Content

The multifaceted content of sport psychology — *health psychology, intervention and performance enhancement, and social psychology* — is another major strength of our Association. An advantage of our tri-part focus is that it emphasizes the broad content of sport psychology as well as

the multiple populations that we serve. These include people of all age groups; of various ethnic and socioeconomic backgrounds; with physical, developmental, and psychological disabilities; and at all levels of physical skill. Focusing on the contributions of sport psychology for multiple segments of the population, will enable us to become a stronger organization, we need to continue what we are doing, but also embark on new frontiers. At this critical point in AAASP's development, I propose that we collectively take stock of who we are as an organization, our current needs, and where the association is going. Then we can launch new projects with a clear set of objectives. Strengthening our strengths can be the launching pad for new initiatives!

Diverse Membership: Mutual Respect and Support

A third strength of AAASP that I would like to develop even more than we have is *mutual respect and collegiality among all segments of our membership*. We need to create increased opportunities to exchange viewpoints about the direction of AAASP as well as methodologies and theories. AAASP members include students and established professionals, psychologists and sport scientists, and practitioners and researchers. This multifaceted membership provides golden opportunities for developing new ideas, combining research approaches, and strengthening undergraduate and graduate programs.

At this juncture in the development of AAASP, increased dialogue will assist us in re-establishing mutual understanding and support among members — a base upon which AAASP was founded. It is critical that we enhance communication among the various interest groups. We need avenues for open dialogue on key issues such as certification and accreditation at the annual conference and in the newsletters. Each of us can share in this goal.

Bonnie Berger, Continued on Page 21.

Bonnie Berger, Continued From Page 19.

Conclusion

Issues of pressing concern to our organization include the desirability of accreditation, examination of the certification and re-certification requirements, expanded possibilities for supervised internships, increased continuing education workshops, and the possible development of an ethics casebook. We need renewed energy and openness to encourage the sharing of ideas and the addressing of concerns as we chart our organization's future. I propose that we strengthen our strengths through collaborative action as we tackle new projects.

With the vitality, expertise, and dedication of our own members, AAASP is ideally positioned for leading the field of applied sport psychology. I have the administrative experience, familiarity with AAASP committees and organizational structure, and personal motivation to serve you well as president. It would be an honor to guide AAASP into the next century.

Robin Vealey, Continued From Page 4.

inclusion, personal responsibility, and ... effectance. An important objective for me would be to facilitate this sense of inclusion and personal responsibility for AAASP and the field at large -- to call upon the membership to utilize your unique talents to fulfill the objectives of the organization. Although the Executive Board is the central decision-making body, it is the members serving throughout the organization that define AAASP as a driving force for the field of sport psychology. I support the continuation and expansion of many of the previous initiatives of inclusion such as world-wide student networking and regional conferences, the international fellows program, the diversity committee, and the establishment of awards within AAASP for students and professionals.

Robin Vealey, Continued From Previous Column.

I envision the role of president of AAASP as one who provides guidance and secures resources to achieve the two goals of sport psychology: facilitate the performance and development of individuals in sport and physical activity, and develop important knowledge and gain scientific credibility. Tensions erupt in the field when these goals are juxtaposed, and the science-practice rift is perpetuated when we lose sight of the fact that AAASP was formed to support *both* of these goals, to reduce the disparity between them, and to facilitate their co-existence and interdependence. I support the programs already in place to enhance the provision of professional services (e.g., organization/outreach, certification, liaisons with USOC and NCAA) and our scholarly development (e.g., grant program, quality control in journal and conference submissions). I would be interested to launch such initiatives as a focus on effective mentoring for students and young professionals, expanded promotion and marketing of our field, and to seek out new sources of funding to support our initiatives and growth such as corporate sponsorship of certain awards and programs.

AAASP members must remember that the enormous challenge of the organization is to promote two objectives that are often viewed as disparate and conflictual. My mission as a leader of this organization would be to work toward the fulfillment of these goals within a spirit of "inclusive exclusiveness" to nurture and utilize the talents of the very heterogeneous membership, yet guard and preserve the quality of our research, professional development, and provision of services to society. The opportunity for effectance in relation to the unique challenges in the development of applied sport psychology should excite all of us.

Frances Flint, Continued From Page 5.

my doctoral program six years ago, and even now within clinical and field settings, my learning has always been focused towards the hands-on approach and this has been particularly beneficial within sports medicine. Through graduate research, however, I became aware of new avenues to knowledge and growth in sport and health psychology. The last 10 years in the combined areas of sport psychology and sports medicine have been exciting, filled with passion, and challenge. I believe that as we approach the millennium, we have high expectations of what is possible and, unlimited potential for what is achievable. It is this addictive feeling of unlimited potential that makes organizations like AAASP so exciting and invigorating.

Perhaps the best insight into my approach to sport psychology and AAASP comes from the circuitous route that I have taken in my career(s). As the saying goes, 'we only pass this way once' (please let me know *fast* if I am mistaken) and therefore I listened to my heart and became involved in various professions which eventually lead me to sport psychology. My background is that of an educator, coach, camp director, athletic therapist, and student/researcher in sport psychology. Perhaps this is what has instilled in me a respect for allied professions. **Collaboration** with other professionals provides us with new and varied perspectives on issues of mutual interest. We gain a diversity of thinking and this accords new strength and creativity in a team approach. With a collaborative effort, we gain the strengths of each profession and integrate these into the matrix. The whole becomes stronger because of the creativity and diversity of the parts.

What do collaboration and a team approach mean to the area of health psychology? Since health psychology has such a broad scope with multiple facets,

Frances Flint, Continued on Page 22.

Frances Flint, Continued From Page 21.

collaboration and a team approach to pertinent issues is particularly important. Allied professionals from medicine, epidemiology, athletic and physical therapy, psychology, fitness, physiology, counseling services, and a myriad of other areas all have an investment in health psychology either through their scopes of practice or through direct interaction with clients. We gain new knowledge of the prevalence, impact, interaction, and provocative and palliative care in various areas of health psychology. Collectively, through collaborative efforts, we have a rich base of information, but only if we work in concert and **share our knowledge**. Even the demonstration of a veteran AAASP member's interest in the work of a new graduate student shows a willingness to share and welcome a new colleague. Collaboration and a team approach can strengthen our health psychology section and open new vistas for the coming years. The challenge for the future lies in maintaining this sense of AAASP community, **mentoring**, and sharing in light of the burgeoning membership and physical distance between members.

With the growth in membership, internationality and prestige, many in AAASP have become introspective about the mission of our organization. Some ask, "where does the applied part fit in sport psychology?". How can we satisfy the needs of all in AAASP regardless of interests in research, application, or a combination of the two? I believe fervently in the "applied" aspect of sport psychology; however, I respect the essential nature of research since it establishes the foundation upon which we build action in our search to understand human interaction. To me, the logical conclusion to research is the application of the findings. In a similar fashion, experience gained in health-related clinical and field settings challenges us to seek understanding of the reasons why people make health-related decisions or

Frances Flint, Continued From Previous Column.

react differentially with respect to health, thus guiding research. I do not mean to imply that all those engaged in research must set aside time to apply their work, but rather, that through collaborative relationships we extend research into the field and give feedback from the applied setting back to the research loop. This process is especially evident in health psychology.

Some key words have been highlighted throughout this statement: **collaboration, integration, teamwork, sharing, and mentoring**. To me, these are all key ingredients to a productive, enlightened, and creative organization. I would not be presumptuous enough to think, however, that I know the right way for the future to unfold for AAASP. What I am willing to contribute to AAASP is my commitment to the ideals and needs of the association, an openness to the creativity and vision of our membership, and my efforts to collectively move the association ahead. I would be privileged to be granted the opportunity to serve the membership of AAASP.

Carole Oglesby, Continued From Page 5.

keynote to symposia to poster sessions, at the annual conference is an important task in this regard. The chair also can be active in recruiting submissions of papers, focusing on health section topics, to JASP and other relevant journals. In a brief review of the past AAASP Newsletters, former Health Chairs have emphasized this role and identified other possible tasks (some already underway) which I believe are viable and worthy of our continued efforts.

Task 2 - Service in Partnerships

John Heil has suggested service projects, of at least two types, holding promise for meeting the goals of the section

Carole Oglesby, Continued From Previous Column.

and association. One is building some kind of joint interaction with NATA, focusing on psychological support for injured athletes and, perhaps, exploration of steps to reduce the occurrence of injury. Such partnership efforts might also include the sports medicine units of the USOC and the NCAA. Systemic efforts within the sport organizational framework seem to hold the greatest promise for positive change. Heil, Pargman, Berger, and Sachs all spoke about the importance and desirability of creating joint external partnerships and I would certainly pledge to work within the Executive Board of AAASP toward the enactment of such arrangements.

Heils' "critical incident stress debriefing" concept is a second example of a partnership project. I have been working recently with Eye Movement Desensitization Reprocessing (EMDR) approaches in trauma treatment. After the Oklahoma City bombing, teams of EMDR-trained professionals worked on-site for weeks in efforts to ease the pain of those injured and survivors. Of course, we are neither contemplating such disasters nor massive responses to serious incidents. The EMDR teams do show, however, how an organization can valuably put a system in place to "be responsive" to the needs of a community. AAASP members are a great resource, both at present and potentially, for the sport and athletic community. This community, by and large, does not KNOW that as yet. Partnership projects, like the ones Heil has suggested during his term, can help real persons in distress and increase the visibility of AAASP which all agree is needed.

Task 3-- Position Papers

Recently, I co-authored the mental health section of a President's Council on Physical Fitness and Sport report, designed to be adjunct to the Surgeon General's Report on Exercise and Health. Members of the PCPFS were concerned that inactivity was a

Carole Oglesby, Continued on Page 23.

Carole Oglesby, Continued From Page 22.

serious problem among adolescent girls and that, possibly, the general report on exercise and health would not adequately address this specific problem. Thus was born the PCPFS report. The hope in developing such a report is, of course, to impact favorably on public policy. If this occurs, it is often the case that funding will become available, from a variety of sources, to carry out desirable projects: 1) programs may be funded; 2) research may be supported to investigate mechanisms which account for the phenomena under study; 3) outcome research will examine the effects of the programs offered. Also, public demand for the availability of the program or outcome may grow. In this manner, the development and distribution of position papers or guidelines on health section matters (following a thorough review of such plans by AAASP units generally) could contribute significantly to enhancing the visibility, image, and influence of applied sport psychology.

Key to the accomplishment of these ambitious initiatives is to tap into, and grow, that segment of the AAASP community whose interests are diverse beyond performance enhancement alone. Such a statement is NOT to diminish the role of performance enhancement. It has unfailingly been my experience that positive psychological effects of sport (among general practitioners) accrue when participants become more fit and skillful; feeling enhanced esteem, control and discipline in their lives. Thus health sport psychology is deeply interactive with performance enhancement, and optimally, vice versa. Since many AAASP members (identifying as both performance enhancement and health and exercise psychology experts) have interests and careers which cross into health and well-being issues, we should have many hands to potentially do the kind of projects that health section leaders have proposed. To carry these efforts forward would be my commitment as chair.

Vicki Ebbeck, Continued From Page 6.

successfully recorded minutes for many meetings within my college, however, and I can be trained to use the accounting software that has been tailored for the specific financial needs of AAASP. Of course I really feel that it would be more important for me to listen to the views of AAASP members than for me to have typing or accounting skills. As a member of the Executive Board, I would expect to contribute to the development of policies affecting the future direction of AAASP. Therefore, I would want to be mindful of what AAASP members thought about different issues when presenting my own opinions. In addition, I would want to be receptive to new ideas and suggestions forwarded to me by other members of the association so that I could then share them with Board members. Communication among members of the association, as well as between association members and the Executive Board, is paramount to the continued growth of AAASP.

Undoubtedly there are some interesting times ahead as AAASP continues to struggle with satisfying the many needs of a membership that is professionally quite diverse. What we all want from an association, like a good pair of jeans, is a comfortable fit. I continue to attend different conferences and subscribe to new memberships in search of professional groups that are compatible with what I do. AAASP may or may not ultimately fit with my professional needs, but I am willing to wait to see how the association evolves in the future. I do believe that we each need to respect the various roles we all play in advancing applied sport psychology. Based on the respect we develop for each other, we can then address how AAASP might best serve its members. If elected to the position of Secretary-Treasurer, I would look forward to learning more about the composition of the AAASP membership and working with individual members to optimize the functioning of AAASP.

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James Whelan, Continued From Page 6.

I see myself as having the experience to do both these tasks well. As Secretary/Treasurer of the TPA, I assumed these responsibilities with a similar size membership and a much larger budget. In addition, I negotiated contracts with management groups, hotels, law firms, accountants, and lobbyists. I have ensured that people get paid and I know the importance of growing association assets. I also have experience as Treasurer of a PAC fund and know how to set up a Foundation. Finally, I have assumed all fiscal responsibilities of a student training clinic for over six years.

Of course, in addition to the specific duties of a Secretary/Treasurer, I would assume the responsibility of holding the position of an active board member. Each board member must be prepared to represent the membership and the profession when making decisions about our organization. I believe I have an understanding of the issues that are important to our membership. As an involved member of AAASP since its early years, I have witnessed the challenges and opportunities that our profession has faced and have had the rewarding experience of working within the organization to develop some of our standards. I understand the current debates about accreditation of training programs, visibility in the marketplace, and public awareness of professional competencies. Being a faculty member at a training institution with expertise in both sport science and psychology backgrounds, I understand the need for the promotion of professionals who are balanced in both research and practice. I believe that I can accurately represent our membership's opinions and our profession's needs.

Once again, I feel honored to be considered for this position. I am willing to continue to work hard for the objectives of our organization. And, I appreciate you for taking the time to read my thoughts about AAASP.

Thad Leffingwell, Continued From Page 7.

applied sport psychology as a profession of choice is outpacing growth in the number of jobs for applied sport psychologists. I will continue to support AAASP's recent efforts at proactively influencing the potential consumer base through education. As a member of the Organizational Outreach and Education Committee, I contributed to the development of educational brochures targeting potential consumers of sport psychology services. I will support the continuation and expansion of these efforts.

Graduate Training. Since the advent of consultant certification by AAASP, many students have been frustrated to learn that the program they are in may be unable to provide all the requirements for certification. This has led to a call for a standardization of graduate training, and a revisitation of the concept of AAASP accreditation of graduate training programs. I would support AAASP's reconsideration of a process of accreditation or registration of graduate programs that fulfill certification requirements.

Science. I am strongly committed to the continued development of our research knowledge base in applied sport psychology. The scientific advancement of our field is of critical importance to all students in the field because of its intimate relationship to the professional growth of our field in both academic and applied realms. While I do advocate approaches to market our field to possible consumers, I believe that these marketing efforts should have a strong research base of demonstrated intervention effectiveness. I would support efforts by AAASP to foster scientific development through research grants for applied sport psychology intervention research as well as conference workshops on grantsmanship, innovative research designs (including single-subject designs and case study) and statistical applications for investigating intervention effectiveness.

Communication. Previous student representatives have done an excellent job

Thad Leffingwell, Continued From Previous Column.

furthering communication among student members of AAASP. As an organizer of two different regional student conferences, I would continue to encourage and support these opportunities for student interaction. In addition, I would like to expand the use of electronic resources for student communication. I would create an AAASP student resources web page with information and links of relevance to the student membership. In addition, I would advocate students to join the SPORTPSY bulletin board. Recent discussions on the bulletin board about accreditation, career preparation, and intervention effectiveness could only benefit from greater student membership and participation.

I would be honored to serve as your Student Representative. If given the chance, I will serve with enthusiasm, energy, and commitment and will do my best to serve the good of the student membership of AAASP and the profession.

Bob Harmison, Continued From Page 7.

accomplish more together than we can alone. I am committed to keeping open the communication lines between students. I will encourage the regional student representatives to be active by interacting with the students in their regions so that every student member is heard. Also, whether we are training to be psychologists or mental trainers, researchers or consultants, we all need each other. Acquiring the ability to collaborate begins at the student level, and I aim to promote this unity among these distinct groups. I am never as "charged up" about my future as I am after each AAASP conference. The conference is vital to my personal development, and keeping the cost affordable is a priority. Also, I will encourage regional student representatives

Bob Harmison, Continued on Page 25.

Bob Harmison, Continued From Page 24.

to organize conferences to provide students with the opportunities to gain valuable presentation experience and to interact with professionals and students in their regions.

Professional Development.

The continual buzzword seems to be "jobs." Unfortunately, there are fewer open positions than we would like to see. There is a market out there, and we must take an active role in creating this market. While at UofA, I was part of a group that created an internship program that eventually led to a full-time position in the athletic department. Also, I have spoken with several recent graduates and young professionals who "created" a market for themselves -- so, yes, it can be done! To do so we need the know how and skills, and I would support workshops that taught us how to market ourselves and the field, how to create jobs, and about the business side of consulting.

Obviously, the availability of supervised practica and internships, certification, and accreditation will be debated over the upcoming years. I am open to examining what can be done next after considering the thorough work conducted by AAASP leadership in these areas. Strong leadership is needed to ensure that we have the opportunities to develop our professional selves. I believe that students can be active voices on these tough issues and am prepared to speak for those who want to be heard.

Again, I am honored to have been nominated for this position. I am confident that I will bring the same fire, drive, and excitement to the position that has propelled me to this point in my development. You can be assured that I will give nothing less than my best which I hope will help to advance this great field.

John Salmela, Continued From Page 8.

type. These comments are then returned to the Program Chair and the assessments for each member are tabulated and ranked. Each Program Chair already knows how many time slots are available based upon previous programs and numbers of contributions in each section.

John Salmela, Continued Next Column.

John Salmela Continued from Previous Column.

A preliminary program is then sent on disk to the Senior Program Chair. At the semi-annual Executive Board, the Program Chairs put together the final program and do some adjustments and fine tuning.

What are the main reasons for having contributions rejected? The main one is showing no evidence that there are existing data that have been collected at the time of submission. Another reason is that the author did not follow the very explicit guidelines for submission. Finally, the unique contribution to the program as compared to their submissions is considered, and this is where the rating scale numbers of the committee are useful.

As with any growing professional organization, the competition for available spaces and the slots will be increased with the professional evolution of AAASP.

Shelley Wiechman, Continued From Page 9.

important issue for all of us. To make this process easier, I want to direct you to the Directory of Graduate Programs in Applied Sport Psychology by Sachs, Burke, and Butcher. You can order it by calling 1-800-477-4348 (\$20). Specifically, the Directory includes the list of criteria needed for AAASP certification (pp. 5-6). You can match this list to what each program offers to see if you will get the training opportunities that you need. The Directory also includes a list of questions that you should ask prospective graduate program advisors (pp. 17-20). Don't be shy in asking questions as it is important that you find the program that will best fit your needs and match your career interests. For those of you wanting more applied training, I have been trying to gather a list of available internships. I have not gotten many responses (three actually) because there are not many formal internships out there. Which means that we need to start creating more applied experiences for ourselves and be somewhat assertive in asking for supervision. I will discuss this issue further at the conference and will hopefully be able to provide you with a longer list by September!

Shelley Wiechman, Continued Next Column.

Shelley Wiechman, Continued From Previous Column.

Finally, I am attending the spring board meeting in April which is the time for me to bring up any issues, concerns, or requests that the students of AAASP might have. For example, several of you have made requests regarding money and the use of AAASP's name for certain events. Just send me a written proposal and I will present it to the Board. You can also email me with ideas or questions you have for the Executive Board. You can reach me at (206)685-4442 or email at wiechman@u.washington.edu. Have a happy and productive spring!

P.S. We are still looking for someone to work with Justine Reel on setting up a student list serve. Any volunteers?

Larry Alford, Continued From Page 9.

that responsibility was re-assigned to (and ably advanced by) Craig Wisberg along with Penny McCullagh (see Fall 1996 Newsletter).

Finally, Linda Petlichkoff has returned to her duties at Boise State and has resumed her role as focal point for correspondence regarding Outreach Committee activities.

Karen Cogan, Continued From Page 10.

that will be given to potential donors to help them understand what AAASP is and what we need. I would like to extend my thanks to the committee members (Diane Gill, Jerry Larson, Sean McCann, John Noble, and Susan Walter) for their recent feedback on this project.

We are always looking for new ideas and input on increasing AAASP's revenue to provide the many training opportunities our membership deserves. Please contact Karen Cogan. Phone: (817) 565-4798; Fax: (817) 565-4376; e-mail: cogan@dsa.unt.edu; address: UNT Counseling & Testing Center, P.O. Box 13487, Denton, TX 76203.

South Central Regional Student Sport and Exercise Psychology Symposium

April 11-12th at Texas A&M University, College Station, TX.

Contact: Bob Harmison, University of North Texas (817) 591-7840, or Dr. Arnold LeUnes, Texas A&M University (409) 845-2558

**abstracts for student presentations must be received by March 28, 1997*

North American Society for Psychology of Sport and Physical Activity 1997 Conference

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*Site Coordinator: Dr. Stephen Wallace, Department of Kinesiology, University of Colorado at Boulder
Boulder, CO 80309*

Tel: (303) 492-8205

Fax: (303) 492-4009

E-mail: Stephen.Wallace@colorado.edu

11th International Symposium for Adapted Physical Activity ISAPA

May 13-17 Chateau Frontenac, Quebec City, Canada

*For more information, contact: Institut de readaptation en deficiance physique de Quebec
525, boulevard Wilfrid-Hamel, Bureau A-102, Quebec, G1M 2S8, Canada
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IOC Olympic Prize

In order to recognize the evolution of scientific research related to human movement, the International Olympic Committee, under the sponsorship of Parke-Davis, has created a prestigious prize - the IOC Olympic Prize. This Prize will be awarded for findings resulting from outstanding research in the field of science applied to human movement, physical exercise, and sport. The prize may be awarded in the following fields:

biological sciences

medical sciences

physical sciences

psychological sciences

The IOC Olympic Prize is awarded every two years in connection with the Olympic Summer and Winter Games and consists of a medal, a diploma, and \$250,000 (U.S.). The first IOC Olympic Prize was awarded in 1996. The next IOC Olympic Prize will be awarded at the XVIII Olympic Games in Nagano Japan in 1998. Nominations should be received not later than March 31, 1997. Further details on the Prize and the nomination procedures can be found on the Web at www.oicolympicprize.com. For more information about the IOC Olympic Prize please contact the IOC headquarters in Switzerland, or the Chair of the Selection Committee at:

International Olympic Committee, Medical Commission, Chateau de Vidy, CH-1007, Lausanne, Switzerland

Tel: 41.21 621 61 1, Fax: 41.21 624 61 66; OR

***Chairperson Selection Committee, Benno M. Nigg, Human Performance Laboratory, The University of Calgary,
Calgary, Alberta, Canada T2N 1N4,
Tel: 403 220 3436, Fax: 403 284 3553.***

Bravo! Bravo! Bravo! Bravo! Bravo!

Dr. Lavon Williams has accepted a position at Northern Illinois University for Fall of 1996. Dr. Williams received her Ph.D. in 1996 from the University of North Carolina at Greensboro under the direction of Dr. Diane Gill. Dr. Williams' primary research interests involve the motivational and socializing factors influencing the perceptions and behaviors of physical activity participants,

Bravo! Bravo! Bravo! Bravo! Bravo!

Australian Sport Psychology Scholar Award Announcement

It is a pleasure to announce that the 1997 (fourth) recipient of the Australian Sport Psychology Award is Dr. Joan Duda, Department of Physical Education, Purdue University. Dr. Duda receives an all-expenses paid trip to Australia during August-October, 1997, to give a series of lectures, interact with academic staff and students, plan future research projects with Australian academics, address the Australian Psychological Society conference (held in Cairns, Queensland), and of course, enjoy the beauty, sights, and culture of downunder. The award reflects the wish of co-hosts to recognize the extensive contribution of selected academics for their contributions to the field of applied research. Previous award winners, from 1994 to 1996, respectively, have been Dr. Dan Gould, Dr. Robin Vealey, and Dr. Jean Williams. Co-hosts include the University of Sydney, University of Western Sydney, University of Wollongong, University of Canberra, the Australian Institute of Sport, Victoria University of Technology, Deakin University, LaTrobe University, South Australian Sport Institute, University of Western Australia, University of Queensland, and University of Southern Queensland.

Congratulations, Joan.

.....

Corrections from Fall 1996 Newsletter

*****please make the following change in the Membership Directory*

*Robert J. Smith
Biobehavioral Sciences, Inc.
1330 Beacon Street, Suite 202
Brookline, MA 02146
Office phone: (617) 738-4814*

Corrections with apologies to Shelley Wiechman, whose name was spelled incorrectly in the Fall Newsletter. You can contact Shelley at: Dept. of Intercollegiate Athletics, University of Washington, Graves Annex, Box 354080, Seattle, WA 98195-4080

In the Burt Giges Commentary in the Fall 1996 Newsletter, two mistakes occurred. First a typographical error which reads "...runners whose performances were impaired." should be changed to "...runners whose performance was impaired." A second mistake results in a change of meaning in the first paragraph, second sentence. It read "...without having more background information from the experts on seeking assistance." It should read "...without having more background information from the person seeking assistance." We apologize for the mistakes.

Summer Newsletter Deadline

The deadline for the Summer Newsletter is May 1, 1997. Please send information to Dr. Dale Pease, Publications Director, AAASP Editorial Office, Dept. of HHP, University of Houston, Houston, TX 77204-5331

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

Leonard Zaidikowsky
605 Commonwealth Avenue
Boston University
Boston, MA 02215

MEMBERSHIP APPLICATION FORM

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

Is this your first time joining AAASP? Yes No

I. BIOGRAPHICAL DATA

Name: (Last) (First) (Middle)

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(Street)

(Building/Affiliation)

(City) (State/Province) (Zip) (Country)

E-Mail Address:

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(Members Outside the U.S. or Canada, please include country code in Telephone/Fax #)

Highest Degree: (Please circle) BA BS MA MS PhD EdD Other

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Institution Degree Obtained From:

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Optional: Gender: Male Female

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

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III. MEMBERSHIP CATEGORIES (Membership year Jan. 1-Dec. 31)

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