

GROWING AAASP Inside & Out

Psychology has been a wonderful “tool” for helping many of us through a particularly harsh winter. As I write this column, there are over 12 inches of snow on the ground and the temperatures are still below zero! However, there is much going on in AAASP that occupies one’s thoughts so that you do not have to dwell on the cold and snow.

Marketing AAASP has been a high priority of the Executive Board over the past few months. Our initiatives have been focused on two fronts, namely, generating extra revenue for AAASP and building relationships with other organizations. The need to generate additional revenue for AAASP has become more critical as we have not made money on the past couple of conferences. In addition to our dues, our conferences have been the major source of revenue.

We will be looking very closely at all aspects of our budget to see where we can reduce costs while still maintaining the quality of our programs. We do not want to increase conference registrations or membership dues to meet the increasing costs of doing business. In addition to identifying ways to increase revenues, we will be looking to see what services we offer that are not cost effective. Finding ways to market AAASP is becoming essential to sustaining, and growing, AAASP.

Because most of us on the Board are novices in the area of marketing, we have sought help in generating ideas and, ultimately, a Strategic Marketing Plan. Dr. Dick Irwin, who directs the Strategic Marketing Services and is a Professor in the College of Education at the University of Memphis, was asked to identify ways that we could be more effective in marketing AAASP. We



President's Column

**Marty Ewing, Ph.D.
AAASP President**

for sponsors or folks who want to advertise in our print and electronic newsletters or medium, and perhaps our journal, as well as individuals or businesses who Marketing AAASP has been a high priority of the Executive Board over the past few months. Our initiatives have been focused on two fronts, namely, generating extra revenue for AAASP and building relationships with other organizations. The need to generate additional revenue for AAASP has become more critical as we have not made money on the past couple of conferences. In addition to our dues, our conferences have been the major source of revenue. We will be looking very closely at all aspects of our budget to see where we can reduce costs while still maintaining the quality of our programs. We do not want to increase conference registrations or membership dues to meet the increasing costs of doing business. In addition to identifying ways to increase revenues, we will be looking to see what services we offer that are not cost effective. Finding ways to market AAASP is becoming essential to sustaining, and growing, AAASP.

Because most of us on the Board are novices in would be most appropriate for our members, as well as help us determine the groups that would generate greater revenue for AAASP.

While the plan is still being developed, I think you will find the ideas to be very exciting. We hope to have a more detailed proposal from the folks at Strategic Marketing Services to discuss at our Spring E-Board meeting. I will keep you posted about the specifics of our Marketing Plan in the next newsletter.

A second part of our plan to more effectively market AAASP is to forge partnerships with other organizations that have similar interests. This form of marketing falls into the category of public relations. Damon Burton and I will be attending the annual meeting of the Joint Commission on Sports Medicine and Science in February in Colorado Springs. For those of you who were around in the 1970s, you might recall that the Joint Commission existed with six organizations as members, namely, the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), American College of Sports Medicine (ACSM), American Orthopaedic Society for Sports Medicine (AOSSM), National Athletic Trainers' Association


“Finding ways to market AAASP is becoming essential to sustaining and growing AAASP.”

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(NATA), President's Council on Physical Fitness and Sports (PCPFS), and the United States Olympic Committee (USOC). Due to a large turnover in executive directors of these groups, the Joint Commission stopped meeting in 1984. With financial assistance from Caremark Orthopedic Services and the growth of the sports medicine industry, the Joint Commission was revived in 1993. Today, 32 organizations are members and meet annually to discuss issues relevant to sport. However, a substantial amount of time is allocated for networking. As noted in the description of the Joint Commission, the intent of the annual meeting is to "make it possible for colleagues from different organizations to get to know one another on a personal level, thereby making future contacts easier and more productive." The six original organizations are still members. However, the Joint Commission has expanded to 32 members including Centers for Disease Control and Prevention, American Kinesiotherapy Association, American Academy of Pediatrics, National Federation of State High School Associations, National Junior College Athletic Association, Sporting Goods Manufacturers Association, and the National Collegiate Athletic Association.

Obviously, many of these groups fit well with the mission of AAASP. Damon and I will be looking to have discussions with many of these organizations about the role of sport psychology in the conduct of sport and physical activity as well as services that we might provide for athletes and participants in sports. We are hoping that through our attendance at the Joint Commission meeting we can start to open some new discussions with such groups as the NCAA and NJCAA, as well as identify partnerships with potential sponsors of AAASP, (e.g., SGMA). One of the outcomes of this meeting is to determine if it would benefit AAASP to join as an official member. I'll keep you informed.

Another aspect is the work that Jack Leysk is doing as part of his Public Relations and Outreach (formerly named Professional Development) Division Head responsibilities. Mark Hogue has agreed to chair the Organizational Outreach Committee to provide a mechanism for developing press releases, media panels, a speaker's bureau, and position papers. The committee consists of Debra Ballinger, Sharon Chirban, Karen Collins, Andrea Corn, David Coppel, Erik Dunlap, Tammy Kordes, John Metzler, and Pat Sullivan. I want to thank Mark and his committee members for their willingness to develop this essential aspect of our public relations plan.

Finally, as we continue to look at ways to "grow" AAASP, we have begun to investigate membership patterns among students and how many of them return as professionals following completion of their degrees. Along the same line, we are tracking our certified consultants to be sure that they are renewing their certifications as we need this group of people to provide greater visibility in communities, sport organizations, and to provide more qualified consultants to reach many potential clients across the country. I want to take this opportunity to encourage our members who have allowed their CC, AAASP certification to lapse to contact Ed Acevedo (eacevedo@olemiss.edu) in order to get their certifications renewed. 

AAASP Responds

Several weeks ago there was considerable discussion on the Sportpsys Listserv of an article that appeared in Sports Illustrated (SI Golf Plus) regarding sport psychology, mental skills training, and qualifications. In response to the article, "This Head Coach Is Hot," the following letter was sent to SI by Marty Ewing, AAASP President. Mark Hogue, Chair of the Organizational Outreach Committee, and Jack Lesyk, Professional Development (Public Relations & Outreach) Division Head assisted Marty in drafting the letter.

SPORTS ILLUSTRATED ARTICLE UNDERSCORES THE NEED FOR CERTIFICATION IN SPORT PSYCHOLOGY

In a recent Sports Illustrated article (see: "This Coach is Hot," release date, 1/31/05), the author highlighted the confusion that is often experienced by potential consumers of sport psychology regarding the qualifications of the professionals who offer their services to them. The article correctly illuminates the turf war that sometimes exists between clinical and educational sport psychologists and the difficulty that athletes have in understanding the skills and training associated with each of these professional disciplines.

In contrast to this, The Association for the Advancement of Applied Sport Psychology (AAASP) is a unified, 1200 member, international organization of both educational and clinical/counseling sport psychologists that has addressed the issue of proper qualifications and credentials for those offering sport psychologist services. AAASP offers a process to review the credentials of sport psychologists, awarding the designation "Certified Consultant" to those sport psychologists who have applied for and met the high educational and experience standards set by this interdisciplinary organization. Currently approximately two hundred professionals have been certified. AAASP is the only professional, nonprofit organization that offers this type of certification in the United States. The US Olympic committee heavily relies on AAASP certified consultants to provide services, and the USOC requires applicants to its Sport Psychology Registry to have this certification, plus be an active member of the American Psychological Association.

It is important that consumers of sport psychology services be aware of practitioners who hold certificates that sound impressive, but are obtained for a price from profit oriented organizations and individuals who have no concern for legitimate qualifications.

For additional information regarding the Association for the Advancement of Applied Sport Psychology or their list of Certified Consultants, contact the international office at 608-831-0144 or visit the website at www.aaasponline.org.

Martha E. Ewing, Ph.D.
President, AAASP

Editor's Note

Those of you who have read Malcom Gladwell's *Tipping Point: How Little Things Can Make a Big Difference* know it is a book about change. In particular, it's a book that presents a new way of understanding why change so often happens as quickly and as unexpectedly as it does. Gladwell's premise is that ideas, behavior, messages and products sometimes behave just like outbreaks of infectious disease. They become social epidemics, and he offers a number of compelling examples to support his premise.



Publications/Information Division Head
Doug Hanks, Ph.D.

I've recently wondered what AAASP's Tipping Point might be in shedding its label of being the "best kept secret" in sport and exercise psychology.

As an AAASP member, my belief was that it was the E-Board's responsibility to market and make the public aware of the organization and the field of sport and exercise psychology. As an AAASP E-Board member, I still believe this, and Marty Ewing has elaborated on the E-Board's progress in exploring the best ways to market AAASP. That said, I've also come to recognize that individual AAASP members can make a difference in this marketing effort and might even be where our Tipping Point lies.

On a recent NPR Morning Edition, Linguist Christopher J. Moore, who has made a career of searching out some of the world's most "untranslatable" expressions—words from around the globe that defy an easy translation into English, Moore shared a few of his linguistic favorites from his new book *In Other Words: A Language Lover's Guide to the Most Intriguing Words Around the World*. One of these fun words was:

korinthenkacker [core-in-ten-cuck-er] (noun) German origin.

Definition: a "raisin pooper"—that is, someone so taken up with life's trivial detail that they spend all day crapping raisins. You can spot these types a mile off—it's that irritating pen pusher or filing fanatic whose favorite job is tidying up the stationery cupboard.

So, at the risk of being labeled a korinthenkacker, I want to suggest a couple of simple things that all AAASP members can do that might contribute to our Tipping Point. First, once and for all, let's all be consistent in using "sport," as opposed to "sports" psychology when referring to our field and what we do, especially when talking with the media. Spell it to the media contact, explain why it's important, and the history behind it. Second, mention AAASP in any presentation, interview, or media contact you have. In recent years, I've made it a habit to spend time in any sport psychology-related presentation to groups not familiar with the topic and briefly explain the history of AAASP and sport psychology. If I'm interviewed by a newspaper or magazine, I always mention AAASP. I've been surprised at the number of times the writer includes this in the article. Last, AAASP Certified Consultants need to promote their status in simple ways such as listing certification on business cards or mentioning it when being interviewed by the media. Perhaps these suggestions are only raisins, but they can easily be done by all AAASP members and might contribute to our Tipping Point while the E-Board grapples with their own responsibility to market AAASP.

Enjoy the current newsletter, and please continue giving the newsletter staff feedback. Questions, comments, observations? Contact me directly at dughank@auburn.edu.



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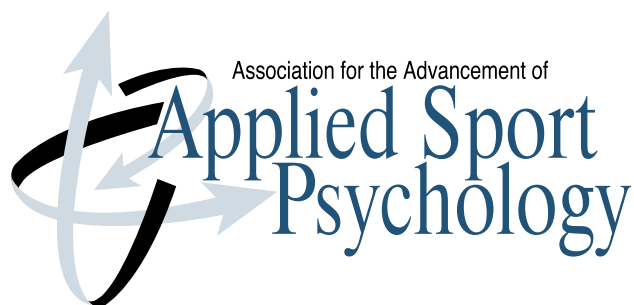
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Does your institution have employment openings of interest to AAASP member?

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

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

Check our website
www.aaasponline.org
for further details.



10 Burning Questions with Nicki Moore, Ph.D.

Interviewed by Doug Hanks, AAASP P/I Division Head

Nicki Moore was hired by the University of Oklahoma's athletic department as an assistant director of athletic academic affairs for psychological services in July, 2004. She completed her Ph.D. in counseling psychology at the University of Missouri, Columbia.

1. It's an impressive sounding title, but tell us on a day-to-day basis what your position entails.

Between regular television interviews, flashy photo ops, and rubbing elbows with important people, on most days, I feel like I'm a one-person counseling center for a considerably at-risk population! Of course, I am kidding about the first parts there. As anyone who is in the trenches providing full-time counseling, testing, and sport psychology services would confirm, little about the job is glamorous or sexy. I go through a box of tissues each month, spend hours on the telephone coordinating services and keeping appropriate people informed and educated, and wear out my computer keyboard keeping up on notes, reports, and paperwork. While most days I see somewhere between 3 and 6 student-athletes for a scheduled appointment, very few days seem to play out as they were originally scheduled. With my office and my job being right in the heart of Division I athletic culture, I am confronted with at least one "crisis" per week, some which are very real crises, others which just need a centering point. I also provide sport psychology services and educational outreach programs, serve on campus and departmental committees, participate in case consultation meetings in the Counseling Center, supervise three graduate students and the athletics career center, and I teach a graduate course in applied sport psychology on the side.

2. I think many of us in the sport psychology world have recognized the need for this type of position within athletic departments for a long while. Are you surprised that you're the first?

I am surprised, and I'm not surprised. Clearly the need has existed for a long time. While most student-athletes arrive with many strengths and abilities, so many also arrive with strikes against them. From academic under-preparation to identity foreclosure, and from cultural differences to time limitations, elite student-athletes come to the University with built-in counseling needs. I do know that others have considered creating something like this in the past, but there are a lot of obvious, clear roadblocks that present themselves very soon in that thought process. Somehow, the right people came together at the right time here at OU, and I believe that fact has made this opportunity possible and successful (thus far). For example, I am blessed to have very strong support from the Athletics Director, the Associate A.D. for Academics, and throughout the Athletics Administration. I am equally blessed to have support and acceptance from a terrific community of psychologists in the campus Counseling Center. On top of that, I have a fantastic relationship with sports medicine, and the coaches are even on-board! This combination of support has made what could have been a boundary-less nightmare an amazingly positive creative experiment. I am hopeful that a similar level of support and cooperation can emerge at other universities, because it seems like this has been a very good thing thus far for OU.

3. Feeling any pressure as a groundbreaker?

Groundbreaker. Well... I don't know that I'm so much a groundbreaker as I am the beneficiary of an untold number of colleagues, professionals, and difficult student-athletes who helped pave the

way! Certainly it is exciting to be in a position to demonstrate that a service like this CAN work, and CAN impact performance in a positive way. I suppose it is more fun than pressure to be testing this thing out. Somehow I've made it to this point with enough confidence in my own abilities, and enough belief in the value that counseling and sport psychology have to bring to this population, that I just believe that it is going to work out, and that it will prove to be worthwhile to OU and hopefully to other institutions across the country. But, I don't think about it on a large scale very often... I mostly focus on and feel good about the tiny successes in individual student-athlete lives, learn daily from my mistakes, and try to get better at what I'm doing all the time.

4. I would guess that it would be difficult for one person to handle all of the referrals and requests for your time. What other campus or community resources do you utilize?

Yes! It is difficult to handle all the demands here. The sheer number of student-athletes and coaches requesting services took everyone here by surprise. The first 6 months have been incredibly intense and demanding. Fortunately, before I even arrived, our athletic department and the campus counseling center had been maintaining a very cooperative relationship. When I arrived, I continued to build those relationships, and I got involved there with case consultation group and through their campus-based programming efforts. I have utilized the Counseling Center services on occasion. Within two months, we started bringing a psychiatrist to the training room every two weeks for a half-day to deal with med referrals. I have lunch with women psychologists in the community every month, and have developed a community referral network in that way. I utilize the women's center on occasion, the Counseling Clinic for conducting test batteries, and the local Women's Crisis Center. I have developed contacts with local faith-based organizations, drug & alcohol treatment services, and the YWCA programs coordinator. Most recently, we have established a graduate assistantship through the counseling psychology program. I will supervise this G.A., and she will take on some counseling clients, conduct assessments, and assist in program development. The next step we hope to pursue is to develop a predoctoral internship opportunity through the existing consortium, and depending on how all that goes, potentially a postdoctoral fellowship position. Last, but not least, my husband Bill has gotten involved by taking on some of the requests for performance enhancement services. He now regularly works with several teams and individual student-athletes here, and while it sometimes pains me to "give up" some of the "more fun" work of sport psychology consulting (over counseling), it has been great to consistently be able to provide services when they've been requested.

5. I've heard some individuals suggest that there could be a conflict of interest in an athletic department member providing these types of services. In essence, are you working for the athletic department or the student-athlete's best interest? What's your take on it?

"It depends!" On all, or nearly all occasions when the service being provided is counseling (vs. sport psych or outreach), I am working for the student-athlete who has sought that service. However, there have been occasions when a coach or someone else has made it "mandatory" that a student-athlete come to see me, or when the department has asked me to intervene in some kind of educational way. In



all cases, I remain keenly aware of the possible perception of a conflict of interests, and I try to have clear, definitive conversations with the involved parties in the very beginning of my work each new situation. I try to err on the side of developing the perception that student-athletes are the client, simply to enhance the “safety” and authenticity of the service.

Unfortunately, due to the nature of the service (being located within the department, working with teammates, roommates, classmates, coaches, trainers, etc.) I count it as a never-ending process of enriching and maintaining the integrity of the position. There are plenty of threats to it, and at times already, there have been “fractures” in the perception of the service. When I think about the potential conflict, and weigh it in with the potential benefits of having the service, the latter always wins out. The truth is, that student-athletes don’t use traditional campus counseling services at the rate that they “should.” It is definitely hard to keep things in line, and to be as above reproach as possible, but it is necessary for it to work.

6. Performance enhancement versus clinical issues? What’s the percentage of student-athletes requesting each of these services? Do you believe a person can address these separately?

Lots of questions here... I provide both performance enhancement and clinical issues, sometimes “separately,” and sometimes in tandem. Student-athletes seem to be surprisingly open to seeking counseling services, and I think that they still don’t quite get how seeking “performance enhancement” services fits in.

I do think that there are times when someone can address performance enhancement issues and clinical issues “separately,” but in my experience, the times when the two do not run together are very limited. However, I also have always been dually trained, and so perhaps if I were not so, I would keep better boundaries around the stuff. Yet, in my opinion, it is a huge advantage to be able to keep tabs on both sets of issues, and to intervene in all domains.

7. Self-referral, coach-referral, other-referral, word-of-mouth? Seen any trends on how student-athletes access you yet?

Referral... all of the above. I would say that more student-athletes self-refer than by any other method. Trainers refer a great deal, academic advisors send them regularly, and coaches are right behind them. Early in the semester, I made visits to every team and to just about every group of service providers in athletics to introduce myself and my services. However, with my office located right in the middle of all the services offered to athletes here, dropping by has been a popular method of getting that first appointment.

8. What do you like best about your new position? Any downside?

It is a love-hate relationship. I love it that I have to be “on” ALL the time, but that also wears me out! I love it that some athletes seem to have made some progress and that they are owning that progress, but I hate the occasions when I think too late, “what if I had just said/done this or that?” I really enjoy the

people/colleagues I get to work with here. They are genuinely interested in the welfare of the student-athletes, which keeps us from working at cross-purposes almost always. I love it how I am learning so much all the time, and I hate it that I realize how much I don’t know on a regular basis. I am so pumped about the great things that we can do for student-athletes with access like this, but I am frustrated by the tyranny of the clock. I love it when I go home and feel like I got something right. I hate it that sometimes it feels like the whole thing could fall apart at any moment with one slip-up. Even so, I’m glad to be doing it.



9. If I’m an undergraduate student, and I want to be just like Nicki, what would you tell me to do as far as training and background experiences?

Go to the best doctoral program you can find where you can become educated as a psychologist AND as a sport psychology consultant, and where you can get a wide variety of applied supervised practicum experiences. I have talked with a number of A.D.s since starting here, and to a person, they are interested in someone who is licensed... if they have a sport psych background, it’s gravy. I would also encourage an undergraduate to get some experience coaching. Coach a little league baseball team, or a pee wee football team, or soccer, or whatever... but coach, and do whatever you can to develop your confidence as someone who can deal with people empathically, sensitively, and effectively, both in the sport environment and outside of it. Also try to get some experience working within a department of athletics. It is yet another sub-culture with which it is helpful to feel comfortable. Experiences that have served me invaluable include my experience as a varsity athlete, as an undergraduate campus leader, as a camp counselor, as a Bible Study Leader (requires some degree of courage, compassion, risk-taking, and faith), and as a wife. I don’t think you have to have all those, of course! However, such experiences helped to develop the skills that are getting me through the days and weeks here with some success!



10. What's a Sooner?

The Sooner question! A Sooner by today's definition is someone who pledges whole-hearted devotion to the University of Oklahoma and to her athletics programs. . . someone who wears Crimson & Cream on a regular basis, and who would gladly yell out "Sooner!" in response to any random person on the street who first exclaimed, "Boomer!" However, the historical definition of a Sooner is (adapted from www.soonersports.com): The Oklahoma Territory opened with the Land Run of 1889. Settlers from across the globe, seeking free land, made their way to the prairies of the plains to stake their claim to a new life. One of the few rules to claiming a lot of land was that all participants were to start at the same time. Those who started on time went at the shot of a gun, and were called "Boomers." Those who went too soon were called "Sooners."

As time went on, "Sooner" came to be a synonym of Progressivism. The Sooner was an "energetic individual who travels ahead of the human procession." He was prosperous, ambitious, competent, a "can-do" individual. And Oklahoma was the Sooner State, the land of opportunity, enterprise and economic expansion, very much in the Progressive spirit that engulfed the old South in the 1920's.

OU athletic teams were called either Rough Riders or Boomers for 10 years before the current Sooner nickname emerged in 1908. The university actually derived their name from a pep club called 'The Sooner Rooters.'

The success of University of Oklahoma athletic teams over the years has made the nickname synonymous with winning.

So, there you have it. I must now get back to my rubbing elbows & photo ops. . . Boomer Sooner.

Comments or questions for Dr. Moore concerning this article can be sent to nicki@mooreperform.com.



Hockey Education Program (HEP): What's New in Youth Hockey in Minnesota?

Aynsley M. Smith, RN, Ph.D.

On September 25, 2004, at the XCEL Center, home of the Minnesota Wild, approximately 1400 coaches, parents and officials attended a "Face-Off." The Face-Off was the official launching of the youth hockey program (HEP) that has the potential to change the way youth hockey has been played in Minnesota. The program has been developed collaboratively by a Minnesota Hockey and Mayo Clinic Sports Medicine task force.

The three components of the program are skill development, coaching excellence (MAC and MAPS) and Fair Play. AAASP member Aynsley Smith co- chaired the task force and Matthew Sorenson, Angela Hartman, Tracy Fisher, Susannah Mork, Dr. Diane Wiese-Bjornstal and Elis McGee all contributed dedication and creativity. Dr. Frank Smoll and Dr. Ron Smith adapted their coaching excellence program, now MAP and MACS to youth hockey and Dr. Smoll presented at the Face-Off. Aynsley presented the HEP version of Fair Play that was adapted from a program initially described by Vaz, incorporated into Quebec Youth Hockey in September 2003 at the Atom through Junior levels. Dr. Pierre Trudel served as an advisor in interpreting the progress occurring in Quebec. Using Fair Play, both teams can earn a Fair Play point for each game that the team takes under a preset number of penalty minutes. Fair Play points are incorporated into each team's standings across the season. Serious misconduct by a player, coach and/or parent can cause a team to forfeit the Fair Play point.

Thanks to Minnesota Hockey's HEP coordinator, Dave Margenau and his implementation team, the HEP materials have been ordered by 102 associations in Minnesota Hockey and most teams are reporting earning between 85%-95% of their Fair Play points. It is true that serious acts of aggression in elite ice hockey date back to the late 1800s. Nevertheless, our task force truly believes that an educational program, such as HEP that promotes skill development, teaches excellence in coaching and parenting and has the teeth of Fair Play to reinforce positive and sportsmanlike behavior will result in the kids having more fun and will contribute to growing a great game. Although the long term outcome data will allow us to accurately measure the effectiveness of HEP, we can say that it is off to a great start. HEP exemplifies what we can accomplish when we incorporate the lessons from sport, exercise and social psychology (Dr. Brenda Light Bredemeier we have been listening!) to introduce change. Carpe Diem, all. . . More on this later.



Vikki Krane, Ph.D.

Dr. Krane is a charter member of AAASP, having joined in 1986. She has actively participated in the organization, with almost continuous involvement on an AAASP committee or the Executive Board, since 1987 and presented

at every conference except one since 1986. She has held the positions of student representative and secretary-treasurer and served on Certified Consultant Review, Selection of Dorothy Harris Young Scholar-Practitioner Award, Continuing Education, and Diversity committees. Dr. Krane also is a Fellow and a Certified Consultant, AAASP. Currently, she is the editor of the *Women in Sport and Physical Activity Journal* and is a past editor of *The Sport Psychologist*. She is on the editorial boards of the *Journal of Applied Sport Psychology* and *The Sport Psychologist*. Dr. Krane's honors include being the recipient of the Dorothy V. Harris Young Scholar-Practitioner Award and Mabel Lee Young Professional Award (AAHPERD).

Dr. Krane's research and applied interests and activities in sport psychology intersect social psychology, health psychology, and performance enhancement. Her current research, grounded in social psychology theory, explores heterosexism in sport, body image, and eating and exercise behaviors and has been published in journals such as the *Journal of Sport and Exercise Psychology*, *Journal of Applied Sport Psychology*, *The Sport Psychologist*, *Research Quarterly for Exercise and Sport*, *Sex Roles*, and *Quest*. She has given keynote presentations at the British Association for Sport and Exercise Sciences and the British Psychological Society. Dr. Krane also regularly contributes to professional symposia, particularly related to publication issues and research ethics. As a psychological skills consultant, Dr. Krane has worked with high school and college athletes as well as elite adolescent skaters and gymnasts. Additionally, she consistently supervises graduate student practica in applied sport psychology.

Currently, Krane is the Director of the Women's Studies program and a professor in the School of Human Movement, Sport, and Leisure Studies at Bowling Green State University. She teaches courses in sport psychology, gender and sport, research, and women's studies. She earned her doctorate at the University of North Carolina at Greensboro after receiving her Master's degree from the University of Arizona and her bachelor's degree from Denison University.

POSITION STATEMENT

I am honored to have been nominated for the office of AAASP president. My promise to you, should I be elected, is to do everything I possibly can to continue in the tradition of the previous exceptional leadership of the Past Presidents. I would be privileged to be entrusted with such responsibility.

My vision for AAASP is not very different from that of our recent leaders—build on our strengths and continue to increase our visibility. We have a sound structure to carry on the business of AAASP,

which needs continued nurturance to sustain our forward progress. As president, this would be an integral component of my responsibilities. Consistent with every previous leader in AAASP, such an endeavor includes working with the AAASP membership—being available, responding to your needs and interests, and counting on your involvement in the operations of AAASP.

For quite a while, we have focused on promoting the certified consultants. While this certainly is necessary, and such efforts should be continued, we need to promote all of AAASP. I would like to see AAASP become the “go to” organization whenever controversy erupts in sport. For example, after the recent melee between the Pistons and Pacers, we should have been the first group that the press turned to for a response. To attain such stature, we need to promote AAASP—every component of our organization (social psychology, health and exercise psychology, and performance enhancement). We have incredible talent and knowledge regarding a wide range of social issues in sport. I want to tap into that resource and develop a very active outreach arm of AAASP.

I envision a task force with experts on issues such as aggression, burn-out, and hazing. This task force also would include experts in health and exercise psychology who would respond to issues such as steroid abuse and unhealthy exercise and eating practices. Overseeing the development of position statements and providing the structure for broadcasting immediate statements to the press regarding current events in sport would be important missions of this group. We could create a “sport watch” column in our newsletter and web site, which also would be sent to high profile sport and exercise media.

As AAASP inserts our self into the media, we will become much more recognizable in the public eye. We can further increase our public exposure by inviting the media to our conference. Organizations such as APA have a strong presence in the media. They invite the media to interview scholars and practitioners during their conference; we should emulate this practice. As we increase our visibility, the public will learn about all we can do and will seek out the expertise of AAAP on a wide range of sport and exercise issues.

We also should position ourselves to take on social justice issues in sport. We are the people in the trenches with coaches and athletes and we are situated to intervene and educate administrators, coaches, and athletes to reduce prejudice in sport. The task force I previously mentioned also would include experts on social justice issues. They can oversee the development of training programs that can be marketed and implemented with athletic programs. For example, the large Project to Eliminate Homophobia in Sport was developed through a multi-organization collaboration (e.g., Women's Sport Foundation; NCAA; Gay, Lesbian, and Straight Education Network). AAASP should have been part of that partnership. To ensure our involvement, we need to initiate such projects. I have no doubt that we have the expertise to make an impressive and constructive impact on the world of sport and exercise. But we need to make a much stronger effort to do so.

At the same time, we need to ask ourselves difficult questions, such as “why doesn't AAASP attract more sport psychologists from minority groups”? Given the expansive social make up of sport participants, we need to do a much better job of not only publicizing AAASP to a broader range of people, but also making AAASP more inviting to people of color, gay males, and individuals who are physically challenged, for example. There are many sport and exercise constituents who are minimally represented in our ranks. We can promote the field of sport psychology to people in these social groups and create an outreach program to become more inclusive in our annual conference

In all, I envision an AAASP that makes a difference. Continuing and monitoring the everyday activities of the Association is an inherent aspect of the AAASP presidency. That in itself is a large responsibility. However, there is so much more we have to offer. You and I know all the great things we can do for the world of sport and exercise. It is well past time to let everyone else know it too.

Cindy Pemberton, Ph.D.



Cynthia L. Pemberton (Ph.D. 1986, University of Illinois at Urbana-Champaign) is a Professor and Dean in the College of Health and Human Services at Southwest Missouri State University (SMSU). Prior to coming to SMSU, Cindy was a faculty member, acting Associate Dean and Department Chairperson at the University of Missouri — Kansas City and served as Department Head and faculty member at the University of North Dakota. A native of Kansas City, Cindy received a B.S. Ed. from Southwest Missouri State University (1978) and a M.S. from Kansas State University (1979). Cindy has taught elementary physical education, holds a Missouri lifetime teaching certificate, is an AAASP Certified Sport Psychology Consultant (#32) and has been a National Faculty member in the American Sport Education Program. She has been a member of AAASP since 1985, participated in the Social Psychology Division of AAASP, and served on the AAASP Executive Board from 1998-2001, as the Information/Publications Division Head. She has also served as Vice President of CAPEHE, as President, Past-President, and President-Elect of AAALF (American Association for Active Lifestyles and Fitness) of AAHPERD, and is a Fellow of the Research Consortium (AAHPERD).

Cindy was also invited to participate in the American Council on Education/Office of Women in Higher Education National Leadership Forum in 2003. She has been an active researcher/scholar with numerous published books, book chapters, and refereed papers, including Learning Experiences in Sport Psychology (1st and 2nd editions) and Physical Best: The American Alliance Physical Fitness Education and Assessment Program. She has also made numerous international, national, regional, state and local presentations, has served on the editorial board for Pediatric Exercise Science, Quest, and The Physical Educator, served as journal compiler for JSP, and served as a guest reviewer for JSEP, TSP, JASP and RQES. Cindy's research and scholarly interests included a cognitive theoretical approach to the study of motivation within sport, physical activity and sport contexts. She currently also serves her community on boards/committees, including the Midwest Sports Medicine Center Advisory Board (St. John's Regional Health System), Springfield Chamber of Commerce Task Force on Health Care/Health Education, Compassionate Care at the End of Life Committee and the Ozarks Public Health Institute Advisory Board (Co-Chair).

POSITION STATEMENT

It is a great honor to be nominated as a candidate for President of the Association for the Advancement of Applied Sport Psychology (AAASP). When contacted about becoming a candidate, I talked with my colleagues and thought seriously about the commitment it would require to effectively serve AAASP. These discussions and my contemplation were based upon my previous experience on the AAASP Executive Board, and other professional experiences encountered during my career. After careful consideration, I decided to accept this nomination. I have a strong commitment to the "servant leadership" model which I would bring to the executive board and the AAASP membership. A member of AAASP since 1986, I have a deep commitment to this organization. It has been a place where I have been able to grow professionally and have been fortunate to be surrounded by great professionals and outstanding friends and colleagues. My administrative experiences provided me with opportunities to broaden my perspectives when addressing challenging problems and to bring individuals of diverse views together to solve problems. These experiences allowed me to develop a greater appreciation for diversity of thinking and problem solving strategies. My professional

experiences have engendered a passion for multidisciplinary/interdisciplinary emphases in my scholarship, practice, and leadership style.

AAASP continues to grow as an organization but will be challenged by issues internal and external to our organization. We have a diverse membership and an ongoing challenge to meet the needs of professional members, student members, and members engaged in teaching, research, and professional practice. AAASP members have interests in social psychology, health psychology, and performance enhancement and interventions. We have international members whose contributions to AAASP have a long history and have played a significant role in the growth and development of this organization. Our diverse membership provides challenges for the organization, but also serves as a foundation of robust resources for us to use as we address new areas of research/scholarship and practice in sport psychology. Tapping this diversity for continued growth of our field is the exciting challenge we must work toward. One of the ways to enhance communication among members is to include sessions at our conferences that are organized round table discussions. These sessions would allow more informal, yet structured, conversations that bridge members' scholarship, professional, and practice interests. An ongoing priority will be continuing to look critically at our programs and publications to make sure all of the interests of our members are being addressed. The greatest asset AAASP has is its members!!

As an organization we must evolve to meet both internal and external demands. It is critical that we continue to partner with the Rees Group to ensure our members' needs are being met with quality products and services, while maintaining fiscal accountability. This working relationship signifies a landmark in the history and growth of AAASP. We must continue to pursue the development of partnerships with external groups who have complimentary foci and goals. I would continue to work with professionals in other fields (i.e., health care, athletic training, exercise science, public health) and other professional organizations to elevate the profile of AAASP.

As an organization, we must also look at our ability to respond to unpredictable world and societal events (i.e., violence in sport, steroid use, accountability) and to develop new strategies to visibly promote the members of AAASP who have expertise in a specific area. We need to communicate our research-based practice and intervention strategies to the lay public so they will be better informed of the issues and strategies for dealing with those challenges. We need to identify low cost, no cost avenues for promotion of our organization and name, striving for "branding" AAASP as the organization for expertise in the field of sport psychology. The societal based problems of obesity, ethical behavior in sport, drug and alcohol abuse by athletes, and character development related to participation in physical activity, are just a few of OUR concerns. The concept of having "position papers" on significant topics where our scholarship and expertise can inform the public and influence policy development, is a worthy emphasis for our organization. We need to spend time and energy addressing the condition of the field of sport psychology and its position in higher education. The next decade will bring radical changes and challenges to higher education; thus, we need to position our academic field to be valued and viable in order to prepare professionals in the area of sport psychology. Preparing our colleagues for leadership roles in our organization and in higher education is a cause I would like to champion as part of the strategic commitment of AAASP. AAASP continues to be an organization of energetic, intelligent, passionate and compassionate professionals. I look forward to working together to enhance our understanding and practice in the field of applied sport psychology.

Peter Crocker, Ph.D.



Dr. Peter Crocker received his Ph.D. in 1988 from the University of Alberta after receiving a BA (Psychology) and a MSc (Kinesiology) from Simon Fraser University. He is a full professor and the former Director of the School of Human Kinetics at the University

of British Columbia. He has twice been elected as president of the Canadian Society of Psychomotor Learning and Sport Psychology and is a former editor of *The Sport Psychologist*. He presently is an editorial board member for the *Journal of Sport and Exercise Psychology*, the *Journal of Applied Sport Psychology*, and *The Sport Psychologist*. He served three years on the AAASP performance enhancement committee and also served on the dissertation award committee. In 2004, he was recognized as an AAASP Fellow. He presently is program chair for the 2005 NASPSA sport and exercise psychology committee.

Dr Crocker's research has several interrelated themes related to sport and physical activity: stress, coping, and emotion; determinants of physical activity in children and youth; the role of the physical self in health related behaviours, and the role of peer relations in motivated physical activity behaviour in adolescents. He has published over 50 peer reviewed papers in scholarly journals, coauthored over 100 research presentations, and his research has been funded by Social Sciences and Humanities Research Council of Canada and the Canadian Heart & Stroke Foundation. He currently is a mental training consultant to UBC men's volleyball and baseball teams. He is married with two adolescent children, and enjoys golfing, fishing, and coaching soccer.

POSITION STATEMENT

It is an honor to be nominated to serve as Head of the Science and Education Division of AAASP. We have come a long way since 1986, becoming the premier applied sport psychology organization in the world. AAASP has members from all over the world, from various disciplines, with a diversity of ideas and needs. AAASP must strive to meet the scientific and educational needs of a global community. This is a challenging but critical assignment.

Three years ago AAASP implemented a number of structural changes to provide opportunities to capitalize on the strengths of the individuals within the association. The responsibilities of the Division Head for Science and Education are to act as the Program Chair for the annual conference, coordinate the three focus area committees (performance enhancement, social psychology, and health psychology), facilitate the work of the special interest groups (SIGs), and coordinate the grant review process. These are essential aspects for the continued growth of applied sport psychology. I believe the Head of the Science and Education Division needs to be a strong leader in facilitating the dissemination of high quality research and sport psychology practice, pushing for

evidence-based practice, facilitating knowledge translation, and working with the continuing education division for quality educational experiences in both teaching, research, and practice for our present and future members.

A key highlight for all AAASP members is the annual conference. The conference allows our members the opportunity to discuss exciting research and professional ideas. I believe it is critical that AAASP strives to raise its scholarly impact. Our conferences need to be recognized by all psychology professionals as a source for high quality research. We need to challenge and engage all our members (researchers and practitioners) in creating and developing knowledge and striving to provide evidence for our ideas. The division head needs to provide support, resource and guidance. Part of this critical but constructive scholarly atmosphere might be to facilitate debates among professionals who have divergent views on critical issues facing the field. The quality of our conference also requires recruiting distinguished keynote speakers to challenge our thinking in our research and practice.

A major challenge will be to maintain a balance of the three primary focus areas. The division head supports the role of the three focus groups. Individuals within and across these three areas must continue and increase their engagement in developing AAASP. We are blessed with outstanding scholars and leaders in all these fields. However, AAASP will grow only if professional members, especially senior scholars, contribute positively to the organization. The division head, working with the three focus group heads, must facilitate the work of the SIGs in developing conference ideas, themes, and workshops.

Continuing Education is a critical element in AAASP. The division heads of Science and Education and Continuing Education need to coordinate educational opportunities our members both at the conference and on the website. We need ongoing educational opportunities in learning new research methods, statistical techniques, mental training techniques, and teaching methods. AAASP needs to also provide information to consumers. Working with the Association Management Group, AAASP needs to utilize its website to links or papers on teaching techniques, scientific developments, research methods and statistics, mental training or other applied sport psychology techniques.

I will seek to involve the energy of all members of the organization. As an organization, we must strive to become better in Science and Education and, as President Marty Ewing stated, the "Go To" organization for sport psychology. I will work to make it happen.

SIGN HEAD TION CANDIDATES

Diane is an associate professor in the Department of Human Services/Kinesiology at the University of Virginia. She earned her Ph.D. in Exercise and Sport Science from Oregon State University in 1997. Before that Diane spent 10 years as a higher education/student affairs administrator, having earned a masters degree in counseling and student development from the University of Rhode Island in 1985. During her time in various student affairs positions, she coached softball at the Division 1, 2, and 3 levels and was a two-sport athlete in college. Her passion for sport and her desire to continue working with college age students lead to her decision to return to school for a Ph.D. in sport and exercise psychology.

Diane has been at the University of Virginia since 1998, where she has a dual role as faculty member and administrator. She teaches undergraduate and graduate classes in sport and exercise psychology, advises masters and doctoral students, and conducts research on the psychological factors involved in adult physical activity participation and adherence. In addition, Diane directs the University's physical activity program. With approximately 45 classes each semester serving well over 1000 students, administering this program is a significant time commitment. Her research and administrative role have solidified her passion for the study of lifespan physical activity participation. Community service projects that incorporate activity as a component of the program, particularly in at-risk populations (poor, geographically isolated, obese) have become an important part of her research program.

Diane has been a member of AAASP since the first year of her doctoral program. She was a charter member of the exercise psychology special interest group, taking over the coordinator position in 2003. She was recently named chair of the health and exercise psychology committee, where she has served as an advisory council member the past 2 years. She has presented at every AAASP conference she has attended, reviewed conference abstract submissions and moderated conference sessions. Diane was one of several AAASP members invited to the Action on Obesity Summit in May, 2004, where she spoke on the importance of integrating psychological factors into physical activity interventions.

POSITION STATEMENT

I am honored to be considered for the position of Division Head, Science and Education. I consider this position critical for the larger mission of "becoming the go-to organization for information on sport, exercise, and health issues" AAASP President Marty Ewing discussed in the most recent AAASP newsletter. I am particularly pleased that sport, exercise, and health are included in Dr. Ewing's statement, as I firmly believe the best way for AAASP to have a visible presence in society is by utilizing the strengths and talents of all of our members, researchers and practitioners. Our strength is our diversity; by combining our scientific, clinical, educational, and performance-related perspectives, we have the potential to impact the full range of athletic and exercise endeavors

According to the website, the Division Head, Science and Education is responsible for "fostering the development of knowledge in sport, exercise, and health psychology by coordinating AAASP committees and Special Interest Groups (SIGs) through the three focus area committees, Continuing Education, and conference program. . ." (<http://www.aaasponline.org/governance/index.php>). That is no easy task. It means finding people who are passionate for the organization, and are willing to put in time with little or no acknowledgement of their services. It means paying equal

Diane Whaley, Ph.D.



attention to all constituencies within AAASP — whether you are a practitioner, researcher, or as is the case with many of us, somewhere in-between. It means appreciating all aspects of sport and exercise psychology; elite sport, youth sport, adult exercise, injury rehabilitation. Most importantly, it means disseminating this information to our members and to the community at large. So how do I plan to do this? I would offer these suggestions.

Build on the existing SIG structure such that there is more accountability and guidance for those groups. As a SIG member and coordinator, I've been delighted with the support and encouragement we've received from the AAASP leadership, but we could strengthen the roles of these groups (and increase leadership opportunities) by providing guidelines for how these groups should function. A great start is the active role each SIG has been asked to play in developing the new AAASP website. However, if we want SIG's to do this work, then we must also give them the support (informational, technical and emotional) that they require. For example, current SIG coordinators could meet and discuss what they have done, how they have done it, and what they'd like to do. This information should be documented so future SIG members could benefit and not recreate the wheel.

Foster more interaction between and among the SIGs and the 3 focus area committees. For example, I would like to see more jointly-sponsored projects, such as continuing education workshops or conference symposia. The Action on Obesity Summit presentation is a good example of this. The members of AAASP who participated in this effort made every attempt to integrate elements of health psychology, social psychology, and performance enhancement into the presentation. We could do the same thing related to obesity, depression, or some other socially-relevant topic

Continue to strive for a diverse, balanced conference program. In order to best represent the interests and strengths of the entire organization, keynotes, workshops, symposia, and invited speakers should evenly represent all of our constituencies. We should encourage our speakers to talk across focus areas, since that is what typically happens in our actual practice of sport and exercise psychology.

Maintain the momentum of improving, updating, and expanding the AAASP web site. This is clearly the place "regular folk" can go in order to learn more about sport and exercise psychology. We have made good strides, but this needs to be continued. We need to have more regular updates of information contained there, and a more clearly articulated process whereby materials are added to the web page. Again, the SIG's are an appropriate mechanism to make this happen.

Although these are not new or earth-shattering suggestions, they are important ones. As the Science and Education Division Head, I pledge to use my personal strengths and abilities to make these happen. I believe my administrative experiences will help me in this endeavor, and I trust in my ability to work with a wide variety of people. In going back and reading our new President-Elect, Craig Wrisberg's position statement, he stated that AAASP "fundamentally exists to serve people." I couldn't agree more, and I believe the AAASP committees and SIGs are well positioned to accomplish the task of serving people by providing solid, timely information on topics of interest across the wide spectrum of the psychology of physical activity. In my role as Science and Education Division Head, I will do my best to facilitate the work of these groups in order to serve the greater purpose of being that "go to organization" Marty Ewing envisions.



Camille Cassidy, M.S.

Camille Cassidy received her Bachelors degrees in Exercise and Sport Science and Psychology from the University of North Carolina at Chapel Hill in 2001. In 2003 she graduated from The Pennsylvania

State University with a Master of Science degree in Kinesiology with a specialization in Sport Psychology. While at Penn State, Camille was advised by David Conroy, Ph. D. and investigated how children's self-esteem related to their school- and sport-specific perceptions of self and others. She also assisted with research that examined the impact of coach training on youth swimmers' psychosocial development. Currently, Camille is in her second year of the doctoral program in Sport Psychology at the University of Tennessee and is advised by Craig Wrisberg, Ph.D. Her present research interests include injury and sport psychology interventions. Camille plans to continue conducting applied research on these topics that can then be used to enhance both the athletic performance of athletes and their recovery from injury.

Currently, Camille consults with a competitive cyclist and some Super Senior tennis players. She plans on extending her consulting to include competitive athletes at the NCAA Division II and Division III levels in the upcoming semester. Camille has worked as a tutor with several student-athletes in the Special Needs Program at the University of Tennessee and currently serves on the Graduate Student Council for the College of Education, Health, and Human Sciences.

Camille has been a member of AAASP since 2001 and has made several presentations at previous conferences. Upon completion of her degree, Camille plans to begin a career as a professor in sport psychology, focusing her efforts on teaching, consulting with athletes, and conducting applied research.

POSITION STATEMENT

I was very excited when I was asked to run for the student representative position of AAASP. Since I attended my first AAASP Conference in Orlando in 2001, I have been encouraged by the energy and excitement of the student members. I have spoken with many students about their interests in doing both research and consulting, and I have been inspired by many of these interactions. With over half of the AAASP membership consisting of students, it is imperative that more career opportunities become available. I strongly believe that these opportunities will not be made available to us; rather, we must actively take steps in creating these opportunities for ourselves. Therefore, in addition to the Annual Graduate Program Fair, PPUMP, and establishing regional representative responsibilities, I plan to focus my efforts on developing and initiating a plan to create more job opportunities for current students. To do this, it will be necessary for AAASP to refocus its energy on accomplishing the mission of the organization and on making athletic

organizations aware of AAASP and the benefits of working with sport psychology consultants

My first initiative as the Student Representative is to put the "applied sport psychology" back into AAASP. The mission statement of the organization focuses on "sport, exercise, and health psychology;" however, many recent presentations at the AAASP conference and articles published in JASP have focused on areas other than these. While I think that consulting and conducting research with diverse populations such as military personnel, police officers, and performing artists is a viable avenue for sport psychology consultants, I do not think that either the AAASP conference or JASP is the appropriate outlet for such work. It seems that the organization as a whole has tried to become competent in providing services to many different groups but has failed to become entirely proficient at providing services to those whom the organization was created to serve. This is not to say that I discourage the work being done with individuals who are not involved in sport. In fact, I would propose that a separate journal and perhaps even a separate organization be created to serve as an outlet for this effort. My main point here is to say that AAASP needs to get back to the basics of providing sport psychology services to those involved in sport. In doing so, I believe that a collective of expert consultants can be created to serve those in need of sport psychology consultation.

My second initiative is to create and implement a plan to break into the sport organizations that AAASP, to this point, has failed to infiltrate. We must actively seek out the gatekeepers to these sport organizations and gain the access that we desperately need to begin making opportunities for ourselves. I propose that we develop a two-year plan to penetrate the various sport leagues around the country and the world. At least one member would volunteer to act as the liaison between AAASP and each organization. The role of the liaison would be to take on the responsibility of breaking into his/her respective organization. The final goal of this plan is to make athletes, coaches, general managers, and owners as familiar with AAASP certified consultants as they are with certified athletic trainers and strength and conditioning specialists. Each liaison would report back to the organization at six-month intervals to discuss their progress. If a liaison fails to make adequate advancement during a six-month period, he or she will be replaced by another member who is willing and able to take on this responsibility. Although this plan may seem somewhat harsh, we as students have no time to sit back and let the opportunities come to us. We must be responsible for our own future opportunities as well as the future of AAASP.

AAASP has made considerable progress in the last 20 years towards "becoming the 'go to' organization;" however, there is still considerable progress that needs to be made. Representing over half of the AAASP membership, students have the power to make these changes that will ultimately impact our future in terms of both job and consulting opportunities. I believe that by getting back to the fundamental mission of AAASP, which is to provide sound "sport, exercise, and health psychology" services to consumers in sport, exercise, and health domains, we can become the "go to" organization. Further, by taking steps to infiltrate sport organizations worldwide we can expand our potential for growth. I believe that AAASP has the potential to become what NATA and NSCA already are, but we must become more proactive now and stop waiting for opportunities to create themselves.



STUDENT E CANDIDATES

Heather J. Peters graduated Magna Cum Laude from the University of Minnesota (U of MN) in 2000 with a B.A. in Psychology, a B.S. in Kinesiology, and a minor in Coaching. While at the U of MN she worked with Dr. Diane Wiese-Bjornstal and completed an internship with Dr. Aynsley Smith at the Rochester Mayo Clinic. She received her Master of Arts Degree in Clinical Psychology with a specialty in Sport Psychology from the University of Arizona (U of AZ), under the supervision of Dr. Jean Williams. Heather's thesis "Effect of Culture on Self-Talk and Responses to Feedback" received the Masters Thesis of the Year Award from AAASP in 2004.

Currently, Heather is a fifth year Clinical Psychology Doctoral student at the U of AZ and is specializing in Sport Psychology. Heather's dissertation expands upon her masters thesis and focuses on how an individual's cultural background (i.e., East Asian, Latino/a, and European American) influences the relationship between self-talk and performance, and potential moderators of this relationship such as fear of failure, modesty, and acculturation. Heather is in her second year of providing sport psychology services to two U of AZ varsity sport teams and to other individual athletes. Additionally, Heather was elected Clinical Student Representative and Psychology Student Representative by her peers at the U of AZ (2002-2004).

Heather joined AAASP in 1997 when she attended her first conference in San Diego. She has served as a regional representative since 2002 and has been the facilitator for the Proactive Peer Undergraduate Mentor Program for the past two years. Additionally, she is a member of the International Relations Committee. Heather has met all requirements (aside from completing her Ph.D.) to become an AAASP Certified Consultant. Heather has presented her research four times at AAASP and is first author on an article that is in-press with the Journal of Exercise & Sport Psychology and a manuscript that is currently being revised for the Journal of Applied Sport Psychology. Heather would like to thank all of her mentors who have guided her along her academic journey.

POSITION STATEMENT

I am honored to be nominated for student representative during this dynamic time in our organization's history. If elected, I would attempt to represent the student voice with enthusiasm, clarity, passion, and dedication. Additionally, I would promote and work towards the following objectives: (a) increase student involvement in promoting the visibility of AAASP and sport psychology, (b) devote effort to diversity issues that affect students, (c) increase communication among students, and (d) continue to strengthen the initiatives set forth by our previous student representatives.

I still remember attending my first AAASP conference as an undergraduate sophomore in 1997. I bunked with four graduate students--meaning I got the floor. This may sound cliché, but that conference changed my life. I remember being overwhelmed by the various aspects of sport psychology, excited about meeting so many individuals who were enthusiastic about their field, and confident that I wanted to pursue a career in sport psychology. Like many people I have met at AAASP, I was drawn to sport psychology by a desire to help others and an idea that it is important to find a career that I feel passionate about.

Students Promote the Visibility of AAASP and Sport Psychology: Many students are concerned with finding employment after graduating. Therefore, I believe it is in our own best interests to direct our efforts towards marketing and public education. First, I propose that interested

Heather Peters, M.A.



students work with the Organizational and Outreach Committee to develop an informational PowerPoint presentation about sport psychology, AAASP, and Certified Consultants that could then be presented by all students to our respective communities. These presentations would generate awareness regarding sport psychology and identify AAASP and yourself as "GO TO"

contacts for information concerning sport psychology services. Second, I propose that we create and distribute a pamphlet to academic advisors, coaches, and athletic directors that explains sport psychology, AAASP, and directs students to AAASP's Proactive Peer Undergraduate Mentor Program (PPUMP). This act will increase the public's awareness of sport psychology services, promote AAASP, and increase the value of becoming a Certified Consultant.

Focus on Diversity: At the past few AAASP conferences, I spoke with students who felt that we, as a group, are homogeneous and attention to diversity issues is lacking. This point was highlighted in the Fall 2004 newsletter in the article "An Examination of Diversity Issues in AAASP Conference Program." Investigators found that from 1995 to 2003, the proportion of international first authors decreased by 6.1%. Additionally, in 2003, only 19.5% of abstracts addressed diversity issues. This is merely a .3% increase from 1995. To deal with the stagnation, I propose that we create a task force comprised of one professional and one student from each of the following SIGs: Diversity, International Relations, and Organizational Outreach. I believe each SIG has achieved a great deal individually and can achieve even more by joining forces with the other two groups. I believe promoting AAASP via the pamphlet mentioned above is one way to recruit diverse members. Also, we can increase current members' awareness of diversity issues by obtaining a keynote speaker who addresses issues related to working with diverse populations in the applied setting. As students, increasing our understanding of diversity issues can only increase our marketability, our effectiveness with clients, and the generalizability of our research findings.

Improve Communication Among Students: A key to achieving the previously mentioned objectives is for me to be able to easily communicate with the student body and for regional representatives to be able to communicate with all students in their respective regions. Jessica Mohler, our current student representative, is compiling student e-mails to enable communication with students. To further her effort I propose that we, as an organization, use the information collected during registration (e.g., e-mail addresses, student's affiliation) to build a comprehensive list of all AAASP student members' e-mail addresses that could be broken down by region. This small act will facilitate communication among students and increase productivity.

Keep the Wheels Rollin': If elected, I would continue to strengthen the initiatives set forth by past student representatives. These initiatives include the Graduate Program Fair, Internship Database, Performance Excellence Movement newsletter, and PPUMP.

AAASP is comprised of caring individuals interested in helping others and it would be a great honor to be a voice for over 500 of its members. Being student representative is not only an honor but it is also a great responsibility. If elected, I will do all that I can to meet each challenge set before me. I believe that we, as student members of AAASP, have power to influence the future of sport psychology and I look forward to the opportunity of channeling this power.

Professional News & Accomplishments

compiled by Deb Roche, AAASP Associate Editor

ACCOMPLISHMENTS

Michael Sachs has been selected by Division 47 of the American Psychological Association as the **2005 awardee for Distinguished Contributions to Education and Training in Exercise and Sport Psychology**. The award and presentation will be on Thursday, **August 18th**, from 2:00 - 2:50 PM, at the APA Convention in Washington, D.C.

For additional information contact Dr. Lesyk at (216) 575-6175 or jjlesyk@SportPsych.org. Check the Center's website at

www.sportpsych.org

UPCOMING EVENTS

"Developing Your Knowledge, Skills, and Practice in Sport Psychology," an intensive workshop, will be conducted by the **Ohio Center for Sport Psychology, June 24-25**, Friday and Saturday, at the Hampton Inn, Middleburg Hts., OH, a suburb of Cleveland.

The program is designed for mental health and sport science professionals and students who are interested in starting or expanding practices in sport psychology. The workshop will be conducted by **Jack J. Lesyk, Ph.D.** Special guest presenter **Carol Heiss Jenkins**, Olympic Gold Medal figure skating winner and coach of national, international, and Olympic competitors will discuss how coach, athlete, and sport psychologist can work together successfully.

A **Philosophy, Ethics & Sport Conference** will be held **June 9-II, 2005** at the **University of New Brunswick in Fredericton, New Brunswick, Canada**. The conference theme will address questions of philosophy and ethics connected to the limits of human achievement, and the methods used by athletes, coaches, and others involved in the production of sporting performance at all levels, from the community to the international stage, and the keynote speaker will focus on gene doping.

Local arrangements are being coordinated by Gabriela Tymowski, Faculty of Kinesiology, University of New Brunswick, tymowski@unb.ca. Further information on registration & accommodation will soon be available at

www.unbf.ca/kinesiology

AAASP Election Ballot ✓ AAASP Election Ballot ✓ AAASP Election Ballot ✓ AAASP

President

- ☐ Vikki Krane, Ph.D.
☐ Cindy Pemberton, Ph.D.

Division Head Science & Education

- ☐ Peter Crocker, Ph.D.
☐ Diane Whaley, Ph.D.

Student Representative

- ☐ Camille Cassidy, M.S.
☐ Heather Peters, M.A.

**To assure that your vote is counted,
 please follow directions below ▼ ▼**

1. Copy or cut this ballot from the Newsletter and mark your vote;
2. Write "AAASP Ballot" on the front of your envelope;
3. PRINT your name on the envelope above your signature on the envelope flap; and
4. Mail your ballot (postmarked by September 1, 2005) to ► ►

Craig Wrisberg, Ph.D.
AAASP President-Elect
1914 Andy Holt-344 HPER
University of Tennessee
Knoxville, TN 37996-2700

An alternative to mailing this ballot is to vote at the 2005 AAASP Conference in Vancouver, British Columbia, Canada

2005 Conference Preview

"The World's Most Livable City: Beautiful Vancouver"

Westin Bayshore Hotel

Vancouver, British Columbia, Canada
October 26-29, 2005

Damon Burton, Ph.D.
AAASP Past-President
2005 Conference Coordinator

In approximately 8 months, AAASP will reconvene in one of the world's most beautiful cities, Vancouver, British Columbia, Canada, for its 2005 Conference that will be held from October 26-29, 2005 at the Westin Bayshore Hotel. The 20th annual AAASP Conference promises to be one of the organization's most memorable. Here are three important reasons why you need to make plans to join us and bring your graduate students and families.

First, we have a world class destination in Vancouver. Built on the Fraser River delta just south of the Coastal Mountain Range, Vancouver is one of the world's most scenic and diverse cities. Not surprisingly, it has been recently voted as the Best City in the Americas by AAA and the International Air Transport Association, and in 2002, was voted as one of the world's two most livable cities. Vancouver is readily accessible by many major airlines. Moreover, you can also drive an hour or so outside the city and preview the site of the 2010 Winter Olympics to be held at Whistler, which was itself recently voted the top ski resort in the world by Travel Magazine. Vancouver's lush climate has spawned eight major gardens including Bloedel Floral Conservatory. The shopping is world class as well in a city with eight

major shopping areas. Both the BC Lions and the Vancouver Canucks call Vancouver home, and several fine golf courses and tennis complexes are within 20 minutes of our hotel. You may even want to try your hand at salmon fishing. Vancouver is home to both the University of British Columbia and Simon Fraser University. Other attractions include Pacific National Exhibition (i.e., a great amusement park), Vancouver Aquarium in Stanley Park, Vancouver Art Gallery, Sea Safari Eco-Tour, Capilano Suspension Bridge, Hell's Gate Airtram, Science World BC, and the Vancouver TheaterSports League and Comedy Improv.

Second, we are in a world class hotel, the Westin Bayshore. Located on the shores of Coal Harbour overlooking Stanley Park, the Bayshore is right at the edge of downtown and a short walk from the city's main business, shopping and entertainment district. The Bayshore is a 4-star/4-diamond hotel with over 500 luxury guest rooms, complete with Westin's signature "Heavenly Beds" and step out balconies. Most of all, the Bayshore prides itself in providing guests with world class service from its friendly and accommodating staff. The Bayshore rebuilt its Conference Center several years ago and has 48,000 square feet of state-of-the-art meeting space. It has a large health club and indoor and outdoor pools, and biking, jogging and rollerblading are readily available along the Seawall of Stanley Park, only minutes away. Remember, it's even more affordable because of the attractive conversion rate available north of the border.

Finally, we're in the process of putting together an outstanding program for you. We've already confirmed Abby King for our Health/Exercise Psychology Keynote and we hope to bring in three more outstanding keynotes as well. The 2005 AAASP Conference promises to be one that you cannot afford to miss. So finish up your research projects and start getting your presentations ready to submit. Come join us north of the border in one of Canada's most breathtaking cities. You'll regret it if you miss the fun at the 2005 AAASP Conference in Vancouver.



AAASP Student Representative Report

Jessica M. Mohler, LT, MSC, USNR



Hello Students. It is a new year with many exciting events planned. Here is an update on some of the new events and a brief overview of what was accomplished in 2004. As well, if you are looking to get involved, our student initiatives should give you those opportunities. I look forward to hearing from you and meeting you during the upcoming year.

Regional Conference Updates

SOUTHEAST

Southeast Sport Psychology Student Research Symposium

1-2 April 2005

Hosted by West Virginia University

<http://www.fitinfotech.com/ICPE/WorkShops/WSindex.tpl>

MIDWEST

Midwest Regional Conference

Winter 2005

Hosted by Michigan State University

MID-ATLANTIC

Northeast Atlantic Sport Psychology Conference

18-19 March 2005

Hosted by Temple University

Contact Heidi Freeman at heidimv@comcast.net

NORTHEAST

Summit of Positive Youth Development through Sport

18-21 March 2005

Hosted by The National Football Foundation Center for Youth Development

Through Sport at Springfield College

Contact Kelly O'Brien: 413.731.3408

Student Initiative Updates

The Proactive Peer Undergraduate Mentoring Program (PPUMP) Heather Peters with the help of Brad Jurica has worked hard to develop an active list of student members who are willing to be mentors for peers and prospective students. PPUMP provides an excellent list of current student members who are willing to discuss: relevant information about a career in sport psychology or graduate programs; facilitate networking and collaboration with other students; and answer commonly asked questions. Currently the database is only accessible to members of AAASP, however, we are currently working to change this, so that prospective student members can also get access to this incredible resource. Thanks Heather! If you would like more information, please contact Heather at heatherjpeters@hotmail.com.

PROGRAM FAIR

Nick Galli has worked hard for the last couple of years to ensure a successful graduate program fair at the AAASP Annual Conference. He certainly did that this past year in Minneapolis! There were a record number of tables and attendance was great. If you would like a table at the 2005 program fair let Nick know. If you are a student who would like to help Nick, feel free to contact him (gallin@muohio.edu).

STUDENT RETENTION

Regional Representatives Chris Bader, Rob Bell, Damien Clement, Rebecca Concepcion, and Nick Gallin worked hard to develop a survey and procedure to attain information about why students are leaving our organization and why they stay involved. The AAASP E-Board and I are still developing a process to deliver the surveys in an efficient manner that will result in valuable feedback. I hope to include more Regional Representatives as part of this process.

DIVERSITY SIG

At the 2004 AAASP Annual Conference you may have filled out a survey about diversity that Damien Clement handed you. He worked in collaboration with the Diversity SIG to generate information about course work, graduate level experiences and internships. Results should be forthcoming. Thanks for all your input.

INTERNSHIP DATABASE

Chris Bader manages the internship database. If you are aware of sport psychology internships or experiences that students can apply for, please contact Chris (chrisbader@charter.net).

If I did not say it already, thank you to all the involved student members for their work over the past year! If you would like to get involved in a specific student initiative, contact one of the identified regional representatives listed on the website at www.aaasponline.org or send me an email (jmohler@loyola.edu).

Hope to see you in Vancouver, British Columbia, Canada, 26-29 October 2005 at the AAASP Annual Conference.



Thinking of Ethics: Competent Teaching

ED ETZEL, Ed.D. & JACK
WATSON, Ph.D.
WEST VIRGINIA UNIVERSITY

An old Milton Berle joke goes something like this: A college teacher was asked to fill out a questionnaire by the state. One question said: "What are three reasons you decided to enter higher education?" The teacher wrote, "June, July and August." Hopefully, those of us who teach, have a few better reasons than these three to justify our life's work (although they aren't really bad reasons when the end of May comes around!). Perhaps some hidden messages in the above tale are that teaching is quite demanding and takes its toll on those who strive to do so effectively.

Among the many challenges of AAASP members who serve as educators, one is to perform one's job(s) in a skillful, ethical manner. Doing a good job of these is not as easy as it may seem. Indeed, teaching an ever-changing body of knowledge, often done under considerable pressure to teach more students, and to produce outside the classroom with fewer resources, is a complex task. Unfortunately, despite all that has been researched, written, and discussed, there is not a cookbook of effective teaching or a roadmap for the ethical practice of this aspect of our profession.

What does our AAASP ethics code say about teaching? How much guidance does it really provide to members who work as teachers? If you click on our new and improved website (AAASP, 1996), locate and search that document, you will probably say that the answers to both of the above questions are simply—not much! In fact, there is no specific section devoted to teaching. However, among the few relevant paragraphs of the Principles of our code, (which is based for primarily on the replaced 1992 version of the American Psychological Association's ethics code (APA, 1992)), you will find references to teaching such as:

- 1) AAASP members respect the central importance of freedom of inquiry and expression in research, teaching, and consulting;
- 2) AAASP members maintain the highest standards of competence in their work;
- 3) They recognize the boundaries of their professional competencies and the limitations of their expertise;
- 4) They provide only those services and use only those techniques for which they are qualified by education, training, or experience; and
- 5) AAASP members are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups.

In the AAASP code's General Ethical Standards one can also find relevant references to teaching in the second standard (AAASP, 1996):

- 2) Boundaries of Competence: AAASP members trained in the sport sciences must be aware of their limitations in clinical and counseling psychology. Individuals from different training

backgrounds must deliver services, teach, and conduct research only within the boundaries of their competence.

- (b) AAASP members provide services, teach, or conduct research in new areas only after taking the necessary actions to guarantee a high level of competence in those areas.
- (c) AAASP members who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

What emerges most from these sections of our code is that teaching consistently links to the issue of competence. Indeed, competence is one of the most important aspects of the code dealing with all areas of one's professional life. Although the adage, "Those who can't teach" may have some validity (and a little bit of embedded humor), competence is crucial to effective and ethical instruction. What does one have to do to function as a competent and ethical teacher and remain so over time?

First, it would seem necessary to have sufficient, high quality education, training and supervision in:

- 1) how to teach, and in
- 2) one's claimed area(s) of expertise. For the most part, these do not seem to be a problem for teachers;

these days new teaching professionals typically come equipped with a reasonable amount of teaching experience at the graduate level and a solid base of knowledge to pass on to others. However, the above can be areas of concern early in one's teaching career, especially when starting out in academia and when "thrown into" teaching a new course on a new topic. New hires (e.g., assistant professors) and graduate teaching assistants appear to be most likely to be asked to do this.

What is the ethical course to take in these situations? Should you say, "No, I can't do this" early on? This is a tough one, and one that could potentially put a person into professional hot water. At minimum, it is recommended that when confronted with such dilemmas, begin preparations quickly and do a great deal of additional reading on top of what the students in their courses are asked to do. People so challenged are also encouraged to find an experienced supervisor/mentor with whom they can discuss content they do not understand well or when they would just like to "bounce" teaching ideas off of others.

How does one maintain competence in the subjects taught? It has been said that your doctoral education is worth very little

“Unfortunately, despite all that has been researched, written, and discussed, there is not a cookbook of effective teaching or a roadmap for the ethical practice of this aspect of our profession.”

after about 10 years. AAASP members who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities must maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use. Therefore, the code encourages teachers to maintain professional involvements in the areas in which they teach and (as best they can)

continue to keep up with the related literature in these areas.

An additional area of concern also associated with the provision of quality instruction over time is the notion of being well prepared for class. Once one has taught a class several times, or gets caught up in additional deadlines/work, it sometimes becomes easy to stop updating course materials, (i.e., the old yellow notes and worn overhead transparencies), or to not spend enough time preparing for class. Each of these issues is an ethical concern for the teacher, which likely has been faced by a large percentage of teachers in our field and elsewhere. If we are committed to staying current within our field, then updating materials should not take a great deal of time. In all likelihood, lessons will take less formal preparation time once you are comfortable with the core material.

No matter how much or little experience you have, or at what level you teach, whenever possible, it also seems to be a good idea to ask colleagues to observe your teaching and review your materials to help provide you with feedback about your teaching style and the materials used in your classes. While this might not be the most comfortable thing to engage in, it can be quite useful. We all believe that we are pretty good drivers, but we can always be better. The same is true for our teaching.

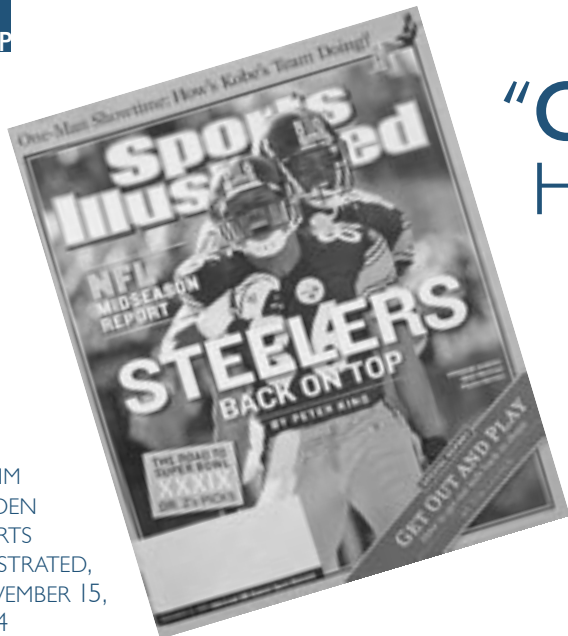
Effective teaching requires considerable knowledge and skill. To be a competent, ethical teacher over time takes consistent attention, effort and refinement. Regularly check your competence in this demanding role; when you think need some help to work competently, seek assistance. Remember the old adage: "When in doubt, consult." This is a wise practice even during the months of June, July and August.

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BY TIM
LAYDEN
SPORTS
ILLUSTRATED,
NOVEMBER 15,
2004

“Get Out and Play!” How To Get Our Kids Back in Shape”

REVIEW AND REACTION BY REBECCA GARDNER, PH.D.,
DEPARTMENT OF KINESIOLOGY, LOUISIANA STATE UNIVERSITY

Tim Layden addresses the childhood obesity epidemic in his *Sports Illustrated* article “Get Out and Play!” The prevalence of childhood obesity is staggering. Layden reports statistics from the Centers for Disease Control and Prevention (CDC) to support this claim. For example, in 2000 approximately 15% of children between the ages of 6 and 19 were overweight. From 1974 to 2000, the percentage of overweight children between the ages of 6 and 11 tripled, and it more than doubled for adolescents between the ages of 12 and 19. Consequently, chronic illnesses such as type 2 diabetes that once only inflicted adults, are becoming more common among children.

Layden identifies possible reasons for the increase in childhood obesity. He summarizes the following five areas of concern: fast food, activity, free play, physical education (PE) class, and youth sports. First, is the fast food or convenience food industry, which he says boomed in the 1970s, and then supersized and appeared in our children's schools during the 1980s and '90s. In fact, 95% of high schools in the US reported they had soft drink and candy machines; and over 75% of the schools served pizza and hamburgers in their a la carte areas (Wechsler et al., 2001). Second, the technology that has appeared during the last half century has reduced children's activity. Such things as the television, video games, and the Internet are largely responsible for an increase in sedentary behavior. Crespo and colleagues (2001) examined the associations between television viewing, energy intake, physical activity, and obesity in US girls and boys between the ages of 8 and 16. They found that the lowest prevalence of obesity was for children who viewed television for no more than 1 hour a day and that the highest incidence of obesity was found in children who viewed at least 4 hours of television a day.

Third, is the reduction of free play, which relates to the advancements in technology. Layden candidly reflects back to his childhood when free play occurred because there was not anything else to do. Now, it appears that given the choice between video games and running around outside, that children will consistently choose the former. Therefore, Layden encourages parents to “push their children out the door” and maintains that communities also need to offer programs for children similar to the “Paw Pals” program created by the University of Connecticut researchers (p. 86). Fourth, Layden addresses the reduction in required PE classes. He reports that teachers and administrators blame the emphasis on standardized test performance and the “No Child Left Behind” program for PE being slashed from the school day. Furthermore, he reports that of the PE programs that are being offered,

few of them are making the transition to more fitness-based programming and away from a sports-oriented programming. The fitness-based programs appeal to students who are not necessarily interested in or talented enough to participate in traditional team sports, and that these programs are built on principles that can be maintained throughout adolescence and adulthood. Layden's recommendation is to create legislation mandating PE requirements for public schools; however few states are successfully taking these steps (Warner, 2004).

Finally, he addresses the youth sport myth. Over the years, the public has assumed that the increase in the number of youth sport teams indicate that young people are sufficiently active. However, when practices and games are observed, children can be seen spending most of their time in practice waiting in line for their turn to perform a skill. Another problem of youth sports is the dropout of children who are not talented enough to continue participation as the level of competition increases. Layden argues that it is the children that are not as skilled that will probably eventually become a health burden as they age.

Layden's summary of the potential influences of childhood obesity is in line with current research. For instance, much of the present focus of obesity research is being given to environmental factors that influence physical activity and nutrition. Brantley, Myers, and Roy (2005) report that the obesity epidemic is “driven largely by environmental factors, rather than biological ones” (p. S19). DeAngelis (2004) reports that William Dietz, director of the Division of Nutrition and Physical Activity at the CDC, also argues that the “epidemic is environmental in origin” (p. 47). Furthermore, these arguments are consistent with the Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity, which encourages environmental changes to help prevent overweight and obesity (USDHHS, 2001).

French, Story, and Jeffery (2001) reviewed the environmental influences on eating. The areas of interest include changes in food supply trends, eating out, advertising, promotion, and education, and food pricing. DeAngelis (2004) reports that obesity expert, Kelly Brownwell, argues that the fast food industry is the main culprit of the epidemic. Brownwell says that fast food is more accessible, more convenient, better tasting, heavily promoted, and cheaper compared to healthier alternatives (DeAngelis). For example, Jeffery (2001) reports that in 1997 the US food industry spent about \$45 per person in advertising, compared to the \$1.50 per person spent by the US Department of Agriculture to promote healthy eating. Another environmental change that Layden briefly refers to is that more women are working, increasing the number of two-income households. As a result, Jeffery reports that there has been a 70% increase in meals consumed outside the home. Thus, as reported by DeAngelis (2004),

“ I believe our most influential contribution to this battle will be to use our positions in our communities to be advocates for policy and legislation changes on the local and state levels. ”

Brownwell contends that weight gain is promoted because restaurant food is often higher in fat and calories, and it is served in larger portion sizes than what people would serve at home.

Similarly, environmental changes have influenced physical activity (French et al., 2001). These researchers examined physical activity trends (i.e., television viewing, automobile use for transportation, and occupational activity), the availability of sedentary versus active-leisure time activities (i.e., television, computers, automobiles, park and recreation space), and physical activity opportunities (i.e., urban planning and redesign). A growing area of interest in the physical activity literature is on the built environment. Cohen (2004) describes the built environment as physical structures, social structures, the mass media, and availability of consumer products. Physical structures include urban planning and design. Social structures include extracurricular activities and collective efficacy. The mass media includes examination of the reduction of caloric expenditure and the increase in caloric consumption while watching television. Finally, the availability of consumer products includes the following four components: price, product, placement, and promotion.

The collaboration between psychologists and urban planners to examine the built environment is beginning to receive considerable attention (Dittmann, 2004). For instance, Ewing et al. (2003) examined the relationship between urban sprawl, health outcomes, and physical activity. Participants were pooled from the 1998, 1999, and 2000 Behavioral Risk Factor Surveillance System (BRFSS). They found that residents in US counties where distance between homes, jobs, and services were more spread out walked fewer minutes, were more overweight, and were more likely to be hypertensive. Similarly, Saelens et al. (2003) reviewed neighborhood characteristics that have been hypothesized to be related to walking and cycling for transport. They discovered that residents in areas with higher street connectivity were more likely to report walking and biking for utilitarian purposes compared to residents in areas where streets were poorly connected. Finally, researchers from the Department of Kinesiology and the School of Human Ecology at Louisiana State University and the Urban Planning Office in Baton Rouge have submitted a proposal for federal funding to examine the relationship between environmental factors such as park and recreation space, walking and biking trails, community cohesion, and the availability of healthy foods, physical activity, diet behavior, and obesity using a structural equation model. It is hoped that Baton Rouge city planners will use the information obtained through this investigation to help the city promote healthier lifestyles.

So, what can we do as AAASP members to combat the childhood obesity epidemic? First, I believe that more attention needs to be directed to the exercise/health psychology research at the annual meetings. This is an excellent avenue for sharing information about physical activity and children to aid in the design of physical activity interventions. However, I believe our most influential contribution to this battle will be to use our positions in our communities to be advocates for policy and legislation changes on the local and state levels. Examples of areas that need attention include (a) physical education requirements, (b) healthy food availability in schools and communities, (c) urban planning and redesign to make our communities more "walkable", and (d) active neighborhood watch programs to promote safety for physical activity. But, as a specialist serving on a panel for winning the fight against obesity is reported to have said, it will take "nothing less than a revolution" in society to make the necessary environmental changes that will influence diet and physical activity behavior (Layden, 2004, p. 84).

Comments or questions for Dr. Gardner concerning this review can be sent to rgardner@lsu.edu.

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Videotape Review: Using Sport Psychology to Help Golf Instructors Improve Their Teaching

COACH54: Golf Fundamentals for the Future (2004)



BY VIRTUAL BRANDS (WWW.VBVIDEO.COM)
\$24.95 (APPROXIMATELY 60 MINUTES)

REVIEWED BY JACK C. WATSON II, PH.D., SPORT AND EXERCISE PSYCHOLOGY PROGRAM, WEST VIRGINIA UNIVERSITY

COACH54: Golf Fundamentals for the Future is a video which outlines the COACH54 system for helping golf instructors improve the way that they work with their students. This video features accomplished golf instructors Lynn Marriot and Pia Nilsson introducing their coaching system using specific case examples, and group discussions hosted by Al Petitpas. The COACH54 system utilizes sport psychology concepts as a means of helping golf coaches better understand and communicate with their athletes through the use of four relatively simple coaching principles. This coaching approach is based upon a positive focus on the golfer's potential as a means of better supporting them in their learning and competitive environments. Many of the skills taught in this approach help the teacher to develop independence and self-confidence on the part of their students through the use of open-ended questioning and reflective listening skills.

This video is segmented into interviews with Lynn Marriot and Pia Nilsson describing their system, and video case demonstrations of the four coaching principles that are utilized within the COACH54 system. The first two video demonstrations were conducted by Lynn Marriot. In the first demonstration she utilizes the principle "keeping your attention on your intention," to help a golfer learn to stay focused while hitting his shots on the practice range. This principle is intended to help golfers learn to differentiate between the cognitive process of preparing to hit the ball and physical process of actually hitting the ball. This differentiation is made through the use of a "decision line," which allows golfers to identify a strategy and practice the movements necessary to hit the appropriate shot, and then approach the ball by crossing the decision line and committing to play the shot without distraction. This absolute commitment that she describes is then translated into golfers being less fearful and mechanical in their approach to the game.

The second video demonstration takes place on the first tee, and focuses on the principle of "how to set a playing focus." In this segment the instructor focuses on helping a golfer move beyond an outcome goal that is entirely based upon a final score, to focusing instead on process goals. This move away from the final outcome to a focus on each specific shot is intended to move the golfer's attention away from factors that he cannot control to factors that he can. The process goals that are mentioned include setting goals to have no negative self-talk while hitting and committing entirely to a shot before hitting it. Marriot makes a unique suggestion for golfers to actually keep a second "process scorecard" in addition to the normal scorecard to track how well they met their process goal. According to her suggestion, performing well on this process scorecard should eventually translate into improvement on the original scorecard.

The instruction in the third and fourth video demonstrations was conducted by Pia Nilsson. The third clip focuses on the principle of "coaching through self-discovery" and is based upon the belief that each golfer can be their own best coach. In demonstrating this principle, Nilsson first assesses what two students believe they know about a technique (chipping) and then utilizes a series of open-ended questions and prompts to help them do their own problem solving using their personal knowledge base. If done correctly,



Nilsson suggests that golfers will develop independence through a learned confidence in their ability to solve their own problems, even when their coach is not present.

In the fourth video demonstration, Nilsson explains the final principle of the COACH54 system, which involves post-performance evaluation. In this segment, a foursome of golfers is encouraged to process their recently completed round of golf. Once again, this focus is directed away from a focus upon the final score and towards a breakdown of the different skills that together compose a round of golf (e.g., putting, long irons, driving). According to Nilsson, this evaluation should be focused first on what the golfers did well, then on what they could do better, and lastly upon specifically identifying what they will do to improve these areas in the future. When done properly, golfers should be able to identify a 3:1 ratio of what they did well to what they need to improve.

There are several prominent strengths to this video. First, it was nice to see the techniques demonstrated through the use of very realistic situations, rather than just having the developers of the program discuss the concepts. This approach will make it much easier for the primary target audience; golf teachers and coaches; to better understand the concepts and how to apply them with their students. This approach was also very good for helping to keep the attention of the person watching the video. Second, the video was of high quality, with scene selection features built into the DVD to help the owner easily move between the segments that discuss each of the four guiding principles of the program.

Another strength of this video is that the Host, along with both Lynn Marriot and Pia Nilsson all do a nice job of summarizing the program and its strengths at the end of each demonstration. Some of the strengths of the program that are described include: a) a positive and process focus, b) the ability to help golfers celebrate their successes, c) evaluation techniques for performances, and d) the development of the self-confidence and independence necessary to allow people to function in the future as their own best coach. The program also appears to be a system that could in fact work well with golfers of all ages, skill levels and cultural backgrounds.

The COACH54 program also appears to have strengths beyond those mentioned by the host and program developers in the video. The first of these strengths is the empowering, person-centered approach that it promotes between the instructor and students. Instructors using this system are given a model for teaching that is present focused and aligned with the needs of their students. They are also given a very simple approach to incorporate sport psychology into their teaching, which is something that many of them may be neglecting at present. The only issue that seems to be lacking from this approach is more depth of topic coverage to teach coaches how to promote other skills in their athletes. However, those skills that are present in the program seem to provide an excellent base for teaching sport psychology to coaches.

In closing, this video was put together very well, and enjoyable to watch. It would definitely benefit all golf teachers to have these skills and to use them with their athletes. In fact, this approach would be beneficial for coaches of all sports, as well as sport psychology consultants who are working in applied settings with athletes.



www.vbvideo.com

Action on Obesity Summit, 2005

The "Action on Obesity Epidemic Summit, 2005" is scheduled for June 9-10, 2005 in Leighton Auditorium on the Mayo Clinic campus, Rochester, Minnesota. Last year at AOO Summit, 2004, several AAASP members participated and submitted an Action item representing our organizations' emphasis on physical activity using a family system approach. Fifty-one local, state and national organizations attended sending approximately 220 delegates. All who attended contributed to the development of a model we believed could influence the obesity epidemic. The AOO model emphasized the changes in nutrition and physical activity necessary between (a) the individual and the health care provider, (b) changes needed in the work-site, (c) in the schools and community, and (d) those changes needed at the state and national levels of influence. This model was adopted from one recommended by Dr. Abby King to encourage physical activity.

Key note speakers at Summit, 2005 will be Dr. Susan Blumenthal, U.S. Assistant Surgeon General, Dr. Robin Mockenhaupt, Robert Wood Johnson Foundation and Dr. James Hill, founder of America on the Move. Action items submitted by organizations will be in the form of abstracts of 250 words or less and will be categorized into those representing reports on action items implemented since AOO Summit, 2004 and into those representing, new and creative ideas for presentation at the AOO 2005 Summit. The AOO Summit planning committee will select the unique, non-overlapping submissions for presentation. For more information on the Summit, please contact Ms. Keri Smith (keri@mayo.edu). It is expected that space is limited and that only 3-4 delegates from each organization can be accommodated. Hopefully, AAASP will again be well-represented as the Action on Obesity initiatives and Summits stemmed from the AAASP Health and Exercise Psychology Keynote in Philadelphia, September, 2003.

Mystery Solved! Certified Consultant #143 Has Been Found

In recompiling the Certified Consultants, AAASP list several years ago, the Certification Review Committee was unable to identify several consultants whom had "disappeared." Through no fault of their own, these consultants were left to wander in applied sport psychology purgatory.

We are happy to report that Doug Gardner, Ed.D. of ThinkSport® Consulting Services is the last missing consultant to be found. Our apologies go out to Dr. Gardner for inadvertently "losing" him for a couple of years. We won't do it again!

Book Review: Rethinking Aggression and Violence in Sport (2004)

BY JOHN H. KERR
PUBLISHED BY TAYLOR AND FRANCIS
\$115 (HARDBACK), \$39.95 (PAPERBACK)

REVIEWED BY MITCH ABRAMS, PSY.D.,
LEARNED EXCELLENCE FOR ATHLETES, FORDS, NJ

If the only goal that this book achieved was to throw down the gauntlet and challenge our field to look closer at the problem of violence in sport, then it would have been a tremendous success. John Kerr does this and much more. Long overdue, this book flexibly examines a complex problem in a manner not previously utilized.

From beginning to end, the author reviews the debate that began in 1997 with the International Society of Sport Psychology (ISSP) releasing their position statement authored by Tenenbaum et. al. and has raged on — culminating, though certainly not ending, with the present publication. Kerr responded: “in a nutshell, the majority of these recommendations are unrealistic and/or unworkable and need to be radically revised and redrafted” (Kerr, 1999). This particular problem of violence in sport has been underattended to and may very well be the single area that our field has most ignored and can least afford to. With the exceptions of wins, losses and statistics, few stories get more media attention than those involving violent athletes.

Kerr outlines many high profile cases and does so from an international perspective, one that many readers will find both interesting in their cultural differences and alarmingly similar in their manifestations. This position emphasizes that it is not just an American phenomenon where our culture supports aggression so sport reflects the same; more accurately, the world culture tolerates violence, and so it is ubiquitous in its sport representation.

Moreover, the author explores a different theoretical modality to explain violence in sports: reversal theory. The dexterity that Kerr uses while organizing “reversal theory terminology” speaks to his comfort with those constructs, but the theory both simplifies and complicates the problem at the same time. For instance, it starts with the theory that human behavior is inherently inconsistent and then breaks its motivation down into four dyads of metamotivational states. Inconsistency, it would seem, would lead to many more possibilities than eight basic motivating components.

Further, while there are many random events that happen in sport, cognitive-behavioral interventions (which throughout the field of psychology have yielded the most empirical support) argue against things being so completely unpredictable, and it is the relationship between thoughts, emotions and behaviors that allows for modifications to yield changes in performance.

Let us be cautious, however, about throwing out the theoretical baby with the bath water. Though there are aspects of reversal theory that still leave gaping holes in the understanding of violent behavior, both in sport and out, there are also avenues of study that Kerr dares to go where predecessors would not.

This is illustrated in his attack on previous definitions. “Reversal theory does not equate aggression and anger” he notes, but stops short of throwing away the misconception that aggression has to have harm to another in its definition. This has been wide-spread and unfounded. Aggression’s root is firmly planted in the tenacity with which one goes after their goals. The aggressive woman on Wall Street is not plotting murder. Nor does aggression have to include such sundry plots. Instrumental aggression is goal directed but that goal need not be to harm another. In fact, harm to another is often an ancillary subplot to the athlete’s action. Case in point, when a tailback runs over a defensive player on his way to

the end zone, the six points is much more important (most often) to the running back than injuring his opponent. If the defensive player gets hurt, then so be it.

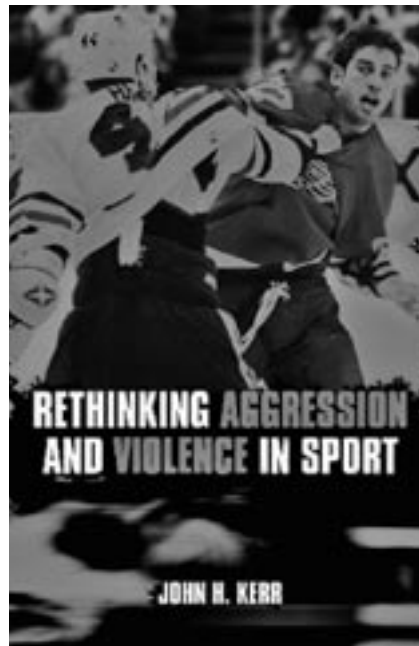
This brings us to another beautiful point that Kerr illustrates in his fourth chapter, “The joy of physical contact.” Whether it is the endorphins one feels when thoroughly flattening a winger with a clean hip-check while advancing up the ice, or the feeling of power one has when knowing they intimidated an opponent and thus changed the way they will play the game, there is something about physical contact that brings some athletes back to the game. If you are an athlete or know an athlete that competes in contact and/or collision sports, then you know this is an aspect of their world. Kudos to John Kerr for finally talking about the taboo. Yes, athletes do like to hit, and they need guidance on how to stay inside the rules.

What is conspicuous by its absence, is a plan on how to help athletes learn to better control their emotions so as to not go over the line. Recommendation seven in ISSP’s (Tenenbaum et. al., 2000) statement directs: Coaches, managers, athletes, media, officials and authority figures (i.e., the police) should take part in workshops on aggression and violence to ensure that they understand the topic of aggression, why it occurs, the cost of aggressive acts, and how aggressive behavior can be controlled. Kerr responds that “rather than demand that coaches and others take part in aggression and violence workshops, it might have been preferable to recommend that professional psychologists offer educational programmes on aggression and violence for anyone interested. With regard to the police, who often deal with extreme violence on a regular basis in their daily work, the suggestion that they need to attend workshops was both patronizing and insulting,” (Kerr, 2005, p.143).

This counterpoint, though noble in its intentions and even protective of the police’s perspective, is evidence of the discussants’ working on these issues descriptively and theoretically more than pragmatically and realistically. Police have ongoing training on how to deal with aggressive folks and programs for athletes, employees, hospital patients, etc., rarely have lasting effects without ongoing programmed activities. There has not been a great deal of attention paid to interventions directed towards athletes, coaches, parents and athletic departments. . . this despite both sides making compelling arguments and illustrations in detail of the need for such services.

In fact, one of the issues with utilizing reversal theory as the basis of explaining this problem is that it doesn’t readily lend itself to directing intervention. It is worth noting that thinking about problems in different ways can yield new ways of solving the “unsolvable” and certainly Kerr is thinking out of the box. Boldly, he cracked open the door of psychopathology and ultimately mental illness that can sometimes represent the etiology for violence in sport. Yet, Kerr also quickly fastened the lid on Pandora’s box teasing the audience with another long overdue conversation related to this topic. That is what makes this an interesting book. One is likely to put the book down thinking more about the dynamics of violence in sport. As a rule, thinking about something is more likely to lead to change as opposed to ignoring it and allowing the status quo to remain.

Ultimately, *Rethinking Aggression and Violence in Sport* is a position statement that had to be written. It is up to us as a field to advance further down the path that John Kerr has illuminated.





Videotape Review: Team Training for the Mental Game (2003)

BY DELORES BRICK DUNAGAN AND JUDITH LODDEN
CHAMPIONSHIP PRODUCTIONS: AMES, IA
\$29.95 (APPROXIMATELY 31 MINUTES)

REVIEWED BY ALAN S. KORNSPAN, Ed.D.,
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After the consulting session video clip, a new topic is introduced in which the audience views a slide of what the consultants will be discussing in the next video clip. The video then goes back to the consulting session where team building concepts are discussed with the coaches and athletes. Finally, the last section of the video summarizes the material discussed in the video and directs the audience to a website that presents related material to the Team Training for the Mental Game video.

Specifically, much useful information about effective team building concepts is presented in this video. First, the authors provide an introduction which explains the concepts of mental training for a team. Dunagan and Loggen discuss important components of team building including defining the mission and vision for an athletic team and how to incorporate these elements into effective team building. Discussion of the mission and vision for the development of effective teams is frequently addressed by coaches and sport psychology professionals. For example, in the recently published book *She Can Coach*, published by Human Kinetics Publishers and edited by Cecile Reynaud, Marcia McDermott, a championship soccer coach discussed the importance of creating vision for a team. Also, Jeff Janssen in his book *Championship Team Building*, published by *Winning the Mental Game* also discusses the important concepts of mission and vision for an athletic team.

Also, the introduction section of the video provides various quotes that Dunagan and Loggen suggest may show a coach that team building activities are necessary. The addition of the quotes on the screen was a nice element of the video.

Throughout the consulting session on mental training for the team, Dunagan and Loggen ask the athletes and coaches probing questions. Specifically, the consultants ask questions related to what the team is working toward and what the athletes on the team feel they need from each other. An excellent section in the video emphasizes positive communication where the consultant ask the athletes if positive interactions with the coach help them excel in athletics. It was interesting to see how the athletes responded to this question and how motivating it was for them when the coaches were positive.

Also, the consultants discuss the important concepts of leadership and how to get athletes to buy into the leadership style of the coaches. Dunagan and Loggen also discuss the importance of setting clear rules, developing open communication, trust, respect, and making sure that everyone on the team knows and is clear what their role on team is.

The topic of mentoring is also a topic of discussion in the video. The consultants discuss with the athletes important aspects of mentoring and how this can be an important part of team building. An example of mentoring provided by Dunagan and Loggen was to have older athletes mentoring younger athletes who have just joined the team. Other topics discussed in the video clips with the consultant, athletes, and coaches include how to help an injured athlete or an athlete who does not have much playing time feel part of the team. Also, other topics discussed in the consulting sessions with athletes on the video include building team character, team outings away from the field or the court, managing conflict, emotional control, and continuity.

In the last section of the video, a website is provided to the audience for more information presented by Dunagan and Loggen. The website provided on the video was under construction as of January 15, 2005. However, I did find a website that was similar to the one presented on the video. Thus, the Dunagan and Lodden website can be found at <http://www.saidsystems.com/dl/>

The website provides information about Dunagan and Lodden's work with athletes on sport performance. Also provided on the website are mental training materials. One mental training instrument is an assessment instrument titled, *The Perfect Mental Sports Performer Profile*. This survey is a 100 item true and false test which is answered electronically online. According to the website, the profile is scored online, and the results of the profile are sent to your email address. Also, at this website are materials which include a progress chart and development tool, focus worksheets, and a self-rating scale.

In summary, the video provided a nice introduction for coaches on the importance of providing mental training and team building activities for coaches and athletes. Also, the video provided a mix of educational material along with showing an applied team building discussion with coaches and athletes. This video could potentially be used for coaching educators and sport psychology professionals by having their athletes or students watch the video and then discuss with the students/athletes the various questions that the consultants asked. Individuals interested in more information on the Team Training for the Mental Game and the Dunagan and Lodden Mental Training Series are referred to the Championship Productions website at

Delores Brick Dunagan and Judith Lodden have recently written and produced the video *Team Training for the Mental Game*. This video is one of four in a series produced by Championship Sport Productions titled, the Dunagan and Lodden Mental Training Series. Other videos in the series include: *Mental Imagery for Performance: A Coach's Guide*, *Mental Imagery for Performance Enhancement: An Athletes Guide*, and *Using Your Offense, Not Your Defense: Strategies for Coaches in Dealing with Parents*.

According to synopsis for *Team Training for the Mental Game*, the purpose of the video is to present information to coaches on the important concepts of mental training that can be used with athletic teams. The consultants meet this purpose by providing an example of leading a consulting session with coaches and athletes about the important components of building a cohesive and effective team. Dunagan and Lodden introduce the audience to the main concepts of mental training for an athletic team. After introducing these concepts, Dunagan and Lodden are shown leading an introductory session with a team of athletes and their coaches. This applied example of leading a session with athletes was an excellent aspect of this video. Also, the video provided a nice example of showing the coaches' involvement as a part of the team building consulting session.

The format for the main section of the video shows Dunagan and Lodden leading a session in which they ask the coaches and athletes various questions about psychological aspects of the team. This is followed by athletes and coaches responding to questions presented by the consultants. After the consultants ask specific questions relating to specific team building topics, the athletes and coaches have a chance to respond. Next, the consultants have a chance to respond to what the athletes say and ask follow-up questions. This applied scenario provides a chance for sport psychology students to analyze the non-verbal, questioning, and listening skills of the applied sport psychology consultants.

www.championshipproductions.com/cgi-bin/champ/GV-02042.html

2005 AAASP Conference

Westin Bayshore Hotel
Vancouver, British Columbia, Canada
October 26-29, 2005

Conference Preview
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—Deadline for Submission—

Deadline for submission of materials for the **Summer, 2005** issue is **May 1, 2005**. Please send all items to: Douglas M. Hanks, Ph.D., Student Counseling Services, 400 Lem Morrison Drive, Suite 2086, Auburn University, AL 36849, or email dughank@auburn.edu.