

# Winter 2000 Newsletter



ASSOCIATION FOR THE ADVANCEMENT OF  
APPLIED SPORT PSYCHOLOGY

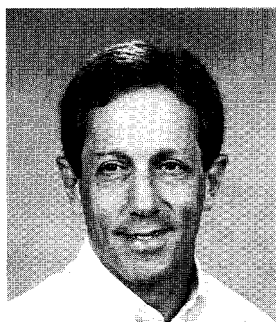
Vol. 15, 1

## The State of the Association

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### A Message from the President



**Andy Meyers**  
Y2K

Gosh (and I believe that's the first time I've ever used that word - my presidential responsibilities and my kids have really cleaned up my act), it seems like I just mailed off my column for the last newsletter and here I am, starting on New Year's Eve, rac-

ing to meet deadline for the next one. It's all a bit scary because it means that my presidential year is speeding by and I don't feel like I've accomplished much yet. Think I can blame it on Y2K? Probably not, but what I can do is use it to segue to AAASP's obvious need for an association director to handle many of the day to day tasks that take up so much of the Board's time and energy. Just a thought... A desperate one.

Truth be told we have started to make some changes. For those of you who have submitted papers, posters, workshops and symposia to our 2000 conference in Nashville, you will have noticed that you made your submissions through interest areas rather than through the traditional three-section division. This is our first step (well, maybe the second, since the first Special Interest Groups (SIG) are now forming) at testing the waters of a SIG scheme to replace our Intervention/Performance Enhancement, Health Psychology and Social Psychology structure. Hopefully, this will fulfill its purpose by encouraging and nurturing the diversity that we know already exists within AAASP. The next step in this process involves giving the three section heads and the Publications Director im-

mediate responsibility for oversight of the AAASP committee structure. That should happen in the next month. One component of this reexamination of our committees will be solidifying our presence on the web. Our web page, of which we are, in my humble opinion, justifiably proud; has grown beyond the need for casual monitoring to a point where it requires almost constant supervision. Cindy Pemberton, Publications Director, and the rest of the Board will put together a committee of technology-wise folks to do just that. Please help if you are called. We are also in the process of developing web linkages with several other sport science and medical web sites. Currently, we are in preliminary discussions with HumanKineticsPublishers, AthletesVillage.com and AmericasDoctors.com. If these relationships develop as planned, AAASP will serve as THE source of sport psychology information, and in return, the AAASP name will be showcased to a very broad audience. We will be seeking members to staff a committee that will help us with this important function.

Perhaps the most exciting development has occurred with the Journal of Applied Sport Psy-

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### **Sport Psychology Research Assistant Position**

The United State Olympic Committee has a two-year Research Assistant position in Sport psychology available for the period of September, 2000 - September, 2002. **Duties include:** Direct educational programs with athletes and coaches, including lectures, team meetings and individual sessions, involvement in ongoing research and writing projects. Supervised counseling contacts with athletes. Basic qualifications include: MA in Clinical, Counseling, or Sport psychology. Experience working with athletes; research experience in the area of sport and performance; strong speaking and writing skills essential. Coursework in both sport sciences and counseling or clinical psychology preferred. Non-U.S. citizens must possess proper credentials prior to assignment. Salary: \$24,000 per year plus employee benefits. **Application deadline: March 15, 2000.** For more information, contact Sport Science & Technology at (719) 578-4793 or [www.olympic-usa.org/sport-science/](http://www.olympic-usa.org/sport-science/).

# ***President-Elect***

**Steven Danish**



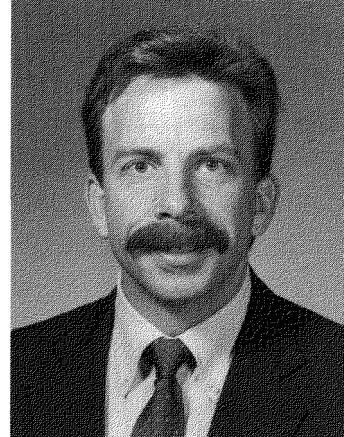
## **Biography**

Dr. Steven J. Danish is Director of the Life Skills Center and Professor of Psychology, Preventive Medicine and Community Health at Virginia Commonwealth University. Steve previously served as chair of the Psychology Department. He was also on the faculty at Penn State and S.I.U. He received his doctorate in Counseling Psychology from Michigan State University and is a licensed psychologist and a registered sport psychologist of the Sports Medicine Division of the U.S.O.C. He is a Fellow of the American Psychological Association (Divisions 47, 17, and 27), the American Psychological Society, and AAASP. He served as past President of the Society of Community Research and Action (a Division of APA), and on the Executive Committee of AAASP. He has written over 80 articles and books in several areas of psychology; sport performance enhancement, health and nutrition; and substance abuse prevention and has received a number of federal and foundation grants. Steve coached basketball at both the college and high school level and has consulted with professional and amateur athletes. He is a past member of the Virginia Governor's Commission on Sports and Physical Fitness and serves as chair of the Virginia Tobacco

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**Dave Yukelson**



## **Biography**

In his 13<sup>th</sup> year as Sport Psychologist with the Morgan Academic Support Center for Student-Athletes, Dr. David Yukelson is responsible for coordinating the delivery of Sport Psychology Services for all 29 teams at Penn State University. In addition to his full time duties counseling coaches and athletes in the athletic department, Dave also has an Affiliate Assistant Professor position in the Department of Kinesiology, and has been the faculty advisor for the Student-Athlete Advisory Board the past twelve years. A Fellow and Certified Consultant in AAASP, he has served the organization in many ways including associate editor of the AAASP Newsletter (1987-1989), chair of the Organizational Outreach and Education Committee (1992-1995), and has served on the Health Psychology Committee (1989-1991), Intervention/Performance Enhancement Committee (1993-1995), and Certification Committee (1989-1990). Dr. Yukelson has published numerous articles in professional refereed journals and has presented papers at various statewide, national, and international conferences. He currently serves on the Editorial Boards for the Journal of Sport and Exercise Psychology, the

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# Secretary -Treasurer

**Gloria Solomon**



## Biography

Gloria B. Solomon, Ph.D., (University of California at Berkeley, 1993) is an assistant professor in the Department of Kinesiology at Texas Christian University. Upon coming to TCU, she was afforded the opportunity to create a new graduate emphasis in sport psychology. Dr. Solomon teaches undergraduate and graduate courses in sport psychology, conducts research, consults with TCU athletic teams, and directs the physical education program at Starpoint School, a lab school for learning disabled children (grades 1-4). Gloria joined AAASP in 1987 while a graduate student and has attended and presented at most of the conferences since that time. She currently serves as Chair of the Continuing Education Committee, is an AAASP certified consultant, and recently received an AAASP Research Grant. Her primary research interests are two-fold: Dr. Solomon investigates children's socio-moral development through physical activity and the influence of coach expectations on athlete performance. She has published in numerous journals (JSEP, JASP, IJSP) and presented her research at national and international conferences. Dr. Solomon is a reviewer for several journals and was

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**Karen Cogan**



## Biography

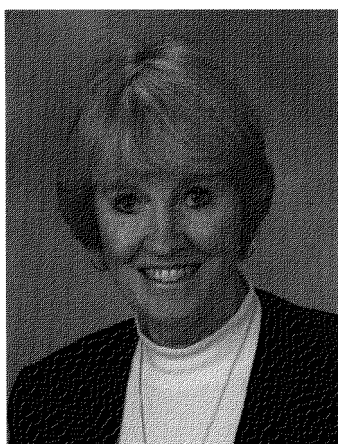
Karen Cogan, Ph.D., is a licensed psychologist and holds a joint appointment at the University of North Texas (UNT) Counseling Center and Psychology Department. In addition, she is on the faculty of the UNT Center for Sport Psychology and Performance Excellence and has a private practice. She earned her Ph.D. in Counseling Psychology from Ohio State University and completed her clinical internship at the University of California, San Diego in 1991. Karen earned an M.S. in Kinesiology (sport psychology emphasis) from UCLA in 1987 and a B.A. in Psychology, also from UCLA, in 1985 where she competed for their nationally ranked gymnastics team.

Karen is a Charter (student) member of AAASP, a Certified Consultant, and a member of the Certification Committee. Over the past four years she has been Secretary-Treasurer and Member at Large for APA Division 47. Currently she consults with a variety of athletes and teams including the U.S. Freestyle Mogul team, the U.S. Alpine Women's Development Team, and USA Gymnastics. Karen has published in sport-related journals and presented papers at regional and national con-

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# Health Psychology

**Aynsley Smith**

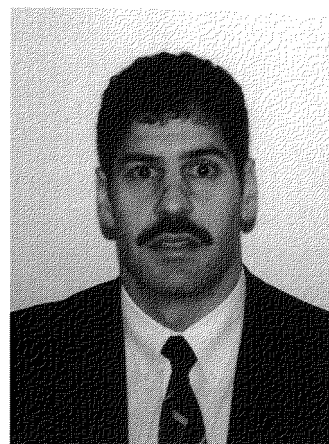


**Biography**

Aynsley M. Smith, Ph.D., is the sport psychology counselor and research director in the Mayo Clinic Sports Medicine Center. She is an assistant professor at the Mayo Medical School (joint appointment: Orthopedic Surgery, Physical Medicine and Rehabilitation). She is also an AAASP Certified Consultant, APA member, is on the USOC 1996-2000 Sport Psychology Registry, and AAASP Health Psychology Committee. Credentials include an R.N. (1961), BSN, an M.A. and a Ph.D. in Kinesiology (sport psychology and counseling psychology) from the University of Minnesota. Her thesis, The Emotional Responses of Athletes to Injury (1988), received a Canadian Association of Sport Science award and her dissertation was published in the American Journal of Sports Medicine. Aynsley has peer review publications and has made numerous presentations, including at the World Hockey Summit and the University of Minho, Portugal. Receiving a clinical research endowment (1996), Aynsley developed the Johansson-Gund research scholar program. This comprehensive scholar experience includes research, education, and applied sport psychology. The multidisciplinary research protocols pertain primarily to epidemiology; emotional re-

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**Frank Perna**



**Biography**

Frank Perna, Ph.D., is a licensed psychologist and an assistant professor at West Virginia University (WVU) with appointments in the departments of Sport Psychology, Counseling Psychology, and the School of Medicine. He completed his doctoral degree in counseling psychology at Boston University and his clinical psychology internship at the Boston VAMC/Tufts Medical School Consortium. Before joining the faculty at WVU, Frank was an NIMH clinical health psychology postdoctoral fellow at the University of Miami and a clinical sport psychology postdoctoral research assistant at the U.S. Olympic Training Center. He has been the recipient of AAASP's Dissertation Award and the Dorothy V. Harris Early Career Contribution award.

Currently, Frank has two externally funded lines of research that integrate interests in health and sport psychology and applied practice. One arm of the research explores affective and psychophysiological aspects of exercise as a cognitive-behavioral (CB) intervention to improve health and quality of life among persons with chronic disease. Most recently, he was awarded a large NIH grant to examine barriers to and the effects of exercise on physical well-being and quality of life among

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# Student Representative

**Rob Fazio**



## **Biography**

Rob Fazio received his B.A. in Psychology from The Pennsylvania State University in 1996 and his M.Ed. in Athletic Counseling from Springfield College in 1999. He is presently a doctoral student in counseling psychology at Virginia Commonwealth University. While at Springfield, he assisted in the development and implementation of the National Football Foundation's "Play it Smart" Program and completed an internship as an 'Academic Coach' in an inner city high school. He was an Athletic Counselor for the diving teams at the University of Massachusetts and Springfield College as well as a consultant for additional teams. He now serves as a graduate assistant at the Life Skills Center where he is involved in the Coach Accreditation Program (sponsored by the National Football Foundation and the NFL) and the SUPER program. Rob's research interests include life skills programming and Emotional Intelligence. Rob has been an AAASP regional representative since 1997.

## **Position Statement**

Lou Holz once made a statement which conveyed the message, when you are a part of an organization, you need to improve it. That will be my mission

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**Julie Partridge**



## **Biography**

Julie Partridge received her A.S. from Coffeyville (KS) Community College in 1994, where she was a two-time Academic All-American in softball. She received her B.S. in psychology from Kansas State University in 1996, where she first became interested in social aspects of sport while studying under Dr. Mary McElroy.

In 1998, Julie earned an M.A. in Exercise and Sport Science with an emphasis in sport psychology at the University of North Carolina at Chapel Hill, under the direction of Dr. John Silva. Her thesis work examined the influences of academic self-concept, athletic identity, and global self-esteem on collegiate academic performance. While at UNC-CH, Julie was a teaching assistant and an academic advisor for the football team. She also had the opportunity to provide applied sport psychology services to individual and team athletes at UNC-CH.

Currently, Julie is in the Kinesiology doctoral program at the University of Northern Colorado. She is studying under the direction of Dr. Bob Brustad and serves as the editorial assistant for *The Journal of Sport & Exercise Psychology*. She is a teaching assistant, and has worked as a counselor at an NCAA sport camp for at-risk and disadvantaged youth, and is currently working

**Continued on page 31**

## Point, Counter-Point: Goal Profiling

### Lavon Williams, Associate Editor

For many years it seems that a few researchers interested in achievement motivation have engaged in informal conversations and debates concerning the appropriate methods and analyses for examining the relationship between goal orientations and various psychological constructs and behavioral indices. Recently, the debate seems to have grown to involve more researchers with more widespread dialogue. This segment of Point, Counter-Point features Chris Harwood and Darren Treasure who will share their perspective on goal profiling. Chris is a Lecturer in Sport Psychology and the Director of Tennis at Loughborough University, UK. He received his BSc 1<sup>st</sup> Class Honors, MSc Distinction, and his Ph.D. from Loughborough University. Chris's research interests focus on achievement motivation, the psychology of elite performance, and the psychological aspects of tennis. Darren is an Assistant Professor in the Department of Exercise Science and Physical Education at Arizona State University. He received his B.A. Honors degree from the West London Institute of Higher Education, UK (now Brunel University), his M.S. and Ph.D. from the University at Illinois at Urbana-Champaign. Darren's research interests focus on motivational aspects of physical activity. Below Chris presents a case for the use of goal profiling and Darren shares some concerns.

#### A Need for Goal Profiling

##### Chris Harwood

Research into Nicholls' (1984, 1989) social-cognitive approach to motivation in education has contributed to an extensive understanding of human behavior in the sport and physical activity domain. It is these last few words, "understanding of human behavior in the sport...", which drives the content of this debate and the points that I will make in favor of employing a goal profiling methodology

in sport. Nonetheless, I have to point out that I am most keen to reinforce that we uphold the principle of orthogonality in our research, with goal profiling as one satisfactory method which allows the combined effects of independent constructs to be investigated.

I have chosen not to explain the rudiments of the goal profiling technique immediately. Instead, I have taken the calculated risk of trying to demonstrate how particular aspects of the theory itself would argue for using the approach! My case will be 'fleshed out' around four key points which should reinforce how critical it is to apply a goal profiling-type methodology if achievement goal theory is to contribute to the understanding of human behavior. These are:

1. Task and ego orientation are **TWO** orthogonal dimensions which represent socialized tendencies within **ONE** individual performer.
2. The level of each goal orientation in tandem with mediating effects of the achievement situation are critical in determining what state(s) of goal involvement are going to be activated at a given moment in time.  
  
and subsequently,
3. Individual differences in cognitive, affective and behavioral responses (taken at the dispositional or situational levels) can never be fully understood by only examining half of the individual.
4. An individual cannot theoretically be task oriented or ego oriented, yet our literature makes the mistake all the time.



## Point, Counter-Point continued

### The Case for Goal Profiling

Achievement goal research in sport commonly refers to how orthogonal task and ego goal perspectives are underpinned by the individual's adoption of either a differentiated or undifferentiated concept of ability. Duda and Whitehead (1998, p. 24) state "the two goal orientations, labeled task and ego orientation, relate to whether an individual is more or less likely to employ an undifferentiated or differentiated concept of ability." In other words, when entering an achievement situation, individuals are perceived to carry certain propensities to construe ability both in the differentiated or undifferentiated sense. Situational properties then presumably contribute to determine which conception of ability prevails as goal involvement in that situation. Simply put, an individual approaches a situation holding two orthogonal goal orientations. Subsequently, that individual, in that situation, experiences fluctuating states of goal involvement which have been activated by the interplay between the levels of both goal orientations and contextual conditions.

If, as researchers, we are in the business of understanding performers and, more specifically, how the quality of motivation affects sport-related behaviors and cognitions, then we cannot forget the principle of orthogonality. However high, moderate or low the task or ego orientation might be, these socialized orientations do sit side by side within one human entity. They might be independent constructs but they cannot be separated from the one human being in which they exist and develop. Presupposing therefore that there is the potential for interaction, the level of one goal orientation is bound to have some (even if minimal) impact on the other in affecting levels of task and ego involvement at some stage in some situation.

For example, it might be that the high task orientation causes a high task/high ego oriented tennis player to be more task involved during certain stages/situations in a match, when without it, they would probably be overwhelmed by a highly

activated level of ego involvement from the 1<sup>st</sup> serve being struck to match-point being won or lost. For the applied sport psychologist this is a very critical issue, as every time a research publication uses the phrase 'task oriented' or 'ego oriented' it is negating the motivational, cognitive and behavioral influence of the other level of goal orientation within the motivational profile. What we must guard against is letting the terms 'task oriented' and 'ego oriented' slip off the tongue. When viewed orthogonally, one cannot theoretically be either of these 'positions.'

In the late 80's and early 90's, researchers generally analyzed the effects of each goal orientation separately, and subsequently reported and discussed only the main effects of each goal orientation separately. Put jokingly, this was the era of "task orientation means that you might do this or think that, ego orientation might lead to this" as research began to uncover what cognitive, motivational or affective variables were 'superglued' to one orientation or another. It was almost as if task oriented performers lived in the North of England and had certain characteristics while ego oriented performers lived in the South and possessed an entirely different set. No consideration was given to where performers with both high task and high ego orientations lived!

Arguments have been put forward (Duda, 1997) that a number of research studies from the 80's and 90's applied multivariate analyses (e.g. canonical correlations) above simple univariate correlations. However, while such an analysis does statistically consider task and ego orientations simultaneously, it does not inform us of the impact of one orientation on another at the individual level. A recent enough example of this was the study by Roberts, Treasure, & Kavussanu (1996) that examined the relationship between achievement goals and beliefs about success and satisfaction in sport. Their investigation found out a great deal more about how **individuals** with differing levels of goal orientation display differing beliefs, compared to simply how **task orientation** correlated with one belief and **ego orientation** with another (often opposing) belief. Indeed if left to canonical correlation analysis alone, the research world of achievement



### **Point, Counter-Point: Goal Profiling, continued**

goal theory would be left with the historical knowledge that high ego oriented performers do not believe in effort as a cause for success. By adopting a goal profiling methodology, the study showed how individuals with a high ego orientation and a high task orientation do actually believe in getting their hands dirty in order to be successful. The lessons to be learned from this are very simple. Predicting cognitive-behavioral main effects of task orientation alone and ego orientation alone within cross-sectional group-based designs tells one little about the practical reality. It's as if you are predicting the result of a doubles match by looking at only one of the players in the pairing. In sum, as researchers we must question the validity of predicting the potential for important motivated behaviors and cognitive processes having considered only half of the individual performer.

### **Conclusions**

Goal profiling is simply one technique that theoretically takes the above arguments into account. Goal profiling allows four of the most basic goal profile groupings to emerge - performers who are high task/low ego; high task/high ego; low task/high ego; and low task/low ego. Differences between these groups can then be examined via a number of analysis of variance techniques to investigate both main effects within dimensions (e.g., high task vs low task) and interaction effects between dimensions (i.e., between the 4 groups). In the final analysis, we have a procedure that allows us to investigate how individuals with different motivational profiles differ in their responses to a variety of cognitive, affective and behavioral dependent variables. You also have a technique which allows you to identify and target potentially 'elite' versus 'at risk' performers for the purposes of more in-depth qualitative analysis, or for intervention purposes (Harwood, 1997). In terms of helping researchers and applied practitioners to better understand performers and their responses in sport situations, I believe the **concept** of goal profiling to be irrefutably solid.

No solution is perfect, but keep in mind that

the problems or disadvantages associated with the concept or case for goal profiling are solely problems with the sample and measurement of it! If progress is to be made in understanding human behavior we must work within the bounds of theoretical principles. The use of goal profiles is one way to accomplish this.

### **Concerns Associated with Goal Profiling Darren Treasure**

A fundamental tenet of achievement goal theory is that task and ego goal orientations are orthogonal which means one can be high or low in each, or both orientations at the same time (Nicholls, 1984, 1989). This has led some researchers to suggest that we examine the motivational consequences of different goal orientation profiles (e.g., Hardy, 1997; Roberts, et al., 1996). When creating goal profiles, participants are usually divided by a median or mean split on both task and ego orientation scales, usually derived from the Perception of Success Questionnaire (POSQ; Roberts & Balague, 1989, 1991; Roberts, Treasure & Balague, 1998) or the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda & Nicholls, 1992), and then four goal profile groups formed, i.e., high ego/high task, high ego/low task, low ego/high task, and low ego/low task (e.g., Duda, 1988; Fox, et al., 1994). The creation of these goal profile groups affords the researcher the opportunity to examine, for example, how athletes who are high in ego orientation and low in task orientation differ from those who are high in both ego and task orientation.

Preliminary findings from studies with male and female athletes from a wide range of competitive levels and age seems to suggest that the most adaptive motivational profile is one of high task and high ego orientation. Duda (1997) has suggested that this profile may be the most adaptive as high task/high ego athletes may be motivated 'over the long haul' as "they have their strong task orientation to fall back on when their sense of normative ability is in jeopardy" (p.309). Unfortunately, no longitudinal research has been conducted to address this question, or any other question related to the long-term

## **Point, Counter-Point: Goal Profiling, continued**

effects of achievement goal orientations in sport. Although goal profiling offers the opportunity to examine the interaction of task and ego goal orientations there are a number of potential concerns associated with using goal profiles.

Two measures of achievement goal orientations in sport currently exist in the literature, namely the POSQ and the TEOSQ. Although research has provided evidence for the strong psychometric properties for both measures, there are a number of issues emanating from these measures with regard to goal profiling. One of the consistent findings in the goal orientation literature is that scores for task orientation are usually highly skewed. For example, in a recent review of seventy published articles Duda and Whitehead (1998) reported a mean of 4.08 on a five point scale for the task orientation scale of the TEOSQ. The scores for the task orientation scale of the POSQ are very similar. Are these highly skewed scores a reflection of the task orientation scale of the respective measures, or are athletes truly that strongly predisposed to view success in such a task involving way? If the latter is true, parents, coaches and teachers are being very effective in developing an athlete's perception of success that is based on improvement, effort, and mastery. If the former is true, more research is needed into the make-up of the task orientation scale and/or techniques employed to transform a very skewed task distribution prior to statistical analyses such as goal profiling (Duda & Whitehead, 1998).

To date, research that has adopted a goal profile analysis using either the POSQ or TEOSQ have used somewhat arbitrary, and rather crude, scores of central tendency, usually median or mean, to determine the profile groups. But can we really say that an individual who scores a 4.10 is high in task while someone who scores a 4.09 is low? Is this .01 difference meaningful? An additional concern regarding the published goal profiling research is that the goal profiles have been sample specific such that a score that may be high in one sample is low in another making comparisons between samples particularly difficult. As no norms currently

exist for either the POSQ or TEOSQ, can we really state what being high or low is in either goal orientation? As Duda and Whitehead (1998) correctly state, the establishment of norms is absolutely essential to facilitate the formation of goal profiles that are actually high or low based on objective criteria.

As Hardy (1998) has recently stated, the most effective way to assess the interactive effect of task and ego goal orientations is via 2x2 quadrant analysis or moderated hierarchical regression analysis. There are, however, some concerns that must be addressed when choosing to adopt either type of analysis. Addressing moderated hierarchical regression analyses first, this type of analysis enables the researcher to examine the separate, as well as the interactive effects of task and ego goal orientation. Unfortunately, this type of analysis is not particularly powerful. Researchers adopting this statistical approach to goal profiling must therefore examine whether the few interactions that may emerge in these studies is attributable to the sample size, the low statistical power of this type of analysis to detect moderators (Aguinis & Stone-Romero, 1997; Finney, Mitchell, Cronkite, & Moos, 1984), or whether task and ego orientations actually interact. The use of quadrant analysis is also somewhat problematic as creating goal profile groups assumes an interaction between the goal orientation dimensions. As Duda (in press) contends, goal profiles, if analyzed via this latter strategy exclusively, convey little about the potential influences of the two goal orientation dimensions. Specifically, does task orientation, ego orientation or the interaction between the two account for the most variance in the dependent variable of interest?

## **Conclusion**

Clearly, the most significant issue facing researchers and practitioners interested in goal profiles is the lack of norms for the task and ego orientation scales of the POSQ and TEOSQ. The construction of such norms will require the collection of a large amount of data and the careful assignment of individuals by such variables as age, gender, and competitive level if scores are to be established to rep-

## **Point, Counter-Point: Goal Profiling, continued**

resent exactly what scores on task and ego are actually high or low. Although the development of norms is important, the size of the sample required may make it very difficult to establish objective criteria at the elite level. To assist in the understanding of the impact of different goal profiles at the elite level, therefore, scores on the POSQ and TEOSQ may be used to produce four sub-samples from which individuals can be randomly selected for subsequent in-depth qualitative analyses (e.g., via interview or observation), case study, and/or interventions (Duda, in press).

Goal profiling offers an interesting, theoretically driven, approach to examining motivation in sport. Researchers and practitioners, however, should be aware of some of the issues described above if they are not to draw some inappropriate conclusions derived from goal profiling.

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## **University of Tennessee, Knoxville Faculty Position (Pending Approval)**

**Position:** Assistant/Associate Professor of Sport Psychology (tenure track)

**Responsibilities:** Teach graduate and undergraduate courses in sport psychology and the social psychology of sport. Conduct independent and collaborative research, primarily in sport psychology or the psycho-social aspects of sport, that merits publication in scholarly refereed journals. Mentor graduate students and supervise theses and dissertation. Participate in professional, university, and community service.

**Qualifications:** An earned doctorate in sport psychology or the social psychology of sport and physical activity and evidence of scholarly achievements in these disciplines. University/college teaching experience. Demonstrated expertise in specific topics in sport psychology and the social psychology of sport. Ability to gain approval to direct theses and dissertations desired. Qualified minority and women candidates are encouraged to apply.

**Application Process:** Review of applicants will begin February 15, 2000 and will continue until the position is filled. Position effective August 2000 (pending approval). Interested persons should submit a vita and letter of interest. Names and addresses of references need not be provided with application but may be requested by the search committee at a later date. Address correspondence to:

Dr. Craig Wrisberg  
Chair Sport Psychology Search Committee  
344 HPER  
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## ***Elections Continued***

### **Steven Danish, Position - President-Elect, continued from p. 3**

Settlement Foundation Board. He developed the Going for the Goal Program, is a winner of the Lela Rowland Prevention Award from the National Mental Health Association, and the SUPER (Sports United to Promote Education and Recreation) Program. He is the co-developer and curriculum coordinator of the life skills' component for The First Tee and the NFL's Coach Education and Accreditation Program. Previously, he was involved in developing and implementing the Career Assistance Program for Athletes (CAPA) for the U.S.O.C. and the NCAA's Youth Education through Sports (YES) Program.

### **Position Statement**

LET'S GO APE

I am writing this statement in the midst of our national presidential campaign. One commonality among the candidates is that they try to be all things to all people. In contrast, I write this statement wanting to communicate a specific agenda I want to pursue if elected. I do so because I want you to understand what I stand for. If you do not agree with my position, I urge you not to vote for me. Both you and I will be less frustrated.

I am honored to have been nominated, but I also know the enormity of the task. I decided to run because I strongly believe in the direction Andy Meyers and the Executive Board are moving as described in the Fall 1999, Newsletter.

AAASP has reached a turning point. Although our numbers grow, many of the new members are joining under false assumptions relative to career opportunities in the field. Perhaps this is why our non-renewal rate is high. There are not enough jobs for everyone who wants careers enhancing elite athletes' performance. We would almost need a one-to-one ratio between AAASP members and professional athletes to achieve this goal.

More importantly, I believe that it is not the enhance-

ment of *athletic* performance that makes our organization unique. Nor is it our methods. Health professionals with a diversity of backgrounds use some of these methods to help reduce an assortment of biopsychosocial problems and have been doing so at least as long as we have. Rather I see us as having a broader mission.

### **Our Unique Mission—Performance Excellence**

What is unique about our organization is that we focus on enhancing or promoting a variety of performance behaviors. Although the focus for most of us may be sport or exercise performance, we have members enriching artistic performance, elevating organizational creativity and efficiency, increasing scientific, medical, and technological expertise, and facilitating interpersonal and intrapersonal development among children and adolescents and across the life cycle. We are an association of members who focus on performance excellence. Some develop interventions toward this end, others conduct research to better understand what constitutes performance excellence and how and why it should be done. What is especially important about what we do is that we are the only association who has this orientation (thus the title of my statement, APE—the Association for Performance Excellence).

I don't like the APE acronym either, but we can change that. What is important is that we should recognize our uniqueness. Martin Seligman, during his APA presidency made "positive psychology" his focus and called for increased research in this area. We have been intervening and evaluating in one domain of positive psychology for years—athletic performance. For those of us who believe in the concept of transferrable skills, the decision to expand our focus to other domains should be an easy one.

### **Benefits of Expanding Our Mission**

- 1. By expanding our perspective, we can conduct our interventions and research while avoiding turf battles with professional psychology. Moreover, the public and the people we teach/train will be a lot clearer about what we do—we enhance performance.
- 2. Our membership will increase as we focus on all

## ***Elections Continued***

### **Steven Danish, Position - President-Elect, continued**

areas of performance. With increased membership will be organizational difficulties, but not insurmountable ones. We could, for example, have different SIG's or sections for the different performance areas. Attendees at our conference could then sample different areas of performance excellence although we would still have programs that overlap areas. We will have more revenue enabling us to hire more permanent staff.

- 3. Students could develop more career options by gaining experience in different settings where excellence takes place.
- 4. We could really do organizational fund raising because others would be interested in the areas of excellence in which we would have expertise.
- 5. Our journal would differentiate itself from the other journals and be of interest to a wider audience.
- 6. With the coming of a new century and millennium, beliefs about the future are more positive than at many times in our past and, as a result, the timing for an organization to focus on excellence could not be more timely.

### **Proposals to Capitalize on Our Uniqueness**

An organization cannot change overnight. If elected, I would work with Joan Duda, our President, to identify a committee of individuals to develop a mission statement and examine all the pros and cons of moving in this direction. If it seemed reasonable to proceed, I would bring the proposal to the organization for their reactions and approval. Simultaneously, I would begin to invite others who intervene or do research in areas of performance excellence to present at our conference. Hopefully, within the three-year period associated with my tenure on the Executive Board, we could make this dream a reality.

There have been several recent conferences bringing

together professionals who work with elite performers from different areas. However, it is my belief that we are best positioned to bring these groups together under one roof and take the lead in establishing an association for performance excellence. It would be an exciting challenge to undertake and, if you concur, I would be honored to help us work toward such a goal. So, let's go ape over performance excellence.

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## **Plan now to attend the 15th Annual AAASP conference in Nashville, Tennessee**

**October 18-22, 2000**

Detailed information about the programs, workshops and speakers will be posted on the web site as it becomes available. Please check: **[www.aaasponline.org](http://www.aaasponline.org)**. Along with the extra-curricular activities Nashville offers, such as Music Row and the Opryland Complex; there will be the usual opportunities to relax (and compete) with your friends. The golf tournament will be held at the Legends Club of Tennessee built by Tom Kite. Conference program offerings promise to be diverse, and will be clustered thematically this year rather than organized by the 3 AAASP sections. The summer newsletter will contain details about speakers, workshops, travel recommendations, and accommodations.

Please join us in the "Country Music Capital of the World" for an exciting, thought-stimulating conference.

## ***Elections Continued***

### **Dave Yukelson, Position - President-Elect, continued from page 3**

Journal of Applied Sport Psychology, and the Georgia Tech Sports Medicine Newsletter. He is a member of the USA Track and Field Sport Psychology Registry, and has been a consultant for the PGA of America and USA Field Hockey. He is also a former President of the NASPE Sport Psychology Academy (AAHPERD).

Dr. Yukelson obtained a B.A. degree in 1976 from the University of California at San Diego (Social Psychology); an M.S. degree in 1979 from Florida State University (Movement Science), and a Ph.D. in 1982 from the University of North Texas (Education with specialization in Sport Psychology). Prior to his arrival at Penn State University, Dr. Yukelson held faculty positions in the Department of HPER at the University of Houston, the Department of Pediatrics at the University of Texas Health Science Center at Houston, served as an Administrative Department Manager for a hospital based Sports Medicine Center in Houston, and was a sport psychology consultant for various athletic teams at both the University of Houston and Rice University.

### **Position Statement**

When Andy called to ask if I would be interested in running for the position of President of AAASP,

my initial reaction was a combination of shock and giddy excitement. After jump starting my heart and picking my jaw up from the ground, my emotions quickly turned to a severe case of "stinking thinking" (e.g., "what have I gotten myself into, am I worthy of this responsibility"?). In all sincerity, I am extremely honored that members of our organization in general, and executive board in particular, think I am worthy of this endeavor, and if elected, I will do all in my powers to successfully lead and represent the diverse needs of our constituents.

Sitting in on the first business meeting at Jekyll Island, Georgia in 1986, I recall the passion and fervor from which members debated critical issues of concern. Even though differences of opinions were articulated and debated, respect and congeniality seemed to always prevail. Our organization and membership has grown tremendously since that initial conference, and it is vital that we continue to show respect for the diverse needs and skills of ALL our constituents. As professionals, we need to appreciate and value what each other has to offer. Whether our training is clinical, counseling, or exercise and sport science, we should all have a passion for what it is we are doing, strive to appreciate each others' strengths, and work together in a collaborative synergistic manner under one umbrella organization, AAASP. I firmly believe in the values

and principles for which AAASP stands. Many talented and dedicated people have contributed numerous hours of hard work over the years on various committees and executive boards to make AAASP what it is today, and if elected, I am fully committed to building on the integrity and foundation that already exists.

To this end, I believe in the concept of shared leadership and empowered decision making, and envision my role as president to be one of facilitator and delegator. Applying some of the skills I have learned in working with coaches, athletes, and teams over the years, I believe it is important to first listen, observe, and gather all the facts before responding to a given issue. After getting input from others, I would then provide appropriate guidance, direction, and support. As such, ongoing communication with the executive board and various committee chairs is essential, as is staying in touch with the prevailing attitudes and concerns that individual members and groups have within our organization.

One of my primary tasks as AAASP President will be to maintain an open line of communication with our students. They comprise a large percentage of our organizational make-up and are the life-line to our future. Students bring enthusiasm, passion, creativity, and perspective to our organization. Students have some legitimate concerns regarding the quality and content of academic train-



## ***Elections Continued***

**Dave Yukelson, Position - President-Elect,  
continued**

ing programs, competencies and experiences that meet AAASP certification criteria, let alone uncertainty surrounding the prospective job market. I have an unwavering commitment to the preparation of our student professionals, and as a new member of the executive board, I will do all that I can to make sure their voice is heard.

As we move into the new millennium, I believe our field is still in a state of transition. Although we have expanded our knowledge base and scope of professional practice across the globe, I think we as an organization have to be more innovative and creative in terms of how we market and promote our profession to a broader base of potential consumers. Personally, I feel the public wants what we have; although I am not sure we have done a good enough job getting the message out with regard to what it is we have to offer. As an organization, we need to continue to address the marketing of sport and exercise psychology, and look to target opportunities that exist across a number of different populations. This could include educational in-service programs for parents, coaches, and athletic administrators at the middle school, high school, and intercollegiate levels; life skill intervention programs for at-risk and/or special needs kids; psychological skills training for masters athletes, injured athletes, and/or performing artists. In addition, we need to keep up with advances in technology and continue to build upon our internet presence by making consumers aware of what we offer through our AAASP web page. From a governance standpoint, I believe the new organizational structure proposed by the current executive board (see the previous AAASP newsletter for details) is a step in the right direction, and should provide better continuity and efficiency, both in terms of planning and implementation of programs and services.

In conclusion, I have been an active participant in AAASP since its inception, and feel honored to be nominated for this important leadership position. I wholeheartedly endorse the fundamental tenants of AAASP which are to promote the development of psychological theory, research, and intervention strategies in sport and exercise psychology, and have always adopted a science-practitioner model of intervention when working with coaches and athletes. My primary commitment is to promote AAASP and be responsive to the diverse needs of our members. I believe strongly in the principles of inclusion, empowerment, and communication, and truly respect the diversity of interests, talents, and expertise that exists among us. My vision falls nothing short of moving our organization in a positive direction into the future.

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***Mark your calendar for the 2000  
Annual Conference in  
Nashville, Tennessee, USA  
October 18-22***

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## Presidential Message

Continued from page 1

chology. This fall we contacted a half dozen major national and international academic publishing houses to solicit proposals for the publication of *JASP*. Our request has generated a great deal of interest and proposals are now beginning to come in. While it will take a good deal of time and expertise to evaluate the proposals and conduct the negotiations, it is quite gratifying to see the level of attention this AAASP product is generating. It's a real tribute to the members who have published in the journal, who have served on past editorial boards and especially the editors who've done such a great job at constantly improving the quality of the journal.

It's also been exciting to see how interested the publishers are in AAASP's focus on human performance excellence. It's been a great selling point in these discussions and has served to confirm the Board's hypothesis that such a declared focus may be beneficial for the entire organization. At this early stage it's difficult to tell whether moving to a major publishing house will offer AAASP an immediate financial benefit. Over the longer term, however, the marketing and public relations power of these firms could broaden our subscription base both among individuals and institutions. This could very well increase our membership base and continue to build on our effort to further establish the field of sport psychology.

Which brings me back to Y2K, which I believe, stands for Year 2 Kick butt. Hopefully that's what AAASP will do this year but the butt I'm referring to is yours. I asked in my last newsletter piece for feedback on possible name changes for the journal and the organization. I haven't heard a single word. I don't think we can be productive as an organization if the only dialogue the membership and the Board have is at a once-a-year business meeting. In fact, at last fall's overly long business meeting a number of the Board's initiatives were modified or tabled by the membership in attendance. So to minimize these frustrating outcomes for both members and the Board I know I'd appreciate feedback throughout the year. Should we move to a major publisher and expand the scope of the journal? Do we change the name of the journal? How about the name of the or-

ganization? Is there a reason to sustain the three division structure or do the SIG's offer us a new and better alternative? And lots more. I especially want to hear from our student members who have been so vocal lately. It's your future.

Three final things. Vote in this year's elections. Get your colleagues to join AAASP. And make plans to come to Nashville this October 18-22. We can have a real impact on the field - if we stand together. We need you.

HAPPY NEW YEAR!

*Executive Board*

*Spring Meeting will be  
April 13 - 16, 2000  
in  
Nashville, Tennessee*

*(The Program Committee will  
meet on April 12, 2000)*

### **The Second Annual Program Fair will be held at the fall conference in Nashville, TN**

At the Program Fair, presenters will be able to showcase their programs and prospective students will be able to shop around. This will also be an opportunity for students and faculty to learn about new and established programs in our field.

This year, the fee must be paid when you register. Fee and registration information will be due on September 22, 2000. **Please check the summer issue of the newsletter for the full registration form and details.**

For additional information before publication of the summer edition, please contact:

**Robert J. Fazio at the Life Skills Center  
Virginia Commonwealth University  
800 Franklin St.**

**Richmond, VA 23294-2018**

**804-828-9065**

**s2rjfazi@titan.vcu.edu or Josh Avondoglio,  
jb8von@aol.com, 413-748-3325.**

## ***Elections Continued***

### **Gloria Solomon, Position - Secretary/Treasurer, continued from page 4**

recently named a Fellow of the AAAHPERD Research Consortium.

#### **Position Statement**

I have accepted, with both excitement and a bit of trepidation, the nomination to be considered for the position of AAASP Secretary/Treasurer. The excitement is obvious and stems from my affinity for AAASP and pride in serving our organization. The trepidation is also probably quite understandable; the time and commitment required to serve in this capacity is enormous. Overall, the former outweighs the latter and the challenges that lie ahead for our organization prompted me to proudly accept this nomination.

There are three reasons why I believe that I can effectively serve AAASP in the role of Secretary/Treasurer. First, I have the experience necessary to manage organizational and fiscal matters. While an assistant professor at the University of Virginia, I served as Director of the annual UVa summer sport psychology conference for 3 years. As Linda Bunker and Maureen Weiss can attest, the coordination of this event is quite consuming. Organizational responsibilities varied from inviting speakers and coordinating the entire schedule (40 hours in one week!) to arranging housing and refreshment breaks. Budget issues were also the director's responsibility. Under my supervision, the conference account tripled in three years. Thus, each year we were able to bring in more speakers from around the country. For the past 4 years, I have served as AAASP Continuing Education member and Chair. Currently, I am in the final year of my 3-year chair position. During these 3 years, I have had direct contact with the Secretary/Treasurer regarding both organizing and budgeting the pre-conference workshops. Both of these positions have allowed me to gain expertise in registration procedures, financial transactions, and numerous other duties associated with organizational management.

The second reason why I feel qualified to become the next AAASP Secretary/Treasurer is related to my AAASP involvement. Serving on, and then chairing, the CE Committee has afforded me a unique insight into some of the changes occurring within the AAASP structure. Because the Continuing Education Committee Chair submits budgets and generates income for AAASP, I worked closely with the current Secretary/Treasurer. Through this regular contact with Jim Whelan, I have gained a perspective of the position he holds. In my work with Jim, I have been alerted to the move toward a more centralized budget process, the changes being considered for financial requests, and the updating of the computer programs used for registration. As we all know, with the guidance and innovation provided by Robin Vealey and Andy Meyers, AAASP is in transition and it is an exciting time to be a part of this organization.

The third reason why I am a good fit for the position of Secretary/Treasurer relates to two of my particular strengths. As some of you know, and often tease me about, I am known for my organizational skills. I have a proclivity toward color coding and indexing about everything I am involved with. Ask me for a file or record, I know exactly where it is. This actually annoys some people. But I know as the Secretary/Treasurer of AAASP, these are not optional, but essential skills. Another strength that will facilitate the functions of this position involves my ability to encourage effective communication. In fact, one of my research areas investigates coach-athlete communication. So this is a particularly meaningful topic for me professionally and one that will be required of the person serving as AAASP Secretary/Treasurer.

The roles of the Secretary/Treasurer appear to regularly involve facilitating communication between the Executive Board and the membership, keeping accurate financial records, and assisting with budgetary decision making. I have performed similar responsibilities in the past, and although the position of Secretary/Treasurer may not have the glamour associated with other elected

## ***Elections Continued***

offices, it is an essential part of the organization. To me, this position is about making AAASP run smoothly, while facilitating its growth and status. And that is why I am willing, able, qualified, and elated to perform the duties of AAASP Secretary/Treasurer.

### **Karen Cogan, Position - Secretary-Treasurer, Biography continued from p. 5**

ferences, including AAASP. She recently published her first book: *Sport Psychology Library: Gymnastics*. In addition to AAASP, she is a member of APA divisions 17 and 47.

### **Position Statement**

Six years ago I was honored with a nomination for the AAASP Secretary-Treasurer. I remember being so excited about the opportunity to contribute to AAASP in this way. Obviously, I was not elected; instead I became the chair of the newly formed Development Committee and diverted my energies into that committee. Never one to give up on achieving my goals, here I am again, writing another position statement for the AAASP Secretary-Treasurer. I find I still have the energy and enthusiasm and feel the same honor after being nominated, and hopefully I have additional knowledge and experience to contribute to AAASP this time around!

I could expound on my Secretary/Treasurer-related virtues and organizational skills, but... OK, I can't resist throwing a couple things in because I'm compulsive (which, is actually a good thing to be if you are handling minutes and money!). I will mention that I spent two years as the APA Division 47 Secretary-Treasurer, and I might add, I have NEVER come up short in my own personal checking account! But, on a serious note, I view this position as encompassing more than recording our meetings and balancing our budget. I would hope to contribute to the growth of our organization at a crucial time in its development.

AAASP is now facing some critical issues in the next several years. Sport psychology has truly made a

mark, and has the potential to make an even bigger mark as the 2002 Olympic Games approach in Salt Lake City. As sport psychology continues to become more visible, we must examine some important issues within AAASP as well as in the broader field of sport psychology.

Within AAASP, as we enter the millennium, we also are preparing for a new organizational structure. There are also discussions about creating a home office with an executive director to centralize AAASP. As with any change there are growing pains, yet ultimately the change is beneficial. If elected, I would be prepared to help make these transitions as smooth as possible.

Within AAASP and also on a broader level, we have several diversity issues to address. I view the diversity in training and perspective that exists among the AAASP membership as one of our greatest strengths **and** challenges. My fear is that these differences in background could be the forces that separate and divide our organization. My hope is that we work toward appreciating the uniqueness that each individual brings to the field of sport psychology and unite as a membership to serve the needs of athletes who depend on us. Diversity issues exist not only in our membership, but also within the population we serve. Although some work has focused on athletes of color, gender issues and sexuality/homophobia, we as a professional organization are in a position to conduct more extensive and intensive examinations of these critical issues. In addition, I would like to see the inclusion for greater diversity in our membership which may mean active recruitment of people of color, coaches, and other personnel who can contribute to our knowledge and practice bases.

On the broadest level, we have a need to promote sport psychology. As an athlete, I heard many misconceptions about our field and concerns about identifying "legitimate" sport psychologists. As a sport psychology consultant, I am encouraged by the progress in reducing those misconceptions and increasing the number of qualified consultants. Strategies for promoting our field and increasing public knowledge have been suggested and implemented, such as increasing the number

**Continued on page 20**

## **Elections Continued**

### **Karen Cogan - Position, Secretary-Treasurer, continued**

of Certified Consultants and networking with other sport-related organizations to help them become aware of the services consultants offer. As a member of the Certification Committee, I have had a window into the very difficult issues we face in certifying an adequate number of consultants yet also maintaining a necessary standard of education and experience. We currently are taking a hard look at the certification process so that we can best assist consultants as well as athletes and coaches who request services. I wholeheartedly support efforts to make the process more user-friendly and would work to identify other means of disseminating accurate information and increasing public awareness (e.g., use of the AAASP web site as a vehicle to increase awareness).

As I watched AAASP evolve from the first conference in 1986 and saw the input from previous executive officers and members, my own investment has increased. The next several years promise to be full of challenge and growth. I have observed the formative years and would consider it a great privilege to have a more active role as AAASP moves solidly into its second decade.

### **Aynsley M. Smith, Position - Health Psychology Committee Chair, Biography continued from p. 5**

sponse to injury; a psychophysiological and performance model, and physical and psychosocial outcome evaluation. Aynsley has integrated research with performance enhancement for all levels of men's ice hockey, including the NHL. Proceeds from her book, "Power Play," go to scholarships for United States Hockey League players. Aynsley is the mother of three health-care providers and is married to Hugh, a cardiologist and professor at Mayo. She enjoys cross-country and back-country skiing, windsurfing, fly fishing, jogging, hiking, and serving on the National Ski Patrol.

### **Aynsley M. Smith, Position - Health Psychology Committee Chair, continued**

#### **Position Statement**

I am honored to be nominated for the Chair of Health Psychology. Regardless of whether I am elected, I will contribute energy and enthusiasm to AAASP. I preface my remarks by acknowledging that AAASP is on the brink of major changes. Proposed changes will affect many aspects of the organization. I will mention some of my general opinions about AAASP before addressing issues that impact the Health Psychology section.

1. I support changing the name of our organization. Most members of AAASP are generous and collaborative, yet our name, "The Association for the Advancement of Applied Sport Psychology," suggests we are more concerned with self-promotion than providing services to athletes or developing a scientific foundation for our sport psychology practice.

2. While I support assertive efforts to promote sport psychology, I am more committed to providing the best possible product to market. I challenge all of us to obtain and maintain a strong, ethical, and scientific foundation on which to base performance enhancement interventions. Applied sport psychology is the art of delivering a scientific, comprehensive, effective product.

3. Career opportunities exist in academics, sports medicine, preventive medicine, health and fitness, alternative or complementary medicine, public health, educational, youth and senior citizen organizations, resorts, and the performing arts for the hard working and well-prepared. "Opportunity comes to the well-prepared mind" and a great product should be easy to sell.

4. While I support broadening the opportunities available to sport psychologists, I do not believe AAASP "owes" employment to members. We must provide an honest, objective assessment of career opportunities to those we mentor. I advise students that study-

## ***Elections Continued***

ing and practicing sport psychology is fun. Even students who prepare vigorously and are academically sound must still have a back-up plan.

5. To provide an experiential opportunity for graduate students, perhaps consultants willing to host students for a week could post the position at AAASP. Interested students could meet consultants at this time. "Locum tenens" would allow students to observe the lifestyle and responsibilities of certified AAASP consultants.

6. Proposed changes in the organizational structure may reduce barriers between sections and promote growth. The need to transcend sub-disciplines is exemplified by the case of an HIV-positive professional, national or competitive high school athlete who seeks the assistance of a sport psychologist. The important issues have ethical, performance enhancement, health, and social psychology overlap. Comprehensive expertise is necessary for the consultant to effectively serve the athlete.

I enjoyed serving on the Health Psychology Committee under the capable leadership of Dr. John Heil and Dr. Carole Oglesby. Citing the AAASP constitution (1998), Carole stated that the committee was to address the "role of psychological factors in sport and exercise as they relate to disease, remediation, coping with stress, and health promotion." Last year, Carole challenged us to consider the pros and cons of expanding the committee title to "Health and Exercise Psychology" and to develop a position paper to delineate our focus, which we did.

If I am elected to the Chair of Health Psychology, I will do the following:

1. Emphasize the interactive relationship between social psychology, IPE, and health psychology. Facilitating discussion will help the committee prepare for forthcoming changes.

2. If the by-laws permit, I will elect a vice chair who will facilitate the succession process.

3. Because of the interest AAASP members share in intervention and performance enhancement, I will invite an IPE consultant to chair a subcommittee on health issues affecting competitive athletes.

After working with ice hockey teams for over a decade, I am worried about the alcohol and drug use, infidelity, non-safe sex, injuries, DWI's, and other high risk behavior. Health psychology will regain vitality as perspectives of these issues are discussed and those interested in IPE are reminded of the overlap between Health Psychology and issues that affect the athletes with whom they work.

4. Follow Carole's lead and determine if sport psychology is making an impact on diverse ethnic groups and if it is reaching adolescent athletes who make health decisions that have life-long impact.

5. I support multidisciplinary research in Health Psychology regardless of whether research is prediction of injury, response to injury or prediction of performance. Human behavior is complex and can rarely be understood by single variable research.

In conclusion, if elected I will listen to the membership and the Health Psychology Committee. Because of respect for Robin Vealey, Andy Meyers, their predecessors, and my institution, I am predisposed to embrace some proposed changes. Nevertheless, because of my respect for the organization, for health care, and for scientific rigor, I will strive to reach decisions thoughtfully. I would be remiss if I did not wish Frank Perna success. In the event he is elected, I will strongly support his leadership. Carpe Diem!

## Elections Continued

### **Frank Perna, Position - Health Psychology Chair, continued from page 5**

persons with cancer. Frank's other research interest concerns the role of life-event stressors and CB-interventions to influence health (e.g., injury and illness) and exercise training adaptation among competitive athletes. Through a recent grant, he has also investigated methods to assess the severity of psychological distress associated with athletic injury and the association of distress with rehabilitation.

Throughout his career, Dr. Perna has been involved in a number of professional service activities. For example, he was recently named to JASP's editorial board, and continues to serve as an invited reviewer for several journals including *Health Psychology* and the *Journal of Sport and Exercise Psychology*. For the last three years, Frank has co-chaired APA's Division 47 convention program committee. Although primary appointments have been academic in nature, he has actively sought to maintain a small professional practice. Dr. Perna is listed on the United States Olympic Committee's Sport Psychology Registry, and is an AAASP Certified Consultant. He serves as the psychologist for WVU's Disease Prevention Program (DPP). One of his responsibilities is to supervise a practicum that he developed to train sport and counseling psychology graduate students to counsel DPP patients with respect to adherence to exercise and lifestyle change (e.g., smoking cessation, weight and stress management).

### **Position Statement**

Although Andy Meyers and Robin Veally propose to change AAASP's organizational structure which may alter the specific responsibilities of executive board members, as I see it, the general duties of executive board members have not changed. That is, we are to complete assigned tasks and, by our own actions and solicitation of membership opinions and ideas, contribute to the mission of the organization. Considering the present duties and title of the Health Psychology section chair, I expect knowledge of health psychology would also be helpful. In the section to follow, I will relate my back-

ground and record of professional service to the responsibilities of the Health Psychology section chair.

Considering that past behavior and expertise (and a little self-efficacy) are the best predictors of future behavior, I believe I am prepared to serve as the health psychology section chair (or whatever form/title it will take next year). For example, a major task of a section chair has been to coordinate the program review and planning of AAASP's annual conference. As I understand it from Andy and Robin's proposed restructuring, this role would be greatly expanded for the health psychology section chair. As program committee chair of Division 47 and program reviewer for the Society of Behavioral Medicine, I have had extensive experience with all aspects of coordinating a program for a large conference. The new health psychology section chair will also take on greater responsibility for AAASP's continuing education mission. Having served on AAASP's Continuing Education, Certification, and Certified Consultants Committees and having provided continuing education (CE) workshops to psychologists (e.g., Sport Psychology and Exercise Adherence) and athletic trainers (e.g., Psychology of Injury), I am comfortable with this new role.

To provide input to the executive board, another responsibility of a section chair is to solicit ideas and opinions from the membership. This presupposes familiarity with the issues most central to the various subgroups within the membership. As with most large hybrid organizations, AAASP, and the health psychology interest area in particular, include several well-identified (and at times, conflicting) constituencies. Notable examples include psychologists and exercise scientists, academics and practitioners, students and professionals, and more recently those primarily concerned with exercise behavior versus sport behavior. As demonstrated by my training, research, and employment history, I believe I can claim membership in and knowledge of the issues pertinent to each of these camps. For example, I received traditional training in clinical/counseling psychology, yet most of my formal postdoctoral education included course work in exercise science and physiology. I am also one of



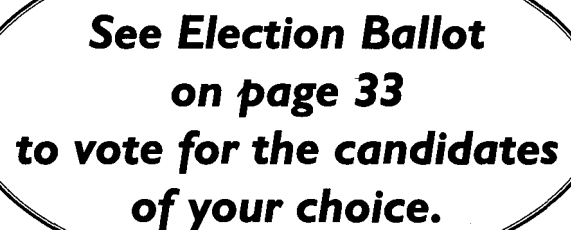
## ***Elections Continued***

the few psychologists with a primary appointment in a school of physical education. Similarly, although I am primarily employed as a tenure track professor, I began the early part of my career as a practitioner, continued to maintain a small sport and health psychology practice, and investigate the efficacy of cognitive-behavioral intervention. In addition, because my research and practice are based on a biopsychosocial model of stress and coping, my work bridges the exercise-sport divide.

Lastly, a primary function of the health psychology chair is to contribute ideas and action to further AAASP's mission which broadly includes expanding public awareness of sport psychology and increasing employment opportunities for the membership. I believe great potential exists for the health psychology section/interest area to expand AAASP's exposure and create market opportunities, particularly for newly graduated sport psychologists. To date, it appears that the majority of our efforts to generate market opportunities for sport psychology have focused on performance enhancement for the competitive athletic population. Although I would advocate AAASP's continued efforts on this front, I think the organization (and field) would be greatly served by initiating attention to the health and wellness factors that effect the general public and competitive athletes. For example, the creation of the exercise psychology practicum within the WVU's DPP increased exposure of applied sport and exercise psychology to the general public, and it provided a new training environment for students to gain supervised experience. The School of Medicine now partially funds a sport psychologist, and independent workshops (e.g., sticking to diet and exercise over the holidays and CE courses for psychologists and athletic trainers) have been conducted to raise additional income. We also have generated considerable extramural funding through collaborative research with other units such as the Cancer Center and a sports medicine clinic. Activities such as these can expand the exposure and market opportunities for sport psychologists. Moreover, they can be done in ways which actively involve students, meaningfully tap scientist-practitioner

skills, and produce income. With respect to competitive athletes, AAASP members have been providing intervention services and conducting research related to athletes' stress and health behavior which may alter exercise training adaptation and performance. Yet, unless we specifically search out this information, we rarely hear about how others have successfully incorporated a health perspective in their sport psychology practice. Therefore, it appears that while individuals within AAASP have been successful at integrating their training as scientist-practitioners with expertise in exercise and psychology to create or augment employment opportunities; as an organization, we have not been successful in this endeavor. I will work to change this.

In summary, I am committed professionally to advance the field of applied health and sport psychology. I am particularly excited about the prospect of taking on a greater leadership role in an area which combines my two primary interests, and I will do my best to serve AAASP well.



**See Election Ballot  
on page 33  
to vote for the candidates  
of your choice.**

## ***Book Review***

### ***Mental Skills for the Artistic***

#### ***Sports:***

#### ***Developing Emotional Intelligence***

#### ***Intelligence***

***by Murray Smith***

***Johnson Gormon Publishers,  
Red Deer, Alberta, Canada, 1998***

***Mental Skills for the Artistic Sports: Developing Emotional Intelligence*** by Murray Smith offers a comprehensive, educational, well organized, and user friendly approach to sport psychology directed towards coaches, parents, and athletes involved in artistic sports. Smith integrates a wealth of experience, wisdom, and knowledge gained in over 40 years of applied sport psychology work into this book. He offers practical approaches to implementing mental skills training drawing from experiences encompassing volunteer work with numerous sport organizations, serving as a coach and faculty member at the University of Alberta, and applied sport psychology consultation with youth, national, international, and professional athletes and sport organizations.

Reflections on these experiences were offered when Dr. Smith delivered the 1999 Coleman R. Griffith lecture in Banff. During his address, I was struck by Smith's emphasis on the potential for sport to have both positive and negative effects on its participants. More specifically though, the power of sport to cultivate a resilient sense of self-efficacy for learning, performance, and leadership. I was impressed with how Dr.

Smith spoke of sport as an avenue for intervention without losing sight of it being just one influence on an individual.

The aforementioned themes resonate throughout his book although the major objective of ***Mental Skills for the Artistic Sports: Developing Emotional Intelligence***, as stated by Smith, it "to foster the development of the mental skills that form the basis of athletes' ability to perform consistently at or close to their current potential." With this in mind, Smith clearly illustrates and demonstrate a progression for the development and application of mental skills in training, competition, and every day life encounters.

The book is divided into six chapters (including the introduction) that walk the reader through a sequential, cumulative, and comprehensive mental skills development program. The chapters include an introduction to mental skills for the Artistic Sports; The Seven Basic Mental Skills; Introductory Level Mental Skills; Intermediate Level Mental Skills; Advanced Level Mental skills; and The Influence of Key Relationships on Mental Skill Development.

The introduction offers a common sense description of mental skills and delineates a philosophy incorporating six significant reasons why artistic sports necessitate a unique and distinctive mental skills training approach. The demand and pressure of training and competition are discussed and framed around one's perceptions of an event. Smith emphasizes that pressure is based on a subjective interpretation of a situation. Smith clearly leads into rationale for controlling thoughts and emotion.

Similarly, within the introduction, Smith lays the groundwork for a developmental, step-by-step mental skills training approach. Although the material is not groundbreaking it is presented in a logical manner easily accessible to those not familiar with sport psychology. Additionally, Smith addresses subject matter not often found in similar books such as; the right age to begin mental skills training; individual differences in readiness for mental skills training; the impact of pressure on drop-out rates in youth

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### ***The Reviewer***

Wallace B. Bzdell is a Doctoral Candidate in Sport Psychology at Boston University and serves as the Assistant Director for the Office of Student Athlete Support Services at Northeastern University. Mr. Bzdell is a lecturer for Massachusetts Youth Hockey and consults with athletes and coaches from numerous college and youth sport programs. Additionally, he is a consultant for the Character and Sport Initiative housed in the Center for the Advancement of Ethics and Character at Boston University.

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sport; and the parent's role in keeping sport in a healthy perspective.

Chapter one introduces the reader to what Smith describes as the seven basic mental skills. Relaxation, mental rehearsal, staying positive, realistic goal setting, on-task focus of attention, control of emotion, becoming and staying energized are discussed. A simple description of each skill followed by an explanation of why it is important opens the chapter.

## ***Book Review Continued***

*by Wallace Bzdell*

Smith once again explains how the progression follows a developmental plan - discussing not only how, but also why the progression is organized in such a manner. The reader gets a solid understanding of the hands on style of this book.

In the second chapter Smith discusses what he defines as introductory level mental skills. Relaxation, mental rehearsal, staying positive, and realistic goal setting are all examined. What really sets this chapter (and the remainder of the book) apart from similar books is Smith's focus on coaching athletes in these skills. Smith walks the reader through how one can teach the introductory skills to his or her athletes. How, when, and where a coach can introduce each skill is described. What to expect as far as time and potential responses from athletes with corresponding manners to address concerns or doubts are included. Further, each of the "basic skills" is broken down into a progression. For example, Smith suggests introducing relaxation techniques in a room free from distractions and then eventually moving into a workout area during breaks in activity as skills develop.

Additionally, scripts that offer guidelines for the presentation of mental skills concepts and exercises are provided. The reader is encouraged to incorporate the scripts into one's own words and experiences. As Smith points out in the introduction, the value of scripts comes into play when we recognize that competent coaches who are confident in teaching physical skills may not be as efficacious in teaching mental skills. The scripts demonstrate that teaching mental skills is not far removed from the challenge of teaching physical skills. Similarly, Smith presents self-instruction steps for each skill that athletes can use to work on their own if their coach or program does not provide mental skills training. The coaching emphasis and self-instruction steps are a tremendous component of Mental Skills for the Artistic Sports: Developing Emotional Intelligence adding to its accessibility and range of practical applications.

In the third chapter, on intermediate level mental skills, readers are led through a sequence that builds upon the basic skills. This is the most extensive chapter where an expansion and application of the previously discussed

basic skills to more complex situations is provided. In addition to the four introductory mental skills Smith now addresses on-task focus of attention, control of emotions, and becoming and staying energized.

Adapting general mental skills training techniques to the specific needs of individual athletes is emphasized. For example, Smith's intermediate mental rehearsal incorporates using worksheets illustrating skills and compulsories with associated cue words to enhance visualization in figure skating. The worksheets progress from segments to complete routines and encompass slow-time and real-time mental rehearsal. Incorporated into "becoming and staying positive" are techniques such as reframing skills, problem solving, the benefits of keeping a diary, and recognizing controllable versus uncontrollable situations. Concomitantly, Smith offers techniques involving the use of humor, controlling everyday reaction, keeping competition in perspective, and getting into a flow state in this chapter. I have found the metaphor of parking serious problems like you would park a car to be invaluable for my work with a college volleyball player as a technique for controlling her emotions.

Of particular interest in chapter three is a description of how one can use relaxation and other mental skills to improve performance on academic examinations. As demonstrated by researchers such as Petitpas and Danish, athletes may benefit from instruction on transferring skills learned through athletics to other situations. Smith addresses how coaches can help their athletes bridge the gap between athletics and academics. A handout on improving study skills that coaches can deliver to their athletes is included as an appendix.

Even more importantly, Smith sets a strong example for those of us in the field to consider the role of emotions and emotional control in eating disorders. Included with his section on controlling emotions is the danger of perfectionism and its relationship to eating disorders. He offers information on anorexia and bulimia, educational and coaching guidelines, and addresses the responsibilities of coaches in recognizing the nature of eating disorders, behavioral signals, and how to gain assistance from trained professionals.

Advanced level mental skills are presented in chapter four with the focus of instruction moving to the individual needs of athletes. Smith suggests that five principles impact the effectiveness of coaching mental skills

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**Continued on p. 29**

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## *Voices from the Field*

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### **Voices from the Field: An Interview with David Yukelson by Lavon Williams, Associate Editor**

Dave Yukelson is in what many sport and exercise psychology student and professionals see as an enviable position. For the past 12 years, Dave has been the sport psychologist/mental training consultant for the Athletic Department at Penn State University. His education is a mix of psychology and sport and exercise science. He received his undergraduate education in 1976 at UC-San Diego where he majored in experimental social psychology. He received his Master's of Science degree in Movement Science from Florida State University. While at Florida State he was a graduate assistant for Florida State's baseball team. Dave received his Ph.D. from the University of North Texas. Before going to Penn State he was a visiting assistant professor at the University of Houston and worked at a hospital based sport medicine center where he served as a consultant with Rice University and the University of Houston athletic departments. Dave is a long-standing member of AAASP as well as a fellow and AAASP certified consultant. He also served as President of NASPE's Sport Psychology Academy for the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). I had the opportunity to sit down with Dave to find out what it takes and what it is like to be full-time sport psychologist for a large Division I intercollegiate athletic program.

**Lavon** – I believe there are many AAASP members who would ultimately like to be a full-time sport psychologist/mental consultant. Will you share with us your present position and what responsibilities your position entails?

**Dave** - I'm employed full-time as an applied sport psychologist with the Penn State Athletic Department. I'm housed in the Morgan Academic Support Center for student-athletes. My responsibilities are to coordinate the delivery of sport psychology services to 29 different teams and coaching staffs, including over 700 student-athletes. As a mental training specialist interested in the psychology of excellence as it applies to life skill development and the student-athlete, I provide counseling and support to coaches and athletes in the areas of mental preparation strategies for training and competition, concentration and attentional focusing skills, performing with confidence and managing emotions, issues pertaining to group cohesion and team dynamics, and managing stress more effectively.

Being part of the Athletic Department, I understand the various demands and stressors intercollegiate student-athletes must confront. In addition, I understand the goals, personalities, and dynamics surrounding each team. Personally, I feel every university should have a full time sport psychologist on staff to help student-athletes, in particular, learn how to balance their academic, athletic, and personal/social needs effectively so they get the most out of their collegiate experience. A big part of my job is to be there for the student-athletes, reinforce the positive things they are doing in their quest to excel, help make responsible decisions, and to teach them to keep everything in proper perspective.

**Lavon** – What system is in place for student-athletes and coaches who wish to use your services?

**Dave** – Meetings with me are not mandatory for anyone or any team. Generally, I visit with the various teams at the beginning of each year. I re-introduce my services because every year the make up of each team changes. I talk briefly

## *Voices from the Field: An Interview with Dave Yukelson*

about mental training skills, how visualization can be used to help an athlete get ready for practices and competitions; the importance of pursuing goals with passion, belief, and commitment; competition focusing skills to help athlete's perform with confidence, composure, and controlled intensity on a more consistent basis; and a number of other mental factors associated with athletic excellence.

It takes time to develop trust and credibility, and the message I want the athletes to know is that I am always there for them as a sounding board to help them work through various decisions that impact their lives as student-athletes, and to offer support and non-judgmental guidance.

Student-athletes also know they can come into my office on an individual level for help developing a personal mental training program. Being housed in the Academic Support Center, it is easy for student-athletes to come by when they are in to see an advisor for academic counseling. Our center is a good place for student-athletes to come in and hang out—they have the opportunity to interact with other student-athletes, the staff is very supportive and makes them feel valued, and as a result, they tend to gravitate there.

In a typical day, I come into the office early and check my e-mails. You'd be surprised how many student-athletes communicate via e-mail, seeking self-expression or a quick intervention. I might see five or six athletes in the office for a variety of different issues, and in the afternoon I try to get out to two or three different practices. Although I might not do much at a particular practice other than simply observe, the visibility helps build relationships by showing that I care. My presence serves as a reminder to those who have been thinking about talking with me. Others take advantage of my presence at the end of practice to have a quick 5-minute intervention in the hallway, or outside the locker room, or in the sports medicine training room. All of these types of opportunities for communication are important.

**Lavon** - How long did it take you to become comfortable in terms of consulting athletes? Regardless of the quality of formal education and consulting under supervised conditions, it can be rather intimidating once a person is left alone to consult as a professional. As with most professions, so much learning happens in the first year of practice.

**Dave** - The first couple of times being with athletes and teams I got nervous wondering if what I might say was the wrong thing. It takes time and patience starting from scratch, learning how to fit into a new environment, let alone developing trust in my own counseling style, listening to and understanding the coaches and student-athletes, and building a rapport with those I am to help.

As a young applied sport psychologist, I had to formulate my own philosophy on how I was going to interact with coaches and athletes, and integrate theories learned in the classroom to make them work for me in real world situations.

In order to build trust and develop rapport, I knew I had to start slow and be patient, learning how to "meld" into the new environment and athletic culture I was working in. Drawing on the science-practitioner model, I feel it is important to be visible, non-judgmental, and communicate in terms athletes and coaches can understand. Trust in myself as a "skilled facilitator" has developed over the course of years, as has my own personal philosophy of counseling. Experience is such a great teacher for there is so much to learn from coaches, athletes, and situations you find yourself in.

Developing rapport and establishing relationships are important and I spend a lot of time talking to coaches and observing practices, watching, listening, and listening some more. I need to know what their coaching philosophies are, what their needs are, and how they think I can help their teams. I spent a lot of time in the beginning of my job talking with various other support personnel (doctors, trainers, student-trainers, strength trainers, sport nutritionists, psychologists, academic counselors, and athletic directors). It probably took 5 years before the ath-

## ***Voices from the Field: An Interview with Dave Yukelson, continued***

letic directors had a good feel for me and knew that I was somebody that was loyal and trusting. Networking and building relationships among this whole entourage of support personnel was a key that enabled me to feel comfortable so I could build a successful program designed to help student-athletes succeed.

I have been fortunate to have two very good interns work with me at Penn State. One of the first things they needed to learn was how to be patient. Even though they both had experiences to draw upon, every situation and coaching staff is different, and it takes time to establish rapport and credibility in the eyes of the new people you are working with. I usually wait two to three months before allowing an intern to take on an individual or team of their own. The intern has to come to understand their new environment. Patience is the key.

**Lavon** - What's the best part of your work? What do you enjoy the most?

**Dave** – Definitely the relationships! This is a people business, and it feels good when coaches, athletes, and or teams involve me in some shape or manner. I love being involved in their life. Sharing.

I enjoy working in an intercollegiate athletic environment, with 18 to 23 year-olds, each with their own unique personalities and experiences, growing and developing as people, adjusting to college life personally, socially, athletically, and academically ... performance is just one issue. Sure our teams are striving to win Big Ten and national championships, and nobody likes to make a mistake or lose, but there are other important things as well. Many athletes allow poor performance to spill over into other aspects of their lives. It is okay to be disappointed with a bad performance, but when they walk off the athletic field, they need to learn how to let go and get on with their life (studying for a test, social interactions with significant others...). The point is to get them away from being "identity foreclosed" athletically, and recognize there are other parts of their self-esteem that need attention. I try and teach student-athletes there is always something

positive to draw from any situation (no matter how emotionally draining it could be). In essence, I try to be a positive sounding board for our coaches and student-athletes.

There are so many wonderful things about my job. Watching somebody grow and develop from freshman to senior year is a wonderful thing. Developing timely and effective interventions that enhance an individual's life is very exciting. Watching student-athletes perform well in sporting events is very fulfilling. It is very rewarding to stay in touch with student-athletes after they graduate and see the skill that have helped them succeed on the athletic field have helped them succeed in life as well. There are so many wonderful aspects to my job.

**Lavon** – With so many positives, is there a downside to your position?

**Dave** – Probably the thing I find most stressful about it and which is probably common to every job is the politics. There is an ideal way to practice applied sports psychology and then there are the practical realities of how your job fits within the larger program (e.g., multiple personalities, preconceived prejudices, time constraints, power struggles, etc). Another frustrating aspect of my job is that with 29 teams, I can't be everywhere at once. This reality can spread any sport psychologist thin. That is why interns are such a great help. Sure I would be more effective if I were only working with two or three teams per season, but that is not the nature of my job responsibilities, and that is not my style either. It doesn't matter if you are an All-American or a walk-on; my services are available to all student-athletes and coaches.

**Lavon** - So do you have any advice for anyone who wants a job like yours. Do you have any specific advice or words of wisdom (or caution)?

**Dave** - Well, the first thing is to develop a broad range of skills. The first skill is to be comfortable with yourself. Because everybody can look through, they know what's phony and what's genuine. I think you need to be genuine. Develop your own philosophy that will guide your

## ***Conclusion***

### ***Voices from the Field***

interaction. You've got to be comfortable with yourself, and you have to use your own style to develop relationships, and establish rapport.

I think students also need good listening skills. Take a lot of counseling courses, a variety of psychology classes such as cognitive psychology, social psychology, organizational psychology, and clinical diagnosis. You need a sport and exercise science background. Knowing how the body works—exercise physiology, biomechanics, motor development, helps when talking with coaches and athletes. Understanding biomechanical principles helps a lot with visualization.

Lastly, augment your class work with practical experiences. This is really important. Get an internship and do volunteer work with high schools and other sport organizations. Get as many different practical experiences as you can. You need to get comfortable working in a variety of recreational and high school settings. As a science practitioner you've got to have a good knowledge base of theory, but you can't rely on everything you read. Through practical experience you will fine-tune your communication style, learn to relate with a variety of people, and develop your own style.

**The Second Annual Program Fair  
will be held at the conference in  
Nashville, TN  
October 18-22**

**Contact: Robert J. Fazio for more  
information.**

**802-828-9065, or  
s2rfazi@titan.vcu.edu**

## ***Book Review***

### ***continued from page 25***

#### **Mental Skills for the Artistic Sports: Developing Emotional Intelligence by Murray Smith**

training at this level. Again, the chapter speaks to the uniqueness of this book in comparison to others in the field. Principles include concepts moving to collaboration between the athlete and coach as the level of performance reaches a consistently high level. The chapter incorporates discussion on the use of audiotapes, videotapes, and biofeedback as additional strategies. Expansion upon skills discussed earlier in the book continues and includes memorable and useful analogies, instructions, and strategies.

The final chapter addresses what is often neglected in other books of a similar nature - the impact of significant relationships on the use of mental skills and performance. Smith includes discussion and suggestions for facilitating healthy parent-coach relationships, parent-athlete relationships, and the coach-athlete relationship. Following chapter five is a series of appendices covering the basic skills and concepts that can be taken directly from the book and used by the coach, parent, or athlete immediately. Mental Skills for the Artistic Sports: Developing Emotional Intelligence is an invaluable addition to the sport psychology library of all consultants who might work with a coach and/or athlete in an artistic sport. Concomitantly it can be used to supplement and complement consultations as "how to" book. It is particularly beneficial for those coaches, parent or athletes who want to integrate the skills a consultant covers in the absence of the consultant. Smith provides a practical framework that explains the rationale and application of mental skills training that is understandable to the lay person. Although Dr. Smith focuses on artistic sports such as figure skating, gymnastics, synchronized swimming, diving, and rhythmic gymnastics, the approach to mental skills training designed for the artistic sports can be easily adapted to other realms of athletics.

- by Wallace Bzdell

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## ***Elections Continued***

### **Rob Fazio, Position - Student Representative, Position Statement, continued from page 6**

if I am elected your Student Representative. I find the exciting world of AAASP to be a place of tremendous opportunity. On a consistent basis I am invigorated by the motivation and creativity of students trying to better our association. There are many professionals and students from various backgrounds in our organization that have a great passion for their work. As students and as the future of sport psychology, we need to make a collective effort and make AAASP membership more enticing and beneficial.

I am an advocate for helping students help themselves achieve their career goals. Along with support from many of you, I intend make AAASP an even more resourceful and influential organization. The four primary initiatives upon which I will focus are:

(a) Further development of the Annual Program Fair; (b) The creation of the **Proactive Peer and Undergraduate Mentor Program (PPUMP)**; (c) Enhancing students' networking and social skills; and (d) Restructuring the responsibilities of Regional Representative duties.

The students of AAASP have been fortunate to have effective leaders as Student Representatives. Recently, Thad broadened our lines of communication by implementing a web site. The following term, Justine took effective communication and initiative to a new level. As a regional representative, I felt aware of the happenings in the world of AAASP. I feel this awareness is essential. I intend to keep these lines of communication open through frequent correspondence with the regional representatives and with additional active members.

### **The Annual Program Fair**

I was extremely pleased to see Natalie Durand-Busch's idea of a Program Fair evolve. I intend to keep the Program Fair growing and hope to make it a cornerstone every year at AAASP. As I mentioned in the last newsletter, the most important aspect of the Program Fair is that it is run *for* the students by the students.

### **Proactive Peer and Undergraduate Mentor Program, (PPUMP)**

Mitch Albom, the author of Tuesdays With Morrie, stated that mentors help people develop their life skills. In a field where there is so much to learn and so many different directions one can take, it is not a surprise that mentors are essential. I have been fortunate to have tremendous mentors. However, not all students will be as fortunate. I hope to establish a mentor program within the student population.

The objective of this proactive program is to get students to take active steps toward their career interests. I envision developing specific areas of interest and identifying the student leaders in these areas. Ideally, I would organize a network of willing students that would be contacts for peers, young students, and inquiring students. I believe that students would feel comfortable contacting other students.

### **Networking and Social Skills**

In the book Emotional Intelligence, Daniel Goleman suggests that traditional academia does not prepare students for life after school. During the many conferences I have attended over the years, I became aware of the lack of practical considerations for students. In the growing field of sport psychology, networking is an essential skill for career development and marketing. Many professionals speak of the importance of networking in today's world, but we do not provide students with the practical strategies. I intend to incorporate interactive workshops in order to assist students in developing effective networking and social skills.

We focus a great deal on the skills and welfare of athletes, but as scientists and practitioners we need to be equipped with the necessary life skills to excel in our profession. The benefits of broadening our networks and enhancing our social skills has great potential to positively affect the promotion of sport psychology to the general public.

## **Elections Continued**

### **Rob Fazio, Position - Student Representative, Continued**

#### **Regional Representatives**

I remember my first AAASP conference and asking a student, "What does a student regional representative do?" The reply I got was "It's a resume builder." Although there are many regional representatives that have made great efforts toward AAASP, there are also some that have been less active. One reason for this inconsistency may be that students do not know the yearly responsibilities of a regional representative. With new guidelines and with a selection process, I am confident that we will accomplish more.

I believe AAASP has come a long way and I believe that we can go a lot farther. I see AAASP taking a new direction. My first mentor stressed that more can be accomplished with collaborative efforts. I agree with this and feel there is a need for increased interdisciplinary student interaction. We are the future of AAASP and the more we work together now the more benefits we will produce.

The future careers of young professionals in sport psychology are of concern to me. Since my first day in graduate school, it was instilled in me that careers in this field are for those with vision and creativity. I was encouraged to develop the necessary skills to create a position in the field. We need to be willing to advocate for ourselves and create positions in the field.

I feel strongly about broadening the roles of graduate student training in sport psychology. We need to take advantage of more opportunities such as using sport psychology in the workplace, community development and working with children. I would consider it an honor to be elected as your Student Representative and I would serve you proudly. I am confident that I will be effective as a liaison between the students and the professionals as well as an advocate for student development. Finally, as students, in the world of AAASP we can play defense or offense. Personally, I'd like a shot at being your quarterback. As Jerry McGwire would say, "Help me help you!"

### **Julie Partridge, Position - Student Representative, Continued from page 6**

to establish an injured athlete support group at UNC.

Julie has been a member of AAASP since 1996, and is currently serving as a regional student representative. She has given two presentations at AAASP, is a co-author of a book chapter with Dr. Diane Stevens, and has two articles currently in preparation for publication.

## **Position Statement**

As the world transitions into the next millennium, it seems only natural to apply a retrospective analysis to the AAASP organization, determining not only where we have been, but also our current position and the directions we must take in the future to ensure the continued growth of our field. A dedication to advancing the relatively young field of sport psychology necessitates support for three main areas of development. I believe strongly that the most important issues to be addressed are a) establishment of accreditation standards for sport psychology programs, b) the need for positive promotion of sport and exercise psychology services to potential consumers, and c) increased organizational involvement for students and professionals alike.

Accreditation & Graduate Training. The issues of graduate training and establishment of accreditation guidelines have generated a phenomenal volume of discussion within AAASP in the past several years. The need to ensure appropriate training of future sport psychologists affects the entire discipline of sport psychology as we continue to establish ourselves within both academia and the private sector. With increasing numbers of individuals entering the job market—and, ultimately disseminating information to various groups of sport psychology consumers—we must first be certain that their training is of the highest possible quality. A statement of concern for the resolution of these issues was made with the creation of the Graduate Training and Certification

## Elections Continued

### **Julie Partridge, Position - Student Representative, Continued**

Development committees, and the inclusion of student members on these committees. However, maintaining open lines of communication between the outputs of these committees and both the student and professional memberships of AAASP is critical. The flow of information on the issue must remain bi-directional in order to facilitate effective progress in this crucial area of debate within the field.

**Marketability.** The second major area of interest on which AAASP is focused is the promotion of sport and exercise psychology services to interested consumers. The current state of graduate training in sport psychology can best be described as diversified, with some programs relying on a more applied approach and others, a research-oriented curriculum. Despite these differences, steps can be taken to improve job possibilities for professionals in the field, through allocation of funds to promote sport psychology services in other organizations, such as the NCAA. I believe that gathering input from both professionals and students alike on ideas for training improvements (e.g., through special workshops) could be implemented at regional and national levels to facilitate and/or supplement existing training for different sport psychology-related jobs that are available. Moreover, the area of exercise psychology should receive similar efforts for marketing and job promotion as does sport psychology. Exercise psychology is a continually growing facet of the field, and one that is too often neglected in marketing efforts despite its highly applicable knowledge base.

**Student Involvement.** When considering the issues with which sport psychologists are currently confronted, it is important to remember that there are common goals of all AAASP members (e.g., accreditation), as well as the unique topics that are particularly important to the student membership of this organization, including rising membership costs and adequate student representation. Establishing a solid foundation of involvement and concern for the field in today's student mem-

bers can translate into continued leadership and benefits for sport psychology in the years to come. In addition to the existing network of AAASP regional student representatives, I would also like to establish a student leadership council to act as an informational source for suggestions and concerns to be focused at a more national level. This will provide greater opportunities for student involvement, particularly among student members who have specific concerns to voice, and will increase the number of student ideas that will reach the Executive Council's student representative. By establishing this format, a foundation could be laid to maintain open communication for the continuously evolving issues that are important to the student membership of AAASP, so that any such concerns will be recognized by the general membership.

In sport psychology's short history, our field has made great evolutionary strides; but, we must not allow past progress to placate our future efforts to improve. Since AAASP's beginning, student membership has grown both in numbers and in voice. I am excited to see the involvement and genuine concern of student members and to know that many of them will eventually choose to join the ranks of professionals within the field. They will be better prepared to address issues affecting both of these groups. I am truly honored to be considered for the position of student representative, and I hope to continue active involvement in the organization in whatever capacity possible.

### ***Certified Consultants***

*If you are interested in linking your web site to the Association's web site, please send a written request to the Publications Director. (See return address on the back page.) You will then be asked to sign a letter indicating you are in compliance with all AAASP guidelines regarding ethics, nondiscriminatory practices and professional practices. Once your web site has been approved, the AAASP Web Master will provide a link for you.*

# 2000 Election Ballot

Please: 1) place your name on the envelope flap ,  
2) write "ballot" on the front of the envelope,  
and  
3) mail to:

Dr. Cynthia Pemberton  
Publications Director  
University of Missouri -  
Kansas City - SRC 250  
5100 Rockhill Road  
Kansas City, MO 64110

(An alternative to mailing this ballot is to  
vote at the annual AAASP meeting  
in Nashville, TN)

## President-Elect

Steve Danish

Dave Yukelson

## Secretary-Treasurer

Gloria Solomon

Karen Cogan

## Health Psychology

Aynsley Smith

Frank Perna

## Student Representative

Rob Fazio

Julie Partridge

The Summer Newsletter submission deadline is:

May 1, 2000

Features, photos, and articles should be sent to:

Gail Regan - gregan@cctr.umkc.edu

or Chandra Glastetter - cglastetter@cctr.umkc.edu

(documents transmitted via e-mail are preferred in Microsoft Word).

“Opportunities are usually disguised as hard work, so most people don’t recognize them.” – Ann Landers

Hello AAASP students! My name is Michelle Magyar and I am the current AAASP student representative. Recently, I have come to realize that there are many opportunities ahead of us. When having to work alone viable prospects can be perceived as overwhelming, however, by collectively identifying issues and developing strategies we can work together to turn opportunities into a reality that benefits all students. After reviewing the student surveys administered at the regional conferences last year and attending the AAASP conference in Banff, it is apparent that the students have pressing issues as well as helpful ideas to resolve these matters. The major concerns from the students’ perspective are receiving proper training while in graduate school (training and certification), finding a job after graduation (marketing), and financial issues related to membership and conference fees. In an attempt to take a proactive approach toward these issues, I have outlined some preliminary strategies that will begin to address these concerns.

**If you are interested in providing input or would like to contribute to the development of the student agenda, please feel free to contact me directly at [magyarti@pilot.msu.edu](mailto:magyarti@pilot.msu.edu).**

### **Upcoming Projects**

**Fundraising Project:** Jim LeVain, the Pacific Northwest regional representative from Western Washington University has agreed to oversee the development and implementation of fundraising strategies. Currently, he is organizing a T-shirt fundraising project that will feature shirts with the new AAASP

logo and raise funds for the student membership. If you would like to become involved please e-mail him at [levain@cc.wwu.edu](mailto:levain@cc.wwu.edu).

**Marketing Project:** Julie Partridge the Great Plains regional representative from the University of Northern Colorado and Sharleen Hoar one of the Canadian regional representatives from the University of Saskatchewan will help me organize the student marketing project. Specifically, we will begin by disseminating information to all of the regional representatives to help facilitate the marketing of AAASP at the grass roots level.

**Program Fair:** Due to the overwhelming response at the conference, the Program Fair will be held again next year. Rob Fazio, who is now at Virginia Commonwealth University, will coordinate this project because he did such an exceptional job this year. If you would like more information concerning the Program Fair for the 2000 conference, please contact Rob Fazio at [s2rjfazi@titan.vcu.edu](mailto:s2rjfazi@titan.vcu.edu).

In order to better represent the interests of the student membership, I intend to maintain an open line of communication with the students and convey pertinent issues to the Executive Board, Fellows, and working committees of AAASP. However, to do this effectively, it is imperative that students stay in touch! There are many other issues which need to be addressed so please look for upcoming discussions on the student forum related to student financial concerns, the nomination process of representative positions, regional representative responsibilities, regional conference information, and suggestions for the student panel sessions for the upcoming AAASP 2000 conference.

## ***The Student Section***

### **“Energy and Persistence Conquer All Things”**

-Benjamin Franklin

Now that we have survived the New Year, it is time for student members to continue to work together to increase student membership and involvement. To date the regional representatives have been busy and I would like to thank each and every one for their active participation in the organization. However, student involvement is key to the vitality of this organization. Therefore, I offer the following ways for more students to become more involved.

One way is to attend a regional conference. Below is a listing of the remaining regional conferences and the regional representatives you may contact for information. Last year former student representative Justine Reel created the Student Survey in an effort to survey students attending the regional conferences. This year, I plan to work with Justine and the Graduate Training Committee to modify the Student Survey and distribute this survey to all student members. This information is being collected in order to provide a comprehensive report of the students' perspective to all of the AAASP committees and the Executive Board. Any student who is unable to attend a regional conference can contact me directly (magyarti@pilot.msu.edu) to receive a survey. Remember, every voice counts!

A second way to become more involved is to register your university in the Program Fair for the 2000 Nashville conference (see next page). This session is designed to familiarize potential graduate students with the various programs offered in sport and exercise psychology. It is important that student members continue to inform other students and practitioners in the field about our organization. Please encourage other students and professionals to attend this year's national conference.

If you are a student member who is interested in becoming more involved in the organization of AAASP please feel free to contact me. Together, we as student members can collectively generate energy and persist to accomplish the student objectives. -Michelle Magyar

### **Regional Student Conferences**

Eastern Canada – March 24-25

Queens University

Madelyn Beamer (mpbeamer@hotmail.com)

Southwest- March 31-April 1

Arizona School of Professional Psychology

Deborah Townsend (rayosco@juno.com)

17<sup>th</sup> Annual Conference on Counseling Athletes- June 15-18

Springfield College

Josh Avondoglio (Jb8von@aol.com)

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