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Summer is now upon us, and with it, AASP’s current initiatives are reaching a crescendo. Instead of reflecting on my own experiences as President, with my mandate shortly coming to its conclusion, I have opted to describe various activities we are developing to serve your needs. As you will see, AASP is constantly forging new frontiers.

CERTIFICATION. Starting with Jack Lesyk’s presidency three years ago, we have focused on improving our professional certification standards. Jack Watson took up this initiative when he embarked as President-Elect, and, since that point, we moved forward to our current stage with a Job Task Analysis (JTA) completed at the end of June. The JTA will guide the content and development of any subsequent certification examination. To ensure integrity in this process, an open call was sent to the membership that invited full-time practitioners to apply as subject matter experts (SMEs). Similar to our call for Strategic Planning Committee members a few months earlier, there were many more applicants (over 60) than there were permitted spaces for the JTA.

With the purpose of developing a Job Task Analysis for AASP Certification in Sport Psychology, we selected 13 SMEs to achieve coverage of the breadth of competencies and contexts that fall within our professional demands. This selection was accomplished through a process known as Role Delineation, a legally defensible strategy by which panels of experts document the major areas of responsibility (domains of practice), discrete work activities (tasks), and underlying knowledge necessary for the competent practice of a profession. More about the JTA process will be discussed at our conference this October in a scheduled session entitled, “Shaping the Future of Certification and Practice: Results of the Job Task Analysis,” led by Jack Watson.

The Future of Certification Ad Hoc Committee has worked extensively over the course of four years to identify and guide potential improvements to certification. This committee is a Presidential Committee that has fulfilled its mandate, with the finalization of the Job Task Analysis. At this point, I will be dissolving this committee with the utmost of gratitude to Jack and all of the contributing members. Additional planning is now being undertaken in collaboration with key AASP leadership and potential examination partners, such as the American College of Sports Medicine.

STRATEGIC PLANNING. One of the most important parts of building an effective Strategic Plan is collecting valuable information through a MEMBER NEEDS ASSESSMENT. Doing so allows for the evaluation of the services currently provided to members as well as the plotting of future directions for the Association in a data-driven manner. We thank all AASP members who took the time to provide their valuable feedback and opinions on what you’d like to see us focus on over the next few years.

“...AASP is constantly forging new frontiers...”
The survey was based on content areas identified in the AASP Town Hall meetings, discussed by me in the previous newsletter. Our management group, current Past President, President, President Elect, our strategic planning leader, and the AASP Executive Board at large have constructed the survey with care. Before the structure of this survey was finalized, a psychometrician was consulted to enhance the structural integrity of the survey. Once the collected data is analyzed, members of strategic planning working groups will start to construct goals and objectives for the Association in seven different areas: (1) Education/Professional Development; (2) Job Creation/Development; (3) Membership; (4) Professional Standards/Certification; (5) Publications/Communications; (6) Public Relations/Outreach; and (7) Research & Practice.

A two-day, in-person Strategic Planning Session will be held prior to our Annual Conference in Indianapolis this October in order to pull all of the gathered information together into an actionable plan. We intend on delivering the new plan to you by January 1, 2016.

**BRANDING.** AASP has been privileged by the extensive work Jon Metzler has undertaken in relation to branding. We have been working with professional designers to develop various concepts, one of which became our logo design. This logo needed to be cutting edge, recognizable by the public, representative of who we are, and eye-catching. Though this process has taken considerable time, we are very pleased with our final result. The new logo and an explanation of its interpretation was sent to the membership via e-blast in mid-July and can be viewed on the AASP website.

**ELECTIONS.** Congratulations to the following recently-elected leaders:
- President-Elect – Angus Mugford
- Secretary-Treasurer – Todd Gilson
- PR & Outreach Division Head – Kristen Dieffenbach
- Student Representative – Staci Gnacinski

We had a number of candidates who expressed an interest in each of these positions, including four for the position of President-Elect. We believe this turnout is a positive sign of member engagement, and encourage each individual member to consider becoming an AASP leader at some point in his/her career.

**YOUTH SPORT VIRTUAL CONFERENCE.**
AASP drew over 100 worldwide attendees to our inaugural virtual conference entitled, *Changing the Game: Transformative Advances in Youth Sport*. Based on the post-conference evaluations, this special virtual offering was well received. The hope is to make our virtual conference an annual event to connect members with more in-depth educational opportunities. A special thanks to Amanda Visek and Mark Aoyagi for their efforts in organizing a successful event.

**AASP’S JOURNALS.** There are significant changes happening right now in relation to AASP’s peer-reviewed journals. The *Journal of Applied Sport Psychology* has just completed its open search for a new editor, and Stephen Mellalieu will take the reins from Dan Weigand in January 2016. An open call for the *Journal of Sport Psychology in Action* and AASP’s newest addition, *Case Studies in Sport and Exercise Psychology*, will also be offering opportunities for members to serve as Editor. Having open calls for all of our journals permits a more transparent and inclusive hiring process in order to attract the best possible candidates for each scholarly outlet. A special thanks to Sarah Carson Sackett for coordinating all of these application processes in 2015.

The synthesized points above are only the top of the iceberg in terms of how AASP is presently moving forward. This momentum, or synergy, would not have been possible without a few unspoken heroes. At this time, I also wish to thank Tara Scanlan, who has meaningfully served as my mentor, and the Past Presidents Council. Many of these people have been candid with me and have served as guides in what has been a very fast-moving year. Finally, the utmost of gratitude to you, the membership, for choosing to engage with AASP’s various projects. This year’s progression would not be possible without your kindness.
AASP is pleased to introduce a new association logo aimed at improving our visual identity to sport psychology professionals as well as to those athletes, exercisers, and performers who utilize our services.

The engaging new mark will help build cohesiveness in AASP’s brand structure and is a step in our multi-year strategic plan to strengthen the connection and messaging to core constituents. The logo will be applied to all AASP programs, services, and products this year.

Over the past 18 months, AASP has sought input from members to help create a logo concept that is visually appealing, resonates with a wide audience, and illustrates the profession in multiple ways. We have also tested the mark with potential consumers using online tools to capture valuable feedback. These groups have indicated that the new logo is “clear, crisp, engaging, depicts action, and provokes the idea of motion and athleticism in conjunction with the mental aspect.”

We believe that the sleek design is one that represents performance excellence in motion. It also provides a nice balance between motion and a focus on what is in the mind. Using a more contemporary typemark for the association name, the logo depicts “sport psychology” pushing the mind forward into action. The “swoosh” in the head icon represents focus and forward momentum. The subtle thin wisps in the swoosh also represent an encompassing and calming energy flowing from the mind of the mentally-prepared athlete or performer.

Several other important visual enhancements and their significance are worth noting. The lips are calmly pressed together to portray a sense of determination. There is emphasis on the forehead, face, and chin lines that all converge to a single point, creating the illusion of movement and speed. The intersecting lines through the head and neck give the impression of an athlete in motion or pushing through the wind.

We have also created this new logo with the individual member in mind. We are currently revising our Logo Usage Policy to allow members to use the new mark to help promote themselves professionally. More details will be available shortly.
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Editor’s Note

Tanya R. Prewitt-White, PhD, CC-AASP, Adler University

“Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us.” — MAYA ANGELOU

I trust we all work relentlessly for the betterment of the field and the clients, athletes and students we serve. Yet, rest and rejuvenation are integral to a lasting and rewarding personal life and career. I hope this summer you and yours take some days away from confronting problems and finding solutions. On behalf of the Newsletter Committee, I hope you enjoy perusing the current publication in the midst of your relaxation.

Ou committee is proud to have contributions from several members that will appeal to our diverse membership. The President’s Message provides informative updates and progress our organization has made since the last publication. In addition, the Distinguished Practice Award and AASP Research Grant recipients deliver highlights from their commendable contributions to the field. Four respected practitioners share their personal accounts and wisdom that novice practitioners, in particular, will find useful. Readers will also find a book review of Becoming a Sport, Exercise, and Performance Psychology Professional: A Global Perspective for those interested in a resource to further inform individuals on what to expect when embarking upon a career in sport, exercise, and performance psychology. Members of AASP’s Ethics Committee have contributed an article highlighting the importance of AASP professionals being well informed on taboo topics we may face. The AASP International Student Conference hosted by the University of Ottawa reports the success of the event in which 160 students and professionals attended. The Financial Report provides members with data on the fiscal state of AASP. We trust members will appreciate the addition of charts and graphs as an added visual in the current publication. Last but not least, readers will find the Student Report and Student Delegate Spotlights informing membership of the work and progress integral members of our organization are making for the betterment of AASP.

As the Newsletter Editor, I hope you find the publication an informative and enjoyable read. The Newsletter Committee is committed to providing you with the information you not only need but also desire. As always, if you have feedback, ideas for future publications or would like to contribute a piece, please email me at tprewitt@adler.edu.

ASSOCIATE EDITORS:
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JASP Announces Next Editor-in-Chief

Stephen Mellalieu, PhD, Cardiff Metropolitan University, UK

We are pleased to announce Dr. Stephen Mellalieu will be taking the reins as the Journal of Applied Sport Psychology’s next Editor-in-Chief in January 2016. Dr. Mellalieu is the Associate Dean for Research at Cardiff Metropolitan University as well as the head of the Sport Welfare Research Group, a co-Founding Editor of the World Rugby Science Network, and a long-standing member of AASP. The following is Dr. Mellalieu’s first address to the AASP Membership.

I am delighted to have been appointed to the position of Editor of the Journal of Applied Sport Psychology (JASP). I have always held the Journal in the highest esteem, and while ‘growing-up’ as a researcher and practitioner, JASP was always a publication I drew heavily upon for my professional development, as I still continue to do so today. JASP has a long tradition and history within the subject field, and has been an enduring outlet for investigation in applied research and professional practice. I am very conscious of the eminent individuals who have held the Editorial position in the past and the great responsibility that comes with such a role. In this respect I am very keen to ensure that the ship has a strong steer during my term.

My relationship with AASP goes back nearly two decades, with my first conference experience in Banff, Canada in 1997. Since then, I have always maintained regular attendance from across the ‘pond’ in the UK, initially as a presenter, but also latterly through contributing to JASP Board meetings as an Associate Editor. In this time, it is safe to say there have been a wealth of changes in the profession, as we know it — both from an academic and professional practice perspective. Just like high-level sport, our profession is dynamic and one that does not stand still for long. The challenge for the Association moving forward, and for JASP in particular, is to be able to stay in touch with, and reflect, these changes to better inform the quality of scientific inquiry into applied sport psychology professional practice and training.

“Just like high-level sport, our profession is dynamic and one that does not stand still for long.”

So, if you are undertaking high quality research within our field, especially work that is applied or professional practice in nature, then JASP offers you a very receptive audience to disseminate your findings. The Associate Editors, the Editorial Board, and I welcome your interest and very much look forward to receiving your submissions.
While it is an honor to have been selected as the 2015 Distinguished Student Practice Award recipient, having been invited along on so many clients’ journeys to goal achievement is a far greater honor. As I look back on my master’s program and the first two years of my doctoral program, it is evident that my education and mentorship played a key role in my success as a novice consultant.

Education and Mentorship
The multidisciplinary graduate coursework that I have completed has provided me a broad base of sport scientific knowledge to support my consulting work. The faculty housed in UW-Milwaukee’s Integrated Health Care and Performance (IHCP) Unit embrace an interdisciplinary approach to patient and client care — a philosophy that is taught and practiced in all courses within the department. Collectively, these educational experiences have not only extended my knowledge of integrated human performance and trained me to utilize a scientist-practitioner model of service delivery, but also informed the development of my current consulting philosophy.

While my academic coursework provided me with the foundation of knowledge necessary for effective performance consultation, much credit is owed to my advisor and CC-AASP mentor (Barbara Meyer, PhD) for her role in my successes as a graduate student consultant. The literature is replete with evidence for the importance of mentorship in our field, and in my case, I can attest that my advisor’s candid guidance and genuine investment in my ongoing development have been paramount to my effectiveness as a consultant. In addition to what I have learned about myself through our regular meetings and debriefs over the past four years, I have learned much about what it takes to be an effective consultant by simply observing her practice and attending to how she deliberately and consistently mentors me through my own successes and challenges. I am extremely grateful for the time and effort she has dedicated to helping me achieve success in various areas of my life.

Service Delivery Experiences: Sport and Exercise
I had the opportunity to deliver mental training services to a variety of sport clients including: Milwaukee area adult marathon runners at the UW-Milwaukee Performance and Injury Center (PIC), an NCAA Division I women’s soccer team, and various Milwaukee area high school athletes. Under the direct supervision of my advisor, I...
designed and delivered both brief and long-term PST interventions specifically aimed at injury prevention and/or performance enhancement. While it is difficult to establish the effectiveness of sport psychology services, indications of intervention effectiveness include: coach testimonials, athletes’ stating pride in their sport accomplishments, improvements in affect and body language after the intake sessions, and observable improvements in health, well-being, and performance consistency.

I also was able to receive applied practice experience in an exercise setting during a 10-week internship as a behavioral coach at a Wellspring weight loss camp (Kenosha, WI; summer of 2014). While at Wellspring I received daily supervision from my on-site clinical director (a licensed counselor) as well as from my advisor who provided additional off-site supervision for case conceptualization. The nature of my work as a behavioral coach was to foster the development of client’s confidence and self-regulation skills (e.g., self-monitoring, self-reflection) as well as provide support for client behavior change. That summer, approximately 60 campers lost over 1,200 pounds across the 10 weeks, while also achieving notable improvements in their mile times, measures of body composition, and self-monitoring skills.

Lessons Learned

As I reflect back on my first four years of consulting, there are a few “lessons learned” that stand out:

- Patience is key - you cannot rush the process.
- The client’s performance, struggles, and successes are not yours as the consultant. It’s not about YOU, it’s about THEM.
- The “teenage” years of consulting (somewhere between novice and veteran) are hard, too - maybe even harder than the earliest years at times. Keep a client-centered focus, work harder, read more literature, stick to evidence-based practice, and trust that you have the ability to effectively do the work. And remember #1 above.

- Mentorship is great, but going away from your mentor is equally great. The work I did at my internship, while geographically away from my primary mentor, was a critical turning point for me in terms of gaining confidence in my independent consulting ability.
- Strive for excellence and live the dream every day. After all, this IS the best job in the world.

The Distinguished Student Practice Award: a Note from the Committee Chair

As is evident from Stacy’s experience and reflection, graduate student AASP members engage in a variety of applied practice experiences that are deserving of recognition and distinction. As a faculty member and mentor, I can attest that students in our field do some excellent applied work during their graduate studies. Thus, as a committee, we strongly encourage members to submit nominations each year for this award to better highlight and honor the exceptional work of our graduate student members. For more information about the award see [http://www.appliedsportpsych.org/resource-center/awards/distinguished-student-practice-award/](http://www.appliedsportpsych.org/resource-center/awards/distinguished-student-practice-award/) or contact the committee chair, Dr. Lauren Tashman (lauren.tashman@gmail.com).

Highlighting AASP Research Grant Recipients

As part of the AASP grant program ([http://www.appliedsportpsych.org/resource-center/grants/](http://www.appliedsportpsych.org/resource-center/grants/)), seed grants are provided, primarily to assist early career professionals and students with their research endeavors. On page 11-14, two AASP Research Grant recipients share their work as well as how the grant money was used to fund their projects.
Participant Inflammatory and Cortisol Responses During a Motivational Climate Intervention

Mary Fry, PhD, University of Kansas
Candace Hogue, MS, University of Kansas

Research utilizing achievement goal theory indicates that perceptions of caring, task-involving, achievement-based settings yield more positive and adaptive responses relative to ego-involving climates. Although there is extensive research that has examined the cognitive, affective, and behavioral responses of participants in distinct motivational climates, little is known about individuals’ physiological responses. As such, the purpose of this study was to investigate physiological responses to psychological stress, specifically cortisol and inflammatory responses, which are particularly relevant to athletic performance.

College students (N = 57) were invited to learn to juggle, were separated by sex, and then randomly assigned to a 30-minute instructional session where the motivational climate was manipulated to be either ego-involving (EI) or caring and task-involving (C/TI). All participants completed pre- and post-intervention (e.g., juggling session) questionnaires examining general motivational responses, stress and coping, affect, and anxiety. Participants also provided saliva samples at six time-points over the course of two hours to assess changes in the physiological indices under investigation, including salivary cortisol and a variant of tumor necrosis factor receptor (sTNFαRII).

As hypothesized, the EI group responded with higher levels of salivary cortisol compared to the C/TI group post-intervention, with the C/TI group levels decreasing significantly from baseline. Similarly, the C/TI group also had significantly higher post-intervention sTNFαRII levels relative to both the EI group and baseline levels. Both the decrease in cortisol and the sTNFαRII response (e.g., marker of inflammation) of the C/TI group may indicate physiological protective mechanisms against psychological stress associated with group-based achievement settings.

The C/TI group also reported more adaptive responses for each of the psychological assessments investigated when compared to the EI group, including greater self-control and coping with respect to state cognitive stress appraisal, more positive affect, higher effort and enjoyment, as well as greater performance and social self-esteem during the juggling session. In contrast, the EI group reported greater perceived threat and challenge than the C/TI group, more negative affect, and markedly higher levels of anxiety and lower levels of self-confidence in their juggling ability. Moreover, individual items investigating stress-related responses to the climate intervention indicated that the EI group felt significantly more...
humiliated, embarrassed, stressed, and socially-evaluated, while the C/TI group reported being more proud of their accomplishments during the juggling session and indicated notably greater interest in and excitement to continue juggling in the future.

The results of this study indicate that the perception of a caring/task-involving climate may not only yield adaptive psychological responses relative to an EI climate, but may also elicit protective physiological responses. Both the salivary cortisol and the sTNFαRII response to the intervention suggest a multi-faceted physiological protective mechanism at work.

The AASP research grant helped cover the expenses of collecting and analyzing salivary markers of inflammation and cortisol as well as paying participants for taking part in the study.
The Effects of an Imagery Intervention on the Skill Acquisition of a Task Involving Coincident Anticipation Timing

Phillip Post, PhD, CC-AASP, New Mexico State University
Duncan Simpson, PhD, CC-AASP, Barry University
Greg Young, PhD, CC-AASP, James Madison University

Imagery is a mental skill that has been extensively examined within sport psychology over the last fifty years (Weinberg, 2008). The results of this research demonstrate that imagery can assist learners and athletes in acquiring sport tasks with varying motor and cognitive demands (Weinberg, 2008; Wright & Smith, 2007; Van Gyn, Wenger, & Gaul, 1990). Despite extensive research documenting the benefits of imagery, additional research is needed to clarify how this mental skill influences skill acquisition of different sport tasks. For example, the impacts of imagery on the skill acquisition of tasks requiring coincident anticipation timing (CAT) remain unknown. CAT requires the tracking of the motion of an object, estimation of when it will arrive at a specific location, and precise coordination of the actions needed to intercept the object when it arrives at that location (Tresilian, 1995). Such timing is a fundamental component of hitting, passing, receiving, and shooting skills required in several sports.

The AASP Research Grant supported the investigators’ recent study examining how a brief theoretically based imagery intervention affected learners’ skill acquisition of a task requiring CAT (in this instance, a ping pong swing). Specifically, the grant enabled the research team to purchase the equipment (e.g., Lafayette Bassin Anticipation Timer) necessary to carry out the investigation. After taking part in a 12-trial pre-test of CAT performance, 112 participants (M = 21.1 age; SD = 4.35) were randomly assigned into one of four practice groups: physical practice (PP), imagery practice (IP), physical practice + imagery practice (PP+IP), or a control (CON) group (no practice).

Immediately following the pretest, participants assigned to the PP group completed 6 blocks of 12 trials (72 total practice trials) of the CAT task. Participants in the IP group were asked to image the CAT task using a PETTLEP (see Holmes & Collins, 2001) imagery intervention over 6 blocks of 12 trials. Participants in the PP+IP group alternated between imagery and physical practice (e.g., block one = physical practice, block two = imagery, etc.) until the six practice blocks were completed. Participants in the CON group completed a mirror-drawing task during the one-hour practice period. After completing their assigned practice, participants returned 24 hours later to complete a 12-trial post-test.
Results showed that the PP and PP+IP groups had significantly lower absolute timing error compared to the CON and IP groups on the post-test. The PP+IP group performed similarly to the PP group on the post-test, despite having completed half the total amount of physical practice. These results indicate that imagery alone may not be sufficient in assisting learners in acquiring tasks involving CAT. However, imagery appears to be an effective addition to physical practice for acquiring tasks involving CAT. The results of the current study are congruent with prior research demonstrating that imagery is most impactful when used regularly to compliment physical practice (Post, Munice, & Simpson, 2012; Waskiewicz & Zajac, 2001).

REFERENCES:


Four sport psychology professionals (three CC-AASPs, and one professional on the UK practitioner register) from across three generations of our profession share their insights on the watershed moments in their professional lives.

**Could you share one experience [glimmer] that started your interest in sport psychology?**

**CHARLIE BROWN**

I was a clinical psychologist in full-time private practice specializing in brief, solution-focused, systemic interventions. I also enjoyed doing triathlons. I overheard a spouse at one race commenting, “I’ll be happy when my husband is finished training for these things; it’s like I haven’t seen him in weeks…” Her comment prompted my embarking on a research project to study the impact of triathlon training on relationships. I was motivated both by a genuine interest in the topic and the prospect of deducting my travel to triathlons as a business expense. I gathered data from 165 triathletes and 127 of their spouses on the impact of training on relationships. At that time, there was very little research in this area, and most of it focused only on the athlete. I presented the findings at an APA Convention and had a number of people come up after the presentation and encourage me to consider specializing in sport psychology.

**JACK LESYK**

I was a rather traditional clinical psychologist in private practice when I took up running and then marathon running. My own interest and experiences in training and competing sparked my interest in the psychology of sport. I devoured the few books that were available at that time. This experience was before the founding of AASP and APA Division 47 so I began an intense program of self-study. I was determined to become a sport psychologist.
STEVE MELLALIEU
I was very fortunate to have Professor Graham Jones as one of my lecturers at University - someone who was highly regarded in the field, not only terms of his applied consultancy with Olympic teams and athletes, but also his extensive knowledge and publication background in stress and performance in sport. One of Graham’s former graduate students, Dr. Austin Swain, who was working with the English Rugby Union team at that time, also lectured me. Austin and Graham would regularly share their experiences of working in the mental side of sport in their lectures and seminars. As a failing rugby union player whose sporting career was beginning to fizzle out, the topic resonated with me and inspired me to learn more about working in the profession.

ALISON RHODIUS
Without knowing it at the time, my own tennis performances in high school were the glimmer. I was the best in my school, but still had trouble closing out local school rivalry matches that I knew I could and should win. I also realized that there was a mental component to sport during constant viewing of Wimbledon from the age of about 3! I used to analyze how the players looked and sounded in between points. I had no idea what sport psychology was when leaving high school, so I embarked on a psychology undergrad degree first (I studied Scottish professional soccer players for my project), and toward the end of that degree, found that there was a field called “Sport Psychology.” Phew!

What is one publication that influenced your work?

CHARLIE BROWN
I’ve got to give you two and a half: Weinberg and Gould’s Foundations of Sport and Exercise Psychology helped provide a solid foundational core. Bob Nideffer’s Attentional Model of Performance has been a foundation of my applied work; and, his article, Trading an I for an Eye, particularly influenced me. That’s 1½; the other work is the book that Kate Hays and I co-authored, You’re On! Consulting for Peak Performance. As a foundation of the book, I had extended, in-depth conversations with a number of top performers and performance consultants in North America. That alone was an incredible privilege. Synthesizing the knowledge and insights that was shared during those interviews helped crystalize and clarify my thinking and consultation practices.

JACK LESYK
In the early days it was Terry Orlick’s, Pursuit of Excellence (1980), Jon Silva and Bob Weinberg’s, Psychological Foundations of Sport (1984), Richard Suinn’s Psychology in Sports: Methods and Applications (1980), and Kay Porter and Judy Foster’s, The Mental Athlete (1986). Although the pages are yellowing, these treasured books remain on my bookshelf today.

STEVE MELLALIEU
I can still vividly recall the day I purchased Jean Williams’ 1993 text, Applied Sport Psychology: Personal Growth to Peak Performance from my University bookshop for the start of my master’s program. At the time it was the first collection of works that provided a comprehensive evidenced-based resource for aspiring practitioners to draw upon. It was the ‘go-to’ text in the early years of my training to help with intervention prescription and design, especially the chapters covering the big four mental skills. To this day, many editions later, it’s still a relevant text, and I was extremely honored to be able to contribute a chapter to the latest edition.

ALISON RHODIUS
I am going to cheat and give you two! For an academic text I would say Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers by Hardy, Jones, and Gould (1996). It was more rigorous than other general texts, and had the word “elite” in the title. This group is the one that I am most fascinated with (hence my “Wee Chats with Brilliant People” series). The other book is an autobiographical account, which is the genre I read the most. It’s called Mind over Matter by the British explorer Ranulph
Fiennes. I found it inspirational, awe-inspiring, and it had fabulous insights into a mentally strong mind under great stress, plus it really makes you glad to be warm when reading it.

**What has been one “Eureka!” moment in your consulting career?**

**CHARLIE BROWN**

A few years back, I was returning from an AASP convention where there had been heated discussion over a number of themes that have consistently been points of contention in the organization. When I consult, I am acutely aware that each organization in which I work is a unique culture. It dawned on me that the majority of issues that we have within the organization are attributed to the different cultures in which our members live and work. While we have made strides as an organization to be more culturally sensitive to issues of race, gender, class, and sexual preference, I think we have been blind to biases we have related to the broad cultures of the settings in which we work. The cultures of academia, institutional settings, therapy, and free market performance consulting are incredibly different. I believe this cultural insensitivity is the major source of conflict and difficulties within the field.

**JACK LESYK**

Early in my career, I was invited to conduct a half-day mental skills training workshop for equestrian performers. At that time, my work with this sport was very limited. I contacted two of the top equestrian trainers and competitors in my area and asked if I could interview them. They were happy to oblige. I spent about two hours with them, asking about every aspect of their sport, including a “stream of conscious” account of what it’s like to compete in a show jumping event. Using what I gleaned from this interview, I was able to plan and carry out a half-day workshop for about twenty riders, including the two whom I had interviewed. The workshop was very well received and I felt validated that I knew how to begin working with a sport that I didn’t know much about. This method has served me well over the years.

**STEVE MELLALIEU**

They say you learn the most from your biggest mistakes. Early in my career I was offered the opportunity to work with a professional athlete in a sport that I had not consulted in before. Unfortunately, the approach I adopted, which had been successful with previous clients, was ineffective and lead to an extremely unsuccessful consultation. This experience drove me to analyze the nature of my failure, and began for me what has been a key focus in my subsequent practice to date. That is to continually seek to understand, respect, and foster the quality of the therapeutic alliance with my clients.

“They say you learn the most from your biggest mistakes.”
— Steve Mellalieu

**ALISON RHODIUS**

During my work at the Olympic Games in 2004, I realized I couldn’t (and didn’t need to) try to help everyone all the time. I was working with athletes from more than one nation and thought I had to do more than usual (it was my first Games). I quickly realized that I needed to keep doing what I had already established with the clients I worked the most intensively with in the months before Athens. It helped take the pressure (my own) off me, reminded me not to strive for perfection, and kept me focused on doing great work with them in the moment.
What is one piece of advice you’d give to young professionals starting in the field?

CHARLIE BROWN
Develop your Contextual Intelligence - what you know is not as important as what people do with what you know.

JACK LESYK
Although many young professionals want to work with Olympians and professional athletes, this just isn’t realistic. There are only a small number of athletes in these categories, and they are likely to be working with senior members of our profession. I suggest working with high school age athletes. There are so many of them, they need our services, and there is a 100% turnover every four years. Many parents are willing to spend large amounts of money on such services, especially when it can be part of a program that leads to a four-year athletic scholarship. Best of all, you can do a lot of good in working with this population in teaching life skills, guiding positive values, and helping them develop a healthy identity as an athlete and as a person.

STEVE MELLALIEU
When shaping your service delivery philosophy regarding how you seek to practice with clients, it is essential that you first get to know and understand yourself in terms of your own competencies and boundaries, both as a practitioner and as a human being. Remember that everyone is unique and has their own style. By all means, use others as inspirations, but don’t imitate, don’t try to be someone or something that you are not! Work on your self-awareness and be comfortable in your own skin before you seek to help raise the self-awareness of others!

ALISON RHODIUS
This is a great question and one I get asked often. At JFKU our focus is on application in the field, so we ask our students to consider the following five questions. It all boils down to knowing yourself (as best you can when leaving grad school). (1) Why are you unique?; (2) What (or who) is your niche?; (3) Why should someone hire you?; (4) Why you?; and, (5) Why now?

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 your website, but instead are 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 or on Facebook at Association for Applied Sport Psychology to get more frequent updates about the work our membership is doing in the popular press.
J. Gualberto Cremades and Lauren S. Tashman (2014) have released *Becoming a Sport, Exercise, and Performance Psychology Professional: A Global Perspective*, providing a wide sample of information that tackles the current issues within the field. Sport, exercise, and performance psychology (SEPP) continues to thrive as more athletes continue to openly seek and utilize such services. Cremades and Tashman have developed a collection of narratives and explanations within the field of SEPP intended to cater to both developing and seasoned SEPP professionals.

Within the introduction, Cremades, Tashman, and Quartiroli discuss the present-day struggle to find a solid definition of the field of sport, exercise, and performance psychology. Cremades and Tashman have brought together works from professionals around the world to capture the varying definitions of SEPP and shed a light on ways such definitions can be simplified in order to further progress the field. In addition, there are differing standards for training within the SEPP field, and the authors have used this introduction to provide insight into the varying degrees of competencies as well as to provide a call to develop international standards for the field.

While the authors provide accounts of successful experiences and accomplishments, they are not shy to bring awareness to the barriers faced when working in a profession often misunderstood by the public. The first half of the book, Chapters 2 through 26, provides detailed stories of professionals working with athletes and teams, including individuals with disabilities, artistic performers, and children.

What particularly sets this book apart is the recognition of the current ethical dilemmas surrounding the use of technology in practice and developing personal businesses. The arena of athletics and performance is filled with competition and hesitancy to share knowledge, often bleeding over to the personal practices and theories of SEPP professionals. Authors have opened their “toolboxes” to equip current and future practitioners with materials and information in order to provide quality services. The writers in this book have provided insight on the best-used tools, as well as how they have and would recommend using such tools. Not only do readers gain an awareness of the practices of top-notch professionals, but they are also given recommendations for developing businesses, first-hand accounts of connecting with teams and individuals, and speaking to the challenges of educating others about the benefits of SEPP services.
The second half of the text, Chapters 27 to 43, covers the struggle to provide supervision to developing practitioners. Due to the fact that the SEPP field has such a broad understanding of training and education expectations, there is no consensus on standards of supervision. Without a consensus regarding the standards of supervision, often called to question are the responsibilities of a supervisor versus the responsibilities of a mentor and the supervisee/mentee. In order to reduce any potential breach of ethical guidelines, there needs to be a unified understanding of the expectations from all parties within such a professional relationship. Authors explore personal experiences with providing and receiving supervision to allow readers insight into each role and provide the reader with a deeper understanding of the field’s branches to numerous realms of performance.

Cremades, Tashman, and Quartiroli end with suggestions for how to overcome current roadblocks involved in globalizing and progressing the field of SEPP. The text provides a holistic view of the current state of SEPP as well as the potential for growth and further success. *Becoming a Sport, Exercise, and Performance Psychology Professional: A Global Perspective* would appeal to students entering their programs of study or the professional field.

**REFERENCE:**

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**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, 2015.

To find out more about the grants, including criteria and how to apply, please visit:  
When Silence Isn’t Golden: Two Taboo Topics in Sport and Exercise Psychology Ethics

Ed Etzel, EdD, CC-AASP, West Virginia University
Brandonn Harris, PhD, CC-AASP, Georgia Southern University

In 2006, Pope, Sonne, and Greene published a thought-provoking book on personal/professional topics that therapists and counselors often encounter (but usually avoid talking about). Some of those topics included personal vulnerability, sexual attraction, feeling stuck or incompetent when working with someone, and encountering novel situations not addressed in any class or training. Rather taboo topics like these may remain off the radar for some students and professionals in our field. Other readers may have thought: Those issues don’t have anything to do with me because I’m in applied sport psychology and not a therapist or counselor.

Well, perhaps this is true for some individuals. Nevertheless, the concept of taboos has some relevance for all AASP members’ work. Talking about ‘stuff’ we do not want to address or do not know how to deal with is important to doing good work for those we serve and to avoid harming others. In particular, since the early days of applied sport psychology, two topics stand out that continue to be buzz on the listservs and fodder for conference hallway and social conversations: (a) what you call yourself and how you describe your services; and perhaps more importantly, (b) what you actually do versus what you are competent to do in your work.

The Law, Your Identity, and Your Work

In regards to the first relatively taboo topic, despite enduring controversy and recent discussions involving AASP, APA Division 47, and the Coalition for the Advancement of Graduate Training in the Practice of Sport Psychology, state and provincial laws and case law in psychology restrict the use of ‘psychologist’ or ‘counselor’, etc. as part of one’s professional title. These laws are specific to the terms AASP members can employ to describe themselves and portray the type of work that they do. Such laws have been enacted to distinguish between professional providers, as well as to inform and protect the public from unqualified providers of services described in the law.

State and provincial laws have been in existence for many years. Regrettably, they will likely not change much, if at all, in the near future despite good intentions, considerable debate, and inter-organization communication. Uncomfortably, legal restrictions from statutes and case law may encroach on one’s current title or one’s implied title and practice (Baillie, 2014). Agree with them or not, AASP students and professional members must know these title and practice laws where they work and practice, as well as in the states or provinces outside one’s legal domain (e.g., state, province) that one might work (e.g., consult). These laws were not made to pick on AASP members.
or other non-licensed practitioners; their intent is truly no different than laws that restrict title use in the professions of medicine, dentistry, and legal practice.

Our organization’s ethics code speaks to the importance of the law in the ‘Introduction’ of the code where it is stated:

Membership in the AASP commits members to adhere to the AASP Ethics Code. AASP members should be aware that, in many situations, additional ethical and legal codes may be applied to them by other professional organizations or public bodies.

Accordingly, despite being prickly and rather taboo, if you are a card-carrying AASP member, you have agreed to know and follow the laws linked to your work. Simply put, the law trumps ethics, history in the field, what you or other “famous” people do or have been doing, and personal opinion.

**Competence and Practice**

Similarly touchy, yet realistically safe and okay to think and talk about, is the second taboo topic: what one has been trained to do, what one actually does, and what one is currently competent to do. It seems that one tends to gravitate toward doing work linked to some formal education and training — and perhaps informal background, creating a felt sense that one is (at least minimally) competent. But competencies are ‘moving targets’ that require our regular attention to insure effective, ethical practice. Competence changes as students and professionals garner more experience, training, gravitate towards or become disenchanted with aspects of work or work with certain clientele, perhaps become impaired, and/or as a consequence of changing markets and client needs. A controversial part of this issue is that it is quite challenging to determine just what competence means so you can accurately assess your current knowledge, skills, and abilities.

Despite related uncertainties, there are some useful guidelines available to help gauge current competence, such as one’s primary credentials that Koocher and Keith-Spiegel (2009) identify, which may include “those earned over time by direct contact [over time] with trained instructors” (p. 83). The CC-AASP and APA Proficiency guidelines can help one self-assess competence (AASP, n.d.; APA, n.d.). Nevertheless, this task will continue to be a personal-professional challenge because of definitions, domains of competence, and the limited ability to evaluate competence linked to personal knowledge, skills, and abilities (American Psychological Association, 2006).

Taken together, the topic of “what’s in a name” and what you do with it will likely remain loaded questions. However, they need not be taboo. AASP student and professional members will, however, need to continue to address these critical matters in the near and distant future given their wide-spread implications for education, training, and competent ethical and legal practice. We hope that this contribution fosters continued examination of these sensitive, timely topics. Contrary to what the cliché suggests, silence is not necessarily golden.

**REFERENCES:**


AASP International Conference Report

Kylie McNeill, BA, University of Ottawa
Corliss Bean, MA, University of Ottawa

The University of Ottawa was pleased to host the 2015 Eastern Canada Sport & Exercise Psychology Symposium (ECSEPS) on March 27-28, which was also an AASP Regional Conference. This two-day, student-facilitated event marked the 19th edition of the conference, which was founded at the University of Ottawa in 1996 by AASP member, Dr. Natalie Durand-Bush.

More than 160 students and professors who primarily represented universities within Eastern Canada attended the conference. New this year, however, ECSEPS also welcomed representatives from American, German, and Chinese universities. In total, the conference featured 116 student presentations in which proposed, in-progress, and completed research, as well as literature reviews and applied work, were presented. The 29 sessions ranged from Psychological Skills Training to Physical Activity and Disability to Coach Learning, and covered a variety of contemporary topics within the field of sport and exercise psychology (e.g., concussions, transformational leadership, positive youth development). Each 12-minute presentation was allotted 3 minutes for questions, which allowed for discussion amongst peers.

The student social on Friday night was well attended by students and professors alike, and offered attendees the opportunity to network and exchange ideas in a more informal setting. Highlights of the conference included two keynote addresses. Specifically, Dr. Catherine Sabiston from the University of Toronto delivered a keynote address entitled, Research in Exercise and Health Psychology: Trajectories, Stories and Observations from the SabLab. During this keynote, very applicable and relatable lessons from Dr. Sabiston’s research experience was discussed. During the closing banquet, AASP member, Dr. Gordon Bloom, from McGill University, gave the newly designated John Salmela Keynote Address entitled, Listening, Challenging, and Supporting in Sport and Exercise Psychology. In this address, Dr. Bloom paid tribute to his doctoral thesis advisor, the late Dr. John Salmela. Dr. Bloom also reflected on the history and significance of ECSEPS and offered invaluable advice to graduate students, including take-home messages about the importance of listening to mentors, challenging oneself, taking initiative, and networking with individuals outside of academia.

“More than 160 students and professors who primarily represented universities within Eastern Canada attended the conference.”
AASP’s Summer 2015 Financial Report

Financial Report from AASP Executive Board

The AASP Executive Board is pleased to report that AASP continues to be in a strong and healthy financial position. This message is the first-quarter financial report for 2015 and the final report by the current Secretary-Treasurer, Rebecca Concepcion. As is best-practice at the end of the three-year Secretary-Treasurer term, a financial audit will be conducted. This practice continues to assure the fiduciary accountability of the Organization.

The following figures (see right and p. 25) and tables (see p. 26) illustrate the 2015 projected income and expenses as well as AASP’s current financial standing with regards to savings and investments. Note: the shortfall of approximately $37,000 AASP is projecting in 2015 is due to expenses related to some of our upcoming initiatives discussed in the President’s Message. Specifically, these temporary expenses are related to projects including the Job Task Analysis to facilitate certification test development and AASP’s strategic planning process to prepare for the organization’s future.

As the outgoing Secretary-Treasurer, it has been my pleasure to counsel with the fine members of the Finance Committee: Dean Culpepper, Larry Lominson, Ian Maynard, and Michael Sachs! I am grateful for their dedicated service, commitment to the success of AASP, and good humor. Barbara Case, Accounting Manager with Holland-Parlette Associates, and Kent Lindeman, AASP Executive Director, have been extremely professional and wonderful partners in the stewardship of our Organization’s financial health.

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.
AASP’s Summer 2015 Financial Report

Financial Report from AASP Executive Board

### AASP 2015 PROJECTED BUDGET

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<th>Category</th>
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PROJECTED INCOME vs PROJECTED EXPENSES
### AASP’s Summer 2015 Financial Report

Financial Report from AASP Executive Board

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<td>Summit CU CD 24M .3%</td>
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**TOTAL CHECKING/SAVINGS/CDs**  **$915,383**

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### Professional Liability Insurance Now Offered by AASP

AASP is proud to announce that 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 are not committed 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](http://www.appliedsportpsych.org/site/assets/files/14395/aasp_app_jg_rev_ia.pdf)) to Ilya Pitin at Ilya@sequoia.com.
Welcome to summer, student members of AASP! We hope the summer provides you plenty of time to relax, recharge, and move forward in your academic pursuits. One of our main goals for the past year was to make student membership more valuable. With that in mind, the upcoming AASP 30th Annual Conference will provide many exciting activities designed specifically for students. In addition, the national conference, which will take place in Indianapolis, October 14-17, is a great way to network and learn about the latest trends in research and consulting. Below is a list of some exciting upcoming events that will be offered at this year’s conference. For those of you who are able to attend, we highly encourage you to attend all of these activities:

The student open meeting has been transformed to aid students with professional development. In addition to giving a brief annual update at the student open meeting, the format of the meeting has been modified to feature workshop and discussion-based sessions featuring professionals with expertise in the graduate school and job application process, teaching, and consulting. Each session will include a brief presentation, an informal discussion, and a question and answer session.

The Student Conference Challenge returns for a third year. Students are invited to join the quiz show and compete against other students in a fun and inviting atmosphere. Questions will be based on key aspects from the keynote and major sessions of the conference. The first place winner will receive free conference registration for next year’s conference in Arizona, and the second place winner will receive a free student membership for the upcoming year.

Meet the Professionals Luncheon has a limited number of spots available. The luncheon is a perfect opportunity to network with experts in the field and learn a bit more from their own career journeys. Look for the Meet the Professionals Luncheon advertisement during conference registration.

The Graduate Program Fair (GPF) is a great way to find a program right for you. If you are looking to continue your graduate education, the GPF is a perfect way to speak to faculty and current students involved in the program. To maximize the benefit of the fair, think about what you want your graduate experience to be, and ask questions to ensure the program matches your interests and career aspirations.

If you are interested in getting more involved as a student member, there are many ways in which you can be involved:

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/.

Investigate all of the resources available for students on our webpage. A new page that includes helpful videos for student members has been created and can be accessed here: http://www.appliedsportpsych.org/students-center/video-resources/.

If you have any ideas or recommendations to further 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 to hearing from all of you!
Student Delegate Spotlights

Davis VanderVeen, BA, Indiana University – Purdue University
Noelle Menendez, BS, John F. Kennedy University

DAVIS VANDERVEEN

What are your research or applied interests?
I am interested in general risk taking behaviors in athletes. We know athletes tend to enjoy high adrenaline situations a bit more than the average person, and I am interested in finding out how it affects their general life functioning. My current doctoral research is focused on how a tendency towards rash action may be beneficial for athletes in the heat of competition and how a supportive team environment can help to reduce harmful behaviors off the field (e.g., alcohol and drug abuse). My applied interests involve working with athletes and teams to maximize their playing experience, develop meaningful relationships, and lead healthier lifestyles.

What do you most enjoy about being on the Best Practices for Research Initiative? What are you currently working on with BPR?
I enjoy working on this initiative because it gives me a chance to apply my personal experiences as well academic knowledge I’ve gained. It is also a great way to connect with and learn from others, and in the process, help create useful resources. As a first time student delegate, this has already been a great way to get involved and contribute to the field of sport and exercise psychology. Right now, we are developing several resources for AASP students to use when conducting and evaluating research. Our current projects are focused on research ethics and writing IRB applications.

NOELLE MENENDEZ

What are your research or applied interests?
My current research interest involves investigating the obstacles and avenues for gaining entry into collegiate athletics as a mental skills coach or as a sport psychologist. This summer, I began collecting data for my thesis, and I am hopeful this information will further support the achievement of my own professional aspirations - working for university institutions to serve student-athletes. My internships have allowed me to gain hands-on experience implementing mental skills training with college-level athletes, as well as an increased passion for working in this area of sport and exercise psychology. I have also discovered that counseling is one of my newfound strengths. I hope to investigate where my professional opportunities stand, both today and in the future, so I can support the wellbeing of student-athletes as they perform in all aspects of life.

What do you most enjoy about being on the student initiatives you’re on currently? What are you working on with that SI?
PEM allows me to get a first-hand look at what colleagues have achieved and explored in our field. I enjoy the ability to collaborate with others and personally contribute to raising awareness of sport psychology applications in a variety of contexts, in and outside of the physical domain. I have also reviewed several student-written articles and provided feedback for improvement to better serve our writers and readers. In addition, the SCI team has encouraged and supported an increased involvement in the student-oriented events at the annual conference. With this opportunity, I strive to leave a personal impact on designing student engagement that is not only informative, but also entertaining. As this year’s challenge host, I strive to create a memorable show!

AASP Newsletter // Summer 2015 // Student Delegate Spotlights

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