

Spring 2015 Newsletter

Volume 30 // Issue 1



IN THIS ISSUE:



President's Message



Editor's Note



A "Good to Great" Question:
International Practice of Applied Sport Psychology



Adventures with Flipping



A Qualitative Exploration of Weight Pressures, Body Image, Eating
Behaviors and Performance in Competitive Figure Skaters



An Autonomy-Supportive Coaching Intervention for Fostering
Mental Toughness



What Can Sport Learn From Business?



Report from AASP's Inaugural International Regional Conference



What Surfing Can Teach Us About Mindful-Acceptance-
Commitment



AASP's 2014 Year End Financial Update



Student Representative's Report



**Robert
SCHINKE**

President's Message

Robert J. Schinke, EdD, CRC, Laurentian University

The first quarter of this year-long term has been a whirlwind affair. AASP is thriving, and the momentum we are presently experiencing is thanks to the membership as much as the leadership. A few of the current highpoints follow, with others coming in the next report.

Through the efforts of Mark Aoyagi (Research and Practice Division Head), Amanda Visek, and many others, AASP will expand its boundaries through its inaugural virtual conference on Wednesday, May 20. This educational offering will be a half-day affair, with leading experts speaking on research-to-practice topics related to youth sport. Additionally, AASP Past President and eminent scholar-practitioner, Dan Gould, will facilitate sessions. For those unable to attend the conference live, the content will also be recorded so sessions can be made available for streaming at a later date.

One important piece to this year's puzzle has been the continuation of AASP's Strategic Planning process. When I ran for election, I didn't realize my term would be the juncture, or bridge, from the current strategic plan to the next. With help from AASP's management company, several strategic planning facilitators were interviewed during last Fall's Eboard meeting. Rick Weaver (Amarion Solutions), who you will get to know shortly, quickly emerged as the best possible fit for our Association.

The present phase of the Strategic Planning process has been ongoing since the 2014 AASP Conference when our Student Representatives, Dolores Christensen and Eric Martin, and I met with the student membership to identify their perspectives on AASP's (and the broader domain's) future challenges, in a Town Hall meeting. We felt it correct to hold the first meeting with our student members as they are not only the present, but also the future leadership and rank and file of AASP. Moving next to our most established members, the second Town Hall meeting was conducted with AASP's Past Presidents and Fellows. Since then, two additional town halls with the general membership have followed (December 2014 and January 2015). Having completed the promised number of meetings, we quickly realized there were no international voices within the first four sessions. As such, we called a fifth meeting, exclusively for international members, to gain their vantage. Our international members are a valued and solid number within AASP – 432 in 2014. Through these five meetings, more of our members voiced their views during the launch of a Strategic Planning process than ever before.

During a quiet, late autumn run, before the snow settled onto the Northern Canadian grounds where I live, I pondered the importance of membership engagement and how next to engage members within Strategic Planning. We have identified core competencies that could provide a diversity of perspectives to the strategic planning team, such as students, professionals from various career stages, scholars, full-time consultants, international members, and members from marginalized groups. However, during that morning run, a few questions troubled me. Would the leadership choose who these core members might be? If so, what would be the risk of including people who were identified by this group over members who might

not be considered? The result of this internal dialogue was an open call for nominations for each of these roles. We now have a full complement of members who will attempt to provide diverse perspectives for the next strategic plan. There are more updates to come, but in the meantime, you have access to every part of what was discussed above at the following dedicated webpage: <http://www.appliedsportpsych.org/about/strategic-plan/>.

Our attempt to engage the membership has not stopped there. We presently have an open call for the Editor of the *Journal of Applied Sport Psychology*. Sarah Carson Sackett (Publications and Information Division Head) is leading this process as we seek the best possible applicant from our membership. If you feel you or someone you know might be a good fit for this position, we welcome all nominees who fit the qualifications. See the following website for additional information regarding the position: <http://www.appliedsportpsych.org/>

[publications/journal-of-applied-sport-psychology/call-for-editor/](http://www.appliedsportpsych.org/publications/journal-of-applied-sport-psychology/call-for-editor/).

The Diversity and International Relations Committees are working steadily in the creation of webpages for their respective committees. Beginning with the Diversity Committee, this group is now led by Leeja Carter, whose unbridled enthusiasm is taking the committee's work to a whole new level. Reviewing the committee's membership, it is stacked with world leaders on diversity, and the quality of composition shows in what is being produced. The group has several profound proposals coming forward, with one being the creation of an online diversity course. It is my hope this course becomes part of CC-AASP preparation, similar in stature to the very successful ethics course taught by world leader in that field – Ed Etzel.

The International Relations Committee (IRC) is presently revising a proposal for an AASP Ambassador's Program. The program will not only grow AASP's international membership through



exposure to our most learned scholars and practitioners, but it will also help to further the field within countries impeded by limited access to these individuals. The IRC has worked tirelessly under the guidance of Gualberto Cremades (Public Relations and Outreach Division Head) and Ale Quartirolí (IRC Chair), and I thank these innovative people for their support of AASP as an international association.

Added to the activities above, our regional conferences are also reaching new heights. This year, two international regional conferences are scheduled. One was hosted by Loughborough University

“ We now have a full complement of members who will attempt to provide diverse perspectives for the next strategic plan. ”

(UK) and the second is a partnered initiative with the Eastern Canadian Sport Psychology Symposium, hosted by Ottawa University (CAN). The coming year will also bring the first ever regional conference application by a Historically Black College and University— John C. Smith University. This event is happening thanks to the tireless work of Robert Owens (Winston Salem), Leeja Carter, and, Michael Sachs. Dr. Sachs is also providing travel grants for students from HBCUs to the AASP Regional Conference at Temple University, an initiative the E-Board is presently considering in relation to event-access for all cultural minorities. AASP is working to become an association that is increasingly inclusive and broad reaching.

Finally, there is a close relationship with the Past President's Council (PPC), as I promised there would be when I presented a vision for the organization last autumn. The PPC has weighed in on several of the previously mentioned initiatives. The unspoken hero, serving as conduit to this relationship, is Tara Scanlan. Tara graciously agreed to help mentor me from the vantage of the Past Presidents so I could fill some very large shoes in what is a busy year of AASP initiatives. Dr. Scanlan provides institutional memory directly and indirectly from the broader PPC and serves as a valued sounding board. Beyond contact with Dr. Scanlan, I have also been blessed with support from

other Past Presidents, each helping with perspective, expertise, and knowledge regarding AASP's past, present, and future.

What I have reported is only the tip of an iceberg when it comes to the exciting initiatives presently underway within

AASP. Should you wish to respond or dialog with me, I welcome every e-mail, Skype, and FaceTime call to understand and serve you better as your President and as a member of a larger committed E-Board.



This three-hour virtual conference draws expert speakers from across sectors to address evidence-based science, practice, and policy approaches to improving the youth sport game domestically and internationally.

Wednesday, May 20, 2015

12:00 pm – 3:00 pm Eastern

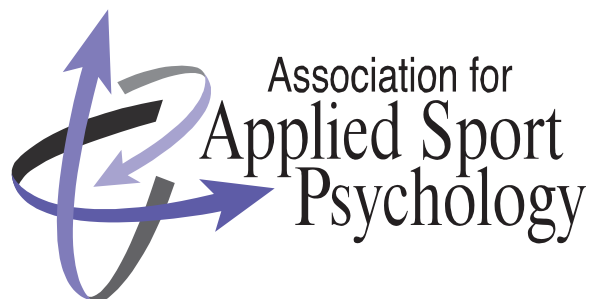
11:00 am - 2:00 pm Central

10:00 am - 1:00 pm Mountain

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REGISTER TODAY! <https://www.appliedsportpsych.org/webinar/changingthegame>



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**Tanya
PREWITT-WHITE**

Editor's Note

Tanya R. Prewitt-White, Ph.D., CC-AASP, Adler University

"Why always 'not yet'? Do flowers in spring say, 'not yet?'"

~Norman Douglas

Spring has arrived! For those of us who live in the Northern Hemisphere and who experience the changing of seasons, we notice the sun staying longer in the sky, trees

blossoming and plants blooming, hibernators emerging from their winter resting places and birds chirping. I can speak for myself to say that there is newness in the air and I am thankful that nature brings forth spring year after year.

Likewise, AASP continues to renew itself through the diligent effort of our members – members who embrace the momentum rather than say "not yet." Over the winter months, the Newsletter Committee has worked intentionally to provide a comprehensive publication for our colleagues to share the refreshing work being done. Due to thoughtful contributions from members, the current newsletter showcases diverse articles. To begin, the President's Message provides an overview of the most relevant happenings over the past three months. Aligned with our President's mission to expand our organization globally, Loughborough University hosted AASP's Inaugural International Student Conference in February and attendees of the conference offer a review of the successful event. In addition, an inaugural International Corner

highlights the perspective of an esteemed colleague in Germany. Academics and members with an interest in teaching may enjoy reading about flipping the classroom in sport psychology and be inspired to explore this teaching technique further. Practitioners in the field may appreciate learning about business applications relevant in sport as well as discovering how one colleague aligns sport psychology techniques with surfers' experiences. Research Grant Award winners share the findings of their innovative projects and you can also find AASP's Year End Report illustrating that AASP remains a financial secure organization. Our Student Representatives provide an update of the progress of our student membership as well as ways students can become involved. Last, but certainly not least, two students are featured in the Student Delegate Spotlight and share their growing passion for the field. In all, the publication provides ways in which AASP and our members leaping into opportunities rather than saying, "not yet."

As always, if you have ideas for future contributions or have suggestions for our Newsletter Committee, please contact me at tprewitt@adler.edu. Enjoy the publication and the newness spring brings!

ASSOCIATE EDITORS

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Kim Rogers, Oregon State University

Jamie Shapiro, University of Denver



**Sebastian
BRUECKNER**

Jim Collins' (2001) bestseller *Good to Great* is a must read for every sport psychology consultant. What makes Collins' concept so appealing? For one, his work gives a clear example of AASP's scientist-practitioner approach to guide the applied work of sport psychology professionals toward continuous improvement. Collins' research is also relevant to help individual sport psychologists reflect on personal experiences in their professional development. John Silva, AASP's founding president, advocated the scientist-practitioner concept in 1985 when the organization began (Silva, 2005). This overarching concept still unites association members and drives its continued growth and outreach in the field. Now as AASP commits to strategic goals for 2016-2020 relating to advancing

A "Good-to-Great" Quest: International Practice of Applied Sport Psychology

Sebastian Brueckner, PhD, Olympic Training Center, Saarbruecken, Germany

international relations, I feel that the "Good to Great" paradigm holds unique opportunities for the organization and individuals. From my perspective, as an international member of AASP who was born in Germany, studied in both Germany and the U.S., and now holds a consulting position in Germany, this quest can best be accomplished by conceptualizing this "Good-to-Great" mission as an international endeavor. To make that case, I want to relate some personal reflections.

Since beginning my journey with a career in elite sports and competition at Olympic swimming trials in Germany, my scientist-practitioner narrative is grounded in an experiential Gestalt context (Köhler, 1992). These experiences of competing on an elite level still influence my professional practice today. They help me build trust and rapport because they enable me to empathize and understand athletes and coaches. I use my experiences of training and competing to tailor interventions for athletes and coaches as well as their individual needs. An important part of the foundation of my professional practice includes the sound academic training I received at The University of Tennessee,

where I studied under the supervision of Dr. Craig Wrisberg, a former AASP President. This training assumes its fullest meaning when put into the context of personal relationships, mutual exchanges, stimulating discussions, intellectual challenges, and continuous education experienced with the help of AASP and its members. The organization has truly become my "go-to" resource, and I value the inspiration, motivation and networking opportunities that the annual conference provides.

For me, it has been a long and exciting journey, beginning with my first professional conference in the U.S. in 1999. I attended the NASPSPA conference in Clearwater Beach, FL with my German university mentors. Now 15 years later, I look back on 9 AASP conferences, beginning in 2003 when I entered the Ph.D. program at UT. I have been fortunate to experience many beneficial encounters and cross-cultural exchanges. I treasure friendships that have developed. I have learned many important lessons as international borders have been transcended and language barriers and cultural differences have been overcome.

I will share a few examples. My dissertation work for my Ph.D. in the U.S. involved the application of principles grounded in the European school of existential phenomenology (Merleau-Ponty, 1962).

the organization's international relations unique opportunities to revive one of the principles dear to John Silva when he founded AASP: the advancement of applied sport psychology. I have experienced the

“The organization has truly become my “go-to” resource, and I value the inspiration, motivation and networking opportunities that the annual conference provides.”

In this qualitative research project, I interviewed 12 German Olympians about their experience preparing for and competing at the 2004 Athens Games. After graduation, I relocated to Germany and started my professional career at one of Germany's Olympic training centers. I also received funding from the European Union for a project that allowed me to consult and teach in several different European countries. Most recently, I have adopted Kuhl's Personality System Interaction theory (Kuhl, 2000) as a framework for my performance consulting. All of these pursuits reflect cross-cultural endeavors. I leave it to my clients and colleagues to judge how my personal “Good to Great” quest is progressing, in the international dimension and regarding Collins' concepts (Collins, 2001). However, by being part of AASP, I feel there is a collective process of continuous improvement that has a “Good to Great” gestalt. I see in the AASP strategic goals relating to advancing

positive change the international endeavor can bring on a personal level and look forward to the new emphasis and potential for growth on an organizational level.

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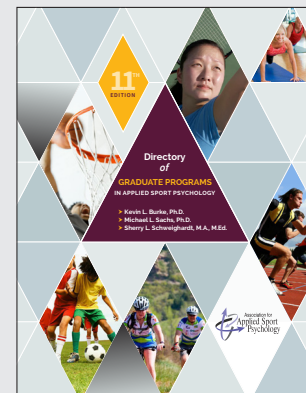
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**Tami
EGGLESTON**

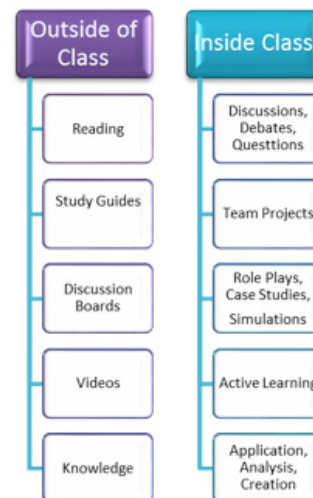
Adventures with Flipping: Students Will Flip over a Sport Psychology Class that Incorporates Flipped Classroom Strategies

Tami Eggleston, PhD, CC-AASP, McKendree University

Many faculty have the goal to improve teaching and learning by using student engagement and active learning techniques. At the same time, there is the frequent challenge of students arriving ill-prepared for class. Another common concern with using class time for activities and team projects is that it will be difficult to cover as much content. One teaching strategy that can help address these challenges is using a “flipped” classroom model. There is a great deal of discussion about the “flipped classroom”, which basically means that events that normally take place inside the classroom now take place outside the classroom and vice versa (Bergmann & Sams, 2012). If students learn basic content outside of class, the inside class time then can be used for case-studies, demonstrations, team projects, and other active learning strategies. Using Bloom’s taxonomy structure (1956), lower levels such as knowledge and understanding are completed outside of class, and higher levels such as evaluating and creating are completed in class.

For the “flip” to work effectively, an instructor has to think of the class in two parts: (a) outside of class practice and time on task and (b) inside of class application and active learning. In my sport and health psychology undergraduate course, I used a Blackboard online learning environment and had the students read the book, complete a short knowledge quiz, complete a discussion board, and view a short video clip on a topic before class. The students then came to class prepared for higher-level activities, and we were able to engage in active learning,

discussions, activities, and team projects during class time. Lets take an example topic (dimensions of leadership) to convey how using the flip in a sport psychology class could be effective. In the traditional classroom, an instructor may spend time lecturing, perhaps with PowerPoints, and going over the different leadership styles used by coaches. In the flipped classroom, the students would complete an online, automatically-graded quiz and a discussion board on the topic before class. During the class, students can break into small groups and have each group either be assigned or pick a level of team (e.g., college), sport (e.g., soccer), and an issue the team may be facing (e.g., poor communication). Then, the groups would evaluate and role play how a coach with a different style would handle the situation.



Advocates of the flipping model suggest trying to reduce the

amount of time devoted to traditional lecture time to have more time in class for applied activities. However, many faculty are reluctant to completely eliminate traditional models, and students may sometimes feel as if they are not “being taught” if an instructor uses a completely flipped model. My belief is that we can combine both, and we can view the flipped model as a continuum to allow for greater flexibility to match teacher and student needs.

F: FULL flipping: This would be the case where the students completed all knowledge development outside of class and activities inside the class were all active learning, with virtually no instructor lecture.

L: LOGICAL flipping: This would be the case where much of the lower level learning is taking place outside of the classroom, but the instructor still selectively and intentionally lectures and goes over difficult material as it seems appropriate.

I: INTERMITTENT flipping: The instructor uses some of the flipping strategy on an interval schedule. For example, in a M,W,F class the instructor lectures on Monday and Wednesday but uses an active learning strategy on Friday. Students would do fewer outside of class learning activities.

P: PARTIAL explorations: The instructor starts to experiment with

some flipping activities. This seems particularly valuable for new instructors or instructors who don't feel comfortable with what sometimes can feel like chaos in the class when giving up so much control of the learning to the students.

Survey Question The FLIP...	Mean 1-5 (5= A lot)	Comments POSITIVE	Comments NEGATIVE
1. Contact with instructor	4.8	I felt like the instructor really cared and lots of great activities in class.	I wish the instructor would have LECTURED MORE! Sometimes I felt like we had to teach ourselves.
2. Work with other students	4.8	I normally don't like group projects, but I loved the organized team projects in class. Learning was FUN!	Some of my team members were not always there or prepared.
3. Engaged with learning	4.8	I actually always wanted to come to class because every class was different. Didn't want to miss anything!	I had to do a lot of work. Sometimes I wish I could just sit back and have you lecture. Some of the classes felt a little disorganized.
4. Prompt feedback	4.2	I liked the quizzes that were graded automatically; I knew what I learned and what I didn't immediately.	I didn't always know how the things in class were being graded. Some of the things in class were not graded.
5. Time on Task (Outside)	4.5	The quizzes made me do the reading and keep up. I had to spend a lot of time outside of class on the quizzes and discussion boards.	All those quizzes, discussion boards, and Blackboard activities were a little too much. Sometimes it felt like “busy work.”
6. High Expectations	4.8	I knew that I had to do the reading and come prepared. The team projects were hard but we had class time to do them. I learned a lot!	Sometimes I didn't read the chapters. I just skimmed them and made sure I could answer the quiz questions.
7. Diverse Talents	4.8	I liked how we got points for lots of different assignments. I liked all the different assignments they helped me learn the material.	I would have liked more details on the grading of the projects. I would have liked to know EXACTLY what you wanted on the team projects. It would have been easier if you would have told us what you wanted.

As an evaluation strategy, I surveyed the students using questions based on the Chickering and Ehrmann (1996) principles of good teaching (see the following table for more information).

Survey findings suggest that a great deal of learning took place, and overall, these scores were high, but still highlight potential challenges with the flipped classroom model and suggest important topics to address with the students (e.g., grading).

If an instructor decides to apply the flip model, the following topics should be addressed:

- 1) How much flipping will be done (e.g., Full, Logical, Intermittent, Partial)?
- 2) What technology will be used (e.g., CMS, Blackboard, Quizzes, Discussion boards, videos)?
- 3) What active learning projects will be done in class (e.g., Team Projects, Demonstrations, Role Plays, Case Studies)?

4) How will grading be applied to the in-class and out of class assignments?

5) How will the flip be assessed and what defines success?

In sum, the flipped class design seems particularly beneficial for sport psychology because there are many activities that can be integrated. The flipped classroom provides ample opportunity for practice and ultimately learning and student engagement.

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News from AASP's Public Relations Office



Greetings from Yopko Penhallurick!

AASP's Public Relations Office is in the process of updating our database of multilingual members who are willing to do media interviews or contribute relevant articles in languages other than English. If you are fluent in a language other than English (written or spoken) and would like to assist with AASP media inquiries, please contact Marissa McDaid at mm@yp-pr.com or Betty Weibel at bw@yp-pr.com.

A Qualitative Exploration of Weight Pressures, Body Image, Eating Behaviors, and Performance in Competitive Figure Skaters

Dana K. Voelker, PhD, CC-AASP, West Virginia University

Justine J. Reel, PhD, CC-AASP, University of North Carolina Wilmington



**Dana K.
VOELKER**



**Justine J.
REEL**

Figure skaters face unique performance demands to execute difficult technical elements while exuding grace, style, and artistic expression. Figure skaters, like athletes in other aesthetic sports, report sport-related pressures to lose weight, body dissatisfaction, and symptoms of disordered eating (e.g., Voelker, Gould, & Reel, 2014). The AASP Research Grant program supported two research studies examining the lived experience of weight pressures, body image, eating behaviors, and athletic performance among competitive female ($n = 15$) and male figure skaters ($n = 13$) using semi-structured qualitative interviews. Inductive thematic analyses (Braun & Clarke, 2006) revealed that female skaters characterized the ideal skating body as feminine, thin, lean, strong, and small without curves. Sources of weight pressure included weight-based comments from coaches, judges, skating partners, and a highly body-focused skating environment (e.g., scrutiny in form-fitting skating attire, body comparisons, and fat talk). These weight pressures were reported to promote body self-consciousness and unhealthy weight management strategies, with an emphasis on dietary restraint. In contrast, male figure skaters reported a looser definition of the ideal skating body

without weight specifications. For male skaters, it was important to be slender and strong, but these ideals were believed to motivate them to maintain a healthy training and nutrition regimen with a greater focus on body function versus appearance alone. Interestingly, both female and male skaters reported that body perceptions affected confidence, attentional control, motivation, and overall attitude, which impacted their on-ice performance. These findings have direct application to figure skating communities in their promotion of a body-positive culture, weight pressure management, and the prevention of unhealthy eating behaviors.

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Research Corner: Highlighting AASP Research Grant Recipients

As part of the AASP grant program (<http://www.appliedsportpsych.org/resource-center/grants/>), 'seed grants' are provided to assist primarily early career professionals and students with their research endeavors. In the following articles, AASP Research Grant recipients share their work as well as how the awarded grant money was used to fund their projects.



**John
MAHONEY**



**Daniel
GUCCIARDI**



**Nikolaos
NTOUMANIS**



**Cliff
MALLETT**

In a previous study (Mahoney, Gucciardi, Ntoumanis, & Mallett, 2014), we found autonomy-supportive coaching environments were positively associated with mental toughness and, consequently, adaptive outcomes (e.g., affect, performance). In light of these findings, we explored the causality of these associations in an intervention study. We hypothesized that autonomy-supportive behaviors, psychological needs satisfaction, mental toughness, vitality, and objective performance would increase following a coach-centred intervention. In contrast, we

An Autonomy-Supportive Coaching Intervention for Fostering Mental Toughness

John Mahoney, PhD, Australian Catholic University, Daniel Gucciardi, PhD, Curtin University, Nikolaos Ntoumanis, PhD, Curtin University, Cliff Mallett, PhD The University of Queensland

expected that controlling behaviors, psychological needs thwarting, and burnout would decrease following the intervention. Observational, qualitative, and quantitative data related to these hypotheses were collected with coaches ($n = 18$) and athletes ($n = 61$) prior to and immediately following an 8-week intervention and 8-weeks post-intervention. The funding received from the Association for Applied Sport Psychology was primarily used to support data collection (e.g., hardware and software was purchased to collect and code coaching behaviors). Our results did not support our hypotheses. Specifically, our results indicated that coaches did not adopt autonomy-supportive behaviours following the intervention. Based on findings from our qualitative methodologies, we suggested that this lack of adherence was due to contextual barriers (e.g., time, pressure to perform, coaches' perceptions of athletes' motivations). In light of these findings, we provided recommendations for researchers about how to overcome

the reported barriers when conducting similar interventions in the future. Further details on the content and structure of an autonomy-supportive intervention, as well as processes of implementing this approach for mental toughness development and the associated challenges, have been described in a book chapter (Mahoney, Gucciardi, Gordon, & Ntoumanis, in press).

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**Jonathon
MALES**



**Ryan
SAPPINGTON**



**Deirdre
O'SHEA**

What Can Sport Learn from Business? Consultant, Student, and Educator Perspectives

Jonathan Males, PhD, Performance 1

Ryan Sappington, MS, Temple University

Deirdre O'Shea, PhD, University of Limerick

Consultant Perspective (Jonathan Males, PhD)

Executive coaching, which has its origins in performance psychology, sport psychology, therapy and consulting, has come full circle and returned to the world of sport. Over the last couple of years, UK Sport has started to employ executive coaches to help develop sport coaches. This course of events acknowledges that sport coaches are often no longer just technical experts, but managers who are called to coordinate a range of specialist inputs (e.g., strength and conditioning, sport psychology, nutrition, performance analysis, etc.) in service of their team's performance. This broader sport coaching role requires communication, self awareness, and self-management skills that are broadly equivalent to those required by managers in any complex business. Executive coaching is acknowledged as a powerful approach that can support managers' learning and growth, so it is a logical extension to bring this back to sport.

Thus, experienced coaches, who invariably possess excellent technical skills, now find themselves needing to develop a range of skills more traditionally identified with managerial leaders:

- Managing and motivating difficult athletes and staff who may be very skilled as performers and individual coaches, but less skilled as 'team players' in multidisciplinary teams.
- The ability to deal with conflict, which is inevitable given the passion, commitment, and pressure that is inherent in elite sport.
- The ability to cross cultural boundaries and get the most out of diverse staff who may bring vastly different approaches and assumptions to their work.
- Creating the right performance climate to nurture talent and bring it to fruition on the world stage.
- Building and maintaining effective working relationships with newly configured and more professionally-based National Governing Bodies – which are themselves facing the increased management challenges.

UK Sport's Mission process, initiated in preparation for the London 2012 Games, draws on business planning processes to help Olympic programs work strategically toward their objectives. The process highlights, for example, that the leadership abilities of the performance director and senior coaching staff are a critical factor in a sport's success. Poorly developed leadership or ineffective management teams will contribute to an unhealthy performance climate and disappointment for athletes.

Student Perspective (Ryan Sappington, MS)

While the role of an applied sport psychology practitioner is becoming increasingly valuable for athletes, coaches, and sporting organizations, it is also becoming increasingly complex, due to myriad factors that can influence athlete performance and wellbeing. Recent literature has identified important ways in which industrial/organizational (I/O) psychology and business/management consulting can contribute to applied sport psychology (SP) practices (Fletcher & Wagstaff, 2009). The extent of overlap between these two fields has led many to advocate for cross-disciplinary coursework for the sport psychology graduate student, yet very few practices in current training programs mirror this ideal (Day, Gordon, & Fink, 2012).

Coursework in an I/O psych graduate training program typically consists of, among others, the following areas of focus:

- Organizational Theory
- Organizational Climate and Culture
- Employment Relations and the psychological Contract Between an Employer and Employee
- Employee Wellbeing
- Conflict Resolution
- Human Resource Development

The extent to which numerous organizational factors (e.g., climate,

culture, coach-athlete relationship) can play a role in high-level sport suggests that each of these topics is relevant for the work of a sport psychology consultant (SPC). Nevertheless, these topics are rarely, if ever, incorporated into a sport psychology graduate training program. For the sport psychology graduate student, such coursework would conceivably build a more holistic understanding of how individuals function within their environment, which would, in turn, help the future practitioner develop the capacity to operate within these environments in ways that benefits all stakeholders and the organization as a whole. Perhaps the best practical manifestation of this capacity is the notion of contextual intelligence, one of three components within Sternberg's (1985) triarchic theory, and according to recent literature, an essential skill for effective consultation (Brown, Gould, & Foster, 2005).

“The role of an applied sport psychology practitioner is becoming increasingly complex, due to myriad factors that can influence athlete performance and well-being.”

Still a relatively young field, sport psychology seems to have reached an interesting crossroads. On the one hand, the field is still trying to carve out its own niche by distinguishing itself from the practices of other disciplines and the competencies of other professionals. However, on the other, signs continue pointing to a need for the field to take on an increasingly multidisciplinary approach in training the new waves of practitioners. Ultimately, in order for graduate programs to maximize the preparedness of their graduating consultants for future work in the field, greater efforts must be taken to implement interdisciplinary training programs in the interest of producing the contextually intelligent consultant.

Educator Perspective (Deirdre O'Shea, PhD)

As a researcher and academic in organizational psychology, and research supervisor of projects that cross both disciplines, the key question that arises for me is how we harness the synergies between them. Ryan graduated from our master's program in organizational psychology and then enrolled at Temple University for a program in sport psychology. Next, he will enroll in a counseling program to enhance his expertise and employability. He is one of the new generation of scientist-practitioners who are crafting their role through extensive study across domains. The work described by Jonathan highlights the overlap in the application of knowledge across the disciplines, and the potential for overlap in training appears to be an obvious consequence. The idea of training across different fields of psychology, and certainly those that may come within the remit of performance psychology, offers the potential to enhance both graduate qualities and employability. Moreover, shared modules between organizational psychology and sport psychology would provide recognition for the shared research interests, the role of context, and the focus on performance in both disciplines.

The first step to such initiatives would be a dialogue between those in both fields, and this feature is just one of the many conversations that we need to understand what sport can really learn from business.

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SAVE THE DATE 31ST ANNUAL AASP CONFERENCE!

**AASP 31st Annual Conference
September 28 - October 1, 2016
Arizona Grand Resort
Phoenix, AZ**



Report from AASP's Inaugural International Regional Conference



**Gillian
COOK**

*Gillian Cook, PhD, Loughborough University
Ruth Boat, PhD, Loughborough University*

On February 21-22, 2015, AASP held its first International Regional Conference at Loughborough University (UK), the first AASP conference ever held in Europe. This historic two-day event provided an exciting setting for international scholars, early career researchers, and practitioners to exchange ideas and explore numerous topics within sport and exercise psychology. The 111 delegates who attended from Europe created a fantastic platform to share ideas and learn from different cultures. As space precludes a detailed description of each presentation, this review will present a brief overview of the conference.

Pete Lindsay (English Institute of Sport), who shared the lessons he had learned from an extensive career in applied sport psychology, delivered the opening keynote presentation. The attendees were treated to a fascinating insight into the applied world of the English Institute of Sport (Manchester, UK). Lindsay spoke of the unique position sport psychology has by being a consistent underpinning element of all sport science disciplines. However, he reminded delegates that the service could only retain this position by being tangible and accessible to everyone. The

keynote ended with details from his work with the Great Britain national teams at the 2012 London Olympic Games.

Chris Harwood (Loughborough University) delivered the second keynote and spoke about the importance of relationships. His insightful presentation explored some of the key interpersonal relationships in sport that require the attention of a sport psychologist. Drawing on his wide-ranging personal experiences of working with junior and senior athletes, coaches, parents, and national organizations, Harwood identified specific examples of relationships, such as the one between the coach and the athlete, and explored strategies to ensure their effective functioning. His presentation offered students a meaningful and deep understanding of the relationship challenges facing practitioners as well as useful practical tips on how to ensure these are appropriately addressed.

Urban Johnson (Halmstad University) delivered the final keynote presentation that focused on the psychological aspects of injury and recovery. Johnson discussed a variety of psychological interventions derived from



**Ruth
BOAT**

his research activity that can reduce the occurrence of injury, particularly with high-risk athletes. Topics included mindfulness, mental skills training, and cognitive behavioral interventions. He concluded his presentation by giving examples of strategies that sport psychology consultants could use to support athletes during injury rehabilitation.

David Fletcher (Loughborough University), Mustafa Sarkar (University of Gloucestershire), and Paul Morgan (Buckinghamshire New University) delivered an absorbing interactive workshop on developing resilience. The presenters discussed a resilience training program, outlining the important interaction between psychosocial team, individual qualities, and a facilitative environment. They spoke of the ways in which resilient teams function, including transformational leadership, shared team leadership, team learning, social identity, and positive emotions. The presenters noted that resilient teams consistently refer back to the big picture during challenging moments. The workshop concluded with a discussion of the strategies that practitioners might use to develop resilience within teams and individuals, including the use of cognitive behavioral techniques.

The 'My Story So Far' workshops gave delegates an insight into the world of applied sport psychology from the perspective of mid- and early-career practitioners. Martin Jones (University of Exeter) delivered a stimulating presentation in which he described what he considered the key attributes of successful sport psychologists. These assets included the need to have an extensive knowledge base, leave a lasting impression, and "passing the good guy test." He spoke of the importance of professionalism and warned delegates of the numerous pitfalls of social media. In a further workshop, Gillian Cook (Loughborough University) discussed the importance of building and developing relationships with a variety of individuals within teams. Cook drew upon her experiences to discuss the benefits of integrating theoretical knowledge from her PhD research into applied practice with athletes and coaches.

“The international nature of the conference supported the sharing of ideas across national boundaries and promoted the development of practical and research initiatives by engaging fellow students and young practitioners.”

She concluded the workshop with a number of anecdotes from her work with National Governing Bodies and the British Broadcasting Corporation.

There was an excellent poster session with 15 submissions that had an international flavor and covered a diverse range of interesting subjects. The posters were displayed in a setting that encouraged delegates to mingle and discuss the implications of the work. Students and early-career researchers and practitioners shared their experiences over cups of coffee and lunch, with many of the conversations extending into the bar area following the afternoon sessions!

To conclude, Loughborough University provided a fantastic platform for the lively, educational, as well as informative keynotes, workshops, lectures, and posters that were presented during the two-day conference. The international nature of the conference supported the sharing of ideas across national boundaries and promoted the development of practical and research initiatives by engaging fellow students and young practitioners. We are certain that all of the delegates will be eagerly anticipating the next AASP international Regional Conference.



**Karen
COSTELLO**

Recently, the idea of incorporating sport psychology into the field of professional surfing has taken hold. Some of the psychological processes that can hamper the ultimate outcome of the professional surfer include anxiety, focusing on a range of possible outcomes, and the inability to narrow focus on the right target in the right moment. The consequences of being distracted by ineffective thoughts can mean life or death to a surfer.

However, elite surfers may be ahead of the game when it comes to practicing Mindful-Acceptance-Commitment (MAC). The nature of the sport calls on the competitor to become “one with the ocean.” The ability to tune into all of one’s senses and actually develop conscious life dedication and commitment to the ocean is imperative to the success of the

What Surfing Can Teach Us about Mindful-Acceptance-Commitment

Karen Costello, M.A., Argosy University, on behalf of the AASP Performance Psychology Committee

elite surfer. MAC appears to be a model that many competitive and big wave surfers have been practicing for years.

MAC vs. PST

While traditional change-based psychological skills training (PST) has been the mainstay for training athletes, an alternative method of training called Mindful-Acceptance-Commitment (MAC) has emerged in the last ten years. In essence, PST promotes the theory that optimal performance occurs when athletes develop the ability to control their internal states such as thoughts, emotions, and sensations. However, MAC proposes an entirely different perspective by suggesting that optimal performance does not require the reduction or control of internal states, but rather the practice of non-judging (effective or ineffective thoughts), in-the-moment awareness, acceptance of one’s internal state and values, attentional focus on task-relevant cues, and behaviors that will enhance and support the athletic endeavor at hand.

Mindfulness is defined as an “openhearted, moment-to-moment non-judgemental awareness” (Kabat-Zinn, 2005, p. 24, as cited by Kashdan & Ciarrochi, 2013). During PST, athletes develop awareness as to whether their thoughts are helping or harming and in the case of the latter, they are taught to revise those thoughts to be more productive. For the professional surfer, this evaluation of self-talk may lead to overthinking or “trying too hard.” Simply being aware of the thought and then redirecting attention to the task at hand or where the focus needs to be in the moment clears the mind. Sport psychologists propose seeking the state of FLOW to reach optimal performance. Further, elite athletes have reported that a critical factor in reaching flow is to focus on the present moment and a narrow form of concentration on a task.

Mental Challenges in Competitive Surfing and Big Wave Surfing

In competitive surfing, the Association of Surfing Professionals (ASP) states that six judges will score each wave that the surfer rides during the heats (normally 20

minutes) and allocate points for radical maneuvers in the most critical section of the wave with style, power, and speed to maximize scoring potential (Association of Surfing Professionals, 2004). When time limits, wave jockeying, minimum wave counts, and an unpredictable ocean are factored, the ability to utilize mental skills training may ultimately enhance the optimal performance of the professional surfer.

Contrarily, big wave surfing requires surfers to paddle into or be towed out to waves that are at least 20 feet high and sometimes in excess of 50 feet. The sheer volume, strength, and force of these monstrous waves require extreme mental discipline for safety and performance. Big wave surfers cannot afford to overthink. Their life could depend on having a clear mind. The ability to “free the mind” and “execute” is what the most successful competitive surfers embrace. In addition, being mindful or “in-the-moment” can help the surfer harness the ocean’s energy and provide greater confidence and motivation for all the obstacles encountered in surfing (Bennett, 2004).

Mindfulness and Surfing

Professional big wave surfer, Greg Long described his use of MAC (as cited in Bennett, 2004):

“With the acknowledgment that every emotion we feel, both positive and negative, are byproducts of our thoughts. How we react to circumstances in our life is our choice alone. When you become mindful of your thoughts, you can control or set yourself free from the non-enhancing feelings or emotions like stress and fear.”

Does the environment and changing conditions of surfing promote a more natural adaption to the practice of MAC than other athletic endeavors? Levin and Taylor (2011) hypothesized that surfing might affect mental and emotional states. They described a state of meditation found in surfers characterized by dissociation, an ability to focus on the sensory world, and disregard for personal concerns; they viewed surfing as a mindfulness-based activity. Levin and Taylor (2011) also noted that meditative states are known to produce higher levels of the “feel-good chemicals” serotonin and dopamine. They theorized that surfers in a state of mindfulness may be experiencing the same thing. This would naturally contribute to a state of “flow.” This state of “meditation” or “flow” is consistent with mindfulness.

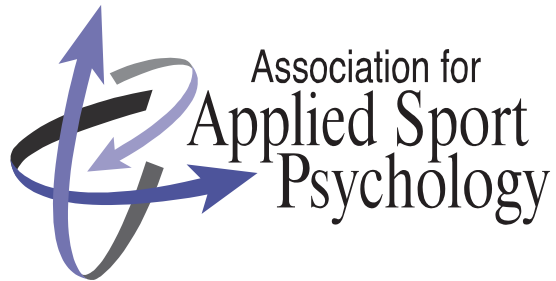
Conclusion

Competitive surfing and big wave surfing

can be looked at as a model for the practice of MAC. The sport itself is inherent to mindful-awareness. However, like any skill it must be practiced and incorporated into daily life in order to reap the ultimate rewards. While the empirical research continues in the field of MAC, we can look toward this alternative method of mental training and learn from these athletes who truly embrace “being in the moment” for optimal performance. As best said by big wave surfer, Greg Long, “Everyday I attempt to live a mindful, health conscious life with a goal of learning and growing from every experience,” (Bennett, 2004).

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Professional Liability Insurance Now Offered by AASP

AASP is proud to announce to we have partnered with Healthcare Providers Service Organization (HPSO) to offer Professional Liability Insurance for AASP Certified Consultants (CC-AASP). To be eligible to apply, you must be an AASP member and CC-AASP Certified (Active Status) or working toward becoming AASP Certified. Depending on the multiple variables used to determine risk and thus rate, it is hard to provide a pay range scale. However, those who choose to submit an application and obtain a quote does not commit them to purchasing insurance from HPSO. Each policy is per individual. Policies are per individual and a quote can be obtained by emailing a completed application (www.appliedsportpsych.org/site/assets/files/14395/aasp_app_jg_rev_ia.pdf) to Ilya Pitin at Ilya@sequoia.com.

Members In The News!



AASP works to make our Members In The News resource a more accessible and timely source of information. For your convenience, these reports are no longer listed on our website but instead posted to our Facebook and Twitter accounts. With a variety of information, updates and In The News content posted weekly, you will be able to stay up-to-date with the most current news in the sport psychology industry.

Follow us on Twitter at [@SportPsyAASP](https://twitter.com/SportPsyAASP) or on Facebook at [Association for Applied Sport Psychology](https://www.facebook.com/AssociationforAppliedSportPsychology) to get more frequent updates about the work our membership is doing in the popular press.



2015 AASP Important Dates & Deadlines

- **JASP Editor Application**
Deadline: April 17
- **Virtual Conference - Changing the Game: Transformative Advances in Youth Sport: May 22**
- **Certified Consultant**
Application Deadlines: June 1, & September 1
- **Online Ethics Course**
Registration Deadline: June 15

If you have any questions regarding these deadlines, please contact AASP at info@appliedsportpsych.org.

AASP's 2014 Year End Financial Update

Financial Report from AASP Executive Board

The AASP Executive Board presents this information to the membership as the fourth and final financial report for the 2014 fiscal year. We are pleased to say that AASP continues to be financially stable and secure. At the close of the year, we were ahead of budget by \$70,537. Our year-end income was \$821,293, and our year-end expenses were \$750,756. The majority (66%; \$477,290 in total) of AASP's assets are held in CDs as reserve funds. The Federal Deposit Insurance Corporation insures 100% of the membership funds.

AASP's largest source of income and expenses is the annual conference, with earnings and expenditures both over \$350,000. It has been a financial goal of the Association to run an expense-neutral conference, and in 2014. The conference registration fees are, by far, the most significant source of income in AASP's annual budget. Those funds are put towards running the conference, with over half of the funds supporting the food and beverage services and the AV needs provided at the conference alone. Member registration fees also allow AASP to attract exceptional keynote and panel speakers.

Our publications (JASP, JSPA, and the Graduate Directory) are another significant source of annual income. In 2014, AASP's income from the three publications was \$208,000. With publication-related expenses at ~\$90,100, we were left with a ~\$118,400 profit. Not only do these publications help fund the Association and its initiatives, but they also continue to be excellent sources of research, practice, and professional guidance in sport and exercise psychology.

Thank you to the members of the Finance Committee, Dean Culpepper, Larry Lominson, Ian Maynard, and Michael Sachs, for their valuable financial guidance to AASP. Special thanks also go to Barbara Case, Accounting Manager with our management company, Holland-Parlette Associates, and Kent Lindeman, AASP Executive Director, for their careful stewardship of our financial health.

As of December 31, 2014 our funds are in the following accounts.

Checking, savings, money market	
BMO Harris Bank Checking	149,287
BMO Harris Foundation Checking	19,861
Forum CU Savings	5
FCFCU Savings	5
Summit CU Savings	3,155
BMO Harris Money Market	71,520
Subtotal: Checking, savings, money market	\$243,833

CD/Time/Rate	Maturity Date	
Summit CU CD 24M .3%	6/13/16	58,789
Summit CU CD 24M .3%	6/13/16	58,789
Summit CU CD 30M 1%	2/12/17	28,382
Forum CU CD 33M 1%	10/11/15	74,304
Forum CU CD 33M 1%	12/11/15	106,474
Forum CU CD 33M 1%	9/04/16	54,589
BMO Harris 60M 1.25%	5/17/17	64,148
FCFCU CD 39M 1%	6/26/17	31,815
Subtotal: CDs		\$477,290

AMEX Gift Cards (Award points cashed)	\$200
Total Current Assets	\$721,323

If you have any questions, concerns, or suggestions related to AASP's financial activity, please contact Rebecca Concepcion, AASP Secretary-Treasurer, at reb.concepcion.aasp@gmail.com.



**Dolores
CHRISTENSEN**



**Eric
MARTIN**

Student Representative's Report

Dolores Christensen, MS, Springfield College & Eric Martin, MS, Michigan State University

Happy spring to all student members of AASP! We are working hard on our number one goal for the year—increasing the value of student membership. With the work of many of your Student Delegates, initiative chairs, and co-chairs, we're well on our way.

Here are a few notable updates:

1) The Best Practices in Research (BPR) initiative has been created. The primary goal of the BPR is to provide AASP student members with effective strategies for conducting and understanding best practices in sport psychology research. The BPR hopes to create resources that can benefit students at any level and provide resources to aid in the research process. To learn more or become involved with BPR, please contact the chair Davis VanderVeen at jodavand@iupui.edu.

2) The Internship and Practicum Database (IPD) is getting revamped. The IPD initiative is in the process of reformatting the document to be more reader-friendly. Additionally, the IPD hopes to focus on creating professional development resources for all students this year.

3) The Mentorship Match Program (MMP).

Where, in past years, the MMP was a mentoring program between students and professionals in the field, this year it has been transformed into a student-to-student mentoring program. The MMP is in the process of matching mentors and mentees in 2015, as well as providing support for each of the matches.

4) The AASP Regional Conference sites have been set. We had a record number of submissions for the regional conference grants this year. Even though we were unable to fund all of the submissions, we selected 10 outstanding hosts that include sites in Ottawa, Canada, Loughborough, United Kingdom, and 8 sites throughout the United States. Visit our website to find the location that is nearest you and plan on attending or submitting a proposal to present! (<http://www.appliedsportpsych.org/students-center/regional-conferences/>)

5) A Student-Directed AASP Webinar is in the works. Be on the lookout for a student-focused webinar on a topic to be determined. If you have an idea of what you would like to see in a webinar, please feel free to send suggestions!

6) AASP has approved a Distinguished Masters' Practitioner Award that will be awarded for the first time in 2016. The award will be given in parallel to the Distinguished Doctoral Practitioner Award and will recognize a master's

student who demonstrates exceptional quality and innovation in delivering sport and exercise psychology services to the public.

If you are interested in getting more involved as a student member, there are many ways. Here are just a few:

1) Join the virtual conversation on Facebook by sending a request to the AASP Student Facebook Group! You can find a direct link to the page through the 'Student's Center' on the AASP website: <http://www.appliedsportpsych.org/students-center/>

2) The Graduate Program Directory, 11th edition, is out and now available in an electronic format and hard copy. If you are interested in continuing your education but don't know exactly where to begin, this directory is an outstanding resource to get started: <http://www.appliedsportpsych.org/publications/graduate-program-directory/>

3) Vote during the AASP E-Board elections! Have your voice heard in the future of the organization. Your vote matters!

If you have an idea to improve the student experience in AASP or would like more information on how to get involved, please feel free to contact either of us at studentrep@appliedsportpsych.org. We're looking forward to a great year, and can't wait to hear from all of you!

Student Delegate Spotlights



**Gabriel
CRUZ**



**Taryn
BRANDT**

Gabriel Cruz, Undergraduate Student, Iowa State University & Taryn Brandt, M.A., Springfield College

Gabriel Cruz

What are your research or applied interests?

My applied interest within sport psychology is related to professional soccer, but more specifically, the psychology of injuries. Once players reach the professional level, the sport often becomes the primary focus of players' lives. Consequently, an injury at this level can cause a certain degree of emptiness for the athlete, especially during the recovery period. In order to cope with this tough time, I would like to help players successfully move through this transition in the best way possible.

What drew you to apply for a Student Delegate position?

As I began looking for information related to sport psychology, I discovered a lack of available information. Fortunately, I found the Mentorship Match Program and thought it would be the best way to learn everything I could about sport psychology. Once I learned

that I could be personally involved with the organization, I did not hesitate to join. I saw an opportunity to become a leader, learn about the field, and network with fellow sport psychologists (and prospective sport psychologists). Now, I am really interested in sharing this information, especially to other undergraduate students like myself.

Taryn Brandt

What is your most memorable consulting experience and why?

It is difficult for me to identify my most memorable consulting experience because I feel that each of the individual athletes and teams I have had the pleasure of working with has given me an opportunity to grow and develop, in addition to providing me with rewarding moments. Recently, I had the opportunity to work with an adolescent figure skater who was struggling with her confidence

“I saw an opportunity to become a leader, learn about the field, and network with fellow sport psychologists (and prospective sport psychologists).”

-Gabriel Cruz

”

and her ability to execute in a competitive setting. We met weekly over the course of a few months as she progressed through the competitive season. Last month, after one of her competitions, I received a text message with a link to the video from her performance; all it said was, "Watch this!" It turned out that she had skated a clean performance for the first time in a long time. Witnessing her excitement in the

video was definitely one of those moments that "filled my bucket" and reminded me of why I do what I do. Another memorable moment that sticks out comes from my work with a high school-aged athlete with whom I had a long-standing consulting relationship. In one of our sessions, I can remember talking about sources of support in her life, and she listed me at the top of her list, followed by her parents.

At that moment, I realized how much of an impact a positive therapeutic alliance could have on an athlete and his or her progress, development, and performance.

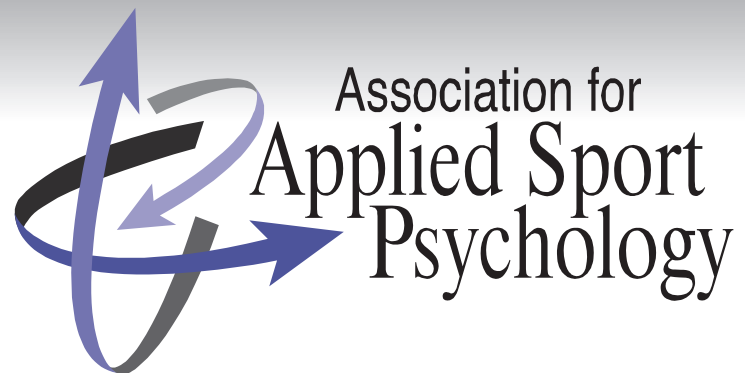
2015 AASP Regional Conference Grant Recipients

Ball State University
Eastern Washington University
John F. Kennedy University
Loughborough University
Minnesota State Univ., Mankato
Springfield College

Temple University
University of Denver
University of Ottawa
University of North Texas
University of Tennessee
University of Utah

Submission Deadlines: Applications for 2016 are due September 1, 2015. Notification of awards will be sent approximately November 1, 2016.

To find out more about the grants, including criteria and how to apply, please visit:
<http://www.appliedsportpsych.org/students-center/regional-conferences/>.



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