



31ST ANNUAL CONFERENCE

AASP2016

Phoenix, AZ • Sept. 28 – Oct. 1

2016 Conference
Proceedings
& Program

ASSOCIATION *for* APPLIED
SPORTPSYCHOLOGYSM



Association for Applied Sport Psychology – 2016 Conference Program & Proceedings

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WELCOME!

Association for Applied Sport Psychology

Welcome to the 31st Annual Conference of the Association of Applied Sport Psychology. These are exciting times as AASP and the profession of Sport Psychology continues to grow.

We are pleased you have chosen this conference to share your knowledge and extend your network of colleagues and friends. Please join us in thanking Rob Schinke, Past-President, Conference Program Chair; Traci Statler, Scientific Program Chair, Conference Chair; Dolores Christensen, Student Representative, Conference Planning Committee Member; Kent Lindeman, Executive Director; Stephanie Garwood, Meeting Manager; and Stephanie Lander, Membership & Communications Manager. In addition, we want to thank the over 200 members who assisted with the review of all submitted conference abstracts. Their hard work enabled us to assemble what promises to be an outstanding program. AASP 2016 will feature an exceptional list of invited speakers, as well as lectures, panels, posters, symposia, and workshops that AASP members will be presenting. Thank you for continuing to submit your excellent work to our annual conference.

The AASP Executive Board is very pleased to serve as your host for AASP 2016, and hope that you enjoy the program and networking activities that are planned. If any of us can be of further assistance, or if you have suggestions for increasing the effectiveness of the AASP organization or educational program, please stop and talk to us in Phoenix.

Enjoy the conference!

Sincerely yours,

AASP Executive Board
2015-2016

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- Traci Statler, Scientific Program Chair, Conference Chair
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- Chris Stanley
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Certified Consultants of the Association for Applied Sport Psychology (CC-AASP) are members with a masters or doctorate degree who have met specific course requirements in sport and exercise psychology and have completed an extensive, supervised work experience. The disciplines included within the sport psychology field applicable to those holding the CC-AASP designation include: clinical psychology, educational and mental health counseling, social work, industrial-organizational psychology, and sport and exercise psychology from a sport science basis. To obtain the CC-AASP credential, the individual must demonstrate they have completed specific educational requirements along with a minimum of 400 hours of mentored and applied experience.

- | | |
|----------------------|----------------------|
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| Harlan Austin | SooJean Misailidis |
| Gloria Balague | Gregory Ocasio |
| Nicholas Beck | Raymond Prior |
| Elizabeth Boyer | Laura Reutlinger |
| Sebastian Brueckner | Heather Ridnour-Walt |
| Ashley Coker-Cranney | Ashley Samson |
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| Todd Dilbeck | Kathryn Scardino |
| Urska Dobersek | Niki Sims |
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| Kaimare Laird | Stephanie Zavilla |
| Laura Lee | Daniel Zimet |
| Amanda Leibovitz | |

(as of August 25, 2016)

FELLOWS

Congratulations to the seven members named to AASP's 2016 Class of Fellows.

- | | |
|---|--|
| Mark Aoyagi , 2016
University of Denver | Bart Lerner , 2016
West Coast University |
| Sarah Castillo , 2016
National University | Angus Mugford , 2016
Toronto Blue Jays |
| Kristen Dieffenbach , 2016
West Virginia University | Elizabeth Shoenfelt , 2016
Western Kentucky University |
| Scott Goldman , 2016
University of Michigan | |

A Fellow is an AASP member who has achieved distinction through significant contributions to academic and professional practice knowledge in sport and exercise psychology.

- | | |
|-----------------------------|---------------------------|
| Michael Sachs, 1987 | Daniel Weigand, 2004 |
| Dan Kirschenbaum, 1987 | Scott Martin, 2004 |
| Jean Williams, 1987 | Aynsley Smith, 2004 |
| Charles Hardy, 1987 | Heather Barber, 2005 |
| John Silva, 1987 | Burton Giges, 2006 |
| Bonnie Berger, 1987 | Gershon Tenenbaum, 2006 |
| Tara Scanlan, 1987 | Hap Davis, 2006 |
| Robert Weinberg, 1987 | Chris Harwood, 2007 |
| David Yukelson, 1987 | Ian Maynard, 2007 |
| Wesley Sime, 1987 | Ed Etzel, 2007 |
| Glyn Roberts, 1987 | Sean McCann, 2009 |
| Daniel Gould, 1987 | Frances Flint, 2009 |
| Diane Gill, 1987 | Mary Fry, 2009 |
| Carole Oglesby, 1987 | Melissa Chase, 2009 |
| Joan Duda, 1988 | Stephanie Hanrahan, 2010 |
| Frank Smoll, 1988 | Eddie O'Connor, 2010 |
| Leonard Zaichkowsky, 1988 | Charles Brown, 2010 |
| Kenneth Ravizza, 1988 | Rick McGuire, 2010 |
| Evelyn Hall, 1989 | Martha Ewing, 2010 |
| Robin Vealey, 1989 | Jack Lesyk, 2011 |
| Steven Danish, 1991 | Leslee Fisher, 2011 |
| Penny McCullagh, 1992 | Ken Hodge, 2012 |
| Al Petitpas, 1993 | Maria Newton, 2012 |
| Linda Petlichkoff, 1995 | Jack Watson, 2012 |
| Robert Smith, 1995 | Sam Zizzi, 2012 |
| Bruce Hale, 1996 | Jon Metzler, 2013 |
| John Heil, 1998 | Kirsten Peterson, 2013 |
| Craig Wrisberg, 1998 | Tatiana Ryba, 2013 |
| Trent Petrie, 2000 | Diane Whaley, 2013 |
| Kate Hays, 2000 | David Fletcher, 2014 |
| Ralph Vernacchia, 2001 | Rob Schinke, 2014 |
| Gloria Solomon, 2001 | Natalia Stambulova, 2014 |
| Diane Wiese-Bjornstal, 2002 | Gualberto Cremades, 2015 |
| Judy Van Raalte, 2002 | Douglas Hankes, 2015 |
| Joy Griffin, 2002 | Bob Harmison, 2015 |
| Damon Burton, 2003 | Artur Poczwardowski, 2015 |
| Karen Cogan, 2004 | Thomas Raedeke, 2015 |
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| Jeffrey Martin, 2004 | Brent Walker, 2015 |
| Britton Brewer, 2004 | |

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John Silva , University of North Carolina (Emeritus)	1985-1987
Ronald Smith , University of Washington	1987-1988
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Linda Petlichkoff , Boise State University	2002-2003
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Craig Wrisberg , University of Tennessee	2005-2006
Vikki Krane , Bowling Green State University	2006-2007
Burton Giges , Springfield College	2007-2008
Sean McCann , USOC	2008-2009
Glyn Roberts , Mental Training Inc	2009-2010
Bonnie Berger , Bowling Green State University	2010-2011
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Jack Watson , West Virginia University	2012-2013
Jon Metzler , SAIC/CSF2	2013-2014
Robert J. Schinke , Laurentian University	2014-2015

PAST COLEMAN-GRIFFITH LECTURERS

1986	Rainer Martens	1998	Mariah Burton Nelson	2010	Marty Ewing, Michael Sachs, Jean Williams
1987	Bryant Cratty	1999	Murry Smith		
1988	Dan Landers	2000	Robert Nideffer	2011	Gloria Balague
1989	Albert Bandura	2001	Richard Lapchick	2012	Joan Duda
1990	Robert Singer	2002	Ronald Smith	2013	Kate F. Hays
1991	Ken Ravizza	2003	Daniel Gould	2014	Keith Henschen
1992	Albert Carron	2004	Shane Murphy	2015	Chris Carr
1993	Carole Oglesby	2005	Rainer Martens	2016	Gershon Tenenbaum
1994	Bruce Ogilvie	2006	Kathy DeBoer		
1995	John Silva	2007	Robin Vealey		
1996	Lew Hardy	2008	Glyn Roberts		
1997	Bruce Abernethy	2009	Jerry May		

Keynote & Featured Speakers



Stuart JH Biddle

Victoria University, Melbourne, Australia

Are We Sitting on our Theories? Searching for the Bigger Picture in Active Living

OPENING KEYNOTE SESSION: WEDNESDAY, SEPTEMBER 28, 5:30 PM – 7:00 PM

Stuart Biddle is Professor of Active Living & Public Health in the Institute of Sport, Exercise & Active Living at Victoria University in Melbourne, Australia. Prior to his move to Australia in 2014 he was Professor of Physical Activity & Health at Loughborough University in the UK where he was Head of the School of Sport & Exercise Sciences between 2001 and 2007. Stuart has a PhD in social psychology and his current research interests centre on sedentary behaviour and physical activity correlates and behaviour change strategies, as well as mental health outcomes. He is past president of the European Federation for the Psychology of Sport & Physical Activity (FEPSAC) and International Society for Behavioral Nutrition and Physical Activity (ISBNPA). He has published extensively in psychology, public health, and behavioural medicine, with a current H-index of 53 (Scopus) and 86 (Google Scholar). His co-authored book, *Psychology of Physical Activity* (Routledge, 2015) is now in its 3rd edition.



Diana Nyad

Distance Swimmer/Endurance Athlete

Never, Ever Give Up

KEYNOTE SESSION: THURSDAY, SEPTEMBER 29, 9:45 AM – 11:00 AM

On September 2, 2013, at the age of sixty-four, Diana Nyad became the first person to swim from Cuba to Florida without the aid of a shark cage, swimming 111 miles in fifty-three hours from Havana to Key West. In the 1970s, she became known as the world's greatest long distance swimmer with her open-water achievements, including a record-breaking swim around Manhattan. For the next thirty years, Nyad was a prominent sports broadcaster and journalist, filing compelling stories for National Public Radio, ABC'S Wide World of Sports, and others. She is the author of the upcoming memoir, *Find a Way*, and three other books, is a national fitness icon, is a talented linguist, and is one of today's most powerful and engaging public speakers.



Nzinga Shaw

Atlanta Hawks

Home Court Advantage: Promoting Pro-Level Diversity

DIVERSITY LECTURE: THURSDAY, SEPTEMBER 29, 2:30 PM – 3:45 PM

Nzinga Shaw is currently the Chief Diversity & Inclusion Officer of the Atlanta Hawks & Philips Arena. She is the first person to hold this position in the National Basketball Association. In her role, Shaw is responsible for developing and embedding diversity and inclusion best practices throughout the organization. She has designed a strategic, cross-departmental program that creates deeper cultural awareness and sensitivity. Additionally, Shaw serves as a member of the Executive Committee and provides guidance to the leadership team so that they can engender inclusivity in every facet of the business. Shaw is developing a strategy to embed diversity and inclusion in all programmatic activity, governance and daily administration of the organization. She is focused on building a foundation that will advance this strategy as a core component of the Atlanta Hawks & Philips Arena brand, and to drive the business. This initiative extends to fans, customers, community partners and within the workforce.

Prior to joining the Atlanta Hawks & Philips Arena, Shaw has been at the forefront of leading organizational change through diversity. Most recently, she served as Senior Vice President, Diversity & Inclusion Officer at Edelman, the world's largest and most profitable public relations agency. Simultaneously, she led the human resources function for Edelman's southeast and southwest regions. She also worked in human resources at Essence Magazine, the Yankees Entertainment & Sports Network, and the National Football League. Shaw is also on the Board of Directors of the National Black Public Relations Society and the Georgia Diversity Council. She is an alumna of Spelman College, the University of Pennsylvania, and was a study abroad scholar at Oxford University in the United Kingdom. Her academic settings have enabled her to experience rich diversity while studying among a wide array of individuals hailing from all around the globe.



Aidan Moran

University College Dublin

Exploring Cognitive Processes in Sport: Old Problems and New Directions

KEYNOTE SESSION: FRIDAY, SEPTEMBER 30, 9:45 AM – 11:00 AM

Aidan Moran is Full Professor of Cognitive Psychology and Director of the Psychology Research Laboratory in University College Dublin, Ireland. A Fulbright Scholar and Founding Editor-in-Chief of the *International Review of Sport and Exercise Psychology*, his research investigates mental/motor imagery, attention (eye-tracking) and the cognitive processes underlying expertise in skilled performance. He has published extensively on these topics in high-impact international journals in psychology, neuroscience, medicine and sport science. He has also written 16 books, the most recent of which (co-authored with John Toner) is *Sport psychology: A critical introduction*, 3rd ed, Routledge 2017). A former psychologist to the Irish Olympic Squad, he has advised many of Ireland's leading professional athletes (including a golf major tournament winner) and teams (e.g., the Irish rugby team).



Gershon Tenenbaum

Florida State University

The Scientist-Practitioner Model in Sport Psychology - A Guide for AASP Performance Enhancement Consultant Practices

COLEMAN GRIFFITH LECTURE: FRIDAY, SEPTEMBER 30, 3:00 PM – 3:30 PM

Gershon Tenenbaum is the Benjamin S. Bloom Professor of Educational and Sport Psychology and the Sport Psychology Graduate Program Director at Florida State University. He is a graduate of Tel-Aviv University and the University of Chicago in measurement and research methods in psychology. Gershon was previously the Director of the Ribstein Center for Research and Sport Medicine at the Wingate Institute in Israel, and the Coordinator of the Graduate Program in Sport Psychology at the University of Southern Queensland in Australia. From 1997-2001 he was the President of the International Society of Sport Psychology, and from 1996-2008 the Editor of the *International Journal of Sport and Exercise Psychology*. He has published more than 250 articles in peer-reviewed journals in psychology and sport psychology in areas of expertise and decision-making, psychometrics, and coping with physical effort experiences. Among others: *The Journal of Experimental Psychology*, *Applied Cognitive Psychology*, *The British Journal of Psychology*, *Personality and Individual Differences*, *Frontiers in Psychology*, *PLOS One*, *Journal of Sport and Exercise Psychology*, *Psychology of Sport and Exercise*, the *Journal of Applied Sport Psychology*, *The Sport Psychologist*, and the *International Journal of Sport and Exercise Psychology*.



Renee Appaneal

Australian Institute of Sport

Sport Psych Service Provision for the Rio Olympic and Paralympic Games

KEYNOTE PANELIST: SATURDAY, OCTOBER 1, 9:45 AM – 11:00 AM

Renee Appaneal earned graduate degrees in both sport and counseling psychology at The University of North Carolina at Chapel Hill (1997) and West Virginia University (2000). She held research, clinical and teaching positions in Boston MA between 2000-2004, and then joined the faculty at The University of North Carolina at Greensboro, earning tenure and promotion to Associate Professor. Her areas of expertise include professional practice and psychology of injury prevention and recovery. At the start of 2013, she and her family migrated to Australia, where she is a Senior Sport Psychologist at the Australian Institute of Sport. She provides direct support to Athletics Australia and Swimming Australia, as well as executive leadership for the AIS Athlete Rehabilitation Centre. Renee enjoys helping athletes and coaches balance the demands of elite sport and life, and collaborating across sport sciences to achieve optimal performance outcomes.



Peter Haberl

USOC

Sport Psych Service Provision for the Rio Olympic and Paralympic Games

KEYNOTE PANELIST: SATURDAY, OCTOBER 1, 9:45 AM – 11:00 AM

Peter Haberl joined the United States Olympic Committee in 1998. In his current position as senior sport psychologist, he provides individual and team consultations and counseling sessions to various resident and national team athletes with a specific specialization in team sports. Haberl has enjoyed the privilege of having worked at eight Olympic Games, three Pan American Games, and one Paralympic Games with U.S. athletes. Prior to joining the Olympic Movement in the U.S., Haberl played professional ice hockey in Austria. Born in Austria, Haberl received his bachelor's degree in sports science from the University of Vienna, Austria. He later earned his master's degree in counseling and his Ed. D. in counseling psychology at Boston University. A licensed psychologist, Haberl focuses on mindfulness-based interventions and cognitive-behavioral treatments.



Göran Kenttä

Swedish School of Sport and Health Science

Sport Psych Service Provision for the Rio Olympic and Paralympic Games

KEYNOTE PANELIST: SATURDAY, OCTOBER 1, 9:45 AM – 11:00 AM

Göran Kenttä, PhD earned his doctorate in psychology at Stockholm University in 2001. He has a passion to build bridges between the domains of sport psychology research, education and applied work in elite sports. The majority of his research and publications has focused on elite-level athletes and the training process with a stress-recovery perspective. He has an extensive coaching background with various national and club teams in flat water sprint kayaking. Over the years Göran has been involved with both the Swedish Olympic Committees and the Swedish National Sport Federation (NGB), and several Olympic sports, in order to develop strategies for sport psychological support for the elite athletes and coaches. Göran currently holds a research position in Stockholm at The Swedish School of Sport and Health Sciences, and has been a director of the Coach Education Program at the university; he is also the past president of the Swedish Sport Psychological Association. In addition Göran currently holds a position at the Swedish Sport Federation as Head of Discipline in sport psychology.

FEATURED CE WORKSHOPS

DESIGNING, IMPLEMENTING, AND EVALUATING APPLIED SPORT PSYCHOLOGY PROGRAMS IN SECONDARY, COLLEGIATE, AND PROFESSIONAL SPORTS ORGANIZATIONS

Wednesday, September 28

9:00 am - 12:00 pm

Room: Foxtail

Presenter: Charlie Maher, PsyD, Cleveland Indians

This workshop is targeted to sport psychology practitioners who would like to be able to increase their professional skill set with coaches and athletic administrators in program planning and evaluation. Its purpose is to provide workshop participants with practical guidelines and workshop experiences that will assist them in being able to design, implement, and evaluate mental skills, life skills, team development, and other related programs in secondary, collegiate, and professional sports organizations. Through their use of a program planning and evaluation workbook provided by the workshop presenter, coupled with case material and small group exercises, participants will learn how to decide whether, when, how, and to what extent they can take the lead in the process of program planning and evaluation.

BUILDING BEST PRACTICES ONE CLICK AT A TIME: ETHICAL ISSUES AND SOLUTIONS FOR TITLE USE, MARKETING, AND MEDIA IN SPORT AND EXERCISE PSYCHOLOGY

Thursday, September 29

6:00 pm - 9:00 pm

Room: Sierra 2

Presenters: Hillary Cauthen, PsyD, Texas Optimal Performance & Psychological Services, LLC; Amber Shipherd, PhD, Texas A&M University- Kingsville/Next Level Mind Consulting; Brandon Harris, PhD, Georgia Southern University

Sport and exercise psychology professionals work in several environments providing an opportunity to utilize social media. The incorporation of social media can increase marketing, education, networking, and interdisciplinary collaboration. Thus, the purpose of our workshop is to (a) educate established, early-career professionals, and graduate students about best practices when utilizing social media, and (b) provide an overview of relevant ethical and legal dilemmas associated with social media. Participants will be engaged in small and large group discussions, case vignettes, and role playing demonstrations. Participants will receive best practice and ethical guideline handouts to utilize when developing their social media presence.

EATING DISORDERS AND BODY IMAGE: MANAGING CONSULTANT BIASES

Thursday, September 29

6:00 pm - 9:00 pm

Room: Sierra 1

Presenter: Christine Selby, PhD, Husson University

This is a beginning to intermediate level workshop designed for established consultants, graduate students, or professionals getting post-degree training in applied sport psychology. Participants should have basic familiarity with eating disorders and body image concerns. The workshop will focus on helping practitioners learn to identify and effectively manage their reactions to eating disorders and related concerns. Recognizing and regulating cognitive and emotional reactions to these issues will help practitioners more effectively intervene and make appropriate referrals.

PERSON FIRST, ATHLETE SECOND: A PRACTITIONER'S GUIDE TO DISABILITY SPORT

Thursday, September 29

6:00 pm - 9:00 pm

Room: Sierra 3

Presenters: Amanda Leibovitz, MA, University of North Texas; Becky Clark, PhD, Private Practice

This workshop is for applied sport psychology practitioners with a desire to develop the awareness, knowledge, and skills necessary to build effective working relationships with disabled athletes at all levels of competition. The first part of the workshop introduces participants to the history and context of disability sport in the United States and explores the ways media representations and social perceptions can affect both consultants and athletes. The second part of the workshop addresses common challenges faced by different groups in disability sport through the use of fishbowl demonstrations and role-playing activities, providing participants with practical tools for effective practice..

FEATURED SESSIONS

AASP AND NATA: LESSONS LEARNED FROM INTERDISCIPLINARY COLLABORATION IN SPORT PSYCHOLOGY AND ATHLETIC TRAINING

Wednesday, September 28, 3:45 pm - 5:00 pm
Sierra 2/3

Scott Sailor, President - National Athletic Trainers' Association, CSU Fresno

Andrew Pipkin, Cleveland Indians Baseball Co.

Dustin Williams, University of Arizona

Traci Statler, Cal State Fullerton, Moderator

This panel highlights the collaborative efforts many sport psychology consultants experience in working with Athletic Trainers at a variety of performance levels, addressing how SPCs and ATCs work together to improve performance excellence at all levels- Professional, Olympic, collegiate, high school and local/club. The panelists include the current President of the National Athletic Trainer's Association (NATA), the Rehabilitation Coordinator for the Cleveland Indians MLB club, and the Medical Services Chair and Head Athletic Trainer for USA Track and Field. The moderator will pose a series of questions aimed at helping those in the sport psych profession understand how to best collaborate with ATCs with the goal of facilitating athlete performance excellence more effectively.

CC-AASP CASE STUDIES

Thursday, September 29, 8:15 am - 9:30 am
Goldwater

Eric Bean, HigherEchelon, Inc

Lois Butcher-Poffley, Temple University

Although there are over 400 AASP Certified Consultants (CCs) representing seven countries, many states and countries are still without CCs. Thus, the opportunity for CCs to collaborate with each other on issues including client assessment, intervention development, and overall effectiveness is limited at best. While Certified Consultants connect electronically with respect to the dissemination of important consultant events and information, a true network of professionals able to engage in peer consultation, particularly when facing challenging practitioner situations, has yet to be created. This workshop, open solely to Certified Consultants, is specifically designed to encourage the process of collaboration, networking and peer consulting among practitioners. Prior to the 2016 AASP Conference, CCs were solicited to submit particularly challenging consulting cases via the Certified Consultant email distribution list. All ethical considerations relating to the preservation of client confidentiality were appropriately addressed. Two case studies were selected and, with the submitters' permission, distributed to all CCs for their review and consideration two weeks prior to the 2016 AASP conference workshop. These cases are presented in a workshop format to facilitate a guided dialogue in terms of case conceptualization, challenges, intervention design, and results. Having reviewed these cases ahead of time, CC attendees will have the opportunity to discuss their own conceptualization and possible intervention strategies

for each case presented. Offering this opportunity for CCs to interact on professional practice issues at the annual conference not only serves to enhance AASP's commitment to Certified Consultants, but encourages CCs to build their professional consultation networks thereby continuing their own development as effective practitioners.

BIDDLE KEYNOTE DISCUSSION

Thursday, September 29, 8:15 am - 9:30 am
Palm 2AB

Stuart Biddle, Victoria University

Stuart Biddle will be available to answer your questions and talk more in-depth about topics related to his Wednesday evening keynote presentation.

FIVE SLIDES IN FIVE MINUTES: BEST PRACTICES IN CONSULTING

Thursday, September 29, 11:30 am - 12:30 pm
Sonoran Sky

Eric Bean, HigherEchelon, Inc (Moderator)

Shannon Baird, CSF2-TC/SAIC

Graig Chow, Florida State University

Alex Cohen, USOC

Angela Fifer, United States Military Academy

Stephen Gonzalez, State University of New York

Cassandra Pasquariello, University of Washington

The 5 slides in 5 minutes presentation will explore best practices in consulting, from individuals who have been identified as successful practitioners. Presenters will focus on what they consider to be the key points that help them to be effective consultants.

Each presenter will have 5 slides and 5 minutes to present their subject area. Flags will fly, bells will be rung... and talking will cease when the 5 minute timer goes off. After the first three presenters, there will be a 15 minute discussion period followed by the next three presenters and 15 more minutes of discussion, followed by open discussion of the topics. Join us for a lively presentation and discussion!

PUBLISHING IN THE JOURNAL OF APPLIED SPORT PSYCHOLOGY (JASP), JOURNAL OF APPLIED SPORT PSYCHOLOGY IN ACTION (JSPA), AND CASE STUDIES IN SPORT AND EXERCISE PSYCHOLOGY (CSSEP)

Thursday, September 29, 11:30 am - 12:30 pm
Sierra 1

Stephen Mellalieu, Cardiff Metropolitan University, JASP Editor

Ian Maynard, Sheffield Hallam University, JSPA Editor

Stewart Cotterill, University of Winchester, CSSEP Editor

Are you thinking about where best to send that next manuscript you have thoroughly prepared as a culmination of a high quality applied sport/exercise psychology research project?

Do you want to share with the applied sport psychology profession the latest conceptual or empirical approach you currently adopt in your professional practice? Have you got some insightful professional practice experiences that you feel would be excellent to share with applied sport psychology practitioners to enhance their development?

The aim of this session is to offer the opportunity for delegates with an interest or potential interest in publishing their research and professional practice experiences to engage in an open forum with the Editors of AASP's flagship academic Journals. The session is aimed both at those individuals looking to take their first steps into the world of publishing in academic journals and those more experienced researchers who want to keep abreast of the latest publication trends and perspectives in the field. Initially, the Editors will provide a context to each of their journals by considering their respective remit and mission statement, highlighting subtle nuances and misconceptions as to what constitutes 'appropriate' material. An overview will then be provided of the typical submission profile for each Journal in terms of the range of topics, study designs and approaches, and where they see future trends in submissions. Next the session explores the reasons for the relative successes of manuscripts in the review process, with consideration as to what is expected from reviewers in their role, and from authors in addressing revisions to manuscripts. Top tips and strategies will then be provided for maximizing the potential for a successful Editorial decision on a manuscript. The session concludes with Q&A's from the floor, offering the opportunity for the audience to clarify any points raised in the session and share their own experiences of publishing their work in Journal outlets.

By the end of the session it is anticipated that the attendees will have an enhanced awareness of what is required to publish within the respective Journal outlets and a clear pathway of how to go about achieving this objective.

DIVERSITY LECTURE - HOME COURT ADVANTAGE: PROMOTING PRO-LEVEL DIVERSITY

Thursday, September 29, 2:30 pm - 3:45 pm
Foxtail

Nzinga Shaw, Atlanta Hawks

Sports legend is made of professional teams and athletes who become champions of their leagues, creating passionate fans who buy into their stories of persistence, resilience and athleticism. In stark contrast, when a number of sport franchisees came under fire in 2014 for actions that players and owners took off the court, these once passionate fans became angry and disenfranchised. That is, until the Atlanta Hawks faced off against its toughest pre-season challenge in club history: racism. Set against the sensational backdrop of the widely reported remarks of LA Clippers owner Donald Sterling coupled with Atlanta being the civil rights capital of the nation, news quickly spread when leaks in the media reported that the Atlanta Hawks were guilty of using discriminatory and hurtful language. This included emails that had been sent by the majority owner that referenced the fan base of the Hawks as being "too black" and the General Manager's comments from a scouting report saying that one of the top recruits the team was considering had a "little too much African in him." Facing damning headlines and blistering commentary on social channels, the Hawks put a plan in place to rebound from the crisis, defend against misinformation and position the team to

score points in the court of public opinion. What ensued was a focused, deliberate and sincere effort by the Hawks to win back the heart and soul of "The City Too Busy to Hate." Soon after this situation, Nzinga Shaw left her position as Head of Diversity & Inclusion at Edelman and was hired as the Hawks (and NBA's) first Chief Diversity & Inclusion Officer. Currently, as an advocate for diversity in sports, Shaw's efforts enabled the Hawks to undergo important internal changes, protect and grow its fan base and build a stronger bond with the community. It's too early to tell if the Hawks will win the championship next year in the NBA but it's clear they have Played it Forward Against Racism with Shaw leading the way. They owned up to committing a foul, but they also committed to practicing diversity and inclusion moving forward, steps that have already made them an early favorite among fans in Atlanta.

Shaw will address the importance of multi-dimensional diversity and provide participants with actionable steps that they can take to incorporate inclusive leadership skills into their strategic business operations.

STUDENT PROFESSIONAL DEVELOPMENT WORKSHOP - JOB PREPARATION

Thursday, September 29, 2:30 pm - 3:45 pm
Ironwood

Traci Statler, California State University, Fullerton
Taryn Morgan, IMG Academy
Eric Martin, Boise State University

While both undergraduate and graduate students undertake extensive coursework to develop competencies in sport and exercise psychology, young professionals may benefit from additional mentoring and education around the transition from student to professional (i.e., employee). The focus of this workshop will revolve around the topic of job preparation, specifically with regards to interview skills, resume writing, job market demands, negotiating compensation, and other similar topics. The format of this workshop will be purposefully informal, so as to offer students an opportunity to engage in an open forum-style dialogue with professionals. In this workshop, professional consultants from various arenas (e.g., academics, applied practice, etc.) will share their experience with obtaining positions and/or interviewing candidates for positions in applied sport psychology.

FIVE SLIDES IN FIVE MINUTES: MINDFULNESS

Friday, September 30, 11:30 am - 12:30 pm
Eucalyptus

Sarah Castillo, National University (Moderator)
Renee Appaneal, Australian Institute of Sport
Amy Baltzell, Boston University
Frank Gardner, Touro College
Peter Haberl, USOC
Joe Mannion, Pepperdine University
Zella Moore, Manhattan College

The Mindfulness 5 in 5 presentation will feature individuals at the leading edge of Mindfulness practices in high level performance. Presenters will discuss ways in which they have incorporated current theory and research into applied interventions with individuals and groups.

Each presenter will have 5 slides and 5 minutes to present their subject area. Flags will fly, bells will be rung... and talking will cease when the 5 minute timer goes off. After the first three presenters, there will be a 15 minute discussion period followed by the next three presenters and 15 more minutes of discussion, followed by open discussion of the topics. Join us for a lively presentation and discussion!

AASP CERTIFICATION: EXAM DEVELOPMENT AND FUTURE DIRECTIONS

Friday, September 30, 11:30 am - 12:30 pm
Juniper

Jack Watson II, West Virginia University
Robert Harmison, James Madison University

In this session, members of the Interim Certification Council will provide a brief overview of the progress made towards the development of the certification exam and overview the proposed directions for taking the AASP certification program to the next level of meeting the standards set by the National Commission for Certifying Agencies. This will be an interactive session designed to help educate AASP members about the certification program present and future.

MORAN KEYNOTE DISCUSSION

Friday, September 30, 11:30 am - 12:30 pm
Sierra 1

Aidan Moran, University College Dublin

After his keynote session, Aidan Moran will be available to answer your questions and talk more in-depth about topics related to his presentation.

NUTS & BOLTS OF BECOMING A CC-AASP

Friday, September 30, 1:45 pm - 2:45 pm
Eucalyptus

Carrie Scherzer, Mount Royal University
Taryn Morgan, IMG Academy

Although created nearly 25 years ago, the standards for and process of becoming an AASP Certified Consultant remain among the most misunderstood and debated issues in our organization. It has taken some time for the number of certified consultants to grow to a critical mass, but with employers and internships now listing AASP Certification as “required” or “highly desired,” certification has experienced significant growth in recent years. This workshop will discuss the certification process – in particular, benefits of certification will be presented and explored in order for individuals interested in this process to gain insight and knowledge necessary to pursue certification. Academic program directors will also benefit from the discussion of what courses and experiences are most relevant for certifications. Tips and suggestions for successfully navigating the application process will be provided.

FIVE SLIDES IN FIVE MINUTES: GIZMOS & GADGETS

Saturday, October 1, 8:15 am - 9:30 am
Eucalyptus

Cindra Kamphoff, Private Practice & Minnesota State University (Moderator)
Justin Su’a, Boston Red Sox
Carrie Cheadle, www.carriecheadle.com
Bernie Holliday, Pittsburgh Pirates
Erika Carlson, Mental Training Inc.
Jim Taylor, Private Practice

The 5 slides in 5 minutes presentation will explore how successful practitioners use an interesting tool, app, gizmo, gadget or program to enhance their practice or serve their clients. Presenters will focus on how they use the tool to be more effective practitioners while also providing take-home points for you to use it too.

Each presenter will have 5 slides and 5 minutes to present their subject area. Flags will fly, bells will be rung... and talking will cease when the 5 minute timer goes off. After the first three presenters, there will be a 15 minute discussion period followed by the next three presenters and 15 more minutes of discussion, followed by open discussion of the topics. Join us for a lively presentation and discussion!

STUDENT PROFESSIONAL DEVELOPMENT WORKSHOP - IMAGERY

Saturday, October 1, 11:30 am - 12:30 pm
Eucalyptus

Duncan Simpson, Barry University
Phillip Post, New Mexico State University

Prior imagery research has provided a wealth of information regarding the where, when, why, and what of athletes’ imagery (see Hall, et al. 1998; Munroe et al., 2000; Munroe, et al. 1998; Post et al., 2014; Post & Wrisberg, 2012). However, what tends to be missing from the literature is “how” sport psychology consultants can implement imagery interventions effectively and systematically. This gap leaves inexperienced consultants (e.g., students) to develop their own interventions based on literature regarding where, when, why, and what of imagery without real guidance on how to implement a theory-based intervention. In this workshop, professional consultants Dr. Duncan Simpson and Dr. Phillip Post will share their expertise on the theory and research behind imagery interventions, and also outline recommendations for implementing imagery techniques in consulting practice.

FEPSAC SYMPOSIUM: YOUTH SPORT INTERVENTIONS – EUROPEAN PERSPECTIVES

Saturday, October 1, 11:30 am - 12:30 pm
Sierra 2/3

Maurizio Bertollo, G. d'Annunzio University of Chieti-Pescara
Tatiana Ryba, University of Jyväskylä
Chris Harwood, Loughborough University
Natalia Stambulova, Halmstad University

European youth sport psychological research is characterized by holistic developmental and ecological approaches combined with researchers' and practitioners' sensitivity towards the socio-cultural and sport-specific contexts young athletes belong to. This FEPSAC invited symposium provides an overview of current European research on three topics related to the applied work with youth athletes, offering practical recommendations as well as future objectives. Tatiana Ryba will present data from her ongoing longitudinal study examining developmental trajectories of adolescent athletes in elite sport schools in Finland. Against a theoretical backdrop of social acceleration, she will focus on the implicit motives of athletic and educational pursuits of elite youth athletes highlighting applied implications of the findings. Chris Harwood will focus on youth sport parenting with consideration to what we know, what we need to know and what we need to do (as applied sport psychologists). He will discuss some of the less or uncharted territory in terms of innovative interventions and support to parents for youth athletes, as well as considerations for parents within and between developmental transitions. Natalia Stambulova will provide a brief overview of European research on the junior-to-senior transition followed by recommendations for interventions on helping the transitional athletes. The chair, Maurizio Bertollo, will introduce the topic of European perspectives on youth sport interventions as well as the speakers. He will provide the audience with opportunities to ask questions after each presentation and at the end of the session. This symposium is in line with the topics discussed during AASP's virtual conference on youth sport that took place in April 2015 and will hopefully contribute to putting youth sport interventions on the agenda as well as strengthen the ties between AASP and FEPSAC.

FIVE SLIDES IN FIVE MINUTES: SPECIAL INTEREST GROUPS (SIG)

Saturday, October 1, 1:45 pm - 2:45 pm
Sierra 2/3

Lani Lawrence, University of Southern California (Moderator)
Fencing: *Asia Madey, FLOW Foundation*
LGBTQI: *Hannah Bennett, Augusta University*
Media in Sport: *Michele Kerulis, Northwestern University*
Positive Youth Development through Physical Activity:
John McCarthy, Boston University
Race and Ethnicity in Sport:
Angel Brutus, Synergistic Solutions, LLC
Soccer: *Brad Baumgardner, CSF2 / The Mental Component*

The 5 slides in 5 minutes presentation will explore issues related to the development of the profession and organization from coordinators of the Special Interest Groups. Presenters will focus on issues relevant to their Special Interest Group and include a variety of topics.

Each presenter will have 5 slides and 5 minutes to present their subject area. Flags will fly, bells will be rung... and talking will cease when the 5 minute timer goes off. After the first three presenters, there will be a 15 minute discussion period followed by the next three presenters and 15 more minutes of discussion, followed by open discussion of the topics. Join us for a lively presentation and discussion!

2016 AASP Award Winners



Distinguished Professional Practice Award – Awards an AASP professional member who demonstrates exceptional quality and innovation in delivering sport and exercise psychology services to the public

Kate F. Hays, The Performing Edge



Dorothy V. Harris Memorial Award – Recognizes an AASP member, in the early stage of her or his professional career, who has made outstanding contributions that are both theoretical and practical

Monna Arvinen-Barrow,
University of Wisconsin–Milwaukee



Thesis Award – Acknowledges the completion of an outstanding thesis by an AASP student member

Anthony Battaglia, University of Toronto,
“Youth Athletes’ Interpretations of Punishment in Hockey”



Distinguished Doctoral Student Practice Award – Acknowledges outstanding and innovative service delivery in sport and exercise psychology by an AASP doctoral student member

Eric Martin, Boise State University



Distinguished Master’s Student Practice Award – Acknowledges outstanding and innovative service delivery in sport and exercise psychology by an AASP master’s student member

Brendan Danker, Miami University



Dissertation Award – Recognizes the completion of an outstanding dissertation by an AASP doctoral student member

Mustafa Sarkar, Loughborough University,
“The Assessment of Psychological Resilience in Sport Performers”



Student Diversity Award – Recognizes and honors the achievements of students involved in research, service or applied experiences that focus on diversity issues

Sae-Mi Lee, West Virginia University



Performance Excellence Award – Recognizes individuals who embody exemplary psychological principles associated with performance excellence as demonstrated through consistent achievement, merit or leadership over the course of their career

Diana Nyad, Distance Swimmer/Endurance Athlete

AASP 2016 Conference Student Travel Awards



sponsored by
Routledge/Taylor
& Francis

\$750 USD award

2016 Conference Student Travel Award Winners:

Erin Albert, University of North Texas
Matthew Bejar, University of Tennessee
Matthew Bird, Florida State University
Jacob Chamberlin, University of Kansas
Chris Hammer, University of Utah
Leslie Larsen, University of Tennessee
Miriam Merrill, Temple University
Johannes Raabe, University of Tennessee
Blake Riddell, Pacific University
Alexander Yu, University of North Texas

AASP 2016 Young Researcher Award



sponsored by Human Kinetics
\$1,000 USD award

2016 Young Researcher Award Winner:

Adam Miles, University of Otago - New Zealand

If you would like to apply for an AASP Award, please go to our website award page: <http://www.appliedsportpsych.org/resource-center/awards/> and submit an application by March 1, 2017.

2016 AASP Research and Practice Grant Recipients

Amy Baltzell & Robert Dibernardo, Trustees of Boston University, *"Evaluating the Mindfulness Meditation Training for Sport (MMTS)"*, Grant Amount \$2,160

Lauren Billing, University of Minnesota, *"The Efficacy of Affective Behavioral Strategies for Increasing Physical Activity: Implications for Harnessing the Dual-Mode Model"*, Grant Amount \$3,579

Matthew Bird and Graig Chow, Florida State University, *"Using the Health Belief Model to Investigate the Mental Health Help-Seeking Experiences of Student-Athletes: A Mixed Methodological Approach"*, Grant Amount \$656

Brigid Byrd & Jeffrey Martin, Wayne State University; and Tamara Hew-Butler, Oakland University, *"A Longitudinal Biopsychosocial Investigation of Overtraining in Division I College Swimmers"*, Grant Amount \$5,000

Lyndsie Coleman & Megan Babkes Stellino, University of Northern Colorado; and William Massey, Concordia University Wisconsin, *"Learning Through Play: The Impact of a Peer-Leadership Program on Cognitive Control in Low-Income Elementary School Students"*, Grant Amount \$1,374

Ian Connole & Cori Pinkett, K-State Athletics; and Lisa Rubin & Brian Weber, Kansas State University, *"Developing Student-Athletes into Leaders: Analyzing the Impact of a Leadership Academy"*, Grant Amount \$656

Janaina Lima Fogaca & Samuel J. Zizzi, West Virginia University, *"Approaches to Supervision in Sport Psychology and Their Influence in Supervised Professional Development"*, Grant Amount \$1,245

Andrew Friesen & Tracy Davenport, University of Wolverhampton; and Chantale Lussier, Elsyian Insight, Ottawa, Canada, *"A Systematic Review of Applied Sports Psychology Professional Philosophies"*, Grant Amount \$830

Kim Rogers, Vicki Ebbeck, G. John Geldhof & Joshua A. Weller, Oregon State University, *"Development and Validation of a Measure Assessing Physical Activity Shame"*, Grant Amount \$2,500 "

2016 AASP Community Outreach Grant Recipients

Zeljka Vidic, Mark St. Martin & Kate Hibbard-Gibbons, Western Michigan University, *"Self-Management Program for Youth YMCA Referees and Staff"*, Grant Amount \$2,139.01

If you would like to apply for an AASP Grant, please go to our website grants page: <http://www.appliedsportpsych.org/resource-center/grants/> and submit an application by April 1, 2017.

AASP Awards History

DOROTHY V. HARRIS MEMORIAL AWARD PAST RECIPIENTS

Monna Arvinen-Barrow , University of Wisconsin – Milwaukee	2016
Nick Galli , University of Utah/Headstrong Consulting	2015
Damien Clement , West Virginia University	2014
Amanda Visek , The George Washington University	2013
David Fletcher , Loughborough University	2012
Cindra Kamphoff , Minnesota State University	2011
Wade Gilbert , California State University, Fresno	2006
David Conroy , Pennsylvania State University	2004
Heather Hausenblas , University of Florida	2003
Christopher Janelle , University of Florida	2002
Bradley Cardinal , Oregon State University	2000
Frank Perna , West Virginia University	1999
Britton Brewer , Springfield College	1997
Judy Van Raalte , Springfield College	1996
Vikki Krane , Bowling Green State University	1995
Mark Andersen , Victoria Institute of Technology, Australia	1994
Diane Wiese-Bjornstal , University of Minnesota	1993

DOCTORAL DISSERTATION AWARD PAST RECIPIENTS

Mustafa Sarkar , Loughborough University	2016
James Rumbold , Loughborough University	2015
Liam Slack , Sheffield Hallam University	2014
Rachel Arnold , University of Bath	2013
Peter Olusoga , Sheffield Hallam University	2012
Christina Heilman , University of Utah	2012
Ross Wadey , University of Wales Institute, Cardiff	2011
Nick Galli , University of Utah	2010
Carly Anderson , Park Nicollet Melrose Institute	2010
Melissa Murray , University of Southern Mississippi	2009
Kimberlee Bonura , United States Military Academy	2008
Christopher Mesagno , Victoria University	2007
Luis Calmeiro , Florida State University	2007
Pierre-Nicolas Lemyre , Norwegian University	2006
Scott Cresswell , University of Western Australia	2006
Emma Stodel , University of Ottawa	2005
Owen Thomas , Sheffield Hallam University	2004
Nick Holt , University of Alberta	2003
Emily Roper , University of Tennessee	2002
David Conroy , University of Utah	2001
Mi-Sook Kim , Purdue University	2000
Thomas Graham , University of Saskatchewan	1999
Christopher Harwood , Loughborough University	1998
Toshi Tsutsumi , Boston University	1997
Tom Raedeke , University of Oregon	1996
Carl Hayashi , University of Oregon	1995
Likang Chi , Purdue University	1994
Susan Jackson , University of North Carolina-Greensboro	1993
Jin Wang , University of Minnesota	1993
Frances Flint , University of Oregon	1992
Frank Perna , Boston University	1992

DISTINGUISHED PROFESSIONAL PRACTICE AWARD PAST RECIPIENTS

Kate F. Hays , The Performing Edge	2016
Gloria Balague , University of Illinois at Chicago	2015
Colleen Hacker , Pacific Lutheran University	2014
Keith Henschen , University of Utah - Emeritus	2013
Peter Haberl , United States Olympic Committee	2011
Jack J. Lesyk , Ohio Center for Sport Psychology	2010
Sean McCann , USOC Sport Psychology Department	2005
Frank Smoll , University of Washington	2002
Shane Murphy , Gold Medal Psychological Consultants	2000

DISTINGUISHED DOCTORAL STUDENT PRACTICE AWARD PAST RECIPIENTS

Eric Martin , Boise State University	2016
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DISTINGUISHED MASTER'S STUDENT PRACTICE AWARD PAST RECIPIENTS

Brendan Danker , Miami University	2016
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DISTINGUISHED STUDENT PRACTICE AWARD PAST RECIPIENTS

Stacy Gnacinski , University of Wisconsin-Milwaukee	2015
Brittany Loney , SAIC/The Florida State University	2014
Ian Connole , Colgate University	2013
Jessica Dale , University of Denver	2012
Shawn Zeplin , University of Denver	2011
Jennifer Shannon , University of Missouri	2010
Angela Fifer , Michigan State University	2009
Renee Mapes , University of Missouri	2008

MASTER'S THESIS AWARD PAST RECIPIENTS

Anthony Battaglia , University of Toronto	2016
Kim Rogers , Oregon State University	2015
Hallur Hallsson , University of Iceland	2014
Enoch Chow , University of North Carolina-Greensboro	2013
Candace Hogue , University of Kansas	2012
Mustafa Sarkar , Loughborough University	2011
Maria-Christina , Kosteli Springfield College	2010
Ashley Stirling , University of Toronto	2007
Nick Galli , Miami University	2006
Jay Goldstein , University of Maryland	2005
Heather Peters , University of Arizona	2004
Jeff Vallance , University of Alberta	2003
Michael Reinboth , Norwegian University	2002
Pierre-Nicolas Lemyre , Norwegian University	2001
Dawn Lewis , Michigan State University	2000

STUDENT DIVERSITY AWARD PAST RECIPIENTS

Sae-Mi Lee , West Virginia University	2016
Alicia Johnson , University of Tennessee, Knoxville	2015
Johanna Foss , University of Missouri	2014
Ya-Ting Shang , UNC Greensboro	2013
Edson Filho & Itay Basevitch , Florida State University	2012
Moe Machida , Michigan State University	2011
Alyssa Norris , Washington State University	2011
Meredith Whitley , Michigan State University	2010
Johnathan H. Duff , University of Colorado	2009
Sheryll Casuga , University of California, San Francisco	2008

DISTINGUISHED INTERNATIONAL SCHOLAR AWARD PAST RECIPIENTS*

Jaume Cruz Feliu , Universitat Autònoma de Barcelona, Spain	2013
Sandy Gordon , The University of Western Australia, Australia	2011
Sidonio Serpa , Technical University of Lisbon, Portugal	2009
Celia Brackenridge , Brunel University, United Kingdom	2007
Natalia Stambulova , Halmstad University, Sweden	2004
Yuri Hanin , Research Institute for Olympic Sports, Finland	1999
Stuart Biddle , Loughborough University, United Kingdom	1997
Lew Hardy , University of Wales, United Kingdom	1996

**given every other year; no recipient in 2015*

PERFORMANCE EXCELLENCE AWARD

Morten Andersen , All-Time Leading Scorer in NFL History	2013
Sheryl Swoopes , Loyola University	2014
Diana Nyad , Distance Swimmer/Endurance Athlete	2016

COMMITTEE & EDITORIAL BOARD MEETINGS

Wednesday, September 28

9:00 AM – 12:00 PM

Certification Review Committee Camelback C

Thursday, September 29

11:30 AM - 12:30 PM

Past Presidents Council Meeting Palm 2AB

TSP Editorial Board Camelback D

12:30 PM - 1:30 PM

Development Committee Sierra 1

Distinguished Student Practice Review Committee Sierra 2

Graduate Program Committee Eucalyptus

Hospitality Committee Foxtail

SIG Coordinators Noble

Research Development Committee Sierra 3

Friday, September 30

7:00 AM - 8:00 AM

CSSEP Editorial Board Camelback D

Diversity Committee Eucalyptus

Ethics Committee Goldwater

Fellow Review Committee Ironwood

Finance Committee Sierra 1

International Relations Committee Juniper

Web Presence Committee Sierra 2/3

7:30 AM - 8:00 AM

Distinguished Professional Practice Review Committee Foxtail

11:30 AM - 12:30 PM

JCSP Editorial Board Camelback D

12:30 PM - 1:30 PM

Community Outreach Committee Sierra 1

Continuing Education Committee Sierra 2/3

Foundation Committee Foxtail

Newsletter Committee Goldwater

Student Development Committee Ironwood

JASP Editorial Board Noble

Saturday, October 1

7:00 AM - 8:00 AM

JSPA Editorial Board Noble

Sport Psychology Council Mesquite

SPECIAL INTEREST GROUP (SIG) MEETINGS

Thursday, September 29, 1:30 pm – 2:15 pm

Attendees are welcome to attend any SIG meeting; pre-registration is not required.

Achievement Motivation	Goldwater
Adaptive Sport and Physical Activity	Goldwater
Anger & Violence in Sport	Goldwater
Business Ownership in Sport Psychology	Goldwater
Coaching Science	Goldwater
College/University	Goldwater
Counseling Center	
Disability Sport and Exercise	Goldwater
Eating Disorders	Eucalyptus
Exercise Psychology and Wellness	Eucalyptus
Fencing	Eucalyptus
Gay, Lesbian, Bisexual, Transgender, and Intersex	Eucalyptus
International Olympic Sport Psychology	Foxtail
Media in Sport	Foxtail
Military Performance	Foxtail
Performance Consulting in Collegiate Sport	Foxtail
Performance Excellence	Ironwood
Performance Psychophysiology and Biofeedback	Ironwood
Positive Psychology for Sport and Exercise	Ironwood
Positive Youth Development through Physical Activity	Ironwood
Psychology of Sport Injury	Sierra 1
Race & Ethnicity in Sport	Sierra 1
Soccer	Sierra 2
Teaching Sport and Exercise Psychology	Sierra 2
Women in Sports	Sierra 3
Youth Sport	Sierra 3

SOCIAL EVENTS & OTHER ACTIVITIES

Wednesday, September 28

4:15 pm – 4:45 pm

Student Volunteer Training
Noble

4:30 pm – 5:15 pm

New Member Meet & Greet
Mesquite

7:00 pm – 9:00 pm

Opening Reception
Oasis Water Park

Thursday, September 29

7:00 am – 8:00 am

CC-AASP Breakfast
Goldwater
(by invitation only)

9:30 am – 4:00 pm

Exhibits Open
Ballroom Foyer

12:30 pm – 1:30 pm

Committee Meetings
See page 23 for full committee schedule

1:30 pm – 2:15 pm

Special Interest Group (SIG) Meetings
See page 24 for room assignments.

4:00 pm – 5:30 pm

Graduate Program & Information Fair
Sonoran Sky Ballroom

6:00 pm – 7:30 pm

Fellows Meeting
Foxtail

5:30 pm – 7:00 pm

Poster Session I
Grand Ballroom A-D

8:00 pm – 10:00 pm

Student Social
Aunt Chilada's

Friday, September 30

7:00 am – 8:00 am

Committee Meetings

See page 23 for full committee schedule.

7:15 am – 8:15 am

5K Fun Run and Walk

Meet in the parking lot by the fitness center.

9:30 am – 3:00 pm

Exhibits Open

Ballroom Foyer

12:30 pm – 1:30 pm

Meet the Professionals Lunch

Mesquite

(Sold out - ticket required)

12:30 pm – 1:30 pm

Committee Meetings

See page 23 for full committee schedule.

3:30 pm – 4:00 pm

Presidential Address: *Change is Inevitable, Growth is Optional: Opportunities Ahead for AASP*

Sonoran Sky Ballroom

4:15 pm – 5:15 pm

Business Meeting

Sonoran Sky Ballroom

5:30 pm – 7:00 pm

Poster Session II

Grand Ballroom A-D

7:00 pm – 8:00 pm

USOC Update Meeting

Sierra 2/3

(by invitation only)

Saturday, October 1

9:30 am – 11:30 am

Exhibits Open

Ballroom Foyer

4:30 pm – 5:30 pm

Student Challenge Quiz Show

Sierra 2/3

6:00 pm – 8:00 pm

Closing Reception

The Vista

5K FUN RUN & WALK

Join your fellow conference attendees for a 5K at 7:15 am on Friday, September 30. The race will take place on the back nine of the resort's golf course, with beautiful views of the city. Pre-registration is required – check with the registration desk to see if space is available. Meet in the parking lot near the Fitness Center.

APA CREDITS

APA credits are available to AASP attendees for an additional fee. To obtain APA credits, you must purchase them when you register for the conference. Please note that APA credits are not available for one- or two-day registration. By attending the entire conference, you are eligible to receive up to 18 credits. Additional APA credits are available for continuing education workshops.

To receive credits, you must sign in at the conference registration desk each day, and turn in your evaluation packet at the end of the meeting. You must fill out an evaluation for each session you attend. Certificates of Attendance with the number of credits you received will be emailed to you after the conference. Credits are awarded by the Professional Sport Psychology Group, which is approved by the American Psychological Association to offer continuing education for psychologists.

EXHIBIT INFORMATION

Exhibits are located in the Grand Ballroom Foyer, and are open during the following hours:

Thursday, September 29	9:30 am – 4:00 pm
Friday, September 30	9:30 am – 3:00 pm
Saturday, October 1	9:30 am – 11:30 am

Be sure to thank these companies for their support of AASP by visiting their booths to learn about their products and services:

- ANT – North America
- Athlete Assessments
- Counseling@Northwestern
- FiT Publishing
- Human Kinetics
- NeuroTracker Powered by CogniSens
- Nova Tech EEG
- Opti International
- RightBlue Labs
- Routledge
- Thought Technology
- University of Western States

GRADUATE PROGRAM & INFORMATION FAIR

Students and professionals alike are invited to the Graduate Program & Information Fair on Thursday, September 29, from 4:00 pm – 5:30 pm in the Sonoran Sky Ballroom. Take a look at several of the best graduate programs in the field while networking with other students, professionals, and Certified Consultants.

Please join AASP in welcoming participating schools (as of August 31):

- Adler University
- Barry University
- Counseling@Northwestern from The Family Institute at Northwestern University
- Florida State University
- Georgia Southern University
- IMG Academy
- Ithaca College
- James Madison University
- John F. Kennedy University
- Miami University
- Michigan State University
- Northwest Missouri State University
- Springfield College
- Temple University
- The University of Queensland
- University of Denver
- University of Kansas
- University of North Texas
- University of Tennessee
- University of Utah
- University of Western States
- University of Wisconsin-Milwaukee
- Wayne State University
- West Virginia University

NEW MEMBER MEET AND GREET

Providing a welcoming social and professional reception to all first time conference attendees is the main mission of the Hospitality Committee. The committee is eager to meet you and share helpful meeting information at the New Member Meet & Greet on Wednesday, September 28, from 4:30 pm – 5:15 pm in Mesquite.

Also note that members of the Hospitality Committee will be available during the conference to assist you in any way they can.

NAME BADGES

Attendees and exhibitors should wear their name badges at all times during the conference and during official AASP social events. If your badge is not visibly present, you may be asked to retrieve it before entering a session room.

POSTER PRESENTATIONS

Please see page 73 for the complete list of posters, numbered and grouped by session and topic area. Each poster board is double-sided with one presentation per side. Poster numbers appear on each board, and boards are arranged in numerical order in Grand Ballroom A-D.

Poster Session I – Thursday, September 29

Setup: 7:00 am – 9:00 am

Authors present at posters: 5:30 pm – 7:00 pm

Teardown: 7:00 pm – 7:30 pm

Poster Session II – Friday, September 30

Setup: 7:00 am – 9:00 am

Authors present at posters: 5:30 pm – 7:00 pm

Teardown: 7:00 pm – 7:30 pm

SPEAKER READY ROOM

All speakers delivering computer-based presentations are required to visit the Speaker Ready Room to pre-load their presentations based on the schedule below. Since there are over 100 presentations that will be delivered to the Speaker Ready Room over the course of the conference, we ask that you please visit at the prescribed times indicated below so we can assist you appropriately.

Please provide your presentation on a USB drive, and if your presentation contains audio or video, make sure to have a copy of the audio or video source file on your USB.

An AV Tech and/or AASP staff member will be able to assist you with putting your files on a laptop and previewing your presentation. Please note that once your presentation is uploaded in the Speaker Ready Room, you will not be permitted to revise the presentation. Please make all your last-minute changes before coming to the Speaker Ready Room. Once uploaded, your presentation will be available on a PC laptop in your session room in a folder on the desktop named with your session date and time.

If Your Presentation Time Is...	Then Your Scheduled Check-In Time Is...
Wednesday, Sept. 28 between 1:00 pm – 5:00 pm	Wednesday, Sept. 28 between 7:00 am – 11:00 am
Thursday, Sept. 29 between 8:00 am – 1:00 pm	Wednesday, Sept. 28 between 1:00 pm – 5:00 pm
Thursday, Sept. 29 between 1:00 pm – 5:00 pm	Thursday, Sept. 29 between 7:00 am – 11:00 am
Friday, Sept. 30 between 8:00 am – 1:00 pm	Thursday, Sept. 29 between 1:00 pm – 5:00 pm
Friday, Sept. 30 between 1:00 pm – 5:00 pm	Friday, Sept. 30 between 7:00 am – 11:00 am
Saturday, October 1 between 8:00 am – 1:00 pm	Friday, Sept. 30 between 1:00 pm – 5:00 pm
Saturday, October 1 between 1:00 pm – 4:00 pm	Saturday, October 1 between 7:00 am – 11:00 am

STUDENT EVENTS

Wednesday, September 28

4:15 pm – 4:45 pm

Student Volunteer Training

Noble

Thursday, September 29

12:30 pm - 2:30 pm

Students at Lunch

Grab your lunch and look for the tables marked for students. This is an informal time to meet and connect with other like-minded students, particularly undergraduate students who may be navigating the conference for the first time.

2:30 pm - 3:45 pm

**Student Professional Development Workshop:
Job Preparation**

Ironwood

3:45 pm - 4:00 pm

Graduate Fair Orientation

Ironwood

The Graduate Fair can be overwhelming! Stick around for a quick orientation immediately following the Job Preparation Workshop to learn how to get the most out of the Fair.

4:00 pm - 5:30 pm

Graduate Program & Information Fair

Sonoran Sky Ballroom

Looking for a Master's or PhD program? Be sure to stop by and talk to representatives from more than 20 schools.

8:00 pm - 10:00 pm

Student Social

This year's social will be held at Aunt Chilada's, the Mexican restaurant on the Arizona Grand Resort property.

Friday, September 30

12:30 pm - 1:30 pm

Meet the Professionals Lunch

Mesquite

(Sold out - ticket required)

Saturday, October 1

11:30 am - 12:30 pm

**Student Professional Development Workshop -
Imagery**

Eucalyptus

4:30 pm - 5:30 pm

Student Challenge [Quiz Show]

Sierra 2/3

Be sure to participate in this quiz show, where questions will be pulled from various lectures and invited speakers from the conference. Prizes will be awarded!

IN MEMORIAM

DR. J. GUALBERTO CREMADES



On August 9, 2016 after [fiercely battling brain cancer for the past 13 years, Dr. J. Gualberto Cremades. Gual, or Dr. C as his students called him, passed away. An internationally recognized contributor to the field, Gual was recently conferred an AASP Fellow and just finished

his service to the organization as an Executive Board member in the capacity of Public Relations and Outreach Division Head. Within his role to AASP, Gual contributed to the association's reach through social media, and he also centralized the importance of the International Relations Committee within our recent strategic plan.

Gual's scholarly contributions consisted of peer-reviewed journal articles on a variety of topics such as the effects of imagery perspective, the impact of parental involvement and gender differences in collegiate athletics, and the development of sport psychology in Spain. Most recently, he co-edited two books focused on providing a global perspective on applied practice and supervision/training. Further, at the time of his passing, he was working on editing yet another book with Angus Mugford in pursuit of enhancing the evidence-based, applied practice of Sport, Exercise, and Performance Psychology. In the last few years of his life, Gual had become increasingly passionate about instilling a globalized approach for the field as well as continuing the advancement of applied practice and the training of future practitioners.

As a practitioner, he had worked since 1994 with exercisers as well as youth, high school, collegiate, professional, and Olympic athletes in a variety of sports. He was very passionate about working with children and most recently had formed an academy in Miami teaching sport psychology and life skills principles to youth through soccer.

His legacy to the field is also the result of his development of the Master's in Sport, Exercise, and Performance Psychology at Barry University. His vision created a program that provides an exceptional foundation of knowledge for students, the availability of a wide range of applied experiences and opportunities, and the pursuit of quality thesis research projects. His efforts have

not only led to a thriving graduate program, but also the formation of an undergraduate bachelor's and minor program. Always the enthusiastic, dedicated, and passionate teacher and mentor, he undoubtedly left his mark on both former and current students. Upon hearing of his passing, several students wished to offer their perspectives on the impact he had on them:

"Dr. C was one of those professors who made me feel like Barry and our program was my home. He treated us not only as students but as family."

- Taylor Obersteadt

"Gual was instrumental in setting me up to succeed and establish my profession from my first visit to Barry, to his mentorship as a professor and research assistant, to my early years as a young consultant, and to the many conferences and ideas through the years. He has left a wonderful legacy, which is a testament to all of us to try and follow." - David Da Silva

"I hear Dr. C's voice in my head when I have discussions with my applied sport psychology students. I hope I am half of a mentor to my students as he was to me. He was so passionate about the field, and I hope to continue his legacy."

- Robyn Braun

Gual was a loving husband to his wife Carolina, a cherished brother to his sister María, and an extremely proud and devoted father to his two children, Marco Luis and Maite Isabella. He loved spending time with his children, often sharing his photos and discussing his experiences of taking his children to Bruce Springsteen concerts, coaching them in soccer, helping his son develop a passion for chess, and even producing a rap video with them.

For those who knew him, he will be remembered for his unwavering passion for and dedication to the field. As his colleagues, we feel deeply grateful for having had the opportunity to work with him, know him, and learn from him. We will always remember the great conversations, his way of challenging you that made you better for it, and his smile and laughter that were contagious. His legacy will live on within his colleagues, students, friends, family, and the field.

Written by Lauren Tashman, Duncan Simpson, and Robert Schinke

FULL CONFERENCE SCHEDULE

AREAS OF INTEREST

New in 2016, the Conference Planning Committee has identified several "Areas of Interest" in efforts to assist members in choosing conference sessions that may meet their needs. Though clearly not an exhaustive list of all topic areas of interest, the "areas" identified for the 2016 conference are:

- 1) Students,
- 2) Innovations in Sport Psychology,
- 3) Teaching and
- 4) Exercise/Fitness/Health.

SITE

WEDNESDAY, SEPTEMBER 28

9:00 am - 12:00 pm

Foxtail

CE Workshop: Designing, Implementing, and Evaluating Applied Sport Psychology Programs in Secondary, Collegiate, and Professional Sports Organizations

Charlie Maher*, PsyD, Cleveland Indians
Pre-Registration Required

1:00 pm

AASP CONFERENCE BEGINS



1:00 pm - 2:00 pm

Ironwood

LEC-01: Clinical Issues

LEC- 01A: Turning the corner: A comparison of female collegiate athletes and non-athletes who achieved eating disorder recovery.

Jessyca Arthur-Cameselle*, Western Washington University, USA

LEC-01B: Does Sport Participation and Gender Matter? Examining Binge Eating Symptoms in Male and Female Undergraduate Athletes and Non-Athletes

Jacey Keeney*, Rosalind Franklin University of Medicine and Science, USA; Leila Azarbad, North Central College, USA

LEC-01C: Student-Athlete and Student Non-Athletes' Attitudes Toward Seeking Online and Face-to-Face Counseling

Matthew Bird*, Florida State University, USA;
Gily Meir, Florida State University, USA;
Jaison Freeman, Florida State University, USA;
Graig Chow, Florida State University, USA

* Denotes Presenters

1:00 pm - 2:00 pm

Eucalyptus

PAN-01: Social Identity Theory and Double Consciousness: Implications for Effectively Working with Clients of Diverse Backgrounds

Angel Brutus*, Synergistic Solutions, LLC, USA;
Aaron Goodson*, West Virginia University, USA;
Jerry Holt*, Texas A&M University, USA

1:00 pm - 2:00 pm

Foxtail

SYM-01: Making it work: Differing models of delivering sport psychology services within collegiate athletics

Melinda Houston*, Occidental College, USA;
Ashley Samson*, California State University, Northridge, USA; Angela Fifer*, United States Military Academy, USA; Vanessa Shannon*, IMG Academy, USA

1:00 pm - 2:00 pm

Sierra 1

SYM-02: Apply, Adapt, and Achieve: Tips for a Successful Transition from Graduation to the Job Market

Itay Basevitch*, Anglia Ruskin University, UK;
Edson Filho*, University of Central Lancashire, UK;
Amber Shipherd*, Eastern Illinois University, USA;
Claire Rossato*, Middlesex University, London Sports Institute, UK; Oscar Gutierrez*, Florida State University, USA

SITE

1:00 pm - 2:00 pm

Goldwater

WKSP-01: "Going up?" How to develop an impactful elevator speech

Duncan Simpson*, Barry University, USA;
Angus Mugford*, Toronto Blue Jays, USA;
Justin Su'a*, Boston Red Sox, USA

SITE

1:00 pm - 2:00 pm

Juniper

WKSP-02: Transferring mental skills to the competitive environment through experiential learning

Lindsey Hamilton*, IMG Academy, USA;
DJ Anderoli, IMG Academy, USA;
Ryan Ingalls*, IMG Academy, USA;
Taryn Morgan*, IMG Academy, USA;
David da Silva, IMG Academy, USA;
Michael Lewis, IMG Academy, USA;
Christian Smith, IMG Academy, USA;
Taylor Stutzman, IMG Academy, USA;
Andrea Wieland, IMG Academy, USA;
David Hesse, IMG Academy, USA;
James Leath, IMG Academy, USA

1:00 pm - 2:00 pm

Sierra 2/3

WKSP-03: Eyes Do Not Ensure That I Can See: The Practice of Observation as a Gateway to Effective Mental Skills Training Development and Implementation*Shannon Baird*, CSF2-TC/SAIC, USA*

2:15 pm - 3:30 pm

Ironwood

LEC-02: Like Skills/Learning Strategies**LEC-02A: Training Coaches in Botswana in LifeMatters – a Program Combining Games and Mental Skills***Stephanie Hanrahan*, The University of Queensland, Australia; Tshepang Tshube, University of Botswana, Botswana***LEC-02B: Youth perceptions of the transfer of life skills in a sport based youth development program***Jenn Jacobs*, Northern Illinois University, USA***LEC-02C: Developing a Life Skills Intervention Program for Professional Cricketers***Adam Miles*, University of Otago, New Zealand; Ken Hodge, University of Otago, New Zealand***LEC-02D: Giving learners task-relevant or task-irrelevant choices enhances motor skill learning***Takehiro (Hiro) Iwatsuki*, University of Nevada, Las Vegas, USA; Gabriele Wulf, University of Nevada, Las Vegas, USA*

2:15 pm - 3:30 pm

Juniper

LEC-03: Motivation and Self-Perceptions**LEC-03A: An Examination of 2x2 Achievement Goals and Perceived Resilient Qualities in Collegiate Athletes***Stephen Gonzalez*, The College at Brockport, State University of New York, USA; Maria Newton, University of Utah, USA***LEC-03B: Malleable Mindsets: Implicit Theories of Mental Skills Abilities in Collegiate Athletes***Cory Shaffer*, Lowdergroup/Clemson University, USA; Gershon Tenenbaum, Florida State University, USA; Robert Eklund, University of Stirling, UK***LEC-03C: Female Adolescent Soccer Players' Perceived Motivational Climate, Goal Orientations, and Mindful Engagement***Susumu Iwasaki*, University of Kansas, USA; Mary Fry, University of Kansas, USA***LEC-03D: Mindsets, Coping and Physical Performance: College student's implicit beliefs about ability play a role in performance during a combat-sport event***Peter Jensen*, Center for Enhanced Performance, USA; Michael Pickering, Eastern Washington University, USA; Ryan Hill, Department of Physical Education - US Military Academy, USA; Cameron Turner, Department of Physical Education - US Military Academy, USA; Daniel Lorenzen, Department of Physical Education - US Military Academy, USA*

2:15 pm - 3:30 pm

Eucalyptus

PAN-02: A Coach's Dilemma: Making Selection Decisions with Incomplete and Imperfect Information*Lindsay Thornton*, USOC, USA; Cam Kiosoglous*, US Rowing, USA; Jon Court*, University of Arizona Gymnastics, USA*

2:15 pm - 3:30 pm

Goldwater

SYM-03: The Teaching Comes From the Practice: Mindfulness Applications for Performance Excellence*Mark Aoyagi*, University of Denver, USA; Amy Baltzell*, Boston University, USA; Peter Habert*, USOC, USA**Discussant: Anne Marte Pensgaard*

2:15 pm - 3:30 pm

Sierra 2/3

WKSP-04: Taboo Talks in Sport Psychology: Managing Ethically Challenging Conversations in Teaching, Research, and Practice*Brandonn Harris*, Georgia Southern University, USA; Jack Watson II*, West Virginia University, USA; Ed Etzel*, West Virginia University, USA*

2:15 pm - 3:30 pm

Sierra 1

WKSP-05: Regret Aversion in Sport Psychology Practice*Leilani Madrigal*, University of Nebraska, USA; Jamie Robbins*, Methodist University, USA; Christopher Stanley*, Florida Gulf Coast University, USA; Adam Tharkur*, Florida State University, USA; Ye Wang*, Florida State University, USA*

3:45 pm - 5:00 pm

Sierra 2/3

AASP and NATA: Lessons Learned from Interdisciplinary Collaboration in Sport Psychology and Athletic Training*Scott Sailor, CSU Fresno, USA; Andrew Pipkin, Cleveland Indians, USA; Dustin Williams, University of Arizona, USA; Traci Statler, Cal State Fullerton, USA (moderator)*

3:45 pm - 5:00 pm

Juniper

LEC-04: Consulting/Private Practice

LEC-04A: Going for Gold: Reflections on Career Transition and First-Time Consultation at an International Multi-Sport Event

Lauren Tashman, Barry University / Inspire Performance Consulting, USA*

LEC-04B: "They don't care how much you know until they know how much you care": Developing effective consulting relationships with kids

Emily Lauer, University of Tennessee, USA; Rebecca Zakrajsek, University of Tennessee, USA; Stewart Waters, University of Tennessee, USA; Emily Heird, University of Tennessee, USA; Cheyanne Humphrey, University of Tennessee, USA; Michael Lozano, University of Tennessee, USA; Leslee Fisher, University of Tennessee, USA*

LEC-04C: Revisiting Gaining Entry with Athletic Personnel for Season-long Consulting

Thomas Fritze, University of Denver, USA; Mark Laird, Regent University, USA; Mark Aoyagi, University of Denver, USA; Artur Poczwardowski, University of Denver, USA*

LEC-04D: Methods of observation used by experienced sport psychology practitioners

Tim Holder, University of Central Lancashire, UK; Stacy Winter, St. Marys University, England*

3:45 pm - 5:00 pm

Eucalyptus

PAN-03: Getting In the Door and Staying In: Lessons Learned from Early Career Consultants Working in Applied Sport Psychology

Brian Zuleger, Adams State University, USA; Scotta Morton*, University of Missouri, USA; Ian Connole*, K-State Athletics, USA; Jesse Michel*, Comprehensive Soldier and Family Fitness (CSF2), USA; Ralph Vernacchia*, Western Washington University, USA*

SITE

3:45 pm - 5:00 pm

Sierra 1

SYM-04: Sport Psychology in Australia: Still on the Winning Edge?

Kristen Peterson, Australian Institute of Sport, Australia; Renee Appaneal*, Australian Institute of Sport, Australia; John Baranoff*, Australian Institute of Sport, Australia*

Discussant: Charlie Brown

3:45 pm - 5:00 pm

Foxtail

SYM-05: Dual Career in Sport and Education: Context-Driven Research in North America and Europe

Natalia Stambulova, Halmstad University, Sweden; Robert Schinke*, Laurentian University, Canada; Judy Van Raalte*, Springfield College, USA; Tatiana Ryba*, University of Jyväskylä, Department of Psychology, Finland; Britton Brewer, Springfield College, USA; Albert Petitpas, Springfield College, USA; Amy Blodgett, Laurentian University, Canada; Kaisa Aunola, University of Jyväskylä, Finland; Jaana Viljaranta, University of Jyväskylä, Finland; Harri Selänne, Mehiläinen Sports Medical Clinic, Finland; Lukas Linnér, Halmstad University, Sweden; Johan Ekengren, Halmstad University, Sweden*

Discussant: Rob Schinke

3:45 pm - 5:00 pm

Goldwater

WKSP-06: Implementing the Mindfulness-Acceptance-Commitment (MAC) Approach in Sport and Performance Psychology Practice

Frank Gardner, Touro College, USA; Zella Moore*, Manhattan College, USA*

3:45 pm - 5:00 pm

Ironwood

WKSP-07: Trauma in Sports – Raising Awareness & Empowering Change

Amanda Leibovitz, University of North Texas, USA; Mitch Abrams*, Learned Excellence for Athletes, USA*

4:15 pm - 4:45 pm

Noble

Student Volunteer Training

4:30 pm - 5:15 pm

Mesquite

New Member Meet & Greet

5:30 pm - 7:00 pm

Sonoran Sky Ballroom

Opening Keynote Session

Are We Sitting on our Theories? Searching for the Bigger Picture in Active Living

Stuart JH Biddle, Victoria University, Melbourne, Australia

SITE

7:00 pm - 9:00 pm

Oasis Waterpark

Opening Reception

THURSDAY, SEPTEMBER 29

7:00 am – 8:15 am

Goldwater

CC-AASP Breakfast
(by invitation only)

8:15 am - 9:30 am

Goldwater

CC-AASP Case Studies

Eric Bean, HigherEchelon, INC, USA;
Lois Butcher-Poffley, Temple University; USA

8:15 am - 9:30 am

Palm 2AB - Second Floor

Biddle Keynote Discussion

Stuart Biddle, Victoria University, Australia*

8:15 am - 9:30 am

Ironwood

LEC-05: Motivation and Self-Perceptions II

LEC-05A: An Investigation of Body Image in Athletes with Physical Disabilities

Nick Galli, University of Utah/Headstrong Consulting, USA; Justine Reel, University of North Carolina Wilmington, USA; Hester Henderson, University of Utah, USA; Nicole Detling, University of Utah/Headstrong Consulting, USA*

LEC-05B: Development of the Running Identity Scale

Matthew Bejar, University of Tennessee, USA; Leslee Fisher, University of Tennessee, USA; Jennifer Ann Morrow, University of Tennessee, USA*

LEC-05C: Body Shame and Social Physique Anxiety: Could Nurturing Self-Compassion Help More than Diminishing Self-objectification?

Brian Souza, Oregon State University, USA; Vicki Ebbeck, Oregon State University, USA*

LEC-05D: Physiological and Psychological Stress Responses to a Motivational Climate Intervention

Candace Hogue, University of Kansas, USA; Mary Fry, University of Kansas, USA; Andrew Fry, University of Kansas, USA*

8:15 am - 9:30 am

Foxtail

PAN-04: Time's Up! Handling Acute Competition Distraction and Distress: A Discussion with Four Experts

Amy Baltzell, Boston University, USA;*
Kate F. Hays, The Performing Edge, Canada;*
Artur Poczwardowski, University of Denver, USA;*
Graig Chow, Florida State University, USA*

8:15 am - 9:30 am

Sierra 2

PAN-05: Piloting The Optimum Performance Program in Circus: Exploration into an Important Domain of Performance Psychology

Brad Donohue, UNLV, USA; Yulia Gavrilova*, UNLV, USA; Marina Galante*, Miami University, USA; Corey Phillips*, UNLV, USA; Bryan Burnstein*, Cirque du Soleil, USA*

SITE

8:15 am - 9:30 am

Sierra 3

SYM-06: Theory/Science to practice for excellence in Olympic performance: Multi-national and organizational perspectives

Elizabeth Shoenfelt, Western Kentucky University, USA; Sebastian Brueckner*, Saarbruecken Olympic Training Center, Germany; Göran Kenttä*, The Swedish School of Sport and Health Science, Sweden; Tadhg MacIntyre*, University of Limerick, Ireland*

Discussant: Aidan Moran

8:15 am - 9:30 am

Sierra 1

SMY-07: Domestic Violence in Sport: What is the Role for Sport and Exercise Psychology

Marc Strickland, Multisport Psychological Consultants, LLC, USA; Kristen Dieffenbach*, WVU - Athletic Coaching Ed, USA; Holly Salisbury*, Forensic Psychologist and Owner of Maitri Psychological Services, USA*

Discussant: Gloria Balague

8:15 am - 9:30 am

Eucalyptus

WKSP-08: Better Together: A Case Study Workshop for Students

Chelsea Wooding, Expression Dance Studio, USA; Ashley Coker-Cranney*, West Virginia University, USA; Sarah Castillo*, National University, USA; Jack Watson II*, West Virginia University, USA; Eric Bean*, Strong Mind, USA*

SITE

9:30 am – 4:00 pm

Grand Ballroom Foyer

Exhibits Open

9:45 am – 11:00 am

Sonoran Sky

KEYNOTE SESSION

Awards & Recognition

Distinguished Professional Practice Award:

Kate F. Hays, The Performing Edge

Student Diversity Award:

Sae-Mi Lee, West Virginia University

Outgoing Board recognition:

Sarah Carson Sackett, Alex Cohen,

Dolores Christensen

Never, Ever Give Up

Diana Nyad, Distance Swimmer/Endurance Athlete

Post-Presentation Panel:

Mustafa Sarkar, Nottingham Trent University, UK

Sam Zizzi, West Virginia University, USA;

Jennifer Schumacher, California State University-Fullerton, USA;

Brent Walker, Columbia University, USA (moderator)

11:30 am - 12:30 pm

Sonoran Sky

**Five Slides in Five Minutes:
Best Practices In Consulting**

Eric Bean, HigherEchelon, Inc , USA (Moderator); Shannon Baird, CSF2-TC/SAIC, USA; Alex Cohen, USOC, USA; Angela Fifer, United States Military Academy, USA; Cassandra Pasquariello, University of Washington, USA; Graig Chow, Florida State University, USA; Stephen Gonzalez, State University of New York, USA

11:30 am - 12:30 pm

Sierra 1

Publishing in the Journal of Applied Sport Psychology (JASP), Journal of Applied Sport Psychology in Action (JSPA), and Case Studies in Sport and Exercise Psychology (CSSEP)

Stewart Cotterill, University of Winchester, UK;*

Ian Maynard, Sheffield Hallam University, UK;*

Stephen Mellalieu, Cardiff Metropolitan University, UK*



11:30 am - 12:30 pm

Eucalyptus

LEC-06: Coaching/Leadership

LEC-06A: The Road to World Cup Victory in Soccer: Profile of Successful Coaches and Teams

Jean Rettig, Florida State University, USA;

Edson Filho, University of Central Lancashire, Italy*

LEC-06B: NCAA Student-Athletes' Self-Efficacy: Parent Communication and Efficacy Enhancing Techniques

Sara M. Erdner, University of Tennessee, USA;*

Courtney N. Wright, University of Tennessee, USA;

Rebecca A. Zakrajsek, University of Tennessee, USA

LEC-06C: Collegiate head coaches' perceptions of autonomy support: Development and validation of the Autonomy Support Beliefs Scale

Johannes Raabe, University of Tennessee, USA;*

Rebecca Zakrajsek, University of Tennessee, USA;

John Orme, University of Tennessee, USA

11:30 am - 12:30 pm

Sierra 2

LEC-07: Challenging Situations in Sport

LEC-07A: Male and Female Cross Country Runners' Experiences of Street Harassment

Emiliy Roper, Sam Houston State University, USA;*

Katherine Polasek, SUNY Cortland, USA

LEC-07B: Creating and Validating the Shame in Sport Questionnaire

Mario Fontana, Northern State University, USA;

Mary Fry, University of Kansas, USA

LEC-07C: Managing Hostile Aggression: An Investigation of Moral Disengagement, Coaching Efficacy, and Responses to Athlete Aggression Among High School Coaches

Carra Johnson, CSU Long Beach, USA*

11:30 am - 12:30 pm

Goldwater

SYM-08: Stress in High-Performance Coaches: Situations May Be Similar but the Experience Can Be Different

Stiliani 'Ani' Chroni, Hedmark University College, Norway; Frank Abrahamsen*, Norwegian School of Sport Sciences, Norway; Göran Kenttä*, The Swedish School of Sport and Health Science, Sweden; Faye Didymus*, Leeds Beckett University, UK; Marte Bentzen*, Norwegian School of Sport Sciences, Norway; Richard Gordin*, Utah State University, USA; Liv Hemmestad, Olympic Training Center, Norway; JÅrgen Holmemo, Norwegian School of Sport Sciences, Norway; Pierre-Nicolas Lemyre, Norwegian School of Sport Sciences, Norway*

11:30 am - 12:30 pm

Foxtail

WKSP-09: The Science and Art of Live Coaching

Christian Smith, IMG Academy, USA;*

Taryn Morgan, IMG Academy, USA;*

Lindsey Hamilton, IMG Academy, USA;*

David da Silva, IMG Academy, USA;

Michael Lewis, IMG Academy, USA;

Taylor Stutzman, IMG Academy, USA;

Andrea Wieland, IMG Academy, USA;

DJ Andreoli, IMG Academy, USA;

David Hesse, IMG Academy, USA;

Ryan Ingalls, IMG Academy, USA;

James Leath, IMG Academy, USA

11:30 am - 12:30 pm

Ironwood

WKSP-10: From Mentee to Mentor: Transitioning Through the Various Stages of the Supervision Process

Zach Brandon*, California State University, Fullerton, USA; Jennifer Schumacher*, California State University, Fullerton, USA

SITE

11:30 am - 12:30 pm

Sierra 3

WKSP-11: Health Coaching and Sport and Exercise Psychology: What You Need To Know

John Ingels*, West Virginia University, USA; Sam Zizzi*, West Virginia University, USA

SITE

12:30 pm – 1:30 pm

Committee Meetings

See page 23 for schedule and room assignments.

1:30 pm – 2:15 pm

Special Interest Group (SIG) Meetings

See page 24 for schedule and room assignments.

2:30 pm - 3:45 pm

Foxtail

Diversity Lecture - Home Court Advantage: Promoting Pro-Level Diversity

Nzinga Shaw*, Atlanta Hawks, USA

2:30 pm - 3:45 pm

Ironwood

Student Professional Development Workshop - Job Preparation

Traci Statler*, Cal State Fullerton, Taryn Morgan*, IMG Academy, Eric Martin*, Boise State University

SITE

2:30 pm - 3:45 pm

Sierra 3

LEC-08: Personality & Coping**LEC-08A: The impact of family relationship stressors on college student athlete success**

Ashley Samson*, California State University, Northridge, USA; Vikiea McKamie, California State University, Northridge, USA; Holly Sirota, California State University, Northridge, USA

LEC-08B: Planning Ahead: Examining the Effects of a Career Development Intervention on Student-Athletes' Psychosocial and Behavioral Outcomes

Matt Vaartstra*, University of Idaho, USA; Damon Burton, University of Idaho, USA

LEC-08C: A Three-Domain Personality Analysis of a Mentally Tough Athlete

Tristan Coulter*, The University Of Queensland, Australia; Cliff Mallett, The University Of Queensland, Australia; Jefferson Singer, Connecticut College, USA

LEC-08D: The role of passion and affect in enhancing the understanding of coach burnout

Marte Bentzen*, Norwegian School of Sport Sciences, Norway; Frode Moen, Norwegian University of Science and Technology, Norway; Kenneth Myrhe, Norwegian University of Science and Technology, Norway

2:30 pm - 3:45 pm

Goldwater

PAN-06: Addressing the Mental and Emotional Needs of Professional Athletes: Challenges in Coordinating Programs and Services

Charles Maher*, Cleveland Indians, USA; Angus Mugford*, Toronto Blue Jays, USA; Chris Carr*, St. Vincent Sports Performance, USA; Jack J. Lesyk*, Ohio Center for Sport Psychology, USA; Mark Aoyagi*, University of Denver, USA

2:30 pm - 3:45 pm

Eucalyptus

SYM-09: Examining the Role of the Sport Psychology Consultant in Coaches' Intra and Interpersonal Knowledge Development

Kristen Dieffenbach*, West Virginia University, USA; Tammy Sheehy*, West Virginia University, USA; Göran Kenttä*, The Swedish School of Sport and Health Science, Sweden; Meghan Halbrook*, West Virginia University, USA; Stephen Harvey, West Virginia University, USA; Roch King, West Virginia University, USA; Clayton Kuklick, West Virginia University, USA

2:30 pm - 3:45 pm

Sierra 1

SYM-10: 70 Years In: Anabolic Steroid Use and the Athlete – What Consultants Need to Know

Tracy Olrich*, Central Michigan University, USA; Mary Rutty, Central Michigan University, USA; Mario Vassallo*, Wayne State University, USA; Mitch Abrams*, Learned Excellence for Athletes, USA; Kelvin Byrd, Central Michigan University, USA; Kristine Miller, Central Michigan University, USA

Discussant: Tracy Olrich

2:30 pm - 3:45 pm

Sierra 2

WKSP-12: We Are Adaptive: Mental Skills for Paralympic Athletes

Ashley Jenkins*, *Comprehensive Soldier and Family Fitness, USA*; Shawn Saylor*, *Comprehensive Soldier and Family Fitness, USA*; Cody Sohn*, *Comprehensive Soldier and Family Fitness, USA*; Abigail Bilyk*, *Comprehensive Soldier and Family Fitness, USA*; Stephany Coakley*, *Maximum Mental Training Associates (MMTA), USA*; Heather Hassinger*, *Comprehensive Soldier and Family Fitness, USA*; Anthony Pacheco*, *Comprehensive Soldier and Family Fitness, USA*

3:45 pm - 4:00 pm

Ironwood

Graduate Fair Orientation

4:00 pm - 5:30 pm

Sonoran Sky Ballroom

Graduate Program and Information Fair

5:30 - 7:00 pm

Grand Ballroom A-D

Poster Session I

6:00 pm - 7:30 pm

Foxtail

Fellows Meeting

8:00 pm - 10:00 pm

Aunt Chilada's Mexican Restaurant (on resort property)

Student Social

FRIDAY, SEPTEMBER 30

7:00 am - 8:00 am

Committee Meetings

See page 23 for schedule and room assignments.

7:15 am - 8:15 am

5K Fun Run & Walk

Meet in parking lot near fitness center

8:15 am - 9:30 am

Eucalyptus

LEC-09: Motivation and Self-Perceptions III

SITE

LEC-09A: Home advantage from a social-cognitive perspective

Bernd Strauss*, *University of Muenster, Germany*; Kathrin Staufenbiel, *University of Muenster, Germany*

LEC-09B: Self-compassion Facilitates Internalized Motivation for Physical Activity

Brian Souza*, *Oregon State University, USA*; Vicki Ebbeck, *Oregon State University, USA*

LEC-09C: Promoting Motivational Outcomes in University Physical Education: Type of Activity Matters

Tsz Lun (Alan) Chu*, *University of North Texas, USA*

LEC-09D: Development and Validation of the Intuitive Exercise Scale

Nick Galli*, *University of Utah/Headstrong Consulting, USA*; Dana Voelker, *West Virginia University, USA*; Justine Reel, *University of North Carolina Wilmington, USA*; Maya Miyairi, *Utah State University, USA*; Christy Greenleaf, *University of Wisconsin at Milwaukee, USA*

8:15 am - 9:30 am

Foxtail

LEC-10: Youth Sport

LEC-10A: Character Development in Youth Sport: Can a Character-Based Curriculum Promote Athletes' Beliefs and Behaviors About Respect?

Andrea Ettekal, *Tufts University, USA*; Kristina Moore*, *Boston College / Lasell College / Univ. of New Hampshire, USA*; Patricia Gansert, *Tufts University, USA*; Kaitlyn Ferris, *Tufts University, USA*; Tina Syer, *Positive Coaching Alliance, USA*

LEC-10B: Developing and Testing an Observational Measure to Assess Program Quality in Youth Sport

Corliss Bean*, *University of Ottawa, Canada*; Tanya Forneris, *University of Ottawa, Canada*

LEC-10C: Examining Youth Football Coaches and Their Knowledge of, and Attitudes Towards, Sport Concussions

Sean Kerr*, *California State University Long Beach, USA*; Tiffany Vargas, *California State University Long Beach, USA*; Jim Becker, *California State University Long Beach, USA*; Mimi Nakajima, *California State University Long Beach, USA*

LEC-10D: Youth Athletes' Perspectives on The Effects of Punishment Use in Sport

Anthony Battaglia*, *University of Toronto, Canada*; Gretchen Kerr, *University of Toronto, Canada*

8:15 am - 9:30 am

Goldwater

LEC-11: Mental Training/Interventions

LEC-11A: The Development and Execution of a Multi-faceted Sport Psychology Community Outreach Initiative: Process Reflections and Lessons Learned

Ashley Samson*, California State University, Northridge, USA;
 Stephen Gonzalez, The College at Brockport, State University of New York, USA;
 Duncan Simpson, Barry University, USA;
 Kristina Moore, Boston College / Lasell College / Univ. of New Hampshire, USA;
 E. Whitney Moore, University of North Texas, USA;
 Stephany Coakley, Maximum Mental Training Associates (MMTA), USA;
 Jennifer Thome, Illinois State University, USA

LEC-11B: Intentional Culture Building at a NCAA Division 1 Institution: Experiences and Recommendations

Jack Brown*, The University of Missouri, USA;
 Joanna Foss, University of Missouri, USA;
 Katherine McLean, University of Missouri, USA

LEC-11C: The Denali Project: A Mental Skills Training Program for Military Veteran Injury Support

Jared Hines*, Fresno State University, USA;
 Dawn Lewis, California State University, Fresno, USA;
 David Kinnunen, California State University, Fresno, USA;
 Michael Coles, California State University, Fresno, USA

LEC-11D: The transtheoretical model of behavior change: Evidence-based translation of theory to practice with NCAA student-athletes

Stacy Gnacinski*, University of Wisconsin-Milwaukee, USA;
 William Massey, Concordia University Wisconsin, USA;
 Courtney Fisher-Hess, University of Wisconsin-Milwaukee, USA;
 Barbara Meyer, University of Wisconsin-Milwaukee, USA

8:15 am - 9:30 am

Sierra 1

PAN-07: Challenge Assumptions: Exploring the Sport Psychology Practice and Experiences of Black Athletes

Miriam Merrill*, Temple University, USA;
 Leeja Carter*, Long Island University - Brooklyn, USA;
 Margaret Ottley*, West Chester University, USA;
 Robert Bennett*, The Ohio State University, USA;
 Joyce Olushola*, Arkansas State University, USA;
 Valyncia Raphael*, Cerritos College, USA

8:15 am - 9:30 am

Juniper

SYM-11: Sport-Related Concussions: Considerations for the Sport Psychology Professional

Jeff Caron*, McGill University, Canada;
 Gordon Bloom*, McGill University, Canada;
 Marc Cormier*, University of Kentucky, USA

8:15 am - 9:30 am

Sierra 2/3

SYM-12: Teaching SIG Symposium: High Impact Teaching Practices in Sport, Exercise, and Performance Psychology to Promote Engagement

Amber Shipherd*, Texas A&M University Kingsville/ Next Level Mind Consulting, USA;
 John Coumbe-Lilley*, University of Illinois at Chicago, USA;
 Melissa Thompson*, The University of Southern Mississippi, USA;
 Sarah Castillo*, National University, USA;
 Tanya Prewitt-White*, Adler University, USA



8:15 am - 9:30 am

Ironwood

WKSP-13: Performance Readiness Planning

Alexander Cohen*, United States Olympic Committee, USA

9:30 am - 3:00 pm

Grand Ballroom Foyer

Exhibits Open

9:45 am - 11:00 am

Sonoran Sky

KEYNOTE SESSION

Awards & Recognition

Dorothy Harris Memorial Award:
 Monna Arvinen-Barrow, University of Wisconsin - Milwaukee
 Distinguished Doctoral Student Practice Award:
 Eric Martin, Michigan State University
 Distinguished Master's Student Practice Award:
 Brendan Danker, Miami University (Ohio)
 Student Travel Awards & Young Researcher Awards

Exploring Cognitive Processes in Sport: Old Problems and New Directions

Aidan Moran, University College, Dublin, Ireland

11:30 am - 12:30 pm

Eucalyptus

Five Slides in Five Minutes: Mindfulness

Sarah Castillo, National University, USA (Moderator);
 Renee Appaneal, Australian Institute of Sport, Australia;
 Amy Baltzell, Boston University, USA;
 Frank Gardner, Touro College, USA;
 Peter Haberl, USOC, USA;
 Joe Mannion, Pepperdine University, USA;
 Zella Moore, Manhattan College, USA

11:30 am - 12:30 pm

Juniper

AASP Certification: Exam Development and Future Directions

Jack Watson II*, West Virginia University, USA,
Robert Harmison*, James Madison University, USA

11:30 am - 12:30 pm

Sierra 1

Moran Keynote Discussion

Aidan Moran, University College-Dublin, Ireland

11:30 am - 12:30 pm

Goldwater

LEC-12: Exercise & Play

SITE

LEC-12A: Superwoman: Exploring Stress, Coping, and Physical Activity Among African American Women

Leeja Carter*, Long Island University - Brooklyn, USA;
Amerigo Rossi, Long Island University - Brooklyn, USA

LEC-12B: Quadrant Analyses of the FUN MAPS: Identifying Go-Zones for Planning and Intervention

Amanda Visek*, The George Washington University, USA;
Heather Mannix, The George Washington University, USA;
Avinash Chandran, The George Washington University, USA;
Ciera Jones, The George Washington University, USA;
Karen McDonnell, The George Washington University, USA;
Sara Achrati, Boston University, USA;
Loretta DiPietro, The George Washington University, USA

LEC-12C: The Fitbit Phenomenon: Perceived Usefulness and Best Practices

Selen Razon*, Ball State University, USA;
Alex Wallace, Ball State University, USA;
Jorge Ballesteros, Ball State University, USA;
Nicole Koontz, Ball State University, USA;
Alex Montoye, Ball State University, USA

11:30 am - 12:30 pm

Sonoran Sky

PAN-08: Understanding the World of Sport: The Key Ingredient in the Practice of Applied Sport Psychology

Gloria Balague*, SportPsych Consulting, USA;
Cristina Fink*, High Performance Sports, Philadelphia Union, USA;
Richard Gordin*, Utah State University, USA;
Kenneth Ravizza*, California State University, Fullerton, USA;
Ralph Vernacchia*, Western Washington University, USA

SITE

11:30 am - 12:30 pm

Sierra 2/3

SYM-13: Beyond the textbook: The role of mentorship for students in applied sport psychology

Angela Fifer*, United States Military Academy, USA;
Megan Rinderer*, University of Denver, USA;
Brendan O'neil*, Springfield College, USA

SITE

11:30 am - 12:30 pm

Foxtail

WKSP-14: Autogenic training: Sport psychology and clinical applications

Frances Price*, Independent Practice, USA;
Mark Andersen, Halmstad University, Sweden;
Charles Johnson*, University of Wyoming, USA

11:30 am - 12:30 pm

Ironwood

WKSP-15: Making Learning Fun (Again): Creative Activities for Those Potentially Dry Topics within Sport and Exercise Performance Consulting

Sydney Masters*, Ithaca College, USA;
Cathlyn Pistolas*, Ithaca College, USA;
Brian McDevitt*, Ithaca College, USA;
Margaret McConnell, Ithaca College, USA;
Megan Walker, Ithaca College, USA;
Justine Vosloo, Ithaca College, USA

SITE

12:30 pm - 1:30 pm

Committee Meetings

See page 23 for schedule and room assignments.

12:30 pm - 1:30 pm

Mesquite

Meet the Professionals Luncheon

Ticket required. Event sold out.

1:45 pm - 2:45 pm

Eucalyptus

Nuts & Bolts of Becoming a CC-AASP

Carrie Scherzer*, Mount Royal University, Canada;
Taryn Morgan*, IMG Academy, USA

SITE

1:45 pm - 2:45 pm

Juniper

LEC-13: eSport & Exergaming

SITE

LEC-13A: An Exploration of Mental Skills Among Competitive Gamers

Daniel Himmelstein*, USA; Yitong Liu, University of Denver, USA;
Jamie Shapiro, University of Denver, USA

LEC-13B: Increasing Rehabilitation Adherence through Game-based Technology

Kristin Wood, University Of Minnesota, Minneapolis, USA; Diane Wiese-Bjornstal, University Of Minnesota, Minneapolis, USA*

LEC-13C: Promoting Physical Activity among People with Disabilities: Testing the Potentials of Exergaming

Selen Razon, Ball State University, USA; Alex Wallace, Ball State University, USA; Andrew Walsh, Ball State University, USA; Umit Tokac, Florida State University, USA*

1:45 pm - 2:45 pm

Foxtail

PAN-09: From the Ground Up: Building a profitable private practice in today's business climate.

Erika Carlson, Excellence In Sport Performance, USA; Bhrett McCabe*, The MindSide, LLC, USA; Michael Riggs*, ONE Way Sport, USA; Tim Suzor*, THINQ Sports, USA; Wesley Sime*, University of Nebraska, USA*

1:45 pm - 2:45 pm

Goldwater

PAN-10: Failing Forward: Epic fails in sport psychology consulting and lessons learned the hard way

Jennifer Schumacher, California State University, Fullerton, USA; Bernie Holliday*, Pittsburgh Pirates, USA; Cecilia Clark*, Cleveland Indians, USA*

1:45 pm - 2:45 pm

Sierra 1

SYM-14: Talent on the Soccer Pitch: Psychological Qualities and Obstacles on the Way to the Top in Switzerland

Daniel Birrer, Swiss Federal Institute of Sports Magglingen, Switzerland; Stephan Horvath*, Swiss Federal Institute of Sports Magglingen, Switzerland; Gareth Morgan*, Swiss Federal Institute of Sports Magglingen, Switzerland*

1:45 pm - 2:45 pm

Ironwood

WKSP-16: Using Transactional Analysis as a framework to resolve intra-team conflicts

Megan Byrd, West Virginia University, USA; Stefanee Van Horn*, West Virginia University, USA*



1:45 pm - 2:45 pm

Sierra 2/3

WKSP-17: Don't Look Back at Me, Pass It On: Mentoring Aspiring Females in the Field

Tanya Prewitt-White, Adler University, USA; Leeja Carter*, Long Island University - Brooklyn, USA*



3:00 pm – 3:30 pm

Sonoran Sky

COLEMAN GRIFFITH LECTURE

The Scientist-Practitioner Model in Sport Psychology: A Guide for AASP Performance Enhancement Consultant Practices

Gershon Tenenbaum, Florida State University

3:30 pm – 4:00 pm

Sonoran Sky

PRESIDENTIAL ADDRESS

Change is Inevitable, Growth is Optional: Opportunities Ahead for AASP

Angus Mugford, Toronto Blue Jays

4:15 pm – 5:15 pm

Sonoran Sky

Business Meeting

5:30 pm – 7:00 pm

Grand Ballroom A-D

Poster Session II

SATURDAY, OCTOBER 1

8:15 am - 9:30 am

Eucalyptus

Five Slides in Five Minutes: Gizmos & Gadgets

Cindra Kamphoff, Private Practice & Minnesota State University*, USA (Moderator); Justin Su'a*, Boston Red Sox, USA; Carrie Cheadle*, www.carriecheadle.com, USA; Bernie Holliday*, Pittsburgh Pirates, USA; Erika Carlson*, Mental Training Inc., USA; Jim Taylor*, Private Practice*



8:15 am - 9:30 am

Sierra 2/3

LEC-14: Novel Applications

LEC-14A: 'Pouring Everything that You Are': Musicians' Experiences of Optimal Performances

Jessica Ford, University of Wisconsin-Milwaukee, USA; Justine Vosloo, Ithaca College, USA; Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA; Miranda Kaye, Pennsylvania State University, USA*

LEC-14B: Development of Team Coordination and Collective Efficacy in High-Risk Circus Acrobatics

Edson Filho, University of Central Lancashire, Italy; Jean Rettig, Florida State University, USA*

LEC-14C: “Skill, Professionalism, and Teamwork”: Understanding the selection process of the Canadian Air Force Snowbird Demonstration Team

Luc Martin, Queen’s University, Canada;
Mark Eys, Wilfrid Laurier University, Canada*

LEC-14D: “Drive On:” The Relationship between psychological variables and effective squad leadership

Todd Gilson, Northern Illinois University, USA;
Melissa Dix, Northern Illinois University, USA;
Marc Lochbaum, Texas Tech University, USA*

8:15 am - 9:30 am

Sierra 1

PAN-11: Teach me and I may remember, involve me and I learn: Peer mentoring in graduate education

Andrew Bass, University of Tennessee, USA;
Johannes Raabe*, University of Tennessee, USA;
Emily Lauer*, University of Tennessee, USA;
Sara Erdner*, University of Tennessee, USA;
Matthew Bejar*, University of Tennessee, USA;
Rebecca Zakrajsek*, University of Tennessee, USA*

8:15 am - 9:30 am

Foxtail

SYM-15: Theory-driven practices – Demonstrations of the scientists-practitioner Model

Gershon Tenenbaum, Florida State University, USA;
Maurizio Bertollo*, University “G. D’Annunzio”, Chieti, Italy;
Robert Schinke*, Laurentian University, Canada*

8:15 am - 9:30 am

Goldwater

SYM-16: Transfer: Examining the Complex Process of How Sport Skills Become Life Skills

Scott Pierce, Illinois State University, USA;
Martin Camire*, University of Ottawa, Canada;
Daniel Gould*, Michigan State University, USA;
Kelsey Kendellen*, University of Ottawa, Canada*

8:15 am - 9:30 am

Ironwood

WKSP-18: Navigating Multicultural Challenges in Sport Psychology Consulting

Alexander Yu, University of North Texas, USA;
Shelly Sheinbein*, UNT Center for Sport Psychology and Performance Excellence, USA;
Elena Estanol*, Synapse Counseling LLC, USA;
Amanda Alexander*, Texas Tech University, USA;
Sheriece Sadberry*, Optimal Moments, LLC, USA;
Michelle Montero*, University of Illinois-Chicago Counseling Center, USA;
Trent Petrie, University of North Texas, USA*

8:15 am - 9:30 am

Juniper

WKSP-19: Cultivating Team Culture: Best Practices and Applications

Jeni Shannon, UNC Chapel Hill; Carolina Strategies, PLCC, USA; Kelli Moran-Miller*, Stanford Athletics, USA*

9:30 – 11:30 am

Grand Ballroom Foyer

Exhibits Open

9:45 am – 11:00 am

Sonoran Sky

KEYNOTE SESSION

Awards & Recognition

Dissertation Award:

Mustafa Sarkar, Loughborough University

Masters Thesis Award:

Anthony Battaglia, University of Toronto

Student Diversity Conference Travel Grant Recipients

Sport Psych Service Provision for the Rio Olympic and Paralympic Games

Renee Appaneal, Australian Institute of Sport, Australia; Peter Haberl*, United State Olympic Committee, USA; Göran Kenttä*, Swedish School of Sport and Health Science, Sweden; Traci Statler*, Cal State Fullerton (moderator)*

11:30 am - 12:30 pm

Eucalyptus

Student Professional Development Workshop - Imagery

Duncan Simpson, Barry University, USA;
Phillip Post*, New Mexico State University*

SITE

11:30 am - 12:30 pm

Sierra 2/3

Youth Sport Interventions – European Perspectives (FEPSAC invited symposium)

Maurizio Bertollo, G. d’Annunzio University of Chieti-Pescara, Italy; Tatiana Ryba*, University of Jyväskylä, Finland; Chris Harwood*, Loughborough University, UK; Natalia Stambulova*, Halmstad University, Sweden*

11:30 am - 12:30 pm

Ironwood

LEC-15: Coaching/Leadership II

LEC-15A: Coaches, Climates, “Field” Goals, and Efficacy: A “De-Construction” of the Mastery-Approach to Coaching and Examination of Relationships to Psychosocial Outcomes in a Youth Football Player Development Program

Jay Goldstein, University of Maryland, USA*

LEC-15B: The Care-Performance Relationship: What U.S. NCAA DI Male Assistant Coaches Tell Us about Caring For Student-Athletes

Leslee Fisher*, University of Tennessee, USA;
 Matthew Bejar, University of Tennessee, USA;
 Teri Shigeno, University of Tennessee, USA;
 Leslie Larsen, University of Tennessee, USA

LEC-15C: The Care-Performance Relationship: What U.S. NCAA DI Female Assistant Coaches Tell Us about Caring For Student-Athletes

Leslee Fisher*, University of Tennessee, USA;
 Teri Shigeno, University of Tennessee, USA;
 Matthew Bejar, University of Tennessee, USA;
 Leslie Larsen, University of Tennessee, USA

11:30 am - 12:30 pm

Foxtail

PAN-12: Sleep, Health, and Performance: Lessons Learned from Consultations with Olympic, Professional, and Collegiate Athletes and Elite Military Teams

Lindsay Thornton*, USOC, USA; Michael Grandner, University of Arizona, USA; Amy Athey*, University of Arizona Athletics, USA; Mark Stephenson*, Naval Special Warfare, USA; Jessica Mohler*, United States Naval Academy, USA

11:30 am - 12:30 pm

Goldwater

WKSP-20: Going the distance: Perspectives from supervisor and supervisee on technology-based supervision

Lennie Waite*, Self-Employed, USA;
 Jennifer Gapin Farrell*, Shattuck-St.Mary's, USA

SITE

11:30 am - 12:30 pm

Juniper

WKSP-21: A 360-Degree Learning Approach to Teaching Dweck's Growth Mindset in Sport and Exercise Psychology and Coaching Education Classrooms

Sarah Carson Sackett*, James Madison University, USA; Greg Young*, James Madison University, USA

SITE

11:30 am - 12:30 pm

Sierra 1

WKSP-22: Peeling the Onion of Intersectionality: Addressing the Multi-Layered Needs of Performers

Angel Brutus*, Synergistic Solutions, LLC, USA;
 Amanda Leibovitz*, University of North Texas, USA;
 Hannah Bennett*, Augusta University, USA

1:45 pm - 2:45 pm

Sierra 2/3

Five Slides in Five Minutes: Special Interest Groups (SIG)

Lani Lawrence*, University of Southern California, USA (Moderator); Asia Madey*, FLOW Foundation, Poland; Hannah Bennett*, Augusta University, USA; Michele Kerulis*, Northwestern University, USA; John McCarthy*, Boston University, USA; Angel Brutus*, Synergistic Solutions, LLC, USA; Brad Baumgardner*, CSF2 / The Mental Component, USA

1:45 pm - 2:45 pm

Juniper

LEC-16: Mental Training/Interventions II**LEC-16A: Short & Sweet: The Impact of a Very Brief Mindfulness Training on Performance**

Laryssa Schepel, Bates College, USA;
 Su Langdon*, Bates College, USA

LEC-16B: Ironic or overcompensating error in golf putting: An exploration on moderators.

Sicong Liu*, Florida State University, USA;
 Gily Meir, Florida State University, USA;
 Nataniel Bolagin, Florida State University, USA;
 Kimberly Cologgi, Florida State University, USA;
 Jean-Charles Lebeau, Florida State University, USA;
 Itay Basevitch, Anglia Ruskin University, UK;
 Gershon Tenenbaum, Florida State University, USA

LEC-16C: Assessing female collegiate golfer's emotional states and use of mental skills during qualifying and competition

Leilani Madrigal*, University of Nebraska-Lincoln, USA; Jamie Robbins, Methodist University, USA

1:45 pm - 2:45 pm

Eucalyptus

PAN-13: Developing the Human Sensor: Advanced Military Applications

Brittany Loney*, SAIC/Florida State University, USA;
 Christine Sanchez*, QuarterLine Consulting, USA;
 Maryrose Blank*, Digital Consulting Services, USA;
 Frederick Dietrich*, DCS - SOCEP, USA;
 Aaron Ross, SAIC, USA

SITE

1:45 pm - 2:45 pm

Foxtail

SYM-17: The Internationalization of Training in Sport and Exercise Psychology

Jack Watson II*, West Virginia University, USA;
 Natalia Stambulova*, Halmstad University, Sweden;
 Damien Clement*, West Virginia University, USA;
 Urban Johnson*, Halmstad University, Sweden;
 Lukas LinnÉR*, Halmstad University, Sweden;
 Johan Ekengren*, Halmstad University, Sweden

SITE

1:45 pm - 2:45 pm

Goldwater

WKSP-23: Teaming up with the Assistant Coach: A Model for Service Delivery in Collegiate Sports

Carrie Cheadle*, www.carriecheadle.com, USA;
Kaelene Curry*, Sonoma State University, USA

1:45 pm - 2:45 pm

Ironwood

WKSP-24: It IS our Problem: How to Advocate for Social Change in Applied Sport Psychology

Sae-Mi Lee*, West Virginia University, USA;
Matthew Bejar*, University of Tennessee, USA;
Aaron Goodson*, West Virginia University, USA

1:45 pm - 2:45 pm

Sierra 1

WKSP-25: Minding the Gap: Building effective relationships in context of ability

Becky Clark*, Private Practice, USA;
Amanda Leibovitz*, University of North Texas, USA

3:00 pm - 4:15 pm

Goldwater

LEC-17: Social & Cultural Diversity

LEC-17A: Way In but Not Up: The Experiences of Black Female Assistant Coaches in NCAA Division I Women's Basketball

Leslie Larsen*, University of Tennessee, USA;
Leslee Fisher, University of Tennessee, USA;
Sharon Couch-Fikes, University of Tennessee, USA

LEC-17B: The Glass Ceiling has Turned to Concrete: Upward Mobility Perceptions of Women of Color in Senior-Level College Athletic Administration Positions

Miriam Merrill*, Temple University, USA;
Michael Sachs, Temple University, USA

LEC-17C: A Critical Perspective on Adaptive Sports and Physical Activity for Persons with Intellectual Disabilities

Kari Heath*, USA

LEC-17D: A Magic Carpet Ride: Adaptive Skiing Narratives for Individuals with Varying Disabilities

Rebecca Busanich*, Plymouth State University, USA

3:00 pm - 4:15 pm

Ironwood

LEC-18: Elite Performance

LEC-18A: Executive Function as a Predictor of Success among Collegiate Baseball Players

Lyndsie Coleman*, University of Northern Colorado, USA;
Bob Brustad, University of Northern Colorado, USA;
Megan Babkes Stelino, University of Northern Colorado, USA;
Abdullah Akbar, University of Northern Colorado, USA;
Amanda Lalonde, University of Northern Colorado, USA;
Marshall Milbrath, University of Northern Colorado, USA

LEC-18B: The Lived Experiences of an Elite Athlete Performance Management Team through Injury Rehabilitation

Courtney Fisher-Hess*, University of Wisconsin-Milwaukee, USA;
Barbara Meyer, University of Wisconsin-Milwaukee, USA;
Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA;
Stephen Pack, University of Hertfordshire, UK

LEC-18C: Psychological Characteristics of a Two-Time World Champion: Richie McCaw -- All Blacks' Rugby Captain

Ken Hodge*, University of Otago, New Zealand

LEC-18D: Building the Foundation for Executive Athletes: Keys to a High Performing Brain

Brittany Loney*, SAIC/Florida State University, USA;
Maryrose Blank, Digital Consulting Services, USA;
Aaron Ross, SAIC, USA; Tyler Masters, CEPP, USA

3:00 pm - 4:15 pm

Juniper

LEC-19: Health & Injury Issues

S I T E

LEC-19A: A Self-Determination Psychological Intervention for Injured Collegiate Athletes

Leslie Podlog*, University of Utah, USA;
John Heil, Zen Zone Digital, USA;
Tom Iriye, University of Utah, USA;
Sean Bergeson, University of Utah, USA;
Morgan Hall, University of Utah, USA

LEC-19B: An Exploration into the Motivation for Physical Activity in Individuals with Multiple Sclerosis

Kimberly Fasczewski*, University of NC at Greensboro, USA;
Diane Gill, University of NC at Greensboro, USA

LEC-19C: An Interdisciplinary Approach to the Management of Vocal Cord Dysfunction in an Elite Female Swimmer: A Case Study

Claire-Marie Roberts*, University of Worcester, UK;
Andrea Faull, University of Worcester, UK

LEC-19D: Acute Cognitive and Vestibular/Ocular-Motor Outcomes Predict Protracted Recovery from Sport Concussion

Anthony Kontos, University of Pittsburgh, USA;
Alicia Sufrinko, University of Pittsburgh, USA;
Paul Cohen, University of Pittsburgh, USA;
Greg Marchetti, Duquesne University, USA;
Jonathan French, University of Pittsburgh, USA;
RJ Elbin, University of Arkansas, USA;
Michael Collins, University of Pittsburgh, USA*

3:00 pm - 4:15 pm

Sierra 1

SYM-18: From Prevalence to Prevention: Understanding Eating Disorders and Body Image Concerns among Athletes

Trent Petrie, University of North Texas, USA;
Dana Voelker*, West Virginia University, USA;
Nick Galli*, University of Utah/Headstrong Consulting, USA*

Discussant: Riley Nickols

3:00 pm - 4:15 pm

Eucalyptus

WKSP-26: Through the Looking Glass: How to raise youth sports parents' awareness of their counterproductive actions and develop their positive behavior.

Michael Zito, Montclair State University, USA;
William Russell*, Missouri Western State University, USA;
David Udelf*, Becker, Udelf, and Associates, USA*

3:00 pm - 4:15 pm

Foxtail

WKSP-27: Developing effective sport teams using the Optimal Team Functioning (OTF) Model

Jamie Collins, University of Ottawa, Canada;
Natalie Durand-Bush*, University of Ottawa, Canada*

3:00 pm - 4:15 pm

Sierra 2/3

WKSP-28: Going from Good to Great: 5 Steps to Level Up Your Consulting Business

Carrie Cheadle, www.carriecheadle.com, USA;
Cindra Kamphoff*, Cindra Kamphoff, LLC & Minnesota State University, USA*

4:30 pm - 5:30 pm

Sierra 2/3

Student Challenge Quiz Show

6:00 pm - 8:00 pm

The Vista

Closing Reception

LECTURES

LEC-01: Clinical Issues

LEC-01A

TURNING THE CORNER: A COMPARISON OF FEMALE COLLEGIATE ATHLETES AND NON-ATHLETES WHO ACHIEVED EATING DISORDER RECOVERY

Jessyca Arthur-Cameselle, Western Washington University, USA

Objective: The purpose of this study was to identify turning points that initiated eating disorder recovery in collegiate female athletes, compared with turning points in a group of non-athlete peers. Our novel use of a non-athlete comparison group allowed for more accurate identification of athlete-specific recovery factors.

Method: The all female sample included 12 NCAA collegiate athletes (mean age 20.5 years), and 17 non-athletes (mean age 19.8 years) who were interviewed about their onset and recovery experiences. We received IRB approval at all 16 colleges where participants were recruited. Participants previously met Diagnostic and Statistical Manual of Mental Disorders (5th ed.; DSM-5; American Psychiatric Association, 2013) clinical criteria for Anorexia Nervosa (AN; n=17); Bulimia Nervosa (BN; n=3); Binge Eating Disorder (n=1); or both AN and BN (n=8). Per inclusion criteria, participants experienced a minimum of 3 months of recovery. Their longest recovery period was, on average, 15.8 months for athletes and 14.3 months for non-athletes. Participants described turning points that motivated/allowed them to initiate recovery; responses were analyzed inductively using content analysis.

Results: The coding structure included 4 higher-order categories with 12 thematic codes. There was some commonality in the athletes' and non-athletes' experiences; notably, both groups most frequently initiated recovery following Insight and Self Realization about the role of the disorder in their lives. However, the analysis also revealed subgroup differences. Regarding the next three most common turning point factors, athletes reported Desire to Improve Sport Performance, Confrontation/Ultimatum, and Support/Concern from Others while non-athletes reported Professional Treatment, Hitting a Low, and Support/Concern from Others.

Discussion: This is the first qualitative study on eating disorder recovery in athletes to include a non-athlete comparison group. Results indicate that athletes' turning point experiences meaningfully differ from non-athletes' experiences; therefore, the findings are discussed in terms of athlete-specific treatment and prevention recommendations.

LEC-01B

DOES SPORT PARTICIPATION AND GENDER MATTER? EXAMINING BINGE EATING SYMPTOMS IN MALE AND FEMALE UNDERGRADUATE ATHLETES AND NON-ATHLETES

Jacey Keeney, Rosalind Franklin University of Medicine and Science, USA

Leila Azarbad, North Central College, USA

Research suggests that disordered eating behavior is more prevalent among undergraduate females than males, as well as among undergraduate athletes than non-athletes. However, a majority of eating disorder research has focused

on the prevalence of Anorexia Nervosa and Bulimia Nervosa in undergraduates, with much less known about binge eating. The present study aimed to compare the occurrence of binge eating symptoms in (1) undergraduate athletes and non-athletes, (2) undergraduate athletes enrolled in different sport types, (3) male and female undergraduate athletes, and (4) male and female undergraduates. Participants (N=255, M-Age=18.8 years, 66.7% female, 31.4% Division III undergraduate athletes) completed the following self-report measures: Binge Eating Scale (Gormally et al., 1982) and demographic questionnaires. Three separate independent samples t-tests were conducted to compare the occurrence of binge eating symptoms in (1) undergraduate athletes and non-athletes, (2) male and female undergraduate athletes, and (3) male and female undergraduates. A one-way ANOVA was conducted to compare the occurrence of binge eating symptoms among undergraduate athletes enrolled in different sport types. Approximately 14.1% (n=36) of the full sample reported clinically significant levels of binge eating. Compared to athletes, non-athletes reported significantly greater levels of binge eating ($t(240)=-2.572, p=0.011$). Female undergraduates reported significantly greater levels of binge eating ($t(240)=-3.655, p<0.01$) than male undergraduates. There were no significant differences in the occurrence of binge eating symptoms among undergraduate athletes enrolled in different sport types ($F(10,66)=1.955, p=0.053$) or male and female undergraduate athletes ($t(75)=0.107, p=0.915$). Undergraduate non-athletes and females may be at an increased risk for binge eating compared to undergraduate athletes and males. The present study examined a relatively small representation of individual sport types; future research should aim to obtain a more representative sample of varying sport types.

LEC-01C

STUDENT-ATHLETE AND STUDENT NON-ATHLETES' ATTITUDES TOWARD SEEKING ONLINE AND FACE-TO-FACE COUNSELING

Matthew Bird, Florida State University, USA

Gily Meir, Florida State University, USA

Jaison Freeman, Florida State University, USA

Graig Chow, Florida State University, USA



Barriers to help-seeking contribute to underutilization of campus counseling services by student-athletes. Such barriers include stigma, negative help-seeking experiences, lack of mental health literacy, confidentiality, and lack of time (Gulliver et al., 2012; Lopez & Levy, 2013). Online counseling may be a viable modality for overcoming these barriers and increasing help-seeking in student-athletes. This study investigated attitudes towards online (OC) and face-to-face (F2F) counseling in student-athletes and non-athlete students. Participants were 101 student-athletes from a Division I institution and 101 non-athletes matched on gender and ethnicity. Participants completed the Online and Face-to-Face Counseling Attitudes Scales, Self-Stigma of Seeking Help Scale, and Perception of Stigmatization by Others for Seeking Help Scale. Student-athletes also completed the Athletic Identity Measurement Scale. Results showed 30.7% of student-athletes, and 15.8% of non-athletes received professional mental health help in the past 12 months. A RM MANOVA revealed non-athletes reported greater value towards both counseling types compared to student-athletes. Both groups reported more favorable attitudes towards F2F than OC. A significant interaction between counseling experience and counseling type indicated discomfort levels were lower for F2F than OC for those with previous counseling experience, while higher value was placed on F2F compared to OC, regardless of

counseling experience. Additionally, a path analysis revealed the more self-stigma experienced, the more discomfort in both forms of counseling, and less value participants had in F2F counseling. The more stigmatization from others experienced by participants, the higher their perceived F2F discomfort and higher their OC value. A path model using student-athletes revealed athletic identity was negatively related to stigmatization from others. Self-stigma was a negative predictor of F2F value and a positive predictor of F2F discomfort, while stigmatization from others was a positive predictor of F2F discomfort, OC value, and OC discomfort. Findings have implications for university counseling centers and athletic departments.

LEC-02: Life Skills/Learning Strategies

LEC-02A

TRAINING COACHES IN BOTSWANA IN LIFEMATTERS – A PROGRAM COMBINING GAMES AND MENTAL SKILLS

*Stephanie Hanrahan, The University of Queensland, Australia
Tshepang Tshube, University of Botswana, Botswana*

Based on self-determination theory and set within a positive youth development framework, LifeMatters is a program that has been shown to result in increases in self-worth, happiness, life-satisfaction, and resilience in orphans, teenagers living in poverty, former gang members, and inner-city youth. An AASP Community Outreach Grant enabled us to run a train the trainer program in Gaborone, Botswana. The Botswana Integrated Sports Association (BISA) thought the program was beneficial and proceeded to fund similar train the trainer programs in two other cities (Francistown and Kasane). In Gaborone and Francistown coaches who had completed the train the trainer program then ran the program with groups of youth. In total 63 coaches (50 males, 12 females, 1 unspecified) aged 15 to 62 ($M = 37.63$) and 186 students (90 males, 95 females, 1 unspecified) aged 12 to 20 ($M = 15.58$) completed the program. Both the coaches and the students showed significant increases in competence and confidence. The coaches also had significant increases in connection. These findings are especially noteworthy given the condensed format of the program (normally run over 10 days, it was run over 3 or 4 days for coaches and 2 days for students). The program was popular and had media attention from newspapers, radio, and television. Some of the cultural factors encountered related to time (promptness and succinctness), unique analogies, minor changes to program content due to culture, literacy levels, varied connotations to wording, speed of delivery, power/water outages, and challenges accessing stationary supplies. A huge positive was the enthusiasm and excellent behavior of the students. The presentation will also include qualitative participant feedback and suggestions for program facilitators.

LEC-02B

YOUTH PERCEPTIONS OF THE TRANSFER OF LIFE SKILLS IN A SPORT BASED YOUTH DEVELOPMENT PROGRAM

Jenn Jacobs, Northern Illinois University, USA

Research demonstrates that quality sport-based youth development (SBYD) programs teach life skills (e.g., leadership, self-control) and promote use of these skills in youths' social environments (Gould & Carson, 2008). Nonetheless, one criticism of SBYD research is the limited evidence of "transfer"

or application of skills in other contexts (Weiss, et al., 2013). Existing research may fall short because some researchers attempt to identify a single behavioral variable that signifies transfer, but youth may transfer life skills differently based on individual needs (Wright & Moten, 2012). Furthermore, outcomes-based research may fail to capture the complexity of the cognitive processes youth experience during transfer. A parallel line of research called transformative learning (Pugh, 2009), finds that youth may experience transfer through motivated use (behavioral component), expansion of perception (cognitive component), and experiential value (affective component). Thus, the purpose this study is, a) to examine youth perceptions on transfer of life skills from sport to life, and b) describe how youth cognitively experience this process. This study included a sample of adolescent youth ($n=11$) involved in a SBYD program in inner-city Chicago for four years. Three in-depth interviews were conducted that examined participants' understanding, perceived relevance, and motivation for using life skills taught in the program. Systematic observations and ethnographic field notes complimented interview data. Results indicated that participants' perceptions of transfer were characterized by three themes: perceived program impact, environmental barriers, and social responsibility. Across these themes it was clear that the transfer process was shaped by the participants' relationships with coaches and peers, commitment to program values, and situational insights. This study sheds light on the behavioral, cognitive, and affective components of transfer in SBYD programs. Implications for research and practice are discussed.

LEC-02C

DEVELOPING A LIFE SKILLS INTERVENTION PROGRAM FOR PROFESSIONAL CRICKETERS

*Adam Miles, University of Otago, New Zealand
Ken Hodge, University of Otago, New Zealand*



Sport psychology scholars have developed and evaluated a number of life skills intervention programs (e.g., Lavallee, 2005; Jones, Lavallee, & Tod, 2011) in an attempt to enhance performance and personal excellence in sport (Miller & Kerr, 2002). To maximize the effectiveness of life skills programs, researchers have been encouraged to first explore the specific needs of the target population (Jones et al., 2011). The target population for this project was professional cricketers in New Zealand; accordingly, the research participants for this needs evaluation study were eight (8) male professional cricketers (Mage = 29.75yrs; SDage = 2.12yrs; Mexperience = 9yrs; SDexperience = 3.12yrs). These cricketers were interviewed (in-depth, semi-structured interviews) regarding their perceptions of the mental skills that underpinned long-term successful performance in cricket and whether they regarded those skills as life skills that could be readily transferred to non-sport domains. A thematic content analysis (Riessman, 2008) revealed four categories of skills that underpinned successful performance in cricket: (i) behavioral (e.g., technical capabilities); (ii) cognitive (e.g., controlling thoughts and emotional regulation); (iii) interpersonal (e.g., communication); and (iv) intrapersonal (e.g., planning and preparation). In line with these findings, the cricketers perceived interpersonal (e.g., communication) and intrapersonal skills (e.g., understanding of self) as the most readily transferable life skills. These findings will assist with the development of a life skills intervention program for professional cricketers. Adopting a scientist-practitioner approach, practical recommendations are offered for sport psychology practitioners and coaches working with professional cricketers.

LEC-02D

GIVING LEARNERS TASK-RELEVANT OR TASK-IRRELEVANT CHOICES ENHANCES MOTOR SKILL LEARNING

*Takehiro (Hiro) Iwatsuki, University of Nevada, Las Vegas, USA
Gabriele Wulf, University of Nevada, Las Vegas, USA*

One purpose of the present study was to provide further evidence that giving learners task-irrelevant choices (Lewthwaite, Chiviakowsky, Drews, & Wulf, 2015) can enhance motor skill learning. In addition, we wanted to determine whether task-relevant or task-irrelevant choices would differentially impact learning. We hypothesized that the autonomy-support resulting from having a choice – independent of whether the choice was task-relevant or task-irrelevant – would facilitate learning relative to a control condition. Three groups of participants practiced a novel task, throwing a lasso at a target (cone). A group with a task-relevant choice was able to view 60-s video demonstrations of the skill at their request throughout the practice phase (video group). Another group with a task-irrelevant choice was able to select the color of a mat (blue, green, or pink) to be placed under the cone (mat group). In both choice groups, each participant was yoked to a participant in the other group, and each received the same mat color (video group) or saw the video demonstration (mat group), respectively, as chosen by their counterpart in the other group. Finally, in a control group without choice, participants were provided with the same colored mats and video demonstrations chosen by their respective counterparts in each of the choice groups. Throwing accuracy was similar for all groups on a pre-test, but group differences started to emerge during the practice phase. Importantly, on a delayed retention test (white mat, no video demonstration), the two choice groups did not differ from each other and both outperformed the control group. The learning advantages seen when learners were given either a task-relevant or task-irrelevant choice during practice are consistent with a motivational, rather than informational, interpretation and are in line with the OPTIMAL theory of motor learning (Wulf & Lewthwaite, 2016).

LEC-03: Motivation and Self-Perceptions

LEC-03A

AN EXAMINATION OF 2X2 ACHIEVEMENT GOALS AND PERCEIVED RESILIENT QUALITIES IN COLLEGIATE ATHLETES

*Stephen Gonzalez, The College at Brockport, State University of New York, USA
Maria Newton, University of Utah, USA*

This study examined motivational predictors of perceived resilient qualities in collegiate lacrosse players. Resilient athletes draw on behavioral and cognitive resources to protect themselves from the negative impact of stressors (Fletcher & Sarkar, 2012). Competitive sport athletes are susceptible to a multitude of stressors and the inevitability of failure. Understanding the predictors of resilience would improve practitioners' ability to effectively promote resilience. It is possible that the 2x2 achievement goal framework influences resilience because of the central role that perceptions of

competence and valence play in the motivational process. Being resilient implies active intrapersonal engagement in striving. Thus it seems logical to predict that self-referenced mastery goals would relate to resilience. Furthermore, mastery-approach goals should positively predict while mastery-avoidance goals negatively predict resilient qualities in athletes. Male (n= 77) and female (n=38) players from the western United States completed measures of resilient qualities (10-item CD-RISC; Gucciardi et al., 2011) and 2x2 achievement goals (AGQ-S; Conroy et al., 2003). Additionally, years playing (m=6.98) and year in school were assessed as prior experience can enhance resilience. Mean scores of major measures were 31.30 for the 10-item CD-RISC, 6.54 for mastery-approach, 4.66 for mastery-avoidance, 5.65 for performance-approach, and 4.62 for performance-avoidance. Stepwise forward regression findings suggested that goals predicted resilient qualities ($F(2, 111)= 19.05, p<.001; R^2=.264$). A majority of the variance (20.8%) derived from mastery-approach goals ($t(111)= 5.47, p<.001$). Additionally, mastery-avoidance goals negatively predicted 5.6% of resilient qualities ($t(111)= -2.91, p=.004$). Standardized beta weights were .446 for mastery-approach and -.238 for mastery-avoidance. These results highlight the importance of mastery-approach goals in fostering resilient qualities. Practitioners should encourage athletes to adopt self-referenced standards of competence and a process approach in handling adverse situations. Additionally, coaches should be cognizant of the importance of mastery orientations for continued effort and resilience under stress.

LEC-03B

MALLEABLE MINDSETS: IMPLICIT THEORIES OF MENTAL SKILLS ABILITIES IN COLLEGIATE ATHLETES

*Cory Shaffer, Lowdergroup/Clemson University, USA
Gershon Tenenbaum, Florida State University, USA
Robert Eklund, University of Stirling, UK*

This investigation sought to extend the mindset research of Carol Dweck to the field of sport psychology. To our knowledge, there had been no research on implicit beliefs (i.e., fixed or growth mindset) of mental skill abilities in sport. Enhancing knowledge of athletes' mental skills perceptions can help practitioners and coaches understand the reasons some athletes do not invest effort into practicing and refining their mental skills. Moreover, such knowledge may facilitate the development of interventions to address this gap in athlete training practices. This study aimed at extending implicit theory research into the practice of mental skills in sport; specifically, to determine whether collegiate student-athletes hold dominant implicit theories of their mental skill abilities, and if they exist, their susceptibility to changes. Collegiate athletes (n = 68) responded to the Theories of Mental Skills scale to determine their implicit beliefs of mental skills abilities within sports. Participants were randomly assigned to read one of two manipulation articles and complete a mental skills task. Following the manipulation, participants' beliefs were reassessed to determine changes from pre- to post-manipulation. The results revealed that implicit beliefs could be manipulated, shedding light on the malleability of mindsets. The findings provide information on the nature of athletes' perceptions of mental skills. The discussion will address applied implications, including how sport psychology practitioners can educate coaches, support staff members, parents, and athletes alike on adopting a "yet" mindset.

LEC-03C**FEMALE ADOLESCENT SOCCER PLAYERS' PERCEIVED MOTIVATIONAL CLIMATE, GOAL ORIENTATIONS, AND MINDFUL ENGAGEMENT**

Susumu Iwasaki, University of Kansas, USA
Mary Fry, University of Kansas, USA

Previous research based on the Achievement Goal Perspective Theory (AGPT) and Caring framework found that young athletes' perceptions of a task-involving climate and their high task orientation have been associated with adaptive motivational responses (e.g., Fry, et al., 2012; Harwood, et al., 2015 & Roberts and Treasure, 2012). In addition, mindfulness has been studied in relation to optimal performance. Lastly, less research attention has been given to examine young female athletes' motivational processes with regard to their performance. Therefore, the purpose of this study was to examine two objectives using structural equation modeling analyses: a) a moderation/interaction effect of female high school soccer players' task orientation and ego orientation on their mindful engagement, and b) the mediational role of their mindful engagement in the relationship between their perceptions of a caring/task-involving climate and task orientation to their practice strategy use and ability to peak under pressure. Athletes (N = 190, Mage = 15.59, SD = 1.15) completed measures of these aforementioned psychometric variables. Correlation analysis revealed that the athletes' perceptions of a task/caring climate and task orientation were positively and significantly correlated to their practice strategy use and peaking under pressure. The moderation analysis revealed their task orientation was a significant predictor of their mindful engagement. The final mediation model results suggest that both athletes' mindful engagement and practice strategy use mediate the relationship of their perceptions of a caring/task-involving climate and goal orientations to their ability to peak under pressure (Chi-square/df = 209.42/138, RMSEA = .05, CFI = .96, TLI = .94, and SRMR = .05). Overall results suggest that coaches' efforts to create a caring/task-involving climate and encourage a strong task orientation may help female adolescent athletes be more mindfully engaged in their sport, use practice strategies effectively, and perform optimally under pressure.

LEC-03D**MINDSETS, COPING AND PHYSICAL PERFORMANCE: COLLEGE STUDENT'S IMPLICIT BELIEFS ABOUT ABILITY PLAY A ROLE IN PERFORMANCE DURING A COMBAT-SPORT EVENT**

Peter Jensen, Center for Enhanced Performance, USA
Michael Pickering, Eastern Washington University, USA
Ryan Hill, Department of Physical Education - US Military Academy, USA
Cameron Turner, Department of Physical Education - US Military Academy, USA
Daniel Lorenzen, Department of Physical Education - US Military Academy, USA

Implicit theories of ability (i.e., growth vs. fixed mindsets; Dweck, 2007) impact motivation via relationships with achievement goal selection and are associated with emotional, cognitive, and behavioral variables. In sport and exercise contexts, research has found implicit beliefs associated with motivation levels (Wang and Biddle, 2001), predicted enjoyment (Biddle et al., 2003), and low perceived physical competence (Wang et al., 2009). Athlete's entity beliefs have also exhibited positive associations with performance-avoidance goals (Stenling

et al., 2014). Although implicit theories are well-established predictors of performance in challenging academic settings (Blackwell et al., 2007; Yeager and Dweck, 2014), little research has examined the impact of implicit beliefs upon physical performance itself. Thus, the purpose of this study was to examine the potential effect of implicit theories within a challenging physical performance context (i.e., combat sport competition). Participants were college students (N = 377, 84% men, 16% women) enrolled in a 19-hour self-defense physical education course. Results indicated that in a graded competitive event using combat-sport skills (i.e., boxing, wrestling, and judo), growth-minded participants performed slightly better than those categorized as having a fixed mindset (Mdiff = 1.84, s.e.diff = .95, p = .054). Moreover, examination of a structural equation model indicated the relationship between self-reported psychological readiness and the coping styles participants adopted during the event differed between growth and fixed-minded participants. Specifically, while increased psychological readiness was associated with decreased emotional coping by members of both groups, it also appeared to enhance adoption of a more task-focused coping style for fixed-mindset participants. Findings will be discussed in terms of the role mindsets might play within challenging physical performance environments, and the potential relevance within mental skills training curricula.

LEC-04: Consulting/Private Practice**LEC-04A****GOING FOR GOLD: REFLECTIONS ON CAREER TRANSITION AND FIRST-TIME CONSULTATION AT AN INTERNATIONAL MULTI-SPORT EVENT**

Lauren Tashman, Barry University / Inspire Performance Consulting, USA

Over the years, as sport psychology applied practice has become increasingly integrated into many different sport, exercise, and performance contexts, practitioners have provided their insights and reflections on their experiences. On the one hand, several accounts of trainee and neophyte practitioners reflecting on their first applied experiences have received attention in the literature (e.g., Tonn & Harmison, 2004). On the other hand, expert and well-known practitioners have provided their insights on working at the highest levels of sport and performance. For example, Arnold and Sarkar (2015) recently provided a panel-type article offering "insight into the experiences of the world's best sport psychologists and the lessons they have learned with regards to preparing athletes and/or teams for the Olympic Games" (p. 18). However, the literature has not yet offered much perspective on the experiences of applied practitioners during transitions that occur within their careers. Therefore, the purpose of this lecture presentation is to provide insight into the experiences and reflections of a mental performance coach with several years of experience working with individuals and teams in youth and collegiate sport making the transition to working with a national team and consulting at an international multi-sport event, the 2015 Pan American Games. Topics such as career transitions, the importance of adaptive expertise, the evolution of one's philosophy and approach, the need for adaptability and flexibility, the benefits and challenges of reflective practice, and various ethical dilemmas encountered will be emphasized. Additionally, insight into the approach taken to prepare the team, assist them during the Games, and help them reflect and process the event will

be highlighted. Finally, experiences with treating oneself as a performer (Brown, 2009) and using mental skills for one's own performance throughout the work with the team and the Games will be discussed.

LEC-04B

“THEY DON’T CARE HOW MUCH YOU KNOW UNTIL THEY KNOW HOW MUCH YOU CARE”: DEVELOPING EFFECTIVE CONSULTING RELATIONSHIPS WITH KIDS

Emily Lauer, University of Tennessee, USA
Rebecca Zakrajsek, University of Tennessee, USA
Stewart Waters, University of Tennessee, USA
Emily Heird, University of Tennessee, USA
Cheyenne Humphrey, University of Tennessee, USA
Michael Lozano, University of Tennessee, USA
Leslee Fisher, University of Tennessee, USA

One of the most central components impacting a successful sport psychology consulting process is the establishment of a trusting relationship (Petitpas, Giges, & Danish, 1999; Sharp, Hodge, & Danish, 2015; Zakrajsek, Steinfeldt, Bodey, Martin, & Zizzi, 2013). While the elements of effective consulting relationships with older, elite athletes has been explored (Sharp et al., 2015), the relationship building process with youth athletes has yet to be empirically investigated. In the current study, 15 Sport Psychology Consultants (SPCs) who work with young athletes between five and 13 years of age were interviewed about their experiences of building relationships with kids throughout the consulting process. The use of Consensual Qualitative Research (CQR; Hill, Thompson, & Williams, 1997) procedures revealed four domains: (a) reasons to become comfortable working with kids; (b) developing your personal comfort toward working with kids; (c) helping kids to become comfortable with you; and (d) knowing when kids are comfortable with you. All consultants emphasized that building relationships is essential for program effectiveness, especially when working with kids. There was also a clear message from participants that a need exists in our field for emerging and experienced consultants to engage in applied work with kids; participants felt they were among a small proportion of professionals who consulted with young athletes. An important thread throughout each domain was the emphasis on developing comfort among the SPC, child athlete(s), parent(s), and coach(es). Getting to know the athletes' stories, normalizing the consulting process, identifying parallels between sport psychology and other familiar contexts (e.g., school), and creating a common language were a few effective strategies used to nurture comfort and a positive consulting relationship. The focus of this presentation will be on the ways participants enhanced their own comfort working with kids and the practical strategies they used to develop effective consulting relationships.

LEC-04C

REVISITING GAINING ENTRY WITH ATHLETIC PERSONNEL FOR SEASON-LONG CONSULTING

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Sport psychology service delivery evolves alongside the scientific progress and best practices in applied sport psychology. Ken Ravizza's (1988) conceptualization of gaining entry was among these that opened theoretical, applied, and

evidence-based discussions, with the latter being very limited in scope. The purpose of this presentation is to report findings from a study designed to re-evaluate the concept of gaining entry to working with athletic personnel for a season-long basis. Keeping a sport psychology consultant operating in the athlete's modern world was an additional focus. The emerged conceptualization of gaining entry was compared and contrasted to Ravizza's original ideas and recommendations. A focus group (see Christensen, Johnson, & Turner, 2011) as a method of data collection was used to sample experience and perceptions of four accomplished sport and performance psychology consultants representing diversity in gender, ethnicity, training background, and amount of consultation experience. Focus group interviews were transcribed and content analyzed (Lincoln & Guba, 1985; using ATLAS.ti). The results structure comprised three categories that emerged from 16 higher-order and 51 lower-order themes. Specifically, the findings of the study: (a) provided reinforcement of Ravizza's (1988) considerations; (b) augmented the original considerations; and (c) suggested new considerations for modern consulting. For example, new considerations for gaining entry included new barriers, job security, interactive observation, the "modern" athlete's attitude and environment, and gaining entry as an ongoing process. New considerations for the consultant as a person included gender, sexual orientation, consultant as graduate student, the "modern" consultant, and mindset of the consultant. There is a plethora of consultant variables influencing the buy-in from the clients (e.g., in NCAAA Division I sports [Wrisberg, Withycombe, Simpson, Lober, & Reed, 2012]) that need to be considered in gaining entry. Additionally, future research directions should include non-sport performance populations as a growing clientele among applied sport psychologists.

LEC-04D

METHODS OF OBSERVATION USED BY EXPERIENCED SPORT PSYCHOLOGY PRACTITIONERS

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Stacy Winter, St. Marys University, England

Assessments used by sport psychologists form an essential part of the case conceptualization process of applied practice. The scope of assessment approaches typically consists of interviews, questionnaires, and observations. Anecdotal evidence suggests that observation plays a critical part of the assessment process; however, a paucity of research exists attesting to how practitioners conduct observations. A qualitative investigation was undertaken to explore experienced consultants' perceptions of observing within their applied practice. Interviews were conducted with nine experienced applied sport psychologists (British Association of Sport and Exercise Sciences accredited, British Psychological Society Chartered Psychologists, and registered with the Health and Care Professions Council). A semi-structured approach was adopted with probe and elaboration questions to ensure complete understanding and enable in-depth answers to be obtained. Interviews lasted for a mean of 52 min (SD = 12.09), were transcribed verbatim, and subjected to inductive thematic analysis. Trustworthiness was established through member checking and triangulation procedures. Inductive analysis identified a number of themes attesting to the methods through which practitioners' observation was conducted. The findings suggest that practitioners utilize formal and informal approaches to observing. More formalized approaches include the utilization of bespoke tools to record and monitor behavior and gather

information about targeted components of client interactions within sporting contexts. In contrast, an informal approach attests to the benefits of 'noticing' what is happening with the client through observation. This approach adopts a more open and comprehensive method that garners a wider range of potentially relevant information. Findings suggest that both approaches possess significant potential benefits for the accuracy and voracity of the assessment process. However, structured training in the use of observation methods in applied sport psychology is an identifiable gap in current training procedures.

LEC-05: Motivation and Self-Perceptions II

LEC-05A

AN INVESTIGATION OF BODY IMAGE IN ATHLETES WITH PHYSICAL DISABILITIES

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Justine Reel, University of North Carolina Wilmington, USA
Hester Henderson, University of Utah, USA
Nicole Detling, University of Utah/Headstrong Consulting, USA

Bodily awareness is constantly heightened in people with physical disabilities, as they are exposed to a world in which their physical form and function deviates from what is considered "healthy" and "able." Furthermore, the view of sport as a means for showcasing bodily superiority, combined with the view that the bodies of those with a disability are inherently inferior, promotes an attitude of skepticism toward people with disabilities who participate in sport. Although quantitative studies support sport as an avenue for enhanced body image in people with disabilities, few studies have offered these athletes a platform for discussing issues related to sport and body image. The purpose of this study was twofold: (a) to explore the body image of competitive athletes with physical disabilities, and (b) to understand how sport influences body image among these athletes. Upon receiving IRB approval, we interviewed 20 male and female athletes ($M_{age} = 34.25$, $SD = 8.49$) from a variety of sports. A thematic analysis was used to generate six themes: (a) personal significance of injury and disability, (b) unconcerned with body and disability, (c) positive influence of sport on well-being, (d) sociocultural factors influencing body esteem, (e) negative thoughts and emotions about the body, and (f) positive thoughts and emotions about the body. Overall, participation in disability sport empowered the athletes to forge a positive identity separate from the disabled one created by common societal views. Sport was an important vehicle for experiencing body-related pride, and athletes expressed an intimate connection with the parts of their body that enabled them to compete. The diversity of experiences reported underscores the need for practitioners to conduct individualized body image assessments to address positive and negative thoughts about the body and their impact on well-being and performance.

LEC-05B

DEVELOPMENT OF THE RUNNING IDENTITY SCALE

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Leslee Fisher, University of Tennessee, USA
Jennifer Ann Morrow, University of Tennessee, USA

The construct of running identity has been explored in both the sport psychology (e.g., Busanich, McGannon & Schinke, 2015) and sport sociology literature (e.g., Allen-Collinson &

Hockey, 2007). In comparison to other athletes, runners are typically more susceptible to exercise addiction (Coen & Ogles, 1993; Sachs, 1981), eating disorders (Wheeler, Wall, Belcastro, Conger, & Cumming, 1986), and preoccupation with leanness (Allen-Collinson & Hockey, 2007; Busanich et al., 2015). While instruments such as the Athletic Identity Measurement Scale (AIMS; Brewer, Van Raalte, & Linder, 1993) and the Public-Private Athletic Identity Scale (PPAIS; Webb & Nasco, 2006) measure athletic identity, there are no instruments that assess the psychosocial nuances of running identity, or the degree to which one identifies with the runner role. Therefore, the purpose of the present study was to develop a reliable and valid scale that assesses running identity. Items were created based on a literature review and a modified Delphi technique (Hsu & Sandford, 2007). Three hundred seventy-five U.S. varsity collegiate runners (53% Female; 92% White) completed 30 preliminary items in addition to the AIMS, PPAIS, demographic items, and three open-ended questions about running identity. An exploratory factor analysis with principal axis factoring and direct oblimin rotation was utilized to analyze the psychometric properties of the instrument. The resulting solution comprised 14 items and three factors: (a) Social Identity ($\alpha = .71$), (b) Exclusivity of Running ($\alpha = .74$), and (c) Importance of Running Performance ($\alpha = .84$). The Cronbach's alpha reliability coefficient for the overall scale was .86. Running Identity Scale scores were positively correlated with both AIMS ($r = .69$, $p < .01$) and PPAIS scores ($r = .56$, $p < .01$), which demonstrated convergent validity. Implications and future directions will be discussed in the presentation.

LEC-05C

BODY SHAME AND SOCIAL PHYSIQUE ANXIETY: COULD NURTURING SELF-COMPASSION HELP MORE THAN DIMINISHING SELF-OBJECTIFICATION?

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Vicki Ebbeck, Oregon State University, USA

Self-objectification (SO) is a process whereby individuals internalize sexually objectifying representations of the human body that are common in Western culture (Fredrickson & Roberts, 1997). Two consequences of SO include body-related shame and anxiety. In difficult times, when experiencing body shame (BS) and social physique anxiety (SPA) for example, self-compassion (SC) is proposed to help assuage negative perceptions by nurturing self-kindness, self-acceptance, and an awareness that others share similar difficulties (Neff, 2003). Using path analysis, we tested a model where SC and SO led to BS and SPA. We included body appreciation (BA) to align with the positive psychology movement, which aims to identify psychological strengths as well as weaknesses (Peterson & Seligman, 2004). Participants ($N = 577$) included men ($n = 285$) and women ($n = 292$) ages 18 to 87 years who completed valid and reliable self-report measures that assessed the variables of interest. Self-objectification was positively related to SPA and BS ($\beta = .13, .09$, $p < .001$, $p = .012$, respectively), while SC was inversely related to SPA and BS ($\beta = -.53, -.39$, $p < .001$, respectively). The paths from SC were significantly different than those from SO (Wald $\chi^2 = 233.55, 128.38$, $p < .001$, SPA and BS respectively). Moreover, the path from SC to BA was significant ($\beta = .58$, $p < .001$) and the path from SO to BA was not significant ($\beta = -.004$, $p = .91$). There were no interactive effects between SC and SO. Findings suggest that nurturing SC may have a greater benefit for SPA and BS than merely reducing SO. Reducing negative perceptions is not akin to enhancing positive perceptions and we found that only SC was associated with BA, suggesting a possible double-benefit from nurturing SC.



LEC-05D

PHYSIOLOGICAL AND PSYCHOLOGICAL STRESS RESPONSES TO A MOTIVATIONAL CLIMATE INTERVENTION

Candace Hogue, University of Kansas, USA
Mary Fry, University of Kansas, USA
Andrew Fry, University of Kansas, USA

Although there is an extensive body of research illustrating the differential cognitive, affective, and behavioral responses to the perceived motivational climate in physical activity settings, less is known about individuals' physiological stress responses. The current study investigated physiological responses to psychological stress that have particular relevance to athletic performance, namely salivary cortisol and inflammation, during an experimentally manipulated motivational climate intervention. College students (N=57) were separated by sex and randomly assigned to either a caring/task- (C/TI) or an ego-involving (EI) 30-minute instructional juggling session. In order to assess changes in salivary cortisol and a variant of a receptor for the pro-inflammatory cytokine, tumor necrosis factor-alpha (sTNF α RII), participants provided saliva samples at six time-points over the 2-hour study. EI participants responded with higher levels of cortisol post-intervention compared to C/TI participants, with C/TI levels decreasing significantly from baseline. Conversely, EI participants had significantly lower post-intervention sTNF α RII levels relative to C/TI participants and baseline levels. C/TI participants reported greater self-control and coping, positive affect, effort and enjoyment, and performance and social self-esteem during the juggling session, compared to the EI group, which reported greater perceived threat and challenge, as well as negative affect, and less self-confidence in their juggling ability. Individual items revealed EI participants experienced more humiliation, embarrassment, stress, and social-evaluation, while C/TI participants reported greater pride in their accomplishments during the juggling session. It is theorized that the decrease in cortisol and the greater levels of sTNF α RII (via negative feedback) for the C/TI group may be indicative of a multifaceted protective physiological mechanism to psychological stress associated with group-based achievement settings. These findings are in line with previous research suggesting that EI climates may be psychologically threatening to participants, while C/TI climates seem to buffer stress related to performing physical activities in group settings (Hogue, Fry, Fry, & Pressman, 2013).

LEC-06: Coaching/Leadership

LEC-06A

THE ROAD TO WORLD CUP VICTORY IN SOCCER: PROFILE OF SUCCESSFUL COACHES AND TEAMS

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What does it take to win a World Cup in soccer? Stemming from this overarching research question, we conducted a multi-level census-like statistical analysis of the predictors of men's professional World Cup winners over the past 20 years. A two-level exploratory hierarchical linear model was used to differentiate top from bottom coaches and teams, akin to the expert-novice paradigm (Ericsson, 2007) and the theoretical tenets of the Coaching Model (Côté, Salmela, Trudel, Baria, & Russell, 1995; Côté & Gilbert, 2009). Specifically, we examined

whether coaches' characteristics (level-1 variables; e.g., sport experience) as well as teams' characteristics (level-2 variables; e.g., football federation) predicted performance (final ranking, ranging from 1 to 32) in the World Cup. Data was gathered from FIFA.com and other reliable sporting websites, in agreement with previous exploratory research on the predictors of performance in professional soccer (Tenga, Holme, Ronglan, & Bahr, 2010). Our findings suggest that successful World Cup teams were more likely to be trained by international coaches (dummy variable 0/1; $\beta = 2.46$, $p < .05$), and had a large number of returning players with previous World Cup experience (continuous variable ranging from 1 to 25; $\beta = .33$; $p < .05$). From an evidence-based stance, these results suggest that hiring international coaches has performance benefits, likely because coaches from abroad have different performance expectations and tactical know-hows than local coaches (Rynne & Mallett, 2012). Moreover, returning players from previous World Cup teams may be the difference between winning and losing a decisive match, consistent with the notion that previous experience and shared mental models predict performance in sports (Eccles & Tenenbaum, 2004; Ericsson 2007). Overall, these findings illustrate that cross-cultural influences and experience in high-stake competitions should be considered in the development of best practice guidelines to orient coaching education around the world.

LEC-06B

NCAA STUDENT-ATHLETES' SELF-EFFICACY: PARENT COMMUNICATION AND EFFICACY ENHANCING TECHNIQUES

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Courtney N. Wright, University of Tennessee, USA
Rebecca A. Zakrajsek, University of Tennessee, USA

Self-efficacy is rooted in Social Cognitive theory, which posits that athletes are proactive agents in the regulation of their cognition and action rather than simply passive reactors to their environment (Bandura, 1989; Feltz, Short, & Sullivan, 2008). Thus, athletes cognitively evaluate their environment to determine how it will influence their efficacy beliefs. Previous researchers have primarily focused on the various techniques employed by coaches and how these techniques influenced athlete self-efficacy (Gould, Hodge, Peterson, & Giannini, 1989). Coaches and athletes identified instruction drilling, encouraging positive talk, and displaying confidence as the most effective efficacy enhancing strategies used by coaches (Vargas-Tonsing, Myers, & Feltz, 2004). Although coaches' roles are central to the development of athletes' self-efficacy, coaches alone do not shape athletes' efficacy beliefs. Athletes' self-efficacy development is also susceptible to parental influence. Interestingly, parental use of efficacy-enhancing techniques within the context of sport has received limited attention. NCAA student-athletes (N = 290) were surveyed about their parent(s)/guardian(s) communication orientation (Revised Family Communication Patterns, Fitzpatrick & Ritchie, 1994) and use of 13 self-efficacy techniques (Gould et al., 1989). Participants also reported their perceptions of the effectiveness of each self-efficacy technique used by their parent(s)/guardian(s). Of the 13 techniques presented, athletes reported the following as most effective: parent(s)/guardian(s) encouraging positive talk about the athlete's sport performance, parent(s)/guardian(s) acting confident, and parent(s)/guardian(s) helping the athlete imagine performance success. Results of the regression analysis found conformity-oriented communication to be the only significant predictor of athletes' efficacy beliefs, accounting for 11.4% of the

variance. More specifically, parent(s)/guardian(s) controlling styles of communication decreased student-athlete self-efficacy. Practical suggestions for ways to educate parent(s)/guardian(s) about the types of communication that are likely to enhance athletes' self-efficacy will be discussed. Ways SPCs might help coaches navigate the differing roles of the coach/parent-athlete triangulated relationship will also be highlighted.

LEC-06C

COLLEGIATE HEAD COACHES' PERCEPTIONS OF AUTONOMY SUPPORT: DEVELOPMENT AND VALIDATION OF THE AUTONOMY SUPPORT BELIEFS SCALE

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Rebecca Zakrajsek, University of Tennessee, USA
John Orme, University of Tennessee, USA



Coaches' autonomy support is one of the most meaningful influences on the satisfaction of athletes' basic psychological needs of competence, autonomy, and relatedness (Mageau & Vallerand, 2003). Fostering these needs cultivates self-determined motivation (Deci & Ryan, 2000), which has been found to positively affect individuals' effort, persistence when faced with adversity, performance, performance-related anxiety, and well-being (Gillet, Berjot, & Gobance, 2009; Mack et al., 2011; Podlog & Dionigi, 2010; Vallerand & Losier, 1999). The reasoned action approach (Fishbein & Ajzen, 2010) suggests that coaches' attitude, perceived behavioral control, and perceived norm toward autonomy support influences their use of autonomy-supportive behaviors. However, prior to this study, no instrument has been developed that measured these behavioral antecedents. Consequently, the purpose of the current research was to develop a scale that assesses coaches' attitude, perceived behavioral control, and perceived norm toward autonomy-supportive behaviors when working with student-athletes during practice. Exploratory Factor Analysis procedures with data from 497 National Collegiate Athletic Association Division I and II head coaches' revealed adequate model fit for a two-factor solution (RMSEA = .042, 99% CI [.020; .063], $p = .703$; CFI = .99). The Autonomy Support Belief Scale (ASBS) is an eight item measure with two subscales: personal belief (five items) and social influence (three items). Subsequent correlation and regression analysis further validated the ASBS. Personal belief and social influence were both found to be statistically significant predictors for coaches' behaviors, accounting for 25.9% and 20.3% of the total variance in participants' use of autonomy-supportive behaviors respectively. The ASBS allows researchers, sport psychology professionals, and coach educators to gain insight into coaches' beliefs about autonomy supportive behaviors. How to use information obtained from the ASBS to shape interventions with coaches, evaluate the effectiveness of such programs, and ultimately impact coaches' use of autonomy support will be discussed.

LEC-07: Challenging Situations in Sport

LEC-07A

MALE AND FEMALE CROSS COUNTRY RUNNERS' EXPERIENCES OF STREET HARASSMENT

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Street harassment (SH) is defined as unwanted interactions in public spaces between strangers that are motivated by a person's actual or perceived gender, sexual orientation, or gender expression (Kearl, 2010). SH includes honking, whistling, flashing, verbal harassment, evaluative comments, and following (Kearl, 2010). SH can cause the harassed individual to feel less safe in public places and limit her/his time there. It also has the potential to cause emotional and psychological harm. While both women and men report experiencing SH, women experience SH more than men (Stop Street Harassment, 2014). Men who identify as gay, bisexual or transgender have been found to experience more harassment than men who identify as heterosexual. The majority of the research has focused on women's experiences of street harassment on public transportation and urban streets (Kearl, 2014). No research has examined the experiences of street harassment among women or men who train outdoors. The purpose of this study is to examine the experiences of street harassment among male and female collegiate cross country runners. Focus group interviews were conducted with Division I male and female cross country runners. All interview data was analyzed following procedures outlined by Corbin and Strauss (2007). The following themes represent the participants' experiences of SH: nature of SH, normalization and frequency, emotional and psychological toll, fear of escalation, proactive responses, and impact on access to physical space. SH was found to be a regular occurrence for the participants; for women in particular, SH caused them to feel less safe training in certain environments. The findings of this study present important, seldom considered, information on the challenges associated with training outdoors. For sport and exercise psychology professionals, such information is important to understand as such experiences have the potential to negatively impact athletes' access to physical space, their mindset, and performance.

LEC-07B

CREATING AND VALIDATING THE SHAME IN SPORT QUESTIONNAIRE

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The purpose of this study was to create and validate the Shame in Sport Questionnaire (SSQ) and examine the relationship between goal orientations and shame in sport. High school wrestlers ($N=216$) were given a questionnaire after a practice during the season that included measures of goal orientations (Duda & Nicholls, 1992) and proneness to shame (SSQ). The SSQ included two scales, result and process shame. Exploratory and confirmatory factor analyses were conducted to examine the factor structure of the measure, and structural equation modeling was employed to consider the effect of task and ego orientation, respectively, on process and outcome shame. The SSQ was shown to be a valid instrument for measurement. Additionally, SEM analyses revealed that individuals reporting high task-orientation were more likely to experience process shame and less likely to experience

result shame, while individuals reporting high ego-orientation were more likely to experience result shame and also likely to experience process shame. Athletes do experience shame in sport, for reasons related to their process preparation (i.e., effort and improvement) and outcomes (losing; performance outcomes). High task orientation appears to help athletes limit the shame they may experience from factors such as losing and performance outcomes for which they have little control.

LEC-07C

MANAGING HOSTILE AGGRESSION: AN INVESTIGATION OF MORAL DISENGAGEMENT, COACHING EFFICACY, AND RESPONSES TO ATHLETE AGGRESSION AMONG HIGH SCHOOL COACHES

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Hostile aggression, or impulsive behavior that is motivated by the desire to hurt someone, can be observed among athletes at every level of competition. It often has negative implications for those involved and an undesirable influence on young people watching sports (Atay, 2013; Forbes et al., 2006; Gentile et al., 2010). Previous research has not considered how coaches feel about and respond to hostile aggression exhibited by athletes. Based on the influence that coaches have on athletes, it is also important to consider their morals; this is an area where there is some but still limited research (Duquin, 1984; Malet et al., 2013). The present study examined correlations between high school coaches' moral disengagement and their perceived coaching efficacy and assessed the association between their moral disengagement, gender, and coaching education experience. It also included an exploration of coaches' beliefs about when hostile aggression is justified and what consequences they typically give athletes who display hostile aggression. High school coaches in the United States (n=450) completed online surveys that included the Moral Disengagement in Sport Scale (Boardley & Kavussanu, 2007), Coaching Efficacy Scale II-High School Teams (Myers et al., 2008), Coach Response to Hostile Aggression Questionnaire (developed by the researcher), and a demographic questionnaire. Results showed strong associations between mechanisms of moral disengagement utilized by coaches and their coaching efficacy in various areas. Additionally, descriptive statistics showed that male coaches scored higher than female coaches in all mechanisms of moral disengagement. There were also associations between moral disengagement and coaches' beliefs that hostile aggression is justified after an athlete has been provoked, as well as between moral disengagement and coaches' use of physical conditioning as a consequence for hostile aggression. The findings of this study provide a foundation for understanding coaches' morals and thoughts regarding hostile aggression.

LEC-08: Personality & Coping

LEC-08A

THE IMPACT OF FAMILY RELATIONSHIP STRESSORS ON COLLEGE STUDENT ATHLETE SUCCESS

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Vikiea McKamie, California State University, Northridge, USA
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There is a wealth of research that outlines the damaging effects of stress on college students, and more recent research (Pritchard, et al., 2004) has reported that college athletes generally have higher stress levels than non-athletes. Additionally, many student athletes who attend Hispanic-Serving Institutions (HSI's) are also first-generation college attenders. Both of these characterizations presents a unique set of stressors and, coupled with the stressors of being an athlete, can create a high-stress environment. While there is much research that investigates stressors that student athletes encounter, there has not been much investigation into the family issues surrounding the student athlete. At the institution studied, the majority of the student athletes come from the regional area surrounding the university, thus most of them are still very involved in their families while balancing the responsibilities of being a college athlete. Furthermore, anecdotal evidence from consultation work points to the conclusion that students at this institution face many stressors that may not be as prevalent in more-traditional college settings. As such, the present research study sought to understand the impact of these familial stressors on student athlete well-being with the long-term goal of developing athletic department programming. Twenty student athletes were selected to participate in interviews that focused on family-related stressors. Several prominent themes emerged, including: time constraint issues with family members, lack of understanding of college life, lack of understanding of student-athlete demands, feelings of under- or over-support from family, feelings of guilt, and pressure to "make the family proud." Student-athletes also indicated that team members and coaches were the primary resources used for support, followed by sport psychology professionals in the department and university counseling centers. Implications derived from this study have a far-reaching impact on future programming for student athletes at HSI's, and those who are first generation college students.

LEC-08B

PLANNING AHEAD: EXAMINING THE EFFECTS OF A CAREER DEVELOPMENT INTERVENTION ON STUDENT-ATHLETES' PSYCHOSOCIAL AND BEHAVIORAL OUTCOMES

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Each year thousands of student-athletes are dealing with the transition to life after sport (Irick, 2013). For many athletes, this transition can be difficult and result in negative emotions, indecision, and a lack of focus and goals (see Cecic Erpic, Wylleman, & Zupancic, 2004 for a review). Increased confidence in career planning skills has been linked to improvements in athletes' feelings and ability to transition out of sport (Burns, Jasinski, Dunn, & Fletcher, 2013). The purpose of this study was to examine the effectiveness of a multidisciplinary life after sport intervention program on student-athlete psychosocial and behavioral outcomes.

A total of 36 student-athletes (M-age = 20.03 years) were recruited from a NCAA Division I university in the northwest United States. Half of the student-athletes served as a control group, while the other half participated in a 9-week career development intervention. The intervention consisted of six group sessions, one individual session, and several follow-up check-in meetings. Topics ranged from resume writing to interview skills. Additionally, mental training tools and skills, such as goal setting and self-confidence, were discussed in the context of career development. Survey instruments measuring psychosocial and behavioral outcomes were completed by both groups pre-intervention and post-intervention. Repeated-measures ANOVA's revealed significant group by time interaction effects for career decision-making self-efficacy, positive emotion toward life after sport, several subscales of self-determined motivation, knowledge about career development tasks, planning for career development, completion of career development tasks, and stage of change with the intervention group significantly improving over time while the control group had no significant improvements. Results indicate that a multidisciplinary life after sport intervention program can positively impact both psychosocial and behavioral outcomes for student-athletes as they transition to life after sport.

LEC-08C

A THREE-DOMAIN PERSONALITY ANALYSIS OF A MENTALLY TOUGH ATHLETE

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Cliff Mallett, The University Of Queensland, Australia
Jefferson Singer, Connecticut College, USA

The present study provided a conceptual outline for profiling athletes from a whole person perspective. Drawing on integrative insights in personality psychology, we used McAdams's (2013) multilayer framework to examine the psychological profile of an athlete identified as "mentally tough." The selected participant was a senior contracted player in the Australian Football League (AFL). To operationalize McAdams's framework, three research questions were developed to represent each layer of personality. These questions guided the collection of the participant's (a) dispositional traits (via the Big Five), (b) characteristic adaptations (via personal strivings and coping strategies), and (c) narrative identity (via a life story interview). Based on a preference for a person-based psychology, and following clinical guidelines of data integration (Levak, Hogan, Beutler, & Song, 2011), the selected personality constructs were integrated to achieve a coherent profile of the "mentally tough" case. The results showed that, at layer 1, the participant's personality structure emphasized his tendencies to be a "prototypical achiever" and "effective altruist." At layer 2, his motivational agenda centered on desires for achievement and power, and a concern for self-presentation in his role as a leading figure at his club. He also presented an adaptive coping style in managing existing high levels of stress. Lastly, at layer 3, the participant formed a narrative identity around themes of achievement, faith, and legacy. This internalized narrative provided his life in sport with a clear sense of meaning, unity, and purpose. In brief, the case study served as an exemplar for applying McAdams's framework as an organizing structure for profiling sport performers. It represented an attempt to advance the linkage between the personality psychology and sport psychology fields. It also signified an original and innovative approach to advance conceptual debate in mental toughness literature.

LEC-08D

THE ROLE OF PASSION AND AFFECT IN ENHANCING THE UNDERSTANDING OF COACH BURNOUT

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Frode Moen, Norwegian University of Science and Technology, Norway
Kenneth Myrhe, Norwegian University of Science and Technology, Norway

Highly dedicated sport coaches invest a lot of time and energy in coaching, putting them at risk of experiencing burnout (Bentzen, Lemyre, & Kenttä, 2015). The dualistic model of passion describes how being highly engaged for different reasons explains why some are more prone to experience burnout than others (Vallerand, Paquet, Philippe, Charest, 2010). Individuals with harmonious passion (HP) are more likely to experience higher levels of positive affect (PA) and lower levels of burnout. In contrast, individuals with obsessive passion (OP) are prone to experience higher levels of negative affect (NA) and higher levels of burnout. Passion is frequently used to describe coaches (McLean & Mallett, 2012), nevertheless, only one study with a small sample has explored the relationship between coach burnout and passion (Donahue, Forest, Vallerand, Lemyre, Crevier-Braud, & Bergeron, 2012). Consequently, research with larger samples using more advanced statistical analyses has been asked for (Donahue et al., 2012). The purpose of the present cross-sectional study among Norwegian coaches (N = 510, Mage = 28.49 years, SD = 10.99; Mexperience = 14.95 years, SD = 9.85; Women 19.6%, men 80.4%; Fulltime 23%, parttime 26%, volunteers 51%) was to examine the relationships between HP and OP, NA and PA, and burnout.

Structural equation modelling (SEM: Kline 2011) indicated an acceptable fit (Brown, 2006) both concerning the confirmatory factor analyses (CFA) to determine the factor structure of the scales, and when testing the model involving direct and indirect effects. Overall, the results supported the dualistic model of passion as described. Of interest, higher levels of HP and PA seemed particularly to be negatively associated to burnout. Findings will be discussed in relation to theory with an emphasis on applied suggestions to prevent coach burnout.

LEC-09: Motivation and Self-Perceptions III

LEC-09A

HOME ADVANTAGE FROM A SOCIAL-COGNITIVE PERSPECTIVE

Bernd Strauss, University of Muenster, Germany
Kathrin Staufenbiel, University of Muenster, Germany

Home advantage describes the phenomenon whereby athletes are more successful in contests at home (e.g., home stadium) compared to away (Courneya & Carron, 1992). Home advantage is a robust finding and a large body of empirical evidence proves its existence. Across sports home athletes win 60.4% of decided games (Jamieson, 2010). However, the causes of this well-known phenomenon have not been entirely revealed so far. Current review articles call for more research with a targeted focus on the psychological processes of athletes and coaches (Allen & Jones, 2014). From an applied perspective, a psychological understanding of home advantage is crucial to develop or adapt sport psychological interventions to improve performance in different settings. In

this presentation, a social cognitive perspective is applied to the phenomenon of home advantage. This means that the information process of both athletes and coaches will be taken under closer consideration (and not a simple unidirectional model of often assumed influences of external factors like crowd behavior, or referees etc.). It is assumed that learning processes of competitors lead to differing prior knowledge regarding home and away games, which influence the information processing, the psychological and physiological states and finally the behaviour in both venues. Against this background, a new conceptual model of home advantage was developed to structure and drive subsequent studies. The results of some studies (e.g. Staufenbiel, Lobinger, & Strauss, 2015) support the approach of this social-cognitive framework and its theoretical assumptions. For example, home advantage in high-level youth soccer is increasing with age and youth players also progressively believe to win more games on the home field, which highlights the importance of learning processes regarding home and away competitions (Staufenbiel, Riedl & Strauss, 2016). For practitioners and scientists alike, the relevance and implications of a social-cognitive perspective on home advantage is considered.

LEC-09B

SELF-COMPASSION FACILITATES INTERNALIZED MOTIVATION FOR PHYSICAL ACTIVITY

Brian Souza, Oregon State University, USA
Vicki Ebbeck, Oregon State University, USA

In times of difficulty, self-compassion (SC) involves treating oneself kindly, being mindfully aware of one's emotions, and putting one's struggles into perspective (i.e., seeing the situation as something all people go through; Neff, 2003). Self-compassion, therefore, might logically benefit the many individuals who struggle to maintain optimal quantity and quality of motivation for physical activity (PA). According to self-determination theory (Ryan & Deci, 2000), motivation exists on a continuum from amotivated (the least self-determined and desirable form of motivation) to external motivation to intrinsic motivation (the most self-determined and desirable form of motivation). Contexts that provide opportunities for competence, relatedness, and autonomy are proposed to facilitate internalized motivation (IM) and well-being, while reducing externalized motivation (EM; Ryan & Deci, 2000). The current study examined the relationships among SC, IM and EM motivation, and PA using path analysis. The study participants, who completed self-report measures that assessed the variables of interest, consisted of 311 men and 313 women (N = 624) who ranged in age from 18 to 87 years. We found that SC was negatively related to EM (beta = -.24, $p < .001$) and positively related to IM (beta = .23, $p < .001$), while EM and IM were both positively related to PA (beta = .15, .33, $p < .001$, respectively). Moreover, the path from IM to PA was significantly higher than that of EM to PA (Wald $\chi^2 = 4.61$, $p = .032$). The direct path from SC to PA became non-significant (beta = .05, $p = .245$) after adding EM and IM to the model, indicating both forms of motivation mediate the relationship between SC and PA. Findings suggest that SC facilitates IM and inhibits EM; therefore, future researchers should explore SC interventions in an effort to promote PA behavior.

LEC-09C

PROMOTING MOTIVATIONAL OUTCOMES IN UNIVERSITY PHYSICAL EDUCATION: TYPE OF ACTIVITY MATTERS

Tsz Lun (Alan) Chu, University of North Texas, USA

Self-determination theory (SDT; Deci & Ryan, 1985) is an integrative theoretical framework used to study motivation in physical education (PE). It proposes that the support and satisfaction of psychological needs (i.e., autonomy, competence, and relatedness) are essential to promote students' motivational outcomes. Although individual differences have been found in PE motivational outcomes, no studies have examined how activity type (e.g. fitness) affect their relationships with SDT variables. The purpose of this study was to examine the differences between activity types in the associations of psychological need support and satisfaction with motivational outcomes in PE. From various optional PE courses, 224 Hong Kong university students (Mage = 21.79) completed a survey assessing their perceived need-supportive climate (autonomy support, self-reference, and cooperative learning), psychological need satisfaction, and motivational outcomes in PE (intrinsic motivation and intention for future activity participation). Correlation analyses were conducted separately by activity type, individual sports (N = 141) and fitness (N = 83), to investigate significant differences in the associations with motivation outcomes using Fisher's z transformation ($z > 1.645$). Correlation coefficients ($p < .05$) indicated that intrinsic motivation was positively associated with all components of need-supportive climate and psychological need satisfaction ($r_s = .34$ to $.71$) in both groups. Group differences were found in the relationships with self-reference ($r_{\text{individual}} = .53 < r_{\text{fitness}} = .68$, Fisher's $z = -1.65$) and cooperative learning ($r_{\text{individual}} = .53 > r_{\text{fitness}} = .34$, Fisher's $z = 1.65$), respectively. Intention was positively associated with cooperative learning, autonomy, and competence in both groups ($r_s = .18$ to $.33$) but associated with autonomy support and relatedness only in fitness activity ($r_s = .27$ and $.39$, respectively). These results suggest that university PE instructors may emphasize self-reference in fitness activity courses and cooperative learning in individual sports courses in order to promote students' intrinsic motivation.

LEC-09D

DEVELOPMENT AND VALIDATION OF THE INTUITIVE EXERCISE SCALE

Nick Galli, University of Utah/Headstrong Consulting, USA
Dana Voelker, West Virginia University, USA
Justine Reel, University of North Carolina Wilmington, USA
Maya Miyairi, Utah State University, USA
Christy Greenleaf, University of Wisconsin at Milwaukee, USA

Dysfunctional exercise is characterized by excessive, intense, and compulsive patterns of activity (Cook et al., 2015). By contrast, intuitive exercise involves an awareness of the senses while moving and attending to one's bodily cues to regulate exercise behavior (Reel, 2015). The practice of relying on physical cues to guide exercise behavior represents an integral part of eating disorder treatment approaches (Reel, Lee, & Bellows, in press). Although the extant literature has largely focused on understanding the pathological aspects of exercise (e.g., not exercising enough or too much), equal attention has not been paid to the frequency and correlates of adaptive exercise behaviors. This presentation details the development of a tool to evaluate the construct of intuitive

exercise in research, treatment, and prevention settings. Surveys from a community sample of 514 female ($n = 336$) and male ($n = 178$) adult participants ($M_{age} = 25.17$; $SD = 8.36$) were recruited to assess the psychometric properties of the 14-item Intuitive Exercise Scale (IEXS). We employed exploratory factor analysis to identify four latent constructs: (a) emotional exercise, (b) exercise rigidity, (c) body trust, and (d) mindful exercise, which were supported via confirmatory factor analysis ($CFI = .96$; $SRMR = .06$). Invariance testing revealed that the IEXS behaves similarly across men and women. Unexpectedly, a higher score on the emotional exercise subscale was related to a lower score on all dimensions of exercise dependence. This finding suggests that, in healthy populations, emotional exercise represents an adaptive coping strategy that promotes a healthy exercise relationship. Intuitive exercise should be assessed in clinical settings to establish treatment baselines and identify at risk populations. This study represents a vital step in the development and validation of a measure to meet these critical needs.

LEC-10: Youth Sport

LEC-10A

CHARACTER DEVELOPMENT IN YOUTH SPORT: CAN A CHARACTER-BASED CURRICULUM PROMOTE ATHLETES' BELIEFS AND BEHAVIORS ABOUT RESPECT?

Andrea Ettekal, Tufts University, USA
Kristina Moore, Boston College / Lasell College / Univ. of New Hampshire, USA
Patricia Gansert, Tufts University, USA
Kaitlyn Ferris, Tufts University, USA
Tina Syer, Positive Coaching Alliance, USA

Youth sport promotes positive developmental outcomes, yet some features of sport challenge whether sport promotes character attributes. According to game reasoning theory (Bredemeier & Shields, 1986), sports are games that are separate from the “real world.” Sports may relax the demands of morality in the “real world” and allow athletes to act selfishly for the sake of winning. Thus, it is not surprising that the character attribute of respect is often undermined in sport, both toward the game (e.g., cheating) and the people (e.g., arguing with officials). One potential model for sport-based character development is Positive Coaching Alliance (PCA), a non-profit focused on building “competitors of character” (Thompson, 2010). In this study, we examined whether participation in PCA’s character-based curricula promoted athletes’ respect. Our sample included 153 athletes (66% female; 56% White; $M_{age} = 16.13$) who completed 15 self-report items about respectful beliefs and behaviors in sport (Doty & Pim, 2010), at the beginning and end of the sport season. About half (58%) received a PCA interactive workshop and supplemental readings, whereas the other half did not receive any program. First, we identified three latent classes of athletes: 1. *High beliefs and behaviors* (high scores on all items); 2. *Moderate beliefs and behaviors* (moderate scores on all items); and, 3. *High beliefs only* (high scores on beliefs, low scores on behaviors). Second, chi-square analyses suggested that many *high beliefs only* athletes who received the PCA curriculum became athletes with *high beliefs and behaviors* at the end of the season. Although most athletes believed respect was important, these findings suggest that a character-based intervention has the potential to promote

transfer of those beliefs into action. Our discussion centers on identifying subsets of youth who may benefit most from character-based curricula in sport in order to inform coaches and practitioners.

LEC-10B

DEVELOPING AND TESTING AN OBSERVATIONAL MEASURE TO ASSESS PROGRAM QUALITY IN YOUTH SPORT

Corliss Bean, University of Ottawa, Canada
Tanya Forneris, University of Ottawa, Canada

Program quality has been outlined by many researchers and practitioners as the best predictor of positive developmental outcomes. Sport has been identified as a favourable environment for youth as it is highly valued by society and is the most popular extra-curricular activity for youth across North America. Research has demonstrated that high quality sport programs have the potential to foster physical and psychosocial benefits in youth; however, there is an absence of measures to evaluate program quality within this context. The purpose of this study was to develop and test the reliability and validity of an observational measure to effectively assess program quality in youth sport programs. The Program Quality Assessment in Youth Sport (PQAYS) measure was developed after an extensive review of literature related to program quality in youth programs and is based off of the National Research Council and Institute of Medicine’s eight elements of program quality that have been proposed to foster positive youth development. Following the development of the first draft, revisions were made based on reviews conducted by expert panels of professors and graduate students whose expertise is in youth development. Following these revisions, the measure was tested within two different studies using samples of youth sport programs of varying demographics (e.g., type of sport, ages, gender, competition level). Results from these studies are presented outlining evidence of content and construct validity and internal consistency reliability for the PQAYS. There are several practical implications for utilizing this tool. Sport psychologists may find the tool helpful when working with coaches and teams to promote positive youth outcomes. Coaches and administrators may use the tool to self-evaluate and align their coaching practices to foster developmental outcomes. Finally, applied researchers may use the tool when conducting interventions within the youth sport context.

LEC-10C

EXAMINING YOUTH FOOTBALL COACHES AND THEIR KNOWLEDGE OF, AND ATTITUDES TOWARDS, SPORT CONCUSSIONS

Sean Kerr, California State University Long Beach, USA
Tiffanye Vargas, California State University Long Beach, USA
Jim Becker, California State University Long Beach, USA
Mimi Nakajima, California State University Long Beach, USA

The Centers for Disease Control and Prevention (CDC) estimate that each year, United State emergency departments treat 135,000 sports-related traumatic brain injuries, including concussions among young people ages 5 to 18. Recently, efforts have been made to increase education and training for coaches regarding sport concussions in order to prevent the likelihood of an athlete returning to play too soon after such an injury. It is unclear whether the efforts to improve safety of concussion management have, in fact, increased awareness

and altered potentially unsafe attitudes about concussions amongst coaches who these very programs were initiated to support (Rosenbaum & Arnett, 2010).

The purpose of this exploratory study was to examine youth football coaches and their knowledge of, and attitudes towards, sport concussions. Coaches (n = 103) were recruited from several Pop Warner leagues from a large Western state to complete the Rosenbaum Concussion Knowledge and Attitudes Survey. Coaches ranged from 25-75 years of age and were coaching youth athletes ranging from 6-14 years of age. Results indicated that coaches' knowledge and attitudes of concussions were highly favorable. Coaches not only scored in the 80th percentile on concussion knowledge, but also scored in the 85th percentile on concussion attitudes. There also was a statistically significant positive correlation between coaches' scores on the Concussion Knowledge Index and the Concussion Attitudes Index, $r = .43, p < .01$. However, coaches generally scored very poorly on the questions labeled as "high difficulty." These questions were answered correctly by less than 41% of all the coaches. Additionally, "Item 7: After 10 days, symptoms of a concussion are usually completely gone," which is labeled as "low difficulty" was answered correctly by only 30% of the coaches. Practical implications, and future areas of research, will also be discussed.

LEC-10D

YOUTH ATHLETES' PERSPECTIVES ON THE EFFECTS OF PUNISHMENT USE IN SPORT

Anthony Battaglia, University of Toronto, Canada
Gretchen Kerr, University of Toronto, Canada



This study sought to explore athletes' perspectives on the effects of punishment strategies in competitive youth hockey. Although there is a substantial body of literature in psychology on the topic of punishment, including well-documented negative effects associated with punishment use (Durrant & Ensom, 2004; Gershoff, 2002), few researchers have examined the use of punishment in sport, empirically. Semi-structured interviews and concept maps were conducted with 12 (7 male and 5 female) hockey athletes between the ages of 11-13 years. All data were analyzed according to inductive thematic analysis (Braun & Clarke, 2006). The athletes identified the frequent use of benching, yelling, and forced physical conditioning as punishment strategies in youth hockey. According to the athletes the use of punishment strategies had negative effects on their sense of self, their relationships with others, and the enjoyment of the hockey experience. More specifically, punishment experiences reportedly diminished athletes' self-worth, stimulating self-doubt about their athletic abilities and hockey future. Punishment also appeared to tarnish their relationships with the coach and teammates as well as reduce the positive or fun aspects of hockey, fuelling thoughts about withdrawal. Findings are interpreted using the psychosocial development (Erikson, 1968) and youth sport attrition literature (Weiss & Williams, 2004). Implications and recommendations for future research in this field of study are discussed.

LEC-11: Mental Training/Interventions

LEC-11A

THE DEVELOPMENT AND EXECUTION OF A MULTI-FACETED SPORT PSYCHOLOGY COMMUNITY OUTREACH INITIATIVE: PROCESS REFLECTIONS AND LESSONS LEARNED

Ashley Samson, California State University, Northridge, USA
Stephen Gonzalez, The College at Brockport, State University of New York, USA
Duncan Simpson, Barry University, USA
Kristina Moore, Boston College / Lasell College / Univ. of New Hampshire, USA
E. Whitney Moore, University of North Texas, USA
Stephany Coakley, Maximum Mental Training Associates (MMTA), USA
Jennifer Thome, Illinois State University, USA

One of the missions of AASP, and a challenge within the sport psychology field as a whole, is connecting with the public so that we might educate individuals about what sport psychology is, how it can help performance and well-being in athletics, and provide information to those seeking sport psychology services. Within AASP, the Community Outreach Committee (CoC) is tasked with promoting those endeavors by both providing grant opportunities for members to establish sustainable community outreach initiatives in the community and to collect data on the effectiveness of those initiatives. As AASP's strategic plan calls for greater community partnerships and public involvement for the organization, individual members would greatly benefit from information on how to successfully establish community partnerships and impact communities at a grass-roots level. At the 2015 annual conference in Indianapolis, the CoC organized and executed a successful multi-faceted community outreach initiative in which sport psychology programming was developed and delivered to athletes, parents, and coaches in a one-day workshop format at a local high school. The purpose of this presentation is to share the process of developing and implementing such an initiative and to provide strategies and "best practices" for those who are interested in delivering their own community outreach initiatives. Key topics will include: identifying and connecting to key stakeholders, conducting a needs assessment for target audience, organization of programming content, event execution, reflections and evaluations of the event. Attendees will gain greater insight into community outreach programming that could enhance grant applications for future AASP CoC grant applications and learn best practices from experienced scientist-practitioners.

LEC-11B

INTENTIONAL CULTURE BUILDING AT A NCAA DIVISION 1 INSTITUTION: EXPERIENCES AND RECOMMENDATIONS

Jack Brown, The University of Missouri, USA
Joanna Foss, University of Missouri, USA
Katherine McLean, University of Missouri, USA

Culture within the athletic environment is characterized by shared values, beliefs, expectations, and practices across the members of a defined group (Cruickshank & Collins, 2011). A unique culture exists within each team or group, though these cultures are not always conducive to optimal functioning of the group. Intentional culture building ensures all group members are aware of expectations and operating in a

manner consistent with the department's mission, vision, and values. The culture development process is regarded as both a key component and necessity of elite team management (Lee, Shaw, & Chesterfield, 2009; Fletcher and Arnold, 2011), and is considered the most effective way to have long lasting behavioral change on a high performance team rather than changing each athlete's mindset individually (Fletcher & Arnold, 2011). However, researchers suggest that expertise is required to develop and maintain these cultures (Fletcher & Arnold, 2011). Training coaches and practitioners in how to build a strong culture within their teams is a vital step in promoting culture development. Thus, the purpose of this presentation is to discuss strategies and techniques used for culture building and maintenance at a major division 1 NCAA Institution in a variety of team and sport settings. Stages of the culture development process will be highlighted, from initial states of development through maintenance strategies after program implementation. Additionally, sport psychology consultants will discuss personal experiences throughout the process, including recommendations and potential obstacles that coaches could encounter when undergoing the process themselves. Finally, multiple culture models will be provided to serve as examples of effective standards and to demonstrate the uniqueness of culture building to individual teams. Practitioners will leave this presentation with an increased knowledge of how to build culture within their team, an understanding of stages within the process, and practical strategies for culture implementation and maintenance.

LEC-11C

THE DENALI PROJECT: A MENTAL SKILLS TRAINING PROGRAM FOR MILITARY VETERAN INJURY SUPPORT

Jared Hines, Fresno State University, USA
Dawn Lewis, California State University, Fresno, USA
David Kinnunen, California State University, Fresno, USA
Michael Coles, California State University, Fresno, USA

Due to advances in body armor and battlefield medicine, more of our veterans are returning home from war, but to a country ill prepared to provide necessary care. As of August 1, 2015 and since September 11, 2001, Wounded Warrior Project (WWP) reports 6,855 US service members have died, 52,352 service members have received physical injuries, an estimated 320,000 have traumatic brain injuries, and an estimated 400,000 have Post-Traumatic Stress Disorder. As of 2014, 144 veteran service organizations (VSO) exist alongside the Department of Veterans Affairs (VA) to help meet basic needs of injured veterans through providing food, clothing, and shelter. However, many post 9/11 veterans feel these organizations do not meet all their needs, especially psychological needs. Therefore, the purposes of this project were to 1) conduct a needs assessment analysis, through interviews with an expert in disabilities sports for veterans and an exemplar recipient of WWP programming, to determine program deficits and needs, and 2) design a mental skills training program for wounded veterans that addresses the needs identified in the interviews and is guided by sport psychology theory and best practices. Results of the needs assessment include pitfalls and drawbacks to working with the wounded veteran population, recommendations to initiate and maintain veterans' behavioral change for improved health and well-being, and important considerations for modifying/tailoring mental skills training activities for persons dealing with trauma. The outline, activities and materials for The Denali Project: A Mental Skills Training Program for Military Veteran Injury Support will be shared with the audience.

LEC-11D

THE TRANSTHEORETICAL MODEL OF BEHAVIOR CHANGE: EVIDENCE-BASED TRANSLATION OF THEORY TO PRACTICE WITH NCAA STUDENT-ATHLETES

Stacy Gnacinski, University of Wisconsin-Milwaukee, USA
William Massey, Concordia University Wisconsin, USA
Courtney Fisher-Hess, University of Wisconsin-Milwaukee, USA
Barbara Meyer, University of Wisconsin-Milwaukee, USA

Researchers use the transtheoretical model (TTM) to study readiness for psychological skills training (PST) in applied sport psychology contexts (Leffingwell et al., 2001; Massey et al., 2015; Zizzi & Perna, 2003). Although all TTM constructs (i.e., decisional balance pros and cons, self-efficacy, experiential and behavioral processes of change) are theoretically associated with stage progression, it remains unclear which TTM constructs, or combinations of constructs, contribute most to differences in athletes' stages of change (i.e., precontemplation, contemplation, action, maintenance). To enhance the specificity of practitioners' stage of change interventions, the purpose of the current study was to examine the combinations of TTM constructs that explain stage of change differences in NCAA athletes. Student-athletes (N = 418) completed measures on all TTM variables (Leffingwell et al., 2001; Massey et al., 2015). A multivariate analysis of variance (MANOVA) test and post hoc contrasts were conducted to determine if combinations of TTM constructs maximized stage differences. Standardized canonical coefficients further revealed which TTM constructs contributed most to stage contrasts. The omnibus MANOVA test result was significant ($F(15, 1132.2) = 18.83$), with post hoc tests revealing significant stage separations between precontemplation and contemplation ($F(5, 410) = 32.78$, $p < .001$), and contemplation and action ($F(5, 410) = 9.22$, $p < .001$). Of the five TTM constructs, decisional balance-pros (0.685), decisional balance-cons (-0.663), and use of experiential processes of change (0.525) contributed most to the maximum separation between precontemplation and contemplation. Decisional balance-pros (-0.529), use of experiential (-0.868) and behavioral (1.052) processes of change contributed most to the maximum separation between contemplation and action. Decision balance-cons (0.828) and use of behavioral processes of change (0.982) contributed most to the non-significant maximum separation between action and maintenance. Results will be discussed with a scientist-practitioner focus on PST intervention delivery to NCAA student-athletes across stages of change.

LEC-12: Exercise & Play

LEC-12A

SUPERWOMAN: EXPLORING STRESS, COPING, AND PHYSICAL ACTIVITY AMONG AFRICAN AMERICAN WOMEN

Leeja Carter, Long Island University - Brooklyn, USA
Amerigo Rossi, Long Island University - Brooklyn, USA

African American women are approximately 87% more likely to be diagnosed with Type II Diabetes than white women, and 48% more likely to have cardiovascular disease. Since treatment of chronic diseases such as heart disease and diabetes accounts for 86% of the health care costs in America, the development of effective chronic disease prevention programs for African American women may improve

health equity and reduce disparities. The Superwoman Schema framework, characterized by strength, emotional suppression, and sacrifice posits that while African American women may preserve their self, family, and communities, there are associated burdens, including: stress-related health behaviors, delayed self-care, and depression leading to chronic illness. The Superwoman Schema helps contextualize health behaviors in African American women, and needs to be analyzed to better understand African American women's health behaviors, so that effective, tailored exercise and general health interventions can be developed leading to reduced chronic disease risk.

This Women in Sports and Race/Ethnicity SIG-sponsored lecture will report findings from a focus group study examining African American women's: 1) definition of the Superwoman Schema, 2) perceptions of work, family, and general life obligations as barriers to physical activity and wellness, 3) thoughts concerning the intergenerational transmission of this schema, and 4) the wellness needs of women.

Findings include: African American women reporting experiencing feelings of guilt when engaging in physical activity; 2) perceiving the role of the matriarch as a barrier to negotiating physical activity, mental health, and healthy diet into their daily routine; 3) stating that engaging in a "healthy lifestyle" being stigmatized by family members; and 4) perceiving exercise and healthy habits as an unreachable goal/behavior. Such findings suggest that culturally tailored exercise and wellness programs are necessary to meet the needs of racially and ethnically diverse clients. Future research and recommendations for SEP practitioners will be addressed.

LEC-12B

QUADRANT ANALYSES OF THE FUN MAPS: IDENTIFYING GO-ZONES FOR PLANNING AND INTERVENTION

Amanda Visek, The George Washington University, USA
Heather Mannix, The George Washington University, USA
Avinash Chandran, The George Washington University, USA
Ciera Jones, The George Washington University, USA
Karen McDonnell, The George Washington University, USA
Sara Achrafi, Boston University, USA
Loretta DiPietro, The George Washington University, USA

Fun. Something every kid wants and deserves. Youth programs can provide an environment that can facilitate the most fun in a child's athletic experience if grounded in the fun integration theory's FUN MAPS (BLINDED, 2015). Developed from the collective input of players (n = 142), parents (n = 57), and coaches (n = 37), the data-driven FUN MAPS provide a 360° overview of 81 determinants of fun. Innovative go-zone maps (Kane & Trochim, 2008), produced using quadrant analysis, can "zoom in" on the FUN MAPS to provide the navigational information necessary for identifying the fun-determinants requiring action, based on precise metrics. Quadrant analysis juxtaposes the 81 fun-determinants using bivariate graphs along two rating variables (e.g., importance, frequency). Lines drawn at the mean for each rating variable along the axes split the graph into four quadrants. The quadrant containing determinants requiring action is defined as the "go-zone". For example, determinants rated as highly important by

players, but also reported as occurring infrequently would be targeted areas for intervention. Similarly, determinants rated as important by players, but not as important by coaches is useful for identifying discordance that may be adversely impacting children's sport experiences. The purpose of this study was to use quadrant analysis to produce go-zone maps from the FUN MAPS in order to isolate the determinants of highest priority that would further enhance fun, based on players' relative sex (girls, boys), age (younger, older), and competition level (rec, travel). A Pearson product-moment correlation was computed for the go-zone maps, indicating the overall strength of consensus between the rating variables across determinants. Results ($r's = .65-.77$) identified many fun-determinants as potential targets for future planning and intervention. Each of the go-zone maps is presented in detail. Based on the findings, strategies for enhancing children's fun within sport programs are forwarded.

LEC-12C

THE FITBIT PHENOMENON: PERCEIVED USEFULNESS AND BEST PRACTICES

Selen Razon, Ball State University, USA
Alex Wallace, Ball State University, USA
Jorge Ballesteros, Ball State University, USA
Nicole Koontz, Ball State University, USA
Alex Montoye, Ball State University, USA

Over half of the U.S adults fail to meet the recommended PA guidelines (Pleis, Lucas, & Ward, 2009). Accelerometer-based PA tracking devices may present benefits for increasing PA behaviors because they facilitate self-monitoring and self-regulation (Michie et al., 2011). Of these trackers, Fitbit allows high-levels of self-monitoring but there is a need to further assess its usefulness (Cadmus-Bertram, Marcus, Patterson, Parker, & Morey, 2015).

In response to previous calls (Cheon & Jarrahi, 2015), the purpose of this study was to survey the opinions and attitudes on perceived usefulness and intentional adoption of these technologies within a university setting. Participants (N = 371, Mage = 31.3, SD = 14.4) responded to an online survey. Analyses revealed that nearly all (97.3%) respondents reported using Fitbit to track PA while some reported using it to track heart rate or to compete against others. Majority of respondents (80.9%) reported that they are more active as a result of Fitbit use and 63.5% reported that Fitbit had a very positive impact on their health. Additionally, most respondents (88.1%) reported that they like their Fitbit and 67.7% reported that they plan on continued use for increasing exercise participation in the future. Respondents' satisfaction with their Fitbit use was significantly associated with the perceived usefulness of the Fitbit's mobile application, perceived impact of Fitbit on their health, and intentions for future use ($P < .001$). Qualitative analysis revealed three themes: (1) criticism related to use, (2) positive feedback related to use, and (3) remarks related to mobile application.

These results suggest that relatively novel technologies such as Fitbit could present unique potentials to improve PA behaviors. Practical recommendations to best use Fitbit or alternative activity trackers to increase exercise behaviors will be discussed. Potential caveats and strategies to overcome these will be provided.

LEC-13: eSport & Exergaming

LEC-13A**AN EXPLORATION OF MENTAL SKILLS AMONG COMPETITIVE GAMERS***Daniel Himmelstein, USA**Yitong Liu, University of Denver, USA**Jamie Shapiro, University of Denver, USA*

ESports (competitive video gaming) is a competitive performance domain that has grown exponentially in the past several years. The need to perform at the highest level of competition has never been more crucial. In order to explore the specific mental needs, obstacles, and strengths gamers already possess, a qualitative content analysis was conducted. Five high level competitive League of Legend players were interviewed in a semi-structured interview. The audio was transcribed and organized into themes. Two high order themes emerged: techniques used to achieve optimal performance and obstacles encountered by competitive gamers. Beneath that, lower order themes including more specific examples of strengths and obstacles were coded for.

The participants spoke of “playing smart”, “playing forward”, and “monitoring their mindset” as ways they, or other successful gamers used in order to perform optimally. Some perceived obstacles that the participants identified included “going on tilt” (frustration causing a decremented performance), “dwelling on past performances”, and “issues related to confidence”, as negatively affecting their performance.

Furthermore, the perceived obstacles were then compared by the authors to the techniques they (or successful gamers) already utilize in order to yield successful performances. The authors observed that many of the obstacles encountered could potentially be remedied by the techniques gamers identified as already being utilized. Thus, performance psychology consultants could use the gamers’ identified strengths in order to map performance plans and interventions for competitive video gamers. The data collected can be used by future consultants in order to better serve eSports clients current gamers to see what high level gamers are doing to perform well, and academics who wish to gain a better insight on a unique and emerging performance domain.

LEC-13B**INCREASING REHABILITATION ADHERENCE THROUGH GAME-BASED TECHNOLOGY***Kristin Wood, University Of Minnesota, Minneapolis, USA**Diane Wiese-Bjornstal, University Of Minnesota, Minneapolis, USA*

Game-based technologies as a form of injury rehabilitation are increasingly evident in sports medicine settings. Research evidence in general medicine shows Nintendo Wii-based rehabilitation utilizing the Wii balance board to be effective in providing balance and mobility training in post-stroke and frail elderly patient populations (Deutsch et al., 2009; Singh et al., 2012). There is, however, very limited research evidence on the physical and psychological benefits of using game-based technologies in sports injury rehabilitation. The purposes of this presentation are to: 1) describe the literature evidence on the psychological benefits of video game-based rehabilitation, and 2) extend from this literature to propose psychological benefits of gaming-technology in athletes

undergoing injury rehabilitation. By evaluating the current medical literature on rehabilitative game-based protocols, I will extend that the psychological benefits can be translatable to athletic injury rehabilitation. Rehabilitation through gaming creates environments where athletes can disassociate from their ‘injured’ status and engage in competitions that speak to their pre-injury selves. The millennial generation in particular welcomes technology and the majority of their lives are spent engaging, socializing, and defining themselves through various technological medias. By blending rehabilitation into environments in which individuals identify, athletes can escape from the psychological barriers of their injuries and focus on programs to ‘beat’ the games, arousing their competitive-selves. Video game-based rehabilitation is a tool sport medicine professionals and sport psychologists can utilize for cognitive restructuring from the athletes’ disengagement due to psychological trauma from their injury to re-engagement as active, competitive individuals. Furthermore, game-based rehabilitation can promote greater levels of adherence to the program – one of the greatest predictors of a successful return to play from sport injury (Podlog et al., 2013).

LEC-13C**PROMOTING PHYSICAL ACTIVITY AMONG PEOPLE WITH DISABILITIES: TESTING THE POTENTIALS OF EXERGAMING***Selen Razon, Ball State University, USA**Alex Wallace, Ball State University, USA**Andrew Walsh, Ball State University, USA**Umit Tokac, Florida State University, USA*

According to the United States Department of Health and Human Services (US HHS, 2014), 46.6% of American adults fail to meet physical activity (PA) guidelines. Individuals with disabilities are even less active than the American average. Of those with any form of disability, 57.3% did not meet either PA guideline in 2012 (US HHS, 2014). Due to the high prevalence of inactivity, the Centers for Disease Control and Prevention (CDC, 2014) indicated that the individuals with disabilities are three times more likely to develop cardiovascular diseases, diabetes or cancer in comparison to individuals without disabilities.

The purpose of this study was to test the effectiveness of exergaming to facilitate increased heart rate (HR) and improve affects in individuals with disabilities. Fifteen adults (7 males and 8 females; Mage =43.6 years, SD = 17.5), with various primary diagnoses engaged in 10-minute exergaming bouts. At Week 1 (experimental session), participants’ HR as well as their affects were measured pre and post exergaming. At Week 2 (control session), same measurements were administered but participants did not engage in exergaming.

Analyses revealed a significant mean difference between the pre and post HR for the experimental session ($p < .05$). There was no significant mean difference for the pre and post HR for the control session. A significant mean difference was also found between the post HR of experimental and control sessions ($p < .05$). Finally, a significant mean difference also emerged for the exercise-related affect “energetic” at the post survey level between the experimental and control sessions ($p < .05$).

In view of these results, brief sessions of tailored exergaming may provide a viable alternative to improve HR and energy levels in individuals with disabilities. Practical recommendations to best adapt exergaming for reducing barriers and increasing PA in this population will be discussed.

LEC-14: Novel Applications

LEC-14A

'POURING EVERYTHING THAT YOU ARE': MUSICIANS' EXPERIENCES OF OPTIMAL PERFORMANCES

Jessica Ford, University of Wisconsin-Milwaukee, USA

Justine Vosloo, Ithaca College, USA

Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA

Miranda Kaye, Pennsylvania State University, USA

Much like sport, flow, or the state of being “in the zone”, is arguably just as important in other performance domains like music due to the focused and goal-oriented attention needed for peak performance (Csikszentmihalyi et al., 2005). However, the flow experience has been rarely studied in music performances (Sinnamon et al., 2012). The purpose of this study was to phenomenologically examine aspects of flow presented during an optimal performance experience and to identify antecedents of flow for musicians. Fifteen undergraduate musicians (Mage = 18.91, 47% female) at a private college in upstate NY participated in in-depth, semi-structured interviews, where they were asked to describe an optimal performance experience. Interviews were transcribed verbatim and an inductive qualitative analysis process was used to develop codes and respective themes, which continued until theoretical saturation. Results revealed that environmental context, emotional connectedness, and interpersonal relationships exemplified the flow experience. Some themes were sub-characterized by elements such as: knowing and liking the music you are performing, seeking meaning in the music, not being too technical, fully immersing yourself into a character/concept, understanding the performance setting, being focused, receiving positive feedback from the audience, and surrounding yourself with supportive individuals. All existing constructs of Csikszentmihalyi's Flow theory (1990), except “clear goals”, were also deductively discovered. Based on the results, flow appears to be an emotional state common among musicians and very similar to that conceptualized in sport. It is important to understand the ways in which a musician experiences the essence of flow within the performance, as it can help researchers and practitioners better understand the conceptualization of flow within music performance. Such understanding can help researchers and performance consultants in the development of interventions and strategies that target the specific performance needs of the music population as a means of promoting or enhancing flow.

LEC-14B

DEVELOPMENT OF TEAM COORDINATION AND COLLECTIVE EFFICACY IN HIGH-RISK CIRCUS ACROBATICS

Edson Filho, University of Central Lancashire, Italy

Jean Rettig, Florida State University, USA

Whether the unit of analysis is the human brain, an atom, or a sports team, scholars concur that coordination occurs when two or more agents are at the “right place”, at the “right time”, doing the “right thing” (Cacioppo, Tassinari, & Berntson, 2007; Eccles & Tenenbaum, 2004; Wood, 2003). Despite interdisciplinary agreement on the theoretical basis of coordination, the underlying mechanisms that allow for “space-time-action” congruence remain unclear in the applied psychology domain (Kelso, 2012). To deepen the understanding of the socio-cognitive factors underlying team

coordination (TC), we conducted a multi-method qualitative study with professional hand-to-hand circus acrobats at a world-leading circus school in eastern Canada. We aimed to explore acrobats' understanding of how TC is developed in dyadic hand-to-hand acts. Nine high-skilled acrobats from five different dyads participated in the study (four catchers and five flyers). Data collection consisted of observations of shows and practices, an open-ended interview with the participants' head coach, and a focus group interview with all acrobats. Our inductive thematic analysis yielded three higher order themes: TC, collective efficacy (CE), and TC-CE linkage. Teammates' knowledge (shared and complementary) and communication dynamics (verbal and non-verbal) emerged as sub-themes of TC; self- and other's-efficacy emerged as key factors in the establishment of CE. Our findings also suggest that TC is likely inter-related to CE in a systemic fashion, akin to the theoretical notion of reciprocal determinism in social psychology (see Bandura, 1997). From an applied stance, our findings suggests that TC can be developed through myriad routes. Specifically, practitioners should promote the development of both shared and complementary models of thinking, while promoting communication skills through verbal and non-verbal channels. Finally, boosting teammates' confidence in the self and in their teammates can help not only in the development of CE but also in the enhancement of TC.

LEC-14C

“SKILL, PROFESSIONALISM, AND TEAMWORK”: UNDERSTANDING THE SELECTION PROCESS OF THE CANADIAN AIR FORCE SNOWBIRD DEMONSTRATION TEAM

Luc Martin, Queen's University, Canada

Mark Eys, Wilfrid Laurier University, Canada

Sport psychology researchers have benefited greatly from considering group dynamics research conducted in other performance contexts. This is perhaps not surprising given the necessity for group related processes (i.e., teamwork) in contexts such as the military (Salas et al., 1995). In recognizing the fertile opportunity to obtain sport relevant information, the current case study sought to investigate the team dynamics in a high performance military environment. As part of a larger ongoing project, this presentation will discuss findings obtained through qualitative methods (e.g., observation, semi-structured interviews) pertaining to the selection process for the Royal Canadian Air Force Snowbird Demonstration Team. More specifically, the primary researcher observed the selection process, and subsequently spoke with the successful candidates (n = 3; Mage = 39.33, SD = 4.04) as well as current veteran pilots (n = 2; Mage = 39.50, SD = 3.54). Using thematic analysis (Braun & Clarke, 2006), interpretation of interview data demonstrated that candidates had similar motivations for becoming a Snowbird (e.g., a true test of ability), held numerous perceptions of the team environment (e.g., norms, team unity, professionalism), and identified characteristics that were perceived to be foundational for success within the squadron (e.g., accountability, trust). Similarly, responses from veteran pilots highlighted the characteristics most sought after for incoming pilots and the methods used for their identification during the selection process. They also emphasized the need to translate their vision and team culture to the candidates in an efficient and timely manner. The selection process represents not only a critical step in pilot selection, but also the first stage of candidate integration with regard to the cultural expectations and norms in this high performance military squadron. These preliminary findings will be discussed in terms of their applicability to elite sport settings.

LEC-14D**“DRIVE ON”: THE RELATIONSHIP BETWEEN PSYCHOLOGICAL VARIABLES AND EFFECTIVE SQUAD LEADERSHIP**

*Todd Gilson, Northern Illinois University, USA
Melissa Dix, Northern Illinois University, USA
Marc Lochbaum, Texas Tech University, USA*

To cultivate the next generation of leaders, the United States Reserve Officer Training Program (ROTC) conducts systematic assessments of cadets' leadership abilities during field training exercises (FTXs). While cadets in ROTC programs routinely engage in tactical operation procedures through a military science curriculum to augment FTX performances, much less is known about the relationship between psychological variables and squad leadership performance. Specifically, qualitative work has highlighted that competence and learning how to adapt to situational demands are vital for success (Larsson et al., 2006; Gilson et al., 2015); however, these constructs have not been empirically tested in field. To this end, 220 cadets completed self-efficacy, psychological flexibility, and grit questionnaires, which were then compared to FTX performance scores – from actual squad leadership scenarios. Results underscored that only self-efficacy was significantly related to cadets' squad leadership ability ($p = .03$). Furthermore, prior service in the U.S. Army had no effect on the performance score one attained, highlighting an interesting paradox. In particular, the most robust way to develop self-efficacy is through experience, and while cadets with stronger efficacy beliefs obtained higher scores, the experience acquired through past military service did not equate to increased leadership performance during training exercises. Therefore, while self-efficacy can be cultivated through prior experiences, it seems more prudent to educate ROTC cadets on how to apply psychological skills to bolster self-efficacy in preparation for upcoming challenging leadership experiences (McCrory, Cobley, & Marchant, 2013).

LEC-15: Coaching/Leadership II**LEC-15A****COACHES, CLIMATES, “FIELD” GOALS, AND EFFICACY: A “DE-CONSTRUCTION” OF THE MASTERY-APPROACH TO COACHING AND EXAMINATION OF RELATIONSHIPS TO PSYCHOSOCIAL OUTCOMES IN A YOUTH FOOTBALL PLAYER DEVELOPMENT PROGRAM**

Jay Goldstein, University of Maryland, USA

In support of the achievement goal theory (AGT), empirical research has demonstrated psychosocial benefits of the mastery-oriented learning climate. In this study, we examined the effects of perceived coaching behaviors on various indicators of psychosocial well-being (competitive anxiety, self-esteem, perceived competence, enjoyment, and future intentions for participation), as mediated by perceptions of the coach-initiated motivational climate, achievement goal orientations and perceptions of sport-specific skills efficacy. Using a pre-post test design, 1,464 boys, ages 10-15 ($M = 12.84$ years, $SD = 1.44$), who participated in a series of 12 football skills clinics were surveyed from various locations

across the United States. Using structural equation modeling (SEM) path analysis and hierarchical regression analysis, the cumulative direct and indirect effects of the perceived coaching behaviors on the psychosocial variables at post-test were parsed out to determine what types of coaching behaviors are more conducive to the positive psychosocial development of youth athletes.

The study demonstrated that how coaching behaviors are perceived impacts the athletes' perceptions of the motivational climate and achievement goal orientations, as well as self-efficacy beliefs. These effects in turn affect the athletes' self-esteem, general competence, sport-specific competence, competitive anxiety, enjoyment, and intentions to remain involved in the sport. The findings also clarify how young boys internalize and interpret coaches' messages through modification of achievement goal orientations and sport-specific efficacy beliefs.

LEC-15B**THE CARE-PERFORMANCE RELATIONSHIP: WHAT U.S. NCAA DI MALE ASSISTANT COACHES TELL US ABOUT CARING FOR STUDENT-ATHLETES**

*Leslee Fisher, University of Tennessee, USA
Matthew Bejar, University of Tennessee, USA
Teri Shigeno, University of Tennessee, USA
Leslie Larsen, University of Tennessee, USA*

Fleshing out how U.S. NCAA DI coaches care for their student-athletes is an important yet underrepresented research topic. Care theory philosophers have further proposed that caring in educational settings should be viewed as a relational encounter or connection between two human beings, the “carer” and the “cared for” (Noddings, 1992). However, to date, very few researchers have explored how caring has been defined and implemented in physical activity and sport contexts (e.g., Knust & Fisher, 2015; Newton et al., 2007; Gano-Overway et al., 2009). Therefore, the purpose of the current study was to examine how NCAA DI coaches define and implement care with their student-athletes. Nine U.S. NCAA DI male assistant coaches (mean age = 36.3 years) from five different sports (baseball, basketball, softball, swimming, and track and field/cross-country) were interviewed regarding their implementation of student-athlete care. Informed by Consensual Qualitative Research (CQR; Hill, 2012), the four-person research team read through all transcripts, actively looked for evidence and counterevidence of care, considered a variety of alternatives to care, related care evidence back to the context of NCAA DI sport, carefully weighed each “care” evidence piece, and compared and contrasted theoretical frameworks for care to the data (LaBoskey, 1994; Noddings, 1992). Results suggested that coaches engaged in a six-step “cycle” of care with student-athletes: (a) coach defines care as whole-person development; (b) coach demonstrates care; (c) athlete perceives care; (d) athlete gives more effort; (e) athlete's sport performance increases; and (f) coach feels successful. In addition, coaches perceived that at the same time that the athlete was giving more effort and experiencing sport performance increases, s/he was also developing holistically in contexts beyond sport (e.g., academics, social, spiritual, etc.). Implications for sport psychology professionals working with U.S. NCAA assistant coaches are also put forth.

LEC-15C

THE CARE-PERFORMANCE RELATIONSHIP: WHAT U.S. NCAA DI FEMALE ASSISTANT COACHES TELL US ABOUT CARING FOR STUDENT-ATHLETES

Leslee Fisher, University of Tennessee, USA
Teri Shigeno, University of Tennessee, USA
Matthew Bejar, University of Tennessee, USA
Leslie Larsen, University of Tennessee, USA

Fleshing out how U.S. NCAA DI coaches care for their student-athletes is an important yet underrepresented research topic. Care theory philosophers have further proposed that caring in educational settings should be viewed as a relational encounter or connection between two human beings, the “carer” and the “cared for” (Noddings, 1992). However, to date, very few researchers have explored how caring has been defined and implemented in physical activity and sport contexts (e.g., Knust & Fisher, 2015; Newton et al., 2007; Gano-Overway et al., 2009). Therefore, the purpose of the current study was to examine how NCAA DI coaches define and implement care with their student-athletes. Fourteen U.S. NCAA DI female assistant coaches (mean age = 30.57 years) from seven different sports (basketball, rowing, softball, swimming, tennis, track and field/cross-country, and volleyball) were interviewed regarding their implementation of student-athlete care. Informed by Consensual Qualitative Research (CQR; Hill, 2012), the four-person research team read through all transcripts, actively looked for evidence and counterevidence of care, considered a variety of alternatives to care, related care evidence back to the context of NCAA DI sport, carefully weighed each “care” evidence piece, and compared and contrasted theoretical frameworks for care to the data (LaBoskey, 1994; Noddings, 1992). Results suggested that coaches engaged in a six-step “cycle” of care with student-athletes: (a) coach defines care as whole-person development; (b) coach demonstrates care; (c) athlete perceives care; (d) athlete gives more effort; (e) athlete’s sport performance increases; and (f) coach feels successful. In addition, coaches perceived that at the same time that the athlete was giving more effort and experiencing sport performance increases, s/he was also developing holistically in contexts beyond sport (e.g., academics, social, spiritual, etc.). Implications for sport psychology professionals working with U.S. NCAA assistant coaches are also put forth.

LEC-16: Mental Training/Interventions II

LEC-16A

SHORT & SWEET: THE IMPACT OF A VERY BRIEF MINDFULNESS TRAINING ON PERFORMANCE

Laryssa Schepel, Bates College, USA
Su Langdon, Bates College, USA

Mindfulness interventions, which promote a non-judging awareness and acceptance of the task at hand, have been gaining popularity as a technique for optimizing athletic performance. However, previous research assessing the effectiveness of formal mindfulness training on athletic performance seems to have only looked at mindfulness practiced for weeks or months. No studies could be identified that examined the efficacy of a very brief (defined as one session) mindfulness intervention. In the current study, 47 participants were randomly assigned to watch and reflect on either a mindfulness or control video. The experimental group watched a video providing information and training in two

mindfulness techniques whereas the control group watched a video about golf rules, technique, and etiquette. Each video lasted approximately eight minutes and participants were encouraged to record three important points from their video. Participants completed a golf-putting task immediately following the video and one week later. E-mail reminders were sent in between sessions to encourage participants to remember or practice what they had learned during the treatment. Results showed a significant interaction between condition and gender such that women in the mindfulness condition performed significantly better immediately after the intervention relative to women in the control group. There were no significant effects for men. There was a marginally significant long-term main effect of condition on performance when controlling for how much participants practiced or thought about what they learned from the video during the week between assessments with the experimental group improving and control group decreasing in performance from the first assessment. The findings of this study suggest that even one session of mindfulness intervention may have both immediate and long term effects on athletic performance, although results may vary. Future research should continue to explore very brief interventions as well as effectiveness for different populations.

LEC-16B

IRONIC OR OVERCOMPENSATING ERROR IN GOLF PUTTING: AN EXPLORATION ON MODERATORS.

Sicong Liu, Florida State University, USA
Gily Meir, Florida State University, USA
Nataniel Bolagin, Florida State University, USA
Kimberly Cologgi, Florida State University, USA
Jean-Charles Lebeau, Florida State University, USA
Itay Basevitch, Anglia Ruskin University, UK
Gershon Tenenbaum, Florida State University, USA

“Focusing on target instead of avoiding errors” is a doctrine in sport psychology because suppressive attention is devastating to performance. Previous research showed that instructions such as: “don’t putt short,” led novice golfers to think about “short,” thus making “short” errors more likely (Wegner, Ansfield, & Pilloff, 1998). This finding is accounted for by Ironic Processing Theory (IPT; Wegner, 1994). Contrarily, evidence of novices putting too long under the “don’t putt short” instruction led to the endorsement of Implicit Overcompensation Hypothesis (IOH; de la Pena, Murray, & Janelle, 2008). The present research was aimed at clarifying the theoretical and applied conflict between IOH and IPT in golf putting. Attention imbalance manipulation is a plausible factor moderating those two types of performance errors (ironic vs. overcompensating). Therefore, the current study involved manipulations to create attentional imbalance (i.e., a red dot placed on the green in front of the target) and tested the competing theories. We employed a 2 (attention imbalance) \times 2 (suppressive goal instruction) design. Seventy-six undergraduates were recruited and randomized into four groups to perform 30 golf-putting trials (i.e., three 10-trial blocks). The first block formed the baseline and the later blocks were coupled with cognitive load (i.e., rehearsing one six-digit number) and group manipulations. Results revealed an overcompensating effort under suppressive goal instruction regardless of attention imbalance manipulation, and thus lent more support to IOH than IPT. This result generated both applied and theoretical implications. For instance, novices tend to overcompensate under suppressive goals in golf putting. Such a revelation stands inconsistent with findings from other sport tasks supporting IPT, such

as soccer penalty kicking (Binsch, Oudejans, Bakker, & Savelsbergh, 2010). By highlighting the task characteristics in eliciting different motor errors, the presentation emphasizes applied strategies concerning coaches' verbal instruction and attention management across many sport tasks.

LEC-16C

ASSESSING FEMALE COLLEGIATE GOLFER'S EMOTIONAL STATES AND USE OF MENTAL SKILLS DURING QUALIFYING AND COMPETITION

Leilani Madrigal, University of Nebraska-Lincoln, USA
Jamie Robbins, Methodist University, USA

Sport psychology practitioners know the importance of using mental skills consistently to improve performance (Hayslip, Petrie, MacIntire, & Jones, 2010) and sport enjoyment. However, providing strategy related lessons may not be enough to change athlete behaviors. Use of strategies may be impacted by the setting (i.e. practice or competition) or one's mental state. Attention Control Theory explains the relationship between anxiety and performance as being caused by disruptions in attention (Eysenck, Deraksham, Santos, & Calvo, 2007). As such, anxious athletes may be more focused on their worry and less on mental skills. Given the importance of utilizing mental skills and the complicating factors of emotions and setting on one's ability or willingness to use these skills, the current study assessed one golf team's use of mental skills during both practice (i.e. qualifying) and competition.

Given the paucity of in-play and in-practice data, the current study measured mental skills used during two rounds of golf. Seven female collegiate golfers were asked to complete a self-report mental skills checklist after each hole. As well, sport anxiety and emotional states were assessed using the Sport Anxiety Scale-2 and PANAS-X before and after each round. Results revealed slightly higher than average worry scores on qualifying day and closer to average scores on tournament day. Repeated measures ANOVA revealed a significant effect for emotion and time X emotion interaction. As well, mental skill use varied by day, hole and person. Although all athletes completed the mental skills checklist for qualifying, only five out of seven participants completed this measure on competition day. Individual differences, skills used, emotional correlations, and the importance of identifying inconsistencies when working with athletes will be addressed. As well, suggestions will be forwarded for helping athletes become more proactive rather than reactive in future practices and tournament performances.

LEC-17: Social & Cultural Diversity

LEC-17A

A WAY IN BUT NOT UP: THE EXPERIENCES OF BLACK FEMALE ASSISTANT COACHES IN NCAA DIVISION I WOMEN'S BASKETBALL

Leslie Larsen, University of Tennessee, USA
Leslee Fisher, University of Tennessee, USA
Sharon Couch-Fikes, University of Tennessee, USA

In NCAA Division I (DI) women's basketball, the majority of student-athletes (51%) are Black; however, Black women make up only a small percentage (25%) of the total number of coaches (NCAA, 2015). Though these discrepancies have

been recognized repeatedly in sport studies literature (Borland & Bruening, 2010; LaVoi & Dutove, 2012), sport psychology researchers must move beyond a focus on numbers and instead, begin to explore the experiences of Black women in these positions to understand the underlying causes that lead to the underrepresentation of Black female coaches in NCAA DI women's basketball. To this end, narrative inquiry (Smith & Sparkes, 2009) was utilized in the current study to explore the stories of nine NCAA DI women's basketball assistant coaches who identify as Black women. During face-to-face interviews, participants described the roles they are asked to fill and the ways they cope with multiple oppressions as Black woman in coaching. Themes that arose throughout a thematic analysis of these narratives (Braun & Clark, 2006) include: (a) Being a Black female "gets your foot in the door" but is not a way to advance in coaching; (b) Black females are "pigeonholed" as recruiters only; (c) Black females are "needed" on staffs; and (d) "We have to do it ourselves." It is hoped that these findings will lead to the development of interventions that can empower NCAA DI Black female coaches as well as challenge current ideologies that disadvantage Black female coaches in this context. Further, creating a more inclusive environment at NCAA DI institutions could enhance the experiences and coaching career aspirations of Black female student-athletes by allowing them to see empowered Black female role models in coaching. Implications for sport psychology consultants working within NCAA DI women's basketball, who are well positioned to contribute to these efforts, will be discussed.

LEC-17B

THE GLASS CEILING HAS TURNED TO CONCRETE: UPWARD MOBILITY PERCEPTIONS OF WOMEN OF COLOR IN SENIOR-LEVEL COLLEGE ATHLETIC ADMINISTRATION POSITIONS

Miriam Merrill, Temple University, USA
Michael Sachs, Temple University, USA

The most current Racial and Gender Report Card indicates the percentage of African-Americans in the highest athletic administrator role (Athletic Director) is only 8% (Lapchick, Fox, Guiao, & Simpson., 2015). African American women are not represented in this percentage, which seemingly suggests access is denied. This roadblock is termed the concrete ceiling, instead of glass ceiling, because women of color experience racism and sexism as advancement barriers (Davidson & Davidson, 1997).

The purpose of this Women in Sport SIG-Sponsored presentation is to disseminate research examining African American women administrators' perceptions of the current climate intercollegiate athletic administration with a particular focus on: 1) barriers that hinder representation of women of color in Athletic Director positions at NCAA Division I FBS and FCS institutions; and 2) the psychological and emotional experiences African American athletic administrators report as a result of their experiences.

Fifteen African-American senior-level athletic administrators were surveyed and eight interviewed with results concluding African American women in senior-level administration reporting: 1) access to opportunities, 2) disadvantages as a result of being an African American woman, and 3) being steered into specific positions were challenges to their professional growth. Eighty percent did not feel that they had the same access to opportunities as their Caucasian male and female counterparts and 75% expressed the belief that women of color are steered into positions such



as compliance and student athlete welfare. The intent of this research is to create an awareness of these challenges and develop programs to assist in ultimately demolishing the concrete ceiling in athletic administration.

LEC-17C

A CRITICAL PERSPECTIVE ON ADAPTIVE SPORTS AND PHYSICAL ACTIVITY FOR PERSONS WITH INTELLECTUAL DISABILITIES

Kari Heath, USA

Athletes with a disability have been competing in sports for many decades and the number of athletes involved in adapted sport and physical activity is steadily increasing around the world. More recently, disability sport has reached an extensive amount of professionalization leading to an association and establishment in society and the sports world (von Sikorski, Schierl, Moller & Oberhauser, 2012). In addition, athletes with a disability are demonstrating their athletic abilities and gaining increased recognition in both the mainstream and disability sport contexts (DePauw & Gavron, 2005; Shapiro & Pitts, 2014; Tynedal & Wolbring, 2013). It could be argued that the additional challenges faced by athletes with a disability makes the need for sport psychology services even greater. In so far, working with athletes with a disability involves similar issues, problems and concerns that you find with mainstream athletes. Wherein, similar techniques and methodologies are implemented just as you would with non-disabled athletes. However due to the challenges that athletes with an intellectual disability face you have to extend your practice and modify your approaches. When working with athletes with a disability, the sport psychology consultant must match their practice to the individual – exactly what is necessary when working with any athlete (Hills & Utley, 2010). Despite some changes to the way that athletes with an intellectual disability are viewed in society, negative attitudes prevail. (Ferrara, Burns, & Mills, 2015). With a dearth of sport psychology resources for athletes with an intellectual disability and an increase of interest in adapted sports and physical activity, it is evident that a need persists. A need that creates opportunity for sport psychology professionals, researchers and coaches alike, to further develop and understand the needs of athletes with an intellectual disability.

LEC-17D

A MAGIC CARPET RIDE: ADAPTIVE SKIING NARRATIVES FOR INDIVIDUALS WITH VARYING DISABILITIES

Rebecca Busanich, Plymouth State University, USA

Objectives: In line with recent calls for more diversity in sport and exercise psychology research, this study extends the literature on disabled athletes' experiences with adaptive sport and physical activity (PA). While research shows that adaptive sport and PA can improve quality of life and lead to enhanced psychological health, the processes through which these positive changes occur is still largely unknown and underexplored. In an effort to understand these processes further, this study explored the sociocultural construction of adaptive skiing experiences for individuals with varying disabilities and their families.

Method: A narrative inquiry approach, grounded in cultural sport psychology, elicited individual and family narratives around the adaptive sport experience. A range of physical, cognitive, neurological and developmental disabilities

were represented. A thematic and structural analysis was conducted on a total of five narrative interviews and a separate visual narrative analysis was conducted on 6 artistic expressions of the adaptive skiing experience that were created by a participant who could not verbally express her experiences as a result of her disability (i.e., ALS).

Results: Results showed a complex meaning-making process that framed the adaptive skiing experience. By drawing upon a Quest narrative (Frank, 1995), the participants constructed adaptive skiing as a transformative experience that led to feelings of hope, pride and overall emotional well-being, as it allowed them to embrace and accept their disabilities. Additionally, adaptive skiing experiences were positioned as a source of deeper connection – to nature, others, one's own physical body, and one's sense of self-identity – leading to enhanced health and well-being. Implications for researchers and practitioners working with disabled individuals will be provided.

LEC-18: Elite Performance

LEC-18A

EXECUTIVE FUNCTION AS A PREDICTOR OF SUCCESS AMONG COLLEGIATE BASEBALL PLAYERS

Lyndsie Coleman, University of Northern Colorado, USA

Bob Brustad, University of Northern Colorado, USA

Megan Babkes Stelino, University of Northern Colorado, USA

Abdullah Akbar, University of Northern Colorado, USA

Amanda Lalonde, University of Northern Colorado, USA

Marshall Milbrath, University of Northern Colorado, USA

Quality sport performances may be contingent on athletes' ability to adapt to changing demands, learn novel skills, problem solve, and inhibit unproductive movements or responses. Cognitive aspects of these demands are strongly related to the use of executive functions (EFs), such as working memory, cognitive flexibility, and inhibition. Adult soccer players with higher EF have been found to perform better than those with lower EF levels, even when completing non-sport specific cognitive tests (Leocani et al., 2012; Vestburgh et al., 2012). Positive relationships have also been identified between emotional intelligence (Van Rooy & Viswesvaran, 2004) and coping effectiveness (Pensgaard & Roberts, 2001) with sport performance. The purpose of this study was to explore the relationship between EF and collegiate baseball players' performance over one competitive season. NCAA Division I baseball players (n = 34) completed three, non-sport specific measures of EF: inhibition (Stop Signal Task), cognitive flexibility (Stroop Task), and working memory (N-back task) tests as well as a simple response time task. Participants also completed the Emotional Intelligence in Sport Scale (Schutte et al., 1998) and the Dispositional Coping Inventory for Competitive Sport (Hurst et al., 2011) prior to the competitive season. Season-long statistics were obtained including position players' batting averages, pitchers' strike percentages and pitchers' walks plus hits per innings pitched (WHIP). Linear regressions revealed that a significant amount of variance in pitchers' strike percentage ($R^2 = .70, p < .05$) and pitcher WHIP ($R^2 = .90, p < .05$) was explained by differences in working memory. No other significant associations were found between EF, coping and emotional intelligence and player performance. These findings indicate that working memory, in particular, is a meaningful aspect of pitching performance in this sample of collegiate baseball players and that better EF may correspond with pitching success.

LEC-18B**THE LIVED EXPERIENCES OF AN ELITE ATHLETE PERFORMANCE MANAGEMENT TEAM THROUGH INJURY REHABILITATION**

*Courtney Fisher-Hess, University of Wisconsin-Milwaukee, USA
Barbara Meyer, University of Wisconsin-Milwaukee, USA
Monna Arvinen-Barrow, University of Wisconsin-Milwaukee, USA
Stephen Pack, University of Hertfordshire, UK*

Research in sport psychology has demonstrated the multifaceted nature of injury rehabilitation and the importance of the return to sport process for athletes (Brewer et al., 2002; Wiese-Bjornstal et al., 1998). In light of that research, calls in sports medicine practice have been made for team approaches (i.e., multidisciplinary, interdisciplinary) to athlete care. While research has demonstrated the benefit of team approaches on rehabilitation outcomes (Tur et al., 2003), the impact of those approaches on the lived experiences of sports medicine professionals and the athletes they support is not well understood. Thus, the purpose of the current study was to illuminate the lived experiences of all members of the same performance management team (PMT) through two injury Cases. The members of the Australian Slopestyle Ski PMT (i.e., athlete, coach, sport psychology consultant, physiotherapist, injury rehabilitation manager) leading into and across the 2014 Olympic Winter Games took part in in-depth, semi-structured interviews. An Interpretative Phenomenological Analysis (IPA) revealed three higher-order themes (i.e., sociocultural context, team functioning, individual human struggle) that remained consistent across the Cases. The valence of those themes differed however as the PMT experienced an iterative chaos in Case #1 and found a cohesive identity as a high-performing PMT in Case #2. Specifically, the interface between themes influenced the structure and operation of the team such that in Case #1 team function resembled a multidisciplinary approach (Melvin, 1980) and in Case #2 an interdisciplinary approach (Körner, 2010). Results of the current study highlight the disparate impact that two commonly studied approaches to rehabilitation have on the lived experiences of all involved. Furthermore, and consistent with Case #2, results suggest an interdisciplinary approach to elite athlete performance management is preferable. Informed by results of the current study and existing literature, implications for future research and professional practice will be discussed.

LEC-18C**PSYCHOLOGICAL CHARACTERISTICS OF A TWO-TIME WORLD CHAMPION: RICHIE MCCAW -- ALL BLACKS' RUGBY CAPTAIN**

Ken Hodge, University of Otago, New Zealand

The psychological characteristics of elite performers is an issue of considerable interest to researchers, practitioners, coaches and elite performers themselves (Gould et al., 2002; McNamara et al., 2010a,b; Morgan et al., 2015; Swann et al., 2015; van Rossum, 1996). This case study focused on the psychological characteristics of a two-time World Champion rugby player -- Richie McCaw, All Blacks' rugby captain from New Zealand (NZ). McCaw retired after captaining the NZ All Blacks national rugby team to back-to-back world championships in 2015. A three-time world player of the year, McCaw retired after 14 years in the All Blacks, including eight years as captain; he played 148 test matches with a

winning percentage of 89%. Employing a qualitative case study research design the data sources used in this study included: (i) McCaw's autobiography (McCaw & McGee, 2012); (ii) autobiographies from All Blacks players (Carter & Grieve, 2015; Oliver & Turner 2005) and coaches (Henry & Howitt, 2012); and (iii) archival documents (including online and in print news stories; magazine articles; video interviews; sporting documentaries). Preliminary thematic analysis (Lieblich et al., 1998; Riessman, 2008) revealed 10 major themes regarding psychological characteristics of elite performance: (i) 'Love of the Game' (enjoyment, fun), (ii) 'Best in the World' focus (personal standards; player ownership), (iii) 'Climb the Mountain' (difficult, challenging goals), (iv) 'Confident, but Humble' ("sweep the sheds"), (v) 'Pride in the Jersey' (honoring legacy; 'no dickheads'), (vi) 'Pressure is a Privilege' (resilience), (vii) Mental Toughness ('just keep getting up'; self-reliance), (viii) Balanced Lifestyle (positive distractions), (ix) Social Support-team (teammates, coaches, management; shared leadership), and (x) Social Support-life (family, non-sport friends). Adopting a scientist-practitioner approach, practical recommendations are offered for sport psychology practitioners working with elite level athletes.

LEC-18D**BUILDING THE FOUNDATION FOR EXECUTIVE ATHLETES: KEYS TO A HIGH PERFORMING BRAIN**

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Maryrose Blank, Digital Consulting Services, USA
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Tyler Masters, CEPP, USA*

The purpose of the lecture is to provide attendees with a framework of evidence-based lifestyle habits that optimize the brain's health, function and durability. Attendees will receive slides and a workbook that can be used as a foundation to begin integrating the high performing brain into consultations. These habits are transferable across populations, however, the greatest benefit may be derived from populations where chronic stress, high operational tempo, and decreased sleep are the norm (Lieberman et al., 2002). The seven lifestyle habits are: movement (Lambourne & Tomporowski, 2010; Ratey, 2008), recovery (discussed further below), nutrition (Annweiler et al., 2009; Grandjean & Grandjean, 2007; Innis, 2007), perception (Brosch & Sander, 2013; Denson et al., 2009; Ellis, 2004; Judge & Bono, 2001), gratitude and purpose (Watkins et al., 2009), ongoing learning (Shors, 2009), and meaningful social bonds (Uchino et al., 1996). Because we have found a lack of recovery to be the most common unfulfilled habit, it is the most robust. The recovery habit includes a multitude of topics: biorhythms (Schmidt et al., 2007), sleep optimization (Dement, 2000), mindfulness (Zeidan et al., 2010), and heart rate variability training (Thayer et al., 2009). At the start of high performing brain consultation, clients complete a brief inventory derived from the most salient recommendations in each pillar which then helps inform the high performing brain performance profile. During the education phase, the underlying influence on brain function and durability are discussed with evidence-based recommendations for daily practice. As the client progresses, s/he completes a worksheet designed to facilitate commitment to the practice of the habit(s) and creates their personal action plan towards adoption of the habit(s) (Michie et al., 2008). The high performing brain ensures we are not building cognitive skills on an insufficient foundation with regards to brain health, function and durability.

LEC-19: Health & Injury Issues

LEC-19A

A SELF-DETERMINATION PSYCHOLOGICAL INTERVENTION FOR INJURED COLLEGIATE ATHLETES

Leslie Podlog, University of Utah, USA
John Heil, Zen Zone Digital, USA
Tom Iriye, University of Utah, USA
Sean Bergeson, University of Utah, USA
Morgan Hall, University of Utah, USA

The purpose of this study was to examine the efficacy of a self-determination psychological skills intervention in enhancing: (1) rehabilitation adherence, (2) injured athlete well-being, and (3) clinical outcomes. Participants included 16 (12 females, 4 males) NCAA Division 1 collegiate athletes (mean age 19.94, SD = 1.69). Valid and reliable measures were used to assess rehabilitation adherence (RAdMAT), well-being (PANAS; Self-Esteem Scale, Subjective Vitality Scale), and clinical outcomes (McGill pain questionnaire; Oswestry Disability Index). All participants completed well-being and clinical function measures within a week of their injury onset (T1), at the rehabilitation mid-point (T2), and upon receipt of medical clearance to return to play (T3). Adherence was assessed at the rehabilitation mid-point (T1) and upon medical clearance to return (T2). Using a repeated-measures quasi-experimental design, eight athletes were assigned to a control group (physical rehabilitation only) and eight to the intervention group (physical rehabilitation plus psychological skill training: injury education; managing emotions; working through pain; and focus and distraction control). Repeated measures ANOVA was used to examine within-group differences over time and to examine group by time interactions. No significant interaction effects were found for any dependent variables. However, significant group differences were found for positive affect at T2 ($t(14) = -2.59, p = .02$) and T3 ($t(14) = -4.94, p < .001$); negative affect at T3 ($t(13) = 3.16, p = .008$); vitality at T2 ($t(14) = -3.69, p = .002$) and T3 ($t(14) = -2.65, p = .02$); and mid-point adherence ($t(14) = -2.20, p = .04$). From an applied standpoint, results highlight the importance of psychological intervention in increasing athlete well-being over the course of rehabilitation and improving adherence. Psychological skills training may provide athletes with enhanced perceptions of control, competence, and connection as they attempt to overcome rehabilitation challenges.

LEC-19B

AN EXPLORATION INTO THE MOTIVATION FOR PHYSICAL ACTIVITY IN INDIVIDUALS WITH MULTIPLE SCLEROSIS

Kimberly Fasczewski, University of NC at Greensboro, USA
Diane Gill, University of NC at Greensboro, USA

Multiple Sclerosis (MS) is a chronic degenerative autoimmune disease of the central nervous system affecting approximately 2.1 million people world-wide (National Multiple Sclerosis Society, 2005). Symptoms include limitations with both physical (coordination, muscle weakness, vision problems, etc.) and cognitive functioning and vary by individual. There is currently no cure and treatment is based around managing

symptoms (Coyle & Hamaad, 2006). Physical Activity (PA) has increasingly been used for symptom management, and can reduce the number, length, and duration of disease flare-ups (Motl, McAuley, & Snook, 2005), as well as increase overall quality of life (Stuifbergen, Blozis, Harrison, & Becker, 2006). In spite of evidence surrounding the benefits of PA, individuals with MS are one of the most inactive segments of the population, even among patients with chronic diseases (Klaren, Motl, Dlugonski, Sandroff, & Pilutti, 2013). In order to develop an effective, sustainable, PA intervention for disease management, we must first understand what motivates this population to be physically active. Using Path Analysis, this study examined motivation for PA in individuals with MS ($n = 215$) using self-determined motivation, in conjunction with self-efficacy as predictors of PA participation, as well as the relationship between PA and quality of life. In the final model self-efficacy and identified regulation predict PA participation and PA participation predicts quality of life, $\chi^2(1) = .02, p = .867$; RMSEA = .00; CFI = 1.0; SRMR = .002. These findings may help guide interventions to promote PA participation in individuals with MS, consequently enhancing long-term quality of life; therefore future PA research with this population intended to increase quality of life should focus on increasing self-efficacy and identified regulation.

LEC-19C

AN INTERDISCIPLINARY APPROACH TO THE MANAGEMENT OF VOCAL CORD DYSFUNCTION IN AN ELITE FEMALE SWIMMER: A CASE STUDY

Claire-Marie Roberts, University of Worcester, UK
Andrea Faull, University of Worcester, UK

Acute pulmonary disorders are commonplace within the athletic population, with exercise induced bronchoconstriction (EIB), and vocal cord dysfunction (VCD) common diagnoses. VCD is a condition that causes the adduction of the vocal folds during inhalation, causing obstruction at the larynx and thereby a severely impaired sporting performance. VCD can be brought on by laryngeal irritants, emotional and psychological stress and asthma. The gold standard of treatment for VCD centers on an interdisciplinary approach from specialists that often include a respiratory consultant, speech and language therapist (SLT) and a psychologist. The present case study details the interdisciplinary approach to the treatment of an elite female swimmer with VCD with an intervention program that lasted nine weeks, instigated by a local general practitioner (G.P.) who chose to engage a Sport Psychology Consultant (SPC) due to the sport-specific nature of the psychological stress experienced by the individual. The steps involved in the design of the sport psychology interventions are outlined and the relationship of those interventions to the work of the other specialists is discussed. The 9 week intervention program was aimed at reducing perfectionist tendencies and pre-competitive anxiety using a combination of cognitive behavioral therapy (CBT), goal-setting and imagery. Overall, the treatment program was deemed a success as perfectionism and pre-competitive anxiety levels reduced over time along with the frequency of VCD occurrence. This case study demonstrates the breadth of roles that can be undertaken by an SPC and raises awareness of a complex respiratory disorder that is not yet fully understood.

LEC-19D**ACUTE COGNITIVE AND VESTIBULAR/OCULAR-MOTOR OUTCOMES PREDICT PROTRACTED RECOVERY FROM SPORT CONCUSSION**

Anthony Kontos, University of Pittsburgh, USA

Alicia Sufrinko, University of Pittsburgh, USA

Paul Cohen, University of Pittsburgh, USA

Greg Marchetti, Duquesne University, USA

Jonathan French, University of Pittsburgh, USA

RJ Elbin, University of Arkansas, USA

Michael Collins, University of Pittsburgh, USA

The heterogeneity of sport-related concussion (SRC) warrants a multifaceted and comprehensive assessment including symptoms, neurocognitive, vestibular, and oculomotor domains (Collins et al., 2014). Previous research suggests that dizziness (Lau et al., 2011) and convergence insufficiency (Pearce et al., 2015) are linked to poor outcomes. However, little is known about the combined role of acute cognitive deficits and vestibular/ocular-motor symptoms and impairment in predicting recovery. The purpose of the current study was to predict recovery time following SRC using neurocognitive, vestibular, and oculomotor measures administered within 7 days post-injury. Participants included 89 concussed athletes (mean age 15 +/- 2 years) who completed the Immediate Post-Concussion Assessment and Cognitive Testing (ImPACT), Post-Concussion Symptom Scale (PCSS), and the Vestibular/Ocular-Motor Screening (VOMS) assessment during serial clinical visits until medical clearance. Multinomial regression model with odds ratios (OR) and 95% confidence intervals (CI) was used to identify predictors of recovery time periods. A receiver operating characteristic (ROC) curve with area under curve (AUC) analysis was used to describe the estimated predicted probability of 15-29 and 30-90 day recovery compared to <15 days recovery. Recovery of 15-30 days was associated with greater VOMS horizontal saccades scores (OR = 1.24 95% CI= 1.02-1.50, p = .025). Recovery in 30-90 days was associated with greater VOMS horizontal saccades scores (OR = 1.39, 95% CI=1.13-1.70, p = .001) and weaker visual motor speed composite scores (OR = .94, 95% CI= .89 - .98, p = .004, R-squared = 38%). Area under curve for the estimated model probability of >30 day recovery was .83 (95% CI .74 - .92, p < .01). Results are consistent with prior research suggesting a relationship between ocular-motor dysfunction and worse performance on visual motor speed (Pearce et al., 2015). Combining vestibular/ocular-motor and cognitive assessments may better inform recovery rates and prognosis.

PANELS

PAN-01

SOCIAL IDENTITY THEORY AND DOUBLE CONSCIOUSNESS: IMPLICATIONS FOR EFFECTIVELY WORKING WITH CLIENTS OF DIVERSE BACKGROUNDS

Angel Brutus, Synergistic Solutions, LLC, USA
Aaron Goodson, West Virginia University, USA
Jerry Holt, Texas A&M University, USA

Social identity theory, in part, seeks to understand group-based behaviors and has been used to elucidate intergroup conflict. The theory includes the idea that people inherently tend to categorize themselves by contrasting themselves with others (Tajfel, 1981). The sense of self and otherness emphasizes the role of shared characteristics, thereby forging strong identification with in-group members, as well as dis-identification with out-group members. Shared social identity can transform strangers into people with whom one has a sense of connectedness, and that promotes trust and well-being. Sport/performance and exercise psychology providers who create environments that foster inclusivity of multiple social identities are more likely to establish a supportive client-provider alliance.

Double consciousness is a concept that posits that African-Americans may struggle with identity development and self-esteem due to their requirement to account for how others view them, as well as their engagement with personal growth and development (Bell, 1990; DuBois, 1903; Wiggins, 1997). Research on double consciousness as two self-schemata has demonstrated improved performance for African-American students on college/university campuses when the students engage in multicultural programming and practice, and have a space to nurture both schemata (Brannon, Markus, & Taylor, 2015). Closely related to Duboisian theory, social identity theory posits that the experience of multiple identities is not limited to African-Americans, but is experienced by many racial, ethnic, and identity groups.

The proposed panel is sponsored by the Race and Ethnicity in Sport SIG whose mission is to address racial and ethnic disparities in the way sport psychology is accessed, promoted, and represented in educational training and in the sport psychology literature, as well as how it is practiced in professional settings. The objective of the panel is to present different perspectives and relationships that explore these multiple identities, with a view to optimizing the practitioner-client relationship.

PAN-02

A COACH'S DILEMMA: MAKING SELECTION DECISIONS WITH INCOMPLETE AND IMPERFECT INFORMATION

Lindsay Thornton, USOC, USA
Cam Kiosoglous, US Rowing, USA
Jon Court, University of Arizona Gymnastics, USA

Coaches have a range of decision support tools at their disposal. When making team or line up selection decisions, coaches must consider the level of certainty they have over achieving a successful outcome, and prepare for a range of likely outcomes. They utilize emotion and reason in evaluating choice options knowing they have imperfect information. Given the dynamic environment of elite sport, information available

to coaches can be unstable or unreliable. Selection decisions must be made with incomplete and/or uncertain information.

This session will share insights from two coaches making selection decisions for major events with imperfect information available. They will describe the processes they use for selection, and the impact on themselves, coaching staff and athletes. The session will begin with a brief review of Chelladurai and Haggerty's (1978) Normative Model of Decision-Making Styles in Coaching and application to selection decisions. Two coach panelists will share their insights into the roles of emotion and reason in the selection process, and key events that have shaped their selection decision making strategy for competition. They will elaborate up on how they balance and weigh objective and subjective data points in their own performance prediction equations with the knowledge that sport, particularly at major events, does not follow a causal model. Just as overreliance on a single source of information should be avoided in selection decisions, oversimplification should be recognized as a novice strategy. The topic of the importance of the event will be explored: do selection methods change from the regular season to Conference Championships, or from World Cups to World Championships to Olympic Games? Reflections on the psychological impact of selection decisions on the coach and the athlete will also be included in the session.

PAN-03

GETTING IN THE DOOR AND STAYING IN: LESSONS LEARNED FROM EARLY CAREER CONSULTANTS WORKING IN APPLIED SPORT PSYCHOLOGY

Brian Zuleger, Adams State University, USA
Scotta Morton, University of Missouri, USA
Ian Connole, K-State Athletics, USA
Jesse Michel, Comprehensive Soldier and Family Fitness (CSF2), USA
Ralph Vernacchia, Western Washington University, USA

Reflecting on professional practice is an important aspect of professional development for applied sport psychology consultants (Knowles, Katz, & Gilbourne, 2012; Tod, Andersen, & Marchant, 2011). Many times we do not take the time to reflect and rarely are we afforded an opportunity to share those reflections until later in our careers. Researchers have shown that professional practice evolves in the beginning years as an early career professional and there may be benefits to learning from those changes and experiences (Tod, Andersen, et al., 2011). This panel will consist of early career professional CC-AASP consultants who are working in various applied sport psychology settings. The presenters will discuss their individual roles within NCAA DI, DII and military programs and focus on lessons learned in the years since graduation. The purpose of this panel is to provide an opportunity to share lessons from our transitions from graduate school into applied sport psychology positions that may allow students, early career professionals, and educators/mentors of students to gain perspective and insights to consider when preparing for similar roles. Panelists will present their unique stories with emphasis on topics consisting of: the importance of quality mentor relationships, applied experiences in graduate school, applying for and obtaining employment, making the transition from graduate student to professional, starting/maintaining an applied sport psychology service delivery program, working in diverse settings (NCAA DI, DII and military). A moderator who is experienced and accomplished in the field of applied sport psychology (Aoyagi & Poczwardowski, 2012) will frame and summarize the panel discussion around each consultants':

unique story, employment process, gaining entry to consulting opportunities, maintaining relationships with organizations, coaches and athletes. Time will be allotted for audience participation.

PAN-04

TIME'S UP! HANDLING ACUTE COMPETITION DISTRACTION AND DISTRESS: A DISCUSSION WITH FOUR EXPERTS

Amy Baltzell, Boston University, USA
Kate F. Hays, The Performing Edge, Canada
Artur Poczwardowski, University of Denver, USA
Graig Chow, Florida State University, USA

This panel is geared in particular toward applied sport psychology professionals when confronted with challenging situations that need to be handled immediately. Reflective counseling techniques or standard protocols are often effective when athletes present with minor concerns and there is plenty of time before a competition to address the potential associated distractions. What happens, though, when athletes are upset, there is little time before performance and the distress seems larger and more complicated? Acute sport distress may arise from internal distractions (e.g., the meaning the athlete assigns to a particular competition) or external distractions (e.g., level of competition; relational issues). Such distractions can trigger considerable upset: the athlete may become over-engaged (i.e., entangled with negative thoughts) or avoid the threat by “giving up” or deciding it is not their day (i.e., experiential avoidance). Optimal sport performance is short-circuited. In this panel, four experts with different educational backgrounds (ranging from clinical to sport sciences), practice settings (ranging from independent to institutional practice), and clientele (youth, collegiate, high performance) offer expert approaches to help athletes adaptively cope with such acute sport distress (Aoyagi & Poczwardowski, 2012). Using an EBPP framework of best theory/research, best practice, and client culture and preferences (APA, 2005), the moderator will present three case vignettes for discussion and reflection by each of the panelists, with opportunity for further discussion by session participants. We are particularly interested in sharing pathways to help athletes respond adaptively to such internal performance distress. Various models will be suggested. Positive psychology can shift the perspective frame (Foster & Lloyd, 2007); temporary containment and re-focus may be useful. Athletes may benefit from third-wave treatment approaches that can integrate other approaches, assisting athletes' flexibility with regard to the present moment (Baltzell, 2016; Hayes, 2004).

PAN-05

PILOTING THE OPTIMUM PERFORMANCE PROGRAM IN CIRCUS: EXPLORATION INTO AN IMPORTANT DOMAIN OF PERFORMANCE PSYCHOLOGY

Brad Donohue, UNLV, USA
Yulia Gavrilova, UNLV, USA
Marina Galante, Miami University, USA
Corey Phillips, UNLV, USA
Bryan Burnstein, Cirque du Soleil, USA

In athletes, The Optimum Performance Program in Sports (TOPP-S) has concurrently demonstrated improvements in mental health functioning and sport-specific relationships,

and decreases in severity of factors that interfere with sport performance, substance use, and sexually transmitted disease risk behaviors, both in uncontrolled and controlled case trials. Mediation results comparing TOPP-S and campus counseling in a randomized clinical trial funded by the National Institute on Drug Abuse in collegiate athletes are promising. Many of the tenets of performance psychology in sport are similar to that of circus. However, the culture of circus is very unique to sport and psychologically-based performance intervention studies in this population are wanting. Therefore, this symposium is focused on the initial development of The Optimum Performance Program in Circus (TOPP-C), an international research collaboration between the University of Nevada, Las Vegas, top-ranked National Circus School in Montreal (NCS), and one of the world's largest employers of circus artists, Cirque du Soleil (CdS). The presenters will describe how they established this unprecedented collaboration, results of their administration of a large battery of psychological self-report measures to assist identification of relevant performance target areas in a sample of 110 professional artists from seven Las Vegas shows and the 2nd year students enrolled in NCS. They will then describe results obtained in an initial intervention pilot outcome study of TOPP-C utilizing multiple baseline across settings (CdS, NCS) methodology, and conclude by discussing lessons learned and future directions for performance psychology in circus.

PAN-06

ADDRESSING THE MENTAL AND EMOTIONAL NEEDS OF PROFESSIONAL ATHLETES: CHALLENGES IN COORDINATING PROGRAMS AND SERVICES

Charles Maher, Cleveland Indians, USA
Angus Mugford, Toronto Blue Jays, USA
Chris Carr, St. Vincent Sports Performance, USA
Jack J. Lesyk, Ohio Center for Sport Psychology, USA
Mark Aoyagi, University of Denver, USA

In order to be successful over the course of a season, professional athletes will benefit from mental and emotional development as performers and as people. At this level, there are a range of mental and emotional needs that can be addressed through programs and services that are evidence-based and that take into account relevant cultural and linguistic contexts---if effectively coordinated.

This panel will involve discussion of the trials processes, starts, stops, and successes of addressing the mental and emotional needs of professional athletes in team settings. Attention will be centered specifically on the challenges of coordinating and delivering applied sport psychology programs and services in three separate, yet interrelated domains: (1) mental skills (where the focus is on performance enhancement, on the field/court); (2) life skills (where the focus is on making life choices, off the field/court); and (3) mental health (where the focus is on overall psychological wellness).

The panel consists of five highly experienced practitioners who have worked for many years directly with professional athletes and teams in baseball, basketball, football, hockey, tennis, horse racing, swimming and diving, and race car driving. Using a structured discussion approach, panelists will consider the above noted challenges with respect to the following: (a) readiness of professional sports organizations to address the mental and emotional needs of their athletes; (b) promising approaches to program and service coordination; and (c) ethical considerations. There will be ample time allotted for questions from the audience and questions will be encouraged.

PAN-07

CHALLENGE ASSUMPTIONS: EXPLORING THE SPORT PSYCHOLOGY PRACTICE AND EXPERIENCES OF BLACK ATHLETES



Miriam Merrill, Temple University, USA
Leeja Carter, Long Island University - Brooklyn, USA
Margaret Ottley, West Chester University, USA
Robert Bennett, The Ohio State University, USA
Joyce Olushola, Arkansas State University, USA
Valyncia Raphael, Cerritos College, USA

Student athletes have considerable demands on their time, such as practices, travel, team meetings, and midweek game schedules (Comeaux & Harrison, 2011). These demands can often be the source of pressure that can manifest in depression and anxiety (Melendez, 2008). While this is the general experience of all athletes, the literature suggests there are unique challenges experienced by Black athletes, including the negotiation of identities as a person of color, navigating environments that privilege Whiteness, and learning to manage prevalent racial stereotypes (Bimper, Harrison, & Clark, 2013). Black male student athletes at predominately white institutions also have reported feelings of mistrust, isolation, and being misunderstood, while Black female student athletes have reported feelings of discrimination, stereotyping, and having an unfulfilling college experience (Harmon, Doss, & Donahoo, 2012; Melendez, 2008).

Because athletes of color may rely on sport psychology professionals for guidance on psychological issues as they relate to sport, it is important that these professionals possess an awareness of particular challenges to better serve this athlete population. The proposed panel will briefly review research on the Black male and female student athlete experience and recommend considerations in both learning about these issues, as well as working with this population of athletes. The panel will be comprised of academicians and professionals, sport psychology and non-sport psychology, who will review the scientific literature in this area and who have worked with black athletes on the collegiate and international level and will share their recommendations for working with this athlete population.

PAN-08

UNDERSTANDING THE WORLD OF SPORT: THE KEY INGREDIENT IN THE PRACTICE OF APPLIED SPORT PSYCHOLOGY

Gloria Balague, SportPsych Consulting, USA
Cristina Fink, High Performance Sports, Philadelphia Union, USA
Richard Gordin, Utah State University, USA
Kenneth Ravizza, California State University, Fullerton, USA
Ralph Vernacchia, Western Washington University, USA

The main educational charges of an applied sport psychology professional are to know people, know sport and to understand human behavior in its context. One essential knowledge is understanding the relationship between human behavior and athletic performance. In essence, the primary function of a proponent, teacher and practitioner of educational sport psychology is to make sense of the sport experience so that coaches and athletes can realize their athletic dreams, talents and aspirations. The critical question for prospective applied sport psychology professionals is “how do I best gain an authentic understanding of the world of sport so I can better understand athletic behavior?”

The field of applied sport psychology seems to be moving away from this core knowledge, and as practitioners we want to highlight its importance in our professional development.

Experienced and accomplished panel members in the field of educational and applied sport psychology will discuss the ways in which they learned about the world of sport from an experiential perspective. In addition, panel members will discuss the ways that the study of psychology helped them to understand the culture, politics, and mentality (i.e. ways of thinking and mental skills) of effective athletic performers. This learning process is invaluable for applied sport psychology professionals in their efforts to serve and empower coaches and athletes to undertake their athletic efforts with confidence. Reaching the elite level as an athlete, coach, or sport psychology professional requires countless hours of academic and sport experience culminating in extensive professional, experiential, and performance competencies. The panelists will share unique elements of their pathways to attaining the professional knowledge and experiences that have enabled them to work effectively with coaches and athletes of all developmental levels.

PAN-09

FROM THE GROUND UP: BUILDING A PROFITABLE PRIVATE PRACTICE IN TODAY'S BUSINESS CLIMATE.

Erika Carlson, Excellence In Sport Performance, USA
Bhrett McCabe, The MindSide, LLC, USA
Michael Riggs, ONE Way Sport, USA
Tim Suzor, THINQ Sports, USA
Wesley Sime, University of Nebraska, USA

Those with degrees in sport psychology certainly aren't lacking the passion necessary to develop a successful private practice (Jurica, 2013). Why is it that so few are making a substantial living (Cheadle and Carlson, 2013) and many are forced to supplement their work (time and energy) in another field in order to pay the bills?

Most young professionals in sport psychology without a record of success and lacking word-of-mouth referrals usually operate without a platform from which to consult (Kornspan 2013, Neff, 2013). They tend to rely on a variety of well-known theories and techniques developed in academia for scientific rigor but not so well proven and tested in the real world. Equally problematic for their long-term success is that most aren't equipped with the necessary fundamental business skills required to build a profitable sport psychology business. This is the practice gap that concerns most as they leave structured academic environments for the real-world business environment.

This symposia brings together four sport psychology business professionals, each have developed their distinctive footprint in the industry, yet are aligned to their own training, expertise, and competency. Each presenter will demonstrate their unique models of practice thus sharing their experience with those who desire to build their own business at levels commensurate with their passion for mental fitness training. Each presenter will also address the ethical challenges facing professionals in the field, and explore solutions in the pro-business nature of this presentation.

Both newly certified as well as the more experienced sport psychology professionals may benefit from a serious analysis of several solid program platforms, with training in marketing, sales, business operations, outsourcing, as well as web leveraging and social media (Lois Butcher-Poffley, 2013).

PAN-10**FAILING FORWARD: EPIC FAILS IN SPORT PSYCHOLOGY CONSULTING AND LESSONS LEARNED THE HARD WAY**

Jennifer Schumacher, California State University, Fullerton, USA
Bernie Holiday, Pittsburgh Pirates, USA
Cecilia Clark, Cleveland Indians, USA

Failure is a part of all performance domains, a concept those on the path to personal excellence are no stranger to. As sport psychology consultants, we help performers understand the opportunities for growth and lessons learned from adversity to facilitate their path towards their potential (Dweck, 2012). As professionals, we must recognize the wealth of knowledge to be gleaned from our own personal failures and challenges when reviewed in a systematic, self-reflective practice (Anderson, Knowles, & Gilbourne, 2002; McEwan & Tod, 2014). Discussion of lessons learned from personal struggles in delivery of sport psychology services is not undocumented (Fifer, Henschen, Gould, & Ravizza, 2008; Portenga, Aoyagi, & Statler, 2012; Ravizza, 1988); however, the proposed panel seeks to provide specific examples of “failing” in consulting and how these experiences have been informative in shaping the panelists’ future approaches in similar situations. The panelists include individuals with full-time and consulting experiences delivering mental skills in professional sports teams, collegiate environments, and other non-sport performance domains who have observed great personal and professional development through their use of “failing forward”, or learning from unsuccessful interactions through the delivery of sport psychology services. Individual techniques for reflecting on challenging sport psychology experiences will be shared, participants will engage with one another in their own debriefing of non-ideal scenarios they have experienced, and attendees will leave with a wide variety of self-reflective strategies to enhance their own performance as sport psychology practitioners.

PAN-11**TEACH ME AND I MAY REMEMBER, INVOLVE ME AND I LEARN: PEER MENTORING IN GRADUATE EDUCATION**

Andrew Bass, University of Tennessee, USA
Johannes Raabe, University of Tennessee, USA
Emily Lauer, University of Tennessee, USA
Sara Erdner, University of Tennessee, USA
Matthew Bejar, University of Tennessee, USA
Rebecca Zakrajsek, University of Tennessee, USA



According to Luna and Cullen (1998) graduate school represents a “turning point in a career” (p. 327). However, many students experience difficulties during their graduate education that not only hinder their professional development, but also frequently results in early termination of their program (Hall & Allen, 1982). Mentoring has been proposed to make graduate school a more positive experience (Luna & Cullen, 1998). Recipients of mentoring reported enhanced professional development, career advancement, and career satisfaction (Fagenson-Egland, Marks, & Amendola, 1997) and increased productivity with respect to publications and presentations (Cronan-Hillix, Gensheimer, Cronan-Hillix, & Davidson, 1986). Although mentoring is often assumed to

be the sole responsibility of faculty, such support can also be provided by other more experienced graduate students. In fact, in their review of mentorship of sport and exercise psychology graduate students, Watson, Clement, Blom, and Grindley (2009) revealed that students frequently perceive such peer relationships to be more open, trustworthy, and comfortable than faculty mentorship. However, only 25% of all graduate students reported that an informal or formal peer mentoring program was in place at their school (Watson et al., 2009). This suggests that more opportunities for formal and informal peer mentoring need to be developed. This presentation aims to support such efforts by sharing the experiences of four doctoral students in sport and exercise psychology who serve as peer mentors and receive meta-mentorship. More specifically, the presentation will highlight four theoretically-grounded approaches to peer mentoring from the perspectives of: (a) self-determination theory (Deci & Ryan, 2000), (b) situated learning theory (Lave & Wenger, 1991), (c) self-concept based motivational theory (Shamir, House, & Arthur, 1993), and (d) the resonance performance model (Newburg et al., 2002). This will potentially enhance the development, success, and enjoyment of graduate students and peer mentors.

PAN-12**SLEEP, HEALTH, AND PERFORMANCE: LESSONS LEARNED FROM CONSULTATIONS WITH OLYMPIC, PROFESSIONAL, AND COLLEGIATE ATHLETES AND ELITE MILITARY TEAMS**

Lindsay Thornton, USOC, USA
Michael Grandner, University of Arizona, USA
Amy Athey, University of Arizona Athletics, USA
Mark Stephenson, Naval Special Warfare, USA
Jessica Mohler, United States Naval Academy, USA

Disturbed sleep can lead to impaired physical performance, mental health, neurocognitive function, and recovery – all domains critical for athletes and military operators. High performance athletics and military demands pose many unique challenges to maintaining an optimal sleep schedule. With training and travel, scheduling issues, untreated sleep disorders, and other constraints, achieving optimal sleep for athletes and military operators can be difficult. Sport Psychology Consultants often consider sleep as part of evaluations or in situations where extreme fatigue is apparent, but they are often ill-prepared to meet the complex challenges presented by athletes and military operators. Sleep hygiene is not enough. This session will focus on lessons learned from sleep consultations with Olympic, professional, and collegiate athletes, as well as elite military teams – all of whom present with varied and unique sleep challenges that can interfere with mental and physical performance. The session will review the literature on the topic and present practical solutions to complex sleep problems across a wide range of situational constraints. Some of the main issues addressed will include (1) how to screen for sleep problems and what to do when they are detected, (2) managing practice and travel schedules, (3) attenuating and coping with mental and physical effects of jet lag, (4) using sleep as a tool to enhance recovery and prevent injury, and (5) combating fatigue. Attendees will leave the session with the relevant, practical knowledge to recognize and begin to address the many sleep-related challenges for athletes and military operators while enhancing mental and physical performance using sleep.

PAN-13

DEVELOPING THE HUMAN SENSOR: ADVANCED MILITARY APPLICATIONS

Brittany Loney, SAIC/Florida State University, USA

Christine Sanchez, QuarterLine Consulting, USA

Maryrose Blank, Digital Consulting Services, USA

Frederick Dietrich, DCS - SOCEP, USA

Aaron Ross, SAIC, USA

The purpose of the advanced military applications panel is to provide attendees with a forum to discuss current advanced military applications with a panel who have a combined 20+ years of experience working with conventional to elite level military operators. Panel members will begin the session with an overview of their consulting philosophy, best practices, lessons learned, current advancements, and obstacles encountered. Areas of particular interest for attendees may include heart rate variability training and field monitoring (Thayer et al., 2009), mindfulness-based practices (Holzel et al., 2011; Zeidan et al., 2010), brain optimization, use of technology (e.g., sensory deprivation tanks, biofeedback, Dynavision, and other brain training modalities), performance psychology out in the field, and operationally-relevant cognitive skill training (e.g., working memory, memory, sensory processing, observation skills, lateral thinking; Au et al., 2015; deBono, 2015; Foer, 2012; Melby-Levag & Hulme, 2013; Noack, Lovden, & Schmiedek, 2014). Panel members will also discuss the challenges, benefits, and integrative opportunities afforded working within a holistic Human Performance Program. Sharing of attendee experiences and questions will be encouraged throughout the session.

POSTER SESSION I

THURSDAY, SEPTEMBER 29

5:30 pm - 7:00 pm

GRAND BALLROOM A—D

Aggression, Violence, and Moral Behavior

1

MORAL DISENGAGEMENT IN U.S. NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) DIVISION III (DIII) COLLEGIATE ATHLETES AND NON-ATHLETES

Teri Shigeno, University of Tennessee, USA

Leslee Fisher, University of Tennessee, USA

Mimi Murray, Springfield College, USA

Researchers in moral development suggest a negative correlation between sport participation and moral judgment (Dohrmann, 2007; Hodge, 1988). However, few researchers have examined moral disengagement at the NCAA level and none have assessed it at the NCAA DIII level. The philosophy of NCAA DIII is to promote an overall positive educational experience for every student-athlete. Thus, the DIII context provides a unique environment for student-athletes to develop psychologically, emotionally, and morally while also pursuing their athletic endeavors. Given the philosophy of DIII athletics, as well as its emphasis on the development of sportspersonship and positive societal attitudes, one would think that DIII student-athletes would not engage in transgressive behaviors. In the current study, 101 DIII student-athletes (56 males and 45 females) were surveyed regarding their moral disengagement scores using the Moral Disengagement in Sport Scale-Short (MDSS-S; Boardley & Kavussanu, 2008). Results revealed that male student-athletes scored significantly higher than female student-athletes on the MDSS-S ($p = .000$), indicating higher levels of moral disengagement in male student-athletes. In addition, contact sport student-athletes scored significantly higher than non-contact sport student-athletes on the MDSS-S ($p = .025$), indicating higher levels of moral disengagement for contact sport student-athletes. These findings are of importance to sport psychology consultants (SPCs) in terms of understanding the influence of morality on student-athletes' choices to engage in transgressive behaviors. Additional implications for SPCs, coaches, and student-athletes are also given.

2

PREDICTING DEVIANT BEHAVIOR IN SPORTS USING THE EXTENDED THEORY OF PLANNED BEHAVIOR

Sungho Kwon, Seoul National University, Korea

Inwoo Kim, Seoul National University, Korea

Hyunsoo Jeon, Seoul National University, Korea

Sangwook Kang, Seoul National University, Korea

Yunsik Shim, SoonChunHyang University, Korea

Participation in sports can promote ethical behavior and the development of healthy morals (Clifford & Feezell, 1997; Weiss & Bredemeier, 1990). However, in sport settings, winning is too prioritized to account for the ethical considerations. Studies reported that non-athletes tend to score higher than athletes in morality (Beller & Stoll, 1995) and high school and

college athletes exhibited lower moral attitudes than their non-athlete counterparts (Shields & Bredemeier, 1995). Although psychological factors related with morality such as honesty have been extensively studied by personality psychologists (Beck & Ajzen, 1991; Corey, 1937), only a few research examined athletes' morality represented in sport matches or competitions (e.g. Kavussanu, 2008; Shields & Bredemeier, 2007; Weiss, Smith, & Stuntz, 2002). According to Lance (2005), athletes quickly learn rules and techniques that favor deviant behaviors in sports. Smith (1979) also suggested that violent behaviors typically emerge from athletes' values and attitudes toward deviant behaviors in sports. Elite youth athletes in Korea are groomed for their participating sport and victory at the expense of academics. Particularly for youth athletes in Korea, obedience to coaches and loyalty to teammates are highly regarded virtues (Choi, Choi, & Moon, 2002). The purpose of the present study was to examine Korean youth athletes' deviant behaviors using the Extended Theory of Planned Behavior and impulsivity. Five hundred thirty six middle and high school athletes in Korea completed questionnaires, measuring Attitude, subjective norms, perceived behavioral control, intention, ethical obligation, and impulsivity. SEM revealed that the extended planned behavior model is adequate to explain deviant behaviors in sports, and athletes' intentions in sport deviant behaviors were significantly influenced by perceived behavioral control and ethical obligation. Findings also suggested that intention for sport deviant behaviors more readily materializes into an actual act with high impulsivity.

3

WITHDRAWN

Anxiety, Stress, and Emotions

4

THE QUESTION OF CHOKING: AN EXAMINATION OF THE CONCEPT AND PHENOMENON OF CHOKING UNDER PRESSURE

Ashley Fryer, Florida State University, USA

Gershon Tenenbaum, Florida State University, USA

This study explores the concept of "choking under pressure" in an experiment which was designed to challenge its classical definition: choking occurs when one performs "more poorly than expected given one's skill level and is thought to occur... when incentives for optimal performance are at a maximum" (Beilock & Gray, 2007, p.425). Fifty-three basketball players were randomly assigned into either 1st or 2nd half videotaped game scenarios. Within each group participants viewed 8 scenarios, which featured a different player making an error or experiencing some level of performance decline. For each scenario they rated the extent the error is perceived as a performance decline, the instance of choking, and the salience of various performance attributions to the error. The ratings were subjected to RM MANOVA using time phase (beginning vs. end) and score gap (small vs. large) as a WS factors and game-half as a BS factor. The findings revealed that choking was most salient in the 2nd half of the game, particularly when it was conducted in the beginning of the 2nd half. This trend was also shown for participant perception of "performance decline." Participants' ratings of error attributions, however, revealed that in the end of the 2nd half the ratings, particularly for "time pressure" and "lack of concentration," were the

highest - in line with Bar-Eli and Tenenbaum's conceptualization of psychological crisis (1989). These results suggest that choking and performance decline are two distinct, though related, concepts. Performance decline can occur at any point of the game and can be quantified in terms of the magnitude of the error. Choking however, is situational and occurs only at the end of the game when the error cannot be accounted for by additional justifications or attributions.

5

PROFILE OF PRE-COMPETITIVE STATE ANXIETY OF NIGERIAN COLLEGE ATHLETES

Olanrewaju Ipinmoroti, Tai Solarin University of Education, Nigeria

Many variables had been associated with performances of athletes during competitions. One of the most talked about variables affecting athletes during competitions (which athletes, especially in developing countries, have no control over) is anxiety.

PARTICIPANTS: Participants were College athletes who participated in the 12th Nigeria Colleges of Education Games (NICEGA) (85 males and 81 females, mean age = 21 years, SD = .27).

MEASURES: The Competitive State Anxiety Inventory – 2 (CSAI – 2) developed by Marten, Vealey and Burton (1990) was used for data collection. The questionnaire consists of a 27 –item scale divided into three subscales, each consisting of nine items – Cognitive A – state, Somatic A – state, and Self – confidence.

PROCEDURE: The purpose of the study was explained to the athletes and their consent was obtained. They were given the instrument 48 hours to the commencement of the competition. **STATISTICS.** Frequency counts and percentages, as well as t – test and Analysis of Variance (ANOVA) were used.

RESULTS: There were significant differences in the anxiety levels of both males (t = 10.45) and females (10.27). Anxiety levels (male and female) and interaction between the three subscales of CSAI – 2 did not indicate any statistical significance.

CONCLUSION: The significant differences in the anxiety of both males and females might be connected with the fact that there were pressures from coaches, and these were young athletes who had not participated in such major competition before. The result of this study suggests that gender may not be a predictor of pre – competitive anxiety among college athletes.

Coaches in Nigeria colleges are advised to prepare their athletes psychologically so as to make them mentally ready for competitions. They should refer athletes with anxiety problems to qualified sport psychologists.

6

AN INTEGRATED MODEL FOR EMOTION RESEARCH IN SPORT ORGANIZATIONS

*Christopher Wagstaff, University of Portsmouth, UK
Sheldon Hanton, Cardiff Metropolitan University, UK*

Most theorizing and research on emotion in sport has focused on the personal experience and intrapersonal consequences of emotions in athletic samples. That is, in sport, emotion is typically studied as a within-person, one-direction, non-repetitive phenomenon; focus has traditionally been on how one individual feels in reaction to various

stimuli at a certain point in time (e.g., performance anxiety). While we do not dispute the value of such research foci for enhancing our understanding of individual performance, we believe this somewhat narrow focus does not allow for a full appreciation of emotion phenomena in sport organizations. Indeed, a growing body of research has highlighted the value of examining emotional phenomena at the interpersonal level within sport. That is, people recognize - and inevitably react emotionally and otherwise to - expressions of emotion of other people in their day to day transactions with others in sport. Consequently, dyads, groups, teams and organizations are witness to instances of an individual influence through emotion experience and expression. In light of these observations, we outline an integrated model for emotion research in sport organizations, extending across five levels (viz. within-person, between-person, dyadic, team, and organizational), from the within-person level to an organization's emotional climate and culture level. We hope this model will provide a valuable foundation for understanding emotion phenomena in applied practice, an organizing structure for future research on emotions in sport, and a stimulus for new lines of research inquiry.

7

THE RELATIONSHIPS BETWEEN MINDFUL SELF-COMPASSION AND PRE-COMPETITION STATE-ANXIETY OF NCAA WOMEN'S EQUESTRIAN TEAM ATHLETES

*Nathan Lee, California State University, Fresno, USA
Jenelle Gilbert, California State University, Fresno, USA
Stephanie Reed, California State University, Fresno, USA
Wade Gilbert, California State University, Fresno, USA*

Pre-competition state-anxiety symptoms are particularly troublesome for equestrian athletes (Wolframm & Mickelwright, 2009, 2010, 2011b). It is believed that anxiety states of equestrian athletes are intensified by heart rate manipulations that occur between equine and equestrian athletes (Keeling, Jonare, & Lanneborn, 2009; Lewinski et al., 2013). Mindful self-compassion has revealed improved anxiety and emotional regulation among female athletes when utilized as a sport psychology intervention (Mosewich, Kowalski, Sabiston, Sedgwick, & Tracy, 2011; Mosewich, Crocker, Kowalski, & DeLongis, 2013). More specific to the heart rate manipulations of equestrian athletes, mindful self-compassion has demonstrated an increase in heart rate variability (Rockliff, Gilbert, McEwen, Lightman, & Glover, 2008), and increases in parasympathetic nervous system (PNS) excitation and vagal stimulation during elevations in heart rate (Lutz, Greischar, Perlman, & Davidson, 2009). These psychophysiological states typically signify an augmentation in vagal tone and autonomic flexibility (Porges, 2011), which could prove especially helpful for equestrian athletes. This study aimed to investigate statistical relationships between mindful self-compassion and pre-competition, facilitative state-anxiety measurements. The participants in this study were NCAA Women's Equestrian Team athletes (n=51) from active and traveling teams. Pearson correlations were conducted between mindful self-compassion with pre-competition, debilitating/facilitative cognitive state-anxiety, pre-competition, debilitating/facilitative somatic state-anxiety, self-efficacy of self-regulation, and psychological resilience. Mindful self-compassion did not have a statistically significant relationship with pre-competition, facilitative/debitative cognitive state-anxiety and pre-competition, facilitative/debitative somatic state-anxiety. The participants scored low in mindful self-compassion, which indicated clinical implications of the study. Mindful self-compassion did have significant, positive correlations with self-efficacy of self-

regulation ($r = .287^*$, $p = .041$) and psychological resilience ($r = .516^{**}$, $p = .00$). These findings also suggest clinical implications about the applications of mindful self-compassion as a sport psychology intervention for equestrian athletes in coping with pre-competition state-anxiety symptomatology.

Attendees will learn the benefits of mindful self-compassion for athletic performance.

8

INTUITIVE CONTROL AND POSITIVE COMPETITIVE STATE ANXIETY: NEW ASSESSMENTS FOR THE PREDICTION OF CLUTCH PERFORMANCE

Deanna Perez, Boston University, USA

Alfredo Leon, California State University, Northridge, USA

Sehvan Sherikian, California State University, Northridge, USA

Stefanee Van Horn, West Virginia University, USA

Rocky Zamora, California State University, Northridge, USA

Mark P. Otten, California State University, Northridge, USA

New research suggests that how anxiety affects performance may depend on athletes' interpretation of the cognitive and somatic symptoms. A positive interpretation may lead an athlete to performance increments, or a clutch performance, under pressure.

To better understand this response, the positive-themed Competitive State Anxiety Inventory - Positive (CSAI-P) was proposed for the present study to act as a companion to the Competitive State Anxiety Inventory - 2 Revised (CSAI-2R). Meanwhile, a previous measure of perceived control was modified to compose the new Intuitive Control Inventory (ICI).

Samples of university students ($n = 703$) and student-athletes ($n = 126$) completed the ICI. Subsets of these participants then completed the CSAI-P and the CSAI-2R, and shot two sets of 15 basketball free throws. Shooters were told their second set of attempts would be video-taped, with the intent being increased pressure. Ultimately, participants were categorized as experts ($n = 173$) if they either made at least two-thirds of their first 15 free throw attempts, or were student-athletes.

A multiple-group confirmatory factor analysis favored one-factor solutions with good reliability for both the ICI (8 items) and the CSAI-P (10 items), across both experts and novices.

Meanwhile, a path analysis of the free throw shooters suggested that intuitive control mediated the relationship between state anxiety and performance under pressure. Specifically, more positive state anxiety by the CSAI-P and less somatic state anxiety by the CSAI-2R each led to greater intuitive control. More intuitive control then predicted better performance.

Thus, it is recommended that coaches and practitioners encourage athletes to respond to pressure with hope or excitement – more so than concern or tension – and then translate these symptoms into a performance that feels intuitively right. This path to success may be explored in greater depth in future studies of expert athletes.

Burnout and Transition Out of Sport

9

PERCEIVED ORGANIZATIONAL SUPPORT OF COLLEGIATE STUDENT-ATHLETES TRANSITIONING OUT OF SPORT AND THE INFLUENCE ON LIFE SATISFACTION

Paul Knackstedt, The University of Notre Dame, USA

Retirement from competitive collegiate athletics can create a unique challenge for student-athletes. Throughout sport participation, student-athletes are not able to devote as much time and energy to developing interpersonal, academic, and life skills outside of their sport. Individuals with a one-dimensional self-identity as an athlete are at higher risk of struggling to transition out of sport, especially if they are separated from participation due to non-normative causes such as injury, academic reasons, or being cut from the team. The purpose of the study was to evaluate whether retiring student-athletes experience decreased life satisfaction due to the cause of retirement from sport and perceived lack of organizational support from their academic institution. A nationwide sample included 71 participants from all three National Collegiate Athletic Association (NCAA) divisions. Student-Athletes that have retired in the past 12 months provided demographic information and responded to surveys detailing their utilization of support services, athletic self-appraisal (ASAS), athletic identity (AIMS), satisfaction with life (SWLS), perceived organizational support (SPOS), and significant life events (LESCA). The results indicated significant SPOS score differences between student-athletes that utilized support services (career services, meeting with coaches, counseling services, sport psychology consulting, lecture on student-athlete retirement, or group meeting with other retiring student-athletes) versus those who did not utilize support services. Student-athletes noted an increased need for support services to help them transition out of sport indicating greatest need for: career planning (54%), meeting with retiring student-athletes (51%), sport psychology services (39%), and class/lecture on student-athlete retirement (38%). No significant differences were found between scholarship status (full/partial or none), Division (I, II, or III), or sport (volleyball, track/cross-country, or swimming/diving) on the ASAS, AIMS, SWLS, SPOS, or LESCA. Limitations to the present study are discussed and suggestions for future research are provided.

10

EXPLORING DESELECTION AND ADJUSTMENT IN EX-PROFESSIONAL SOCCER PLAYERS

Max Avory, Sheffield Hallam University, UK

James Rumbold, Sheffield Hallam University, UK

Extant research indicates that performers are required to negotiate their way through a plethora of athletic (e.g., increased physical intensity), organizational (e.g., selection), and social (e.g., non-sport relationships) stressors if they are to make successful transitions into professional soccer at the senior level (Mills, Butt, Maynard, & Harwood, 2012). Despite the national funding of professional soccer academies, only a small proportion of individuals ($\leq 10\%$) make the transition to senior level (Finn & McKenna, 2010). Although Professional academy coaches (Mills et al., 2012) and youth development directors (Relvas, Littlewood, Nesti, Gilbourne, & Richardson, 2010) have offered insights in to the factors perceived to facilitate successful transitions, limited research has considered the experiences of athletes who have been

deselected from professional soccer academies. The purpose of this study was to explore ex-professional academy soccer players' experiences of deselection and adjustment. Following institutional ethics approval, 10 male academy soccer players (Mean age = 20.4, SD = 0.9) within 3 years of being released from their respective sports teams were interviewed. A combination of inductive and deductive thematic analysis procedures (Braun & Clarke, 2006) resulted in the emergence of the following 4 general dimensions: Factors prior to deselection (e.g., development of a strong athletic identity), adjustment difficulties following deselection (e.g., a sense of loss, relationship difficulties), altered attitudes towards athletic development schemes (e.g., development of life skills), and recommendations for future athlete development initiatives (e.g., increase career awareness). The findings highlight the importance of developing social support resources for both academy players and within professional soccer academy systems. From an applied perspective, professional sport academies need to consider how talent development structures not only facilitate the successful transition to senior level, but also the psychological well-being and long-term adjustment of those who are involuntarily deselected.

11

ASSOCIATIONS AMONG OPTIMISM, AFFECT, LIFE SATISFACTION AND BURNOUT IN COLLEGIATE ATHLETES

Lindsay Smith, UNC-Chapel Hill, USA
J.D. DeFreese, UNC-Chapel Hill, USA
Melissa Fraser, UNC-Chapel Hill, USA
Jason P. Mihalik, UNC-Chapel Hill, USA
Kristen Kucera, UNC-Chapel Hill, USA

Athlete burnout is a cognitive affective syndrome characterized by its dimensions of exhaustion, reduced accomplishment and sport devaluation. Understanding athlete burnout is necessary to inform its prevention and treatment. Such information may be gleaned from understanding relationships among athlete burnout and key markers of psychological health and well-being. The link between optimism and burnout merits specific exploration because of its potential implications for research and practice in athlete populations when other key psychological variables (i.e., affect, life satisfaction) are considered. Accordingly, the purpose of the present study was to examine associations among optimism, affect, life satisfaction and collegiate athletes' burnout-related perceptions. It was hypothesized that, after controlling for positive and negative affect and life satisfaction, optimism would be negatively associated with global and dimensional burnout scores. Thirty-seven American collegiate varsity and club sport athletes (age M = 22 years, SD = 4) completed valid and reliable (to this population) self-report assessment of study variables of interest including optimism (Life Orientation Test), affect (Positive and Negative Affect Schedule), life satisfaction (Satisfaction with Life Scale) and burnout (Athlete Burnout Questionnaire). Participants reported moderate to low levels of global burnout (M = 2.26, SD = .66) as well as dimensions of exhaustion (M = 2.44, SD = .77), reduced accomplishment (M = 2.38, SD = .78) and sport devaluation (M = 1.99, SD = .95). Regression analyses revealed optimism (B = -0.48, $p < .05$) to be significantly, negatively associated with global burnout after accounting for affect and life satisfaction. Follow-up dimensional analyses suggest these findings are driven by athlete feelings of reduced accomplishment. Study results suggest optimism has important implications for collegiate athletes' burnout-related perceptions. Therefore, clinicians attempting to prevent and treat burnout may

benefit from understanding athlete experiences of optimism within the context of other markers of psychological health and well-being.

Clinical Issues

12

TRIGGERS AND RISK FACTORS OF SUBSTANCE USE AMONG COLLEGE STUDENT ATHLETES

Blake Riddell, Pacific University School of Professional Psychology, USA



The present study represents a current outlook on the frequency and perception of drug use among college student athletes. An exploratory study design was constructed to identify a variety of factors that likely contribute to the frequency and perception of substance use among college athletes. The sample consisted of 272 college students in the United States who currently participate in an intercollegiate sport. A self-report measure, Substance Use Among College Athletes Questionnaire, was created that consists of 39 Likert scale, categorical, Yes/No, and open-ended items that have been carefully selected to tap into participants' current perceptions and rates of substance use. The results indicated team rules had a greater impact on respondents' drug use compared to the impact of NCAA regulations and state laws; NCAA regulations impacted players differently among divisions (i.e., Division I, II, or III); athletes were drug tested at different frequencies among divisions; and relatively few athletes used counseling services. Qualitative data were gathered from a number of open-ended questions, and response themes were analyzed to inform treatment recommendations. The results and recommendations of the study are intended to help college and university staff and faculty throughout the United States provide more holistic wellness services for college student athletes. Treatment recommendations are discussed, in addition to the limitations of the present study and suggestions for future research.

Keywords: substance use, college athlete, college counseling, alcohol

13

NCAA CHOICES GRANTS: PROMISING INITIATIVES FOR SPORT PSYCHOLOGY PROFESSIONALS

Nile Brandt, Ball State University, USA
Nathan McGee, Ball State University, USA
Selen Razon, Ball State University, USA

Compared to non-student athletes, student-athletes are at an increased risk for episodic drinking and drinking-related negative outcomes (Jones, 2015). In fact, of primary concerns for sport psychologists working with student-athletes are the effects of excessive alcohol use on athletic performance (Weaver et al., 2013). To that end, funding mechanisms such as NCAA CHOICES appeal to an institution's athletic department and related entities to jump start sustainable alcohol reduction and prevention programs tailored toward NCAA student-athletes (Butts, 2009; McCarthy, Berty, & Schermer, 1998). The purpose of this presentation is (1) to offer an overview of how such funding mechanisms are currently used in select institutions to promote student-athlete health and performance outcomes as it relates to alcohol consumption,

and (2) to outline how student-athletes, students, faculty and practitioners in the field of sport psychology can actively engage with these initiatives.

As such, this presentation will review the notion of promoting student-athlete health and performance as it relates to alcohol consumption through the APPLE model as a component of CHOICES grants. APPLE conferences remain a leading national training symposium devoted to substance abuse prevention and health promotion for student-athletes and athletic department personnel. Specifically relevant to the field of applied sport psychology, this presentation will detail the implementation of an action plan that assesses the needs of athletes and makes known resources such as sport psychology consulting, available on campus. Observations of how an intraorganizational network uniquely joins student-athletes, athletic administrators, sport psychology consultants, and related entities to deliver programming on prosocial behaviors, performance enhancement, and mental health services will be illustrated. Finally, in an effort to stimulate and increase sport psychology's presence in these initiatives, recommendations to foster these opportunities within sport and exercise psychology programs will be provided.

14

PARTICIPATION ON UNIVERSITY SPORT TEAMS, BINGE DRINKING, AND SOCIAL SUPPORT AMONG FIRST-YEAR COLLEGE STUDENTS

Chelsey Bowman, Boston University, USA
Jennifer Green, Boston University, USA
Melissa Holt, Boston University, USA

Multiple studies have documented that college students who participate in varsity athletics engage in more binge drinking than their peers (Nelson & Wechsler 2001; Leichliter et al., 1998; Yusko et al., 2008). In turn, binge drinking is associated with lower grades and a greater likelihood of not completing college (Wechsler et al., 1998; Jennison, 2004). It might be that factors promoting retention in the general college population, such as social support (Gerdes & Mallinckrodt, 1994), also extend to the experiences of college athletes, and in particular buffer against potentially deleterious effects of binge drinking. However, to date no studies have examined perceived levels of social support in collegiate student athletes compared to non-student athletes, nor have considered how social support functions within this specific population. College freshmen (n=1,543) from four large U.S. universities completed online self-report surveys distributed both in fall 2012 and spring 2013. A final sample of 437 students (73.4% female) completed both surveys. Students answered one question about how often they were involved with a university sport team, with response options ranging from "weekly" to "never." One question on how often they drank five or more drinks of alcohol on the same day (Kann et al., 2014). Students also completed the Multidimensional Scale of Social Support (Zimet et al., 1988). About one-third of students (28.9%, n=139) reported ever having participated in a university sport team. Preliminary analyses demonstrated a significant association between participation on a university sport team and binge drinking ($t = -3.177, p < .01$), with athletes engaging in more binge drinking than their peers. Participation on a university sport team was also associated with increased social support ($t = -1.999, p < .05$). Further analyses will explore whether social support moderates the association between binge drinking and mental health among athletes and non-athletes.

Coaching/Leadership

15

AN EXPLORATION OF THE ROLE OF THE CAPTAIN IN FIELD HOCKEY: THE COACH'S PERSPECTIVE.

Stewart Cotterill, University of Winchester, UK
James Grant, University of Winchester, UK

The coach and captain have to work together closely to achieve success across a wide range of team sports. However, while this is the case there is still limited research exploring the role of the captain and the contribution they make. The perspective of the coach is even less well explored, with very little documented about the coaches' perceptions, and the process of captain selection/recruitment. As a result the aim of this study was to explore the perceptions of captaincy as reported by coaches in field hockey.

Participants were four elite (national) league field hockey coaches based in the UK. The participants were purposefully selected for their knowledge and experience of coaching at the elite level within the sport of field hockey, and associated experience working with a range of captains. Participants were interviewed individually to gain an understanding of each participant's preparation strategies and the functions these strategies fulfilled. The data were thematically analyzed using interpretative phenomenological analysis. Results suggest that while the coach views the captain to be an important member of the team they hold very different views regarding the specific role and function. Also, there is significant variability in the approaches adopted to the selection of the captain. Further research needs to explore in greater detail the approaches adopted, and criteria used to select captains and crucially how captains are allowed to develop once in their leadership role.

16

THE RELATIONSHIP BETWEEN PERCEIVED AUTONOMY-SUPPORTIVE COACHING BEHAVIOR ON MOTIVATION AMONG HIGH SCHOOL ATHLETES

Chelsea Burrell, UNCG, USA
Diane Gill, UNCG, USA
Erin Reifsteck, UNCG, USA

Coaches play a significant role in creating a climate that fosters self-determined motivation among athletes. Research shows that an autonomy-supportive coaching style is an effective motivational tool for coaches, whereas a controlling coaching style is ineffective. However, previous research typically includes only one coaching style, and seldom considers needs satisfaction or the full continuum of motivation in self-determination theory (SDT). This study examined the relationship of autonomy-supportive and controlling coaching behaviors with high school athletes' motivation and needs satisfaction. High school athletes (N=162) completed the Coach Behavior Scale in Sport, Controlling Coach Behavior Scale, Behavior Regulation in Sport Questionnaire, and the Basic Needs Satisfaction in Sport Scale. As predicted, results indicated that autonomy-supportive coaching behavior was positively correlated with self-determined motivation (intrinsic: $r = .463$; integrated: $r = .512$; identified: $r = .558$), whereas controlling coaching behavior was correlated with external regulation ($r = .411$) and amotivation ($r = .279$). Autonomy-supportive coaching behavior was positively correlated with all three needs (i.e., competence, autonomy, and relatedness; $r = .479-.583$), and the three needs predicted motivation. Hierarchical regression results, with the three needs entered in step 1, and

coaching behaviors in step 2, suggest that the relationships of coaching behaviors with motivation are partially mediated by perceived needs satisfaction. Evidence for mediation was strongest for intrinsic motivation. For integrated and identified regulation, autonomous coach behavior added to the prediction, suggesting the relationship was not fully mediated by needs satisfaction. For external regulation controlling coach behavior was a strong direct predictor with no evidence of mediation. The results suggest that coaches should use strategies that promote autonomy, such as providing options, giving athletes opportunities to make decisions, and allowing athletes to feel involved. The promotion of autonomy within athletes is associated with positive effects on need satisfaction and self-determined motivation.

17 LEADERS AMONG LEADERS

*Ira Martin, United States Coast Guard Academy, USA
Adam Naylor, Boston University/Telos SPC, USA*

Developing student-athletes as leaders on and off the playing field has become a goal of many colleges and universities. Yet, little research on the leadership behaviors of student-athlete leaders acting in the formal role of captain exists (Granzol, Perlis & Draina, 2010).

Although the captain experience may provide opportunities to develop leadership skills above and beyond their student-athlete counterparts, further research regarding the responsibilities and exemplary behaviors captain's possess with respect to other formal university level leaders and non-leaders is crucial in the development of efficacious leader programming. While the role of captain is held within most teams, there is rarely prescribed or consistent concentration given to supporting such athletic leaders in their role.

The current study surveyed a total of (n=82) senior students at a small service academy in the Northeast United States with a mission toward students possessing the highest qualities of a service ready leader. Participants were surveyed using the Student Leadership Inventory (SLPI; Kouzes and Posner, 2004). Of the 82 participants, (n=28) comprise NCAA division III captains, (n=24) comprise those acting in a formal leadership role within the student-housing setting, and (n=30) comprise those students holding no formal leadership role. Analysis of variance among the three groups sheds light on the five practices of exemplary leadership constructed within the SLPI across those participating in formal and non-formal leadership roles.

Understanding student leadership behaviors across a range of formal and informal roles is an important element for institutions to consider in the development of student leaders. Findings provide insight to university level institutions and those working in athletic environments who support student-leader development. Those looking to enhance captaincy skills for the emerging leader may find enhancement through understanding various university aged leader and non-leader samples.

18 "SPORTSPERSONSHIP" AND POSITIVE COACHING BEHAVIOR

*Vincenzo Aiello, Rider University, USA
Gary Brosvic, Rider University, USA*

In the present study we examined how ethical leadership/coaching behavior affects team climate, the personal and moral development of athletes, and the treatment of referees and opponents. More than 800 athletes completed the Sportsmanship Coaching Behaviors Scale (SCBS), and the Prosocial and Antisocial Behavior in Sport Scales (PABSS). The SCBS yielded the following measures—Sets Expectations for Good Sportsmanship, Reinforces Good Sportsmanship, Punishes Poor Sportsmanship, Discusses Good Sportsmanship, Teaches Good Sportsmanship, Models Good Sportsmanship, Models Poor Sportsmanship, and Prioritizes Winning over Good Behavior. The PABSS yielded the following measures—prosocial behavior toward teammates, prosocial behavior toward opponents, antisocial behavior toward teammates, and antisocial behavior toward opponents. SCBS scores were divided into terciles to represent the lowest, intermediate, and highest levels of ethical/unethical leadership and positive/negative coaching behaviors, with PABSS scores entered into MANOVAs as a function of tercile. Scores on the prosocial measures (toward team and opponents) increased monotonically as a function of the level of positive leadership/coaching behavior (all $F > 14.34$, all $p < .0001$; median effect size = 0.57). Scores on the antisocial measures (toward team and opponents) decreased monotonically as a function of the level of positive leadership/coaching behavior (all $F > 18.92$, all $p < .0001$; median effect size = 0.49). A strong effect of coaching behavior on the moral dimensions of sport, particularly the demonstration of good 'sportsmanship' through which successful performance can be attained through ethical means and the ethical treatment of opponents and officials, was observed and will be discussed.

19 COACHING COMPETENCY AND TRUST IN COACH IN SPORT TEAMS

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This study examines the relationship between coaching competency evaluated by athletes and their perceptions of trust in their coaches. The authors hypothesize that athletes' evaluation of 4 dimensions of coaching competency is positively related to their trust in their coaches, and that this relationship is stronger at the team level than at the individual level. In total, 438 basketball players (251 males and 187 females) from 34 teams completed the Coaching Competency Scale (CCS) and the trust in the coach questionnaire during the postseason. The hypotheses were tested through hierarchical linear modeling. The analyses revealed that individual and group level-evaluations of the 4-dimensional CCS (motivation, game-strategy, technique, and character-building competencies) positively predicted trust in the coach; furthermore, group-level coaching competency was the primary contributor to this relationship. Therefore, improving the psychological and tactical skills of coaches and their skill detection abilities and instruction at training together with a positive attitude toward sports may help improve the trust of athletes in their coaches.

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THE RELATIONSHIP BETWEEN SERVANT LEADER COACH BEHAVIORS AND ACHIEVEMENT GOALS IN COLLEGIATE TENNIS PLAYERS: THE MEDIATING ROLE OF PERCEIVED MOTIVATIONAL CLIMATE

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It is well established that sport coaches can influence the motivational climate of their team (Ames, 1992). A mastery motivational climate evaluates and rewards athletes based on personal development and effort, whereas a performance climate focuses on normative standards and social comparison between teammates (Ames, 1992). Further, the perceived motivational climate can influence how athletes adopt and utilize achievement goals (Morris & Kavussanu, 2008). For example, a performance climate was found to predict performance-approach goals, and a similar relationship was found between a mastery climate and mastery-approach goals among college athletes (Morris & Kavussanu, 2008). Coaching behaviors (e.g., feedback, reward systems, and instructional commands) can conceptually be viewed as an important antecedent of both team motivational climate and athlete achievement goal adoption. However, the most effective coaching behaviors for fostering each of these are unknown. The servant leader model (Greenleaf, 1977), with its emphasis on trust, humility, and service appears to hold much promise as an exploratory framework in this regard. Thus, given the intuitive association between servant leader coaching behaviors, mastery motivational climate, and achievement goals, the purpose of this study is to more precisely examine those relationships among a sample of college tennis players. Division I collegiate tennis players from the Pacific Northwest were recruited to participate in the study. Instruments included the Revised Servant Leadership Profile for Sport (Hammermeister et al., 2008), the 3x2 Achievement Goal Questionnaire for Sport (Mascret, Elliot, & Cury, 2014), and the Perceived Motivational Climate in Sport Questionnaire-2 (Newton, Duda, & Yin, 2000). Results showed that mastery motivational climate partially mediated the relationship between coach servant leader behaviors and athlete achievement goals. These results suggest that servant leader coach behaviors can influence the adoption of achievement goals in sport and may be a useful tool for the optimal development of college athletes.

Consulting/Private Practice

21

GOING TO WORK: EXAMINING A FIRST-YEAR EXPERIENCE OF DEVELOPING A SPORT AND PERFORMANCE PSYCHOLOGY CONSULTING BUSINESS

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As new career opportunities in sport and exercise psychology continue to emerge, a harsh reality exists that there are currently more students educated in applied practice, than there are professionals earning a sustainable living (Taylor, 2015). It is vital to the growth of the profession that the processes involved with developing a sport and performance psychology consulting business are continuously examined and shared. The purpose of this presentation is to offer experiential evidence from a first year of effort dedicated to developing a sport and performance consulting practice to inform those who have an interest in following a similar

professional path. Information regarding the value and transfer of skills gained through mentorship, personal and professional development benefits, innovative business structures, and suggested resources will be featured. Challenges around the early stages of establishing a consulting business are often related to having unrealistic expectations and difficulty in identifying limits (Poczwardowski & Sherman, 2011; Simons & Andersen, 1995). Examining this case study aids in addressing common issues and enhancing vital professional development experiences for fellow practitioners.

22

A CASE OF PSYCHOLOGICAL SUPPORT THROUGH COUNSELING: FOLLOWING THE STRUGGLES OF A FEMALE OLYMPIC ATHLETE

Masashi Suzuki, Gifu University, Japan

Psychological support for athletes is not merely assistance for improving performance, but requires being close by in times of distress and in the resolving of mental problems. The present study describes a case of psychological support provided through counseling. Female athlete A became part of a company-owned sports team upon graduation from high school, at which point I began providing psychological support (8 years, 81 sessions). Athlete A attained good competitive scores in her sport, with an aggressive play style from her first year. However, her seriousness regarding the effort she put into competition as well as excessive concern about others contributed to her holding back in her behavior or working so hard to cause injury, stomach pains, etc. Despite these issues, she was able to win the All-Japan Championships in her fourth year on the team. She remarked, "I can see the opponent. I focus, and my body gets hot. I put my everything into playing, so I can write my own story." Athlete A experienced a state of flow. She went on to place in top spots at world championships and the Asian Games, and then participated in the Olympic Games. However, her distress led her to have a very overwhelmed mental state. The psychological problems that athletes grapple with and the rigidity of their coping mechanisms, along with the social pressure of media coverage and expectations for a medal, make it frequently difficult to maintain a stable state of mind. Athlete A was not able to participate in the next Olympic Games, and she ended up retiring from competition. Various psychological problems are unavoidable among high-level competitive athletes. Athletes must overcome these problems to grow and compete, but there are times when this presents a challenge. Counselors must understand this and continue to provide support.

23

SPORT PSYCHOLOGICAL SUPPORT OF PARALYMPIC ATHLETES: AN OVERVIEW OF CURRENT SCIENCE AND APPLICATION

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Paralympic sports have become more popular and professional over the last decades. During the Paralympic Games in London 2012 a total of 4,237 athletes from 164 countries competed and achieved 251 new world records (in 503 medal events). Also, athletes of Paralympic sports increasingly consult sport psychologists to optimize performance and well-being. It might even be said that while all athletes have to cope with challenges to succeed in their sport, athletes with disabilities

have even more possibly stressful situations to handle (Martin, 2015). Further, coaches from elite disability sport exhibit full receptiveness to work with sport psychologists (Bastos, Corredeira, Probst & Fonseca, 2014). However, it is only the last 10-20 years that research has started to investigate the sport psychological needs of athletes with disabilities. Still, much has to be learned as sport psychologists, both from a theoretical but also applied perspective, to further develop our sensitivity and our repertoire of sport psychological interventions (Kenttä & Corban, 2014). In this presentation an overview of the current scientific and practical knowledge, in particular in Germany, is provided. Further, insights from and reflections on the consulting of the German para-equestrian dressage team complement the presentation.

Developmental/Lifespan Perspectives

24

PARENT MOTIVATIONAL CLIMATE AND GOAL ORIENTATIONS OF FEMALE COLLEGE ATHLETES

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Parents are primary influencers in helping children maintain athletic involvement through adulthood (Dixon, Warner, & Bruening, 2008). The study examined the relationships between parental motivational climates and goal orientations of female collegiate athletes (N = 349) from the Northeast. The questionnaires utilized were the Parent-Initiated Motivational Climate Questionnaire-2 (PIMCQ-2; White, 1996) and the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda, 1989). A structural equation model was applied to better understand the relationships among Success-Without-Effort Climate, Learning/Enjoyment Climate, Worry-Conducive Climate, Task Orientation, and Ego Orientation. Model A had four Beta paths of Learning/Enjoyment Climate to Task ($\Gamma = .43$) and Ego Orientation ($\Gamma = .12$) and Worry-Conducive Climate and Success-Without-Effort Climate to Ego Orientation ($\Gamma = .21, .27$ respectively). Model B had three Beta paths of Learning/Enjoyment Climate to Task Orientation ($\Gamma = .43$) and Worry-Conducive Climate and Success-Without-Effort Climate to Ego Orientation ($\Gamma = .16, .26$ respectively). Both models had adequate fit. Examination into parental influence and collegiate athletes warrants future research.

25

UNDERSTANDING SPORT EXPERTISE DEVELOPMENT & MAINTENANCE THROUGH A DEVELOPMENTAL, MOTIVATIONAL, AND CULTURAL PERSPECTIVE

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Seongkwan Cho, Texas A&M International University, USA
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The purpose of the present study was to examine the development and maintenance of sport expertise through three perspectives: developmental, motivational, and cultural. Cote's (1999) developmental model of sport participation served as the conceptual framework for investigating family influence on sport participation and expertise development. This study aimed to test the generalizability of the stages of sport participation proposed in the developmental model. Moreover, as suggested by Cote (1999), the existence of a potential fourth stage was explored. The motivational

processes of elite athletes were also investigated within the framework of Ryan and Deci's (2000) self-determination theory. Lastly, the potential influence of cultural factors that may impact sport participation was investigated. In-depth semi-structured interviews were conducted with seven male and three female athletes who had been selected to represent their respective nations in major competitive events (e.g., Olympics, World Championships, Pan Ams). Interviews were transcribed verbatim and data were analyzed using both deductive and inductive reasoning processes. Results provided support for a three stage developmental model with the identification of specific strategies for the maintenance of expertise (e.g., mental training, self-discipline, specific training strategies). A close relationship with the coach and both instrumental and emotional support from the family were key aspects for the development of expertise. In terms of motivation, most athletes reported autonomous motives at all stages of their development and the satisfaction of the needs for autonomy, competence and relatedness as key factors fueling their motivation. Finally, the culture within the family, the sport, and the country were influential in helping the participants reach a high level in their sport. Detailed themes and categories are presented and the new findings concerning the coach's influence and the salience of culture are emphasized. Applied implications for parents, coaches, and sport psychology consultants are also highlighted.

26

EXPLORING SOCIAL INFLUENCES ON THE DEVELOPMENT OF ATHLETIC IDENTITY IN VARSITY ATHLETES

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Kassi Boyd, University of Alberta, Canada
Nicholas Holt, University of Alberta, Canada

The purpose of this study was to explore how social agents influence the development of athletic identity among varsity athletes. More specifically, the role of parents, coaches, and peers on the development of athletic identity was examined. Nineteen varsity athletes (7 male, 12 female; M age=20.6 years, SD=1.6) with a strong athletic identity (M AIMS=50.9, SD=6.4) who competed in team sports at a western Canadian university participated in semi-structured interviews. Data were subjected to inductive content analysis. Results showed an overarching theme of recognition as an athlete and reinforcement of an athletic identity from all social agents contributed to the development of the participants' athletic identity. Participants reported that their parents, coaches, and peers (both teammates and non-sport friends) all had a significant impact on the development of their athletic identity. However, these social agents influenced athletic identity in different ways. Parents influenced athletic identity by providing support and demonstrating commitment to their sport involvement. Coaches promoted athletic values and encouraged participants to 'be an athlete' in all aspects of their lives. Relatedness and being labelled an athlete were the main ways peers influenced the development of athletic identity. These findings describe how athletic identity may be developed and provide specific ways parents, coaches, and peers can help adolescents develop the positive aspects of an athletic identity.

27

DUAL CAREER BALANCE IN STUDENT-ATHLETES' UNIVERSITY TRANSITION

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 Natalia Stambulova, Halmstad University, Sweden
 James Parker, Halmstad University, Sweden
 Johan Ekengren, Halmstad University, Sweden

Balancing studies, a personal life and sports, that is, having a dual career, is considered as a challenge associated with transitional demands in athletic and non-athletic (psychological, psychosocial, academic/vocational, financial) domains (Wylleman, Reints, & De Knop, 2013). The aim of this study was to investigate student-athletes' university transition with a specific focus on how student-athletes balance different domains of their lives. Twenty-three Swedish university student-athletes (mean age= 21.52; 16 males and 7 females) representing six sports (equestrianism, golf, handball, ice hockey, soccer, table tennis) partook in the study. Participants completed the Dual Career Monitoring Survey (DCMS), weekly, over the first twelve weeks of their university education. The DCMS is developed by the authors and measures student-athletes perceptions of balance, time investments, demands, coping, satisfaction, resources and barriers in relation to sport, studies, private life, social life and financial situation. In exploring student-athletes' perception of dual career balance throughout the twelve weeks, an intra-class correlation analysis revealed a between-person variance of 0.14 (14%). That is, with regards to balance in their dual careers 86% was due to within-person variance, suggesting that balance is idiosyncratic and that further analysis should investigate within-person change. Encouraged by these findings we continued with a person-centered analysis using the Dynamic P-technique for modeling patterns of data (Nelson, Aylward, & Rausch, 2011). The relationships between changes in balance (i.e., prioritizing sport, studies or other domains of life), demands, coping and satisfaction throughout the twelve weeks will be presented. Our findings contribute to the understanding of balance as a central tenet of athletes' dual careers (Second author et al., 2015). From our findings we suggest practitioners to take into account the individual dynamics in dual career balance from a whole-person perspective.

Elite Performance

28

STILL PLAYING IN TRAFFIC: EXAMINING USE OF PSYCHOLOGICAL SKILLS BY TODAY'S PIT CREW ATHLETES

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There has been increased emphasis on physical training of NASCAR pit crew athletes (PCAs) in the past decade. Major teams employ pit crew coaches, strength and conditioning professionals, and athletic trainers to address physical training and health of their PCAs. However, there remains limited access to professionals to address the psychological aspects of performance. Previous research found eight of ten respondents indicated having someone available to their PCAs to address psychological issues related to performance; only one indicated it was on a daily basis (Stadden, 2011). The other seven respondents indicated it was on a "yearly" or "few times a year" basis. Following IRB approval, pit crew

coaches for several organizations with teams competing at the Sprint Cup level were contacted regarding interest in participating in the research project. A time was scheduled with interested organizations to administer the survey (Athletic Coping Skills Inventory, Smith, Schutz, Smoll, & Ptacek, 1995) to their PCAs. In all, 40 PCAs participated in the investigation, including 11 gasmen/jackmen, 13 tire carriers, and 16 tire changers. Seventeen participants reported having less than three years of experience as PCAs at the Cup level, while 10 participants reported four to nine seasons of experience, and 13 participants reported having more than 10 years of experience. Results showed participants reported highest scores in coachability (mean=9.60), confidence/achievement motivation (mean=9.40) and peaking under pressure (mean=8.99). Lowest scores were found in goal setting/mental preparation (mean=6.78) and freedom from worry (mean=6.58). No significant mean differences were found based on position. A significant mean difference was found for peaking under pressure for veterans (mean=10.38) versus novices (mean=7.80). It would seem feasible that novice PCAs, in particular, may benefit from mental skills training during their development to enhance their confidence and potential ability to peak under pressure. which is critical for long-term success.

29

THE RELATIONSHIP BETWEEN RESILIENCE AND NCAA SWIMMING TIMES: DOES IT CONTRIBUTE TO PEAK PERFORMANCE?

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 Jenelle Gilbert, California State University, Fresno,
 Stephanie Moore-Reed, California State University, Fresno,
 Wade Gilbert, California State University, Fresno,

In NCAA competition, each swimmer's result contributes to the team score, and hundredths of a second can be the difference between first and eighth place. Resilience, the ability to respond positively to setbacks, obstacles, and failures (Fletcher & Sarkar, 2013), is thought to be important for peak performance. It was hypothesized that high resilience scores would have a relationship with faster swimming times at the collegiate level. Participants included 242 male and female NCAA Division I swimmers, who completed the Conner-Davidson Resilience Scale-10 (Davidson & Connor, 2015) and a demographic survey. Swimming times from Fall 2015 were gleaned from the public website www.usaswimming.org, which officially documents results for all NCAA competitions. Swimming times were converted into a Power Point score (1-1100) using the website's Power Point Calculator. A Pearson's *r* correlation coefficient was performed to evaluate the relationship between resilience scores and swimming times and an independent t-test was calculated to compare swim times between swimmers who had experienced injury/illness and those who had not. No statistically significant relationship between resilience scores and swimming times was found. However, a positive trend was found with regards to injury/illness. More specifically, swimmers who experienced injury and/or illness resulting in withdrawal from swimming participation for at least two months had higher resilience scores as compared to those who did not have an injury or illness. Possible explanations for the lack of significant findings between resilience and faster swimming times are discussed, along with the positive trend between resilience and injury and/or illness. The results from this study offer insight into the mindset of NCAA DI swimmers. Implications for coaches, certified athletic trainers, and mental training practitioners are also discussed.

30

IMPLEMENTING AN IN-SEASON PST PROGRAM WITH ELITE CYCLISTS

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The purpose of this study was to assess the efficacy of developing and implementing an in-season Psychological Skills Training (PST) program to increase performance, mood state, and self efficacy for elite cyclists. A collegiate cycling team formed the treatment group (N=25), who received a 12-week in-season PST program, and a similar demographic control group (N=28) that received no mental skills training. Athletes were assessed using the Sports Emotional Reaction Profile (SERP), the Athletic Coping Skills Inventory-28 (ASCI-28), and the Athlete Identity Measurement Scale. Participation among elite cyclists in the 12-week long program was shown to positively influence self-efficacy toward psychological skills. Based on USA-Cycling race results, and parameters measured in the ASCI-28, a predictive success model was created using a linear regression analysis to filter highly correlative variables. High scores in confidence, self-discipline, and tension control on the SERP were highly predictive of success. The three predictor-model was able to account for 71% of the variance in total ASCI-28 score, $F(3,49) = 40.60$, $p < .001$, $R^2 = .71$. Based on this analysis it is possible that athletes who control tension, who are more self-disciplined, and who manifest the greatest confidence are likely to score highest on the Athletic Skills Coping Inventory (ASCI-28). These cyclists are thus in a more favorable position to be successful in elite cycling competitions. As a coach of an elite cycling team, having athletes work through a PST program that targets confidence and teaches arousal regulation would seem to be an important focus. Maintaining a high level of structure that rewards self-discipline to training and competition would also seem to be influential as suggested by the predictive model.

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AN EXAMINATION OF THE ASSOCIATION BETWEEN GRIT AND THE BIG FIVE PERSONALITY TRAITS IN NCAA STUDENT ATHLETES.

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Stacy Gnacinski, University of Wisconsin - Milwaukee, USA
Monna Arvinen-Barrow, University of Wisconsin - Milwaukee, USA*

The grit construct has been related to the Big Five personality traits in the general population (Duckworth et al., 2007), but this relationship has yet to be examined within the context of sport. Since grit has recently emerged in sport psychology literature as a possible link to sport achievement (Larkin et al., 2015; MacNamara & Collins, 2015; Martin et al., 2015), and in an effort to support construct validity of the grit measure in sport research, the relationship between athletes' grit and personality traits must be examined. The purpose of this study was to examine the associations between personality traits and grit in NCAA student athletes. Participants (N = 495) completed the 8-item Grit Scale (Duckworth and Quinn, 1999) and the 40-item Mini-Markers Scale (Saucier, 1994). Multiple regression analysis was conducted to examine the amount of

variance in grit explained by the Big Five personality traits, and the relative contributions of each personality trait to the variance in grit. Results indicated a significant prediction model, $F(5, 489) = 53.96$, $p < .001$, $R^2 = .349$, $SEE = .429$. Conscientiousness, ($t=12.209$, $\beta = .472$), emotional stability, ($t = 5.980$, $\beta = .236$), and extraversion, ($t = 3.328$, $\beta = .126$) were all significant predictors of grit ($p < .05$). Results of the current study were consistent with previous research (Duckworth et al., 2007; Duckworth & Quinn, 2009), providing preliminary support for the construct validity of the 8-item Grit Scale in applied sport psychology research. Since the Big Five personality traits explained only 34.9% of the variance in grit, future research is needed to examine additional traits and factors that can influence the variance in grit. A more complete scientist-practitioner perspective on the role of grit in sport achievement will be facilitated through such research.

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FEMALE OLYMPIC AND PARALYMPIC WEIGHTLIFTERS' EXPERIENCES OF PREPARING FOR MAJOR COMPETITION.

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Research has suggested that athletes' training experiences are full of personal and professional challenges (Simpson, 2009), and a comprehensive understanding of those experiences is vital if practitioners are to provide appropriate support. Given the importance of the training environment for elite Olympic/Paralympic weightlifters and the scarcity of research with this population, the purpose of this study was to explore, in depth, elite female weightlifters' experiences of preparing for competition. The use of qualitative research methods within sport psychology has allowed a greater understanding of athletes' perceptions of various phenomena. Existential phenomenological interviewing allows athletes to provide first-hand, detailed descriptions of their lived experiences, and has been used in research with other under-researched populations (e.g., elite boxers, Simpson & Wrisberg, 2013; and Mixed Martial Artists, Jensen, Roman, Shaft, & Wrisberg, 2013). To our knowledge, no research has explored Olympic/Paralympic weightlifters' experiences of preparing for competition and, as such, phenomenological interviews were deemed an appropriate method of investigation. With institutional ethics approval, five elite female weightlifters aged between 16 and 40 years ($M = 26.8$ yrs, $SD = 8.4$) participated voluntarily in the study. At the time of interviews, four of the athletes were in preparation for the 2016 Olympic/Paralympic Games in Rio, while one was a former Olympian, preparing for the Master's Championships. Procedures were similar to those used in previous phenomenological research (e.g., Simpson & Wrisberg, 2013), and were based on recommendations provided by Thomas and Pollio (2002). A final thematic structure revealed six major themes that characterized the participants' experiences of preparing for major competition: Weight Management, Coach Influence, Positive Training Environment, Mental Preparation, No Regrets, and Support Structure. Taken together, the findings have important implications for sport psychology consultants and coaches working closely with elite female weightlifters.

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WHAT PREDICTS MENTAL TOUGHNESS IN AN ATHLETE'S MIND?*Wonbae Kim, Myongji College, Korea*

Mental toughness is an important characteristic for athletic success (Golby & Sheard, 2004; Jones, Hanton & Connaughton, 2002). Therefore, many sport psychologists had been researching to identify what mental toughness is. Clough, et al. (2002) reported mentally tough people have 'a high sense of self-belief and an unshakable faith that they control their own destiny, these individuals can remain relatively unaffected by competition and adversity'. Gould, et al. (1987) indicated that coaches felt the importance of being mentally tough lead to success in sports. Gucciardi D.F. (2011) investigated on the positive and negative experiences during youth sport and found that negative peer experiences weakened strong mental toughness. The purpose of this study was to examine the relationships that mental toughness, sport orientation, and coaching behavior had in sport. Participants (N=107, M age=19 years, sport career=8.7 years) were Korean college athletes who played taekwondo, handball, fencing, badminton, soccer and so on. Korean Mental Toughness Questionnaire (KMTQ20; Kim, 2001), Sport Orientation Questionnaire (Gill, D. & Deeter, T.E., 1988) and Sports Coaching behavior (Seong, 2002) were administered to assess the relationship. A cluster analysis and regression analysis was performed to classify athletes into two-groups. Results indicated as followed; First, sex cluster was significantly different at the mental toughness subscales with wining spirit factor ($P < .01$), endurance factor ($P < .01$), fighting spirit factor ($P < .01$). Second, male mental toughness was significantly different at the sport orientation factors with competitiveness orientation ($P < .001$), win orientation ($P < .001$), goal orientation ($P < .001$). Third, sport orientation predicts mental toughness in sport. The competitiveness factor of sport orientations strongly predicts mental toughness ($R^2 = .537$, $P < .001$). The competitiveness factor explains 53.7% of the variance in mental toughness. And positive coaching behavior predicts mental toughness ($R^2 = .113$, $P < .01$). The positive coaching behavior explains 11.3% of the variance in mental toughness.

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COACHING FROM THE "INSIDE OUT": UNDERSTANDING THE ROLE OF EMOTIONAL ABILITIES IN ELITE SPORTS COACHING

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One specific area of emotionality research that has been explored in athletes is emotional intelligence (EI) and this research has highlighted that EI is important in athletes' performance (e.g., Crombie, Lombard, & Noakes, 2009). Coaches are now considered "performers in their own right" (Thelwell, Weston, & Greenlees, 2008) and play an important role in athletes' performance and development, yet little research has investigated EI and coaching effectiveness (Potrac & Smith, 2014). The present study adopted Mayer and Salovey's (1997) model of EI as a guiding framework to explore the use of emotional abilities in elite level sports coaches and to understand how such abilities are perceived to influence coaching effectiveness. Individual interviews

were conducted with 12 elite coaches (8 male, 4 female). All participants had coached athletes to medal success at major sporting competitions (e.g., World Championships, Olympic Games). Inductive thematic analysis was conducted (Braun & Clarke, 2006) ensuring all themes were generated directly from the data set. Three researchers searched for themes across the data and categorization of data continued until consensus was reached. Themes emerged related to moderating factors (e.g., coach beliefs and values, knowledge of athlete characteristics, coach predispositions) influencing emotional abilities (i.e., emotional awareness, emotional understanding, and emotional management). In addition, specific skills associated with emotional abilities emerged (e.g., emotional recognition, emotional acceptance, emotional control, emotional expression) that related to decision-making and positive behavioral outcomes (e.g., psychological wellbeing, intrapersonal understanding, athlete performance). A conceptual model of emotional abilities is presented as a preliminary framework for future studies of emotional abilities in coaches. From an applied perspective, practitioners should be aware of the various situations requiring emotional abilities and the specific skills needed to positively influence coach effectiveness. Findings offer suggestions for coach education and development programs designed to develop emotional abilities in sports coaches.

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EXPLORING RELATIONSHIPS AMONG SELF-TALK AND BALANCE BEAM PERFORMANCE IN GYMNASTICS

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The purpose of the present study was to explore relationships among various dimensions of self-talk and competitive balance beam performance in women's collegiate gymnastics. Gymnasts (N = 133) completed several questionnaires to assess their use of various types and functions of self-talk during competitive performance. Balance beam performance scores from collegiate gymnastics meets were used to measure average performance and consistency of performance on the balance beam. Pearson correlational analyses indicated significant ($p < .01$) positive correlations among the functions of self-talk (attention, automaticity, cognitive and emotional control, confidence, and effort), positive, motivational, and instructional self-talk. A significant ($r = .19$, $p < .05$) positive correlation was also found between negative self-talk and instructional self-talk. Multiple regression analyses revealed that self-talk use, self-talk consistency, and positive self-talk were significant predictors of average balance beam performance, and positive self-talk emerged as a significant predictor of consistency of balance beam performance. The current findings support the initial predictions that many collegiate gymnasts use self-talk and believe that self-talk affects gymnastics performance during competition. Further, as hypothesized, positive self-talk was associated with enhanced performance. As little research has explored the effects of self-talk use on the performance of elite athletes during actual sport competitions, the present study provides methodological and practical findings that may be applicable to researchers, coaches, and athletes interested in understanding how self-talk may be related to athletic performance during competition.

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AN INVESTIGATION INTO ROLE OF PERSONALITY IN COLLEGIATE ATHLETES' READINESS TO ENGAGE IN PSYCHOLOGICAL SKILLS TRAINING

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Existing research suggest that many athletes often neglect psychological skills training (PST; Weinberg & Gould 2001); however little is known about how personality affects an individual's readiness to engage in PST. Thus, the purpose of this study was to investigate potential personality differences in collegiate athletes' readiness to engage in PST. A total of 182 division I collegiate athletes' (male, n = 110; female, n = 112; M/SD age 19.69/1.36) completed the Decisional Balance (DB; Leffingwell, Rider, & Williams, 2001), Mini Markers (MM; Saucier, 1994), Self-Efficacy (SE; Marcus, Selbyu, Niaura, & Rossi, 1992), and Stages of Change (SOC; Leffingwell et al., 2001) independently in a group setting on an iPad or a desktop computer. The participants were divided into four groups based on their readiness for change (precontemplation, contemplation, action, and maintenance). Multiple one-way analysis of variance (ANOVA) tests revealed no significant ($p < .05$) differences in an individual's Big Five personality traits between the different stages of readiness for change. Significant differences between individuals in different stages of change were found for DB pros $F(3, 178) = 20.979, p = .000$; DB cons $F(3, 178) = 23.928, p = .000$; and SE $F(3, 178) = 8.529, p = .000$. Consistent with previous sport research (Massey et al., 2015), the results indicate significant DB and SE construct differences across stages of change. The results also suggest that athletes' personality traits do not significantly differ by stage of change. In light of a scientist-practitioner model of practice, it is likely that athletes' readiness to change may be independent of their personality traits. Thus, behavior change interventions need not be made specific to personality types but rather focus on strategies that help positive shift in DB and SE related constructs.

Exercise and Health Behaviors

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SENIOR GOLFERS: AN EXPLORATORY STUDY OF AEROBIC FITNESS, EXERCISE ENJOYMENT, AND MOOD ALTERATION

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Despite the widespread popularity of golf, relatively little is known about factors that might play a role in maintaining golf participation throughout the lifespan. This exploratory study is based on the hedonic model (Keyes, Fredrickson, & Park, 2012) of exercise participation and examines aerobic fitness levels, enjoyment of exercise, and mood alteration to identify factors related to lifetime golf participation. Senior female golfers (n = 10) who had a mean age of 63.6 years and 25.9 years of participation completed an eight-week golf-fitness

program designed to enhance golf performance (Titleist® Performance Institute: www.mytpi.com). At the beginning and end of the program, the women completed the Physical Activity Enjoyment Survey and the Profile of Mood States before and after a 6-minute fitness walk test. The golfers scored at the 66th and 69th percentiles for aerobic fitness (Rikli & Jones, 2013). Results indicated that they were remarkably high in walking enjoyment: mean scores of 93.1 and 97.1 (Kendzierski & DeCarlo, 1991), with no significant difference between the beginning and end of the program. After a 6-minute walk test (RPE = 13.0 and 13.5; %HR max = 81.6% and 76.7%), the women reported desirable changes in mood at the beginning and end of the program. More specifically they reported increased Vigor ($p = .01$) and decreased Confusion ($p = .032$) at the beginning. At the end, they decreased in Fatigue ($p = .012$). Results suggest that senior women golfers score above their peers in aerobic fitness, enjoy the exercise mode of walking around an indoor track, and report desirable changes in mood states when completing only six minutes of walking. From an applied perspective, this exploratory study supports the need to further examine the fitness and psychological benefits of incorporating golf within a broad fitness program for seniors.

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PSYCHO-PHYSIO THERAPY AND ITS INHERENT BENEFITS AMONG HIGHER INSTITUTION STAFF IN LAGOS STATE, NIGERIA

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Studies on improvement of health and well-being have generated concern among sports science experts. With the demand of day-to-day activities, there is need for the body to be conditioned to meet its obligation without breaking down. Over the last several decades, epidemic of lifestyle diseases and chronic pulmonary conditions have developed in the world. These chronic conditions have become a major burden, as they lead to decreased quality of life and increased health care cost. This study therefore investigated psycho-physio therapy and its inherent benefits among higher institution staff in Lagos state, Nigeria.

Quasi experimental research design was used for the study. Participants consist of 160 non-academic staff from University of Lagos and Federal College of Education, Akoka, Lagos. They were purposively selected based on sedentary nature of their responsibilities and consent to participate in the study. The participants were further selected randomly into four groups of three experimental and one control. Three hypotheses were tested at 0.05 level of significance. Mean, standard deviation and T-test were used to analyse data.

Result revealed a significant difference in the psycho therapy of the sexes [male subjects – (Experimental Group 1: 12.10 >9.40 and Control Group: 10.35>10.10)]; [female subjects – (Experimental Group 1: 12.05 >9.55 and Control Group: 10.10>9.85)]. No significance difference were observed in the physio therapy of the sexes [male subjects – (Experimental Group 2: 147.60 < 197.60 and Control Group: 185.25<190.25)]; [female subjects – (Experimental Group 2: 143.15 <193.40 and Control Group: 182.10<187.70)]. Further results shows significant difference ($p>0.05$) in the combined group of psycho and physio therapy of both sexes.

Conclusively, this study provided baseline information of the synergy between psychological and physiological approaches. These can be used for future therapies programme in achieving all round well-being.

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THE RISK OF EXERCISE ADDICTION WITHIN THE GENERAL EXERCISING POPULATION: AN EMPHASIS ON AEROBIC AND RESISTANCE TRAINING EXERCISE

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Exercise at excessive levels has been referred to in the literature as exercise addiction. This study measured the risk for exercise addiction amongst the general exercising population using the exercise addiction inventory (EAI: Terry, Szabo, & Griffiths, 2004). The general exercising population was determined as those who engage in aerobic exercise and/or those who engage in resistance training. The sample consisted of 717 exercisers ranging between 18-100 years old ($M = 18.20$, $SD = 3.885$). There were 301 males ($M = 17.94$, $SD = 3.970$) and 415 females ($M = 18.40$, $SD = 3.816$). Results indicated that there were no statistically significant differences between gender in terms of risk for exercise addiction (.782). There was also no statistically significant interaction between gender and exercise mode in terms of risk for exercise addiction (.189). There was however, a statistically significant difference between the exercise modes in terms of risk for exercise addiction (.001). Specifically, there was a statistically significant difference between the “both” group and the aerobic exercise group in terms of risk for exercise addiction (.000). There were no statistically significant differences between the aerobic exercise group and the resistance training group (.673) and there were no statistically significant differences between the “both” group and the resistance training group (.256). There was no statistically significant relationship between exercise duration and risk for exercise addiction. Future research would benefit from exploring combined exercise program and determine some reasons why those who engage in a combined exercise program appear to have higher percentages of participants at risk of exercise addiction when compared to aerobic exercisers. Future research should focus on continuing to spread awareness and develop a better understanding of factors that are most associated with exercise addiction risk.

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ASSESSING STUDENT KNOWLEDGE AND INCORPORATION OF SMART TECHNOLOGY INTO DAILY PHYSICAL ACTIVITY

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PURPOSE: the overall goal of this study was to describe high school students' knowledge and use of smart technology to enhance physical activity outside of school hours. **METHODS:** participants included 109 high school students enrolled in basic conditioning physical education classes. All participants completed an informational survey comprised of questions examining the type and average number of weekly hours of non-school sport and physical activity hours students engaged, daily hours of video games played, as well as familiarity with specific Kinect AVGs and smartphone apps.

RESULTS: students participated in .98 sports and physical activities each semester overall ($SD = .91$), while engaging in 1.99 hours of physical activity ($SD = 1.13$) each week. Further,

students played an average of .46 ($SD = .69$) video game hours per day ($SD = .69$), used 1.21 Kinect AVGs ($SD = 1.43$) to increase physical activity, and .52 smartphone apps ($SD = .75$) to enhance physical activity each week. **CONCLUSION:** results from this study indicate that high school students do not meet the recommended daily physical activity guidelines (based on ACSM recommendations). Conversely, students are familiar with AVGs and smartphone apps that can be used to facilitate and enhance physical activity. Our results indicate however, that students can benefit immensely from structured instruction on benefits and proper incorporation of such technology to be used outside of school hours to both increase and enhance the quality of their physical activity experiences. Recommendations for application include: explicit classroom instruction, teacher encouragement, and reinforcement throughout coursework. Specific curricular examples for incorporation are provided through this presentation.

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THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF AN EXERCISE PSYCHOLOGY WORKSHOP FOR PERSONAL FITNESS TRAINERS: A MIXED-METHODS APPROACH

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The field of personal fitness training is one of the fastest growing occupations in the United States. Historically, scholars, undergraduate institutions, and national certifying organizations that focused on the education of personal fitness trainers have given instructional priority to biological and exercise science content. However, more recent research has underscored the value of psychological and interpersonal skills in driving clients' health and fitness goal attainment. Consequently, the goal of the present study was to determine the impact of a five-hour exercise psychology experiential workshop on levels of perceived importance, confidence in knowledge, and content knowledge of key exercise psychology concepts and skills in a non-randomized sample of personal fitness trainers and students ($n = 41$).

Through a sequential explanatory mixed methods research design, participants were assessed quantitatively pre-intervention and post-intervention. A qualitative follow-up assessment was conducted one-month post-intervention with a sub-set of participants ($n = 17$). The workshop produced significant improvements in self-reported measures of confidence in knowledge and perceptions of importance of key exercise psychology concepts and skills as well as content knowledge of the exercise psychology concepts covered in the workshop. Further quantitative analyses revealed that certain demographics, namely gender, age, and academic coursework had distinct associations with each of the outcome variables. Follow-up qualitative analyses suggested that participants rated the workshop highly and described their experience in predominately positive terms. Suggestions were provided on how to improve the workshop, particularly focusing on elements of its content and overall structure.

Results from the current study highlight the need for increased exposure of personal fitness trainers to instruction in exercise psychology. Given the benefits of developing exercise psychology knowledge, skills, and abilities, the results of this research indicate that preparation for the personal fitness training profession can be enhanced through increased attention to exercise psychology.

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EMPOWERING HEALTH BEHAVIOR CHANGE THROUGH FAN ALLEGIANCE IN EUROPEAN FOOTBALL: USING CONTEMPORARY MOTIVATION THEORIES TO PROMOTE HEALTH BEHAVIOR CHANGE IN THE EUROPEAN FANS IN TRAINING (EUROFIT) PROJECT.

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While evidence for the role of contemporary motivation theory to understand and facilitate lifestyle change is increasing, more studies are needed that adequately model, implement, and evaluate key hypotheses about why and how individuals adopt and sustain behaviors such as physical activity and healthy diets. To advance the science of behavior change, Self-Determination Theory (SDT) and Achievement Goal Theory (AGT) are useful theoretical frameworks for designing health interventions for sustained behavior change.

EuroFIT tests the utility of a lifestyle program aimed at improving physical activity and diet, and reducing sedentary time in about 1200 middle-aged men in Portugal, Norway, the Netherlands, and the UK who are fans of their teams. Men participated in a 12-week behavior change program delivered at their local professional soccer club. Participants' strong affiliation and loyalty to their club was leveraged to enhance recruitment into the program and increase their participation. Advances in technology, providing real-time, self-relevant feedback on sedentary time and physical activity (SitFit), as well as connection to other participants (MatchFit), were used to sustain engagement and self-regulation.

The EuroFIT intervention was delivered by club coaches in 15 top professional soccer clubs in the four EuroFIT countries. Both AGT and SDT are integral components of the core intervention and measurement protocol. Specifically, the program is designed to help men develop autonomous and SMART goals, build self-referenced competencies through optimally challenging physical activity and dietary changes, a mastery oriented motivational coaching climate, and strengthen relatedness through connections with fellow fans.

The components of EuroFIT that are informed by SDT and AGT are described. We present the conceptual measurement model that tests the efficacy of the intervention as partially mediated by constructs such as need satisfaction and autonomous motivation, mastery, and self-referenced competence resulting in sustained healthy lifestyles and improved health and well-being.

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"I NEVER CONSIDERED NOT DOING IT": WOMEN'S EXPERIENCES OF CROSSFIT DURING PREGNANCY

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Only 14-23% of pregnant women achieve the current physical activity recommendation of at least 150 minutes of moderate-intensity aerobic activity per week (Evenson & Wen, 2010; Evenson, Savitz, & Huston, 2004). While resistance training is a popular exercise option among pregnant women, it is not included in the current physical activity recommendations for expectant mothers. Additionally, despite negative connotations, there are anecdotal accounts of pregnant women participating in CrossFit training without any adverse

effects to their pregnancies. Pregnant women experience several barriers to participating in physical activity, especially of vigorous intensity. These barriers include: physical discomforts, fatigue, childcare or work responsibilities, lack of social support from family or friends, inaccurate information from healthcare providers, perceived body image, and concerns of harm to the baby (Evenson, Moos, Carrier, & Siega-Riz, 2009; Downs & Hausenblas, 2004; Krans & Chang, 2011; Marshal, Bland, & Melton, 2013). Given these barriers, the experiences of pregnant women participating in CrossFit are of particular interest in the present study.

Participants in the study included 22 women who were at least three months post-pregnancy, had adhered to CrossFit for at least six months throughout pregnancy, and were 18 years of age or older. A semi-structured interview guide was developed and transcripts were analyzed using a thematic content analysis. Five researchers searched for themes across the interview data and reached agreement on the coding and subsequent themes (Lincoln & Guba, 1985). Six higher-order themes emerged characterizing the experiences of pregnant women who CrossFit: 1) Support and Community, 2) Judgment and Stereotypes, 3) Empowerment, 4) Listening to My Body, 5) Lifestyle, and 6) Easy Pregnancy. Findings offer practical implications for individuals working with pregnant women hoping to maintain exercise regimens and demonstrate the psychological barriers as well as the opportunities for pregnant women desiring to maintain healthy lifestyles.

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DOES ENGAGEMENT WITH CHALLENGE EXPLAIN ENJOYMENT AND BOREDOM IN GROUP FITNESS CLASSES?

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Approximately 50% of college students are physically inactive. Given the negative health repercussions associated with physical inactivity it is useful to examine the motivational processes that undergird participation. The outcomes associated with achievement goal orientations are well known. Less well known are the mechanisms that drive the resultant variability in motivation. Engagement with challenge is thought to be a critical predictor of thriving. This study explored if engagement with challenge mediated the relationship between dispositional goals (task and ego orientations) and enjoyment and boredom in group fitness classes. Participants (N = 158) enrolled in group exercise classes from two universities completed an online survey assessing goal orientations, engagement with challenge, enjoyment, and boredom. On average, students reported high task goal orientation, moderate ego goal orientation, and moderately high engagement. In addition, self-reported boredom was low and enjoyment high. Based upon the best fitting path analysis model, engagement partially mediated the link between task orientation and enjoyment, because a direct link between task orientation and enjoyment emerged. However, full mediation by engagement was supported for ego orientation to enjoyment and boredom, as well as task orientation to boredom. The model accounted for 57% of enjoyment's variance, 42% of boredom's variance, and 42% of engagement's variance. These findings provide further evidence for the motivational relevance of goal orientations. Ego oriented exercisers' boredom was accentuated and enjoyment minimized, because they were less likely to endorse the physical challenge in their classes. Furthermore, self-referenced task orientation directly impacted enjoyment. Additionally, task-oriented exercisers' experience of

greater enjoyment and less boredom was partially due to their belief that there were always things to work on and achieve in their fitness classes. In practice, exercise leaders should promote task orientation and individualize opportunities for challenge, such that they align with different students' abilities and interests.

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BODY AND MIND IN YOGA: EXPERIENCES OF YOGA TEACHERS

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As a holistic movement practice, yoga offers both a physical practice and an underlying philosophy linking it to psychological and spiritual outcomes. Yoga is often referred to as a mind-body practice (e.g., Quilty, Saper, Goldstein, & Khalsa, 2013), and is becoming increasingly popular (Clarke et al., 2015). However, limited attention has been paid to what actually happens to the mind-body relationship in, or as a consequence of, yoga practice. Drawing on semi-structured in-depth interviews with experienced yoga teachers (n=7; ages 47–67 years; yoga practice experience 9–40 years; yoga teaching experience 3–25 years), this paper aims to shed light on the processes and changes in the relationship between mind and body associated with prolonged yoga practice. Interviews were recorded and transcribed. Thematic analysis (Braun & Clarke, 2006) led to four over-arching themes: 1) "prior physical self", representing variations from those who always struggled with an athletically inept body to those with high physical proficiency who had pushed their bodies through many physical challenges; 2) "towards mind-body integration", representing a process of moving from not being in touch with one's body to having a sense of being fully embodied; 3) "attentional training", representing the process of training the mind to pay attention in the present, to increasingly more subtle bodily sensations; 4) "mind-body/body-mind spiral", representing a process of mutual augmentation of bodily experiences and intellectual interpretations drawn from yoga's philosophy. In conclusion, persistent yoga practice offers opportunity for both those with and without a strong athletic background to engage the mind with the body in a complex spiral of mutually augmenting processes of focusing, sensing, questioning, reflecting, interpreting, and willing, resulting in new ways of relating to one's body, expanded bodily awareness, and a deepened sense of self.

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THE RELATIONSHIP BETWEEN UNDERGRADUATE STUDENTS' EFFORT, SATISFACTION, AND ATTITUDES TOWARDS FITNESS TESTING

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Fitness testing is the most common fitness assessment in physical education (Ferguson et al., 2007), and recently, a reliable measure of students' attitudes (e.g., cognitions, enjoyment, feelings, and teacher influence) toward fitness

testing was developed (Flohr & Williams, 1997). How these attitudes relate to other constructs has yet to be examined. The purpose of this study was to investigate the associations of attitudes toward fitness testing with self-reported effort and satisfaction among male and female undergraduates. Participants included 352 undergraduates (53% Male; Mage = 19.8 ± 2.92) from health-related fitness courses. After completing a battery of fitness tests, students responded to two items assessing their level of effort and satisfaction. They also completed the attitudes toward fitness testing scale (Mercier & Silverman, 2014), which includes subscales on cognition (e.g., usefulness of fitness testing), enjoyment, feelings, and influence of teachers. Correlation analysis for males indicated self-reported effort and satisfaction were positively related with cognition ($r = .26-.32, p < .01$), enjoyment ($r = .25-.37, p < .01$), feelings ($r = .24-.28, p < .02$), and influence of teachers ($r = .28-.29, p < .01$). Similar relationships were found for females among effort and satisfaction with cognition ($r = .29-.38, p < .01$), enjoyment ($r = .29-.30, p < .01$), feelings ($r = .18-.21, p < .02$), and influence of teachers ($r = .19-.36, p < .01$). For males and females, their attitudes toward fitness testing were positively associated with their effort and satisfaction, which provides evidence that students' attitudes toward fitness testing are related to their perceived effort on the tests and satisfaction with the results. This suggests that students' self-reported effort increases when they understand the purpose of fitness testing and perceive testing is conducted in a safe, nonjudgmental environment.

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RESULTS FROM A SIX-MONTH Pedometer-BASED WALKING PROGRAM FOR RURAL OLDER ADULTS: EFFECTS ON SELF-EFFICACY, AFFECT, AND WELL-BEING

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Research shows older adults are the least active age group, with those in rural areas faring the worst (CDC, 2013). However, staying active is linked with greater psychosocial well-being in older adults (Parker et al., 2008). Therefore, the purpose of this project was to utilize pedometers and goal setting to increase physical activity levels and improve psychosocial well-being in rural older adults.

Participants were 18 older adults (Age = 72.1 ± 5.7 yrs) from a senior center who volunteered to participate in a walking program (WP; n = 13) or in a placebo control condition (C; n = 5). While all participants received a pedometer, those in the WP additionally received weekly goals (i.e., increase average daily steps by 1,000 up to 10,000), adjusted each week based on the prior week's average. WP participants were also encouraged to walk in groups and use pre-made walking maps. Every 3 months, all participants completed the Walking Self-Efficacy Scale, Positive and Negative Affect Schedule, and Short-Form 36. The intervention lasted 6 months, with a 3-month follow-up.

Only seven of the WP participants adhered to the program (i.e., averaged 10,000 steps per day). Adhering participants (WPA) significantly increased their average by 4,183 steps at the end of the program ($p = .021$), while non-adhering (WPN) and C participants did not. A series of 3 (Time: Baseline, Month 6, Follow-up) x 3 (Condition: WPA, WPN, C) repeated-measures

ANOVAs were conducted on the questionnaires. Results indicated significant Condition main effects for negative affect ($p = .015$) and three Short-Form 36 subscales (p 's $< .05$), with a trend towards a Condition main effect for self-efficacy ($p = .054$). In all cases, those in the WPA fared better compared to C. Overall, using pedometers with goal setting seems effective at increasing physical activity levels and improving psychosocial outcomes.

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THE RELATIONSHIP BETWEEN YOUNG ADULTS' RESILIENCE AND PHYSICAL FITNESS PERFORMANCE

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Psychological resilience has been characterized as individuals' tendency to cope with and positively adapt to adverse situations (Tugade & Fredrickson, 2004). Individual differences in psychological resilience predicted their perceived physical health and cardiovascular response to stress (Nath & Pradham, 2012; Tugade & Fredrickson, 2004). Research examining how individuals' resilience relates to markers of their physical health and fitness is needed. The current study examined resilience as a predictor of young adults' performance on physical fitness assessments. University undergraduate students ($N = 388$, Mage = 19.81 ± 2.83 years; 54% male) completed the Connor-Davidson Resilience Scale (Connor & Davidson, 2003) and four physical fitness assessments: Progressive Aerobic Cardiovascular Endurance Run (PACER), push-ups, curl-ups, and Body Mass Index (BMI). Overall, students reported being resilient ($M = 4.08 \pm .63$). A correlation analysis was conducted to examine the bivariate relationships between the four fitness variables and resilience. Other than BMI, the fitness variables were positively and significantly correlated with resilience ($r = .14 - .20$). Follow-up simple regressions indicated that resilience was a statistically significant predictor of performance for the PACER ($B = .20$, $t(288) = 3.50$, $p < .001$, $R^2 = .04$), push-ups ($B = .19$, $t(292) = 3.30$, $p = .001$, $R^2 = .04$) and curl-ups ($B = .14$, $t(292) = 2.35$, $p = .02$, $R^2 = .02$). Based on the current cross-sectional findings, resilience was a significant, though weak, predictor of young adults' performance on assessments of their aerobic capacity and muscular strength and endurance. Thus, individuals who demonstrate psychological resilience may have the ability to cope positively with physiological responses (e.g., soreness and fatigue) associated with muscular strength and endurance activities and physical fitness training. Future longitudinal research examining these potential mechanisms could improve researchers' and practitioners' understanding of how resilience affects individuals' physical activity participation and fitness.

Group Dynamics

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PASSION, SATISFACTION, AND INTRA-TEAM CONFLICT IN SPORT

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Passion can be defined as a strong inclination towards an activity that one loves, finds important, and invests time and energy (Vallerand et al., 2003). With theoretical underpinnings in Self-Determination Theory, harmonious passion is thought to be autonomous, in comparison to obsessive passion, which is more controlled (Vallerand et al., 2003). In fact, a recent meta-analysis found interpersonal outcomes to be positively related to harmonious passion and negatively related to obsessive passion (Curran et al. 2015). In terms of interpersonal dynamics, previous research has highlighted the salience of passion for both individual (e.g., quality and closeness of relationships; Phillippe et al., 2010) and group (e.g., cohesion; Paradis et al., 2012) level variables. Considering that passion is associated with both adaptive and maladaptive outcomes, understanding its association with a seemingly maladaptive interpersonal outcome (i.e., team conflict) seems warranted. Thus, the purpose of the present study was to examine the relationship between passion and conflict, and to determine the mediational capacity of athlete satisfaction. In total, 305 athletes (Mage = 20.79, SD = 1.56; 183 Female) completed the Passion Scale (Vallerand et al., 2003), the Group Conflict Questionnaire (Paradis et al., 2014), and the Athlete Satisfaction Questionnaire (Riemer & Chelladurai, 1998). Results indicated that harmonious passion was significantly and inversely related to task (SPE = $-.34$) and social conflict (SPE = $-.33$), whereas obsessive passion was significantly and positively related to task (SPE = $.18$) and social conflict (SPE = $.21$). Secondary analyses revealed that satisfaction with team integration and team performance mediated the relationship between harmonious passion and both task and social conflict. However, satisfaction did not serve as a mediator between obsessive passion and conflict (CFI = $.88$, RMSEA = $.07$, SRMR = $.06$). Results are discussed pertaining to adaptive and maladaptive conflict oriented outcomes derived from passion in sport.

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VISUAL ANTHROPOLOGY: A UNIT OF BROTHERHOOD IN GAELIC FOOTBALL

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The purpose of this study was to use visual anthropological research methods (Collier & Collier, 1986) to study team culture in Gaelic Football. Over a period of five weeks the lead author was embedded with a senior men's team in Dublin, Ireland. The team gave consent for the lead author to have access to conduct systematic observations at team practices, home and away matches and team meetings. A modified photovoice protocol (Wang, 1999) was used to elicit understanding of the team's culture from members of the team. Contemporaneous field notes were completed too. Visual data was analyzed daily by counting, comparing and measuring the images and relating the input from the team members. Data interpretation was completed in the final week by using situational mapping, proxemics, facial expressions and body language compared against field notes and team

member interview inputs. Thus triangulation (Creswell, 2013) was used to provide validity to the interpretations made. We were able to determine that the level of competition, coach support and the size of the team were important factors contributing to a positive team culture. The duration of playing relationships was found to be the most important element to the team's success. The limits of conducting this kind of study included access to players to interview them; weather conditions for data collection; photographic equipment fit for purpose; scheduling and transport.

Injury/Trauma/Rehabilitation

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PSYCHO-EMOTIONAL PROFILE OF ATHLETES WHO CONTINUE TO PARTICIPATE WITH SPORT INJURY

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Psychological reactions can occur in athletes who may be injured for two weeks versus athletes who may not compete again (Striegel, Hedgpeth, & Sowa, 1996). Injured athletes can experience a negative emotional response with the initial onset of injury, which in turn, may negatively affect self-efficacy, mood state and their efficacy in the sports medicine care. This study examined mood disturbance overtime, as well as the relationships between mood states, self-efficacy, treatment efficacy, readiness to return, adherence to rehabilitation, and effort at performance in athletes who continued to practice and compete with a sport injury. Twenty NCAA Division I collegiate athletes in their competitive season were assessed by a certified athletic trainer or physician as having a non-traumatic sport injury that allowed continued sport participation, but required at least ten days of sports medicine treatment and/or practice modifications. Using a quasi-experimental, repeated measures design, questionnaires were administered three times across the data collection period—onset of injury, 7-10 days in recovery and 23+ days in recovery. Repeated measures ANOVA showed participants experienced significant changes in mood states and perceived percent healing over time. For example, athletes maintained moderate to moderately low anger, confusion, and tension throughout the study, but were high in fatigue at Time 1 and moderately high at Time 3. Pearson correlations revealed significant correlations between mood state factors at each time period as well as for self-efficacy and readiness to return. However, adherence to rehabilitation did not correlate with any test variable. Psychological interventions to moderate and prevent the increase of negative mood states experienced by athletes who continue to practice and compete with sport injury will be discussed. Interventions athletic trainers can be taught to incorporate into their practice will be shared.

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FROM THEORY TO PRACTICE: THE APPLICATION OF SELF-EFFICACY THEORY TO PEOPLE WITH DISABILITIES.

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Physical activity for people with disabilities results in increased muscle strength, endurance, greater flexibility, and improved ability for ambulation (Durstine, L.J. et. al, 2000). Additionally, there has been substantial literature demonstrating the

improvement exercise has towards increasing self-esteem (Fox, 2000), decreasing stress reactivity and anxiety (Landers & Arient, 2001) and reducing negative affect (Arient, Landers, & Etnier, 2000). Self-efficacy theory (Bandura, 1977, 1986, 1997) provides a solid theoretical framework for motivating an individual to enact behaviors that will lead to increasing exercise and participation in sport. People with disabilities have a greater need for increasing self agency, and adapting and to the physical and environmental demands. However, pre-existing physical and internal barriers can impede the process of enactment of healthy behavior. The following presentation will provide case studies that highlight the process of empowering people with disabilities towards exercise, and participation in physical activity. Components of presentation will include: appropriate self-disclosure of disability; group identification, severity of disability, and internal barriers to participation in sport. The case studies have greater implications for rehabilitative psychology, adaptive sport participation and health psychology.

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PRELIMINARY INVESTIGATION INTO PREVIOUSLY INJURED ATHLETES' VIEWS AND EXPERIENCES OF A MULTIDISCIPLINARY APPROACH TO SPORT INJURY REHABILITATION

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Despite the increasing trend of providing athletes with injuries a holistic, patient-centered multi-or interdisciplinary care during sport injury rehabilitation, very little is known about the athletes' views and experiences of such approaches (Arvinen-Barrow & Clement, under review, Hess, 2015). As a result the primary purpose of this study was to preliminarily investigate previously injured athletes views and experiences of a multidisciplinary team approach to sport injury rehabilitation. Previously injured European athletes (N = 22; Mage 31.45±10.34, range 18-51) completed an online survey distributed via seven different social media groups created for injured athletes. Descriptive statistical analyses revealed that on average participants felt it was somewhat important (M = 5.72±1.12) to ensure injured athletes have access to a multidisciplinary team of professionals during sport injury rehabilitation. The five most frequently identified members of the multidisciplinary team were the physiotherapist, the athlete, strength and conditioning coaches, athletic coaches, athletic trainer and the physician. More specifically, the primary rehabilitation team should consist of the injured athlete (89.50% of the cases), the physiotherapist (89.50% of the cases), physician (57.50% of the cases), athletic coaches (47.4% of the cases), and athletic trainers, surgeon, and massage therapist (all 42.1% of the cases). The secondary rehabilitation team, on the other hand, should consist of the injured athlete (66.7% of the cases), massage therapist, (sport) nutritionist, strength and conditioning coach, and teammates (all 44.4% of the cases). Based on these results it appears that previously injured athletes have some experience of a multidisciplinary team approach, and that these experiences are in support of the conceptual model of multidisciplinary team approach to injury rehabilitation (Clement and Arvinen-Barrow, 2013). This presentation will expand on above mentioned results and provide strategies to help increase athletes with injuries access to and use of a multidisciplinary teams during their injury rehabilitation.

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A PRELIMINARY INVESTIGATION OF RE-INJURY ANXIETY IN CLUB SPORT ATHLETES

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Club sports provide college students an opportunity to identify as college athletes (Lower et al., 2013). While these individuals derive benefits such as improved social support and sense of community, participation in club sport carries the inherent risk of injury. Research has shown that athletes sustaining injuries sometimes experience negative physical and psychological consequences, such as re-injury anxiety (Podlog et al., 2011; Schwab Reese et al., 2012). As a result, this preliminary study aimed to examine club sport athletes' perceptions of re-injury anxiety. A cross-sectional design was utilized to explore the relationship between re-injury anxiety, trait anxiety and type of sport played. Data was collected from club sport athletes (n=135) playing non-contact, contact, or collision sports at a Mid-Atlantic university using a demographic questionnaire, the Re-Injury Anxiety Inventory (Walker et al., 2010), and the State-Trait Anxiety Inventory trait subscale (Spielberger et al., 1983). Analysis of variance results demonstrated significant differences in the re-injury anxiety experienced in contact sports compared to collision and non-contact sports, $F(2, 132) = 3.4, p = .03$. A positive relationship was found between an athlete's trait anxiety and re-injury anxiety, $r(133) = .33, p < .001$. These results demonstrated differences in perceived levels of re-injury anxiety between sport types. While the literature on re-injury anxiety has not extensively focused on club sports, this study revealed there are many factors (e.g. type of sport) which may have an impact on athletes' levels of re-injury anxiety. For those working with injured club sport athletes, it is important to not only view the injury as an isolated incident, but instead to consider the impact this experience may have on the athlete as a whole. This presentation will explore this impact and provide recommendations on how those working with club sport athletes could mitigate the influence of re-injury anxiety.

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SPORT PSYCHOLOGY IN PEDIATRIC ORTHOPEDIC SPORTS MEDICINE

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The Sports Medicine Center is a comprehensive practice specializing in the treatment of sports-related injuries in young athletes. The multi-disciplinary team includes operative and non-operative physicians, advanced practice providers, psychologists, physical therapists, athletic trainers, nurses, and medical assistants. Sport psychologists work closely with the medical team to provide consultation and psychological intervention. We work together to develop the best treatment plan to return athletes to pre-injury activity levels. The purpose of this poster is to outline the unique role of psychological intervention in a pediatric sports medicine center.

An athlete's psychological response to injury and rehabilitation has an impact on recovery and return to sport participation. Traumatic athletic injuries can cause fear of re-injury and

stress during the rehabilitation process. While many athletes have developed coping skills to overcome these stressors, many athletes return to activities at a delayed rate, or not at all, due to their inability to cope. For example, previous research has shown only 50% - 80% of athletes return to sport after ACL reconstruction.

To help our athletes better cope with injury and recovery, psychological intervention is part of the treatment process to address rehabilitation, adherence, and improve emotional responses, confidence, and coping skills. Interventions include assessment, pre/post-operative education, goal setting, imagery, relaxation skills, and other therapeutic modalities.

From a research perspective, our team is recruiting patients for a study with the goal of better understanding athletes' psychological response to injury and risk factors related to decreased return to sport rates after ACL reconstruction. This research study will further assist with designing appropriate psychological interventions that can be provided preoperatively and during early stages of rehabilitation. Improving the pre-operative evaluation process and addressing risk factors that may preclude an athlete from returning to sport can ultimately contribute to increased rates of return to pre-injury activity levels.

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UNDERSTANDING POSTTRAUMATIC GROWTH OF PARA SPORT ATHLETES WITH ACQUIRED DISABILITY

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Limited research has examined the value of sport in attaining post-traumatic growth (PTG) among individuals with an acquired disability. Previous studies have been largely atheoretical and predominantly focused on non-elite populations. The purpose of this study was to examine the relevance of the Organismic Valuing Theory of Growth through Adversity (OVT) in understanding PTG amongst elite para sport athletes with an acquired disability. A purposive sample of 12 para triathletes competing at the international level whose impairments did not prevent ambulation were interviewed for the study. Initial interviews followed a structured format while follow-up interviews were used to gain deeper insight and clarification on certain points raised during the initial interview. Directed content analysis revealed themes consistent with the main tenets of OVT. Specifically, two main perspectives emerged from the interviews. The first perspective was that life had been significantly enhanced after acquiring a disability due to experiences as a para sport athlete. For these participants, para sport served as a vehicle by which one could attain PTG through empowering accomplishments, having experiences of competence, and the cultivation of meaningful social relationships. Statements describing a return to pre-trauma baseline rather than enhanced well-being illustrated the second perspective. These individuals recognized the benefits of para sport, yet their para sport experience was more of a means by which to reestablish previous identities and to return to normal activities. These findings suggest that para sport

may be an efficacious means for promoting PTG, or at the very least, facilitating a return to pre-trauma functioning. Findings suggest the importance of fostering perceptions of competence, autonomy, and connection in facilitating PTG. Additionally, results from this investigation provide support for the utility of the OVT as an explanatory mechanism of response to a traumatic event.

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INSIGHT INTO THE DOMINANT PERSONALITY TRAITS AND PREFERRED COPING METHODS OF A FEMALE BASKETBALL PLAYER UNDERGOING KNEE REHABILITATION

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As the standards of athletic ability to compete at the collegiate level continue to rise, so do the rates of injury. Sports such as soccer, basketball, and football have all shown extremely high levels of injuries to the lower extremities, primarily the knee joint (Hagger, et al., 2005; Wierike, et al., 2013). How well an athlete copes with his/her injury can improve their quality of life on and off of the playing field by increasing motivation to continue achieving their highest goals. Previous research has suggested that personality traits might be linked to an individual's preferred coping method (Johnson, 1997; Karimzade & Besharat, 2011; Nicholls & Polman, 2007). Therefore, the purpose of this study was to gather insight into a female basketball player's coping methods while undergoing knee rehabilitation. Exploration of the participant's dominant personality traits and her preferred coping methods were of particular interest. The participant was an eighteen year-old freshman redshirt athlete who had endured two surgical procedures to repair her anterior cruciate ligament and meniscus within a 10-month period. Using the Shortened Version International Personality Item Pool of the Five-Factor Model (MINI-IPIP-FFM) and a semi-structured interview it was found that she had a three-way tie between agreeableness, openness to experience, and conscientiousness for dominant traits. The transcribed interview was analyzed through thematic coding, which resulted in problem-focused coping strategies being the most prominent with 36 occurrences and emotion-focused social support being mentioned 12 times. The findings of this study brought a new combination of traits to light. This study also supports the dynamic process model, which states that a variety of coping methods may be used to deal with a single stressor, such as injury.

Life Skills/Learning Strategies (Includes Coping)

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APPLICATION OF SELF-DETERMINATION THEORY: EXPLORING SCHOOL-BASED COUNSELORS' PERCEPTIONS OF EXERCISE FOR CHARACTER DEVELOPMENT

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With more than half of United States adolescents not meeting the recommended 5 days of moderate exercise per week (Center for Disease Control and Prevention, 2014), it behooves school-based counselors and educational professionals to develop creative and unique ways to support the physical activity of students. The current study (1) sought to unveil school-based counselors' perspectives on the role that physical activity might

play in our educational system by asking them to explore the importance of physical activity on character development, how it might be used within a school, and what barriers might exist to prevent systemic integration of physical activity into the school system and (2) explored school-based counselors' perceptions of using physical activity to develop self-determination among youth. Three hundred and thirty eight (51 male and 287 female) school-based counselors completed a survey addressing their perceptions of incorporating physical activity into their jobs. Through inductive content analysis, we found that school-based counselors recognize the important role that physical activity plays in general character development and mental health. Results indicate a need for integrating physical activity into the classroom, not just into recess and physical education classes. Additionally, results suggest barriers to implementation that warrant attention (i.e., skill deficit among teachers in using physical activity for character development; belief that not all students would respond positively to physical activity as an educational tool; lack of support from stakeholders). Results are discussed from a self-determination lens, recognizing the role that physical activity has on developing connectedness, relatedness, and competence as outlined by participants and supported by existing literature. Implications for school-based counselors, athletic coaches, and other invested stakeholders are provided.

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APPLYING SPORT PSYCHOLOGY AS A COACH: SHARING STRATEGIES USING SOCCER TO PROMOTE POSITIVE DEVELOPMENT IN YOUNG REFUGEES.

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Until 2013 Europe had registered over 600 thousand asylum applications in which a great part was destined to Sweden (Eurostat, 2013). Asylum seekers or refugees seek protection outside their home country due to persecution because of their race, religion, nationality, and political ideals (UN, 1951). The refugee experience is traumatic as they face loss of relatives and forced separation from family. Sports can be crucial after the resettlement in a new country as it promotes therapeutic outcomes and help individuals rebuild trust and community understanding (Oliff, 2007).

This case study registered the strategies of a coach applying sport psychology to develop players positively. His under 15s team was composed of twenty players who were either first or second generation refugees. The players lived, studied, and practiced soccer in one of the most volatile neighborhoods of Sweden. In order to empower his players, the coach established his coaching style based on three concepts: (1) Creating a positive climate where players could feel safe to share anything (Reinboth & Duda, 2004); (2) Promoting life skills to help them better function in the society (Gould & Carson, 2008); and (3) Fostering a reflective practice by encouraging players to become self-critical of their actions (Raelin, 2002). Moreover, the coach furthered the explicit transfer of life skills from soccer to other contexts as suggested by Gould, Carson, & Blanton (2013).

Towards the end of the season it was noticeable that players had improved on time management, responsibilities, proactivity, and leadership skills. The coach-led positive climate helped build relatedness and trust between coach and players in which facilitated the promotion of the concepts (2) and (3). Future interventions would increase their chances in obtaining lasting results if conducted in a longer-term. Also, more extensive evaluations are highly suggested in order to measure results more accurately.

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THE LEADERSHIP ACADEMY: A THREE-TIERED APPROACH FOR DEVELOPING LEADERSHIP IN HIGH SCHOOL ATHLETES

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Introduction: Despite the recognition of the importance of leadership to athletic success (Gould, Hodge, Peterson, & Petlichkoff, 1987), former high school team captains have reported that they received little, if any, formalized training in how to be an effective leader (Voelker, Gould, & Crawford, 2011). This poster presentation serves to provide an overview of a leadership program that has been designed and carried out to address this need at the high school level.

The Leadership Academy: The Leadership Academy consists of three levels: Beginning Leadership, Emerging Leadership, and Advanced Leadership Academies. Each group meets once a week for forty minutes during students' tutorial (i.e., study hall) period, following a 6-week curriculum. The Beginning Leadership Academy and Emerging Leadership Academy are psycho-educational in nature and cover topics such as communication, conflict resolution, motivation and confidence, and mental toughness. Along with this predetermined content, sessions also consist of discussion, experiential, and activity-based components so that the group remains flexible. The Advanced Leadership Academy is run as a process group and there is one group per each athletic season (i.e., fall, winter, and spring) so that members are in-season. The Advanced Leadership Academy meets with the school Athletic Director during their first and last meeting so that they may provide him with feedback for suggestions they have come up with for their athletic department.

Implications: The three-tier approach of the Leadership Academy allows for members' leadership qualities to be continually cultivated as they progress through high school. Once members progress to the Advanced Leadership Academy, the group can operate autonomously with little guidance from group facilitators. The Leadership Academy provides a framework for creating a leadership development program at the high school level that is brief (i.e., six weeks) and meets at a convenient time (i.e., study hall).

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EFFECTS OF SELF-EFFICACY AND SENSE OF BELONGING OF INDIVIDUALS WITH SPINAL CORD INJURY PARTICIPATING IN SPORTS FOR ALL ON LIFE SATISFACTION: VERIFYING MEDIATING EFFECTS OF DISABILITY ACCEPTANCE

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This study aims to acknowledge the importance of psychological rehabilitation for individuals with SCI (spinal cord injury) who have chronic disabilities, investigate the social-psychological effects during the rehabilitation process, and explain more effective psychological changes shown available through self-help group activities where participants of sports for all can relate to, and depend on each other. Also this study aimed to look at the influential relations among various variables unlike

other existing cause-and-effect analyses. Therefore, the study investigates whether acceptance of disability mediates the relation between self-efficacy and satisfaction with life, and between sense of belonging and satisfaction with life for individuals with SCI participating in sports for all.

Research subjects included 142 individuals with SCI participating in sports for all programs (Wheelchair basketball, wheelchair rugby, wheelchair table tennis, swimming, etc.). With the cooperation of Sports Center and sports self-help groups operated by Korea Spinal Cord Injury Association and Korea Wheelchair Rugby Association, the survey was conducted to recruit subjects in S, C, G, U and G cities of South Korea. They were analyzed through the 3-step for mediation method by Barron & Kenny (1986), and a Sobel-test was conducted to verify the statistical significance of the mediating effects. The hierarchical regression analysis results showed that acceptance of disability had a statistically significant mediating effect on the relationship between self-efficacy and satisfaction with life. There was also a statistically significant partial mediating effect of acceptance of disability on the relationship between sense of belonging and satisfaction with life.

Such results suggest that for individuals with SCI participating in sports for all programs, applying sports for all and rehabilitation exercise program considering acceptance of disability can better enhance their satisfaction with life and that sense of belonging can also influence the satisfaction with life.

Mental Training/Interventions

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THE EFFECT OF MASTERY- AND EGO-ORIENTED FEEDBACK ON SPORT PERFORMANCE AMONG MALE ADOLESCENT SOCCER PLAYERS

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Mastery-oriented feedback emphasizes the importance of hard work and effort in determining performance success, whereas ego-oriented feedback highlights the importance of naturally acquired abilities. Yet, the differential effects of these types of feedback have been minimally tested within sport environments (e.g., Gershgoren, Tenenbaum, Gershgoren, and Eklund, 2011), which is surprising given their demonstrated effects on academically-based performance tasks (e.g., Mueller and Dweck, 1998). Thus, we experimentally tested the differential effects of mastery- vs. ego-oriented feedback on the performance of male adolescent soccer players using the methodology developed by Dweck and her colleagues (e.g., Mueller & Dweck, 1997). Seventy-one athletes, from four different teams, participated. We randomly assigned athletes to one of two different feedback conditions (ego or task) and then had them complete a standardized kicking task. Athletes were exposed to standardized task or ego-oriented feedback between their Time 1 and Time 2 performances. Using Time 1 performance as the covariate, our between subjects ANCOVA revealed a significant effect due to feedback received, $F(1, 68) = 6.13, p = .016, \text{partial } \eta^2 = .083$. The athletes who received mastery-oriented feedback performed significantly better on the soccer kicking task ($m = 93.35$) than the athletes in the ego-

oriented condition ($m = 78.35$). On a soccer-relevant kicking task, our findings indicate that athletes' performances are influenced by the feedback they receive, specifically being told that their performances are due to being hard working soccer players. These findings have strong implications in how coaches communicate with their athletes concerning their skills and sport development. Limitations of the present study and questions to examine in future research will also be discussed.

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VIRTUAL REALITY TRAINING FOR PSYCHOLOGICAL SKILL DEVELOPMENT: USE WITH A NCAA DIVISION I BASEBALL TEAM DURING THE FALL SEASON

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Corinne Brent, Southern Illinois University Edwardsville, USA

This presentation will focus on the use of a new strategy in the field of sport psychology; Virtual Reality Training. Recently there has been a lot of media coverage on the use of Virtual Reality Training to increase skill in professional and NCAA Division I athletics. However, at this time no one has focused on how Virtual Reality Training can affect an athlete's use of psychological strategies and their overall psychological skill. This presentation will focus on a four month Virtual Reality intervention that was completed during a NCAA Division I baseball team's fall season. This affordable Virtual Reality training program required an athlete to watch video of themselves via video played on their cell phone, in 3D goggles. Specifically, in this intervention athletes are able to watch video of themselves from both the third and first person perspective, including 360 degree film footage. Above and beyond this the intervention included embedded opportunities for the athletes to use imagery along with the virtual reality program. This lecture will focus on how to use this new technology within the field of sport psychology, with particular focus on the effect of the program on imagery ability, as well as other psychological strategies as measured by the TOPS questionnaire.

Mental training/Interventions

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DEVELOPMENT AND EVALUATION OF A MANUALIZED TREATMENT INTERVENTION FOR ADOLESCENT ATHLETES

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Brett Haskell, University of Nebraska Athletics, USA

Psychological skills training (PST) is commonly used among elite athletes in different sports both for practice and competition settings (Gould, Dieffenbach, & Moffett, 2002; Taylor, Gould, & Rolo, 2008). Athletes who have achieved peak performances have been characterized by being able to control anxiety and emotions, as well as use relaxation and goal setting strategies appropriately (Gould et al., 2002). The purpose of our study was to develop and evaluate a manualized treatment intervention centered on PST for male and female high school athletes. A total of 12 athletes attended a 6-week program

that consisted of six sessions each focusing separately on goal setting, commitment and motivation, focus and attention, anxiety management, resilience, and confidence. Each session lasted an hour and used an educational-approach through interactive activities and handouts to present the material to athletes so they could better learn the PST skill. Prior to the program, athletes completed a 25-item survey on sport beliefs that were constructed to assess knowledge around core concepts covered in the program. At the conclusion of the program, athletes completed the same survey, along with open-ended responses as to what mental skills they utilized from the program in competition. Based on pre- and post-intervention scores, athletes increased in the knowledge around principles of goal setting, commitment and motivation, anxiety management, and resilience. This poster will center on core concepts of the PST program, how sessions were structured, what was learned to re-create successful sessions, and the barriers encountered while working with adolescent athletes from diverse sports.

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A PROGRAM EVALUATION OF ZGIRLS: PSYCHOLOGICAL SKILLS ENHANCE PROTECTIVE FACTORS IN ADOLESCENT GIRLS

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Lauren Hammond, Seattle Pacific University, USA

Amalia Perez, Seattle Pacific University, USA

Amy Mezulis, Seattle Pacific University, USA

This study investigates the impact of ZGiRLS, a youth development program that seeks to empower girls by teaching psychological skills. Positive youth development programs using a sport-based approach have shown great potential for promoting healthy psychological development (Anderson-Butcher et al., 2013; Sifers & Shea, 2013). Previous studies have explored the effect of such programs (e.g., Girls on the Run, Grassroot Soccer) on self-concept, eating disorders, and risky behaviors (Martin et al., 2009; Tessier et al., 2013). Weissberg, Kumpfer, and Seligman (2003) show programs may serve a preventative function by providing an effective setting for developing positive traits, attitudes, and skills. The purpose of this study is to conduct a program evaluation to explore the effectiveness of ZGiRLS in teaching psychological skills, and subsequently, to enhance cognitive emotion regulation that may in turn decrease risk for negative mental health outcomes and increase protective factors in adolescent girls.

Participants are 155 adolescent girls (Mean age = 12.26; SD = 1.54) enrolled in an 8-month curriculum program designed to teach psychological skills (e.g., goal-setting, self-talk) and develop positive characteristics (i.e., resilience, self-esteem). Utilizing a pre- and posttest design, ZGiRLS participants responded to the following questionnaires prior to beginning the curriculum and at completion: Revised Child Anxiety and Depression Scale, Test of Performance Strategies, Cognitive Emotion Regulation Questionnaire, Athletic Coping Skills, and the Connor-Davidson Resilience Scale.

The study and protocol aligns with recommendations by Iwasaki and Fry (2013) suggesting that a sport psychology research team conduct program evaluations of youth development programs. Findings suggest that teaching psychological skills through a sport-based model may promote mental health and wellbeing, and thus, this approach may be utilized to cultivate other positive skills and traits in adolescents. Implications for program design, curriculum development, implementation, and the effectiveness of sport-based youth development programs will be discussed.

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DOES MINDFULNESS TRAINING REDUCE COMPETITION ANXIETY? A RANDOMIZED CONTROLLED STUDY.

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Gareth Morgan, Swiss Federal Institute of Sports Magglingen, Switzerland
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Being mindful means to intentionally pay attention to the experience of the present moment in an accepting and non-judgmental way. It also means not trying to change unpleasant emotions or thoughts (Kabat-Zinn, 1982). Nevertheless, teaching people how to be mindful does lead to less self-reported negative emotions (e.g., anxiety, Anderson, Lau, Segal, & Bishop, 2007). Possibly, mindful people do not try to control their emotions in a maladaptive way such as worrying or ruminating, and experience negative emotions as less distressing. Therefore they report fewer such emotionally stressful incidents. Athletes' performance-delivery might profit from reduced performance anxiety (Röhlín, Horvath, Birrer, & grosse Holtforth, in press).

This study investigated the effect of a short-term mindfulness intervention on performance anxiety. 30 ambitious recreational athletes (40% male, Mage = 26.80, SDage = 7.31, Mweekly training hours = 6.93, SDweekly training hours = 3.03, 15 different sports) completed measures of mindfulness and performance anxiety before being randomly assigned to a mindfulness-intervention or a relaxation group. Participants of both groups individually received ten minutes of psychoeducation about their intervention and were taught a ten minutes mindfulness or relaxation exercise respectively. They were instructed to practice daily for one month using an audio file and asked to fill out the questionnaires again after that time period.

Two-way repeated measures ANOVAs revealed a trend for a group by time interaction for mindfulness ($F(1, 28) = 2.97; p = .10$) and a significant group by time interaction for competition anxiety ($F(1, 28) = 7.56; p = .01$). These effects reflect that from pre to post intervention, the mindfulness group by trend increased mindfulness and significantly decreased competition anxiety compared to the relaxation group.

The findings support the idea that being mindful might help athletes dealing with competition anxiety and that even short term interventions are beneficial

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LONGITUDINAL ASSOCIATIONS BETWEEN THE USE OF MENTAL PERFORMANCE STRATEGIES, PERFORMANCE SATISFACTION, AND PERFORMANCE

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Magdalena Kruk, University of Social Sciences and Humanities, Poland
Aleksandra Luszczynska, University of Social Sciences and Humanities, Poland*

Background: This longitudinal study aimed at examining whether athletes' psychological skills in applying mental strategies (self-talk, emotional control, automaticity, goal

setting, imagery, activation, relaxation, negative thinking, and distractibility) may explain changes in satisfaction with own sport performance and changes in objectively measured performance.

Methods: Data were collected among 96 athletes involved in team sports (100% men, age 16 -27). Three assessment points were applied: before the season (T1; baseline), in mid-season (T2; two-month follow-up), and after the season (T3; seven-month follow-up). Respondents filled in questionnaires measuring mental strategies (Test of Performance Strategies; Hardy, Roberts, Thomas, & Murphy, 2010) and satisfaction with performance (Balaguer et al., 2002). Performance was measured with running and dribbling drill trials.

Findings: Across the season, we observed an increase in the use of emotional control, automaticity, and relaxation, and a decline in the use of imagery. The use of remaining strategies did not change from T1 to T3. Six mental strategies measured at T1 were related to performance outcomes measured at follow-ups. In particular, after controlling for the performance satisfaction index at T1, the use of self-talk and goal setting was related to higher satisfaction with performance at follow ups. The use of emotional control and distractibility predicted lower satisfaction with performance at follow-ups. More frequent use of automaticity and relaxation at T1 was related to the improvement in objective performance in running trials at follow-ups.

Discussion: The study provides an insight into the beneficial effects of mental strategies such as relaxation, self-talk, goal setting and automaticity in the improvement of performance and satisfaction with performance. Psychological interventions aiming at the enhancement of these strategies may prompt athletes well-being (as indicated with satisfaction of own performance). Furthermore, automaticity and relaxation strategies may enhance performance over the season.

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IMPROVING SELF-EFFICACY AND IMAGERY ABILITY USING A POLY-SENSORY VIDEO AND MG-M IMAGERY INTERVENTION AMONG DIVISION I FEMALE SOCCER PLAYERS

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Brandonn Harris, Georgia Southern University, USA
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Daniel Czech, Georgia Southern University, USA*

Self-efficacy has been shown to be a significant predictor of an athlete's performance (Mills, Munroe, & Hall, 2001; Moritz, Feltz, Fahrbach, & Mack, 2000). Research has also suggested that imagery has been demonstrated to serve as a significant variable influencing self-efficacy within athlete samples (Mill, Munroe, & Hall, 2001). The addition of a poly-sensory video (PSV) may further enhance these effects given its capacity to incorporate specific cues corresponding to the established sources of self-efficacy. Thus, using a single-subject design, the present study examined the effectiveness of a PSV incorporating MG-M imagery in improving self-efficacy and imagery ability among NCAA Division I female soccer players (n=6). Results indicated all six participants experienced increases in imagery ability. Self-efficacy in competition increased for four out of the six participants while self-efficacy in practice revealed five out of the six participants had higher scores during the intervention. The use of a PSV with MG-M imagery appears to be a viable intervention for use by practitioners to increase these constructs among athletes.

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EFFECTIVENESS OF ATHLETES' COPING STRATEGIES IN MAINTAINING HIGH HEART RATE VARIABILITY: EXAMINATION OF THE PHYSIOLOGICAL RECOVERY OF COLLEGIATE SOCCER PLAYERS

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 Michael Ross, Saint Louis University, USA
 Taylor Montgomery, Saint Louis University, USA
 Ashley Hansen, Saint Louis University, USA
 Jeremiah Weinstock, Saint Louis University, USA

Purpose: The current study utilized heart rate variability (HRV) biofeedback equipment to explore athletes' ability to maintain high HRV when recovering from various stressful experiences. HRV refers to changes in the distance between one heartbeat and the next. High HRV is a sign of good health and has been associated with improved athletic performance. This study examines the effectiveness of athletes' existing coping strategies in achieving high HRV following multiple types of stressors. Methods: Twenty male collegiate soccer players completed a demographics questionnaire and a HRV assessment. This assessment used emWave Pro technology and was adapted from previous research (Khazan, 2013). The assessment included 3 stressors (i.e., cognitive, physical, sport-specific), each of which was followed by a recovery period (RP). During each RP, participants were instructed to utilize the coping strategies they typically employ when stressed during their sport (e.g., deep breathing, positive self-talk). Repeated measures ANOVA analyses were conducted. Participants: Ages ranged from 18-21 years old ($M = 19.65$, $SD = 1.04$). All were members of a Division 1 collegiate soccer program. Results: Statistically significant differences in HRV were found between the cognitive stressor ($M = 8.30$) and RP ($M = 14.05$), [$F(1,19) = 7.84$, $p = .01$], as well as between the sport-specific stressor ($M = 8.20$) and RP ($M = 12.85$), [$F(1,19) = 5.23$, $p = .03$]. No significance was found between the physical stressor and the RP ($p > .05$). Discussion: Athletes were able to achieve significantly higher HRV when recovering from a cognitive stressor and a sport-specific stressor. This demonstrates effectiveness of existing coping strategies. These strategies could help athletes recover from similar stressors encountered during performance. Athletes did not show differences in HRV following a physical stressor task, suggesting that these strategies may be less effective in helping athletes recover from physical pain.

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MENTAL TOUGHNESS OF STUDENT ATHLETES AT AN HISTORICALLY BLACK INSTITUTION

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 Alishia Mosley, Johnson C. Smith University, USA
 Robert Lindsey, Johnson C. Smith University, USA

Researchers have found that if there is any change in perceived symptoms of mental toughness before a competitive event, it may have a significant impact on performance. Few studies have examined mental health toughness among African American (AA) college student athletes. Therefore, the purpose of this study was to examine mental health toughness among AA college student athletes.

A convenient sample of student-athletes from a small southeastern private historically black college and university (HBCU) was utilized in the study. The perception of mental health toughness was measured using the Modified Mental Health Toughness Questionnaire.

Independent t-test and ANOVA were utilized to determine the differences between the demographic categories and the perception of mental health toughness questions. Male student athletes reported a higher score compared to female student athletes in regards to Question #1, "I frequently worry about mistakes", and Question #20, "I tend to compare myself too much with teammates and opponents". Analysis of variance revealed that juniors and seniors scored higher than freshmen and sophomores in regards to Question #4, "If I start out badly, it's hard for me to turn my performance around". Analysis of variance also revealed that freshmen and sophomores scored higher than juniors and seniors in regards to Question #24, "I have trouble dealing with negative self-talk (thoughts)".

Results from this study are similar to others in that female student athletes scored lower on the mental health toughness questions in comparison to male student athletes. Results also indicated that freshmen and sophomores scored lower on the mental health toughness questions in comparison to juniors and seniors. However, more studies are needed among HBCUs. Recommendations are made to further examine the perception of mental health toughness among AA college student athletes.

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USING BIOFEEDBACK IN THE CLASSROOM: PEDAGOGICAL APPROACHES

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Introduction: In 2004 Dr. Lew Curry published a paper in The Sport Psychologist outlining his methods for teaching sport psychology to intercollegiate athletes whereby they could learn mental skills strategies that would directly help with performance issues. For this study permission was granted at my university to conduct the sport psychology class in an applied manner partially resembling Curry's methods with one major modification. For this course biofeedback training (BFB) was used in a laboratory setting format to train student-athletes how to develop relaxation, concentration and emotional regulation skills through.

Biofeedback helps individuals gain awareness of and ultimately control over physiological processes as displays of these measures are fed back to that person (Calderon & Thompson, 2004) (2004), usually through a computer program. BFB methods target the regulation of arousal states to produced alert but relaxed conditions (i.e. Blumenstein, Bar-Eli, & Tenenbaum, 2002; Galloway, 2011). What affect would BFB have on player performance indicators was the focus of this study.

Methods: Seven athletes enrolled in the 15 week class and were in their competitive season. One class per week involved lecture covering theory and practical mental skills including relaxation, concentration, and emotional regulation. Class two of the week each athlete engaged in biofeedback training which was with a Wild Divine lom,Ñç program measuring using heart rate variability, skin conductance and breathing. Each unit within the program involved 20-40 minutes of breathing exercises. The entire 10 unit HRVBF program took 12 weeks to complete.

Results & Conclusions: All seven student-athletes reported that biofeedback helped them improve concentration and relaxation skills. Improvements over baseline measures of resting HRV and respiration coherence were recorded. Five of the athletes experienced gains in key performance indicators. Implications and recommendations of using biofeedback in class will be offered.

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WHAT'S MST GOT TO DO WITH COLLEGE STUDENT SUCCESS?

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Academic performance is a complex phenomenon that is shaped by a wide variety of factors which extend beyond the traditional notions of academic skills and content knowledge (Rosen et al., 2010). Dweck and colleagues (2011) – in coining the term academic tenacity - have suggested that educational interventions which target non-cognitive skills (such as goal-setting, motivation, and resilience) can have transformative effects on students' experience/achievement. However, few in academia have taken Dweck and colleagues (2011) advice and developed interventions specifically targeting this skill set. In this study, "academic tenacity" was taught by infusing mental skills-related material into a pre-existing 10-week long English composition course. The class was taught by a member of the English department faculty who led students through a series of readings and assignments related to grit, growth-mindsets, and mental toughness. A sport psychology trained graduate assisted by providing one-on-one feedback on these concepts during each class session. Participants included students in the MST themed English course (n = 42). Students in a companion English course (n=21) who did not receive MST-related material were utilized as a control condition. Instruments were administered to both conditions in pre-post format and included the Mental Toughness Questionnaire-15 (Pickering, 2015), the Short Grit Scale (Duckworth & Quinn, 2009), and the Conceptions of the Nature of Athletic Ability Questionnaire (Biddle, Wang, Chatzisarantis & Spray, 2003). Results revealed that students in the themed course scored higher on all of the non-cognitive skill variables of interest but only on some of the academic success indicators relative to students in the control condition. This suggests that the "infusion" of MST into undergraduate college courses may be a viable mechanism by which to improve student cognitions, and to a lesser extent, student academic performance.

Motivation and Self-Perceptions

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DIVISION I ATHLETES' PERCEPTIONS OF THEIR TEAM CLIMATE, MENTAL SKILLS, AND MINDFULNESS

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Researchers (e.g., Fry & Gano-Overway, 2010; Harwood, et al., 2015) have consistently reported that athletes' perceptions of a caring and task-involving climate on their sport teams are linked to more optimal motivational responses, although little research has focused on Division I (DI) athletes. Further, researchers have focused climate studies on immediate responses such as effort, enjoyment, and sportspersonship, as well as bigger life satisfaction variables (e.g., hope & happiness) rather than more direct aspects of performance like mental skills. The purpose of this study was to examine the

relationship between DI athletes' perceptions of the climate on their sport teams to their mental coping skills and mindfulness in sport. Athletes (N= 462; 291 females & 171 males; M age = 19.63) volunteered to complete a survey including measures of the following: climate (caring, task, ego; Newton, et al, 2007; Seifriz, et al., 1992), mental skills (Smith, et al., 1995), and mindfulness (Feldman, et al., 2007). Canonical correlation results revealed a significant function (L = .79, F(24) = 4.00, p<.001; canonical correlation = .34). The loadings indicated that athletes' perceptions of a highly caring and task-involving climate with a low emphasis on ego-involvement were associated with them reporting greater mental skills and mindful engagement. Specifically, athletes reported higher ability to cope with adversity, set goals, concentrate, be free from worry, as well as greater confidence and coachability. These findings indicate that athletes who are encouraged to focus on controllable outcomes (i.e., personal effort and improvement) and feel like they are treated with mutual kindness and respect within their team, may reap the benefits of heightened concentration/mindfulness, confidence, and ability to cope with adversity. Future research should explore the link between climate, mental skills and performance, and the strategies coaches can employ to create caring and task-involving climates for DI athletes.

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THE RELATIONSHIP OF ADULT SWIMMERS' GOAL ORIENTATIONS TO THEIR PHYSICAL AND PSYCHOLOGY WELL-BEING

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A large national organization that promotes swimming among adults partnered with a sport psychology research team to survey their members. The purpose of the survey was to explore the relationship between adult swimmers' goal orientations and their perceptions of their physical and psychological well-being. Previous research has revealed the positive benefits of adopting a strong task rather than ego orientation, in which success is judged by effort and improvement rather than normative evaluations. Members of a national swimming organization (N = 723, M age = 54.81, SD = 12.96) were invited to complete an electronic survey that included the following measures: the Task and Ego Orientation in Sport Questionnaire (TEOSQ, Duda & Nicholls, 1992), the Flourishing Scale (Diener et al., 2009), the Satisfaction with Life Scale (Diener, et al., 1985), Commitment to Exercise (Alexandris, et al., 2002), and items assessing their physical health and energy levels. Canonical correlation analysis examining the relationship between the members' goal orientations and their physical and psychological health revealed a significant function (Wilks' Lambda = .91, F (10) = 7.20 (p < .01; canonical correlation = .30 with 9% overlapping variance). Loadings indicated that members who reported a high task orientation reported greater perceptions of physical health, energy in daily life, flourishing, life satisfaction, and commitment to swimming. Results suggest that encouraging adult swimmers to adopt a high task and low ego orientation may be helpful in promoting positive physical and psychological outcomes. Future research should consider whether adopting a high task orientation may foster individuals' participation in swimming longer across their lives because of their focus on controllable aspects of the sport that are not experienced with a high ego orientation.

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EXPLORATION OF SELF-OBJECTIFICATION AMONG NCAA DIVISION II STUDENT-ATHLETES OVER TIME

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The purpose of this study was to investigate the levels of self-objectification (SO) among student-athletes over time. Based on the objectification theory, media being one of the contributing factors to SO, we hypothesized that the levels of SO would be the highest during the in-season. Fifty-two athletes (nmales = 29, nmales = 23) between 18 to 22 years of age ($M = 19.33$, $SD = 1.13$) from four NCAA Division II sports participated in the study. They completed two self-report surveys: a demographic questionnaire and the Objectified Body Consciousness Scale.

A one-way repeated measures ANOVA was conducted to determine whether there were differences in surveillance, shame, and control over time. The assumption of sphericity was violated, therefore, a Greenhouse-Geisser correction was applied ($E = 0.86$). Surveillance $F(1.721, 87.769) = 6.449$, $p = .004$, partial $H^2 = .11$ and shame $F(1.755, 88.573) = 8.118$, $p = .001$, partial $H^2 = 0.14$, were statistically significant. Post hoc analysis with a Bonferroni adjustment revealed that surveillance significantly decreased from pre-season ($M = 3.8$) to off-season [$M = 3.4$; 0.38 (95% CI, 0.08 to 0.69)], $p = .01$. Shame was significantly increased from pre-season ($M = 2.9$) to off-season [$M = 3.3$; 0.45 (95% CI, -0.798 to -0.13)], $p = .003$, and from in-season to off-season (0.30 (95% CI, -0.53 to -0.07), $p = .006$). The results of the present study are mixed. Some results are not aligned with the previous research – body shame levels increased from the pre-season to the off-season and from the in-season to off-season. However, they present venues for future studies to explore the nature of SO among student-athletes. The findings could benefit coaches and sport psychology consultants to understand how the SO experiences manifest among student-athletes and how they affect their performance.

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SIX-PACK ABS, YOGA POSES, AND SHAMELESS GYM SELFIES: AN EXPLORATION INTO HOW SOCIAL MEDIA USERS DEFINE #FITSPARATION ON INSTAGRAM

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The newest phrase surrounding exercise motivation is “fitspiration,” Fitspiration, often appearing in hashtag (i.e. #) form on social media sites such as Instagram and Twitter, is a combination of the words “fitness” and “inspiration.” Posts using the hashtag fitspiration often times contain images or words that motivate individuals to exercise and strive for a healthier lifestyle (Tiggemann & Zaccardo, 2015). Many posts tagged with “#fitspiration” also offer fitness and diet advice, discuss recent transforms, and detail goals and results of the social media user. While the goal of fitspiration is to inspire and empower individuals to be strong and healthy, it seems that some images could have a detrimental effect on viewers, especially those posts that perpetuate the cultural ideal of attractiveness and the dominant ideology surrounding what a healthy body should look like. In order to examine the fitspiration phenomenon in further detail, the present study sought to assess the types of content top social media users on the popular application, Instagram, were posting with the hashtag fitspiration (#fitspiration). After completing a seven

day content analysis, data analysis revealed several themes indicating that Instagram users that use the tag #fitspiration in their posts are more likely to associate their fitness motivation and inspiration with meeting cultural ideals of attractiveness and managing particular impressions instead of focusing on overall health and well-being. Themes, implications, and future directions are discussed in detail.

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THE RELATION OF PERCEIVED MOTIVATIONAL CLIMATE, IMPLICIT THEORY, AND ACHIEVEMENT GOAL ORIENTATION TO GRIT IN MALE HIGH SCHOOL SOCCER PLAYERS

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Grit is defined as “perseverance and passion for long-term goals” (Duckworth et al., 2007). Although studied in relation to various outcomes, such as retention (Eskreis-Winkler et al., 2013) and academic performance (Duckworth et al. 2007), few studies have examined variables that may contribute to grit’s development. Further, few studies have examined this construct in relation to sport performance or within athletic environments, despite its clear connection to sport-related constructs like mental toughness and resilience. Thus, based in achievement motivation theory (Elliot & Dweck, 1988), this study examined the relations of the perceived motivational climate as defined by athletes’ perceptions of the coaches’ behaviors (task vs. ego), athletes’ perceptions of their achievement goal orientation (task vs. ego), and athletes’ perceptions of their implicit theory (i.e., fundamental beliefs regarding whether or not ability can change; growth vs. fixed). Male varsity soccer players ($N = 81$; $Mage = 15.80 \pm .81$) from a large metropolitan area in the southwestern U.S. completed questionnaires measuring these achievement motivation constructs. The full regression model was significant, accounting for 17% of the grit variance, $F(6, 74) = 2.57$, $p = .026$. Within the full model, having a growth mindset ($B = .23$, $p = .046$) and endorsing a task goal orientation ($B = .36$, $p = .004$) predicted higher levels of grit for the athletes. Neither the coach-created motivational climate, nor the athletes’ ego orientation or fixed mindset, were related significantly to their grit scores. Consistent with Dweck and Duckworth, components of achievement motivation theory, particularly related to a task or growth perspective, may play an important role in athletes’ developing a perspective that allows them to work effectively and diligently toward long-term goals.



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INTERACTIVE EFFECTS OF COACH-CREATED EMPOWERING AND DISEMPOWERING CLIMATE DIMENSIONS ON ATHLETES’ HEALTH AND FUNCTIONING

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Based in Duda’s (2013) hierarchical and multidimensional conceptualisation of the motivational climate, the purpose of this study was to examine whether a coach-created empowering motivational climate moderated the debilitating effects of a disempowering motivational climate on athletes’ health and optimal functioning. Following approval from a University ethics committee, athletes from the UK ($n = 406$

, M age = 23.1 years; 67% male) completed questionnaires assessing their perceptions of coach-created empowering and disempowering climates created in training and competition, enjoyment in sport, burnout symptoms, global self-worth, and symptoms of physical ill-health. Following the recommendations of Hayes (2013) and Dawson (2014), and using PROCESS (Hayes), moderated regression analyses showed that the interaction between disempowering and empowering climate dimensions was significant and predicted unique variance in 3 outcome variables (i.e., enjoyment, reduced accomplishment, and physical symptoms). The Johnson-Neyman technique was employed to plot and probe the significant interactions, which revealed moderately-strong to strong values of an empowering climate tempered the significant relationship between a disempowering climate and the three outcome variables. The findings from this study have implications for coach education and suggest programmes are needed to train coaches to understand how to create more empowering climates and avoid (or dramatically reduce) disempowering behaviours.

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SOURCES OF SPORT CONFIDENCE AMONG NCAA DIVISION 1 COLLEGIATE STUDENT-ATHLETES

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Introduction: Specific sources of sport confidence (SSC) have been shown to be a significant predictor of self-confidence in athletes. Self-confidence is a crucial component of successful performance outcomes, in addition to an athlete's affect, behaviors and cognitions. In order to efficiently and effectively work with athletes, the most meaningful SSC should be targeted in interventions (Vealey, 2001). While initial validation of the Sources of Sport Questionnaire – 2 (SSCQ-2) utilized individual sport athletes (e.g., tennis; Vealey et al., 1998), the current study explored SSC among team sport athletes. Methods: A total of 86 NCAA Division 1 student-athletes were included in the study (n = 58 females, n = 25 males) from five sport teams. All participants reported demographic information and completed the SSCQ-2. Independent t-tests were conducted to examine gender differences among the nine sub-scales of the SSCQ-2. Differences between year level and sport type were analyzed using one-way analysis of variance (ANOVA). As group sizes were unbalanced, non-parametric equivalent analyses were compared to parametric tests and no discrepancies between analyses were found. Results: Females demonstrated statistically significant higher scores on social support (p<.00), coach's leadership and vicarious experiences (p<.05). SSC significantly differed by year level as Freshmen and Sophomores reported higher scores in relation to coaches' leadership and vicarious experience than Juniors (p<.05). Situational favorableness was a statistically greater SSC for Juniors than Seniors (p<.05). Between sport analyses indicated field hockey reported significantly higher scores on five SSC sub-scales than other sports (p<.05). Discussion: Recent research has identified several strategies to foster sport confidence that require an understanding of where confidence is derived. For example, confidence profiling is an intervention that has been associated with favorable performance outcomes. By understanding gender, sport, and year level differences in sources of confidence, sport psychologists could better implement this intervention.

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WHAT MATTERS MORE FOR PERFORMANCE MOTIVATION: TEAM-ATHLETE COHESION OR COACH-ATHLETE COHESION?

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Cohesion and motivation have long been areas of interest within the field of sport psychology. Past studies have explored characteristics of athletes and coaches focusing solely on variables pertaining to the athlete or coach. Research on performance motivation has failed to incorporate the athletes' perceptions of the relationships between the coach and the athlete and between the athlete and the rest of the team. These relational perceptions may explain why some athletes thrive within a particular team or coaching environment whereas others in the same environment fail to reach their perceived potential. Better understanding of the motivational influence of these relational perceptions allows the use of targeted interventions to improve cohesion at the team level or between the coach and athlete. Participants were 119 male and 100 female collegiate student-athletes (mean age = 20.2 years). The majority of the sample played at the Division I level (66.2%) with 75% identifying as team athletes. Using an online survey platform, participants completed a demographic questionnaire, Coach-Athlete Relationship Questionnaire, Group Environment Questionnaire, Athletic Identity Measurement Scale, and Sport Motivation Scale-II. Hierarchical multiple regressions tested the effects of the perceived coach-athlete and team-athlete relationships on predicting athletes' motivation to perform as well as the moderating effects of athletic identity, sex, and sport type. The athletes' perceived coach-athlete cohesion and team-athlete cohesion predicted both intrinsic and self-determined motivation levels of student-athletes. However, athletic identity (i.e., the degree to which an individual identifies with the athlete role) and sport type were found to be moderators. Perceived cohesion with the team was more predictive of performance motivation for athletes who reported lower levels of athletic identity. Perceived cohesion with coach was a stronger predictor of self-determined motivation for individual sport athletes.

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CHANGES IN SELF-EFFICACY, OUTCOME EXPECTANCY, AND PERCEIVED COMPETENCE RELATED TO A STRENGTH-TRAINING TECHNIQUE COURSE

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Introduction: Previous research suggests exercise increases self-efficacy (SE), outcome expectancy (OE), and perceived competence (PC), which may improve overall well-being. However, little research has examined the effects of instructor-led strength-training technique (STT) on these variables. The purpose of our study was to examine the effects of an

instructor-led STT course on students' SE, OE, and PC. We hypothesized that students' strength-training SE, OE, and PC would increase from pre- to post-participation in the course.

Methods: Participants (N=20, Age= 47.6% age 20-21, 57.1% female, 42.8% Caucasian, 28.6% Latino, 23.8% Multiracial, 4.8% Asian, 76.2% ≤ 1-4 years strength-training experience) in a 15-week upper-division STT course completed questionnaires at baseline, week-8, and week-15 assessing SE, OE, and PC. One-way repeated measures ANOVA was used to examine differences in SE, OE and PC pre-, mid-, and post-training.

Results: Mauchly's test indicated that the assumption of sphericity had been violated for all three domains (SE: $\chi^2(2)=14.20$, $p=0.001$, OE: $\chi^2(2)=7.95$, $p=0.019$, PC: $\chi^2(2)=11.48$, $p=0.003$), therefore degrees of freedom were corrected using Greenhouse-Geisser estimates of sphericity (SE: $E=0.65$, OE: $E=0.74$, PC: $E=0.68$). Results show a significant time effect, (SE: $F(1.29, 24.59)=20.54$, $p<0.001$, OE: $F(1.47, 28.00)=6.94$, $p<0.01$, PC: $F(1.36, 25.82)=19.72$, $p<0.001$). Follow-up comparisons indicated that each pairwise difference for SE and PC was significant, $p<0.01$, and from pre- to post- for OE, $p<0.01$. There was a significant increase in all three variables over time suggesting that course participation increased students' SE, OE, and PC about strength-training.

Conclusions: These results suggest that an instructor-led STT course may increase SE, OE, and PC for individuals with varying strength-training experience and positively influence college students' well-being. Future research should examine the effect of other exercise modalities on these variables in larger, more heterogeneous populations.

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EXPLORING THE SOURCES OF SELF-EFFICACY FOR PHYSICAL EDUCATION IN KOREAN MIDDLE SCHOOL STUDENTS

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Self-efficacy researchers have assumed the four distinct sources that lead to one's belief about efficacy; mastery experience, vicarious experience, verbal persuasion, and physiological arousal (e.g., Bandura, 1997). Little empirical investigation has been made to examine the relative importance or the roles of the four sources of self-efficacy in physical education (PE) settings. Investigation of the relative importance of the four distinct sources in PE would further support generalizability of the self-efficacy theory. This study investigated the relative importance of the sources of self-efficacy for PE across gender and stages of physical activity among Korean middle school students. A total of 405 male and female students responded to questions that measure their general confidence toward PE and stage of physical activity behavior change. They reported the primary and secondary sources that instill their beliefs about their efficacy in PE on an open-ended question. Two-way ANOVAs, Chi-square tests, and content analyses were used to analyze the data. The most importance source of self-efficacy for PE was mastery experience, followed by physiological arousal, verbal persuasion, and vicarious experience. The relative importance of the four sources was similar across gender. In addition, the order of importance of

the four sources remained across different stages of physical activity behavior change. Regardless of their stages, the students felt that mastery experience was the most salient source of self-efficacy. Information regarding physiological arousal was the second most important. The results suggest more effective instructional strategies for PE teachers to foster self-efficacy beliefs among the young Korean students in PE. As the students utilized their strong mastery experience and physiological arousal for their self-efficacy beliefs, PE teachers are encouraged to provide ample opportunity for students' success and make PE environment more physiologically comfortable. Verbal persuasion and vicarious experience were also linked to students' beliefs about their efficacy.

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WITHDRAWN

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STATE SELF-ESTEEM AND SPORT MOTIVATION IN NCAA DIVISION II ATHLETES

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The current study's purpose was to assess the relationships between state self-esteem (SSE) and sport motivation (SM) among NCAA Division II athletes by class standing (freshman, sophomore, junior, senior) over two time points (pre-season, in-season). One hundred and eighty-eight athletes (nmen = 141, nwomen = 47) from nine teams ages 18 to 23 years ($M=19.53$, $SD=1.30$) completed a demographic questionnaire, the SES Scale, and the SM Scale II [intrinsic (IR), integrated (INTR), identified (IDR), introjected (INT), external (EXT), and amotivated (AMR) regulation]. Seven 4 x 2 Mixed ANOVAs revealed a significant interaction between class standing and time, $F(3, 184)=3.56$, $p=.015$, for SSE Performance with sophomores having higher scores compared to freshmen during the pre-season, $p=.028$, and the opposite demonstrated for the in-season, $p=.029$. Main effects for time were seen for IR, $F(1, 184)=7.92$, $p=.028$, with lower scores from pre- to in-season for seniors; for IDR, $F(1, 184)=6.70$, $p=.010$ and for INTR, $F(1, 184)=6.70$, $p=.035$, with scores lowered from pre- to in-season for sophomores; and for AMR, $F(1, 184)=15.61$, $p<.001$, with lower scores from pre-season to in-season for both freshmen and sophomores. No interactions or main effects were seen for INT and EXT. Performance-based SSE plays a crucial role with athletes as they transition from season to season. Coaches and sport psychology consultants need to remain mindful of the detriments of lower SSE levels (e.g., maladaptive perfectionism, chronic feelings of inadequacy, depression) as demonstrated in the literature. The self-determination theory-based (Deci & Ryan, 1985) SM results warrants further investigation into what is generating decreases over time in the more self-determined/autonomous SM constructs and what interventions could be employed for student-athletes.

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INFLUENCE OF SELF-TALK AND IMAGERY TECHNIQUE ON EMOTIONAL CLIMATE OF AMATEUR ATHLETES IN NIGERIA

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Emotion is a vital component of human functioning which has attracted growing interest in sport science research. Several studies have reported that athletes have experience emotions that are dysfunctional and these has led to decline in performance because they lack the techniques that should be employed when such a discrepancy exists between their present and desired emotional outcomes.

The concern for the regulation of emotion necessitated the growing attention for the development of approaches that examined variables associated with the regulation of emotion that are detrimental to athletes performance. Therefore, this study investigated the influence of self-talk and imagery technique on athletes' emotional climate.

Survey research design was used. Participants consisted of (122) male and female amateur athletes in Nigeria involved in teams and individual sports and their mean age was (18.34, sd 5.12). Informed consent from the participants to participate in the study was sought, and ethical approval granted. Data were collected with the Sport Imagery Questionnaire ($r=.81$) Sport Self-talk Scale ($r=.73$) and Emotional Sport Climate Scale ($r=.74$). The instruments displayed acceptable internal consistency at the total score level. Statistical analysis was performed on the data with the pearson's correlation coefficient. and regression model.

High positive correlation of ($r=.72$; $P <.05$) was observed between the self-talk and athletes emotional climate . Similarly positive correlation was also observed between imagery and the athletes emotional climate ($r=.69$; $P<.05$) Further results revealed that both self-talk and imagery techniques jointly contributed positively to athletes emotional climate. While 76% of the joint contribution of self-talk and imagery variables were explained in the variance of the athletes emotional climate.

Research interest in emotional regulation in sport suggest that performance enhancement can further be achieved when psychological strategies and along with other performance variables are used appropriately to initiate the appropriate emotional climate for male and female athletes during sport participation.

Novel Applications (Music, Dance, Military)

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MINDFULNESS, MEDITATION, & HEART-RATE VARIABILITY (HRV) TRAINING FOR TACTICAL AUTONOMIC READINESS

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Various relaxation exercises that include focus and concentration are shown to improve overall health and stress management capability. Heart-rate variability (HRV) depicts the beat to beat changes in heart-rate that impact the Autonomic Nervous System, or ANS (Hanson, 2007; Wu & Lo, 2008). A reduction or low HRV has been correlated with

several diseases (Hynynen, 2011; Wu & Lo, 2008). Maintaining health is especially important for optimal performance in tactical operational settings. Soldiers must be able to balance high stress with realistic recovery in order to remain vigilant and aware of their surroundings while deployed. Training exercises that promote tactical autonomic readiness create the conditions for nervous system automaticity. This type of emphasis on HRV training can enhance the wellness and performance longevity of the soldier.

Literature reports that mindfulness and meditation practices can help regulate and enhance HRV, with a large emphasis on slow breathing and inward attention interventions (Wu & Lo, 2008). Other methods for regulating HRV include yoga postures followed by guided relaxation (Sarang & Telles, 2006). Specifically, Bikram Yoga with cyclic meditation (CM) and supine rest (SR) assisted in ANS balance. Further, the built-in shavasana poses during practice have shown to increase HRV. Biofeedback technologies provide useful methods for tracking enhancement (Makivic, Nikic, & Willis, 2013).

The current sample was taught psychophysiological regulatory principles using classroom based instruction and practical exercises (Hanson, 2007). In addition, monthly Bikram practice was implemented. At each session, the group was guided through a series of deliberate recovery meditations in shavasana pose. The focus was on slowed diaphragmatic breathing and mental cuing. Each service member wore a Zephyr bioharness during all yoga sessions. HRV, along with other physiological indicators was tracked across 10 sessions. Individuals were able to see HRV progressions with repeated exposure to Bikram practice and self-regulation techniques.

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DETERMINANTS OF VITALITY DURING A TRAINING CYCLE IN A COHORT OF SPECIAL FORCES OPERATORS

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Personnel in special operations forces (SOF) have an extremely demanding occupation. Less than 10% get through the selection course (Danielsen, 2015) and it is expensive and time consuming to educate and train them. There has been more emphasis in research on physical performance factors than psychological in military settings. Hence, investigating mental factors have been requested to extend operational readiness and to retain Special Operations personnel (Beezemer & Vos, 2012; Panwar & Kaur, 2011; Skomorovsky, 2013). The aim of present study was to investigate potential psychological moderators and mediators of eudaimonic well-being in recruits and operators of the Norwegian Navy SOF (Ryan & Deci, 2001). Therefore, perceived vitality and its potential moderators and mediators were assessed in 74 male operators (age 19-36 years) before, and 35 operators after, a six-month training cycle. The data were analyzed in two groups based on years of experience in the SOF unit (<2 y, recruits; >2 y, experienced operators). Effects were considered clear when their standardized magnitudes had adequate precision. The main finding was the increase in vitality for the recruit group and the decrease in vitality for the operators from baseline to six months into their training cycle. At baseline, there was little difference in vitality between the groups, but the recruits worked and slept more. Further, the recruits with lower baseline vitality had greater increases. Individual changes in vitality showed a moderate positive relationship with changes in sleep quality and a small negative relationship with changes in work-home issues. Knowledge on

psychological factors that may enhance SOF personnel well-being is important because it is likely to improve readiness and persistence and thereby optimize the unit's human capacity.

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MUSIC AS A PAIN MANAGEMENT INTERVENTION WITH COLLEGIATE ATHLETES

Brittany Prijatelj, University of Utah, USA

Pain is ubiquitous in sport. Prolonged or reoccurring pain can lead to a host of negative consequences (e.g. isolation from teammates). Previous research looks to decrease experienced pain through psychological interventions (i.e. imagery, relaxation, and goal-setting) (Heil & Podlog, 2012). However, sport medicine professionals concede their lack of competence in implementing such skills with athletes. Therefore, alternative techniques may be necessary. The purpose of this study was to investigate the use of music as a practical pain management intervention with collegiate athletes. Music has demonstrated to be safe, convenient, and easily implemented (McCaffrey, 1992). Additionally, athletes are already utilizing music during sport participation. Using a repeated measures design, 50 athletes underwent an icing exercise once with pre-selected music and once without music. Perceptions of pain were measured prior to the application of ice, five minutes, and eight minutes after the application of ice. Additionally, at the end of both sessions athletes filled out questionnaires regarding levels of relaxation, attentiveness to pain, and music enjoyment. There was a significant difference in pre-test to post test within the no-music condition. When music was withheld athletes experienced greater pain. However, no differences between groups emerged from pain scores. Although, the overall trend in the pain scores was indicative of results that could support the use of music as an analgesic. Relaxation and attentiveness to pain scores had relatively low impact on pain perception. There are no distinct conclusions as to which variable contributed most to the prediction of pain. Previous research has indicated that participants' enjoyment of music is a key factor when assessing pain (Anshel & Marisi, 1978). Consistent with previous research, data analysis revealed that as participant's enjoyment increased by one unit, pain decreased by about five units. Implications generate some support for music as a pain management intervention with athletes.

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FIREFIGHTERS' INTERPERSONAL RELAXATION EDUCATION (FIRE): A STRESS MANAGEMENT PROGRAM

Kelsey DeGrave, Midwestern University, USA
Angela Breitmeyer, Midwestern University, USA

Research has indicated that firefighters are an underserved population with regard to mental health treatment (Gulliver et al., 2005). Firefighting is one of the most dangerous and stressful occupations in the world, and since 2010, 472 firefighters have died while on-duty (Beaton, Murphy, Pike, & Jarrett, 1995; Centers for Disease Control, 2015). Due to their occupational stress, including individual and organizational stressors, it is not surprising that elevated rates of posttraumatic stress disorder (PTSD), depression, and substance abuse have been reported in this population (Chen et al., 2007; Corneil, Beaton, Murphy, Johnson, & Pike, 1999; Kimbrel et al., 2011). The low number of firefighters seeking behavioral health treatment for mental health issues

is concerning when considering that mental health issues are linked to an increase risk in suicide (Cogle, Keough, Riccardi, & Sachs-Ericsson, 2009; Gilha, 2010; Kessler et al., 1999). Due to the personal and organizational stressors that firefighters experience, researchers can make an argument for the implementation of a psychoeducational workshop related to stress and stress management (Beaton et al., 1995). To date, no empirically supported mental skills training interventions exist to help reduce stress and subsequent mental health issues experienced by firefighters. Research has suggested mindfulness (Grossman, Niemann, Schmidt, & Walach, 2004; Smith et al., 2011), relaxation strategies (Beaton et al., 1995), and critical incident stress debriefing (Mitchell & Bray, 1990) can reduce symptoms of stress in firefighters, thereby reducing mental health issues. This poster proposes a stress management program combining components of psychoeducation (Balk, Chung, Beigi, and Brooks, 2009), stress management (Setti & Argentero, 2014; Smith et al., 2011), and peer support (Gulliver et al., 2005; Mitchell & Bray, 1990) that can be used as a preventative measure throughout a firefighter's career.

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EXAMINING RELATIONSHIPS BETWEEN BURNOUT, FITNESS AND PERFORMANCE AMONG PARARESCUEMEN

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Maria Newton, University of Utah, USA

Since September 11, 2001, the demands and expectations placed on military personnel such as duration and frequency of deployments, longer work hours, shorter recuperation periods between deployments, have risen dramatically. The resultant emotional and physical exhaustion may lead to burnout. The limited focus on burnout among military personnel is due in large part to the comparatively greater emphasis on more severe psychiatric conditions that have well-established relationships with exposure to trauma such as combat. To date there have been no studies that have explored how burnout may adversely affect physical well-being and mental health in special operations forces personnel. The primary aim of the current study was therefore to explore the link between perceptions of burnout and fitness, performance, and daily functioning in a group of U.S. Air Force pararescuemen. Participants were 194 male U.S. Air Force pararescuemen. Self-report measures for burnout, general well being, daily functioning and fitness were administered. Mean levels of burnout were comparable to previously published norms among men: exhaustion (M=2.10, SD=1.08), personal accomplishment (M=4.89, SD=1.08), and depersonalization (M=2.37, SD=1.19). Linear regression analyses indicated that emotional exhaustion (B=-.295, p=.000), personal accomplishment (B=.342, p=.000), and depersonalization (B=-.240, p=.002) significantly predicted worse general overall health. Exhaustion (B=-.307, p=.000) and depersonalization (B=-.191, p=.012) were associated with greater functioning impairment. Burnout was not related to physical fitness. Results suggest that different dimensions of burnout are associated with greater impairment in daily functioning and worse overall health among pararescuemen. It is possible that such decrements could lead to deteriorations in performance. The goal of the current study was to contribute to the research involving burnout and its effects on fitness and performance in Special Operation Forces pararescuemen and could aid in discovering an effective treatment for burnout or change policy in how military populations train in preparation for future conflicts.

Professional Development and Mentoring

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**“ATHLETE TO COACH TO MENTAL SKILLS TRAINER;
A LONG AND WINDING ROAD” (PRACTICE-BASED
EVIDENCE TO EVIDENCE-BASED PRACTICE TO
PRACTICE-BASED EVIDENCE)**

*Theodore Monnich, University of North Carolina at
Greensboro, USA*

Sport and Exercise Psychology students are themselves, often, current or former student athletes. The presenter enjoyed a lifetime career as an ice hockey goaltender playing through elite amateur to professional levels, eventually retiring into coaching. In his playing career he sought the assistance of a sport psychologist who in turn inspired his interest in the mental side of the game. This interest in mental skills was carried into his coaching career where colleagues began to turn to him as a resource for mental skill development of their players. The next logical step was the pursuit of graduate studies as a nontraditional, older adult student in Sport and Exercise Psychology, while still in the midst of a professional coaching career that involves sharing playing experiences and insight as well as coaching mental skills with hockey players in amateur, collegiate, and professional levels. This practical, though rare, lifetime progression from player to coach to mental skills trainer may be displayed as a model of Practice-based Evidence to Evidence-based Practice to Practice-based Evidence development. That is, the first stage provided a base in experiential knowledge and skills as an athlete and coach; the next stage, with more formal graduate education provided the evidence base in sport and exercise psychology; the final ongoing stage moves back into practice and integrates graduate training and research into professional practice. The path of this nontraditional, older adult student from professional athlete/coach into graduate training and back into practice offers one example of how diverse students with diverse experiences can contribute to the field.

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**TRAINEE DEVELOPMENT IN SPORT AND
PERFORMANCE PSYCHOLOGY VIA MODELING OF AN
EXPERT SUPERVISOR**

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Chonlada Jarukitisakul, Boston University, USA
Trevor Cote, Boston University, USA
Chelsey Bowman, Boston University, USA*

Although recent research addressing trainee development in sport and performance psychology has demonstrated the importance of developing a coherent theoretical identity and comprehensive professional ethics (e.g., Foltz et al., 2015; Hutter et al., 2015; Stambulova & Urban, 2010), there is a dearth of research examining how trainees learn to deliver competent services. In accordance with Goodyear's (2014) pedagogical model for excellence in clinical supervision in counseling psychology, intentional modeling by supervisors can heighten trainee development and self-efficacy through experiential, vicarious learning. Though role-playing and discussion from peers' applied experiences during group supervision has been a well-established part of most graduate supervision in sport and performance psychology, modeling by expert supervisors provides an additional path for trainee learning consistent with the tenets of social cognitive theory (Bandura, 1986). Given the disproportionate demand for excellent supervision (i.e., trainees

far outnumber CC-AASP level supervisors; Tod & Lavalley, 2011) and the impetus for developing a greater culture of competence within sport and performance psychology (Aoyagi, Portenga, Poczwardowski, Cohen, & Statler, 2012), there is a need to understand the most efficient mechanisms that teach effective service delivery for neophyte practitioners.

In response, this poster will examine graduate trainees' learning processes through the modeling of an expert supervisor and subsequent impact on professional development. Participant observations will be provided from graduate-level trainees who observed their expert supervisor in vivo implementing a 6-week sport psychology intervention. Consistent with Patton (2002), content analysis (Coffey & Atkinson, 1996) of field notes and developmental reflections guided by Poczwardowski's (2004) sport psychology service delivery heuristic will be conducted to identify emerging themes and patterns. Through this exploration, the author hopes to stimulate future research investigating the advantages of tiered modeling by supervisors throughout the process of graduate education to secure the future development of competent practitioners in sport and performance psychology.

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**PRACTICING WHAT WE PREACH: INVESTIGATING
THE ROLE OF SOCIAL SUPPORT IN SPORT
PSYCHOLOGISTS' WELL-BEING**

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Tadhg MacIntyre, University of Limerick, Ireland
Deirdre O'Shea, University of Limerick, Ireland
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Eric Igou, University of Limerick, Ireland*

The well-being and mental health of applied sport psychologists (ASPs) can be linked to the psychologists' experience of work. Theories employed by occupational and health psychology indicate that certain factors have a greater impact on well-being. Work engagement is positively related to health, while burnout and workaholism relate negatively. The resources an individual possesses can help buffer the negative effects and more specifically the resource of social support has been shown to have a positive effect on burnout and can also inhibit the negative consequences of workaholism.

In this study we take a look at the lived experiences of ASPs, drawing on constructs and theories from organizational and social psychology regarding perceived burnout and work engagement, how it impacts their well-being, and what role their own social support has in the safeguarding of their personal well-being.

This study employed thematic analysis to assess the prevalence of work engagement, burnout and workaholism. All 30 participants from five countries (USA, UK, Australia/New Zealand and Ireland) were asked during semi-structured interviews to recall specific incidences where they experienced changes in their work-based well-being and how these impacted their non-workplace wellness. Social support and its impact on these incidences were also examined. The analysis revealed that despite high levels of work engagement, burnout is commonly experienced among ASPs. Social support is frequently recalled as a resource to buffer and recover from burnout and workaholism. However, the sources of social support differ between those who have experienced high vs. low levels of burnout as does references to the dimensions of work engagement.

The findings indicate that social support is an invaluable resource for any practitioner, but also that the source of social

support has a substantial impact on your well-being. We conclude with recommendations for building relevant support networks for the well-being of applied practitioners.

Professional Issues and Ethics (AASP-Related)

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SUPERVISION OF APPLIED SPORT PSYCHOLOGY IN GRADUATE PROGRAMS IN THE USA

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Graig Chow, Florida State University, USA

Camilo Sáenz-Moncaleano, Florida State University, USA

Supervision is a cardinal part of the training of sport psychology consultants (SPCs), as it affects their overall development, growth, competency, and preparation to practice autonomously (Sachs, 1993). While supervision is an established criterion for certification (i.e., CC-AASP), there are a lack of set standards and guidelines regarding how supervision should be implemented. Further, the organization and practices of supervision provision in major training sites of aspiring SPCs is unknown. The purpose of this study was to gain understanding of the manner by which doctoral students are trained into becoming SPCs by exploring supervision practices utilized in graduate programs in sport psychology. Two semi-structured interviews were conducted with directors of applied sport psychology services at doctoral programs in the US. Participants provided insight regarding the structure and nature of applied work and supervision in their programs. Directors averaged over 10 years of experience in providing supervision, and their programs were in research 1 and 2 universities, offered both Masters and Ph.D. degrees, and had five to 19 active doctoral students. Six issues pertaining to competency in applied sport psychology service delivery of graduate students and supervision practices employed in programs were examined for each case study using inductive content analyses. The issues were: developing competencies in providing applied sport psychology services, supervision practices implemented, aspired supervision practices, barriers to providing effective supervision, managing supervision, and preparedness of supervisees to practice independently. Results indicated great variability between the programs. Both directors indicated several challenges to providing effective supervision including limited time and resources. The amount of supervision provided and practices of supervision employed were dependent on the size, nature, and culture of the program. Further inquiry is required to better understand the current state of supervision in applied sport psychology across graduate programs and to identify ways it may be improved.

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A MIXED METHOD EXPLORATION OF CULTURAL COMPETENCES IN SPORT PSYCHOLOGY PROFESSIONALS (1): QUANTITATIVE RESULTS

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Leslee Fisher, University of Tennessee, USA

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Lia Gorden, Ithaca College, USA

Recently, a model of competence for professional psychology was proposed (Rodolfa et al., 2005) and applied to sport psychology (Fletcher & Maher, 2013). This model included

foundational, functional and developmental competency domains (Rodolfa et al., 2005). Among the foundational competency domain, the “individual-cultural diversity” competency was defined as the “awareness and sensitivity in working professionally with diverse individuals” (p.351). The need for cultural competency stems from an increasing awareness within the field of the complexity of the intersection between different cultures and identities, and the impact of cultural background on the effectiveness of applied sport psychology work (Gill & Kamphoff, 2009; Schinke & Moore, 2011). A consequence of this shift is the necessity for developing cultural knowledge, and awareness of one’s own cultural assumptions to work effectively in multicultural settings (e.g., Chao et al., 2011). This study examined the self-reported cultural competencies in sport psychology professionals (SPPs). The survey was distributed online, with two reminder prompts, and consisted of the Multicultural Counseling Inventory (MCI; Roysircar-Sodowsky et al., 1994) and the Color Blind Racial Attitude Scale (CoBRAS; Neville et al., 2000), Multigroup Ethnic Identity Measure—Revised (MEIM—R; Phinney & Ong, 2007), and the Culturally Ethical Sport Psychology Professional Questionnaire (CESPP). The online survey was completed by n= 156 SPPs from around the world (US=76%; non-US=24%) ranging between 21 and 76 years of age. Among these participants 58% reported to have received formal training focused on cultural competencies and 76% of them rated their training in cultural issues moderate to very effective. The results presented will focus on the SPP’s reported level of cultural knowledge, cultural awareness, and skills of these professionals. Reflections for the needs of the profession will be reported and recommendations for future research directions, and additional training recommendations for graduate and continuing education programs will be made.

Research Design (Methodology, Analyses)

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ELECTROENCEPHALOGRAPHY (EEG) DIFFERENCES IN TASK COMPLEXITY AND PERSPECTIVE DURING IMAGERY PERFORMANCE

Duncan Simpson, Barry University, USA

Gualberto Cremades, Barry University, USA

Samantha Engel, Barry University, USA

Jessica Smosky, Barry University, USA

Researchers have argued that effective imagery interventions must be tailored to the individual and include response, stimulus, as well as meaning propositions that are specific to the task and resonate with the individual (Post, Muncie, & Simpson, 2012). In order to develop effective imagery interventions more research is needed with regards to how task complexity and perspective affect brain processes during imagery (Cremades, 2002). Therefore, the main objective of this study was to record electroencephalographic (EEG) pattern differences during imagery performance for different conditions related to task complexity and perspective. Six scuba diving participants performed a simple and a complex task underwater in a swimming pool and were video recorded from different perspectives using GoPro Cameras. Participants then watched the video of themselves completing the tasks from different perspectives. Participants were then asked to image the different conditions while EEG data was collected. Lastly, participants engaged in a follow up qualitative interview regarding their imagery performance experiences. EEG data showed greater alpha levels in both hemispheres for kinesthetic and simple tasks than visual and complex

task. These findings suggest that imagery was easier for the participants from a 1st person perspective and for the simple tasks. Qualitative data shows individual differences related to perception of imagery performance related to task complexity (i.e., simple vs complex) and perspective (i.e., kinesthetic vs visual). Practitioners should consider individual differences related to task complexity and perspective when implementing imagery interventions.

Social and Cultural Diversity

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THE EXPERIENCES OF FULLY DISCLOSED COLLEGIATE STUDENT-ATHLETES WHO IDENTIFY AS LESBIAN, GAY, BISEXUAL, OR TRANSGENDER: A QUALITATIVE INVESTIGATION

Hannah Bennett, Augusta University, USA

In the United States, there has been an increase in acceptance of those who identify as lesbian, gay, bisexual, and transgender (LGBT) through modern culture and society (i.e., Adams, Andersen, & Fetner, 2008; Herek, 2000; Schafer & Shaw, 2009; Treas, 2002). However, sport and athletic arenas have yet to fully accept their non-heterosexual counterparts (i.e., Roper & Halloran, 2007). With the historical component of sport as a gender normalized, heteronormative, and male-dominated space (McKay, Messner, & Sabo, 2000; Messner, 2009), the purpose of this study was to examine the experiences of fully disclosed student-athletes who identified as LGBT during their collegiate sport careers. Four participants were interviewed using a semi-structured interview process. Through the use of MAXQDA, their interviews were coded and analyzed through a phenomenological lens and a liberal feminist lens. While the experiences of all athletes were unique in their own right, there was an overwhelming consensus from all participants regarding the need to increase awareness and support of student-athletes who identify as LGBT within collegiate athletics and athletic departments. These suggestions can be implemented as steps to ensure safety and support of these athletes within collegiate athletics.

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THE DIVA, THE BEAUTY, AND THE WORK HORSE: THE RELATIONSHIP BETWEEN COLORISM AND MEDIA REPRESENTATIONS OF PROFESSIONAL AFRICAN AMERICAN WOMEN ATHLETES

Leeja Carter, Long Island University - Brooklyn, USA
Niteesa Brooks, PEAK Center, USA
Jardana Silburn, Long Island University-Brooklyn, PEAK Center, USA
Chloe Amaradio, Long Island University-Brooklyn, PEAK Center, USA
Rechelle Abalos, Long Island University-Brooklyn, PEAK Center, USA

This Women in Sports and Race/Ethnicity SIG-Sponsored presentation will report findings from a study exploring trends in the online sports news reporting of African American women athletes' personal and professional lives. The researchers sought to explore if African American women with lighter skin tones received more frequent media exposure and 'positive' news reporting. Furthermore, if complexion differences were associated with negative stereotypical representations of women.

Researchers used a content analysis research design to analyze two online sports news reporting websites and the news reporting of nine active, professional African American women athletes in the sports of basketball, track and field, and tennis. Using the Felix von Luschan Chromatic Scale the researchers assessed each athletes' skin tone, noting differences in skin complexion.

Next, the research team followed the news reporting of each woman in teams of two, rotating every two weeks across sport outlet. Then, news articles related to the nine professional women were read and thematized according to traditional and/or contemporary stereotypical images of African American women. Meaning, the researchers examined news articles to see if wording/reporting had undertones of any of the following racial and gender stereotypes: jezebel, mammy, sapphire, breeder, diva, freak, or the gold digger.

Results suggest differences in media representation of African American female athletes with differing skin tones. Implications for the field of sport and exercise psychology research and practice include: 1) expanding research to include an international sample of women of color, 2) following the news reporting of international sport media outlets, and 3) comparing differences in gender and sexual orientation. Furthermore, findings reinforce the importance of SEP practitioners to understand the experiences of professional athletic women of color regarding colorism in sport and its effects on performance and mental health.

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HOW DO BLACK FEMALE ATHLETES PERCEIVE, NEGOTIATE, AND RECONCILE THE SOCIAL EXPECTATIONS OF FEMININITY?

Amanda Manu, Temple University, USA
Michael Sachs, Temple University, USA

Black women are statistically prone to emotional isolation, struggles with racial identity, low self-esteem (Frame, Williams, & Green, 1999), depression, and the use of internalization as a means of coping with oppression (Carr, Szymanski, Taha, West, & Kaslow, 2014). Attempting to identify which identity these issues arise from can be not only a harmful endeavor due to the potential compartmentalization of these women's experiences instead of viewing them holistically, but also a difficult one due to the intersectionality of these identities. According to Intersectionality Theory (Collins, 1991; Crenshaw, 1989), different experiences are developed from the intersection of various aspects of oppression and identity. More specifically, Black women's oppressed gender and racial identities may result in experiences of overlapping discrimination, compounding the effect of each oppressed identity. While the aforementioned still applies, Black female athletes must also contend with their identity as athletes, which may sometimes be at odds with the expectations of their racial and gender identities. According to Krane, Choi, Baird, Aimar, and Kauer (2004), "Successful athletes must be powerful and strong, yet obvious signs of this power are construed negatively, as contradicting hegemonic femininity" (p. 317). Hegemonic femininity is the set of values and beliefs about acceptable behaviors for girls and women constructed within a White, heterosexual, and class-based structure. Within this construct, however, Black female athletes are seen as "other;" their athletic and racial identities impede their ability to be considered "authentically" feminine. Through the use of the BSRI (Bem, 1981), the BRIAS (Helms & Parham, 1981), the RMAS (Torres-Harding, Andrade & Romero Diaz, 2012), and a follow-up interview, this research provides insights into the

experiences of Black female athletes at Division-I institutions living within, between, and at the intersection of multiple identities, and the ways in which these athletes manage the social expectations of femininity.

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RACE-RELATED STRESS: A UNIQUE STRESSOR FOR AFRICAN AMERICAN ATHLETES?

Jessica Jackson, New Mexico State University, USA

Given the current social tensions and injustices and athletes from sports teams as the University speaking out against racial discrimination, it may be time we focus on the psychological impacts of racism on within the athletic community. For years, previous research has concluded that racism and racial discrimination has negatively impacted the health of African-American's, physiologically, physically and psychologically (Anderson, K.F., 2013; Smith, Allen, & Danley, 2007; Thompson, 2002; Torres, Driscoll, & Burrow, 2010). Higher levels of stress are one way people of color are impacted. Stress has been defined by Lazarus & Folkman (1996) as negative feelings experienced by an individual when they feel incapable of coping with the demands of their environment. Recent research suggests African American student-athletes may experience specific and unique stressors. In their 2005 study (Wilson & Pritchard) found that collegiate level athletes reported higher levels of stress than non-athletes at the collegiate level. Wilson and Pritchard (2005) describe a need to distinguish the different sources of stress experienced by student-athletes. Utilizing the Index of Race-Related Stress-Brief (IRRS-B), Prolonged Activation and Anticipatory Race-Related Stress Scale (PARS) and the Brief Symptom Inventory- 18 (BSI-18), this study will attempt understand unique sources of stress for African-American athletes. This study will investigate the prevalence of race-related stress among NCAA male athletes and how race-related stress is perceived. This study will also explore potential psychological distress that racism-related stress may have on athletes. It is intended that the results of this study will provide preliminary evidence of race-related stress among collegiate athletes and add to the current literature documenting the discriminatory atmosphere in college athletics. Data collection is scheduled to begin in the Spring of 2016.

Teaching Sport and Exercise Psychology

101

THE EFFECT OF A FRESHMAN ATHLETE SPORT PSYCHOLOGY COURSE ON ATHLETES PSYCHOLOGICAL SKILL DEVELOPMENT

*Barbie Gutwein, Technical Source Computer Relocation Company,
Lindsay Ross-Stewart, Southern Illinois University Edwardsville,
Alexa Knut, Southern Illinois University Edwardsville,
Corinne Brent, Southern Illinois University Edwardsville,*

The aim of this applied study was to investigate the relationship between a freshman athlete sport psychology course and athletes' psychological skill development. Specifically, this study investigated changes in anxiety, confidence, mental toughness, and imagery use in 80 (men = 44, females = 36) NCAA Division I freshman athletes who completed a 3 credit sport psychology skills/students skills course. Participants

from 11 sports completed the Competitive State Anxiety Inventory – 2R (Cox, Martens, & Russell, 2003), The Mental Toughness Questionnaire (Madrigal, Hamill, & Gill, 2013), and the Sport Imagery Questionnaire (Hall, Mack, Paivio & Hausenblas, 1998) during the first week of the course, and again in the final week (week 15). Results of dependent t-tests indicated that there was a significant decrease in Cognitive Anxiety ($t(70) = 4.26, p = 0.00$), as well as, a significant increase in self-confidence ($t(68) = -1.95, p = 0.05$). There were also increases in all imagery subscales with statistically significant increases in Cognitive General ($t(72) = -5.219, p = 0.00$), Motivation General – Mastery ($t(72) = -3.29, p = 0.00$), and Motivation General – Arousal ($t(72) = -2.42, p = 0.02$). There were no other significant differences. These results indicate that the course had a significant effect on several techniques and strategies that are important for the athletes' sport performance. However, as this was an applied study without a control group, further research is needed to make these statements with certainty.

102

COUBERTIN'S CORNER: THE SPORT ARENA AS CLASSROOM: TEACHING PSYCHOLOGICAL SKILLS THROUGH EXPERIENTIAL LEARNING

Todd Wilkinson, University of Wisconsin - River Falls, USA

Over 100 years ago, Pierre de Coubertin founded the modern Olympic Games. Importantly, he instituted educational conferences as part of the Olympic movement.* In tribute to de Coubertin, the AASP Teaching Sport and Exercise Psychology SIG has developed the concept of "Coubertin's Corner" as a way of grouping and integrating poster submissions on teaching topics. The following is presented to provide instructors of sport psychology with an evidenced-based, experiential learning activity shown to achieve multiple course learning objectives. One of the challenges of teaching sport psychology is getting students to transfer their learning in the classroom to 'real-world' contexts. To this aim, "Mental Skills Day" brings the classroom to the athletic arena. In this study, students were divided into small groups (4-5) and directed to a particular "skills station." Prior to starting, students set a goal for each round (e.g., make six out of 10 free-throws) and were also assigned a mental skill to incorporate (e.g., self-talk, focus, relaxation and activation, imagery, performance routines). Students were also instructed to periodically self-administer a brief state anxiety inventory as well as keep a scorecard to record their results in the activities. Additional elements were also added intermittently, including the promotion of "home" and "away" environments and fostering of caring / task and performance climates. The activity culminated with a "finals challenge" where interested students competed in a chosen activity as their classmates "cheer."

An ensuing debrief had students make connections to course concepts and voluntarily share personal examples of learning. Post-activity evaluations showed that students rated the class favorably. Specifically, students believed the activities stimulated increased engagement, enjoyment, learning and retention of the material.

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THE EFFECTIVENESS OF TEACHING UNDERGRADUATE SPORT PSYCHOLOGY: A COURSE PORTFOLIO PROJECT

*Emily Heller, Aurora University, USA
Todd Gilson, Northern Illinois University, USA*

Traditional undergraduate sport psychology classes provide foundational curriculum that draws from other psychology disciplines (i.e., behavioral, educational, and counseling psychology). Most literature across these domains explores specific psychological constructs, such as motivation, leadership, and concentration (Weinberg & Gould, 2015). However, the effectiveness of teaching pedagogies for these specific constructs is an avenue explored to a lesser extent. Moreover, in these classes, as in most traditional undergraduate classes, student assessment is a critical component to evaluate student understanding (Bellanca & Bransford, 2004). Unfortunately, summative evaluations (i.e., tests) are not always an accurate indicator of knowledge because they fail to address students' a priori knowledge or the wrong "type" of questions are asked.

The purpose of this study was to examine if the assessment measures used in an undergraduate sports psychology classroom accurately reflect student learning. Participants included 30 upper-level college students from a private university in the Midwest. To measure pre-content knowledge, students completed 50 multiple-choice and short-answer questions during the first week of class. Post-test data was compiled from each of the three regularly scheduled exams. Findings indicated that the type of question played a salient role as to if students were meeting specific learning outcomes. Also, application questions provide greater insight of students' ability to accurately apply content information compared to multiple choice. Therefore, as advocated, sport psychology professors should utilize best practices of critical thinking and problem based learning in creating methods to test students' content knowledge (Wells, 2009), while being cognizant of any a priori knowledge.

104

WHAT DO COACHES WANT? EXPLORING SPORT PSYCHOLOGY EDUCATION FOR COACHES

*Riley Fitzgerald, Boston University, USA
Adam Naylor, Boston University/Telos SPC, USA*

Sport coaches are seen as one of the largest consumers of sport psychology information and services. Learning more about coach attitudes towards and interests in mental training benefit both academic educators and applied practitioners. Examination of the subject has provided evidence that coaches have little understanding of the professional practice of sport psychology (Kingston, 2008), yet are malleable in their attitudes and understanding of the field (Zakrajsek & Zizzi, 2008). Findings suggest that sport psychology practitioners are able to teach sport coaches how to efficaciously integrate mental skills into their coaching practice (Camire & Trudel, 2014). This current investigation explored sport psychology comprehension and knowledge of nine advanced rowing coaches participating in an intensive post-graduate coaching degree program. Coaches' interests in and perceptions of sport psychology were surveyed prior to their participation in a six-week sport psychology course developed specifically for rowing coaches. Their engagement with the curriculum throughout the course was monitored. At the conclusion of the course, change in attitudes and interests were assessed along

with efficacy in the ability to utilize sport psychology concepts on the river and in the boathouse. This paper highlights preliminary information on how sport psychology curriculum can be optimally designed to suit competitive sport coaches. Furthermore, thoughts on how sport psychology practitioners can integrate with sport skill coaches will be shared.

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COUBERTIN'S CORNER: TIPS FOR RESEARCH AND APPLIED WORK AT A TEACHING INSTITUTION

*Linda Sterling, Northwest Missouri State University, USA
Heather Van Mullem, Lewis-Clark State College, USA*

This poster is designed for faculty at teaching focused institutions who are interested in maintaining an active research agenda in addition to applied sport and exercise psychology consulting work. Once a position at a teaching focused institution is accepted, it is quickly evident that finding time for an extensive research agenda and applied work is often a significant challenge. Between teaching (often a 4/4 load with several preps), advising, and service commitments, many find it difficult to make time for research and applied work. This is especially problematic if research and professional work are requirements for tenure at your teaching focused institution. This poster shares challenges, experiences, and tips regarding adding research and applied work to a primarily teaching focused role. Specific topics will include: working with undergraduate student researchers, using pedagogical research topics, combining research with applied work, and developing applied projects that double as university service. The goal of this poster is to share strategies to help others thrive while conducting research and doing applied sport and exercise psychology consulting work at teaching focused institutions.

Youth Sport

106

INTEGRATING LIFE SKILLS WITHIN TWO NATIONAL YOUTH GOLF CURRICULA: INSIGHTS INTO A SUCCESSFUL RESEARCH TO PRACTICE PARTNERSHIP

*Kelsey Kendellen, University of Ottawa, Canada
Martin Camire, University of Ottawa, Canada
Corliss Bean, University of Ottawa, Canada
Tanya Forneris, University of Ottawa, Canada
Jeff Thompson, Golf Canada, Canada*

The purpose of this presentation is to offer insights into a successful research to practice partnership created between the University of Ottawa and Golf Canada. The two parties have been working together since 2014 to revamp Golf Canada's two national programs for young golfers: Golf in Schools and Future Links Learn2Play. The University of Ottawa researchers were solicited to facilitate the integration of life skills material within all aspects of both programs. The Golf in Schools Program uses specialized equipment (e.g., plastic clubs) to teach golf in gyms during physical education classes (grades 1 to 12), thereby providing students across Canada with opportunities to learn the technical and life skills relevant to golf. The Future Links Learn2Play Program is Canada's junior golf program and provides youth across Canada (ages 6-18) the opportunity to learn the game of golf via affordable and accessible programming at their local golf club. A life skills framework was developed, incorporating eight core life

skills (focus, sportpersonship, perseverance, goal setting, emotional regulation, honesty, teamwork, respect) deemed by Golf Canada executives as most relevant to teach to young golfers. The focus of both programs is to provide practical strategies and learning cues related to: (a) introducing and defining life skills, (b) integrating life skills within golf activities, (c) facilitating optional life skills activities, and (d) debriefing on life skills to promote transfer. Within this presentation, (a) the inner workings of the partnership will be explained, (b) the life skills framework will be presented, and (c) a sample lesson plans for both programs will be reviewed. The information presented can guide the development of successful partnerships to enhance the quality of sport programming by integrating the teaching of life skills.

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STRONG HAND SOFT TOUCH: COACHING IN THE INNER CITY

*Renee Brown, West Virginia University, USA
Ryan Flett, West Virginia University, USA*

Coaches play a significant role in the underserved setting (Richardson, 2010). However, the inner city context is under-researched and limited studies have explored the coach's style and athletes' perceptions of their coach. Three research questions drove the study: 1) What coaching style was used in this particular setting? 2) How did the context influence coaching style? 3) How does coaching affect the athletes? Ethnographic experiences (including observations and informal discussions) and interviews were conducted over a four-month season. The ethnographer was an assistant coach who was typically with the team for three to four days each week, engaging in practices, games, and off-court activities. Participants included one female head coach and 10 female athletes from an underserved urban high school. The coaching style was somewhat controlling, tough, and strict, but the coach also used humor, was very caring, and invested a lot of time. She balanced developmental, competitive, and psychosocial objectives. The additional demands on the coach (e.g., having to transport players, buying food for practices, and creating off-court requirements such as study hall) may have created more stress for her. Overall, the lack of resources and numerous risks the girls face, demanded more resources and patience from the coach. The players responded to the coach differently, with varying understanding and appreciation for the coach's methods. The players' responses were mediated by the personal issues that each girl had to manage in her life. Many girls had a close relationship with the coach, and

some saw the team as one of the most important things in their lives. Coaches in underserved settings may require more patience and resource support, and should be encouraged to have assistant coaches. The results support the literature that authoritarian parenting styles are adaptive in underserved settings when environmental risks are high (Eamon, 2001).

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AN APPLIED BEHAVIOR ANALYSIS APPROACH TO REDUCING POOR SPORTSMANSHIP AND INJURY RATES IN YOUTH FOOTBALL

*Andrew White, University of Minnesota, USA
Diane Wiese-Bjornstal, University of Minnesota, USA*

Game injury rates for American football are higher than for any other sport (Marar et al., 2012; Radelet et al., 2010; Rechel et al., 2008) and many of these injuries may be the result of unsportsmanlike behavior (Fields et al., 2010). Despite this, research into the use of applied behavior analysis to promote sportsmanship and reduce injury rates in youth football is lacking. We created Fair Play rules for American football by modifying a program that successfully reduced penalty and injury rates in youth ice hockey (Roberts et al., 1996). These Fair Play rules, which award teams points toward season standings for keeping penalty yardage below a specified limit, were implemented in one division of a 7th grade football league, while others continued using standard rules. Trained research assistants tracked team penalties and injuries throughout the regular season. Players completed pre- and post-season questionnaires assessing their prosocial and antisocial sport behavior; sportsmanship attitudes, coach sportsmanship-related behavior, and self-reported injuries were also measured post-season. Small-to-medium effect sizes show fewer penalties in teams using Fair Play rules, particularly with respect to unsportsmanlike conduct penalties and other more serious infractions, although differences were not statistically significant. Despite these findings, there was a small effect in which athletes using Fair Play rules were more accepting of cheating and a small-medium effect suggesting they prioritize winning over sportsmanship. We found no differences in overall injury rates, although a small effect emerged suggesting lower major injury rates in Fair Play teams. Penalty yard averages for all teams were well below the cutoff for earning Fair Play points, suggesting the need to lower the penalty yardage limit. Results indicating the potential effects of behavioral interventions, combined with concussion concerns, and declining registration rates, warrant further exploration into the effectiveness of Fair Play in youth football.

POSTER SESSION II

FRIDAY, SEPTEMBER 30
5:30 pm - 7:00 pm
GRAND BALLROOM A—D

Aggression, Violence, and Moral Behavior

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MORALITY, DYSFUNCTION, AND IDENTIFICATION: AN EXAMINATION OF COLLEGIATE FOOTBALL FAN CULTURE

Tammy Sheehy, West Virginia University, USA
Stefanee Van Horn, West Virginia University, USA
Tzu-Chen Hsu, West Virginia University, USA
Leigh Bryant, West Virginia University, USA
Michael Berrebi, West Virginia University, USA

The purpose of this research was to examine perceptions of moral atmosphere, levels of moral functioning, team identification, and dysfunctional fan behavior following collegiate football games. Participants ($n = 190$) from a large Mid-Atlantic university completed an online survey which included demographics, the Sport Spectator Identification Scale (Wann & Branscombe, 1993), Dysfunctional Fan Scale (Wakefield & Wann, 2006), a modified moral functioning and moral atmosphere measure (Kavussanu, Roberts & Ntoumanis, 2002), and the Marlowe-Crowne Social Desirability Scale (Strahan & Gerbasi, 1972). The collected data were analyzed by conducting Pearson correlations and multiple regressions. The results indicated that team identification was not related to moral functioning, however it was a significant predictor of self-reported dysfunctional fan behaviors. Team identification and moral atmosphere were also significant predictors of dysfunctional fan behavior. Additionally, perceptions of moral atmosphere at games that condoned morally questionable behavior (i.e., screaming at and throwing objects at an opposing fan) predicted lower levels of moral functioning. Finally, male participants reported more dysfunctional fan behavior than females, and were more likely to see themselves engaging in dysfunctional behaviors, such as complaining to and confronting players and officials. The findings of this research may inform the way in which university administration approach issues of dysfunctional fan behavior and student conduct surrounding collegiate football games.

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MORAL IDENTITY AND MORAL SELF-REGULATION IN COLLEGIATE CONTACT SPORT ATHLETES

Michael Papadakis, University of Utah, USA
Maria Newton, University of Utah, USA
Morgan Hall, University of Utah, USA
Beau Bertagnolli, University of Utah, USA

Organized sports have widespread cultural influence, which can be channeled either constructively or destructively (Bredemeier & Shields, 2006). Sport morality research can help us better understand how and why athletes live up to or fall short of behavioral standards, as well as give us ideas on how to encourage more desirable behavior. This study sought to discover whether priming athletes' moral identities would affect their cognitive and emotional responses to

sport situations in accordance with Bandura's (1991) social cognitive self-regulatory framework. We hypothesized that a moral prime would foster stronger moral judgments, result in greater negative emotional responses to antisocial behavior in sport, and thus motivate a decrease in these behaviors. Likewise, the prime would foster more positive judgments of prosocial behaviors, resulting in stronger positive emotional reactions and a corresponding increase in reported likelihood of prosocial acts. Male ($n=20$) and female ($n=2$) collegiate, contact team sport athletes were randomly assigned to either a control or moral identity group and completed a corresponding priming task. Afterwards, data were collected regarding their judgments, affective responses, and likelihood of performing behaviors depicted in a sequence of five sport scenario video clips developed from the Pro- and Antisocial Behavior in Sport Scale (Kavussanu & Boardley, 2009). The data support the general fit of an affective self-regulatory system. However, no differences between groups were found on judgments or affective reactions for any scenario, with both groups scoring relatively high on overall morality of responses. Beyond the inadequate sample size, this likely reflects a failure of the priming task; the manipulation check did not indicate the expected differences in moral identity between the two groups. Further work is required to explain the lack of differences between groups as well as whether the self-reported data accurately reflects athlete behavior.

Anxiety, Stress, and Emotions

111

WHAT HAPPENS AFTER THE COMPETITION SEASON?: EXPLORING STUDENT-ATHLETE STRESS IN THE OFF-SEASON

Kaila Vento, California State University Long Beach, USA
Amanda Brouwer, Winona State University, USA

Background: Stress is the physiological and/or psychological response experienced by an individual when challenged or threatened. College student-athletes encounter more stress than the average college student. While much is known about the stress experienced during the in-season, less is known about stress experienced in the off-season. Off-season stresses may affect athletic and academic performance, and well-being of the athlete for the upcoming season. Therefore, the purpose of this study was to explore stressors college student-athletes experience during the off-season and how they differ from those experienced during the in-season.

Methods: A semi-structured interview was created and seven football players from two universities in the Midwest participated. Data were analyzed using grounded theory.

Findings: Major themes included Experience of being an athlete, Experienced stressors, Ways of coping, and Comparisons of Seasons. Off-season stressors included academics, coaches, time-management, sport-specific pressures, and physical and mental concerns. Noted differences between seasons were that in the off-season there was more time and energy for relationships and to focus on academics. However, athletes still felt pressure from football responsibilities. Motivation and coping strategies were discussed and identified as ways to relieve stress or encourage athletes to continue under pressures.

Discussion: Athletes generally experienced similar stressors during the off and in-seasons. Prominent stressors in the off-season included academics, relationships, and time-

management. For the off-season, the majority of athletes expressed concerns of managing due dates for academics and upholding football responsibilities. Although athletes were in the off-season, they expressed similar amounts of strain as if they were in season. Findings warrant future investigations of how to approach the stressors experienced in the off-season and develop effective coping methods to improve performance, academics, and health.

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CHALLENGE AND THREAT: A PATTERN?

*Claire Rossato, Middlesex University, London Sports Institute, UK
Mark Uphill, Canterbury Christ Church University, UK
Itay Basevitch, Florida State University, USA*

Introduction: There is some contention within the existing literature examining Challenge and Threat in a sport context. It is suggested that Challenge and Threat can be experienced simultaneously (Cerin, 2003; Meijen et al, 2013); however this has been seldom examined. Based upon the suggestions of The Theory of Challenge and Threat in Athletes model (TCTSA; Jones et al, 2009) Challenge and Threat result in differing sport performance and have an impact upon emotions experienced. Challenge and Threat self-report was examined alongside shooting performance and emotions.

Methodology: One hundred and two participants (mean age=26.82, SD=10.01) were recruited for the study. A quasi-experimental study was implemented. Self-report of Challenge and Threat were collected alongside emotions via the Sport Emotion Questionnaire (Jones et al, 2005) with reference to a shooting task.

Results: There was a significant proportion of variance accounted for by Challenge and shooting performance ($R^2=.42$, $p<0.05$). As Challenge report increased, shooting performance decreased ($\beta=-.204$, $p<0.05$). Moreover, when Challenge and Threat patterns were examined, the analysis indicated that moderate Challenge/low Threat had a more facilitative performance in the shooting task (Mean=7.96, SD=1.49) compared to all of the other combinations of Challenge and Threat patterns. In regards to emotion moderate Challenge/low Threat reported lower amounts of happiness (mean=1.32, SD=.88) and excitement (mean 1.42, SD=.68) and moderate Challenge/moderate Threat reported more anxiety (mean=2.05, SD=.69) than all of the other group combinations.

Conclusion: The study support suggestions that patterns of Challenge and Threat can have an impact upon performance, moreover emotions also differ between different patterns of Challenge and Threat. Future research should examine patterns of Challenge and Threat and the potential impact this has upon central tenants of the TCTSA model for example control. This study has implications for application to the applied field as the influence of Challenge and Threat has been shown to have an impact upon sporting performance.

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SEVEN ARM SWINGS BETWEEN VICTORY AND DEFEAT: HOW COACHES AND PRACTITIONERS CAN ADDRESS SUPERSTITIONS WITH SWIMMERS

*Joann Wakefield, USA
Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting, USA
Matthew Lee, Munster Swim Club, USA*

Superstitions, or repetitive actions athletes believe to be powerful and influential to performance and success, are prevalent in all types of sport (Bleak & Frederick, 1998). Superstitions arise when there are situations of uncertainty, which are very common in sports, and revolve around the illusion of control (Wright & Erdal, 2008). Superstitions are often believed to be detrimental due to the controlling nature of superstitions, as opposed to pre-performance routines, in which the athlete is in control. However, superstitions may serve to reduce stress and anxiety for some athletes (Burke et al., 2006). While superstitions can be very helpful and reassuring for these athletes, others take their superstitions to unhealthy lengths. For example, in swimming, healthy superstitions may include having lucky goggles, slapping the arms and/or legs prior to racing, or jumping behind the blocks (Gustafson, 2014). However, it is important for coaches and sport psychology practitioners to become aware of athlete superstitions and ensure that the superstitions are not harmful to their health. Therefore, the purpose of this poster is to discuss the role of superstitions in sport and provide suggestions for coaches and other practitioners, especially those working with swimmers, to monitor and address superstitions to best assist their athletes. First, a brief summary will be presented to assist coaches and practitioners help differentiate between superstitious behaviors and pre-performance routines. Next, detrimental superstitions will be examined to allow coaches and practitioners to better recognize these harmful behaviors and examples of damaging superstitions in swimming will be presented. Finally, guidelines for swim coaches and practitioners to address superstitions will be provided.

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PERFORMANCE ANXIETY IN COLLEGE ATHLETES: A PSYCHOEDUCATIONAL GROUP CURRICULUM

Brooke Parker, University of Central Florida, USA

This group curriculum focuses on addressing performance anxiety within the context of a group atmosphere. Anxiety that manifests during collegiate athletic competition often stems from a variety of reasons, including environment, administration, academia, and personal relationships. This psychoeducational group will focus on identifying sources of anxiety and using cognitive behavioral techniques to change unhealthy behaviors. Group members are screened and referred through a process that includes both coaching staff and mental health professionals who have experience working with athletes. The group sessions will last six weeks and meet once a week for the duration of an hour and fifteen minutes; during these sessions, group members will identify causes of anxiety that affect their athletic performance and actively engage in empirically-supported exercises that have been shown to reduce performance anxiety using a blend of cognitive behavioral and person-centered methods.

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SEASONAL DIFFERENCES IN GRIT LEVELS AMONG NCAA DIVISION II FOOTBALL ATHLETES

Lee Everett, University of Indianapolis, USA
Urska Dobersek, University of Indianapolis, USA
Mindy Hartman Mayol, University of Indianapolis, USA
Ryan Colliver, University of Indianapolis, USA

The purpose of this study was to investigate seasonal changes in grit scores among NCAA Division II football athletes. Sixty-five NCAA Division II football players, between 18 to 22 years of age ($M = 19.3$, $SD = 1.2$) from one football team located in the Midwest participated in the study. Each participant completed a 12-item Grit Scale (Duckworth, 2007) on three separate occasions [pre-season (PRE), in-season (IN), and off-season (OFF)]. The Grit Scale is a Likert-type scale (1-5 with 1 = not like me at all; 5 = very much like me) used to assess an individual's "grittiness" or passion and perseverance. The maximum score on the Grit Scale is 5 (extremely gritty) and the lowest score on the scale is 1 (not at all gritty). A repeated measures ANOVA was conducted to determine whether there was a difference in grit score across season. Furthermore, four Pearson correlations were conducted to determine a relationship between OFF grit and the following: age, class standing, scholarship status, and grade point average (GPA). There was no significant difference in levels of grit between seasons ($PRE = 3.74 \pm 0.49$, $IN = 3.70 \pm 0.38$, and $OFF = 3.65 \pm 0.51$; $p = 0.182$). There were significant correlations for both age ($r = .271$; $p = .029$) and class standing ($r = .258$; $p = .038$) with OFF grit and no significant correlations for scholarship and GPA. While there is little evidence examining repeated measures of grit, the present findings did not show any difference across playing seasons. Further examination and validation of a grit scale for both athletic populations and repeated measure use should be examined. The findings, while non-significant, are a preliminary investigation into the usage of measuring grit across multiple seasons.

Burnout and Transition Out of Sport

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SOURCES AND CONSEQUENCES OF ATHLETIC BURNOUT AMONG NCAA DIVISION III ATHLETES

Brittany Hedderston Moses, Whittier College, USA
Ann Hickey, Whittier College, USA
Mike Voight, Central Connecticut State University, USA

Intercollegiate student-athletes spend much time training for competition while at the same time balancing their academics and social life. Due to these responsibilities, some athletes may experience the phenomenon known as burnout. Burnout can be viewed as a physical, social, and emotional withdrawal from an activity that used to be enjoyable. According to Raedeke and Smith (2001), burnout can be conceptualized as emotional/physical exhaustion, a reduced sense of personal accomplishment, and sport devaluation. The purpose of this study was to examine the sources and consequences of burnout among Division III college student-athletes who, because they are competing at the Division III level, are not eligible for athletic scholarships. Specifically, this study aimed to understand the relationships between burnout and athletic self-identity, mental toughness, and the student-athletes' psychological well-being. Participants ($N = 126$)

included male ($n = 71$) and female ($n = 55$) college student-athletes from 10 different sports teams from a Division III college in Southern California. Participants completed a questionnaire packet which included measures for athletic self-identity, mental skill usage, burnout, and psychological well-being. Pearson correlation analyses were conducted to investigate relationships between these factors. Results found that athletic self-identity and mental skill usage were both negatively correlated with athlete burnout. In addition, significant negative correlations were found between burnout and several factors related to psychological well-being. Regression analyses were also conducted and mixed results were found when investigating athletic self-identity with mental skill usage on the three subscales of burnout. In conclusion, these findings highlight the importance of understanding the multiple factors that are associated with burnout. Developing one's athletic self-identity and mental skill usage could help mediate burnout and possible consequences related to one's psychological well-being.

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PILOT STUDY OF ROMANTIC RELATIONSHIP QUALITY AND LIFE SATISFACTION IN FORMER AMERICAN PROFESSIONAL FOOTBALL ATHLETES

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Donald H. Baucom, UNC-Chapel Hill, USA
Leah Thomas, UNC-Chapel Hill, USA
Andrew Romaine, UNC-Chapel Hill, USA
Kevin M. Guskiewicz, UNC-Chapel Hill, USA

The health and well-being of former American professional football athletes (FAPFAs) is of contemporary interest to sport psychology research and practice. The quality of FAPFAs romantic relationships represents a potentially impactful predictor of their post-career psychological health including perceptions of life satisfaction. Accordingly, further understanding of the link among relationship quality and life satisfaction, when other important markers of psychosocial health are considered, has potential to inform clinical research and practice with this population. The current study examined how relationship quality was associated with life satisfaction in a sample of FAPFAs after accounting for markers of mental (anxiety, depression, disordered alcohol use) and social (positive and negative social interactions) functioning. We hypothesized that, after controlling for covariates of interest, relationship quality would be positively associated with FAPFA life satisfaction perceptions. Participants were 47 retired American professional football athletes ($Age = 41.44$ years, $SD = 12.19$) who completed valid and reliable self-report assessments of study variables following their playing careers. Participants reported moderate levels of relationship quality ($M = 95.19$, $SD = 25.85$) and life satisfaction ($M = 4.44$, $SD = 1.68$) relative to response set options. Regression models revealed higher levels of romantic relationship quality to predict significantly higher life satisfaction scores when accounting for 1) psychological ($B = 0.48$, $p < .001$, $R^2 = 0.70$) and 2) social ($B = 0.51$, $p < .001$, $R^2 = 0.62$) covariates. Study results show that, for FAPFAs, feelings of a higher quality romantic relationship are associated with higher overall life satisfaction. This work supports the need for larger epidemiological research efforts which examine moderators of the romantic relationship quality-life satisfaction relationship in former professional athlete populations. Sport psychology practitioners may also benefit from training on therapeutic and/or psychoeducational strategies designed to enhance couple functioning for FAPFAs across the retirement transition window.

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THE SPORT TRANSITION AND ATHLETE RESOLUTION MODEL

Stephanie Hatch, *Midwestern University, USA*
 Angela Breitmeyer, *Midwestern University, USA*

The psychological consequences of sport transition have been well documented in the literature (Stambulova, 1994; Wylleman, Alfermann, & Lavallee, 2004). However, best practices when intervening with the elite athlete population transitioning out of sport have received little empirical attention. Nevertheless, the concept of personal narratives is a common theme in the sport psychology literature for athletes in transition (Brock & Kleiber, 1994; Denison & Winslade, 2011; Douglass & Careless, 2009; Gearing, 1999; McKenna & Thomas, 2007). Thus, the proposed Sport Transition and Athlete Resolution (STAR) Model utilizes a narrative approach to understanding transition out of sport. Narrative Therapy (White & Epston, 1990) serves as the overarching framework for the model, while concepts from grief and loss (James & Friedman, 2009), Motivational Interviewing (Miller & Rollnick, 2002), and Acceptance and Commitment Therapy (Hayes, 2004) are included to emphasize the importance of a holistic approach to intervention. STAR mirrors Gustav Freytag's plot structure (Dobson, Michura, Ruecker, Brown, & Rodriguez, 2011) by using the five major story components (i.e., introduction, rising action, climax, falling action, and resolution) to describe an athlete's journey through sport. The model specifically focuses on the "resolution" portion of Freytag's plot structure, during which the athlete transitions from a flat character, or possessing a unidimensional athletic identity, to a round character, or possessing a functional athletic identity. Therefore, the purpose of this poster is to detail a model of intervention for athletes in transition (i.e., planned and unplanned transition) using a narrative description, a visual depiction, and case application of STAR.

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A FIELD SURVEY OF THE JAPANESE OLYMPIANS' ATHLETIC CAREERS – FOCUSING ON MOTIVATIONS, COSTS, FUNDING SOURCES, AND DECISIONS TO RETIRE

Miyako Oulevey, *Keio University Graduate School of System Design and Management, Japan*
 Naohiko Kohtake, *Keio University Graduate School of System Design and Management, Japan*
 Kaori Tsutsui, *Osaka University of Health and Sport Sciences, Japan*
 Tomohiko Yoshida, *Sasakawa Sports Foundation, Japan*

Tokyo will host the 2020 Summer Olympics, and many Japanese athletes aim to compete for their country in these Olympics. Although an adequate athletic career program is urgently needed in Japan, comprehensive research on both summer and winter Japanese Olympians of all ages has rarely been conducted. The purpose of this study is to document Japanese Olympians' athletic careers. Questionnaires were distributed to 965 present, retiring, and retired Japanese Summer and Winter Olympians. Of these, 431 Olympians (male summer [MS] 252, female summer [FS] 102, male winter [MW] 54, female winter [FW] 23) answered questions such as how many years it had taken them to participate in their first Olympic event, how much money had been required to continue in the sport, who had provided the money, when and why they first participated in the sport, why they continued in it, and what motivated them to retire. The data collected

were analyzed using descriptive statistics, analysis of variance, and the chi-square test. It was found that: 1) FW athletes spent more money to continue in their sports than FS, MW, and MS athletes, and 2) FS athletes decided to retire for intrinsic motivational reasons—either they had satisfied their objectives or they no longer enjoyed participating in their sport. FW athletes retired because they lacked the money needed to continue. MS athletes retired for external reasons, such as searching for paid employment. There were few differences between the groups in relation to their reasons for beginning and continuing their involvement in sports, but there were significant differences in their reasons for retiring. In conclusion, it is suggested that the Japanese Olympic Committee (JOC) may need to develop different career transition programs for each group.

Clinical Issues

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SELFIES: EMPOWERMENT OR NARCISSISTIC?

Michele Kerulis, *Northwestern University, USA*

Athletes and exercisers are exposed to a range of experiences that are digitally documented and sometimes captured through selfies. Self-portraits were once praised in classical art – nowadays selfies, digital self portraits shared on social media, are met with mixed reviews. This Media in Sport SIG-sponsored lecture will examine sociocultural issues behind selfies including gender differences, narcissistic motives, supportive intentions, and empowerment movements. Clear gender differences appear when sites like Rant Sports (2014) create lists such as 20 Hottest Female Athlete Selfies from Twitter & Instagram and do not create a men's list. People assume others have narcissistic motives for posting selfies (Sorokowski, et al., 2015; Warfield, 2014; Weiser, 2014) yet some post to help people gain motivation to maintain healthy lifestyles (Jackson, 2012; Patel, 2016). There are also empowerment movements, like #365feministselfies (Arreola, 2014), intended to provide support to men and women with issues like self-esteem, domestic violence, and life's ups and downs. Attendees will learn about the history of selfies, the positive and negative sociological and psychological impacts that are present due to the rise of the selfie-culture, and how this issue plays a role within our field.

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EATING DISORDER RISK FACTORS IN ADOLESCENT ATHLETES: THE RELATIONSHIP TO INDIVIDUAL GOAL ORIENTATION AND PERCEIVED MOTIVATIONAL CLIMATE

Ashley Hansen, *Saint Louis University, USA*
 Per Johnson, *Lund University, Sweden*
 Michael Ross, *Saint Louis University, USA*

Introduction: The Female Athlete Triad and Relative Energy Deficiency in Sport are two conditions gaining increasing attention among the athletic community. Eating disorders have been reported as the most prevalent cause of the two conditions. Athletes may be at increased risk due to sport-specific factors. Previous research has indicated the need to examine athlete's goal orientation and perceived motivational climate in the development of eating disorders. The current study examines the relationship between eating disorder risk factors, individual goal orientation, and perceived

motivational climate and differences between men and women. Methods: Athletes ($n = 34$) from three sport clubs (i.e., swimming, figure skating, and soccer) in Skåne, Sweden participated in the study. Participants completed a battery of questionnaires including the Eating Disorder Inventory (EDI-3), Task and Ego orientation in Sport Questionnaire (TEOSQ), and the Perceived Motivational Climate in Sport Questionnaire (PMCSQ-2). Results: Statistically significant correlations between subscales of the EDI-3, ego orientation, and performance climates were found ($p < .05$). However, results indicated no significant correlation between EDI-3 subscales and task orientation or mastery climates. Independent t-tests were conducted and revealed males reported significantly higher scores on ego goal orientation than females, $t(32) = 2.09$, $p = .04$, while females reported higher perceptions of performance climates, $t(32) = -3.15$, $p = .004$. With regard to eating disorder risk, females endorsed significantly greater drive for thinness ($t(32) = -2.46$, $p = .02$), body dissatisfaction ($t(32) = -3.45$, $p = .002$), and maturity fears ($t(32) = -3.39$, $p = .002$) than males. Additionally, reports of interceptive deficit were significantly greater in males than females, $t(32) = 2.61$, $p = .01$. Conclusions: Results suggest a relationship between main study variables and sex differences between variables. Evidence may increase awareness and aid development of eating disorder education, early intervention and effective sport-specific treatment programs for athletes.

Coaching/Leadership

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DIFFERENCES IN THE PERCEIVED EFFECTIVENESS OF AUTONOMY-SUPPORTIVE VERSUS CONTROLLING COACHING STYLES.

*Anthony Amorose, Illinois State University, USA
Bryanna Bruger, Illinois State University and McLean County Center for Human Services, USA*

According to Self-Determination Theory, the degree to which a coach is autonomy-supportive versus controlling has implications for various athletes' motivation, performance, and well-being in sport. Research supports the "effectiveness" of a more autonomy-supportive style, and therefore one way to help athletes is to encourage coaches to adopt this interpersonal style. A potential issue with getting coaches to do so, however, is that they may actually believe that controlling coaches are actually better at coaching (Mageau & Vallerand, 2003). The purpose of this study was to test this idea by determining if the autonomy-supportive coaching style is perceived as more or less effective compared to a controlling coaching style, and whether these views varied depending on the level of competition of the coaches and the level of respondents' previous coaching experience. Adults ($N=458$, 61.4% males, 80.0% Caucasian) with a range of coaching experience (40.2% never coached, 29.7% plan to coach, 30.1% have coached) completed a sport-oriented version of the Problems in School Questionnaire, which assessed respondents' perceptions of the effectiveness of more or less autonomy-supportive and controlling responses to a variety of hypothetical coaching situations at four different levels of competition (youth, high school, collegiate, professional/national level). Results of a RM MANOVA indicated that the responses did not vary by the coaching status of the participants; however, there was a significant coaching style by level of competition interaction. An autonomy-supportive style was perceived as more effective than a controlling style at all level of competition. Further, the perceived effectiveness of both styles increased across

each successively higher levels of competition, although no differences were observed between college and professional/national level. Thus, there was no support for the notion that controlling coaches were perceived to be more effective. The findings have implications for the literature on coaching effectiveness and motivation in sport.

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TRANSFORMATIONAL LEADERSHIP BEHAVIOUR BY NIGERIAN COLLEGE COACHES AND ITS EFFECTS ON ATHLETES' SATISFACTION ON INDIVIDUAL PERFORMANCE.

Olanrewaju Ipinmoroti, Tai Solarin University of Education, Nigeria

The goal of the study was to investigate transformational leadership behaviour of Nigeria College Coaches and its impact on athletes' satisfaction on individual performance. One hundred and ninety six college athletes (131 males and 65 females) were selected among the volunteers through stratified sampling technique.

MEASURES: Two measure were used. 1. Transformational Leadership Behaviour Inventory (TLI) by Podsakoff, MacKenzie, Moorman and Fetter (1990). This consists of 22 items designed to measure six dimensions of transformational leadership behaviours. The total score from all the six dimensions of TLI determines a coach's transformational leadership behaviour. 2. Athletes' Satisfaction Questionnaire (ATQ) by Reiner and Chelladurai (1998).

STATISTICS: Data were analysed using mean, standard deviation and stepwise multiple regression at 0.05 alpha level.

RESULTS: The perception of the athletes about transformational leadership behaviour of their coaches was statistically significant (mean = 114.2, $F = 2.225$, $df = 6, 190$; $p < .05$). Also, transformational leadership behaviour of the coaches had a significant impact on athletes' satisfaction with their performance ($t = 2.276$, $p < .05$). However, athletes' perception of transformational leadership behaviour of their coaches was not significantly affected by both gender and age.

IMPLICATION OF THE STUDY: Athletes who evaluate their coaches as highly transformational were more likely to be satisfied with their task performance than their colleagues who evaluated their coaches as low in transformational leadership behaviours.

It is obvious that transformational leadership behaviour can be developed in Nigerian sports context by training directors, administrators, and coaches to be more transformational. Hiring of coaches should, among others, consider applicant's potentials to be transformational leaders.

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THE RELATIONSHIP BETWEEN OPTIMISM AND MENTAL TOUGHNESS: A COMPARISON OF NCAA DIVISION I, DIVISION II, AND DIVISION III COACHES

*Gloria Solomon, Texas Christian University, USA
Melissa Brennan, Texas Christian University, USA
Christopher Nieves, Texas Christian University, USA
Andrea Becker, Texas Christian University, USA*

While the concept of mental toughness has existed in sport jargon for many years, only recently have sport scientists begun to explore this concept in athletic environments. Early evidence shows support for the relationship between mental toughness and performance (Clough, Earle, & Sewell, 2002;

Crust & Clough, 2005). While the topic of leadership in sport is well researched, scant attention is paid to coach personality qualities that may influence leadership style. Recently, Solomon (2015) determined that college coaches tend to rate themselves high in optimism. However, this study queried coaches representing NCAA Division I exclusively. The current study extended this question to levels of competition (Division II and III) rarely investigated. Therefore, the current study lent insight into two distinct areas of inquiry. One, are coaches' perceptions of the importance of mental toughness related to the competitive division (I, II, III) in which they coach? Two, is there a relationship between mental toughness and optimism among intercollegiate coaches? Coaches (N=1,630) from one athletic conference in one of three divisions were invited to participate. Inclusion criteria included: status as paid coach (head, co-head, associate, assistant), coaching in one of the three conferences (Pacific 12, Division I; Pacific West, Division II; Southern California Intercollegiate Athletic Conference, Division III), and coached at least one complete season at current institution. Multivariate comparisons demonstrated that Division I coaches rated two of the mental toughness factors (Confidence, Control) significantly higher than Division II and III coaches who did not differ. Similarly, simple comparisons showed coaches high in optimism reporting significantly higher Confidence scores compared to coaches low in optimism. The results are discussed in terms of their impact on coach education. Further research might explore the association of these psychological factors and performance outcomes.

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I7W MODEL FOR COACHES – FROM SPORT PSYCHOLOGY THEORY TO COACHING PRACTICE.

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Aleksandra Krukowska, Loughborough University, UK
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Positive Sport (PS) is a system which highlights the development of health, personal growth, and mental well-being of individuals and groups involved in sport on their way to attaining high performance goals (Poczwadowski et al., 2010). i7W Model, built upon Self-Determination Theory (SDT; Deci & Ryan, 2000), conveys PS' philosophy into useful recommendations for coaches to adapt in their work with athletes in order to facilitate holistic growth mindset described in two categories: grow (Wzrastaj) and win (Wygrywaj) (Poczwadowski et al., in press). These recommendations are: inspire (inspiruj), explain (Wyjaśnij), expect (Wymagaj), support (Wspieraj), reward (Wynagradzaj), and appreciate (Wyróżnij); together i7W. Each principle is characterized by a different set of behaviors that coaches can exhibit on a daily basis. For example, implementing and developing Wyjaśnij (explain) will require the coach to conduct (together with a player) a post-match analysis concentrating on positive aspects of the game as well as areas for improvement. Similarly, Wspieraj

(support) means the coach would encourage his or her players to actively communicate and support each other during the whole training session (exercise called "Positive fuel tanks"). These recommendations refer to four time perspectives: one task, one training session/competition, one season, and an entire sporting career, therefore all aspects connected with an athlete's environment can be positively affected through a deliberate approach to coaching behavior. A 4-month long project titled "Support and Win" conducted in Gdynia (Poland) focused on developing coaches' ability to implement the i7W Model. Twenty-one coaches attended seven workshops on each of the i7W Model's components. The content of each of the workshop (i.e., guidelines, tools, and activities) introduced during these workshops will be detailed on the poster. Coaches' reflections on the usage of the taught tools will be presented together with suggested future developments for educating coaches of i7W Model applications.

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"BEST PROCESSES" DIY SPORT LEADERSHIP DEVELOPMENT INITIATIVES: A COLLECTIVE CASE STUDY

Mike Voight, Central Connecticut State University, USA
Ann Hickey, Whittier College, USA

Leadership development has been given increased attention in the sport literature with more studies being conducted on peer leadership and the benefits of improved internal team leadership (Dupuis, Bloom & Loughhead, 2006; Fletcher & Arnold, 2012; Kozub & Pease, 2001; Loughhead & Hardy, 2005; Price & Weiss, 2011; Vidic & Burton, 2011; Wright & Cote, 2003). Despite these studies, there is a limited amount of published information, besides a handful of studies, that details specific leadership development programs or processes used to improve leadership skills, styles, and strategies. One in particular highlighted a do-it-yourself team-based leadership intervention with two successful NCAA Division I teams, while two others focused on developing high school leaders (Gould & Voelker, 2010; Voelker, Gould & Crawford, 2011; Voight, 2012).

The purpose of this investigation was to survey and interview coaches, managers, and administrators on their use of effective or "best process" leadership practices designed to improve personal and team leadership. The twenty teams/organizations included in this study were identified and contacted primarily through web searches and email blasts. Those who met the following criteria were included for further inquiry: do the leadership development interventions themselves, been in operation for at least two years with plans for continued programming, while valuing action learning initiatives, assessment, practice, follow-up, and mentoring.

To this objective, a qualitative multiple case study methodology (Baxter & Jack, 2008; Orland-Barak & Hasin, 2010; Patton, 2002; Wright & White, 2004), which included both open-ended responses and interviews, was conducted to gain a more in-depth understanding of the exact programming or processes utilized. Six higher-order themes were identified via inductive methods (Long et al., 2006; Patton, 1990): Reality checks/Vision; Reflection-Discussion; Competencies; Roles and Responsibilities; Action Learning; Reinforcement and Follow-Through.

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THE RELATIONSHIP BETWEEN ATHLETES' PERCEPTIONS OF COACHING EFFICACY AND COLLECTIVE EFFICACY IN COLLEGIATE SOCCER PLAYERS

*Frazer Atkinson, University of North Dakota, USA
Sandra Short, University of North Dakota, USA*

The application of efficacy theory has been helpful in providing applied sport psychologists with a variety of techniques or strategies than can be used to build, maintain, and regain efficacy beliefs in athletes, teams, and coaches. This study examined whether athletes' confidence in their coach's ability was related to their confidence in their team's capabilities. From both coaching efficacy and collective efficacy theories, these variables are linked where coaching efficacy is considered a source of collective efficacy, and collective efficacy is considered an outcome of coaching efficacy. Participants were 271 male (n = 86) and female (n = 185) collegiate soccer players in the NCAA (n = 210) and the NAIA (n = 62). They completed a modified version of the Coaching Efficacy Scale (CES) where the stem was: "Please rate how confident you are in your coach's ability to do the following..." and the Collective Efficacy Questionnaire for Sports (CEQS). The results showed significant correlations among all of the CES and CEQS subscales. Follow-up analyses showed that athletes whose perception of their coach's confidence was "just right" had higher ratings for team confidence compared to those who thought their coaches were under or over confident.

Consulting/Private Practice

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BROADENING THE SCOPE: INTEGRATION OF THE BRAIN SCIENCES

*Brittany Loney, SAIC/Florida State University, USA
Maryrose Blank, Digital Consulting Services, USA
Aaron Ross, SAIC, USA
Tyler Masters, CEPP, USA*

The purpose of the presentation is to provide attendees with an expanded scope of performance psychology so that we, as practitioners, can more thoroughly meet the vast goals of the clients and organizations in which we serve. Attendees will be provided with a broadened model of service delivery that can easily be adapted and applied in any performance realm. Lifestyle habits of high performing brains forms the foundation with rapid skill acquisition and performance strategies comprising the next tier and performance-relevant cognitive dominance topping off the model. Lifestyle habits of a high performing brain includes chronic stress mitigation (McEwen, 1999), sleep and circadian rhythm optimization (Dement, 2000; Postolache et al., 2005), strategic use of movement (Hogan, et al., 2013; Ratey, 2008), social networks, and chronic pain mitigation, and nutrition. This pillar overlaps considerably with other human performance fields creating more holistic integrative programming. Rapid skill acquisition incorporates theories of expertise development (Coughlan et al., 2014; Coyle, 2009; Ericsson, 2000), motor learning

(Schmidt & Lee, 2014; Wulf, 2007), and learning strategies to enhance skill development (Merriam et al., 2007). Performance strategies incorporates mental skills training (e.g., goal setting, imagery). The final pillar, cognitive dominance, focuses on the development of task-relevant cognitive skills, such as working memory (Melby-Lervag & Hulme, 2013), visual processing (Clark et al., 2014), observation and memory skills (Foer, 2012; Lachter et al., 2004), and lateral thinking (de Bono, 2015). While traditional mental training indirectly enhances each of these areas, the more robust training design provides additional benefits. This increased breadth stems from performance psychology adaptations developed in order to meet the needs of military populations, however, is easily transferable. This presentation is meant to provide a potential framework for service delivery, supplement one's existing performance psychology conceptualization, identify potential professional development areas, and/or help students choose elective courses.

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THE EFFECTS OF PREVIOUS SPORT MEDICINE OR SPORT PSYCHOLOGY EXPERIENCE ON ATHLETES' ATTITUDES

*Ken Ildefonso, University of Wisconsin-Milwaukee, USA
Jedediah Blanton, University of Tennessee, USA
Monna Arvinen-Barro, University of Wisconsin-Milwaukee, USA
Cindra Kamphoff, Cindra Kamphoff, LLC & Minnesota State University, USA*

Conflicting findings exist with regards to how previous experience with a sport medicine (SMP) or sport psychology (SPC) professional impacts athletes attitudes toward the said professional (Arvinen-Barrow, Clement, & Bayes, 2012; Martin, Kellmann, Levallee, & Page, 2002), however to date, athlete attitudes toward both of these professionals have not been simultaneously studied in the same sample. To better understand potential stigmas associated with athletes seeking sport psychology support and how athletes' attitudes may differ between SMPs and SPCs, the purpose of this study was to assess the effects of previous experience on collegiate athletes' attitudes toward SMPs and SPCs. A total of 195 collegiate athletes (male n = 114, female n = 81, M/SD age = 19.77±1.43) completed the Attitudes Toward Physiotherapist Form (ATP-F; Arvinen-Barrow et al., 2012), and the Sport Psychology Attitudes Revised form (SPA-R; Martin et al., 2002). Athletes self-identified previous SPC (yes n = 110, no n = 85) and SMP (yes n = 157, no n = 38) experiences. A one-way MANOVAs for both SMP and SPC experience were statistically significant (F (4, 190) = 2.81, p = .027; Wilk's Λ = .94; partial H2 = .06 and F (4, 190) = 2.44, p = .049; Wilk's Λ = .95; partial H2 = .05, respectively) It appeared that athletes with previous SMP experience were less confident in the SMPs ability to assist them however held less stigmas compared to athletes without previous SMP experience. In contrast but consistent with research to date, athletes with previous SPC experience were more confident in the SPCs ability to assist them and held less stigmas toward SPCs in comparison to athletes without experience. These results will be discussed in context of existing psychological theory, previous research, and potential implications to SPCs applied practice with regards to psychoeducation and gaining entry.

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“LESS KIDNEY, MORE HEART”: (RE)STORYING ONE CONSULTANT’S PHILOSOPHY IN LIGHT OF CANCER*Chantale Lussier, Elysian Insight, Canada
Andrew Friesen, University of Wolverhampton, UK*

Applied practitioner professional philosophies are the engine behind the technical aspects of consulting processes and play a vital role in delivery effectiveness (Poczwadowski, et al. 1998; Poczwardowski, et al., 2004; Cropley, et al., 2007). Novice practitioners are keen to learn how professional philosophies are constructed in actual practitioner experiences. While the development of consulting philosophies in neophyte consultants is receiving empirical attention, absent from the discussion is how these philosophies change in light of life events. The purpose of this study is to provide a reflective account of the first author’s experiences of kidney cancer and how it transformed her consulting philosophy and practice. Methodologically, six sport psychology consultants were recruited as co-participants / co-researchers whose role involved interviewing the first author, thereby scaffolding a diverse set of rich questions onto one topic. Dialoguing with fellow cancer survivors and professional peers allowed Chantale to reflect on her self-as-instrument in her consulting practice and explore the transformative impact this experience brought to her growing philosophy and consulting practices. This paper aims to demonstrate the didactic nature of reflective practice and the pluristic nature of our ever-evolving consulting philosophy through rich text excerpts from the interviews. The resulting narrative explores how consulting philosophies are shaped, and transformed throughout one’s career in light of one’s own life events. Informed by self-studies (Baird, 2004; Bergum, 2003; Grumet, 1990; Ham & Kane, 2004; Kitchen, 2005a, 2005b; Loughran, 2004; Lussier-Ley, 2010), this research contributes to the literature on consulting philosophies by addressing the growth and changes that occur in one’s philosophy over the course of a practitioner’s career. Implications of the use of self-study through dialogue with fellow practitioners will be offered, with particular consideration for the education and on-going professional development of sport psychology practitioners.

Developmental/Lifespan Perspectives

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RESILIENCE AND COACH SOCIAL SUPPORT ON COLLEGE STUDENT-ATHLETES’ CAREER EXPECTATION: THE MEDIATION OF SELF-EFFICACY*Chung-Ju Huang, University of Taipei, Taiwan
Tsung-Min Hung, National Taiwan Normal University, Taiwan*

Career planning attitude has been found to play an important role in preparing for career development after retiring from sport. Social cognitive career theory (SCCT) is a well-established model that emphasizes the psychological processes potentially associated with vocational interests and career decision-making. Few studies have focused on the personal and contextual factors that facilitate career planning attitude. This study examined the mediating effect of career self-efficacy among the relationships of mental resilience, coach social support, and positive career planning attitude using the SCCT framework. After examining the reliability and validity of the Connor-Davidson Resilience Scale, the Career Support Scale, and the Career Futures Inventory, 333 college student-athletes (223 males, 110 females, age = 21.28 years) were recruited to complete these questionnaires

after normal practices. The multiple mediation analyses with a bootstrapping method found that mental resilience and coach social support either directly or indirectly related to positive career planning attitude via career self-efficacy. Student-athletes characterized by better adaptation to adversity along with substantial coach social supports were likely to perceive higher levels of career self-efficacy, which in turn could enhance his/her career adaptation, career optimism, and career knowledge. It is noticeable that resilient personality and social support from coaches are important for college athletes to enhance their career self-efficacy and career expectation. Given the crucial roles of career planning in the quality of adaptation to the termination of sport career, the findings appear to provide a better understanding of the mechanisms of student-athletes’ future career attitude. The college authorities can gain information from our findings on how to offer appropriate supports for student-athletes to deal with their career transition out of sport. Additionally, from the theoretical perspective, this study provides empirical evidence to support the application of the SCCT to the sport context.

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EX-ATHLETES AS COACHES: HOW THEY PERCEIVE FACILITATORS AND INHIBITORS OF SPORT TALENT DEVELOPMENT.*Malgorzata Siekanska, University of Physical Education, Poland*

There are many factors involved in the development of sport talent (Bloom, 1985; van Rossum & Gagné, 2006). Work has been conducted mainly to identify the characteristics of elite level performers (Gould, et al., 2002; van Rossum, 2009). However, talent development environments (TDEs) that optimally develop these characteristics are less clear (Martindale, et al., 2007; Siekanska, 2012).

The purpose of this study was to investigate how coaches, who themselves were identified as talented “rhythmic gymnasts” and competed at the elite level, perceive Facilitators and Inhibitors of talent development.

Participants (30 female coaches, mean age of 24.13, with at least 1 year of coaching experience) were administered a demographic survey, a structured interview, and the Talent Development Environment Questionnaire. The mixed strategies (qualitative and quantitative) were used in the analysis (Gibbs, 2011).

The research revealed two types of Facilitators (Essential vs. Favorable), and two types of Inhibitors (Preclusive vs. Disruptive). Within the “Essential Facilitator” factor, coaches identified both long-term motivation and parental involvement (46.7% respondents for each) as being twice as important as coaches support (23.3% of respondents) for talent development. Furthermore, parental involvement was also indicated as Preclusive talent development factors (50% of respondents). Good relationships and communication with the Athlete-Parent-Coach triad were also perceived as a main Favorable talent development factor (40% of respondents). Conflicts were enumerated as a major Disruptive factor (50% of respondents).

Coaches recognized Long-Term Development Focus (M=4.09) and Long-Term Development Fundamentals (M =3.75) as the most important environmental factors that positively influences talented athletes development.

The results have both practical and theoretical applications: it can help in better understanding the psychological and environmental factors that influence athletic talent development, and highlights the need for further research on the impact of parental support.

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PROFILES OF DUAL CAREER COMPETENCES OF SWEDISH UNIVERSITY STUDENT-ATHLETES

*Lukas Linnér, Halmstad University, Sweden
Natalia Stambulova, Halmstad University, Sweden
Johan Ekengren, Halmstad University, Sweden*

Combining sport and education (or work) is termed as athletes ‘dual careers’ (DC) and it is an evolving area of research in Europe, guided by the European Union Guidelines on Dual Careers of Athletes (2012). In this presentation, results from a Swedish national study will be presented. The aim of the study was to investigate university student-athletes’ DC competences (i.e., knowledge, skills, experience and attitudes) for a successful DC. The study is part of the European project ‘Gold in Education and Elite Sport’ (GEES) involving eight other European countries. Seventy-one Swedish university student-athletes (mean age= 25.2) representing various sports completed the DC Competence Survey. The survey measured student-athletes’ perceptions (i.e., importance and possession) of 38 DC competences (e.g., ability to prioritize, dedication to succeed, self-discipline, ability to cope with stress), and student-athletes’ experience of, coping with, and use of competences in seven challenging DC scenarios (e.g., missing important days in school, moving away from home, injury). The Latent profile analysis on student-athletes’ possession of competences indicated that the model with a 3-profile solution provided the best fit (entropy = 0.876; Parametric Bootstrapped likelihood ratio test =.01). Profile-1 (P1: n=7) corresponded to student-athletes with an average level of competence; Profile-2 (P2: n=42) to an average-to-good level of competence, and Profile-3 (P3: n=22) to a good competence level. Profile-3 outscored the two other profiles in terms of mean coping with all seven DC scenarios (P1: M=3.39; P2: M=3.58; P3: M=4.15), indicating that the more competences student-athletes possessed the better they coped. However, the pattern of coping between profiles was not consistent across all scenarios, suggesting that some competences were more important for some scenarios and less important for others. Further analysis aims to reveal scenario-specific competences to guide practitioners helping student-athletes in specific DC scenarios.

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MOVING TO PLAY ABROAD: EXPERIENCES OF TRANSNATIONAL TEAM HANDBALL PLAYERS

*Johan Ekengren, Halmstad University, Sweden
Natalia Stambulova, Halmstad University, Sweden
Lukas Linnér, Halmstad University, Sweden*

Many athletes strive to excel in their sport, dreaming of fame and fortune, aiming for a career as a professional athlete. In the Nordic countries, becoming professional often implies a migration across national borders. In this relocation, it is not only crucial for transnational athletes to adapt in sport, a cultural and psychological adaptation is also needed (Ryba, Haapanen, Mosek, & Ng, 2012; Agergaard & Ryba, 2014). The purpose of this study was to examine team handball players’ experiences of their first transition and adaptation to a professional league in a foreign country, with a specific focus on their perceived demands and coping strategies. Participants were 18 senior elite team handball players (10

male, 8 female). During narrative-type interviews participants were encouraged to tell their story, focusing on how they experienced their first transnational transition. Participants’ narratives were analyzed using inductive thematic analysis (Braun & Clarke, 2013), themes and patterns of meaning were identified. The four major themes of perceived transition demands were: ‘Learn new cultural and social codes’, ‘Adjust to the rules of the new club’, ‘Accept the result focused environment’, ‘Acknowledge your role and play it’. Three themes of coping strategies were: ‘Embrace the challenge’ (e.g., be aware of the new context, negotiate and adapt to new norms and expect the unexpected) ‘Embrace yourself’ (e.g., to care for and prioritize yourself in a self-centered, but still positive way) and ‘Embrace your demons’ (e.g., accept feelings of doubt and anxiety and carry on regardless of them). Based on the research findings recommendations will be provided for psychological support of transnational athletes in their transition and adaptation abroad.

Elite Performance

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INSIGHTS INTO CAPTAINCY IN THE NATIONAL HOCKEY LEAGUE

Martin Camire, University of Ottawa, Canada

Leadership represents a valued skill in Western society (Avolio, Walumbwa, & Weber, 2009) and it is often formalized within team sport through captaincy. Ice hockey represents a team sport where athlete leadership is considered highly important, evidenced by formal leaders wearing a “C” (captain) on their game jerseys. However, to date, empirical investigations have yet to explore the intricate realities of captaincy at the highest level of ice hockey. The purpose of the current study consisted of providing insights into captaincy in the National Hockey League (NHL). One current captain of an NHL team participated in two in-depth interviews. Framed under the lens of interpretivism (Grbich, 2013), the study’s objective was to allow the participant to provide thorough descriptions of his first-hand experiences as an NHL captain. The data were subjected to existential phenomenology procedures (Eberle, 2014), where everyday transactions predominate via the activities of “being” in the participant’s life-world. Reflective efforts were aimed at offering a comprehensive construction of insights, devoid of theoretical frames, that captured the emotional and cognitive experience of NHL captaincy. The central themes identified were (a) the primacy of winning permeating the entire professional captaincy experience, (b) the challenges of becoming an NHL captain, (c) the everyday pressures related to media obligations and team ambassadorship, (d) being a communication bridge between players and coaches, (e) leadership group composition and activities, and (f) interactions occurring behind closed doors during player-only meetings. The findings can inform sport psychology consultants working within elite sport as they detail the thought processes of a current captain operating within a context where winning is the only outcome sought and valued. Based on the findings, practical implications for sport psychology consultants will be offered to help them assist captains of elite teams in setting realistic expectations for their leadership role.

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MENTAL TOUGHNESS AND DISTRACTION CONTROL IN EXPERIENCED CYCLISTS' PERFORMANCE*Denise Ramirez, California State University, Fresno, USA**Dawn Lewis, California State University, Fresno, USA**David Kinnunen, California State University, Fresno, USA**Felicia Gomez, Pinnacle Training Systems, USA**Tim Hamel, Fresno State, USA*

Cyclists who ride while listening to preferred music may change the physiological component of the training session by suppressing fatigue, enhancing the overall riding experience, lowering heart rate, and reducing perceived exertion levels; however, music can also be a distracter (Lim, Atkinson, Karageorghis, & Eubank, 2009). The purposes of this study were to determine 1) the effect of a music distractor on experienced road cyclists' performance during a 20-min cycling effort, and 2) whether cyclists' mental toughness minimized or negated the distractor's effect on performance. After completing Brunel's Music Rating Inventory (BMRI; motivational properties of music) and the Physiological Performance Inventory (PPI; mental toughness), eleven elite cyclists who trained regularly with their preferred music completed a 20-minute cycle time trial for each of the three music conditions [preferred (PM), non-preferred (NPM) & no music (NM)]. The cyclists' PPI scores indicated they held moderate levels of mental toughness. ANCOVA analysis of the nine performance measures (distance, power, stroke volume, etc.) between the PM vs. NPM music conditions showed greater caloric output and average heart rate under the PM condition with BMRI as a significant covariate. Correlation of mental toughness scores with cycle performance showed, that under the PM condition, attention control, motivation and positive energy held positive correlations with several performance variables. However, under the NPM and NM conditions, attention control held the most salient correlations with cycle performance. These findings indicate experienced cyclists apply various components of mental toughness to enhance performance when under preferential conditions. However, their ability to utilize multiple factors of mental toughness to manage performance is diminished under distraction or adversative conditions. Discussion will include real-world implications for differences in cycle performance between the PM and NPM conditions and recommendations for improving cyclists' mental toughness for training and competition.

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ALTERING PACE CONTROL AND PACE REGULATION: ATTENTIONAL FOCUS EFFECTS DURING RUNNING*Noel Brick, Ulster University, UK**Mark Campbell, University of Limerick, Ireland**Richard Metcalfe, Ulster University, UK**Jacqueline Mair, Ulster University, UK**Tadhg MacIntyre, University of Limerick, Ireland*

Purpose: To date there are no published studies directly comparing self-controlled and externally-controlled pace endurance tasks. However, previous research suggests pace control may impact on cognitive strategy use and effort perceptions. The primary aim of this study was to

investigate the effects of manipulating perception of pace control on attentional focus, physiological, and psychological outcomes during running. A secondary aim was to determine the reproducibility of self-paced running performance when regulated by effort perceptions. Methods: Twenty experienced endurance runners completed four 3 km time-trials on a treadmill. Subjects completed two self-controlled pace (SC), one perceived exertion clamped (PE), and one externally-controlled pace (EC) time-trial. PE and EC were completed in a counterbalanced order. Pacing strategy for EC and perceived exertion instructions for PE replicated subjects' fastest SC time-trial. Results: Subjects reported a greater focus on cognitive strategies such as relaxing and optimizing running action during EC than SC. Mean heart rate was 2% lower during EC than SC despite an identical pacing strategy. Perceived exertion did not differ between the three conditions. However, increased internal sensory monitoring coincided with elevated effort perceptions in some subjects during EC, and a 10% slower completion time for PE (13.0 ± 1.6 min) than SC (11.8 ± 1.2 min). Conclusion: Altering pace control and pace regulation impacted on attentional focus. External control over pacing may facilitate performance, particularly when runners engage attentional strategies conducive to improved running efficiency. However, regulating pace based on effort perceptions alone may result in excessive monitoring of bodily sensations and a slower running speed. Accordingly, attentional focus interventions may prove beneficial for some athletes to adopt task-appropriate attentional strategies to optimize performance.

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FIELD ARTILLERY IMPLEMENTATION OF A CUSTOMIZED MENTAL SKILLS TRAINING*Christine Rickertsen, USA**Erik Leslie, Comprehensive Soldier and Family Fitness, USA*

Captain Jacob Gatewood, approached CSF2 in the Spring of 2014 and expressed concern for his company of 60 soldiers in an upcoming Field Artillery qualification. These tests are done 2/year and are conducted under simulated stressful combat scenarios. Each Palladian Tank must be certified according to how safely, accurately, and quickly each can perform in this simulated environment. Gatewood's primary concern was to certify all his sections which included 6 Palladian tanks and 2 FDC vehicles, which had failed to qualify in 3 years. The CSF2 team worked with the leaders of the company and developed a customized and integrated mental skills intervention plan. This plan consisted of 4 classroom days of education and practice of a variety of mental skills including: goal setting, motivation, imagery, biofeedback, focus, teamwork, and effective self-talk. This education was followed up by 4 months of over the soldier training in environments such as field trainings, motor pool, and AAR meetings. A month before their qualification a small group meeting with each platoon leader was held to be able to check up with mental skill progress and practice a form of mindfulness called deliberate breathing in 20 minute sessions. The company was able to certify all crews (8 in all) and increase APFT scores from 239 to 250 with a 300 max score and decrease behavioral problems throughout this 6 month period. This presentation will go into depth on methods used, results, comments from leadership, lessons learned and intervention effectiveness.

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**STAY HEALTHY TO PREPARE AND PERFORM:
OPPORTUNITIES FOR SPORT PSYCHOLOGY RESEARCH
AND PRACTICE.**

Renee Appaneal, Australian Institute of Sport, Australia

This presentation describes the integration of sport psychology within an innovative interdisciplinary project undertaken by a National sport institute to promote athlete health, and thereby support the achievement of the country's ambitious performance targets for Tokyo 2020. Recent data showed that 56% of illnesses among a sample of the nation's elite athletes occurred within the final two months before key events (Raysmith and Drew, 2016), where none of the athletes who fell ill during this period achieved their performance goals. To be proactive in management of potential risks during the final year of an Olympic / Paralympic cycle, a multifaceted research program was developed across key streams thought to contribute to athletes' illness risk.

The Stay Healthy Project represents expertise from across the institute's performance support division, and includes research streams in genetics, medicine, psychology, nutrition, training load, sleep and wellbeing. This project created an opening for sport psychology to participate in the identification of risk factors, and ultimately, the prevention of illness/injury, to enable athletes' uninterrupted preparation. An overview will be given of the Psychology stream that reflects links to resilience and stress-recovery balance. A simple framework that ties together mental and physical health, preparation and performance will be offered, including specific ways it links health to performance, and unifies sport psychology research and practice. Also to be highlighted are the ways in which involvement in this project has created a more aligned and strategic research agenda as well as fostered relationships with universities that may nurture and connect the sport psychology community.

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**HIGH-PERFORMANCE CULTURE AND VALUES
OF THE GERMAN NATIONAL BADMINTON TEAM:
INTERVENTIONS ON THE ROAD TO RIO 2016**

*Sebastian Brueckner, Saarbruecken Olympic Training Center,
Germany*

Ulrich Kuhl, Olympic Training Center Rhein-Ruhr, Germany
Holger Hasse, German Badminton Association, Germany

Øhlenschläger (2014) described badminton as a "team sport in practice and an individual sport in competition." Thus, badminton poses unique challenges as a high-performance sport, especially for staff and players of the German Badminton Association (GBA) whose goal is to win medals in World Championship and Olympic competition. On the Road to Rio, GBA-Head Coach Hasse (2014) placed special emphasis on interventions fostering development of sustainable high-performance values and culture. Nagel and Schlesinger's (2008) considerations regarding team development in high-performance sport, as well as Widmeyer et al.'s (2002) findings regarding team cohesion, served as the theoretical underpinning of this scientist-practitioner approach. In 2014, workshops (WS) were held at the high-performance training centers (HPTC). A Coach-WS focused on personal values and developing a value matrix including operationalizations and extrapolations effecting daily practices. Subsequently, two WS were held at HPTCs in Muelheim (women) and Saarbruecken (men) to foster team development and values

reflecting a positive sustainable high-performance culture. Head Coach Hasse provided thematic introductions at both workshops. Discussion of high-performance culture led to a sampling exercise eliciting personal values. High-performance values were defined and ranked by each group. Finally, each group agreed to specific rules and regulations. Those results, as well as focus and discussion during the WS, differed for each group. The women's group discussed more vigorously. The top-three high-performance sport values were different for each group. However, in both training facilities results of the WS are visible in daily practices. Many regulations have been and are still implemented in practices, although not all WS results could be put into action. Discussing values with the men's and women's national team built on similar interventions implemented with the junior national team prior to the 2014 U19-world championship. Accordingly, efforts will carry over beyond Rio 2016 on the way to Tokyo 2020.

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**COMPARING PSYCHOLOGICAL COMPETITIVE ABILITIES
OF JAPANESE WINTER AND SUMMER OLYMPIC
ATHLETES FROM 2002 TO 2014**

Yasuhisa Tachiya, Japan Institute of Sports Sciences, Japan

The purpose of this study was to compare the psychological competitive abilities of Japanese winter and summer Olympic athletes in 2002 Salt Lake City, 2004 Athens, 2006 Torino, 2008 Beijing, 2010 Vancouver, 2012 London and 2014 Sochi by the means of Diagnostic Inventory for Psychological Competitive Ability (DIPCA.3). Tokunaga et al. (1988) developed the inventory that consists of 52 questions (including 4 lie scales), 12 mental scales such as confidence, concentration, ability to relax, cooperation and 8 scales, with the highest score of 240 (each 20). This inventory is the most popular sport psychological tests in Japan.

The number of the samples was 104 (male: 56, female: 48) in 2002, 301 (male: 133, female: 168) in 2004, 111 (male: 60, female: 51) in 2006, 312 (male: 145, female: 167) in 2008, 90 (male: 47, female: 43) in 2010, 295 (male: 138, female: 157) in 2012 and 111 (male: 47, female: 64) in 2014 completed by Japanese athletes who participated in the winter and summer Olympic Games.

The results showed that the average scores of DIPCA.3 in all athletes were 179.7 in 2002, 185.8 in 2004, 172.8 in 2006, 184.8 in 2008, 175.9 in 2010, 181.5 in 2012, and 177.2 in 2014. As a result of the analysis on the total score of DIPCA.3 from 2002 up to 2014, the scores of 2004 and 2008 were higher than those of the 2002, 2006, 2010, 2012, 2014 ($p < 0.01$). In addition, the score of 2012 was higher than those of the 2006, 2010, 2014 ($p < 0.01$). The result indicated that the score of summer Olympic athletes were higher than that of winter Olympic athletes in Japan.

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**EXPERIENCES OF FLOW STATE AMONG COLLEGIATE
TEAM-SPORT ATHLETES**

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Purpose: Flow has been described as an optimal psychological state and has been delineated into nine components. Given the sport performance benefits of flow, this is a relevant construct to examine in athletes. The current study had three aims: (1)

identify the most salient aspects of flow among collegiate team-sport athletes, (2) assess for gender differences, and (3) evaluate sport differences. Methods: 91 athletes (34 men, 57 women) were asked to reflect on a recent performance during which they experienced a flow state and completed the Flow State Scale – 2 in relation to that performance. ANOVA analyses were conducted. Participants: Participants included collegiate athletes from multiple team sports (i.e., 27 basketball, 44 soccer, 17 field hockey). Ages ranged from 18–21 years old ($M = 19.29$, $SD = 1.11$). Results: Overall, athlete flow states were characterized by autoletic experience ($M = 18.82$) more saliently than other components. A significant gender difference was found for autoletic experience [$F(1,89) = 4.38$, $p < .05$]. Significant sport differences were found for autoletic experience [$F(4,86) = 2.77$, $p < .01$] and loss of self-consciousness [$F(4,86) = 4.32$, $p < .05$]. Discussion: Most factors did not demonstrate gender or sport differences, indicating that athletes generally experience flow in a similar manner. Having an autoletic experience was more representative of a flow state in males. This facet was also significantly higher in soccer, when compared to basketball. Experiencing a loss of self-consciousness was more characteristic of a flow state in basketball, when compared to soccer. This may be due to the greater number of spectators in basketball. By better understanding these group differences, sport psychological interventions can specifically target the components that are most salient for each athlete.

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RELATIONSHIP BETWEEN CREATIVITY, COPING SKILLS AND FLOW STATE AMONG ELITE ATHLETES

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Creativity is important across different domains for the achievement of excellence as it, among its other benefits, plays a role in coping with challenges and flow state attainment. The aim of this study was to explore the relationships between creativity, coping skills, and flow state. 208 athletes from intermediate, advanced and expert levels answered 4 different measures of creativity from the Runco Creative Assessment Battery (Divergent thinking task, Creative Attitude and Value, Creative Activity and Accomplishment Checklist and How Would You Rate Yourself) as well as the Dispositional Coping Inventory for Competitive Sport (DCICS) and the Dispositional Flow Scale (DFS-2). The results supported our theoretical propositions and hypotheses, showing positive relationships between creative activities and accomplishment and both task-oriented coping and flow state. Task-oriented coping correlates positively with flow whereas disengagement coping shows a negative relationship with the optimal psychological state. Unexpectedly though, divergent thinking was negatively associated with the sense of control dimension of flow. The relationships observed in this study emphasize the need for coaches and practitioners to implement a creativity supportive environment where athletes are encouraged to generate original ideas regarding training or competition issues. This way, not only creativity could be enhanced, but task-oriented coping could be stimulated and flow state reached more often; at the same time increasing the athlete's enjoyment of the overall sport experience.

Exercise and Health Behaviors

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EXAMINING PREDICTORS OF ENJOYMENT AND ACHIEVEMENT OF PHYSICAL ACTIVITY GOALS DURING AN ACTIVE FANTASY SPORTS EXERGAME INTERVENTION

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Active Fantasy Sports, a version of traditional fantasy sports incorporating asynchronous activity of team owners, has increased or maintained physical activity in adults (Blinded for review). To maximize Active Fantasy Sports benefits, it is imperative to identify factors influencing physical activity goal achievement and league enjoyment. Three longitudinal Active Fantasy Sport leagues were conducted and combined to examine factors that predict average physical activity goal achievement and league enjoyment. Participants ($n=33$, 15.2% female, $M\text{-Age}=34.0$) played in one of three fantasy leagues (1 NFL football; 2 NBA basketball) occurring at two universities. They received a weekly physical activity step goal and wore an activity monitor (Fitbit Zip) to track goal progress. Participants could win small cash prizes based on their team's league performance. Upon league conclusion, participants completed self-report measures about their experience (i.e., social factors, use of intervention components, and league enjoyment). Separate linear regression analyses were conducted to examine which individual factors (e.g., discussions with league players) and use of league (e.g., checking league website) and Fitbit components (e.g., checking Fitbit website) predicted average percentage of physical activity goal achieved or league enjoyment. Analyses included two dummy coded league comparisons (football versus basketball1; football versus basketball2) as covariates. Basketball1 league participants achieved less of their physical activity goal than football league participants ($t(1)=-2.054$, $p=0.049$). Frequency of checking the league website was associated with greater physical activity goal achievement ($t(1)=2.865$, $p=0.008$). Greater frequency of checking the Fitbit website ($t(1)=2.865$, $p=0.008$), league website ($t(1)=2.276$, $p=0.031$) and discussions with league players ($t(1)=2.110$, $p=0.045$) were associated with greater league enjoyment. Promoting greater frequency of using the league and Fitbit websites may be necessary to achieve the greatest impact on physical activity and league enjoyment through Active Fantasy Sports. Targeting league member interaction through discussion boards on the league website may increase league enjoyment.

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IMPLEMENTATION OF THE FLOW TRANSITION INTERVENTION INTO THE BELT PROGRAM

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The Bariatric Exercise Lifestyle Transformation (BELT) program is designed to help individuals who have undergone bariatric surgery adopt a physically active lifestyle. This program has been successfully operating for over six years with high levels of exercise adherence and positive participant feedback. Previous focus group research with BELT program participants confirmed benefits that included helpful information, developing commitment, physical fitness and social support of the group atmosphere. However, barriers were also noted, particularly the early time of day, and most importantly, very few participants had plans for continuing exercise upon completing the program. This information provided a guide for the development and piloting of an action plan focusing on the transition out of the 12-week BELT program into long-term physical activity. Following a Lifestyle of Wellness (FLOW) is based on Social Cognitive Theory, and includes psychological and behavioral strategies designed to increase self-confidence and motivation to maintain a healthy lifestyle, as well as overcome potential barriers and avoid relapse. The program is implemented in the last six weeks of the 12-week BELT program, and includes interactive activities, informational sessions, SMART goal-setting, and establishment of an agreed-upon action plan for continued physical activity. Self-report survey measures of exercise self-efficacy, outcome expectations for continued physical activity, perceptions of program effectiveness and suggestions for improvement were assessed prior to the start of FLOW, monitored during the program, and assessed again at 12 weeks into FLOW. Data were analyzed using a repeated-measures ANOVA. Also, semi-structured individual and focus group interviews were conducted to gain greater insight into participants' reactions and program effectiveness. Interview transcripts were coded and themes were developed. The pilot findings will aid in developing an effective transition program to ease participants out of BELT into long-term activity.

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THE INFLUENCE OF A WALKING INTERVENTION ON PAIN AND AFFECT FOR INDIVIDUALS WITH CEREBRAL PALSY

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On average 25,000 new cases of cerebral palsy (CP) are diagnosed yearly in the United States and contribute to the nearly one million individuals worldwide who currently suffer from the disability (Majd, Muldowny, & Holt, 1997). CP is a disorder caused by injury or abnormal development in the immature brain, classified by disabilities in movement, muscle tone, and posture (Bass, 1999). However, despite the large numbers of individuals diagnosed and suffering with CP and its secondary conditions, there is still little exercise intervention research on this population group. Therefore, the purpose of the present study was to examine the effect of an 8-week walking intervention on perceived acute and chronic pain and

affective responses to exercise amongst eight individuals with CP. The intervention consisted of two 30-minute moderate-intensity walking sessions per week, under the direction and supervision of a United Cerebral Palsy (UCP) occupational therapist and certified staff. Visual analysis, descriptive statistics, and qualitative analysis revealed that the intervention was successful in increasing acute valence and arousal during and following the walking sessions for the experimental group. Additionally, acute and chronic pain was mildly decreased during and following individual walking sessions. The findings offer applications for therapists interested in implementing walking interventions for individuals with cerebral palsy dealing with pain and negative affective states.

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BODY MASS INDEX AND SOMATOMORPHIC INDEXING

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There are numerous somatomorphic indices, largely favoring the continuum from incredibly thin and less muscled to thick and more muscled, most drawn using outlines and stick figures. In the present study we report on somatomorphic preferences as a function of body mass index (BMI), and do so using a continuum ranging from more muscled/low BMI to less muscled/high BMI figures, each presented using actual body pictures. Respondents (n = 369) completed a 150-item survey but the primary measures for this presentation discrepancies between pictures representing current physical condition versus the ideal body, body type most attractive to partner, and body type most sustainable over the years. No differences were observed as a function of sex of subject, with all other differences reported below significant and attributed only to participant's BMI ($X^2 > 43$, all $p < .0001$). BMIintheTeens respondents indicated that a body type leaner/fitter by one size met their personal ideal while the other three BMI groups indicated that a body size leaner/fitter by one or two sizes met their personal ideals. BMIintheTeens and BMIintheForties respondents indicated that a body type leaner/fitter by three sizes would be most attractive to their partner while the other two BMI groups indicated a body size leaner/fitter by one or two sizes would be most attractive to their partner. The majority of BMIintheTeens indicated that their current body type was sustainable, and did so at rates 2 to 5 times those of the other three BMI groups, these latter groups indicating that a body size leaner/fitter by one or two sizes was personally sustainable over the remainder of one's lifetime. Discussion will incorporate additional data relating somatomorphic preferences to body dysmorphia and general measures of physical and mental health.

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RELATION OF APPEARANCE ENHANCING DRUG USAGE AND SEXUALITY TO MEN'S BODY IMAGE, MUSCULARITY, AND PSYCHOSOCIAL WELL-BEING

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Muscularity and leanness define men's body image (Mayo & George, 2014), and is particularly salient for gay men (Tiggeman, et al., 2007). Muscle enhancing and leanness products (e.g., diet pills, creatine; aka appearance enhancing drugs [APED]) are an alternative to exercise to achieve physical ideals (Lieberman et al., 2014). We examined sexual orientation and APEDs in relation to body image, muscle dysmorphia, and psychological well-being. Participants were 707 men (Mage

= 23.37 years); 65.5% were White and 80.4% single; 22.1% identified as homosexual. Participants completed measures of body shame and satisfaction, muscle dysmorphia, drive for leanness, neuroticism, satisfaction with life, and depression. No significant interactions between sexual orientation and APED emerged with any variables. For drive for leanness and muscle dysmorphia there was a significant main effect for APEDs, Wilk's $\Lambda = .857$, $F(8, 1396) = 13.96$, $p = .000$; partial $H^2 = .074$, and sexual orientation, Wilk's $\Lambda = .929$, $F(4, 698) = 13.39$, $p = .000$; partial $H^2 = .071$. Similar main effects occurred for body shame and satisfaction for APEDs, Wilk's $\Lambda = .964$, $F(8, 1396) = 3.24$, $p = .001$, partial $H^2 = .018$, and sexual orientation, Wilk's $\Lambda = .928$, $F(4, 698) = 13.63$, $p = .000$, partial $H^2 = .072$. s, APEDs, however, were unrelated to life satisfaction, neuroticism, and depression, Wilk's $\Lambda = .990$, $F(6, 1396) = 1.12$, $p = .349$, partial $H^2 = .005$, though sexual orientation was, Wilk's $\Lambda = .990$, $F(6, 1396) = 1.12$, $p = .349$, partial $H^2 = .005$. Men who used both muscle building and leanness products reported higher drive for leanness, more muscle dysmorphic symptoms, and more body shame than those who used none. Gay men had a higher drive for leanness, greater reluctance to show their bodies to others, more body dissatisfaction and shame, and lower psychological well-being than heterosexuals.

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OBSESSIVE PASSION AND EXERCISE ADDICTION: POTENTIAL LINKS AND PRACTICAL CONSIDERATIONS

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The Dualistic Model of Passion (Vallerand et al., 2003) posits two distinct types of passion people may develop for an activity: harmonious passion and obsessive passion. Evidence suggests that obsessive passion is positively associated with unwanted psychological and physical outcomes while harmonious passion is positively associated with desirable psychological and physical outcomes (Vallerand, 2008). The purpose of the present study was to examine the possible links between college students' passion for their major, academic activities, and problematic health behaviors, specifically exercise-addiction. Participants ($N = 502$) (M age = 18.91, $SD = 1.68$) replied to a survey that combined the Passion scale (Vallerand et al., 2003) and Exercise Addiction Inventory (EAI; Terry, Szabo, & Griffiths, 2004). Regression analyses revealed that obsessive passion for major and academic activities was positively associated with scores of exercise addiction ($B = .14$, $p = .004$; $B = .19$, $p < .001$). Harmonious passion for major and academic activities, in contrast, was not associated with exercise addiction ($B = -.04$, $p = .43$; $B = .002$, $p = .97$). These findings suggest that students who are obsessively passionate about their major and academics may be at greater risk for engaging in exercise addictive behaviors and may experience greater negative outcomes associated with exercise than students who are harmoniously passionate about their major and academic activities. Practical recommendations for identification of obsessive passion and prevention of exercise addiction in youth will be discussed. Targeted interventions to increase harmonious passion and allow healthy exercise behaviors will be outlined.

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DIRECTION OF UNLOADING INFLUENCE ON RATE OF PERCEIVED EXERTION IN A POSITIVE-PRESSURE TREADMILL

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A positive relationship has been identified between ratings of perceived exertion (RPE) and exercise intensity (Marcora, 2008). However, RPE can be influenced by factors other than those which are physiological in nature. One such factor is effort perception (Robertson, 2004). It is suggested that exercisers engage in a process of teleoanticipation and create an exercise template (i.e., template RPE), based upon previous experience with the exercise task, which guides their perceptions of the amount of effort required for task completion. The current study examined how altering workload (WL) intensity during a positive-pressure treadmill task, may impact RPE. Specifically, it was predicted that RPE would be impacted by the direction of unloading (i.e., inclining from 60% - 100% or declining from 100% - 60%) of body weight (BW) during a treadmill task. Results indicated that although the metabolic factors of VO_2 and energy expenditure (EE) were significantly ($p < .01$) different between the incline and decline conditions, RPE were not ($p > .01$). These findings suggest that RPE can be impacted by non-physiological factors, and that varying the intensity of an exercise may alter an exerciser's template RPE. These results not only expand the current conceptualization of RPE but also provide an opportunity for coaches, trainers, and exercisers themselves to manipulate RPE and maximize training. By altering the timing of intensity stimuli during an exercise task, exercisers may be able to work their body at higher intensities without actually perceiving the increased WL or effort that the body is producing. Such manipulations may allow exercisers to complete more physically challenging tasks without experiencing the mental fatigue and physical exhaustion that may typically accompany it, and lead to sub-maximal performance.

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ATTACK AND FEAR: PERCEPTIONS ABOUT PHYSICAL ACTIVITY AMONG CHILD CANCER PATIENTS AND THEIR FAMILIES

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Physical activity (PA) is one of the most important actions for the prevention of cancer. Fully one-third of all cancers are attributable to sedentary lifestyle and inactivity. Additionally, PA has been associated with improved cancer recovery as well as increased psychological and physical well-being following cancer recovery. For these reasons, PA is an important component of a cancer treatment regimen. For children, PA is specifically important, as it leads to healthy development in a variety of realms. Among children with cancer, then, the

inclusion of PA as part of a daily behavior pattern is extremely important. Unfortunately, many child cancer patients do not participate in PA as often as they should. Reasons for this behavior (or lack thereof) are yet unknown. The purpose of this research is to examine attitudes and perceptions about PA among children with cancer (and their parents). Through online cancer support groups, social media programming, and word-of-mouth, 250 families were invited to complete a survey designed to examine PA behaviors, perceptions, and therapeutic understanding. Online surveys were completed by both the cancer victim (child) and a parent from each family. Using both qualitative and quantitative evaluation methods, response trends were analyzed, and results revealed both common and population-unique trends regarding both attitudes about and perceived barriers to PA participation. Parents were more likely to take a hesitant/protective/fear based approach to PA, while the children with cancer reported an attack-based attitude. Common themes for participation included the psycho-therapeutic benefits of PA and social bonding with other children and patients, but also an “attack” approach to disease management. On the PA-avoidance side, common reasons included fear of illness/compromised immunity, injury and lack of time. Results are also discussed relative to stage of cancer, stage of treatment/recovery, and gender/age of child. Recommendations for practitioners are included.

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PHYSICAL ACTIVITY AND QUALITY OF LIFE AMONG KOREAN IMMIGRANTS: A MODERATED MEDIATION MODEL

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Considerable research suggests the beneficial effects of physical activity (PA) on Quality of Life (QoL) across diverse populations. However, little is known about mediating or moderating processes underlying the relationship between PA and QoL. As part of a larger investigation of PA and QoL in Korean immigrants, we examined two mediation models with the impact of PA on integrated QoL mediated by physical QoL and by functional/ADL. In addition, we examined the moderating effect of age of these mediational models. A total of 201 Korean immigrants living in the U.S (male = 86, female = 115; age 18-72, M = 42.2, SD=14.66) completed Gill et al.'s (2011) multidimensional Quality of Life Survey and Godin's PA measure. The moderated mediation analysis was performed using the Hayes PROCESS macro (2013). Results revealed that the relationship between PA and integrated QoL was mediated by physical QoL and functional/ADL, but age moderated the relationships. Specifically, the mediated effect of PA on integrated QoL was significant for young to middle-aged adults, but not for late middle-aged adults and older adults. Within the younger age groups, the mediated effect of PA on QoL was weaker as age increased. These findings show both mediation and moderation processes influence the PA - QoL relationship among Korean immigrants. The mediation results indicate that PA affects physical and functional QoL, which in turn influence integrated QoL for younger to middle age adults. However, PA was not related to integrated QoL for middle to older adults. Future research is needed to further clarify the mediational model and to determine whether age moderation extends to other populations.

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MASTER SWIMMERS' PERCEPTIONS OF THE CLIMATE IN THEIR TRAINING FACILITIES AND THEIR MOTIVATIONAL RESPONSES

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The purpose of this study was to assist a national organization devoted to promoting swimming among adults with surveying their members to examine their perceptions of the climate at their training facilities and their motivational responses. Members (N=531; 156 males & 377 females; Mage = 53.12) were sent a link and invited to complete an on-line survey that included the following measures: Perceived Motivational Climate in Exercise Questionnaire -A (Moore et al, 2015); Caring Climate Scale (Newton et al., 2007); Intrinsic Motivation Inventory (McAuley, et al., 1989); and items about liking their coach and teammates. Members on average had been swimming 30.93 years, and 58.3% were still competing in the sport. A canonical correlation analysis was conducted to examine the relationship between the members' perceptions of the climate (caring, task, ego) to their motivational responses and revealed one significant function ($L = .51$, $F(15) = 25.58$, $p < .001$; canonical correlation = .69). The loadings indicated that members who perceived a high caring and task-involving climate and a low emphasis on ego-involving climate features, reported greater overall motivation, enjoyment, and effort, and liked their coaches and peers in the program more. Based on the results, the swim organization administrators recognize the importance of promoting a caring and task-involving climate to help adult swimmers have a positive experience in their specific programs. With the organization's strong mission to attract adults and keep them engaged in the sport, efforts may be beneficial to help swim coaches develop skills to promote a spirit of caring and task-involvement, and de-emphasize ego-involvement through strategies such as giving all members feedback and praise (not just the highest performers) and setting up practice sessions to build competence among swimmers of varying skill levels.

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THE RELATIONSHIP OF MEMBERS' PERCEPTIONS OF THE MOTIVATIONAL CLIMATE TO THEIR PSYCHOLOGICAL WELL-BEING AT A UNIVERSITY MEDICAL CENTER FITNESS FACILITY

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Research has identified the key role that a task-involving climate can play for exercisers in fitness settings. Members' perceptions of a task-involving climate have been positively linked to their enjoyment, adherence, and commitment to exercise (Brown & Fry, 2014). It is possible that perceptions of the climate may also relate to bigger picture benefits such as members reporting enhanced mental health outcomes when they exercise in a center that fosters an environment that encourages individuals to gauge their success based on their effort and improvement. The purpose of this study was to examine the relationship between members' perceptions of the motivational climate in a university fitness center to their psychological and emotional well-being. Members of a medical school fitness center (N = 122 staff, faculty, students,

and health professionals; M age = 33.07, SD = 15.09) were invited to complete a survey that included the following measures: the Perceived Motivational Climate in Exercise Questionnaire (Moore, Fry & Brown, 2015), an emotional well-being subscale from the Mental Health Continuum (Keyes, 2008), and Ryff's (1995) Psychological Well-Being Scale. Canonical correlation analysis was employed to examine the relationship between the perceived motivational climate (task- and ego-involving) to the mental health parameters (i.e., psychological and emotional well-being), and revealed a significant model (Wilks' Λ = .90, $F(4) = .023$ ($p < .05$; canonical correlation = .30). Participants who perceived a high task-involving climate with a low emphasis on an ego-involving climate reported greater overall psychological and emotional well-being. The results suggest that fitness professionals who foster a task-involving climate in their centers may help members experience greater well being in their lives. Fitness professionals may benefit from receiving training to create task-involving climates, and deemphasize the ego-involving characteristics of the environment.

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EFFECTS OF EXERCISE DEPRIVATION ON PHYSICAL SELF-CONCEPT IN HABITUAL EXERCISERS

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Sung-Min Cheon, Inha University, Korea
Hak-Beom Kim, Inha University, Korea
Kyung-Ae Park, Inha University, Korea

Individuals who exercise excessively report symptoms of increased fatigue, pain, and negative mood when asked to refrain from exercise for several days. Although several physiological and psychophysiological hypotheses were suggested to explain exercise dependence, experts are still investigating the possible mechanisms of exercise dependence. The purpose of this study was to evaluate the influence of 7-day exercise deprivation on physical self-concept of habitual exercisers. Seven habitual exercisers who regularly exercised 6 to 7 days per week and 7 non-habitual exercisers completed a) Stage of Change Scale for Exercise, b) DSM-V Questionnaire, c) Korean Exercise Addiction Scale, and d) Korean version of the Physical Self-Description Questionnaire (Kim, 2001; Marsh, Richards, Johnson, et al., 1994). Participants refrained from their regular physical activity for the next 7 days. The Korean version of the PSDQ were completed at the same time of each deprivation day and in-depth interviews were conducted on the last day. The results indicated that habitual exercisers were significantly higher on the measures of physical self-concept compared to non-habitual participants. For habitual exercisers, perceptions of sports confidence, body fat, physical activity, flexibility, endurance, muscular strength, and physical self-worth decreased sharply and steadily as exercise deprivation continued. Although non-habitual exercisers also showed decline in the major physical self-concept variables, the curve was less drastic. An interaction effect on perception about physical self-worth appeared by group and duration of deprivation. Physical self-worth for habitual exercisers decreased more rapidly than that for non-habitual exercisers as the day of deprivation increased. The results from interviews revealed that the habitual exercisers had negative reactions to the exercise deprivation and mentioned considerable displeasures about their decreased physical self-concept. In conclusion, the pattern of physical self-concept disturbance

followed by unpleasant feelings with exercise deprivation might contribute to understanding why and how individuals became dependent on exercise.

Group Dynamics

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PERCEPTIONS OF HOW MOTORCYCLE ROAD RACING TEAM RELATIONSHIPS AFFECT RIDER PERFORMANCE

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Several factors have been identified within human interactions to influence individual and team performance in sports. Such factors include, for example, organizational stress (e.g., Woodman et al., 2001), quality of leadership (Hampson et al., 2014), communication (Kristiansen, Tomten, Hanstad, & Roberts, 2012), and coach-athlete relationships (e.g., Jowett & Poczwardowski, 2006). There is a clear gap in research on the nature of interpersonal relations in motorcycle road racing. The purpose of this presentation is to report findings from a study on how the perceptions of relationships within motorcycle road racing teams affect performance of the rider. Three members from three different national motorcycle road racing teams aged 30 to 61 years old took part in semi-structured interviews (Patton, 2002) investigating the perceptions of how interpersonal dynamics within the team influence rider's racing performance. An inductive content analysis (Patton, 2002) indicated that the team member's perception of the quality of communication within a team had the greatest impact on rider performance. Specifically, the participants indicated the quality of communication to influence team confidence, team cohesion, conflict resolution, rider confidence, rider focus, and rider composure. Themes in communication also included the influence of sponsors and factory management on rider performance through provisions of equipment and parts. The study participants also indicated the ability of sponsor and factory management to influence rider confidence and rider focus. Findings suggest that communication was perceived to influence other major factors found to be related to rider's performance, a pattern observed in other sports (Kristiansen, et al., 2012) and non-athletic performance domains (e.g., Arif, Khadim, Marwat, & Ullah, 2009). If replicated, the findings from the present study would necessitate future research to investigate the extent of the influence of communication within motorcycle road racing teams and the ability to develop applied work in this domain supported by research.

Injury/Trauma/Rehabilitation

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A PHENOMENOLOGICAL STUDY: EXPERIENCING THE UNEXPECTED DEATH OF A TEAMMATE

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Sudden death by nature is unexpected and unanticipated (Futterman, 1998), often creating feelings of shock and disbelief (Straub, 2001). As people are usually unprepared for such a traumatic experience (Margola, 2010) they often do not know

how to cope with such an event (Wadland, 1988). Despite the negative psychological reactions usually associated with an unexpected death, research has so far failed to address how the people left behind experience this difficult time. Unexpected death, although it is rare, can occur in the student-athlete population (Futterman, 1998; Vernacchia, 1997) however; little research has addressed how teammates experience such a traumatic event. Existential phenomenological interviews were conducted with 3 male and 6 female (N = 9) collegiate student-athletes who had lost a teammate to an unexpected death. Participants ranged in age from 19- 31 years old (M = 24.11, SD =11) and were from a variety of sports (e.g., swimming, volleyball, basketball, soccer). In-depth qualitative analysis of the interview data identified meaning units and sub-themes which were grouped into 6 major themes: Emotional Response, Behavioral Response, Faith, Social Support, Team Cohesion, and Change of Life Perspective. Taken together, the present results extend previous research on the experience of unexpected death and provide a number of suggestions for sport psychology consultants working with student-athletes. In addition, recommendations are made for athletes, coaches, faculty, and the families of those who experience an unexpected death.

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THE ROAD TO RECOVERY: RUGBY PLAYERS' PERCEPTIONS OF SOCIAL SUPPORT DURING LONG-TERM INJURIES.

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Athletes suffering a long-term injury can experience a variety of psychosocial challenges during the different stages of the recovery process (Clement, Arvinen-Barrow, & Fetty, 2015). While the integrated model of response to sport injury (Weiss-Bjornstal, Smith, Shaffer, & Morrey, 1998) suggests that personal factors (e.g., personality, history of stressors, coping resources) can influence injury appraisals and subsequent outcomes, social support appears to be a critical factor for injured athletes (Bianco, 2001). Research is less clear, however, in explaining specifically how various support networks facilitate athlete recovery. The purpose of the present study was to explore the experiences of athletes recovering from long-term injury, and their perceptions of their required and received social support at each stage (i.e., reaction to injury, reaction to rehabilitation, and reaction to return to sport; Kamphoff, Thomae, & Hamson-Utley, 2013). With institutional ethics approval, six semi-professional rugby players from the UK (1 Rugby League; 5 Rugby Union), between the ages of 21-33, were interviewed; all had a long-term injury (i.e., out of competition and training for over 8 weeks). Transcribed interviews were subjected to a thematic analysis, following procedures outlined by Braun and Clarke (2006). While previous research has suggested that early stages of injury recovery are characterized by seeking emotional support from family and significant others (e.g., Clement et al., 2015), our findings suggested that informational support from medical personnel (e.g., physiotherapists and surgeons) was a dominant theme during the reaction to injury phase. Support from the coach emerged as a theme spanning all stages of recovery, while the theme of family and significant others was only highlighted in the reaction to rehabilitation stage. These findings have implications for those working with injured athletes, who should be aware of how the support they provide can have an impact on successful return to sport.

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PHYSICAL THERAPIST'S PERCEPTIONS OF PSYCHOLOGICAL COMPONENTS IN PATIENT RECOVERY

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An individual's injury treatment is influenced by emotional, behavioral, and situational factors (i.e., attitude, social support, confidence, motivation, etc.). Patients often struggle psychologically, however little is known about the physical therapists' perception of the psychological component of rehabilitation. This study investigated physical therapists' perceptions of behaviors commonly presented by patients, therapists' use of psychosocial strategies for these behaviors, the psychosocial strategies therapists believe they need more education on, and current referral methods to counseling services. An online mixed-method survey, based off Clement's (2013) Athletic Training and Sport Psychology Questionnaire was sent out to all 50 physical therapy state associations with a request that they make it available to their members. Four organizations agreed to forward the survey, and sixty-five therapists (53 females, 12 males) participated in the study. Stress/anxiety (m=4.43, s.d.= 0.62), depression (m=4.17, s.d.=0.76), and pain management problems (m=43.93, s.d.= 0.87) were the most commonly perceived psychological conditions presented by patients. Exercise variety (m=4.44, s.d.=0 .69), short-term goal setting (m=4.27, s.d.= 0.87), and encouraging positive self-thoughts (m=3.96, s.d.=1.05) were used most in assisting patients in their recovery. Physical therapist's indicated being most interested in learning more about: using effective communication (m=4.22, s.d.= 1.07), understanding individual motivation (m=4.13, .d.= .90), and encouraging positive self-thoughts (m=4.13, s.d.=0 .97). Lastly, 42 (62%) physical therapists had referred their patients to counseling services and 5 (.08%) had a standard written procedure for counseling referrals. These results indicate that physical therapists recognize the importance of the psychological component, and apply psychosocial strategies during patient recovery. However, future research still needs to be done in this area.

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MOTIVATION AND INJURY REHABILITATION: ARE PATIENTS' PSYCHOLOGICAL NEEDS BEING MET?

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Adherence to injury rehabilitation programs is notoriously low among physical therapy patients. Therefore, finding ways to enhance patient motivation in physical therapy is critical. According to Self-Determination Theory differences in patient motivation are a function of the extent to which environments satisfy – or thwart – patients' psychological needs for competence, autonomy, and relatedness. The purpose of the current study was to examine this contention by gaining

insight into the behaviors and statements of physical therapists (PTs) that promote or diminish patients' psychological needs. Findings highlighted in this abstract focus on instances of need thwarting by PTs. A purposive sample of 9 experienced PTs (M=9.4 years) and 9 patients (rehabilitation range = 2 months to 7 years) participated in qualitative interviews. Directed content analysis revealed that competence perceptions were suppressed when the level of challenge provided by PTs failed to meet patients' abilities, PT feedback was negative or critical, or when PTs neglected to provide feedback relative to patient progress. Patient autonomy was thwarted when PTs limited patient choice, failed to provide patients with a meaningful rationale for prescribed exercises, and interacted with patients in a controlling manner (e.g., overriding preference). Finally, thwarting of relatedness needs appeared to be a function of a lack of close and caring PT-patient interactions, inadequate demonstration of authentic interest in one's patients, and insufficient acknowledgement of patient perspectives. These findings suggest that PTs may exhibit behaviors or make statements that undermine patients' perceptions of need satisfaction. From a practical standpoint, thwarting patients' basic psychological needs may have a detrimental impact on patient motivation, adherence, and subsequent patient-centered outcomes. Sport and exercise psychology consultants might utilize this information to help practitioners better understand the pitfalls of thwarting basic psychological needs in injury rehabilitation, and to offer suggestions for how PTs can satisfy patients' needs.

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EXAMINING THE ROLE OF SELF-DETERMINATION AND STRESS-RELATED GROWTH IN INJURY REHABILITATION

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Stress-related growth or positive reframing following injury has been recognized (e.g., Salim et al., 2015; Tracey, 2011; Wadey et al., 2011) and provides support for the application of a positive rehabilitation performance framework in the rehabilitation environment. Stress-related growth focuses on personal growth stemming from a stressful experience such as sport injury (Wadey et al., 2012). Since many athletes struggle with injuries, it is important to find means to alleviate psychological distress and to create a more positive rehabilitation experience. It may be beneficial for athletes to consider injury rehabilitation from a positive athletic performance perspective (rather than from a negative injury perspective). To counteract negative feelings often expressed during injury and to better ease the athlete's rehabilitation experience, a focus to consider are concepts such as self-determination. Self-determination theory is a motivational theory centered on self-motivated behaviour, psychological well-being and task related performance (Podlog et al., 2011; 2013). Motivation is a key component to initiate an athlete's recovery from injury, such that without it, rehabilitation may be delayed, have complications, or be compromised.

Therefore, the purpose of the study was to explore the role of self-determination in rehabilitation and the view and potential of injury rehabilitation from a performance point of view. Results will be discussed from 15 injured intercollegiate athletes. Data from interviews and two focus groups were thematically analyzed and revealed three themes: a) the rehabilitation process; b) internal motivation; and c) athlete's

perspective. The use of psychological techniques including, mental preparation, mental imagery and goal setting among others may reduce some of the negative affect and serve as a beneficial task related and proactive strategy. By viewing injury rehabilitation as an athletic performance, athletes may be more inclined to utilize various psychological skills they use from the sport setting within in the rehabilitation context.

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STRESS-RELATED GROWTH AND SPORT INJURY: A PROGRAM FOR POSITIVE REHABILITATION PERFORMANCE

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Perceived benefits following injury have been identified (e.g., Udry et al., 1997; Wadey et al., 2011) and support the concept of stress-related growth (Crawford et al. 2014; Wadey et al. 2013). Stress-related growth is the potential for positive growth to be derived from a stressful experience; in this case sport injury. The presentation will provide details of the Program for Positive Rehabilitation Performance, which guides athletes and members of the sport medicine team to view sport injury rehabilitation from a performance point of view (rather than from an injury/illness perspective). This positive performance perspective sets the tone for athletes to approach rehabilitation with the same dedication and intensity with which they would approach athletic conditioning, sport practice, and competition. Viewing the rehabilitation process as an extension of sporting performance, rather than unnecessary time away from sport, may help athletes maintain their motivation throughout rehabilitation, thus enhancing their rehabilitation adherence and overall rehabilitation outcomes. Similarly, this positive performance view also provides athletes the opportunity to learn and practice new psychological skills and strategies that they can subsequently apply to their sport performance upon return-to-participation.

The Program for Positive Rehabilitation Performance includes techniques that can be applied by sport psychology consultants, sport rehabilitation practitioners, and athletes during sport injury rehabilitation and return-to-participation to promote stress-related growth and positive rehabilitation outcomes. Specifically in this presentation, psychosocial strategies aimed at decreasing distress and enhancing coping strategies, such as emotional support and positive reframing – both of which have recently been found to be mediators of hardiness and stress-related growth (Salim et al., 2015), will be discussed and program implementation steps will be outlined.

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SPORT INJURY REHABILITATION ADHERENCE: A REVIEW AND PRACTICAL APPLICATIONS

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Many individuals experience injuries that require a period of rehabilitation. Although a thorough understanding of the necessary physical requirements for rehabilitation is essential, it is also critical to have appropriate knowledge of the psychosocial factors that facilitate adherence. Further, recent disablement models in athletic training have recognized the potential negative psychosocial effects of injury (Parsons et al., 2008; Parsons & Snyder, 2011), such as emotional disturbances due to a loss of athletic identity

Life Skills/Learning Strategies (Includes Coping)

(Brewer, 1993), making awareness of these factors even more important. Using the integrated model of psychological response to sport injury as a guiding theoretical framework (Wiese-Bjornstal et al., 1998), this presentation provides a review of the most important psychosocial aspects of sport injury rehabilitation adherence. The factors can be classified into either personal or situational categories. When examining personal factors, self-motivation, self-efficacy, and belief in the efficacy of the treatment have been consistently found to be related to adherence. Social support and practitioner-client communication have been identified as the two most consistent situational variables related to adherence. Some limitations and future directions of sport injury rehabilitation adherence research are discussed. Finally, this review of the adherence literature will be followed with practical suggestions for sport psychology consultants working with injured athletes, with a focus on cognitive-behavioral interventions that target the factors previously identified. Overall, consideration of the psychosocial aspects of injury is an integral step in providing holistic care and ensuring that the athlete is ready to return to play.

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STANDARD PSYCHOLOGICAL CONSULTATION IN SPORT INJURY REHABILITATION: PROGRESS OF A PILOT PROGRAM

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Although the sport psychology literature suggests that psychological interventions can enhance sport injury rehabilitation outcomes, there are few sport injury rehabilitation clinics that routinely provide psychological services to all of their patients. The purpose of this presentation is to share information about the process of developing a clinic-based psychological program for athletes with injuries and to present longitudinal data pertaining to such a program situated on a college campus. In the five semesters of the program’s existence, graduate student athletic counselors at the sport injury rehabilitation clinic collectively have provided 1,823.73 hours of service to 157 patients, with 480.98 hours of one-on-one contact with athlete-patients on site and 77 hours of individual sessions (in 115 total sessions) with patients outside the clinic. Acceptance of the psychological program has grown over time. In the second semester of the program, athletic counselors were included in the process of charting in the medical record of the patients with whom they are working. In the fourth semester of operation, evaluation of the psychological intervention process was welcomed by the clinic staff and expanded to include each member of the athlete-athletic trainer-athletic counselor triad. End-of-semester perceptions of the program were generally positive across the fourth and fifth semesters of the program, with both athletes ($p = .06$) and athletic counselors ($p = .04$) reporting that athletes had a better understanding of the role of athletic counselors in the fifth semester than in the fourth semester. The data provide support for the viability of implementing psychological consultation as a standard practice in sport injury rehabilitation. The pilot program offers graduate student athletic counselors the opportunity to gain supervised experience working in a multidisciplinary sport injury rehabilitation environment.

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MENTAL HEALTH THROUGH MENTAL SKILLS TRAINING - PSYCHOPHYSIOLOGICAL STRESS RECOVERY FOR STUDENT- ATHLETES

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Student athletes expend psychological and physical resources completing daily and weekly tasks. Academic load and social commitments, coupled with sport participation contributes to rising allostatic stress and mental strain (Beauchemin, 2014). The accumulation of strain and loss of psycho-physiological resources also interferes with sport and classroom performance. Student athletes are susceptible to new college demands and may divert self-care to less than healthy reactive stress coping responses. Coaches, trainers, and student health advocates interested in promoting positive and healthy coping behaviors may use structured programming in a college setting to assist with student-athlete psychophysiological recovery. The proactive recovery of lost psychophysiological resources has demonstrated to be a malleable skill in first-year college students through the use of MST (Phillips, 2014). Proactive Psychophysiological Recovery (PSR) allows students athletes to develop their own proactive recovery program with the guidance of a workshop facilitator.

This lecture will discuss the empirical evidence supporting the use of MST for psychophysiological recovery of lost resources. Proactive Stress Recovery can be provided through a series of workshops designed to develop and expand the use of MST toward the development of proactive psychophysiological recovery skills. The workshops focus on using goal setting to enhance control (based on SDT), engagement activities to promote psychological detachment, using mastery (self-efficacy) to build self-efficacy, and relaxation strategies (PMR) to facilitate desired energy activation and sleep behaviors.

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SOCCER FOR DEVELOPMENT PROGRAMS: A REVIEW OF THEIR TYPES AND STRATEGIES TO FOSTER AND TRANSFER LIFE SKILLS.

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Soccer is the most popular sport in the world. FIFA (2007) estimated that over 207 million people play what is called the “beautiful game”. Its simplicity and enjoyment motivates people across ages, cultures, and socioeconomic classes. Soccer was found to be a powerful tool in helping people who live in zones of conflict and are deprived of freedom, equality, and even basic needs. Soccer programs in these regions focus on teaching positive values and beliefs to help people succeed in their lives or at least lessen the damage created by societal problems. Checchini, Montero, & Pena (2003) have found that the beautiful game is used in teaching life skills, promoting peace, educating socially, and fostering personal and social responsibility.

A literature review was conducted in order to identify existing programs using soccer for development. We attempted to recognize patterns and differences in the strategies used for the interventions based on the program type. Lastly, we summarized the strengths and limitations of the studies reviewed with respect to intervention strategies utilized in order to provide support for future research and applied work.

As a result of this review, twelve articles were found on soccer programs promoting peace, empowerment, disease prevention and awareness, employability, community development, and social inclusion. Programs utilized from informal chats to peer-mentoring activities as strategies to foster life skills such as respect, leadership, and communication. The transfer of these skills was achieved through chats, reflection, community involvement, and mentoring. In the end, we suggest that soccer for development programs should be systematic, long-term, and tailored according to the needs of the local people and their culture. Initiatives need to be evaluated and life skills training introduced during youth rather than later in life.

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INVESTIGATING PHYSICAL SELF-CONCEPT AND QUALITY OF LIFE IN STUDENT VETERANS THROUGH FOCUS-GROUP INTERVIEWS

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Student veterans experience several issues related to the transition from military to university life (Ackerman, DiRamio, & Mitchell, 2009; Naphan & Elliott, 2015; Schiavone & Gentry, 2014; Selber, Chavkin, & Biggs, 2015). Ackerman, DiRamio, and Mitchell (2009) found that student veterans report difficulties with administration, a lack of knowledge of benefits, insufficient study habits, altered social skills and negative responses from professors and students. Additionally, student veterans experience a loss of identity, team cohesion, and a structured environment; and often resort to inappropriate behaviors and coping strategies (Naphan & Elliott, 2015). Student veterans may also face psychological issues such as Post-Traumatic Stress Disorder (PTSD), anxiety and depression; as well as sleep disturbances and physical injuries (Schiavone & Gentry, 2014). One area which has not been studied in the student veteran population is physical self-concept. While serving, military personnel engage in mandatory and structured physical activity. As college students, veterans have no such program, and must engage in physical activity of their own accord. Many may not possess the knowledge to devise a plan, or may struggle with time management. It is unclear if student veterans experience these issues or other issues; and whether physical self-concept and quality of life are negatively affected.

With exercise psychology and wellness being an important component in military life and veterans' transition to civilian life, this Exercise Psychology and Wellness SIG and Military Performance SIG-sponsored poster presentation will share findings from a focus-group study assessing student veterans' perceptions of physical activity, physical self-concept, and student veterans' perceptions of their current fitness level and impact their fitness level has on their quality of life.

Mental Training/Interventions

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THE EFFECTS OF A PSYCHOLOGICAL SKILLS TRAINING PROGRAM ON MAINTENANCE OF USE AND SELF-EFFICACY IN PSYCHOLOGICAL METHODS

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This study explored maintenance of psychological method use and self-efficacy during and following a systematic psychological skills training (PST) program. Two division-I

collegiate athletes (P1 = male, 22 years old; P2 = female, 19 years old) participated in an efficacy trial using a single-subject design. The PST program combined evidence-based practices with pragmatic psychological method use recommendations, and was implemented using systematic protocols for each session. Participants received four successive and cumulative PST sessions consisting of goal setting, relaxation, imagery, and self-talk that emphasized education, skill building, self-monitoring, and regulation of psychological methods. Participants were measured on use of psychological methods via the Test of Performance Strategies (TOPS; Thomas, Murphy, & Hardy, 1999) and self-efficacy in use of psychological methods via a scale constructed based on Bandura's (2006) recommendations. Both measures were administered pretest (pre-intervention), posttest (one week following fourth session), during the program (before all four sessions), and at six-week follow-up. Additionally, intervention fidelity was implemented and examined across all sessions. P1 reported increases in mean self-efficacy from pre- to post-intervention across all four methods, with maintenance in elevated self-efficacy observed at follow-up. For psychological method use, P1 reported an increase in goal setting only while usage of other methods remained relatively consistent from pre- to post-intervention and follow-up. Conversely, P2 reported increases in utilization of three methods at post-intervention while also maintaining elevated use at follow-up. Self-efficacy for P2 increased from pre- to post-intervention, though levels returned to baseline at follow-up. Overall, findings from the study revealed support for the enhancement and maintenance of psychological method use and self-efficacy of a systematic PST program.

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HELPING ULTRAMARATHON RUNNERS GO THE DISTANCE

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The ultrarunning and sport and exercise psychology communities have a lot to offer and learn from each other. Weinberg and Williams (2010) noted that understanding the characteristics of a sport subculture, the challenges athletes face, and the nature of the sport community better prepares the consultant to work effectively with a particular group. Consultants and researchers can learn from ultramarathon runner's experiences, the mental demands of their sport, and the way they use mental skills when racing 50K or more over rugged terrain. The driving force behind competing in ultras includes overcoming challenges, a sense of personal achievement, the opportunity to socialize with other ultrarunners, and being immersed in nature (Doppelmayer & Molkentin, 2004; Hashimoto, Nagura, Kuriyama, & Nishiyama, 2006). In addition to training and skill development, successful ultramarathon running requires skills like mental toughness, goal setting, and positive self-talk. Experiences of ultramarathon runners were explored through quantitative (n = 476) and qualitative (n = 12) data and offer rich insights into both the demands of an ultra and the importance of psychological skill use in training and competition. Based on the findings, this presentation will 1) Inform current and future consultants of unique aspects of this sport culture; 2) Suggest areas of emphasis for sport psychology consultants helping this population develop key tools and resources such as resilience and mental toughness, pain management, goal-setting, emotional management, and proper recovery; and 3) Present a framework informed by Vealey (2007) for developing mental skills training with ultramarathon runners.

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THE CONTINUED EVALUATION OF A MENTAL TOUGHNESS EDUCATION AND TRAINING PROGRAM FOR ENGLISH FOOTBALL REFEREES: A TWO-SEASON LONGITUDINAL STUDY

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Peter Olusoga, Sheffield Hallam University, UK*

This study aimed to build on an existing English football referee-specific intervention (Slack, Maynard, Butt, & Olusoga, 2015) by evaluating a Mental Toughness Education and Training Program (MTETP). Over the course of the 2013-14 and 2014-15 seasons this study adopted an experimental group/control group pre-test/post-test design in which 12 English National League football referees participated. The MTETP contained eight workshops and three individual match-day observations designed to develop Mental Toughness (MT) behaviors and cognitions across pre-match, performance, and post-match situations (Slack, Butt, Maynard, & Olusoga, 2014) as well as enhance refereeing performance. Results across the two seasons reported higher positive changes in the experimental group across all MT behaviors and cognitions measures as well as performance outcomes than the control group. Significant main effects for group X time interaction were found for pre-match ($F(1, 10)=7.478, p=.021$) and post-match MT behaviors ($F(1, 10)=5.517, P=.041$), performance MT cognitions ($F(1, 10)=6.590, p=.028$), and performance outcomes ($F(1, 10)=14.868, P=.003$). Social validation data was conducted via one-to-one interviews with all six of the experimental group participants. Interview transcripts were analyzed using QSR-Nvivo and supported the effectiveness of the MTETP. This data highlighted umbrella themes outlining the progression of English football referee performance and included enhancing competition-specific football intelligence and promoting team MT at full-time. Recommendations for the continual advancement of longitudinal MT interventions are discussed not only in this football referee-specific context (e.g., MT behavioral coding, pressure exposure training strategies) but also in environments whereby MT and optimal performance under pressure is paramount.

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UNDERSTANDING PRE-PERFORMANCE ROUTINES IN MARATHON RUNNERS: FOCUS GROUPS ON TASK-RELEVANT THOUGHTS

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Objective: Pre-performance routines (PPRs) prepare athletes to complete a set of automatic skills despite variations in the sporting context. Both task-relevant actions and thoughts are used to increase concentration and overcome negative thoughts. There is a lack of research on PPRs in continuous skill sports, the specific task-relevant thoughts performers employ for competition, and how they feel their overall PPR influences their performance. The purpose was to examine the task-relevant thoughts of runners and their perceptions of the influence of PPRs on their running performance. Methodologies: We utilized focus groups to assess runners'

thoughts and role assessment of their PPRs. Participants were 19 students in a marathon training course, ages 19 to 26, and were a mix of experienced to beginner. Verbatim transcripts were made from the three groups and were analyzed with IPA (Smith, 1996). Reliability checks were assessed at the end of each group and after initial codings. Results: For task-relevant thoughts, participants noted themes like, "I'm thankful I'm capable of doing this" and "I've done this before." In assessing the role of their PPRs' influence on performance, they most commonly cited food, positive thoughts, and overall PPR consistency as major factors. Importantly, not all participants felt their routine made them more ready to run due to the length of runs. One participant stated, "About mile 12 I've forgotten about everything that has already happened." Discussion: Findings indicate an overwhelming emphasis on the need to utilize positive thoughts. For the influence on performance, findings indicate PPR consistency on positive thinking and consuming specific foods is highly important. Practical implications indicate that training for continuous skill sports should involve consistent PPRs with specific positive task-relevant thoughts and established food patterns, which can aid in feeling ready to perform.

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THE EFFECTS OF A PETTLEP IMAGERY INTERVENTION ON LEARNERS' COINCIDENT ANTICIPATION TIMING PERFORMANCE

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Imagery has been shown to assist learners in acquiring motor tasks varying cognitive and motor demands (Weinberg, 2008). However, little research has examined how imagery impacts learners' acquisition of tasks requiring coincident anticipation timing (CAT). CAT requires a person to track the motion of an object, estimate when it will arrive at a specific location, and precisely coordinate their actions to intercept the object at that specific location (Tresilian, 1995). CAT is a fundamental component of hitting, passing, and receiving required in several sports. The purpose of the current study was to examine the effects of an imagery intervention on learners' CAT performance. Participants stood at the end of a Bassin Anticipation Timer and intercepted a light that appeared to move down a runway with a Ping Pong paddle as it reached a target lamp. After taking part in a 9-trial pre-test 60 participants ($M = 20.56$ age; $SD = 2.46$) 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. After completing their assigned practice, participants completed a 9-trial post-test 24 hours later. A 4 (group) X 2 (test) repeated measure ANOVA revealed a group by test interaction ($p < .01$). Results showed that the PP and IP+PP groups had significantly lower absolute timing error compared to the CON group on the post-test. The IP+PP group performed similarly to the PP group on the post-test, despite having half the physical practice attempts. Results indicate that imagery alone may not be sufficient in learning CAT tasks. However, imagery may be an effective addition to physical practice for acquiring tasks involving CAT. The results are congruent with prior research demonstrating that imagery is most effective when combined with physical practice (Post, Muncie, & Simpson, 2012).

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DEVELOPING A TEAM MISSION STATEMENT: WHO ARE WE, WHERE ARE WE GOING, AND HOW ARE WE GOING TO GET THERE?

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In the context of competitive sport, every team has a goal to maximize performance and achievement across a season. A frequent way that a sport psychology consultant can aid a team in increasing performance is through the use of goal setting and shaping of a team culture. Early season goal setting sessions can include both individuals and teams, with prior research having provided coaches with a framework for setting goals (Weinberg, 2010) and evaluating the efficacy of the goal-setting process over the course of a season (Gillham & Weiler, 2013). While effective goal setting focuses attention, clarifies team goals, and provides motivation to athletes, identifying and improving underlying team culture is typically not addressed in these goal-setting sessions. One way to address the team culture is through the development of a team mission statement. A mission statement is an agreement among group members that outlines the purpose of the group's existence and philosophy of the team (Yukelson, 1997). As team composition can differ dramatically from year to year, mission statements are especially helpful to clarify the annual direction of the team. This presentation will outline the steps to lead the creation of a mission statement with a team, speak to the possible challenges of leading such an exercise, and overview lessons learned by the consultants through their own experiences. Ensuring athletes had autonomy during the creation of a mission statement, incorporating feedback from all team members, and facilitating in a manner that empowered and created athlete buy-in were challenges that consultants encountered during their sessions. Lessons learned by the consultants included ensuring the mission statement remained relevant throughout the course of the season, making sure all athletes made an initial commitment to the mission statement, and explicitly creating specific athlete behaviors that would indicate a commitment to the mission statement.

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EFFECTS OF A MENTAL WARMUP ON THE READINESS OF SOCCER PLAYERS TO PERFORM AND USE MENTAL SKILLS

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Athletes routinely engage in physical activities to warm up and prepare their body for training and competition. Engaging in mental activities, however, for warmup purposes is less well-established among athletes. Consequently, the purpose of this research was to examine the effects of a mental warmup on the readiness of athletes to perform and use mental skills to enhance their performance. In Study 1, adolescent soccer players (N = 101) completed the Mental Readiness Form (MRF; Murphy, Greenspan, Jowdy, & Tammen, 1989) and a questionnaire assessing readiness to use mental skills to enhance performance immediately before—and immediately after—completing a 5-minute structured mental warmup consisting of the use of several mental techniques (e.g., imagery, physiological arousal management, positive self-talk) directed toward accomplishment of their primary objectives

for that particular training session. MRF and readiness to use psychological skills scores were significantly better after the mental warmup than they were before the mental warmup. In Study 2, 29 female intercollegiate soccer players were randomly assigned to an intervention group or a control group. The intervention group did the same structured mental warmup used in Study 1 directly after their physical warmup for three training sessions over a one-week period, whereas the control group just did their physical warmup. Participants in both groups completed the MRF and the readiness to use mental skills measure before and after their respective warmups. Repeated-measures ANOVA revealed a significant group by pretest-posttest interaction such that participants in the intervention group reported improved mental readiness to perform and use mental skills to enhance performance after completing the mental warmup, but participants in the control group reported no such improvements. The results of Studies 1 and 2 suggest that a mental warmup may be useful in helping athletes to prepare for training and competition.

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YOGA PROGRAM ON EXECUTIVE FUNCTION IN CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER

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Objective: This study was conducted to determine whether the effects of a yoga activity were reflected in the attention and discrimination patterns of ADHD children.

Method: 24 children were assigned to a yoga exercise group, while 25 children were assigned to a control group. For the executive function, the Stroop Test and Determination Test were assessed before and after each treatment. **Results:** The results indicated that yoga activity facilitated performance on the Stroop Test, particularly in the Stroop Color-Word condition. Additionally, children in the yoga exercise group demonstrated improvement in discrimination performance, whereas the control group demonstrated no such improvement. **Conclusion:** Tentative explanations for the yoga activity effect postulate that exercise allocates attention and discrimination resources, influences behavioral control, and is implicated in the exercise-induced development of cognitive performance and executive function. These findings are promising and additional investigations to explore the efficacy of yoga on executive function in children with ADHD are encouraged.

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REFLECTIONS ON THE IMPACT OF AN ORGANIZATIONAL INTERVENTION IN PROFESSIONAL SPORT: RESEARCHER AND ATHLETE PERSPECTIVES

James Rumbold, Sheffield Hallam University, UK

Evaluation of psychology programs often emphasizes the importance of assessing statistical significance, to the neglect of exploring the mechanisms by which intervention outcomes may be facilitated or compromised (Nielsen & Randall, 2013). Such information is fundamental in explaining how variation in athlete outcomes may be attributed to the processes of intervention design, delivery, or contextual events. Despite research attempts to socially validate the practical significance of programs for athletes (Page & Thelwell, 2013), limited research has provided a rich understanding of how and why interventions are effective and from multiple perspectives (e.g., researcher, athletes). The purpose of this

study was to qualitatively evaluate the impact of a season-long organizational intervention in professional sport. During the design and implementation of psychology workshops, the researcher completed a reflective diary of observations, interactions, and events that occurred within the organization, and, immediately following the delivery of each workshop. In addition, semi-structured interviews were conducted with 18 sport performers at 3-months post-intervention. Thematic analysis procedures (Braun & Clarke, 2006) resulted in the crystallization (Ellington, 2008) of three main themes: Macro, micro and contextual influences. Macro influences consisted of issues related to the design (e.g., workshop content) and delivery (e.g., the number and length) of the psychology workshops. Micro influences encompassed factors relating to perceptions of impact (e.g., improved athlete communication), satisfaction, and motivation to participate in the program. Contextual influences related to time (e.g., scheduling of workshops), organizational commitment (e.g., prioritizing other programs) and engagement factors (e.g., non-engagement of coaches). From an applied perspective, it is recommended that researchers and practitioners carefully monitor and reflect on the underpinning intervention processes that may influence desired outcomes. Such information will likely strengthen the evidence-base for the future development of effective interventions in sport.

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IN THE HOLE OR IN THE POND, NOW WHAT? CONTROLLING REACTIONS THROUGH POST- PERFORMANCE ROUTINES IN GOLF

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In golf, pre-shot routines have commonly been proposed as the go-to strategies to help golfers get mentally and physically ready, cope with distractions, and achieve performance excellence (Lidor, Hackfort, & Schack, 2014). However, the state of optimal functioning (Individual Zone of Optimal Functioning, IZOF; Hanin, 1999) needed to effectively initiate and execute a pre-shot routine may be impaired by any maladaptive emotional and physical reactions that golfers carry with them from a previous shot. For example, self-deprecating thoughts, anger, ruminations, or extreme excitement after a shot may be pervasive and detrimental to performance over the next several holes. Relying solely on the upcoming pre-shot routine to achieve self-regulation and performance excellence may be in vain without using post-performance routines. Drawing upon related research (Moran, 1996), post-performance routines in golf can be defined as a sequence of consistent and deliberate actions and thoughts that golfers use after a shot and prior to the pre-shot routine of the next shot. Tenpin bowlers reported that using standardized cognitive-based post-shot routines helped enhance attention and emotional control, and performance (Mesagno, Hill, & Larkin, 2015). Despite these promising findings, a detailed and elaborated conceptual model of post-performance routines is missing to date. Based on the IZOF and Acceptance Commitment Therapy (ACT; Hayes, Strosahl, & Wilson, 1999), the proposed model is designed to help golfers customize their own post-performance routines to: 1) process the execution and outcome of the previous shot (neutral descriptions and non-judgmental attitudes), 2) internalize the positives and accept to let go, 3) gain self-awareness of one's psychological and

physical states, and 4) enter IZOF before the next pre-shot routine. This model is also designed to foster personal growth and enjoyment on and off the course. Connections will be made for the use of post-performance routines in other self-paced sports.

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SPORT AND PERFORMANCE PSYCHOLOGY CONSULTATION OUTSIDE OF HOME UNIVERSITY ATHLETICS

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Nile Brandt, Ball State University, USA
Brianna Leitzelar, Ball State University, USA
Alee Wade, Ball State University, USA
Lindsey Blom, Ball State University, USA

Many of the applied opportunities in sport and exercise psychology master's programs involve not only the university or college's athletic teams, but also other local organizations (e.g., youth sport, middle schools; Burke et al., 2015). These opportunities provide student consultants with the ability to expand their experience across a wider range of populations, practicing sport and exercise psychology techniques beneficial in different performance settings (Steyn et al., 2015). Thus, the purpose of the current presentation is to examine four sport and exercise psychology graduate student consultants and their experiences with groups outside of their home university's athletic teams.

The four authors had training experiences providing sport and exercise psychology consultation services to a Division III Midwestern men's basketball team, a group of student musicians at a local university school of music, a local middle school track team, a group of music majors at a local university, individuals enrolled in an exercise program, and patients at a local cancer center. The consultants will overview various strategies used to build rapport with each respective group, specific mental skills used (e.g., goal setting, imagery, adherence techniques), the benefits and challenges of their experiences, and learning points for future consultation. More specifically, they will expand on the benefits of their experiences, such as freedom to build a unique consulting relationship, creating awareness of mental skills at a young age, and expanding the field of performance psychology, as well as challenges of lack of time with the group, getting "buy-in", and being confronted with clinical issues. Learning points for future consultation will include providing more engaging mental skills training, developing "quick-hit" takeaways for short sessions, and addressing potential insecurities of dual identities.

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UTILIZING MOVEMENT FOR EMOTION REGULATION DURING PLAY

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Rikki Carlin, Adler University, USA
Mary McChesney, Adler University, USA

Emotion can be defined as "a reaction to a stimulus event which involves a change in the viscera and musculature of the person, is experienced subjectively in characteristic ways, is expressed through such means as facial changes and action tendencies, and may mediate and energize subsequent behaviors (Deci, 1980, p. 85)." We all experience a range of

emotions; however, we do not experience emotions in the same way. Different ways of experiencing emotion is referred to as emotion regulation, or the process that influences the onset, duration, and intensity of the emotional response (Wagstaff, 2014). When examining emotion regulation as a moderator for stress and happiness/depression, Revera and Rey (2015), found that males with high emotion regulation scores and high stress levels reported more happiness and less depression than those with low emotion regulation scores. It has also been found that boys often learn to cope with emotions through emotionless talk, withdrawal, or silence, or they learn to use hostility to mask their vulnerability (Scheff, 2006).

Given the negative effects of poor emotion regulation, significant research has been dedicated to understanding how to build effective emotion regulation skills. Current research reports that cognitive techniques, such as reframing, Socratic dialogue, self-talk, and imagery, could provide individuals with preventative measures for emotion regulation (Jones, 2003). These cognitive techniques, however, exclude physical expressions of emotion. Specific movements can enhance positive emotions and decrease negative emotions, assisting in emotion regulation (Shafir, Tsachor, & Welch, 2016). During play, athletes face numerous highly emotional situations, which provoke an immediate emotional response, such as aggressive play or missed shots. In order to perform optimally, athletes must quickly cope with these emotions, and refocus on the game. This poster will explore how athletes might utilize physical coping strategies to effectively regulate emotion and return to optimal performance.

Motivation and Self-Perceptions

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SHIFTS IN ADAPTATION: THE EFFECTS OF SELF-EFFICACY AND TASK DIFFICULTY PERCEPTION

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The purpose of this study was to explore the adaptation process through the manipulation of perceived task difficulty and self-efficacy to challenge the concepts postulated by the two-perception probabilistic concept of the adaptation phenomenon (TPPCA). The TPPCA considers perceived task difficulty (δ_i) and self-efficacy (B_v) as the core relationship that influences the process of adaptation through motivational and affective states. The model can be used to affect the mental and emotional states of the performer. Twenty-four participants were randomized into one of 4-order groups to manipulate the level of difficulty for a handgrip and golf putting task. Within each task, 3 separate difficulty levels were presented to each participant in a counter-balanced order. The order of tasks and difficulty levels was counterbalanced between each of the 4-order groups. The performers completed both tasks at each of the 3 difficulty levels, to assess their δ_i and B_v gap effect on motivations, affect, and performances. The findings revealed that as the task difficulty level increased, arousal level increased pleasantness decreased, along with declined performance. There was no solid support that motivational adaptations were congruent with the TPPCA. The theoretical and practical implications of the study are discussed along with suggestions for future research and practical applications.

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HIGH SCHOOL ATHLETES' PERCEPTIONS OF THE MOTIVATIONAL CLIMATE IN THEIR OFF-SEASON TRAINING PROGRAMS

Jacob Chamberlin, University of Kansas, USA
Mary Fry, University of Kansas, USA
Susumu Iwasaki, University of Kansas, USA



Athletes benefit tremendously from working hard in off-season training (OST) because it sets them up to avoid injuries and perform their best during the season. Ironically, many athletes struggle to stay motivated to participate regularly in this training. Research has highlighted the benefits for athletes perceiving a caring and task-involving climate, where they gauge their success based on their personal effort and improvement, and perceive each member of the team is treated with mutual kindness and respect. Athletes who perceive a caring and task-involving climate on their teams are more likely to report greater adaptive motivational responses such as high effort, commitment, and enjoyment (Fry & Gano-Overway, 2010; Harwood, et al., 2015). Research has not currently examined high school athletes' perceptions of the climate in OST settings. The purpose of this study was to examine the relationship between athletes' perceptions of the climate in a summer OST program to their motivational responses. Athletes (N = 128; 90 males & 35 females; Mage = 15.3 years) participating in high school OST summer programs completed a survey that included measures of intrinsic motivation, commitment, their valuing OST, feeling like it is their decision to participate in OST, their perceptions that their teammates take OST seriously, and their attendance. A significant canonical correlation function ($L = .22$, $F(30) = 5.10$, $p < .000$) revealed that athletes who perceived a high caring/task-involving climate reported high intrinsic motivation; high value of and commitment to OST; perceived their teammates take OST seriously; and they attended more sessions. Results suggest that creating a caring/task-involving climate in OST may help athletes optimize their motivation to participate in beneficial strength and conditioning programs. An important avenue for future research is to identify the specific strategies coaches employ to create a caring and task-involving climate in OST programs with high school athletes.

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AN EXPLORATORY ANALYSIS OF SPORTS MOTIVATION WITHIN MEN AND WOMEN COLLEGIATE SOCCER PLAYERS

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Joanne Perry, Saint Louis University, USA
Michael Ross, Saint Louis University, USA
Ashley Hansen, Saint Louis University, USA

Purpose: Motivation is at the core of many sport performance issues. Deci and Ryan (1985) suggested that motivation falls on a continuum of self-determination. At one end is amotivation, which is similar to learned helplessness. Further along the continuum is external motivation, which refers to a variety of behaviors that are influenced by external sources. Lastly, intrinsic motivation refers to participating in activities for the purpose of pleasure and satisfaction. The purpose of this study is to examine the role of motivation among male and female collegiate soccer players. Methods: Men (n=20) and women (n=28) NCAA collegiate soccer players completed

demographic questionnaires and the Sports Motivation Scale (SMS). Independent t-tests were conducted to assess gender differences between the different types of motivation (i.e., intrinsic, extrinsic, and amotivation). Separate analyses of variance with repeated measures were conducted to determine mean differences of motivation types within each gender. Results: T-tests revealed no significant differences between genders on the different types of motivation. However, there were significant differences within each gender. The one-way repeated measures ANOVA revealed statistically significant differences in motivation types for females, $F(2, 54) = 365.44$, $p < .001$, partial $H^2 = .93$, and males, $F(2, 38) = 242.23$, $p < .001$, partial $H^2 = .93$. For females and males, intrinsic motivation was significantly greater than extrinsic motivation ($p < .001$) and amotivation ($p < .001$). Additionally, extrinsic motivation was significantly greater than amotivation ($p < .001$). Discussion: Although previous literature suggests gender differences in sport motivation, the current study did not find differences. However, the within gender findings indicate a need for a more comprehensive and individualized examination of motivation. Motivation is a multidimensional construct, in which individuals are not classified as one type of motivation, but rather vary in degree on each motivational type. The current study emphasizes the importance of a dimensional approach to conceptualizing the role of motivation in sport performance.

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HOW STUDENT-ATHLETES' ACADEMIC IDENTITIES RESPOND TO THE PSYCHOLOGICAL EFFECTS OF SERIOUS INJURIES

Bernadette Maher, Temple University, USA

Competing within the National Collegiate Athletic Association (NCAA) involves an inherent risk of injury. For the student-athletes who experience serious injuries, the subsequent difficulties can be hard to navigate. While most research focuses on the athletic identity of these recovering student-athletes, little is known about how they are affected within the classroom. With a basis in cognitive appraisal theory, this study uses qualitative methods to explore injured student-athletes' experiences, with a focus on the school-related aspect of their identity. Through analysis of the data, this study aims to gain a better understanding of the question: How do student-athletes' academic identities respond to the psychological effects of serious injuries?

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EXAMINING MULTIDIMENSIONAL SPORT-CONFIDENCE IN ATHLETES AND NON-ATHLETE SPORT PERFORMERS

Moe Machida, Osaka University of Health and Sport Sciences, Japan

Mark Otten, California State University, Northridge, USA
Michelle Magyar, California Department of Education, USA
Robin Vealey, Miami University, USA
Rose Marie Ward, Miami University, USA

Confidence has been identified as a critical success factor for sport performers at all levels. Sport-confidence can be defined as the belief or degree of certainty that individuals possess about their ability to be successful in sport (Vealey & Chase, 2008). Researchers have suggested that this sport specific confidence is a multidimensional rather than a unidimensional construct. The sport-confidence model (Vealey, 1986; Vealey

& Chase, 2008) identified three types of confidence (i.e., physical skills and training, cognitive efficiency, and resilience) that are important for success in sport. However, such multidimensionality of sport-confidence and its measurement have not been fully examined. Though sport-confidence should be important in promoting not only performance but also learning, how the sport-confidence model can be applied to non-athletes has not been extensively examined. Testing a large sample of sport performers with varied skill levels and characteristics, the purpose of the present study was to examine the three-factor model of sport-confidence. A total of 1682 participants with various sport experiences and skill levels completed the Sport-Confidence Inventory (SCI; Vealey & Knight, 2002), which assesses the three types of confidence identified in the sport-confidence model. We categorized participants into 512 athletes and 1170 non-athlete sport performers, and tested measurement invariance of the SCI between these two groups using a multiple group model analysis. Results showed that the three-factor model of sport-confidence fit better for the athlete sample than for the non-athlete sample. Athletes had higher latent means on all types of sport-confidence as compared with non-athletes. The results imply that the three-factor model is suitable to athletes, though sport-confidence appears more unidimensional for non-athletes. Use of the SCI for non-athlete sport performers demands further consideration; however, the findings imply that it could be a useful tool to assess sport-confidence of sport performers at any level.

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A RACE TO FULFILLMENT: EXPLORING THE JOURNEY OF THE EVERYDAY MARATHONER

Lennie Waite, Self-employed, USA

The popularity of the marathon and half-marathon distance has increased dramatically throughout the 21st century. The marathon and half-marathon are no longer elite events for sleek professionals—they are pursued by the everyday working person for a plethora of mental and physical health benefits. Previous literature has suggested that these individuals engage in marathon events as a way to gain personal insight regarding their abilities, increase confidence, or create an awareness of qualities that individuals have felt they lacked. Although plenty of research has focused on the important features of the elite training environment, there is a dearth of research exploring the marathon journey of the everyday worker. The current study surveyed 93 half-marathon participants and 78 full-marathon participants during the week leading up to the marathon/half-marathon. All participants had full-time jobs and were training for the marathon during their off-job time. The purpose of the study was to shed light on the mechanisms through which positive belief in one's self was enhanced through the marathon training process. Specifically, the study investigated how running promotes self-affirmation among a group of full-time workers pursuing marathon/half-marathon training during their off-job time. Results highlight the importance of goal clarity and social support during the training process. Furthermore, the study explores data gathered regarding (1) goal achievement (i.e., running a desired time for the marathon/half-marathon event) (2) comparisons between half-marathoners and full-marathoners and (3) the qualitative experiences of participants during their marathon build-up. Overall, this research contributes to the sport psychology literature regarding the environmental features and training process for non-elite endurance athletes.

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SETTING THE STAGE FOR A MOTIVATIONAL CLIMATE COLLABORATION

Joseph Claunch, University of Kansas, USA
Mary Fry, University of Kansas, USA

The purpose of this study was to qualitatively assess the motivational climate for an all Native American collegiate volleyball program. To date, the role of assessment in integrating motivational climate research into practice has not been thoroughly investigated. Further, Native Americans have rarely been included in the sport psychology literature. Consistent with the strengths of a qualitative approach, this assessment illuminated important and relevant contextual factors, all of which would directly influence the appropriateness and effectiveness of any plan to optimize the Native American volleyball program's motivational climate. For instance, five salient themes emerged from the assessment. First, a majority of athletes indicated that they were dealing with adversity in their personal lives and while their challenges varied, seven of the twelve athletes expressed hardships associated with a family history of substance abuse. Second, a majority of the athletes suggested that volleyball provided them with a positive outlet for dealing with stress. Third, many of the athletes' personal definition of success in volleyball reflected a primary concern for engaging in positive interpersonal relationships with teammates and coaches and secondary concern for task and ego goals. Fourth, the athletes' tended to express motivational preferences that aligned with task-involving approach, such as an emphasis on continuous improvement and the provision of mistake contingent instruction and encouragement. Finally, there was consensus amongst the athletes that they were skilled, but needed to foster stronger relationships with their teammates. The findings from this assessment served as the basis for developing a comprehensive motivational climate program that was in part based on the athletes' individual characteristics well as relevant Achievement Goal Perspective Theory (AGPT; Nicholls, 1989) and a caring climate framework research (Newton, Fry, et al., 2007).

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ACHIEVEMENT MOTIVATION AMONG TOP GLIDER PILOTS

Joanna Madey, FLOW Foundation, Poland
Dorota Pietrzyk-Matusik, FLOW Foundation, Poland

When talking about elite athletes, one of the most interesting aspects in our opinion is their achievement motivation - it can largely explain motives that draw them to taking part in sports and rivalry. As the Polish Association of Aviation Sports has been participating in a mental training program for the past 10 years, and Polish glider pilots are among the best in the world - they hold the 1st and 3rd position in the FAI (The World Air Sports Federation) individual classification, and the 1st position in the FAI team classification for the past 3 years, we have decided to examine their achievement motivation profile. To do so, Polish version of the Achievement Motivation Inventory (H. Schuler, G. C. Thornton, A. Frintrup and M. Prochaski) has been used. The questionnaire was filled out by 26 pilots (M=19, F=7), members of the Polish National

Gliding Team and the Junior National Gliding Team. Although the questionnaire has not been constructed specifically for sports, what is interesting about it are the scales, that are typical for the athletic performance. It consists of 17 scales - such as flow and competitiveness, grouped into 3 major scales - self confidence, ambition and self control. The results of the inventory gave us a wide picture of individual pilots' characteristics, and also let us draw some basic conclusions about the pilots' nature. This knowledge can contribute to better understanding of their behaviors during flight. Full results of the questionnaire and the characteristics will be presented.

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RELATIONSHIP BETWEEN UNDERGRADUATE STUDENTS' PSYCHOLOGICAL NEEDS AND ATTITUDES TOWARD FITNESS TESTING

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Mitch Barton, University of North Texas, USA
Tsz Lun (Alan) Chu, University of North Texas, USA
Paul Yeatts, University of North Texas, USA
Gene L. Farren, University of North Texas, USA
E. Whitney Moore, University of North Texas, USA
Scott Martin, University of North Texas, USA

Self-Determination Theory (SDT) is a widely used theoretical framework to study motivation in physical education (Ntoumanis & Standage, 2009). However, limited information is available relating SDT variables (e.g., psychological needs) and fitness testing. One of the few studies in this area found evidence that psychological needs (i.e., autonomy, competence, and relatedness) are positively related to fitness testing performance (Jaakkola et al., 2013). Students' attitudes toward fitness testing have been proposed as important correlates of fitness testing performance (Hopple & Graham, 1995). Thus, the purpose of this study was to investigate the associations between psychological needs and attitudes toward fitness testing. Participants, 295 undergraduates (150 males; Mage=19.8±2.99) from health-related fitness courses, completed questionnaires assessing their psychological needs (Vlachopoulos et al., 2010) and attitudes toward fitness testing (Mercier & Silverman, 2014). The questionnaires included subscales for cognition (e.g., usefulness of fitness testing), enjoyment of fitness testing, feelings (e.g., nervous about fitness testing), and influence of teachers on these attitudes. Correlation analyses for males indicated that all three psychological needs were positively related to cognition ($r = .36-.49, p < .01$), enjoyment ($r = .39-.46, p < .01$), feelings ($r = .40-.45, p < .01$), and influence of teachers ($r = .43-.50, p < .01$). Similarly, correlation analyses for females indicated that the psychological needs were positively related to cognition ($r = .41-.46, p < .01$), enjoyment ($r = .29-.46, p < .01$), feelings ($r = .23-.38, p < .01$), and influence of teachers ($r = .35-.41, p < .01$). These relationships indicate that higher levels of autonomy, competency, and relatedness are associated with more positive views of fitness testing. Theoretically, students' basic psychological needs should predict their attitudes toward fitness testing. Thus, examining the influence of psychological needs on fitness testing attitudes may help inform teachers on how to best present and conduct fitness testing.

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MALES' AND FEMALES' MOTIVATIONAL CLIMATE PERCEPTIONS, BASIC PSYCHOLOGICAL NEEDS, AND MOTIVATION TO EXERCISE

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Gene Farren, University of North Texas, USA
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E. Whitney Moore, University of North Texas, USA

Individuals' perceptions of the motivational climate have been significantly related to their basic psychological needs (BPN) and intrinsic motivation (Ntoumanis & Biddle, 1999). A group fitness study revealed college males' perceptions of the ego-involving climate were significantly greater than college females (Moore & Fry, 2014). Additional group fitness research is needed to determine if this gender difference was sample-specific, and if such gender differences affect the relationship between the motivational climates and participants' BPN and intrinsic motivation. Students (N = 335; Mage = 19.81 ± 2.83 years) enrolled in fitness classes were asked to report their perceptions of the class' task- and ego-involving climates (PMCEQ-A), autonomy, competence, relatedness (PNES), and intrinsic motivation (BREQ-II). Overall, respondents reported being more intrinsically motivated (M = 3.44 ± .68), and perceived a moderately task-involving (M = 4.00 ± .57), low ego-involving climate (M = 2.68 ± .63). A correlational analysis revealed different patterns in the magnitude and significance of the correlations between the motivational climates and outcomes for males and females. Specifically, males' perception of the ego-involving climate was not significantly correlated with either their competence or relatedness; whereas both were significant, negative relationships for the female students. Perceptions of the ego-involving climate significantly correlated with external regulation to exercise for males, yet not for females. Finally, males' and females' perceptions of the task-involving climate were significantly correlated with all the outcome variables, except external regulation to exercise. Thus, the significance of these task-involving exercise climate relationships were consistent across gender. However, the significance of the ego-involving exercise climate correlations were not consistent across gender. This may be due to males and females interpreting some leader behaviors and characteristics differently. Research examining the leadership behaviors related to developing a high task-involving, low ego-involving motivational climate could inform leadership training for exercise instructors.

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CONCUSSED AND CONFIDENT: DOES SPORT MATTER?

Nicole Harnisch, Northwest Missouri State University, USA
Linda Sterling, Northwest Missouri State University, USA

Success of elite athletes is often contingent upon the development of high and stable levels of sport confidence. This study explores the differences in sport confidence between sports, as well as examines the relationship between concussions and sport confidence. It was hypothesized that there would be a significant difference in sport confidence in athletes between sport-types, as well as an association between sport confidence and concussion history. Participants were 41 student-athlete volunteers from a highly competitive Division II institution, including football, volleyball, basketball, tennis, soccer, and track and field athletes. Participants

were surveyed at the beginning of a voluntary vision training program. Basic demographics were collected, such as gender, class rank, sport, concussion history, etc. Student-athletes also completed trait and state confidence inventories. Analysis of variance revealed a significant mean difference in state confidence being measured across sport-type, as well as in trait confidence being measured across sport-type. No significant relationship was found between sport confidence and concussion history. However, those athletes who had suffered a concussion had higher mean state and trait confidence scores than those who did not.

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MALE HIGH SCHOOL ATHLETES' PERCEPTIONS OF THEIR TEAM CLIMATE AND MINDFUL ENGAGEMENT

Susumu Iwasaki, University of Kansas, USA
Mary Fry, University of Kansas, USA

A number of studies employing Nicholls' theory of goal perspectives in sport has found perceptions of a task-involving climate related to adaptive affect, behavior, and cognition. Athletes' perceptions of the motivational climate have been found as a game changer for their mental/regulatory skills (Harwood et al., 2015). In addition, mindfulness has been a hot topic in sport psychology, which has abundant evidence in helping athletes optimal performance (Sappington and Longshore, 2015). However, no research has examined the relationship between motivational climate and mindful engagement as a process towards athletes' mental skills. Thus, this study examined the mediational effect of male high school athletes' mindful engagement in the relationship between their perceptions of a caring, task-, and ego-involving climate to their coachability, and future desire to participate. Athletes from multiple sports (N = 164, Mage = 15.58, SD = 1.18) completed measures assessing team climate, mindful engagement in sport, coachability, and future desire to participate. Bivariate correlation analyses revealed that athletes' perceptions of a caring and task-involving climate were positively associated with their mindful engagement, coachability, and future desire to participate. In contrast, perceptions of an ego-involving climate were negatively associated with the aforementioned variables. Final structural equation modeling mediation analyses revealed a significant mediation path whereby the positive relationship between athletes' perceptions of a task-involving climate and their self-evaluated coachability was mediated by their mindful engagement (chi-square/df = 122.90/94, RMSEA = .04, CFI = .98, TLI = .97, and SRMR = .06). As a secondary finding of this model, athletes' perceptions of their coachability was negatively and directly predicted by their perceptions of an ego-involving climate. Results suggest that a caring and task-involving climate may play a significant role in enhancing/ maintaining high school male athletes' mindful engagement in sport.

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LEADER OBSERVATIONS OF PARTICIPANT BEHAVIORS DURING A MOTIVATIONAL CLIMATE INTERVENTION – A QUALITATIVE INVESTIGATION

Candace Hogue, University of Kansas, USA
Mary Fry, University of Kansas, USA

The purpose of the current study was to investigate leader observations of participant responses to a motivational climate intervention, where participants were taught to juggle in either a caring/task- (C/TI) or an ego-involving (EI)

motivational climate. Leaders underwent a 6 hour training session and, according to participant responses to the PMCSQ (Seifriz, Duda, & Chi, 1992), were successful in creating a distinctly C/TI or EI climate. After each session, leaders were asked to share their observations in written form. A deductive qualitative analysis of the data revealed the leaders observed distinctly different responses to the C/TI and EI climate, with consistent observations reported by leaders within each climate. Leader reflections of the participants in the C/TI groups included observations of smiling and laughter, positive social support and encouragement among group members, and skill mastery. In contrast, leader observations of the ego groups included participant frustration, low effort and giving up, and negative interactions, with most participants ranking themselves as one of the least skilled participants in their group. Themes for observations of the C/TI participants included: 1) freely giving feedback to one another, 2) extensive praise and friendly, encouraging behaviors among participants, 3) smiling and laughter, and 4) ease of skill mastery. In contrast, leaders observations of the ego group included these behaviors: 1) cheating 2) notable tension among peers 3) disinterest and decrease in effort as the session progressed 4) negative comments/demeanor 5) frustration and 6) participants comparing themselves to peers. Similar to previous achievement goal theory research, caring, task-involving climates fostered adaptive, positive responses in participants, while participants in the ego-involving climate responded less favorably with respect to peer interactions and motivational responses.

Novel Applications (Music, Dance, Military)

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BUILDING MENTAL TOUGHNESS IN UNITED STATES ARMY RECRUITERS

Chaska Gomez, US Army, USA

Craig Jenkins, US Army, USA

Geraldine Mack, US Army, USA

Soldiers know that great leaders are able to successfully combine technical and interpersonal skills to navigate an ever-changing operational environment. Soldiers learn that by remaining focused, confident, adaptive, and committed to the task at hand, they are more likely to be mentally tough and remain in an optimal performance zone for mission success. Army recruiters must be able to apply all of these skills in a uniquely challenging, and often isolated operating environment to complete their mission of convincing young adults to enlist. Recruiting is one of extreme stress and high pressure, and despite the recruiters best efforts it is not always guaranteed that a prospective applicant will join. This lecture will provide an overview of the mental toughness protocol used at the US Army Recruiting and Retention School. This is where Soldiers are introduced to a performance under pressure model as it relates to the human attentional system. Additionally, a discussion of how the Theory of Attentional and Interpersonal Style and the TAIS inventory are implemented to increase recruiter performance is addressed; review of TAIS data norms for recruiters as well as recommendations for outcome measures.

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OPERATIONALIZING CONFIDENCE FROM THEORY TO PRACTICE WITHIN A MILITARY SETTING.

Brett Sandwick, CSF2, USA

Confidence in any high-stress, high expectation performance domain is critical. U.S. Army Special Forces, while generally a confident group, still can benefit from training to enhance confidence. Special Forces leadership requested Comprehensive Soldier and Family Fitness (CSF2) teach mental skills to improve soldier performance within the U.S. Army's Confidence Course. At the same time leadership wanted to build a stronger and more cohesive team. The U.S. Army's Confidence course obstacles are high off the ground in which soldiers have to climb, balance, and navigate obstacles. Forty-four soldiers participated in practical exercises such as walking on a plank of wood, and putting their hand on a mousetrap prior to completing the Confidence Course. These practical exercises illustrated how confidence affects performance. After the soldiers completed these activities, we taught them the sources of confidence (Bandura, 1977), differentiated emotional arousal into emotional state and physiological state, and included imagery as a potential source for confidence (Fetz, 1984). Instruction focused on how to acquire, protect, and maintain confidence by thinking in a productive way for the U.S. Army's Confidence Course. The soldiers discussed within small groups how they will use each source of confidence at particular obstacles. Lastly, I paired each obstacle in the Confidence course with particular sources of self-efficacy. The team had to use the designated source of self-efficacy to gain, protect, and maintain confidence during the obstacle. Training occurred at the U.S. Army's Confidence course one hour prior to the course being run. Previously, the company had gone through 15 hours of performance training targeting weapons qualification improvement and teambuilding. Soldiers reported the performance training enhanced the effectiveness and enjoyment of a routine Army training.

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TAKING THEM WITH YOU FOR THE RIDE: PROFESSIONAL MUSICIANS' EXPERIENCES OF FLOW DURING AN ON-STAGE PERFORMANCE

Maximilian Pollack, Optimal Mindset Consulting, USA

Lauren Tashman, Barry University / Inspire Performance Consulting, USA

Duncan Simpson, Barry University, USA

Flow is an optimal and positive state of mind during which individuals are highly motivated and engrossed in an enjoyable activity (Fullagar, Knight, & Sovern, 2013). Csikszentmihalyi (1990) described flow as "a state in which people are so involved in an activity that nothing else seems to matter, the experience itself is so enjoyable that people will do it even at great cost for the sheer sake of doing it" (Csikszentmihalyi, 1990, p.4). While flow has been studied extensively within sport, the experience of flow during musical performance has yet to be studied in-depth. Therefore, in order to obtain further insight into this phenomenon in this particular performance context, the current study examined professional musicians' experiences of flow during an on-stage performance. Phenomenological interviews were conducted with 19 professional musicians ranging in age from 22 to 62 years ($M = 37.9$ yrs, $SD = 14.7$). Qualitative analysis resulted in a total of 1,393 meaning units that were further grouped into themes and subthemes. A final thematic structure revealed six

major themes, including: Connection, Energy, Autopilot, In the Moment, Intoxication, and Emotions. The results suggest that connection, intoxication, and energy are standout themes in the flow experience in this performance domain. Most notably, the emotional connection between audience and performer proved to be a critical element of the flow experience. Further, there may be potential dangers of experiencing the optimal state shedding new light on the flow experience. The results offer a number of insights for sport/performance psychology researchers and practical implications for musicians and sport/performance psychology practitioners.

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TOPP PERFORMANCE: ANXIETY AND PROBLEM-SOLVING SKILLS IN CIRCUS ARTISTS

Marina Galante, Miami University, USA
Yulia Gavrilova, University of Nevada Las Vegas, USA
Corey Phillips, University of Nevada Las Vegas, USA
Andrea Corral, University of Nevada Las Vegas, USA
Arianna Corey, University of Nevada Las Vegas, USA
Jesse Scott, University of Nevada Las Vegas, USA
Bryan Burnstein, Cirque du Soleil, USA
Brad Donohue, University of Nevada Las Vegas, USA

Problem-solving skills have been found to be associated with positive outcomes in various contexts. Although problem-solving skills appear to be relevant to management of performance in sport, there is a paucity of research on problem solving skills in the performance psychology field, particularly in circus artists. Indeed, among the few studies in circus artists, none have examined their problem solving skills. Participants in this study were 108 artists from Cirque du Soleil and the National Circus School in Montreal, Quebec, which is arguably the most prestigious circus school in the world. This study was concerned with the relationship between problem solving skills, anxiety and circus performance in training and competition. Utilizing standardized measures, problem-solving skills were determined to be negatively correlated with anxiety ($r = -.29, p < .01$, in both students and professionals). A logistic regression analysis predicted artist status (student or professional) from anxiety levels and problem-solving skills (professionals demonstrated significantly less anxiety and greater problem solving skills than students). Problem-solving skills were negatively associated with factors that interfere with performance in training, but not performance in shows, whereas anxiety was negatively correlated with factors that interfere in both training and shows. The results suggest problem solving skills training may be more relevant to training than competition, whereas anxiety management skills training is relevant to both training and show performance.

Professional Development and Mentoring

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LOOKING TO THE NEXT GENERATION OF PROFESSIONALS: STUDENT MEMBERS' NEEDS, INTERESTS, AND PERCEIVED VALUE OF AASP MEMBERSHIP

Stacy Gnacinski, University of Wisconsin-Milwaukee, USA
Phillip Post, New Mexico State University, USA
Duncan Simpson, Barry University, USA
Dolores Christensen, Springfield College, USA

The 2016-2018 Association for Applied Sport Psychology (AASP) Strategic Plan places emphasis on the development of

future professionals – students. However, students' opinions are needed to fully conceptualize opportunities for AASP-supported career development programming. The purpose of the current project was to examine student members' needs, interests, and perceived value of AASP membership. Invitations to complete the Student Development Committee (2013) survey were distributed to all AASP student members and graduate programs listed in the AASP Graduate Program Directory. A total of 145 male and female students (89% graduate students) completed the survey, and frequency distributions were used to analyze data collected. Demographics. The majority of students who completed the survey were Caucasian (79%) and reported sport psychology as their concentration area of study (77%). Needs. Most students perceived (agree/strongly agree) that AASP should provide more student-centered programming around consulting (79%), research (70%), and teaching (60%). Less than 28% of students were satisfied with the opportunities offered by AASP to develop their consulting, research, and teaching skills. "Intervention techniques to enhance sport performance in athletes" was the most frequently reported priority area for student development assistance (78%). Interests. Students' most frequently reported primary professional goals were to implement psychology principles to enhance performance in athletes (89%), conduct research on the psychology of performance (64%), and become a licensed mental health practitioner (50%). AASP membership value. Students perceived that AASP membership is beneficial to their future careers (75%) and that AASP annual conference attendance is important (73%); however, only 42% of students perceived that AASP student membership is a value for their money and 37% perceived that the AASP student conference fee is a value for their money. Survey results suggest that AASP should consider increasing support for student-focused career development, particularly as it relates to performance consultation with athletes.

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QUALITY SUPERVISION IN SPORT AND EXERCISE PSYCHOLOGY: MOVING FORWARD WITH BETTER TRAINING

Janaina Lima Fogaca, West Virginia University, USA

Supervision of applied sport psychology practice is deemed very important in developing the practitioner's competence (Andersen, 1994; Hutter et al., 2015; Knowles et al., 2007). Andersen et al. (2000) suggest that good supervision and training should help increase the credibility of sport psychology as a field. Despite the suggestion more than 10 years ago that it would be beneficial for AASP to include training in supervision as part of its certification requirements (Watson et al., 2004), AASP has not decided to pursue this path yet. In fact, AASP does not have any guidelines for supervision and the code of ethics only mentions: "AASP members provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically" (AASP, 2011), without defining what proper training or reasonable steps mean. Nonetheless, CC-AASP members are very often sought to supervise students and professionals intending to become certified as well (Watson et al., 2004).

Considering this situation, the purpose of this poster is to propose a feasible transition for AASP to start requiring supervision course work and experience to certify new consultants. This proposal will be based on Barney et al.'s (1996) model and the adaptation made for the requirement of ethics course work for CC-AASP. The current supervision workshop could be transformed into a longer-term course

that includes teaching different models, methods, and other important aspects of supervision that are not possible to be fully covered in a 6-hour workshop. This course could be waived with a graduate-level supervision course. After taking the supervision course, experience in meta-supervision should be required in addition to the 400 hours of supervised consultation currently required to become a CC-AASP. This experience could be arranged with the professional supervising the 400 hours for the certification.

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BRIDGING THE GAP: A GRADUATE STUDENT'S EXPLORATION INTEGRATING ATHLETIC COUNSELING INTO A COUNSELING PSYCHOLOGY DOCTORAL PRACTICUM

Trevor Cote, Boston University, USA

There is a continued, and necessary, effort for graduate training programs to develop competent professionals through the integration of training in psychology of performance and mental health counseling, but the opportunities are limited (Aoyagi et al., 2012; Hays & Baltzell, 2016). The purpose of this poster is to offer the learned experience and subsequent practical strategies a doctoral student gained while creating a sport psychology consultant position within a college counseling doctoral practicum training site that provided both kinesiology-based and psychology-based training and supervision. Division 47 strongly recommends that clinical sport psychologists have competency, knowledge, and experience in psychological skills training (PST), the athlete lifestyle, and licensed counseling proficiencies. But, a graduate student striving to become a clinical sport psychologist rarely is offered the opportunity to meet the training expectations during pre-doctoral training (Hays & Baltzell, 2016). This poster primarily designed for sport and performance psychology students in training and graduate training staff will offer insight and strategies how a graduate student in training can maximize their development. Viewers will gain a deeper understanding on the methods of gaining entry into a college athletic department as a student-trainee, what relationships to establish, and empirically supported way to set boundaries and build relationships within a college setting (Poczwadowski et al., 1998). Key strategies offered to students include: (1) clearly explaining the referral process within the athletic department, and (2) how to manage the dual role of consultant and clinical psychology trainee. Key strategies offered to training programs to best support graduate students pursuing an integrated practicum site include: (1) identifying what to do when performance enhancement leads to clinical issues, and (2) the program staff guiding the students on setting limits with the college athletic department. It is an ideal opportunity, but one that is not typically paved for graduate students.

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BRIDGES TO APPLIED SPORT PSYCHOLOGY: A LITERATURE REVIEW OF SUPERVISION AND MENTORING INTO THE FIELD.

*Chantale Lussier, Elysian Insight, Canada
Roxane Carrière, Université de Montréal, Canada*

Sport psychology service delivery is complex with many consultant competencies involved (Tod, 2007). Supervised applied experience is believed to be a critical part of students' training (Fraser-Thomas et al., 2006; Knowles et al., 2007; Tonn & Harmison, 2004). Typically, this supervision process

involves the development of the students' knowledge, skills and understanding of applied sport psychology (Knowles et al., 2007). More specifically, this includes students observing recordings of service delivery, engaging in simulated practice, or supervised experiences (Tod, 2007). However, the reality is that supervised applied experiences are frequently lacking from many graduate programs even though professionals and students deem them important (Durand-Bush & Bloom, 2001; Silva, Conroy, & Zizzi, 1999). Mentoring from experienced practitioners alongside academic supervision is often missing although it has been found to increase career performance and advancement. The question of whether mentoring should be instilled as a formal or informal relationship remains unanswered (Dougherty & Dreher, 2007; Hoigaard & Mathisen, 2009). As Tonn & Harmison (2004) explain, there has been an increased interest in supervision in sport psychology research but more is still warranted. A challenge to this area of the literature is that sport psychology is an interdisciplinary field connecting psychology, education, and sport sciences (Zaichkowsky, 2006). Therefore, the purpose of this research is to offer a literature review on academic supervision, clinical supervision, and mentoring in sport psychology delivery. A systematic review was conducted leading to an enhanced understanding of working definitions, roles and responsibilities, as well as best practices in the supervision and mentoring of sport psychology students. Implications for supervisors, practitioner-mentors, and students will be discussed as it pertains to these important relationships in applied sport psychology.

Professional Issues and Ethics (AASP-Related)

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CONTEXTUAL COMPETENCE IN COLLEGIATE ATHLETICS: ETHICAL ISSUES FOR EFFECTIVE PRACTICE

*William Way, West Virginia University, USA
Ed Etzel, West Virginia University, USA*

Recently the NCAA has devoted increased attention to college student athlete mental health and, to a lesser extent, mental skills for performance (Brown, 2014). AASP members and certified consultants could be uniquely positioned to fill a large service provision need to this challenged population. Common issues that make college student athletes an "at risk" population (Pinkerton et al., 1989) relative to their peers will be outlined, and confidentiality will be discussed in light of pre-participation waivers and coach expectations surrounding the disclosure of information (Loughran et al., 2013). At the organizational level, matters of stigma and service availability will be discussed. Extending previous ideas about the duty of care for student athletes (e.g., Emerick, 1997), issues of nonfeasance could arise without adequate psychological support staffing that is sensitive to the unique needs of this population. Bridging individual and organizational ethics, the role of advocacy will also be discussed as it pertains to the mental skills consultant or sport psychologist working in collegiate athletics. Client empowerment and client advocacy will be considered, as well as higher levels of community, systems, or social advocacy (Toporek et al., 2009) to draw attention to the stigmatized treatment of mental health issues in college athletics at broader levels. This poster will outline ethical dilemmas that may confront sport psychology professionals in the context of collegiate athletics. De-identified mini case studies will be shared (in handout form)

to demonstrate the integral need for ethical awareness at both individual and organizational levels. Contextual competency and confidentiality will be highlighted as key ethical foci for individual practitioners.

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A MIXED METHOD EXPLORATION OF CULTURAL COMPETENCES IN SPORT PSYCHOLOGY PROFESSIONALS (2): QUALITATIVE RESULTS

Alessandro Quartiroli, University of Wisconsin - La Crosse, USA
Justin Vosloo, Ithaca College, USA
Lia Gorden, Ithaca College, USA
Robert Schinke, Laurentian University, Canada
Leslee Fisher, University of Tennessee, USA

In recent sport psychology literature, increased attention has been dedicated to the need for the development of a clear model of professional competencies. Rodolfa et al. (2005), developed their “Cube Model of Competency”, which can also be applied to sport psychology (Fletcher & Maher, 2013), identified the “individual-cultural diversity” competency as one of the functional competency domains. They defined it as the “awareness and sensitivity in working professionally with diverse individuals” (Rodolfa et al., 2005; p.351). The need for cultural understanding and an appreciation of the clients’ cultural background has recently been considered by some sport psychology practitioner and scholars (Gill & Kamphoff, 2009; Schinke & Moore, 2011). As a result this has led to a recognition of the necessity for developing the ability to understand other cultures and to be aware of one’s own assumptions in order to work effectively in multicultural settings (e.g., Chao et al., 2011). The current study consisted of an in-depth examination of how SPPs defined and understood the concept of culture and “cultural competencies” within their sport psychology context. Following a semi-structured interview protocol informed by the previously gathered survey based data, the authors investigated the personal conceptualization and experiences of 25 SPPs (n=12 from the US; n= 12 females), who had been actively engaged within the sport psychology field as consultant and/or scholars between 3 and 40 years of professional experience (M=17.8). The authors analyzed the interviews using Hill’s (1997, 2012) Consensual Qualitative Research Method, identifying 5 initial conceptual domains emphasizing participants experiential development of their own cultural competencies, and their perceived complexity of the interaction between self- and other within the applied SP context. The discussion of these results will emphasize the applications of these results, and specific training and mentoring recommendations to improve cultural competency in SPPs.

Research Design (Methodology, Analyses)

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DEVELOPMENT, VALIDATION AND UTILISATION OF THE ADAPTED VIVIDNESS OF MOVEMENT IMAGERY QUESTIONNAIRE-2 (AVMIQ-2) FOR USE WITH WHEELCHAIR ATHLETES

Andrea Faull, University of Worcester, UK
Eleri Jones, Bangor University, Wales, UK

The ability to perform movement imagery has been widely researched and shows to have an influence on motor performance in both a sporting and a rehabilitation context

(for reviews, see Cumming & Williams, 2012; Malouin et al., 2010; Page, 2010). Cumming & Williams (2012) have shown that mental imagery is increasingly used as an intervention strategy to enhance performance. With growing success and interest in adapted sport, there is a need for sport psychology consultants, researchers and coaches alike, to further and more suitably understand the needs of athletes with a physical impairment. The current research is borne out of the lead author’s applied work within adapted sport and the realization that there is an increased need for psychometric measures that are appropriate for use with this specific population. The aim of the current research was to create a measure of movement imagery ability specifically for wheelchair athletes. Recently, Martini et al. (2016) developed and validated the Movement Imagery Questionnaire (MIQ; Williams et al. 2012) for use with children. Using a similar methodology, we aimed to develop and validate a measure of movement imagery ability for athletes with a disability. The Vividness of Movement Imagery Questionnaire-2 (VMIQ-2; Roberts et al., 2008) was adapted for athletes who primarily made use of a wheelchair for the purpose of their sport, but also for those who utilized a wheelchair for daily mobility use or for rehabilitation purposes. This presentation will highlight the methods taken to develop and validate this questionnaire and also discuss its use. In addition, the broader use of imagery as an intervention tool when working with athletes with a disability will be highlighted as well as the applied implications of the developed measure.

Social and Cultural Diversity

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THE FIGHT: MINORITY ATHLETES’ HELP-SEEKING ATTITUDES AND BEHAVIORS

Gary Frazier, TOPPS, USA
Jerry Holt, Florida A&M University, USA

Previous research has demonstrated that mental disturbance occurs more commonly during the young adulthood than in any other life stage. During this time, maturity levels vary markedly among young athletes. Because of this variability, attitudes of young adults towards help-seeking can be initially negative, resulting in a low rate of athletes seeking help. In addition, many athletes in this age group fear the stigma of being labeled “mentally ill.” Receiving the services of a sport psychology consultant or other counselor can also lead to athletes’ experiencing negative stereotypes that may lead to active prejudice and discrimination (Corrigan, 2004). These negative effects of psychological disclosure may also contribute to the hesitancy to seek help, even if the athletes (or those close to them) consider that the athletes could benefit from psychological services by a qualified consultant (Thorncroft, 2006). Although the literature includes explorations of student athletes and their attitudes toward help-seeking, there is little to no evidence of how ethnic minority student athletes are affected by this disparity. In addition, the mental health services provided to student athletes needs be explored to gain a holistic perspective of the intent of the services as well as the effectiveness of the interventions. This presentation will provide an overview narrative on the topic of minority student athletes’ help-seeking attitudes and behaviors, and the gap between current outreach and treatment programs for minority student athletes.

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INVESTIGATION OF THE STRUCTURAL RELATIONSHIPS BETWEEN SOCIAL SUPPORT, SELF-COMPASSION, AND SUBJECTIVE WELL-BEING IN KOREAN ELITE STUDENT ATHLETES

*Sungho Kwon, Seoul National University, Korea
Hyunsoo Jeon, Seoul National University, Korea
Jihoon An, Seoul National University, Korea
Yunsik Shim, SoonChunHyang University, Korea*

Self-compassion when applied to athletes is expected to also have an important action on their subjective well-being (Neff, 2010). For example, when athletes fail in a competition, athletes with a high tendency for self-compassion may be able to escape from pain and anger and have a higher sense of well-being. Additionally for athletes, social support from important others such as coaches and parents is known to have an effect improving psychological coping techniques and, as a result, improving one's ability to cope with stress. It is also understood to be a resource positively impacting one's life by increasing self-esteem and enhancing well-being (Folkmen, Lazarus, Dunkel-Schetter, DeLongis, and Gruen 1986). Social support from parents or surrounding people can help in developing an attitude of self-compassion, and this, by leading to subjective well-being, is expected to play an important role for athletes living a happy life. This study examined whether self-compassion mediates the relationship between social support and subjective well-being, as perceived by athletes. It also investigated the structural relationships between these variables. Participants were 333 athletes attending high-school or university. Structural equation analysis showed that self-compassion partially mediated the relationship between social support and subjective well-being. To test the stability of the model, a multiple group analysis was performed according to sex of participant and school level, and this demonstrated that the model was identical regardless of group. The confirmation that self-compassion plays an intermediary role in the relationship between social support and subjective well-being demonstrates that self-compassionate attitudes can be fostered by social support, and that, in turn, has a positive effect on an individual's subjective well-being.

Social and Cultural Diversity

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RELATIONSHIPS AMONG STRESS, BURNOUT, ATHLETIC IDENTITY, AND ATHLETE SATISFACTION IN STUDENTS AT KOREA'S PHYSICAL EDUCATION HIGH SCHOOLS: VALIDATING DIFFERENCES BETWEEN PATHWAYS ACCORDING TO EGO RESILIENCE

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Inwoo Kim, Seoul National University, Korea
Jihoon An, Seoul National University, Korea
Keunchul Lee, Seoul National University, Korea*

Korean PEHS (Physical Education High Schools) were established in the early 1970s, with the objective of cultivating individual sports, discovering athletic talent, and raising national esteem; they have been a driving force in the growth of elite sports, through nationally directed strategic athletic training. However, PEHS have also numerous problems. PEHS student athletes must live in boarding houses and complete academic studies while doing high-intensity training and participating in competitions. They spend much time improving their athletic performance and worrying about life goals, rather than on gaining a well-rounded education and knowledge and

learning their various roles as members of society. Additionally, unless they receive excellent results and advance to university or find work as an athlete on a company team, there are few opportunities for employment in the athletics sector for PEHS graduates. The possible paths in life for a specialist athlete are unclear. Therefore, we tested the structural relationships between stress, burnout, athletic identity, and athlete satisfaction in student athletes attending Korea's physical education high schools, and analyzed the differences between paths by ego resilience. Data were collected from student athletes at three Korean physical education high schools. Before data collection, each instruments' content validity was confirmed, and after data collection, construct validity was tested using factor analysis. The results were derived using reliability testing, descriptive statistics, correlation analyses, and structural equation modeling. After testing the final research model, the following results were obtained: (a) burnout, which was increased by stress, caused a decrease in athletic identity and athlete satisfaction; (b) burnout fully mediated the relationships between stress and athletic identity/athlete satisfaction; and (c) the high ego resilience group showed a weaker relationship compared to the low ego resilience group in the pathways from stress, burnout, athletic identity/athlete satisfaction.

Teaching Sport and Exercise Psychology

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COUBERTIN'S CORNER: HIGH IMPACT PRACTICES, SIGNATURE ASSIGNMENTS, AND AUTHENTIC ASSESSMENT IN A SPORT PSYCHOLOGY CLASS

Tami Eggleston, McKendree University, USA

Over 100 years ago, Pierre de Coubertin founded the modern Olympic games. Importantly, he instituted educational conferences as part of the Olympic movement. In tribute to de Coubertin, the AASP Teaching Sport and Exercise Psychology SIG has developed the concept of "Coubertin's Corner" as a way of grouping and integrating poster submissions on teaching topics. Since the time of Coubertin, teaching pedagogy has changed and been informed by research on best practices to truly engage students in the learning process. In Blooms taxonomy language, there has been a shift from the emphasis on knowledge, to an emphasis on application. The Association of American Colleges and Universities (AAC&U) had summarized the literature on good teaching practices and developed a list of High-Impact Educational Practices (HIPs) that have been found to be beneficial for college students and include collaborative assignments and community based learning. The AAC&U also emphasizes the importance of signature assignments and authentic assessments that can be defined as meaningful learning activities that often involved real world activities that demonstrate a proficiency of the learning outcomes. These assignments often include synthesizing and applying knowledge to an issue. A sport psychology class has many opportunities to include HIPs, signature assignments, and authentic assessments. This poster will include a specific signature assignment entitled, "Adopt-a-team" where students collaboratively adopt a college team and must learn about the team and sport, contact the coach for information, conduct a needs assessment with the team, develop a simple sport psychology activity, analyze the activity, and present their program. Specific details will be shared so that other teachers can consider adding a semester-long signature assignment to their class and go from being the "sage on the stage" to the "guide on the side" of their classroom.

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COUBERTIN'S CORNER: THE ROLE OF STATIC PHOTOGRAPHS IN THE SPORT AND EXERCISE PSYCHOLOGY CLASSROOM

*John Coumbe-Lilley, University of Illinois at Chicago, USA
Arin Weidner, University of Illinois at Chicago, USA*

Over 100 years ago, Pierre de Coubertin founded the modern Olympic Games. Importantly, he instituted educational conferences as part of the Olympic movement. In tribute to de Coubertin, the AASP Teaching Sport and Exercise Psychology SIG has developed the concept of “Coubertin’s Corner” as a way of grouping and integrating poster submissions on teaching topics. Although de Coubertin certainly would not have used Facebook, Twitter, and Blackboard, and other technologies, today’s classes can utilize a variety of resources to improve teaching and learning. For example, the use of still photographs with Visual Thinking Strategies (VTS) (Yenawhine, 2013) to engage and motivate students to examine sport psychology concepts and applications.

A pilot study to examine the impact of the use of static photographic images was conducted in an undergraduate exercise psychology course (N=90). Students were introduced to a lesson about body image; read an assigned chapter about body image and completed an online pre-class content quiz based on the chapter they read. Students attended class and provided a workbook to complete. They were shown six images related to the assigned reading and asked to respond to prompts. Students paired up to share their views. The instructor then applied the VTS facilitation method to guide a critical discussion.

An 4-item forced choice impact survey was administered at the end of the lesson. Students responded to the questions. How effective was this class in helping you learn content and concepts? Rating 3.69/4. How helpful do you find the use of photographic images to your learning? Rating 3.64/4. This teaching approach is recommended for engaging large classes.

Yenawhine, P. (2013). Visual thinking strategies: Using art to deepen learning across school disciplines. Cambridge, MA: Harvard Education Press.

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INTEGRATING KANJAM COMPETITION INTO THE SPORT PSYCHOLOGY CLASSROOM

*David Laughlin, Grand Valley State University, USA
Takahiro Sato, Western New Mexico University, USA*

Experiential learning theory has four key elements: experiencing, reflecting, conceptualizing, and experimenting (Kolb & Kolb, 2005). Experiential learning has been used in undergraduate physical education settings (e.g., Bethell & Morgan, 2012) and provides a potentially useful framework for enhancing learning in a sport psychology classroom. The purpose of this presentation is to describe how an experiential competitive activity was integrated into the sport psychology classroom. Throughout a 16-week semester, students competed as members of a KanJam team. KanJam is a disc-throwing game that involves both individual and team components. Teams competed in a round robin fashion and were regularly updated on class standings. They were instructed that round robin performance would determine seeding for the final tournament. Throughout play, additional sudden-death matches were held to produce higher levels of

stress. During the course, students learned about key ideas in sport psychology (e.g., motivation, focus, goal-setting) and then were able to experiment with the application of concepts through competition. Prior to each competitive session, students identified their goals and were reminded of the current teaching emphasis. After each competitive session, students completed a self-assessment and reflection on their performance. As the semester progressed, students were introduced to a pre-performance routine (modified from Hanson & Ravizza, 1995) and taught individual psychological skills (e.g., imagery) to enhance the routine. At the conclusion of the semester, students competed in a double-elimination tournament in which the top teams could earn exemptions from a final skill test and additional points toward a final exam. Throughout the semester, students were encouraged to think critically about how concepts from the course related not only to KanJam but to other real-world experiences. This presentation provides a practical experiential framework for teaching psychological skills in the college classroom.

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THE IMG EXPERIENCE: STUDENTS' PERCEPTIONS OF STUDY ABROAD

*Noah Gentner, Humber College, Canada
Ashwin Patel, Humber College, Canada*

In a study of over 3400 students who participated in a study abroad experience from 1950 to 1999, the Institute for the International Education of Students (IES) found that the students saw their experience as a defining moment in their lives and continued to benefit from the experience for years after their trip. More specifically, the study identified several key areas of growth and impact including: personal growth, intercultural development, and education and career attainment. More recently, Sutton and Rubin (2004) suggested that experience in a study abroad trip has a very positive impact on several learning outcomes including: functional knowledge, knowledge of global interdependence, knowledge of cultural relativism, and cultural sensitivity. Taken together these studies suggest that study abroad trips provide unique and valuable learning experiences for students.

This presentation will present results from a preliminary study into students’ experience of a study abroad trip to the IMG Academy in Bradenton, FL. Over a two year period over 70 students from a large Canadian College and University participated in a study abroad trip to the IMG Academy. The students ranged in age from 18-40 and were enrolled in either the Sport Management, Recreation, Kinesiology, or Fitness and Health Promotion programs. Interviews were conducted with students to gather information regarding their experience of the trip.

This presentation will provide information on the nature and goals of the trip as well as the results from interviews with students.

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INTEGRATING MULTICULTURAL CONTENT IN THE SPORT AND EXERCISE PSYCHOLOGY CLASSROOM

*Amanda Perkins, Missouri State University, USA
Lois Butcher-Poffley, Temple University, USA*

Cultural competence is a cornerstone of college and university mission statements across the country; however, coursework dedicated to increasing students’ cultural awareness on many

campuses is limited, at best. Similarly, cultural competence is deemed critical to the ethical practice of sport psychology (AASP, 2012). Students, including future sport psychology consultants (SPCs) and those in allied professions (e.g., exercise science, psychology) will be required to work with increasingly diverse clients in regard to age, race, gender, class, disability, sexual orientation, national origin, culture, and ethnic identity (Fisher, Roper, & Butryn, 2009). Consequently, the sport and exercise psychology (SEP) classroom should include multicultural perspectives in its curriculum; however, this is sometimes difficult to achieve. Therefore, the purpose of this presentation is to present teaching methods used within current undergraduate SEP courses, which are designed to: 1) introduce core components of cultural competence, 2) improve students' knowledge of diverse cultures and practices as related to sport and exercise, 3) facilitate cultural awareness and sensitivity in the classroom and in the field, 4) and provide multicultural learning activities and experiences aligned with SEP course content. Examples of assignments corresponding to specific SEP topics will be outlined, including a major project in which students examine their own cultural biases and gain competencies through the development and delivery of a individualized exercise adherence intervention. Assessment of student outcomes, including increases in self-efficacy for working with diverse populations, will be discussed.

Youth Sport

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HE (MAY BE) FASTER THAN ME (TODAY): CASE STUDY OF GROWTH MINDSET DEVELOPMENT WITH YOUTH TRACK AND FIELD

Margaret Smith, University of Alabama Birmingham, yes

He faster than me, says a 7-year-old who has just been outsprinted by a peer in a practice drill. The young athlete hangs his head; the coach points him back in line to go again. Those four words make clear the crucial need for athletes to learn that the right-now is only a step in the process of athletic development, and not a permanent state. Growth mindset, as social psychology research has shown, facilitates the process of learning. It not only helps learners accept the challenges of learning, it helps them put those challenges to fruitful use (Dweck 2007). Recent research in sport psychology has shown that growth mindset is an integral piece of peak performance in athletics (Shaffer, Tenenbaum, and Eklund 2015). This case study of a nine-month ethnography with a youth track and field program in a low-income urban neighborhood in a southeastern city asks what factors facilitate and hinder the development of growth mindset in young athletes. Analyses include careful attention to the complexities of the context - the economic and structural constraints upon coaches, athletes, and their caregivers and how those constraints impact the ways they make sense of their sport, how they make sense of their identities in relation to their sport, and how they see the process of learning and development in their sport. Finally, the study addresses how understanding these factors may be used to design and implement sport psychology interventions aimed at fostering growth mindset in youth athletics.

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SCHOOL ADMINISTRATORS' AND COUNSELORS' STRATEGIES TO REDUCE BULLYING AND PROMOTE YOUTH DEVELOPMENT

Ryan Flett, West Virginia University, USA

Renee Brown, West Virginia University, USA

Stephanie McWilliams, West Virginia University, USA

The purpose of this presentation is to describe the strategies that athletic directors, safe-school officials, and counselors shared to reduce bullying and foster psychosocial development in schools—with particular focus on student-athletes. Bullying is an underreported phenomenon that affects more youth than we typically expect because it impacts bullies and bystanders, as well as victims (Goodstein, 2013; Macintyre, 2009). Nine adult-leaders from five high schools in three Northern Appalachian counties participated in hour-long interviews (49-76 min), resulting in nearly 200 transcribed pages. Thematic content analysis yielded numerous higher-order themes that supported two overarching findings. First, anti-bullying programs and initiatives might not be as effective as broader programs that promote community, connection, social skills, wellbeing, school-spirit, academic success, etc. Bullying is a problem, but overreacting to it could make it worse, or be a drain on resources. Schools lack the time, finances, and staff to create comprehensive bullying/character education programs, so efficiencies are required. Schools and coaches should provide a variety of positive developmental opportunities for students/athletes, rather than only focusing on problems. Second, adolescents need to have a sense of purpose and strong relationships (friendships and a sense of belonging) in their lives. Many kids lack social skills and do not want to, or know how to, handle leadership roles. Sport can provide unique and important relationship-building and leadership opportunities. Youth need to lead the school's anti-bullying movement—it has to come from them, but those seeds can be planted through schools/sports. This peer-led approach can reduce in-school and cyberbullying. Interventions where student-athletes collaborate with other youth leaders to promote a positive school climate will attack the problem as youth understand it. This youth-led, preventative, holistic, and discrete approach may be more effective than explicit adult-driven anti-bullying interventions. Holistic, preventative approaches can be highly effective (Drake et al., 2003).

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REDUCING THE FEAR OF "SMACKING:" FACILITATING ADOLESCENT ATHLETES' TRANSITIONS TO NEW, COMPETITIVE SPORTS

Darcy Strouse, BelieveinMe Sports, LLC, USA

Transition out of sports receives ample attention in the empirical and practice sport psychology literature base (Bernes et al., 2009; Cosh, Crabb, & Tulley, 2015; Wylleman, Alfermann, & Lavallee, 2004), however, there is a scarcity of extant literature on sport to sport transition, particularly among competitive sub-elite and elite athletes. Although cross sport transitions can be a challenging issue for athletes of varying ages and experience levels, practitioners who work with youth athletes who "transition" during the developmental transition period of adolescence may be faced with a heightened level of client anxiety and stress due to the athlete's developmental phase. Adolescence, as a key developmental stage, is marked by intrapersonal, interpersonal, environmental, and social factors such as changes in perceived competence, self-image, peer influence, and parental expectations (Eccles,

1999). The purpose of this presentation is to share the experiences, including effective mental training methods, in facilitating sub-elite male and female adolescent athlete transition to a new, competitive sport. Case studies will be shared highlighting similarities and differences in mental skills delivery and use by gender, age, type of sport (e.g., diving vs. distance running), and socio-environmental factors (e.g., parental encouragement and expectations, coach support, peer influence). The importance of using developmental theory (i.e., Erikson's theory of psychosocial development, Piaget's theory of cognitive development) for framing the delivery of mental skills training to address cross sport transitions during adolescence will be addressed. Also highlighted will be the importance of practitioner knowledge of indices of sport-specific performance failure (i.e., "smacking: in diving, "bonking" in distance running, "swimming" in whitewater kayaking) — indices that may take on an amplified impact level for the competitive youth athlete who is "transitioning" athletically and developmentally.

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ATHLETES' PERSPECTIVES ON POSITIVE COACHING ALLIANCE'S TRIPLE IMPACT COMPETITOR TRAINING WORKSHOP: A MIXED-METHODS EVALUATION

Kaitlyn Ferris, Tufts University, USA

Lily Konowitz, Tufts University, USA

Nicholas Whitney, Tufts University, USA

Andrea Ettekal, Tufts University, USA

Sport participation is associated with positive youth development, with researchers highlighting opportunities for youth to practice moral virtues in such contexts. Sport education programs may potentially contribute to positive

athletic experiences for youth, particularly programs emphasizing character-building sport experiences rather than a "win-at-all-cost" mentality. Positive Coaching Alliance (PCA) is one of the largest sport education programs in the U.S., and results from a recent study examining coaches suggested that workshop participation is positively related to individual, relational, and contextual outcomes. An investigation of athlete perspectives about PCA training is timely given the potential for such interventions to promote character virtues among youth sport participants. The present study utilized a mixed-methods design, involving simultaneous quantitative-qualitative analyses, to gain insight into athletes' (N = 44, M = 16.66, 60.5% female, 46.5% White, 54.5% individual sport athletes) perspectives on PCA's, "Triple Impact Competitor: A Leadership Workshop for Athletes" at the conclusion of the athletic season. First, we examined gender and sport type (i.e., individual versus team sports) differences in quantitative reports of workshop experiences. Quantitative responses did not significantly differ by gender; however, team sport athletes (e.g., soccer; M = 4.45, SD = .69) more so than individual sport athletes reported learning something valuable in the workshop (e.g., tennis; M = 3.83, SD = .92), $t(42) = -2.48, p = .02$. Next, we analyzed qualitative responses about workshop participation to identify potential interindividual differences in athlete's PCA workshop experiences. Athletes' perspectives emphasize the value of the program, regarding both self-improvement and positive relationships with others (e.g., teammates); links between skills learned in the workshop and behavioral change post-intervention (e.g., sportsmanship); and ways in which PCA workshops may be improved (e.g., more interactive). We will discuss implications of these findings for individuals (e.g., athletes, coaches, athletic staff) involved in creating character-based sport experiences.

SYMPOSIA

SYM-01

MAKING IT WORK: DIFFERING MODELS OF DELIVERING SPORT PSYCHOLOGY SERVICES WITHIN COLLEGIATE ATHLETICS

*Melinda Houston, Occidental College, USA
Ashley Samson, California State University, Northridge, USA
Angela Fifer, United States Military Academy, USA
Vanessa Shannon, IMG Academy, USA*

As more and more colleges and universities look to hire sport and performance psychology professionals, a look at differing models of delivery within collegiate athletics allows us the opportunity to examine and discuss possible entry points and methods for providing services. Despite the fact that many aspects of working with collegiate student-athletes are similar across institutions and Divisions within the NCAA, each consultation is unique and may be accompanied by challenges exclusive to the culture of athletics within the department. The purpose of the symposium is to present four differing models of delivering sport psychology services within collegiate athletics. The first presenter will discuss delivering mental conditioning services while serving as the head conditioning coach at a Division III institution. The second presenter will discuss delivering sport psychology services to student-athletes and teams at a Division I university while balancing a tenure-track position within an academic unit. The third presenter will discuss delivering sport psychology services within an academic center at a military academy. And the fourth, and final, presenter will discuss the delivery of both performance related and mental health related services within a Division I athletic department. Each presentation will discuss the pros and cons of the existing model, as well as how the model of delivery came to be, accessing athletes and teams, and utilization of services.

SYM-01A

CONDITION THE MIND AND THE BODY WILL FOLLOW: A UNIQUE APPROACH TO GAINING ENTRY IN A DIII ATHLETIC DEPARTMENT

Melinda Houston, Occidental College, USA

While opportunities to provide full time mental training services to a college athletic departments are growing (Hayden, Kornspan, Bruback, Parent, & Rodgers, 2013; Wrisberg, Simpson, Loberg, Withycombe, & Reed, 2009), sport psychology professionals often lack an understanding of the best path to take to prepare themselves for these positions. Oftentimes, we may perceive that our background (educational or demographic) is a limiting factor when reading a job description for a full-time position in athletics. The purpose of this presentation is to illustrate how a sport psychology professional applied for a strength coach position and was, ultimately, hired to provide both strength and mental conditioning in a full-time capacity for a NCAA Division III college. Specific topics that will be discussed in this presentation include: (a) gaining entry by highlighting the importance of mental conditioning, (b) how a DIII athletic department utilizes and supports sport psychology services, and (c) the pros and cons of having to wear multiple “hats,” including unique ways of providing mental training.

SYM-01B

WORKING YOUR WAY IN: SPORT PSYCHOLOGY CONSULTING AT A DIVISION I UNIVERSITY

Ashley Samson, California State University, Northridge, USA

Gaining entry into a collegiate athletic department can be a challenge for sport psychology consultants, especially when budget constraints, mixed feelings about the efficacy of sport psychology, and other barriers are present. However, through perseverance, demonstrating value, and keeping an open mind, entry is possible. With that entry comes expectations, challenges, and opportunities for growth as a professional within the sport psychology field as one learns how to think creatively, balance many different “jobs,” and continue to show worth and effectiveness. The purpose of this presentation is to discuss the experience and process of a female sport psychology consultant who “worked her way in” to a paid position within a collegiate athletics department, while also balancing a tenure-track position within an academic department. Topics discussed will include: (a) gaining entry (how do I show people that I’m valuable and “get my foot in the door” without giving everything away for free?); (b) what the work actually looks like (what do I do in a typical day as a consultant?); (c) balancing multiple roles (how do I keep progressing on the tenure-track and in athletics without becoming burned out?); (d) staying relevant (how do I build upon what I have established and continue to communicate my value?); and (e) addressing issues related to identity (“you’re a young white girl, how will you connect with my diverse male athletes?”).

SYM-01C

FROM THE CLASSROOM TO THE FIELD: SPORT PSYCHOLOGY SERVICES WITHIN AN ACADEMIC CENTER

Angela Fifer, United States Military Academy, USA

More Division I athletic departments around the country today are employing sport psychology practitioners than ever before. According to Connole, Shannon, Watson, and Wrisberg (2014), over two thirds of athletic administrators want to have the resource available for student-athletes, but feel constricted by budgets, time commitments, and department affiliations. There are many ways for a practitioner to work with Division I student-athletics including part or full-time, as well as working within the athletic department or as an outside consultant for specific teams. The purpose of this presentation is to understand the uniqueness for a consultant working full-time within an academic center, utilizing the framework of access to student-athletes and teams, gaining entry, and program delivery (Halliwell, Orlick, Ravizza, & Rotella, 1999). Being housed on campus offers a unique aspect to access, as all teams, clubs, and students have the opportunity to utilize applied sport psychology services. The abundance of access can be problematic for practitioners to balance the demand for services and time available. Gaining entry is still necessary to understand the unique needs of each program and coaching staff. Communication, rapport building, and team practice and competition observation are imperative to gaining entry to develop sustainable, year-to-year consultation relationships. Program delivery is agreed upon by the practitioners and coaching staffs to develop and execute a mental skills program that best fits the specific needs of that team in that current season. Both strengths and limitations of being housed in a academic center will be addressed within the presentation.

SYM-01D

CONNECTING THE DOTS: THE DELIVERY OF PERFORMANCE AND MENTAL HEALTH RELATED SERVICES WITHIN A DIVISION I ATHLETIC DEPARTMENT

Vanessa Shannon, IMG Academy, USA

The increase in positions for sport psychology professionals within collegiate athletics warrants a discussion regarding the logistics of delivery of services. Although research suggests that athletic administrators understand the need for student-athlete access to both performance and mental health related services (Connole, Shannon, Watson, Wrisberg, Etzel, & Schimmel, 2014), not all institutions have the budget to fund this model. Some institutions seek support from financial partners in an effort to provide more comprehensive services to their student-athletes. The purpose of this presentation is to demonstrate the way in which one NCAA Division I institution provides both performance and mental health related services to its student-athletes. Specific topics discussed will include: (a) providing evidence of the need, (b) gaining access and entry to student-athletes and teams on campus, (c) defining and coordinating roles and responsibilities, (d) communication and dissemination of information, and (e) the benefits of having multiple members of a performance team directed at serving the welfare of student-athletes.

SYM-02

APPLY, ADAPT, AND ACHIEVE: TIPS FOR A SUCCESSFUL TRANSITION FROM GRADUATION TO THE JOB MARKET

*Itay Basevitch, Anglia Ruskin University, UK
Edson Filho, University of Central Lancashire, UK
Amber Shipherd, Eastern Illinois University, USA
Claire Rossato, Middlesex University, London Sports Institute, UK
Oscar Gutierrez, Florida State University, USA*

The transition from graduating with a post-graduate degree to securing a job can be daunting and stressful (Berridge, Freeth, Sharpe, & Roberts, 2007). This is especially true today where a growing number of people are seeking post-graduate degrees and entering the job market (Tomlinson, 2008). Consequently, there is an increase in competition and it is more difficult to find a job post-graduation. Surprisingly, there are few resources aimed at training and helping graduates manage the transition. Thus, the purpose of the symposium is to share perspectives on the transition process and to provide valuable tips for future graduates to secure a job. Specifically, five recent graduates (i.e., within the past 3 years) will present their own transition experiences and emphasize processes that helped them find, secure and maintain a job. The focus will be on the first two stages of the transition process, 1) the application/interview process and 2) adapting to the new role and learning how to be successful within the first year. The first presenter will discuss the steps needed to make the transition from graduation in North America to a post-graduate position in Italy and eventually to a lecturer position in the UK. The second presenter will provide information on securing a job in the USA, emphasizing the search process and preparing for an interview for an assistant professor job. The third presenter will share experiences from the UK. Specifically, the emphasis will be on the transition within a university institution and earning a tenure position. The fourth presenter will provide information on the transition to a mental performance coach with a Major League Baseball (MLB) team in the USA. The last presenter will emphasize differences between the USA and UK in the transition process (e.g., what to bring to an interview, the role of a lecturer).

SYM-02A

THE POST-DOC PIT STOP: STRATEGIES FOR MOVING FORWARD

Edson Filho, University of Central Lancashire, UK

Successful job application and retention in academia has become a global issue, as the number of PhD graduates every year is significantly higher than the number of available positions in the job market (Gould, 2015). As recent graduates struggle to find a tenure-track position, temporary post-doctoral employment has become increasingly popular (Davis, 2005; Gewin, 2010). The expectation is that a post-doctoral position enhances one's networking opportunities and research outputs, hence increasing the likelihood of future permanent employment (Stephan, 2005). Notwithstanding, post-doctoral employment is also a time of tension, as early career researchers fear they may not secure a desired job after nearly a decade in higher education (Aschwanden, 2006; Powell, 2015). In this context, I will discuss my experiences transitioning from a PhD program in North America to a post-doctoral position in Italy, to a permanent full-time job in Sport and Exercise Psychology in the United Kingdom. Congruent with evidence-based practice guidelines in applied psychology (see Anderson, 2006), I base my report on current models on self-reflection, particularly Gibb's (1998) classic Reflective Cycle Model. Initially, I will present a critical analysis of my experiences as a post-doc and how these experiences helped me land a permanent job. I will also provide a description of the cognitive-affective-behavioural states I experienced during this process. Finally, an action plan recommendation for recent graduates will be presented with respect to research on strategic leadership and particularly on whether the "person finds the job" or the "job finds the person".

SYM-02B

BEST TIPS AND TRICKS FOR LANDING AN ACADEMIC POSITION IN THE USA

Amber Shipherd, Eastern Illinois University, USA

Sport, exercise, and performance psychology professionals with a graduate degree in the United States generally find themselves in a position that requires them to fulfill one or more key roles: teaching, research, or consulting (Weinberg & Gould, 2014). Countless students are initially drawn to the field with hopes of consulting with high level athletes (Monda, 2015). Yet, over the course of their graduate studies, many begin to realize the appeal of academia, where some positions offer a balance of all three roles. However, obtaining a sport, exercise, and performance psychology position in academia in the United States is still a challenging task (Patton, 2012). The purpose of this presentation is to share one young professional's experiences of the academic job market in the United States and landing a position that provides opportunities to teach, conduct research, and consult with athletes. More specifically, attendees will leave with best practices and strategies for: 1) finding a position that is the best fit for the applicant; 2) turning weaknesses into strengths during the interview process; and 3) adapting to the new position and achieving success within the first year.

SYM-02C**THE BIG JUMP: PHD TO SECURING YOUR FIRST ACADEMIC JOB***Claire Rossato, Anglia Ruskin University, UK*

For several decades the number of PhD graduates produced each year has increased at a significantly greater rate than the number of permanent academic jobs (Economist, 2010). This has resulted in a difficult situation for PhD graduates, many of whom fail to find permanent academic jobs, or indeed any academic jobs (Patton, 2012). Therefore securing a job after completing your PhD studies can be daunting. As Dickey (2014) suggests the problem our PhD graduates face is a serious one. Now employed as a senior lecturer in Sport and Exercise Psychology within the United Kingdom, it is important to reflect back upon how I ended up here. This talk will include information regarding the application and interview process stage. It is important to regard an interview experience in a positive light, and to take the scenario you are placed in as Challenge rather than a Threat. Postgraduates need to be confident throughout the selection process and to learn and adapt to the situations that they are faced with.

SYM-02D**TRUSTING THE PROCESS: IN PURSUE OF THE AMERICAN DREAM WITHIN THE AMERICAN PASTIME SPORT***Oscar Gutierrez, Florida State University, USA*

There is an Africanize proverb that says: "It takes a village to raise a kid". It is my belief that it also takes a whole community to help an elite athlete achieve their dreams of excellence. It also takes many interactions, intense training, outstanding mentors, and sacrifices to become a performance coach that provides significant support to those athletes in their quest of mastering their craft. The initial part of the presentation embodies key components of the transition process from the getting accepted to graduate school to becoming a member of the Player Development Staff within the Cleveland Indians organization. Then, a summary of key behaviors and mindsets the presenters believe have allowed him to pursue his career aspirations will be provided. This summary is based on conversation, observations and analysis of other performance coaches that are doing work that matters with athletes in amateur, professional, collegiate, and others sport venues. At the end of this presentation, the expectation is for the audience to leave with an understanding of the lessons learned and challenges of being a Performance Coach in America's past time sport. The presentation will especially benefit graduate students that are considering what they will do after graduation and whether or not they want to pursue a career as a scholar, professor, or consultant.

SYM-02E**ADAPTATION TO THE UK HIGHER EDUCATION SYSTEM: A RECENT USA GRADUATE'S MEMOIR***Itay Basevitch, Anglia Ruskin University, UK*

There are various differences between the USA and UK Higher Education (HE) systems (Pickard, 2014). These differences are apparent, among others, in a) student and staff satisfaction (Mai, 2005), b) the job application process (Birch, 2013) and c) on- job expectations and promotion (Sutton, 2014). Thus, although international job mobility has increased in the past

decades, the process of moving countries can still be daunting. Moving from the US to the UK as a recent graduate, I have witnessed several of these difficulties and differences. In the presentation, I will share my experiences as a student who graduated with an MSc and a PhD in Sport and Exercise Psychology from a HE institution in the USA and moved to a Lecturer position in the UK. Specifically, I will present some of the differences I have witnessed in the a) application process – material needed to be submitted and the interview process, and b) adapting to the working environment – emphasizing changes I needed to make and changes I tried to create in the UK work place. Furthermore, I will describe some of the differences associated with sport psychology consultancy accreditation and opportunities, research expectations, teaching loads, administrative responsibilities and bureaucracies encountered. The presentation will end with some tips for those interested to work in the UK HE system (e.g., searching for jobs, tenure and promotion, succeeding in research and dealing with administrative overload).

SYM-03**THE TEACHING COMES FROM THE PRACTICE: MINDFULNESS APPLICATIONS FOR PERFORMANCE EXCELLENCE***Mark Aoyagi, University of Denver, USA**Amy Baltzell, Boston University, USA**Peter Haberl, USOC, USA*

The use of mindfulness in the practice of sport psychology has generated theoretical (e.g., Birrer, Rothlin, & Morgan, 2012), empirical (e.g., Gardner & Moore, 2012), and practical (e.g., Baltzell, Caraballo, Chipman, & Hayden, 2014; Haberl, 2012) interest. Still, there is a sense of confusion regarding what mindfulness means and how to incorporate it in sport psychology. This symposium will provide clarity on the common misunderstandings that (a) mindfulness is a singular concept/intervention, and (b) that mindfulness is an intervention that can simply be learned by practitioners and then taught to clients. To address the misunderstanding of mindfulness as a unidimensional construct, the three presenters will explain the different ways they utilize mindfulness. In order to demonstrate the importance of doing more than learning how to teach mindfulness, each presenter will also address her/his personal practice of mindfulness. The essential nature of having a personal practice in mindfulness is captured in the quote, "the teaching comes from the practice" (Kabat-Zinn, 2006, 2009).

The first presenter will discuss how mindfulness informs his practice, the key tenets of which are focus, inspiration, and trust. The ways mindfulness facilitates each of these components will be explained.

The second presenter will address how mindfulness is applied to sport distress. Key takeaway will be ways to help athletes tolerate distressing thoughts/feelings and the use of self-compassion in a mindfulness-based sport psychology program.

The third presenter will speak about mindfulness at the Olympic Games. The presentation will respond to questions about the meaning of mindfulness, incorporating mindfulness into the performance environment, and learning and teaching mindfulness so it sticks, all within the context of the Olympics.

Our discussant will provide commentary and guide discussion based on 1) her experiences in sport psychology consultation including working at six Olympic Games and 2) being an instructor in mindfulness.

SYM-03A

MENTAL FITNESS: A MINDFULNESS-INFORMED MODEL FOR PERFORMANCE EXCELLENCE

Mark Aoyagi, University of Denver, USA

In this presentation, how mindfulness informs Mental FITness will be discussed, along with a concluding segment on how the presenter's consulting has been influenced by his practice of mindfulness. The components of Mental FITness are focus, inspiration and trust. As utilized in Mental FITness, focus has a broad definition that encapsulates attention, concentration, and all of their sequelae (e.g., confidence, composure, resilience). Consistent with this usage of focus, Bishop and colleagues (2004) offered a definition of mindfulness that emphasized two components: self-regulation of attention (sustained attention, attention switching, inhibiting elaborative processing) and acceptance of one's experiences in the present moment (curiosity, openness). Research has also confirmed the impact of mindfulness on attention (e.g., Jha, Krompinger, & Baime, 2007) and cognitive flexibility (Moore & Malinowski, 2009). Inspiration is the purpose and meaning performers derive from their endeavors, and connects with their core values. Inspiration provides the motivation to sustain through the years of deliberate practice (Ericsson, 1996) necessary for expertise as well as the necessary challenges and stressors (Fletcher & Sarkar, 2012). In its most simple form, inspiration may be reduced to having a cause bigger than oneself. Understanding, contextualizing, and ultimately detaching from the self (Harrison, 2014) is how mindfulness enhances inspiration. Furthermore, the "sisters of mindfulness" (forgiveness, gratitude, loving-kindness, compassion, acceptance, best-self visualization; Rosenzweig, 2013) are also key forms of inspiration. Trust is vital for the performance of complex, automatic motor skills (Moore & Stevenson, 1991). Trust is also necessary to accept whatever thoughts come to mind and feel whatever sensations and emotions arrive. This foundation of Acceptance and Commitment Training (Hayes, Strosahl, & Wilson, 2012) is fundamental to Mental FITness. Mindfulness training builds cognitive flexibility and decreases emotional reactivity, both of which allow performers to let go of irrelevant stimuli and facilitate skill execution (Davis & Hayes, 2011).

SYM-03B

MINDFULNESS APPLIED TO SPORT DISTRESS: ADDRESSING THE GAP

Amy Baltzell, Boston University, USA

In this symposium, I will provide a brief overview of my training and practice in mindfulness, how I conceptualize mindfulness and specifically how I help athletes learn to adapt to distressing thoughts and feelings that can thwart performance. Though mindfulness based sport interventions can contribute to a range of performance benefits such as prompting flow (Kaufman, Glass, & Arnkoff, 2009) and improving performance (John, Verma, & Khanna, 2001), the practical emphasis of my interventions, as in many of the mindfulness based interventions, is to help athletes tolerate, not directly change, distressing thoughts and feelings. I will offer ways that I help athletes in this gap, for the requisite space and time devoted to tolerating aversive thoughts and feelings, when they are being asked to mindfully tolerate distressing internal experience. I have found that emphasizing self-compassion is one way to address such sport related emotional distress. Though helping athletes cultivate self-compassion is not always necessary, I have found that helping them cultivate self-compassion in

predictably emotionally difficult moments (e.g., being passed in a race) can help them mindfully tolerate such sport distress that previously was intolerable and had previously led to giving up. I will offer a brief overview of self-compassion (Germer & Neff, 2013; Neff, 2003) as a pathway of application (Gilbert, 2009a, 2009b) when bringing a mindfulness approach to sport distress. I will offer a case example and ways to cultivate sport appropriate self-compassion for significant sport distress to ultimately help the athlete cultivate requisite courage to focus their attention on task relevant cues. I also will discuss how I have integrated self-compassion within a formal mindfulness based program for sport, Mindful Meditation Training in Sport (MMTS) (Baltzell & Akhtar, 2014).

SYM-03C

MINDFULNESS AT THE OLYMPIC GAMES

Peter Haberl, USOC, USA

Is a mindfulness based approach appropriate for a sport psychologist working with Olympic athletes? This presentation will address the two overarching questions raised in the general abstract of this symposium through the lens of the unique performance environment that is the Olympic Games: 1. What does mindfulness mean in the context of performing at the Olympic Games? 2. As a consultant, how do you incorporate mindfulness into this performance environment with teams and individual sport athletes? 3. How do you learn and teach mindfulness to Olympic athletes so it sticks? For someone whose sport psychology job is to help athletes first qualify and then optimize their performance at the Olympic Games, mindfulness provides a way of helping athletes understand how the mind works in competition, so athletes can work with the mind effectively in competition (Haberl, 2016). Mindfulness isn't easy, it's a practice, it is hard work (Kabat-Zinn, 2005). The presentation will share strategies for making mindfulness stick and will address the respective challenges of learning and teaching mindfulness at an Olympic Training Center to team and individual sport athletes.

SYM-04

SPORT PSYCHOLOGY IN AUSTRALIA: STILL ON THE WINNING EDGE?

Kristen Peterson, Australian Institute of Sport, Australia
Renee Appaneal, Australian Institute of Sport, Australia
John Baranoff, Australian Institute of Sport, Australia

At the 2014 AASP Conference Australian Institute of Sport (AIS) Performance Psychology staff presented a symposium focusing on the evolution of high performance sport and sport psychology within the AIS and across the national sport system. In this symposium, we continue the journey, reporting at the halfway mark of Australia's Winning Edge (AWE). This symposium, in the spirit of great sequels, will continue the journey from where we left off in 2014.

The first presenter will flesh out the Australia's Winning Edge Landscape as it stands post-Rio. In addition, the presenter will discuss ways in which the culture of national sport psychology service delivery continues to evolve and the opportunities and risks that have arisen.

The second presenter will share the process undertaken to integrate effectively as lead psychologist with a large and decentralized foundation sport. To succeed, the provider had to work through the NSO hierarchy to develop a common understanding of the role and build national structure to achieve effective broad range service provision.

The third presenter will present a contrasting role evolution as lead psychologist for another foundation sport. The focus will be on the organic proliferation of roles that emerged over time, and how the presenter negotiated the process and partnered effectively to achieve service, resource, and research outcomes.

Four years on from AWE implementation has provided some key learnings regarding optimal best practice sport psychology integration with NSOs. System readiness to sport psychology services and the processes of establishing working roles has been a significant factor impacting optimal integration. Reconsidering the most effective coverage model of services to NSO's with finite resources and expanding leadership roles to include ongoing capacity building are key areas for ongoing optimisation of AWE going forward.

SYM-04A

SPORT PSYCHOLOGY IN AUSTRALIA: WHAT IS THE SAME AND WHAT IS DIFFERENT IN 2016?

Kristen Peterson, Australian Institute of Sport, Australia

This presentation will paint a (hopefully colourful) picture of the state of sport psychology as it continues to evolve in the context of the Australian High Performance Sport and the continued rollout of the Australia's Winning Edge (AWE) national strategy. The presenter will share a timeline of sport psychology service delivery up to and through the Olympic/Paralympic Games, with a reflection on these benchmark events from a sport psychology perspective. The presentation focus will turn to a discussion of national system opportunities and risks in the current landscape. There have been successes in the form of increased uptake of sport psychologists at the national sport level, and a perceived increased interest and openness to the importance of psychological flexibility and management of emotions/cognitions. Our national conference is going into its 4th year of providing a professional space for presenters to share knowledge and gain peer consultation. National Sport Organization (NSO) lead psychologists have continued to develop those roles in idiosyncratic ways to provide best-fit service and consultation. This community continues to strengthen with regular meetings and sharing of intelligence and knowledge. Alongside these opportunities and successes coexist threats and weaknesses. As the national sport system focuses exclusively on providing excellent service delivery, future capacity and the development of new professionals suffer. National sport psychology organizations continue to, at times, work at cross purposes. The divides between sport psychologists, clinical psychologists, and other psychologists continue. The presentation will conclude by offering up a forecast for the future of sport psychology in Australia (at least for the next Olympic cycle) noting future challenges and potential solutions.

SYM-04B

THE VIEW FROM THE TOP IN A SPORT DOWN UNDER: A SYSTEMS APPROACH TO DOING SPORT PSYCHOLOGY IN AUSTRALIA.

Renee Appaneal, Australian Institute of Sport, Australia

Following London 2012, sweeping changes were made to the structure and support of Olympic/Paralympic sport in Australia, and as a result, a new role for sport psychology emerged, the NSO Lead Psychologist. This presentation tells the story of a Lead Psychologist at one of Australia's foundation sport organisations. The lead role is introduced by illustrating where it fits within the hierarchical structure of the NSO's high performance program. Then, the evolution of the role will be described from how it was first introduced in 2013 to how it has developed over the cycle through the 2016 Rio Games. Specific initiatives will be highlighted that were undertaken with athletes and coaches targeted at increasing their understanding of and readiness to engage effectively in sport psychology service. Reflections of the different sometimes conflicting roles that occurred will be shared, noting the flexibility required to move between expectations of mental health and performance psychology, as well as to work across the separate Olympic and Paralympic programs. Observations and lesson-learned will be offered, all of which underscore the importance of working in a contextually-intelligent manner (Brown et al, 2009) to be effective within a complex high performance sport system.

SYM-04C

CHANGES IN AN NSO LEAD PSYCHOLOGY ROLE FOLLOWING AWE: A PRACTITIONER'S PERSPECTIVE

John Baranoff, Australian Institute of Sport, Australia

This presentation will outline the way in which the scope of practice of the NSO lead psychologist has grown within one NSO following the implementation of Australia's Winning Edge (AWE). Specifically, the role has organically grown beyond direct service to include co-ordination of state institute sport psychology service priorities, case management of athletes being referred outside the system, and research collaboration with local universities. Consequently, the development of an athlete support model integrating performance psychology with other disciplines within the NSO has been developed. At a practice level, a practitioner-scientist model has been adopted resulting in initiatives such as the integration of mindfulness education/research into service delivery. Further, the alignment of the state sport institutes with the NSO objectives has allowed greater co-ordination and collaboration between the NSO and the state programs that feed into it. This apparent growth in the role has not been without challenges as practitioners move beyond traditional servicing roles and into co-ordination and management spaces. Lead psychologists are now often required to provide leadership and guidance to the network of psychologists providing underpinning regional services. Moreover, to increase chances for sustainable success and traction within the NSO, psychologists must be able to quickly comprehend and clearly link into the objectives of the NSO high performance leadership team. The skill set to successfully perform these new roles goes beyond the base training of sport psychologists in Australia and is a potential target for professional development training in the post-Olympic period.

SYM-05

DUAL CAREER IN SPORT AND EDUCATION: CONTEXT-DRIVEN RESEARCH IN NORTH AMERICA AND EUROPE

Natalia Stambulova, Halmstad University, Sweden
Robert Schinke, Laurentian University, Canada
Judy Van Raalte, Springfield College, USA
Tatiana Ryba, University of Jyväskylä, Department of Psychology, Finland
Britton Brewer, Springfield College, USA
Albert Petitpas, Springfield College, USA
Amy Blodgett, Laurentian University, Canada
Kaisa Aunola, University of Jyväskylä, Finland
Jaana Viljaranta, University of Jyväskylä, Finland
Harri Selänne, Mehiläinen Sports Medical Clinic, Finland
Lukas Linnér, Halmstad University, Sweden
Johan Ekengren, Halmstad University, Sweden

Within the North American intercollegiate (school-based) sport context, the career development of student-athletes is an established research area focused on athletes' transition to the university and their athletic, professional, and personal development, including preparation for the university graduation and termination in sports. In contrast, athletes' simultaneous pursuits in sport and studies, termed a "dual career" (DC) (European Union Guidelines on Athletes' DCs, 2012), is a relatively new research trend within Europe, where sport is mainly club-based. Therefore, special arrangements between sporting and educational institutions are needed to facilitate athletes' DCs. European researchers adopt a holistic lifespan perspective (Wylleman, Reints, & De Knop, 2013) to consider student-athletes' athletic and academic pursuits as intertwined with their psychological, psychosocial, and financial developments. It is also emphasized that athletes (although supported) are expected to take responsibility and develop competences to successfully initiate, maintain, and terminate their DCs. This symposium brings together North American and European researchers to discuss overlapping and specific features of DC research and applications in situ. The first presenter will briefly overview the US context of intercollegiate sports, introduce athletic identity foreclosure as a problematic issue and share a new sport-specific instrument to measure identity foreclosure. The second presenter will introduce a Canadian DC context and summarize four projects on how specific populations within it, that are immigrant and Aboriginal student-athletes, cope with DC challenges in conjunction with their acculturation processes. The third presenter will "transport" the audience to Finland and share a mixed-method project on achievement motivation of Finnish adolescent athletes, emphasizing a cultural construction of motivation. The fourth presenter will outline research findings on DC competences of Swedish adolescent athletes as a part of the European project titled "Gold and Education and Elite Sport". The discussion will then be concentrated on DC intervention strategies, situated within national cultural contexts.

SYM-05A

DUAL CAREER PURSUITS AND IDENTITY FORECLOSURE IN THE UNITED STATES

Judy Van Raalte, Springfield College, USA
Britton Brewer, Springfield College, USA
Albert Petitpas, Springfield College, USA

High-level sport and higher education are entwined systemically in the United States with more than 500,000 individuals participating in intercollegiate sport. The US system provides higher education access for a diverse group of individuals

including those who might not otherwise have been able or motivated to attend university and serves as a "minor league" for some sports. Although intercollegiate sport occurs in an academic environment, some student-athletes emphasize their sport careers over their personal and professional development and end up lagging behind other college students in preparation for their post-collegiate years. Student-athletes who commit firmly to the occupational identity of "athlete" without actively exploring meaningful alternatives are considered to be in a state of identity foreclosure (Erikson, 1959; Marcia, 1966). Examination of identity foreclosure in sport has been impeded by the lack of a sport-specific measure. Existing measures of identity-related variables in sport tap aspects of commitment to the role of athlete, but fail to address exploration of alternative occupations. Consequently, the purpose of this presentation is to report on progress toward development of a sport-specific measure of identity foreclosure. Following the scale development guidelines of DeVellis (2003), a pool of items was generated, reviewed by experts, refined on the basis of expert feedback, administered to a development sample, and submitted to exploratory factor analysis. Clear factors representing current commitment to the athlete identity and exploration of roles other than athlete were documented, along with psychological and situational factors thought to contribute to sport-specific identity foreclosure and future commitment to the athlete identity. Future tasks for developing the sport-specific measure of identity foreclosure include confirming the factor structure of the instrument, evaluating the validity of selected scoring systems, and, ultimately, using the measure to investigate the role of identity foreclosure in the dual career pursuits of student-athletes.

SYM-05B

THE ACCULTURATION OF ELITE ATHLETES ENGAGED IN DUAL CAREERS

Robert Schinke, Laurentian University, Canada
Amy Blodgett, Laurentian University, Canada

Within the backdrop of Canadian sport psychology, the dual careers of student athletes are only beginning to be discussed. Following in the footsteps of Stambulova and Ryba (2013), Stambulova and Wylleman (2015) recently devoted an entire special issue in the journal *Psychology of Sport and Exercise*, excavating into this emerging thematic area, including a contribution focused onto Canadian Indigenous athletes. Despite this formative contribution, little is known practically both in relation to Canada and from the vantage of cultural sport psychology regarding how athletes from diverse cultural backgrounds experience the competing demands of their dual careers. Within this presentation a particular emphasis is placed on the challenges associated with being a cultural minority athlete, acculturating whilst pursuing dual careers as athlete and student residing in Canada. The authors (2013) recently found that athletes relocated into a receiving country struggle with added pressure compared with non-acculturating athletes of being successful as both super star athlete and student. Layered onto this process, these athletes are also entering into a receiving cultural context, where their practices are not fully understood by the receiving cultural context. Concurrently, the practices of the receiving cultural context are new demands for the athlete. Built from four successive externally funded research projects examining the challenges associated with being an immigrant or a Canadian Aboriginal elite athlete, the presenters offer practical strategies to augment the holistic development of these performers within and beyond the sport environment. Among these, a particular focus is placed on methods of peer support within and away from the sport context.

SYM-05C**THE GENDERED CONSTRUCTION OF MOTIVATION IN DUAL CAREER TRANSITIONS: A MIXED METHODS STUDY OF FINNISH ADOLESCENT ATHLETES**

Tatiana Ryba, University of Jyväskylä, Department of Psychology, Finland

Kaisa Aunola, University of Jyväskylä, Finland

Jaana Viljaranta, University of Jyväskylä, Finland

Harri Selänne, Mehiläinen Sports Medical Clinic, Finland

Although many studies have shown that simultaneous committed participation in sport and school is challenging for student-athletes, most studies of achievement motivation examined these domains separately. It has been suggested that adolescent boys are more motivated than girls to participate in competitive sport and also hold higher perceptions of athletic competence, whereas adolescent girls report higher levels of academic motivation and expectancies. Moreover, past studies have provided evidence of the cultural origins of gender differences observed in sport and academic contexts. In this study we investigated: 1) the extent to which adolescent athletes' goal orientations and task-values are domain-specific (i.e., sport vs. school) or rather characteristics of the individual independently of domain; (2) the extent to which gender explains domain-specificity, on the one hand, and between-individual variation, on the other, in goal orientations and task-values; and (3) the gendered ways in which student-athletes narratively construct their motivation for dual careers. The participants of this on-going Adolescent Dual Careers study (First author et al., 2016) were 391 (51% females) Finnish athletes from six elite sport schools, aged 15-16, whose motivation was assessed with Perception of Success Questionnaire (Roberts et al., 1998) and questionnaires developed on the basis of Eccles et al. (1983). Semi-structured individual interviews were simultaneously conducted with 18 (10 female and 8 male) international level adolescent athletes. Interviews were transcribed verbatim and analyzed with narrative analysis. The results showed that athletes' task-values varied depending on the domain whereas goal orientations varied both between individuals and domains. Both boys and girls valued sport more highly than education and also showed higher performance-orientation in sport than in school. In general, however, boys were more performance- and less mastery-oriented than girls. Our quantitative findings will be discussed in conjunction with qualitative findings to further current understandings of the cultural construction of motivation.

SYM-05D**DUAL CAREER COMPETENCES OF SWEDISH HIGH SCHOOL ATHLETES**

Natalia Stambulova, Halmstad University, Sweden

Lukas Linnér, Halmstad University, Sweden

Johan Ekengren, Halmstad University, Sweden

In Sweden dual 'sport and education' career (DC) programs on the high school level are established at 51 settings across the country. Within these programs student-athletes practice their sport in sport clubs and in educational settings, and have supportive conditions at school (e.g., flexible scheduling). This study, investigating Swedish high school student-athletes' DC competences, is a national project and also a part of the European project 'Gold in Education and Elite Sport' (GEES) with eight other countries involved. In this presentation (approved by the ethical board of the GEES consortium) we briefly introduce the GEES project and then focus on Swedish

research findings. The DC Competences Survey was used to explore student-athletes general as well as scenario-specific DC competences. The sample consisted of 909 high school student-athletes (mean age =18.2; 43% females) from various sports. In examining general competences, the participants were introduced to 38 competences and asked to evaluate them in terms of possession and importance for a successful DC. The highest in possession was "ability to live independently", and the top three in importance (also evaluated higher by females) included: "perseverance during challenging times and in the face of setbacks", "understanding importance of rest and recuperation", "ability to cope with stress in sport and study". In examining scenario-specific competences the participants read six scenarios, each presenting a difficult DC situation (e.g., missing significant days of study, sacrifices in social life, living away from home, injury), and responded about coping experiences (including perceived effectiveness) and related competences. The competences significantly contributed to effectiveness of coping with DC scenarios. It was also possible to identify transferable competences used by student-athletes in four or more scenarios (e.g., "dedication to succeed in both sport and studies"). The findings have become useful in defining the content of DC support services in Sweden.

SYM-06**THEORY/SCIENCE TO PRACTICE FOR EXCELLENCE IN OLYMPIC PERFORMANCE: MULTI-NATIONAL AND ORGANIZATIONAL PERSPECTIVES**

Elizabeth Shoenfelt, Western Kentucky University, USA
Sebastian Brueckner, Saarbruecken Olympic Training Center, Germany

Göran Kenttä, The Swedish School of Sport and Health Science, Sweden

Tadhg MacIntyre, University of Limerick, Ireland

We feature applied psychologists working with Olympic athletes as they prepare for the Rio Games, participate in the games, and are debriefed after the games. Presenters are experienced professionals from Germany, Ireland, Sweden, and the United States. This multi-national panel represents multiple perspectives and theory-based approaches to achieving performance excellence. Presentations range from macro approaches focusing on developing a high performance team culture to micro approaches with individual athletes.

Presenter 1 describes a structured holistic approach to developing performance excellence with a national team athletes and coaches. Integrated components included sport specific mental aspects and developing high-performance values and culture. Kuhl's (2000) PSI theory served as the theoretical framework to foster psychological and psychosocial personality development.

Presenter 2 discusses best practices from multi-disciplinary theory used to help a 2012 Olympic medalist prepare for Rio. Emphasis is on delineating differences in techniques used in 2012 with a relatively naive athlete and more sophisticated techniques used to prepare for 2016 as the athlete developed and matured.

Presenter 3 provides specific examples of theory guided practice to enhance recovery in Olympic swimmers, an essential ingredient in preventing negative consequences such as overuse injuries, overtraining, and burnout. Mindfulness is presented as a process to enhance the relationship between stress and recovery by enabling psychological detachment (i.e., ability to mentally disengage).

Presenter 4 focuses on interventions used to debrief athletes post-competition to overcome challenges with non-normative transitions. The challenge of atheoretical approaches to providing psychological services is discussed. An athlete-centered approach with an overarching framework grounded in theory is recommended to optimize athlete career transitions. Positive psychology has potential to guide these efforts.

Finally, our discussant will integrate themes across presentations to illustrate how each presenter draws on empirically based theory to contribute to performance excellence at the Olympic level.

SYM-06A

ROAD TO RIO: MULTI-FACETED THEORY-TO-PRACTICE PERSPECTIVES OF GERMAN OLYMPIC BADMINTON EXCELLENCE

Sebastian Brueckner, Saarbruecken Olympic Training Center, Germany

Developing international caliber athletes that excel on the Olympic and world championship stage is the goal at each of the German Badminton Association high-performance centers. For the Rio 2016 Olympiad, applied practice towards Olympic performance excellence has been informed by multiple theoretical concepts, with Wylleman and Lavallee's (2004) developmental model serving as an underlying theme. A structured approach to performance consulting and coaching performance excellence was established (Øhlenschläger, 2013). Initially sport psychology consulting focused specifically on the Rio 2016 contenders; however, over the course of the four year Olympiad, additional components were added to the holistic consulting approach. Sessions with Germany's aspiring Olympians covered academic issues as well as sport specific mental aspects. Kuhl's PSI theory (Kuhl et al., 2006), addressing self-regulation skills to foster personality development on a psychological and psychosocial level (cf. Wylleman & Lavallee, 2004), served as the underlying foundation. Continuous "coach-the-coach" consultation with Olympic national team coaches also was part of the "Road to Rio." Because badminton poses the unique challenge of being "a team sport in training and an individual sport in competition" (Øhlenschläger, 2014), individual work with the 2016 Olympians was supported by consulting and training with all athletes in the training group. This involved weekly basic mental skills training sessions (Williams & Krane, 2014), specific mental training on-court, and an Olympic camp workshop for first time aspiring Olympians to foster the high-quality and high-intensity practice needed to support the top players' Olympic quest. Additionally, several workshops focused on sustainable development of team cohesion and, specifically, positive high-performance values and culture. Details regarding the service delivery linking theory to practice will be presented; the impact of the service, as well as challenges and roadblocks, will be discussed. Practitioners can take lessons from these experiences to inform their own interventions and programs.

SYM-06B

SCIENCE TO PRACTICE IN PREPARATION FOR AN OLYMPIC SWIMMER: COMMONALITIES AND DIFFERENCES IN A FIRST-TIME OLYMPIAN AND A REPEAT PERFORMER

Elizabeth Shoenfelt, Western Kentucky University, USA

This presentation addresses work with a 2012 Olympic gold medalist swimmer in preparation for the 2016 Olympics.

Emphasis is on differences in working with the swimmer before her first Olympics and over the subsequent four years preparing for her second. The swimmer has matured and the techniques developed and applied have become more sophisticated. The challenges the swimmer overcame between 2012 and 2016 will be discussed. This consultation, which draws heavily the science of both sport psychology and industrial-organizational (IO) psychology, focuses on three areas. The first focus is helping the swimmer remain motivated during the demanding practices required for Olympic training. Goal setting and feedback (e.g., Locke & Latham, 1990; Locke & Latham, 2006) for important components of the swim (e.g., stroke maintenance, turns, underwaters) are used to maintain motivation, to focus attention, and to provide feedback in relation to the goals to enable the tracking of progress over time. The second focus is on performance components of the swim; this work draws heavily on the IO research on training (e.g., Noe, & Colquitt, 2003). For example, the role of automaticity (Salas & Rosen, 2010; performance that is completed without attention, more efficiently, and faster than performance that is consciously monitored) is especially important for preparing for stressful conditions such as the Olympic Trials and Games. The third focus, mental skills training, consists of empirically established best practices for self-talk, focus/concentration, visualization, and problem solving. The presenter will discuss how these training components were integrated to lead to 2012 Olympic success and will detail how components were modified in preparation for the 2016 Olympics.

SYM-06C

RECOVERY EXCELLENCE LEADING TO RIO AND BEYOND

Göran Kenttä, The Swedish School of Sport and Health Science, Sweden

The purpose of this presentation is to provide specific examples how theory guides practice in order to enhance recovery in Olympic swimmers. Enhancing recovery is essential to prevent negative consequences such as overuse injuries, overtraining, and burnout syndrome. Previous research revealed that about 10-20% of US summer and winter Olympic athletes underperformed at the Games in Athens 1996 and Nagano 1998 due to under recovery and/or negative overtraining (Gould & Dieffenbach, 2002). Sleep plays a restorative role for mood, alertness, and performance capacity, as well as regenerating the central nervous system, metabolic system, endocrine system, and the immune system. The ability to psychologically detach influences sleep quality and, consequently, being pre-occupied (or ruminating problems) strongly predicts sleep disturbance (Kompier, Taris, & Van Veldhoven, 2012). Anticipation of future events can trigger a physiological stress response, thus simply thinking about competing might hinder or limit recovery based on prolonged physiological activation. Importantly, the ability to mentally switch off from one's main profession (i.e., detach from elite sport) may enhance recovery (Sonntag, Binnewies, & Mojza, 2008). To experience psychological detachment is to be mentally disengaged from one's main profession (i.e., being an Olympic athlete), and to not think about sport related activities or responsibilities (Sonntag & Krueger, 2006). At time when one needs psychological detachment the most, it may be the most difficult time to achieve it. Big events such as the summer Olympic Games are highly stressful in nature. More than 10,000 highly committed Olympians with high expectations and hopes live together in a melting pot for some weeks. During this time, it is usually a challenge to detach, unwind, and recover. Finally, practicing mindfulness, that is, aiming to cultivate a focus on the present moment and an open and non-judgemental attitude,

may benefit the relationship between stress and recovery. The audience will learn the importance of recovery, its underlying dynamics, and theory-based approaches to promote recovery in athletes competing at the elite level.

SYM-06D

POST-OLYMPIC EVENT DE-BRIEFING INTERVENTIONS: CHALLENGES INTEGRATING THEORY INTO PRACTICE

Tadhg MacIntyre, University of Limerick, Ireland

Athlete de-briefing has been employed as post-games strategy by many nations in either naturalistic or systematic interventions. This service is offered to overcome challenges performers experience with their non-normative transitions. Hogg (2002) proposed a six step process and advocated that major championship review include de-brief components, a structure that has been employed in Canada. One challenge with de-briefing is that the service providers represent a broad range of practitioners with divergent expertise. For example, although sport psychologists may be the preferred providers, in practice, other sport scientists and athlete career advisors are often preferred (e.g., AIS, 2005, IIS 2012). In the absence of the scientist-practitioner model in training, the implementation of an evidence based approach may dissipate across the layers of service provision. For example, in the Irish Post-Games model in 2012, psychologists were not the first point of contact and only 28% of the athletes availed themselves of psychologists in this tiered process; of these, only 3% were referred for subsequent clinical psychology support. What about the well-being of the 72% of performers that never met with a psychologist? Research on mental health stigma suggests that service aversion is one manifestation of this bias (Corrigan et al., 2014). The overriding current challenge is that attempts at providing psychological support have largely been atheoretical. There is a need to ground the practices of service provision in an overarching framework which can guide an array of practitioners with different training backgrounds. Positive psychology has the potential to guide practice in this context. Only by an analysis of the current state of de-briefing interventions in the international context can we draw conclusions about future avenues for exploration. Practical service provision needs to be coupled with theoretical frameworks to optimize and normalize athletes quadrennial career transitions.

SYM-07

DOMESTIC VIOLENCE IN SPORT: WHAT IS THE ROLE FOR SPORT AND EXERCISE PSYCHOLOGY

Marc Strickland, Multisport Psychological Consultants, LLC, USA
Kristen Dieffenbach, WVU - Athletic Coaching Ed, USA
Holly Salisbury, Forensic Psychologist and Owner of Maitri Psychological Services, USA

Domestic violence is defined as a pattern of abusive behavior in any relationship that is used by one intimate partner to gain or maintain power and control over another. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. Current statistics indicate one in three women and one in four men are victims of violence by an intimate partner (National Coalition Against Domestic Violence). While many assume, because of media coverage, that athletes are more prone to domestic violence preliminary data do not

support this claim (Woods, R. 2011). Public outcry has been vast and far-reaching for reform in punishment of all violent offenders. Teams and leagues have slowly developed policies of domestic violence, yet many gaps remain in the system.

This symposium seeks to open meaningful dialogue with AASP on domestic violence in sport. The first goal of this symposium is to provide a full understanding of domestic violence, that it is more than just physical violence. Secondly, we discuss how teams and leagues are addressing this issue and how sport and exercise psychology plays an integral role both in the development of policy and working with domestic violence offenders. Lastly, we look at the need for coaching education programming to include concepts of domestic violence in the curriculum in an effort to help coaches understand the many complex issues that may affect their players and teams.

A discussant will add point-counterpoint to this symposium in an effort to give a full field view of this issue.

SYM-07A

DOMESTIC VIOLENCE IN SPORT: WHAT ARE TEAMS AND LEAGUES REALLY DOING?

Marc Strickland, Multisport Psychological Consultants, LLC, USA

The now famous Ray Rice video of him punching his then fiancée brought national attention to a societal issue that has long been problematic yet rarely discussed. This incident along with many other incidences of domestic violence garnered national attention begging the question of whether athletes have a higher incidence of violent acts. While the data is primarily preliminary the current research indicates that athletes are no more likely to engage in domestic violence than those in the general population (Morris, 2014). However, there was one tremendous impact that these highly publicized events did have was on our societies need to address the issue of domestic violence. Teams, leagues, and individual athletes are being forced to address this issue publicly and create policies in regards to punishments, restitution, return to play, and maybe more importantly the need to bring a very taboo topic to the forefront (Withers, 2010). This portion of the symposium will take a look at the way teams and leagues are approaching this subject from a policy standpoint and further discuss the role that Sport and Exercise Psychology professionals could and should be having in shaping these policies. Furthermore, this symposium will take a look at how these policies impact the teams and athletes and what working in a professional sports team environment can look like when you are the person responsible for implementing these policies with athletes.

SYM-07B

NOT ON MY TEAM: ARE COACHES PREPARED TO IDENTIFY AND RESPOND TO DOMESTIC ABUSE IN SPORT?

Kristen Dieffenbach, WVU - Athletic Coaching Ed, USA

Sports teams are often compared to family structures in which the coach is responsible for training, leadership and team culture (e.g., Lyle, 2002; Jones, 2006). Unfortunately, as with any family, abuse or abusive behavior warning signs are often not addressed until too late due to a lack of knowledge and awareness. Preparing coaches to recognize concerns before they escalate and empowering them to act appropriately is essential in curbing domestic violence within sport. Beyond the serious physical and emotional safety concerns for

the victims, the presence of an abuser within a sport 'family' impacts trust and cohesiveness, damages the team reputation, and can have a long-term impact on the performance environment. As a result, coaches are increasingly being held accountable culturally and legally for athletes' bad behavior. The role of the coach as an advocate for athletes' safety and well-being is noted in both the literature (e.g., Brackenridge, 2001; David, 2004) and sport policy. Safe Sport (USOC), Respect in Sport (Canadian Red Cross) and Safeguarding and Protecting Children in Sport (UK) all train coaches to recognize and intervene appropriately when athletes are not safe from abuse, hazing, harassment and bullying. Unfortunately, many of the current educational efforts emphasize youth sport and do little to address domestic violence and what to do when the athlete is the abuser. The purpose of this symposium is to extend the discussion to explore coaches' responsibilities related to domestic abuse issues among athletes. Ways in which coaching education can provide the skills and education needed to properly recognize concerns and utilize resources will also be discussed within the International Sport Coaching Framework's (ICCE, 2013) coach development recommendations across the core areas of professional coaching knowledge: content, interpersonal and intrapersonal (Côté & Gilbert, 2009), that are necessary to create healthy, safe and successful sport environments.

SYM-07C

DOMESTIC VIOLENCE IN SPORT: UNDERSTANDING ALL FORMS OF DOMESTIC VIOLENCE

Holly Salisbury, Forensic Psychologist and Owner of Maitri Psychological Services, USA

Abuse is perpetuated through silence and secrecy. Given that domestic violence is often not discussed openly, it is often misunderstood. Many individuals think of male on female physical violence when hearing the term domestic violence. Due to myths pertaining to domestic violence it may go unrecognized by victims themselves, preventing them from reaching out for assistance. Abuse may go unrecognized by others due to ignorance regarding the more nuanced issues pertaining to violence, preventing those in the position to intervene from acting accordingly (Center for Disease Control and Prevention, 2015). Unfamiliarity with these issues may result in those who are in positions to help actually further traumatizing the victim or minimizing the abuser's behavior. The purpose of this symposium is to provide accurate and thorough information about what domestic violence is, even in its nuanced forms. This will assist those involved in sport and athletic systems to appropriately identify, intervene, and provide support and assistance in a manner that empowers the victim and holds the abuser accountable. A focus on various forms of violence, spectrum of severity, the cycle of abuse, trauma bonding, unidirectional and bidirectional abuse, and diversity issues related to gender, sexual orientation, socioeconomic status, and ethnicity is included (Buttall, Wong, & Powers, 2012; Edwards, Sylaska, & Neal, 2015; Wray, Hoyt, & Gerstle, 2013). Addressing trauma bonding will assist in understanding the emotional, physical, psychological, and financial ties that keep a victim involved in an abusive relationship (Thomas, Goodman, & Putnins, 2015). The cycle of abuse contributes to this dynamic, as it relates to how an abuser utilizes control and manipulation to maintain influence over a victim during periods prior to and after acute abusive attacks. Examples of domestic violence in professional sport will be utilized to illustrate relevant issues.

SYM-08

STRESS IN HIGH-PERFORMANCE COACHES: SITUATIONS MAY BE SIMILAR BUT THE EXPERIENCE CAN BE DIFFERENT

*Stiliani 'Ani' Chroni, Hedmark University College, Norway
Frank Abrahamsen, Norwegian School of Sport Sciences, Norway*

Göran Kenttä, The Swedish School of Sport and Health Science, Sweden

*Faye Didymus, Leeds Beckett University, UK
Marte Bentzen, Norwegian School of Sport Sciences, Norway*

Richard Gordin, Utah State University, USA

Liv Hemmestad, Olympic Training Center, Norway

Jørgen Holmemo, Norwegian School of Sport Sciences, Norway

Pierre-Nicolas Lemyre, Norwegian School of Sport Sciences, Norway

The proposed symposium looks at elite coaches from three different countries (UK, Norway, and Sweden) and three different settings (national team coaches, professional soccer coaches, and Paralympic coaches) and approaches various aspects of stress and even burnout these individuals may experience. The main objective of the symposium is through the diversity of coach groups investigated to conclude with lesson to be learned for sport psychology practitioners on how to efficiently support coaches. The first study is framed by the cognitive-motivational-relational theory of stress and emotions (Lazarus, 1999) and explored the situational properties underpinning UK coaches' stressful experiences. Novelty was the most commonly discussed property and imminence or duration of an event, were most influential factors in determining their appraisal of the stressor and their subsequent coping strategies. The second study used the CATS theory (Ursin & Eriksen, 2004) to explain Norway national coaches downgrading of stress stimuli to manageable challenges, topped with data from their immediate federation bosses who provided auxiliary details on how this downgrading may occur via some nurturing from the federation culture. The third study looked at Premier League soccer coaches of Norway, where job stability is definitely not the case, and identified some clear strategies they employ in order to deal with the constant pressure and to avoid unnecessary drawbacks that come with the pressure from superiors. The fourth study, used a group of Paralympic coaches, for which we have very little knowledge, to explore the demands expected from high-performance coaches in disabled sport and the negative consequences associated with these. The final part of the symposium will be devoted to putting research and practice together and an effort to tacitly validate the research proffered into practical management strategies as these have been observed by a sport psychologist over his 35-year career with USA Olympic teams.

SYM-08A

SITUATIONAL PROPERTIES OF STRESSORS: A BLUEPRINT FOR UNDERSTANDING SPORT COACHES' STRESSFUL EXPERIENCES

Faye Didymus, Leeds Beckett University, UK

Little is known about sport coaches' stressful experiences and, in particular, the antecedents of potentially catastrophic performance- and health-related outcomes of ineffectively managed stress. Stressors are thought to be underpinned by situational properties that, along with other environmental and personal factors, determine the potential for a stressful

appraisal (Lazarus, 1999; Lazarus & Folkman, 1984). Thus, these properties may provide a useful taxonomy for developing a more comprehensive understanding of stress in the context of sport coaching. Framed by the cognitive-motivational-relational theory of stress and emotions (Lazarus, 1999), this study aimed to provide an in depth exploration of the situational properties that underpin coaches' stressful experiences. To achieve this aim, it was also necessary to explore the stressors that coaches encounter. Ten high level coaches (Mage = 44.27 years, SD = 10.40; Mexperience = 18.55 years, SD = 8.10) who were based in the United Kingdom were interviewed (Mlength = 62.91 minutes, SD = 18.32) using a semi-structured approach. Directed content analysis procedures (Hsieh & Shannon, 2005) were used to organize and analyze the data. A variety of stressors (e.g., competition performance, media interference, athlete professionalism) were recalled by the coaches and these stressors were underpinned by seven situational properties. Novelty was the most commonly discussed property and the majority of the coaches found that temporal factors, such as the imminence or duration of an event, were most influential in determining the outcomes of their stressful experiences. The findings of this study suggest that practitioners should work with coaches to raise awareness of the situational properties that they find particularly stressful. In addition, practitioners should consider using the situational properties of stressors as a blueprint for the development of stress management interventions

SYM-08B

NATIONAL TEAM COACHES' (RE)FILTERING STRESS: "I'LL GET BY WITH A LITTLE HELP FROM...MY BOSS."

Stiliani 'Ani' Chroni, Hedmark University College, Norway
Frank Abrahamsen, Norwegian School of Sport Sciences, Norway

Liv Hemmestad, Olympic Training Center, Norway

While still little is known about coaches' appraisal of stressors, recent research with seven Norway winter sports national team coaches shed light on stress manifestations at the high-performance level. Specifically, the study found that although coaches experience stress stimuli similar to those identified in existing studies (e.g., team selection, excessive traveling, media, etc.), they filter these as manageable challenges, rather than threatening situations. Furthermore, federation culture was reported as one of the elements that influenced their filtering of demanding, pressuring, and adverse situations into challenges rather than threats. The present study expands the coaches' data and extends the work by exploring how national team coaches' stress experiences relate to their federation culture (i.e., philosophies, expectations, approaches, support). Semi-structured interview data from nine sport chefs (employee of the federation acting as liaison between the coach and organization) overseeing the national teams represented here by the coaches and 12 national team coaches of Norway (seven winter and five summer sports, Mage = 44.75 years, Mexperience = 19.33 years), were thematically analyzed. The coaches' filtering of stress stimuli was approached via the lens of the Cognitive Activation Theory of Stress (CATS, Ursin & Eriksen, 2004) revealing how they get trained rather than strained by the stress encounters. The sport chefs' data revealed two themes that appear to nurture and support the coaches' way of being and their ability to do their work: (1) sincerely caring for their employees and (2) focusing on development, rather than results. Another theme that was identified relates to their views and criteria for hiring the national team coaches. These findings suggest a seamless fit between coaches' stress filtering and the federation culture.

The presentation will highlight how federation culture via the sport-chefs' practices can empower coaches to filter stress stimuli as challenges and to learn from past experiences

SYM-08C

STRESS AND ELITE SOCCER: THE WAY COACHES PLAY AND HANDLE THE GAME OF POLITICS

Frank Abrahamsen, Norwegian School of Sport Sciences, Norway

Jorgen Holmemo, Norwegian School of Sport Sciences, Norway

Working as an elite soccer coach is at times a stressful job. The ebb and flow of elite sport, through wins and losses, grant the coach different levels of influence within the team: during a winning streak, the coach is a genius, but when losing, the reputation of the coach is at stake. Coaches know that poor results, even over short periods of time, can cost them their job. Over a period of twelve years (1995 – 2006), 119 managers or head coaches left their positions in the Norwegian Premier League of football. The majority of these (86) did so unwillingly (Arnulf, Mathisen, & Hærem, 2012) following a spell of poor results. To keep their job in a highly competitive and demanding market, a coach needs to gain, secure, and uphold the trust of important stakeholders (Jones, Wells, Peters, & Johnson, 1993). Being able to sway the influential people in a sports club will affect coaches' work conditions and their ability to perform in their role to the best of their ability (Cruickshank & Collins, 2012). Little work has examined the way soccer coaches' deal with their superiors. In the present study, semi-structured interviews with three experienced (Mexperience = 25 years) elite soccer coaches investigated how these coaches dealt with superior staff before, during, and after taking a coaching position. The findings suggest that the coaches had clear strategies for coping with relentless pressure and for avoiding unnecessary setbacks. The findings will be discussed in light of different theoretical perspectives, with some advice for how neophyte coaches who are aspiring for elite level positions can be prepared for the demands of Premier League coaching

SYM-08D

EXHAUSTION AND CYNICISM NEEDS TO BE TARGETED DIFFERENTLY – A STUDY AMONG PARALYMPIC COACHES

Marte Bentzen, Norwegian School of Sport Sciences, Norway
Göran Kenttä, The Swedish School of Sport and Health

Science, Sweden

Pierre-Nicolas Lemyre, Norwegian School of Sport Sciences, Norway

The role of the Paralympic coach has been highlighted as important in facilitating athlete development (Tawse, Bloom, Sabiston, & Reid, 2012). Being a Paralympic coach might be especially rewarding in the light of developing both the athlete and the person in disability sport, but also taxing due to extraordinary demands (Kenttä & Corban, 2014). Recent research has shown that high-performance coaches are vulnerable to burnout due to working in a complex and highly demanding environment (Bentzen, Lemyre, & Kenttä, 2016; Fletcher & Scott, 2010). Unfortunately, coach research in disability sport is limited (Robbins & Houston, 2010). Burnout is described by three defining features including emotional exhaustion, cynicism, and a reduced feeling of personal accomplishment (Maslach, Jackson & Leiter, 1996). Researchers disagree on how these dimensions are influencing one another over time (Taris, Le Blanc, Schaufeli, & Schreurs,

2005), but agree that they do not develop simultaneously and therefore needs to be studied separately (Maslach, 2003; Maslach & Leiter, 2008). The purpose of this study was to better understand demands that are associated with the two core components of burnout, exhaustion and cynicism, among Paralympic coaches (N = 16, Mage = 44.75 years, SD = 9.32; Mexperience = 16.13 years, SD = 10.57; women 31.1% and men 68.8%). Participants responded to an online questionnaire just after the Paralympics, and correlation analysis was employed to identify associations in the range of moderate to strong. Findings indicated that exhaustion was strongly and positively related to perceived workload and Work-Home-Interference. In contrast, cynicism was strongly and negatively associated to autonomy support from their leaders and recovery. It can be argued that different demands and strains are associated to the different dimension of burnout. Based on the reported findings, potential implications and interventions aiming to prevent burnout will be discussed.

SYM-09

EXAMINING THE ROLE OF THE SPORT PSYCHOLOGY CONSULTANT IN COACHES' INTRA AND INTERPERSONAL KNOWLEDGE DEVELOPMENT

Kristen Dieffenbach, West Virginia University, USA
Tammy Sheehy, West Virginia University, USA
Göran Kenttä, The Swedish School of Sport and Health Science, Sweden
Meghan Halbrook, West Virginia University, USA
Stephen Harvey, West Virginia University, USA
Roch King, West Virginia University, USA
Clayton Kuklick, West Virginia University, USA

In the world of high performance athletics, the spotlight is often placed on the athletes. The use of sport psychology for athlete support, skill development and education is well documented (e.g. Murphy, 2004; Taylor & Wilson, 2005), however gaining access and building opportunities for sustainable impact remains a challenge (Zakrajsek & Zizzi, 2007). This symposium is designed to highlight three opportunities for sport psychology consultants to have a positive impact in the sport performance environment and thus the athletes through meaningful research based consultations and educational programs with coaches. Sport coaching has been described as a demanding profession with high levels of pressure and increasing demands by parents, athletes, and administrators (ICCE, 2013). In addition to outlining the roles and responsibilities of coaches, the International Sport Coaching Framework also highlights the need for quality coach development and support (ICCE, 2013). Sport psychology consultants are in a unique position to support coaches in a wide variety of formal and non-formal settings and to help coaches develop the skills necessary for ongoing informal learning (Moon, 2004). This symposium will explore ways that practicing sport psychology consultants are bring coaching education and development research together with sport psychology research to develop consultation and educational opportunities to teach and enhance intra and interpersonal knowledge and skills, both of which have been identified as key knowledge areas for coaching effectiveness (Cote & Gilbert, 2009). The first presentation will explore the development of coach inter and intra personal skill development intervention within a team setting. The second presentation an SPC will discuss a program designed to enhance coach well-being and reduce negative outcomes associated with high levels of professional stress. The final presentation will look at the SPCs role in creating a community of practice culture and a coach development program within a collegiate environment.

SYM-09A

CONSULTING WITH COACHES: DEVELOPING ADAPTIVE INTRA- AND INTER-PERSONAL COMMUNICATION

Tammy Sheehy, West Virginia University, USA
Meghan Halbrook, West Virginia University, USA

The purpose of this sport psychology consultant-led applied intervention was to help an NCAA Division I rowing head and assistant coach develop an awareness of their coaching styles and behaviors, and help them improve their coaching through increased knowledge of adaptive interpersonal and intrapersonal knowledge (Côté & Gilbert, 2009). Based on the previous season's low success, the coaches sought feedback about their practice interactions with their rowers and behavioral changes they could make to facilitate a more adaptive environment. Objective measures including the Coach Behavior Assessment System (Smith, Smoll & Hunt, 1977) and the Coach Behavior Questionnaire (Williams et al., 2003) were utilized repeatedly to code observed coaching behaviors, and assess athletes' perceptions of coaching behavior, respectively. Results were used in conjunction with coaching education and sport psychology research to guide feedback to the coaches through formal and informal meetings with the consultants. The meetings allowed the coaches to reflect upon their perceptions of their coaching behaviors and discuss alignment and incongruence with the objective measures feedback. The outcome of this applied intervention saw an increase in a number of positive and adaptive coaching behaviors including use of reinforcement and mistake-contingent encouragement, observed not only by the researchers, but also expressed by the rowers and the coaches themselves. Throughout the process of observation and feedback, the coaches expressed developing a greater awareness of their coaching behavior and use of more adaptive interpersonal communication with their athletes. This research-based approach can help inform interventions with other NCAA Division I coaches who express the desire to improve their coaching practices and athlete communication. This presentation will discuss both the coach consultation process and the preceding establishment of rapport with the coaches, which helped mediate the arduous task of providing honest feedback to coaches about potential maladaptive coaching behavior.

SYM-09B

CREATING A COACHING EDUCATION AND DEVELOPMENT CULTURE WITHIN A COLLEGIATE DI PROGRAM

Kristen Dieffenbach, West Virginia University, USA
Stephen Harvey, West Virginia University, USA
Roch King, West Virginia University, USA
Clayton Kuklick, West Virginia University, USA

Within the United States collegiate coaching culture, preparation to coach is most often associated with the player to coach model (Lyle, 2002) and the emphasis of coaching education focus largely on sport specific skills and drills, physical training and tactical and technical strategies (Cushion et al. 2003). However, Côté and Gilbert (2009) have identified three essential knowledge areas for the development of coaching expertise: content, interpersonal and intrapersonal. The latter two of which are often underserved and provide an opportunity for qualified SPCs to help enhance coach learning. These core areas inform the ICCE's recommendations for long term coach development (2013). Based on the ICCE's International Sport Coaching Framework (2013) and International Sport Coach Developer's Framework (2015) and in association with a DI

athletic department, an inclusion approach was taken in the development of a professional development program designed to a) facilitate the development of coaches' inter and intra personal skills and b) create a communities of practice culture. Communities of practice are defined as 'social learning' groups centered on shared experiences and professional development and not a particular team or sport (Culver & Trudel, 2006). To create a professional development culture, SPCs worked with coaches and administrators to conduct a needs and interest assessment related to intra and inter personal skill areas. A pilot program was developed based on research recommendations and the needs assessment. Coaches from a variety of sports participated in small group discussions and were provided with online learning support content. An emphasis was placed on sharing challenges and discussing innovations in coaching across sports. This presentation will discuss the interests and challenges encountered from both coaches and sports administration in the conceptualization and development of this program, the pilot program revision plans, and the on-going efforts to facilitate a communities of practice culture.

SYM-09C

COACH WELL-BEING CAN BE ENHANCED BY COACH EDUCATION

Göran Kenttä, The Swedish School of Sport and Health Science, Sweden

Overall, burnout research across various domains report chronic and excessive stress leading to mental health problems. In brief, burnout is a reaction to chronic stress (Raedeke & Kenttä, 2013). More recently, lack of recovery has become a common explanation to burnout. Moreover, sport psychology have moved beyond stress research and have recently identified high degree of work-home inference, inability to psychologically detach, lack of recovery and need thwarting to be associated with burnout (Bentzen, Lemyre, & Kenttä, 2016). Still, limited knowledge exist regarding evidence-based burnout prevention. The purpose of this presentation is describe how research and practice guided the development of coach education in order to emphasize coach well-being and simultaneously prevent ill-being. Sleep is fundamental in recovery, restoring mood, and performance capacity, as well as regenerating various physiological systems. Inability to psychologically detach, being pre-occupied, or ruminating problems, predict sleep disturbance (Jökerstedt, et al. 2002). Simply thinking about coaching can limit recovery based on a prolonged activation. Importantly, the ability to switch off mentally and to detach from sport may enhance recovery (Sonnentag, Binnewies, & Mojza, 2008). Coaches may at times, find it difficult to detach, unwind and recover. At this time practising mindfulness, with the purpose to cultivate a focus on the present moment, and an open and non-judgemental attitude may enhance recovery and change the relationship to stress. Mindfulness can be used as an interventions aimed at enhancing attention, concentration, wellbeing, recovery, sleep and performance (Demarzo, et al. 2015). Essentially, the coach education program, aims to increase the understanding of stress and recovery issues experienced in the context of elite coaching. Becoming aware of recovery needs, learning effective recovery strategies, and increasing the perceived value of devoting time to recovery activities are critical elements to maintain coaching vitality and well-being.

SYM-10

70 YEARS IN: ANABOLIC STEROID USE AND THE ATHLETE – WHAT CONSULTANTS NEED TO KNOW

*Tracy Orlich, Central Michigan University, USA
Mary Rutty, Central Michigan University, USA
Mario Vassallo, Wayne State University, USA
Mitch Abrams, Learned Excellence for Athletes, USA
Kelvin Byrd, Central Michigan University, USA
Kristine Miller, Central Michigan University, USA*

Over 70 years have passed since anabolic-androgenic steroids (AAS) were introduced into sporting competition and greater society (Hoberman, 2005; Mottram, 2011). Since that time AAS use has spread, in varying degrees, to all levels and types of sport (WADA, 2016). Research concerning AAS use has been broad-based, including physiological, epidemiological, psychological and sociological works. While the collective body of knowledge is of great importance, the research has been so expansive, it is, at times, difficult for the sport psychology professional to identify the most pertinent information for their utilization. The purpose of this symposium is to provide sport psychology consultants with an understanding of important current and historically prominent literature concerning AAS use and practical considerations when working with this population. Each of the presenters has engaged in research concerning AAS use and/or the topic area of their presentation. Individual presentations will focus on four areas: 1) An historical understanding of AAS use. This presentation will focus on the initial development of AAS during the time period of 1880-1945, the introduction of AAS into athletics and the fitness environment, 1950-1980, recent developments concerning use, 1980-present. 2) Understanding the male AAS use experience. A focal point of emphasis will be on perceptions of the AAS use experience as described by male users. 3) Understanding the female AAS use experience. A focal point of emphasis will be on perceptions of the AAS use experience as described by female users. 4) Understanding the role of AAS in relation to expressions of anger and aggression. Extensive research has been conducted in the area of anger and aggression concerning AAS use. At times, results from studies have been conflicting. This presentation will focus on pertinent findings to help the sport psychology consultant gain an understanding of this aspect of the AAS use experience.

SYM-10A

THE HISTORY OF ANABOLIC STEROID USE WITHIN SPORT AND SOCIETY

Tracy Orlich, Central Michigan University, USA

Hoberman (2005) argues that man's quest to find the fountain of youth, to enhance one mental, physical and sexual powers led to the development of a category of pharmaceuticals we now know as anabolic-androgenic steroids (AAS). Animal research throughout the 1800's led E.C. Brown-Sequard to declare he had indeed found the "fountain of youth" when reported giving himself injections of a crude liquid derived from the testicles of guinea pigs and dogs. This spurred great research interest. Ultimately, testosterone was isolated in 1927 by Koch & McGhee, with the 1st anabolic-androgenic steroid being developed in 1935 by Ruzsicka (Kochakian & Yesalis, 2000). Significantly, during the early 20th century, this research was being conducted within the greater context of a looming world war, only years since the end of the 1st world war. The global powers of the United States, the USSR and

Germany were all engaging in research exploring the upper limits of the human potential, ultimately hoping to develop the better soldier (Dimeo, 2007). Findings from such research in the form of stimulants and AAS quickly found their way to the athletic arena. AAS entered international competition at the 1952 Olympics and by 1960 was rampant enough for the IOC to convene the 1st conference addressing the issue. AAS use continued to grow among athletic populations in a wide variety of sports through the 1960's and 70's. The introduction of AAS testing in 1976 failed to slow the use, until Ben Johnson's positive drug test at the 1988 Seoul Olympics. AAS was now thrust into the view of the entire world and more serious action was to be taken. During this time AAS was also growing among recreational users. Discussion will focus on the influence of historical events on today's use patterns.

SYM-10B

MALES AND THE ANABOLIC STEROID USE EXPERIENCE

Mario Vassallo, Wayne State University, USA
Kelvin Byrd, Central Michigan University, USA
Kristine Miller, Central Michigan University, USA

Research has indicated that the average AAS user is male, in his thirties and motivated to use AAS for cosmetic reasons, although research has also explored many accounts for use in sport-related, competitive settings (Bahrke & Yesalis, 2004; Cohen et al, 2007). Cohen et al (2007) found approximately 85% of male AAS use to be cosmetic in nature and 15% athletic. Body image concerns and muscle dysmorphia have been identified as a major contributing factors leading to AAS use, along with social conformity to one's immediate environment (Andresasson, 2013; MacKinnon, Cheong, Elliot, & Moe, 2007; Pope, Kanayama, & Hudson, 2012; Rohman, 2009). Research has detailed perceptions of the male AAS use experience. Among recreational AAS users, benefits described include increased muscle mass, reduced body fat, enhancement of sexual attractiveness, increases in perceived cognitive functioning (Erickson, McKenna & Backhouse, 2014, Olrich & Ewing, 1999; Petrocelli, Oberweiss & Petrocelli, 2008; Vassallo & Olrich, 2010). Among competitive athletes additional beneficial factors emphasize competitive success, such as keeping up with opponents, acquiring and maintaining athletic scholarships, and leveling the playing field (Bloodworth & McNamee, 2010; Olrich & Vassallo, 2006, Yesalis, 2000). Vassallo and Olrich (2010), reported that perceptions of self-confidence increased dramatically for the men during their AAS use period, and then fell during the post-use period. A "euphoric" sense of being felt while on a cycle has been described by many users (VanHelder, Kofman, & Tremblay, 1991; Vassallo & Olrich, 2010). Further, AAS users perceived AAS to be strongly psychologically addictive. Yet men believed that users become "addicted" to such benefits described above more than to the drug itself (Olrich, Vassallo, & Ayar, 2002). Discussion will focus on the findings above and implications for the sport psychology consultant.

SYM-10C

WOMEN AND THE ANABOLIC STEROID USE EXPERIENCE

Tracy Olrich, Central Michigan University, USA
Mary Rutty, Central Michigan University, USA
Kristine Miller, Central Michigan University, USA

Anabolic-androgenic steroids (AAS) are a mixture of an androgenic (masculinizing) effect as well as anabolic (muscle-building) actions on the human body (Wood & Stanton, 2012).

Abuse of AAS by strength-trained men has been widely reported in the lay press and has been well documented by academic researchers worldwide. (Ip et.al, 2010). However, AAS use is not limited to men. It is acknowledged that AAS are also used among women. Use has been reported in women collegiate and Olympic athletes, as well as women weightlifters and bodybuilders (Ip et.al, 2010). Women are considerably more vulnerable to many of the negative effects of AAS use. As a direct result of AAS use, women are predisposed to deepening of the voice, increased facial and body hair, scalp hair loss, menstrual irregularities, clitoral enlargement, and reduced breast size; many of these side effects may be permanent (Clark et.al, 2006). Female AAS users have been found as motivated to use AAS to increase muscle mass, increase strength, and improve appearance just as men have. Although, female AAS users tend to use lower doses and fewer AAS agents at a time compared with their men counterparts (Ip, et.al 2010) Additionally, female AAS users are more likely to have met criteria for psychiatric disorders, have been diagnosed with a psychiatric illness, and have a history of sexual abuse than male AAS users and female non-AAS users (Ip et.al 2010). Due to the presence of AAS abuse and the potential harmful adverse effects of AAS use in women, recommendations drawn from the literature will be addressed for working within this "at-risk" population.

SYM-10D

ANGER, VIOLENCE, AGGRESSION AND ANABOLIC STEROID USE

Mitch Abrams, Learned Excellence for Athletes, USA
Kelvin Byrd, Central Michigan University, USA
Tracy Olrich, Central Michigan University, USA

Images of "roid rage" permeate anecdotal depictions of AAS found in the media and greater society, yet research evidence is rarely presented. Collins (2002) has argued that the concept of "roid rage" began not as a research finding, but a legal defense involving a bodybuilder caught in an act of theft. While the notion of "roid rage" lacks a strong conceptual definition, the association between levels of aggression, anger and hostility has been of significant concern to researchers of AAS. Elevations in testosterone stemming from anabolic-androgenic steroid abuse have led researchers to examine purported links to aggressive and violent behaviors, and several studies have shown an association between anabolic-androgenic steroid use and increased aggression and violence (Beaver, Vaughn, DeLisi & Wright, 2008). In early research, Lefave and Reeve (1990), found a significant minority of AAS users to experience elevations of perceptions of aggression while using AAS. Subsequent research has continued to find this trend. Pagonis, Angelopoulos, Koukoulis, & Hadjichristodoulou (2006) findings indicated psychiatric side effects induced by supraphysiological doses of anabolic steroids to correlate to the severity of abuse. Increased levels of AAS use led to increasingly high levels of aggression. Pope, Kanayama, & Hudson, (2012) found AAS users to have higher levels of conduct disorder and body-image issues than nonusers. Included within the concept of conduct disorder was the elevation of aggressive tendencies. Interestingly, Hildebrandt, Langenbucher, Flores, Harty, S., & Berlin (2014) identified that current users were found to generate more aggression, but only for hostility and verbal aggression. Earlier onset users were associated with hostility but not other types of aggression. Anger and verbal aggression scales indicated significantly greater aggression scores among adolescent-onset users when they were on-cycle. Discussion will focus on these and other studies and the implications for consultants working with such populations.

SYM-11**SPORT-RELATED CONCUSSIONS: CONSIDERATIONS FOR THE SPORT PSYCHOLOGY PROFESSIONAL***Jeff Caron, McGill University, Canada**Gordon Bloom, McGill University, Canada**Marc Cormier, University of Kentucky, USA*

The incidence of concussions in North American amateur and professional sport has garnered a great deal of attention due to the serious short- and long-term health implications that are being linked with the injury (Caron, Bloom, Johnston, & Sabiston, 2013; Stein, Alvarez, & McKee, 2015). Athletes who sustain a concussion routinely encounter physical symptoms, such as headaches, dizziness, and nausea, which often resolve within two weeks (McCrory et al., 2013). Researchers have found that concussed athletes may also experience psychological sequelae, which can include feelings of isolation, anxiety, and depression, and can persist from days to months to years (Covassin, Moran, & Wilhem, 2013; Hutchison, Mainwaring, Comper, Richards, & Bisschop, 2009; Guskiewicz et al., 2007). As a result, researchers and health professionals have become increasingly concerned with how concussions impact athletes, their teams, and their families and support networks (Caron et al., 2013). Sport psychology practitioners are one group of health professionals who frequently interact with and care for injured athletes. Due to the growing incidence of concussions, it is also likely that sport psychology professionals will find themselves in a position to provide or facilitate the care of concussed athletes. As such, this symposium aims to take a closer look at research on concussions and to discuss how sport psychology professionals can assist in athletes' recovery and rehabilitation. The first presentation will discuss athletes' emotional and psychological responses from concussions, including how the injury can impact their rehabilitation and recovery. The second presentation will describe unique factors associated with concussions for youth and female athlete populations. The third presentation will discuss the role of the sport psychology professionals working with concussed athletes. Overall, this presentation aims to provide guidance, support, and recommendations for practitioners who are working with athletes suffering from this ever-increasing and often misunderstood injury.

SYM-11A**HOW THE PSYCHOLOGICAL ASPECTS OF CONCUSSIONS IMPACT RECOVERY AND REHABILITATION***Gordon Bloom, McGill University, Canada*

Concussions present a serious problem for athletes, coaches, and health professionals, and can keep players off the field for considerable lengths of time. Symptoms of a concussion may be present for days, weeks, or months, preventing the athlete from training and functioning normally. Besides the physical symptoms that are associated with this injury, there may also be emotional distress, such as anger, denial, depression, and guilt. The purpose of this presentation is to share the results of several empirical studies that have examined the psychological impact of concussions on athletes and how it has affected their recovery (e.g., Bloom et al., 2004; Shapcott et al., 2008; Caron et al., 2013, 2015). For example, a concussion is an "invisible injury", meaning there are no crutches, swelling, stitches, or other visual signs of trauma. Consequently, it is difficult for casual observers to identify the athlete as injured. Second, most other types of athletic injuries have rehabilitation strategies that are available to treat or reduce the effects of injury, including

physiotherapy, medication, exercise, and/or surgery. However, with concussions, there are presently no recommended strategies to reduce symptomatology after injury (e.g., McCrory et al., 2013). Third, injured athletes are often provided with a timeline for recovery and regimented rehabilitation protocol, whereas athletes diagnosed with a concussion have no definitive timeline for recovery and they often leave the doctor with a minimally structured return to activity schedule. All of these situations may result in more anxiety and frustration for the athlete. In sum, this presentation will bring to light many of the unique psychological aspects of concussion rehabilitation and recovery, as well as providing some recommendations to improve concussion education, prevention, and management.

SYM-11B**A CLOSER LOOK AT THE UNIQUENESS OF CONCUSSION WITH YOUTH AND FEMALE ATHLETE POPULATIONS***Jeff Caron, McGill University, Canada*

Although much remains unknown about the short- and long-term consequences of concussions, evidence suggests that youth and females are at risk of suffering more severe sequelae than other athlete populations. For instance, researchers have found that athletes under the age of 18 are particularly sensitive to the axonal damage that occurs during a concussion (Carman et al., 2015), and their recovery can persist up to twice as long as collegiate and professional athletes (Williamson et al., 2015). Additionally, researchers have suggested there may be gender-related differences that predispose female athletes to suffering a greater number of concussions than males of the same age (Brook, Luo, Curry, & Matzkin, 2016). This presentation will focus on the results of two completed studies with youth and female athlete populations, which will highlight some of the unique factors of concussion recovery for this cohort. The first study investigated 18 youth athletes competing at the high school level and the second study featured 5 female athletes competing at the university level. Both studies used qualitative interviews to gather in-depth descriptions about the athletes' concussion experiences. Overall, both youth and female athletes described being debilitated physically and psychologically due to their concussions, which affected their relationships with their teammates, coaches, family members, and friends. Female athletes revealed that concussions interrupted their studies, resulting in lower academic achievement, and in some cases, delayed graduation. The youth athletes described playing more cautiously upon their return to sport following a concussion, which suggests that they feared suffering additional injury and concussion. In sum, results from these empirical studies provide unique insights about concussions within these two understudied and perhaps more "at risk" populations. These findings add to the discussion about how sport psychology professionals can assist in the recovery of concussed athletes (cf. Kontos, Collins, & Russso, 2004).

SYM-11C**TOWARDS A BETTER UNDERSTANDING OF THE ROLE OF SPORT PSYCHOLOGY PROFESSIONALS WORKING WITH CONCUSSED ATHLETES***Marc Cormier, University of Kentucky, USA*

Sport psychology professionals (SPPs) continue to gain acceptance as a member of the sport medicine team, including in many athletics departments in the U.S.A. and Canada (e.g., Johnston et al., 2004). In this context, SPPs often conduct

educational interventions with individuals and teams about psychosocial aspects of injury recovery (Schwab Reese, Pittsinger, & Yang, 2012) as well as with issues related to well being, such as doping, drug abuse, and mental health (Williams, 2010). Specific to injury recovery, SPPs routinely work with these athletes to help them cope with post-injury rehabilitation and readiness through counseling and psychological skills training (e.g., Arvinen Barrow & Hemmings, 2013). Additionally, sport injury models often guide SPPs treatment of injured athletes (e.g., Brewer, Andersen, & Van Raalte, 2002; Wiese-Bjornstal et al., 1998), however it is not clear if/how these models can be applied to the treatment of concussed athletes. Among the first to discuss the role of SPPs with concussions, Kontos, Collins, and Russo (2004) noted that SPPs could educate athletes about concussion risk factors and help them navigate through post-concussion issues such as the fears associated with returning to play. However, there has been very little discussion on this issue since then. The first purpose of this presentation is to review research and theory of athletic injuries and discuss how this literature could inform the practice of SPPs working with concussed athletes. The second is to share findings from ongoing research that has explored the perceptions of sports medicine professionals' of the role of SPPs relating to concussion diagnosis, management, and return-to-play. Ultimately, this presentation has the potential to stimulate discussion about the role of SPPs with concussions so that our profession can begin to make a greater impact in this domain.

SYM-12

TEACHING SIG SYMPOSIUM: HIGH IMPACT TEACHING PRACTICES IN SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY TO PROMOTE ENGAGEMENT

Amber Shipherd, Texas A&M University Kingsville/Next Level Mind Consulting, USA

John Coumbe-Lilley, University of Illinois at Chicago, USA

Melissa Thompson, The University of Southern Mississippi, USA

Sarah Castillo, National University, USA

Tanya Prewitt-White, Adler University, USA

The aim of this engaging Teaching SIG symposium is to share best practices in innovative classroom design strategies and teaching methods, guided by both Fink's (2003) Taxonomy of Significant Learning and Deci and Ryan's (1995) Self-Determination Theory, to engage students and athletes. Research and feedback from employers and educators suggest that college graduates lack interpersonal skills and the ability to think critically, among others (Arum & Roska, 2011; Fink, 2013). To address these issues and the seemingly ongoing problem educators face of getting students motivated in and out of the classroom, Fink created a taxonomy to build upon Bloom's widely used taxonomy, but also integrated new dimensions to reflect the needs of today's student (Fink, 2013). These additional dimensions address the types of learning that employers and educators need students to be acquiring, such as: leadership and interpersonal skills, communication skills, character, and learning how to learn. Therefore, the following presentations will share novel classroom design strategies and teaching methods guided by theory to engage students. The first presenter will discuss how to implement team-based learning to scaffold students' learning and increase relatedness. The second presenter will share an example of designing a sport psychology class using gamification to increase students' autonomy and competence in a mastery-oriented environment. Presenter three will demonstrate how to utilize visual thinking strategies to encourage students to

think critically and make connections. The fourth presenter will overview activities both educators and practitioners can use to promote relatedness and self-reflection when teaching key mental skills concepts. Finally, the last presenter will facilitate an interactive classroom activity that incorporates the human dimension and reflective goal-setting. Participants will leave with: 1) valuable classroom design and teaching methods they can use to overcome common barriers to learning, and 2) handouts that include syllabi, sample assignments, and assignment descriptions.

SYM-12A

TEAM-BASED LEARNING AS AN INSTRUCTIONAL STRATEGY TO INCREASE MOTIVATION AND LEARNING

Melissa Thompson, The University of Southern Mississippi, USA

In a recent Forbes (2014) magazine article, the ten most sought after qualities employers look for were identified. The top quality was ability to work on a team followed by problem-solving/decision-making, verbal communication skills, organizational skills and information processing. Noticeably, professional content knowledge does not appear in the top five but is often the focal point when designing courses in higher education. Michaelsen, Knight, and Fink (2004) created an instructional strategy for higher education to incorporate motivation and higher order thinking in the classroom, resulting in a potential strategy to better prepare students for the workforce. This instructional strategy is known as Team-Based Learning, and is a highly structured delivery format that aligns well with both Self-Determination Theory (Deci & Ryan, 1995) and Fink's (2003) Taxonomy of Significant Learning. The structure of the course results in an increase in students' responsibility for learning, an authentic experience of working on a team, and engagement in the material that looks and feels vastly different than the typical higher education, lecture-based classroom. Ultimately, student motivation is increased through choice, hierarchical content development, and a team-setting. Units of material are designed to progress in difficulty and culminate in group projects designed to encourage application of course material to real-world settings. The team setting also provides an opportunity for students to learn about self and others. This short presentation will 1) describe the team-based learning process, 2) review the connection of the team-based learning process to SDT and Fink's Taxonomy, and 3) offer suggestions for how to best implement team-based learning.

SYM-12B

GAME ON! GAMIFYING THE SPORT PSYCHOLOGY CLASSROOM

Amber Shipherd, Texas A&M University Kingsville/Next Level Mind Consulting, USA

The concept of using games in the classroom is not new, and is something that many educators and practitioners have used before via case studies, role plays, and other classroom activities (Kapp, 2012). Gamification, however, is more than simply using games in the classroom. Gamification is using game-based mechanics and aesthetics to engage learners and solve problems, and is based on the idea of situating learners in authentic environments to enhance engagement and facilitate intrinsic motivation (Kapp, 2012). Gamification increases student's competence, autonomy, and relatedness (e.g., self-determination; Deci & Ryan, 1995) while also encouraging students to think critically, connect ideas, self-reflect, and become self-directed learners, all key elements of

Fink's (2003) Taxonomy of Significant Learning. Specifically, gamification engages students in the learning process, encourages students to think outside of the box and try new ideas with a lowered risk of failure, and provides them with immediate feedback on their progress. This presentation will provide an example of using gamification as a classroom design strategy in the sport psychology classroom. The presenter will discuss: 1) how to tell the story and promote both competition and cooperation, 2) leveling up to increase competence, 3) providing assignment options to increase autonomy, 4) side quests to help students learn how to learn and self-reflect, and 5) using tokens to encourage students to try out ideas with a lowered risk of failure.

SYM-12C

USING VISUAL THINKING STRATEGIES (VTS) TO ENGAGE STUDENTS IN CONTENT AND DISCOURSE TO DEVELOP CRITICAL THINKING

John Coumbe-Lilley, University of Illinois at Chicago, USA

Fink's (2013) Taxonomy of Significant Learning, promotes an integrated framework that the use of VTS (Yenawine, 2013) exemplifies. VTS is defined as a method of teacher initiated facilitated discussion of art images. The method uses instructor facilitated individual reflection and group problem solving to resolve challenging content concepts through open and oral communication triggered by a still image. The semi-structured facilitated process helps students identify what they know and what they do not know. Discourse reveals strengths and gaps in learning. The process and outcomes of the discourse may be used as a classroom assessment technique (CAT) too (Nilson, 2010). This process can lead into qualitative research methods training using approaches to visual data collection (Collier & Collier, 1986). Instructors are encouraged to include writing, research and formal presentations in future learning progressions. Arguably, VTS engages students to remember content (Foundation Knowledge); critical thinking skills (Application); connecting ideas; comparing one's own view to other students (Human Dimension); experiencing different feelings through the learning interaction (Caring) and students lead the discussion with their questions and comments (Learning how to learn). This presentation will show 1) how classes >30 students can be engaged in content for discourse through the use of still images, 2) demonstrate the use of VTs, 3) recommend how to introduce and employ VTS in sport psychology classes, 4) share a lesson plan with attendees and 5) show how to measure VTS impact on student learning experience.

SYM-12D

NOW GET OUT THERE AND DO IT! INCORPORATING LONGER-TERM ACTIVITIES TO PROMOTE LEARNING AND GROWTH IN PERFORMANCE POPULATIONS

Sarah Castillo, USA

Above all else, sport and performance psychology practitioners are educators. Therefore, it is incumbent upon those working either in the classroom or in an applied setting to construct lessons and activities within the context of both Self-Determination Theory (SDT) (Deci & Ryan, 1995) and Fink's (2003) Taxonomy of Significant Learning. One way to utilize these motivational and learning models is through the use of carefully crafted activities and exercises designed to bring theories and concepts to life in decidedly tangible ways. While Fink's (2003) "foundational knowledge" and "application" and

Deci & Ryan's (1995) "competence" are core components regularly emphasized in traditional settings, such activities allow performers in any setting to directly connect the ideas presented in the classroom with their personal experiences ("integration," "autonomy") and self-reflection ("learning how to learn," "competence"), and participate fully in post-activity discussion in order to bridge the gap between their own experiences and those of their classmates/teammates ("human dimension," "caring," and "relatedness"). The presenter will detail two activities used in both individual and group settings, reviewing the underlying concept to be taught as well as the set-up, conduct, and break-down of each one, clearly clarifying the relationship between SDT, Fink's Taxonomy, and each activity.

SYM-12E

"WHAT'S MY MISSION?": HIGHLIGHTING THE HUMAN DIMENSION AND REFLECTIVE GOAL-SETTING TO INSPIRE LEARNERS

Tanya Prewitt-White, Adler University, USA

The human dimension of Fink's (2003) Taxonomy of Significant Learning is necessary to create not only an engaging classroom experience but is also integral to the future success of every sport and performance psychology practitioner. Providing the opportunity to learn about oneself as well as others in the classroom (Fink, 2003) enriches the learning experience. It is through this personal reflection as well as the feedback and support from others that a collaborative learning atmosphere is created. Thus, educators who incorporate learning activities and reflections that unveil the relevance of the topic matter to not only learners' future careers but also their every day lives and experiences instill a greater desire invest in the mastery of both theory and application. As such, the purpose of the presentation is to: 1) facilitate an interactive goal-setting activity, "What's My Mission", adapted from Taylor and Wilson (2005) that illustrates Fink's (2003) human dimension as well as highlights learners' goals and values; (2) discuss how the experiential learning activity empowers learners to think both personally and creatively about goal-setting as well as instills a sense of community and accountability among students throughout the entirety of the course, degree program and/or beyond; and 3) enables learners to adapt and utilize the activity in their future work with sport and performance clients.

SYM-13

BEYOND THE TEXTBOOK: THE ROLE OF MENTORSHIP FOR STUDENTS IN APPLIED SPORT PSYCHOLOGY

Angela Fifer, United States Military Academy, USA

Megan Rinderer, University of Denver, USA

Brendan Oneil, Springfield College, USA

In the helping fields of psychology, physical therapy, and medicine, supervised practicum hours are a critical part of the education process (Hunt & Michael, 1983). Within the field of applied sport psychology, direct and indirect supervised hours are required to become a certified consultant (<http://www.appliedsportpsych.org/certified-consultants/become-a-certified-consultant/>). Unfortunately there are few opportunities at the undergraduate level, where student development begins, to observe experienced practitioners in the delivery of individual and group applied sport psychology services. The AASP website offers resources for students and professionals to contact a mentor for a fee, gives a description of the undergraduate and graduate programs offered in sport psychology, and will soon include an internship and

practicum database (currently under construction). Many of the opportunities available are virtual mentorships via Skype, face time, or email and phone communications. This type of relationship is better than not having a mentor, but face to face mentorship offers more valuable opportunities to observe the mentor work with individuals and teams and debrief the consultation process. Additionally in-person mentoring allows the mentee to further develop their own consultation ideas and practice their delivery with the guidance and experience of the mentor.

This symposium presentation will outline the importance of formal and informal mentorship, the benefits and challenges for both mentors and mentees, and explain how mentorships help to grow the field of applied sport psychology. Two former mentees will present on their experiences and how being mentored helped them choose their educational path and develop their own consulting philosophy and process. A mentor will discuss the value of being a mentor in informing their own practice, as well as how being a mentor adds to the field of sport psychology overall.

SYM-13A

INFORMAL MENTORSHIPS: BRIDGING THE GAP BETWEEN THEORY AND PRACTICE

Megan Rinderer, University of Denver, USA
Brendan Oneil, Springfield College, USA

According to Kram's Mentor Role Theory, mentors offer two general functions – career development functions and psychosocial functions (Kram, 1985). Additional research suggested these roles are contingent upon the type of mentoring relationship (formal or informal). Formal mentoring, initiated by a program or organization, enhanced career development but often underscored the importance of psychosocial development (Ragins & Cotton, 1999). Conversely, informal mentorships, determined by the mentor and mentee on the basis of mutual identification/respect, fulfillment of career goals, and interpersonal connectivity, fostered both professional development and personal growth. Levinson (1978) suggested sustained advancement of an individual in an organization was dependent upon that person being confident, self-assured, and effective. Therefore, mentoring plays a crucial role in advancing the field of sport and performance psychology; informal, positive mentorships being the vehicle that can bridge the gap between theory and practice. Currently, there are few comprehensive undergraduate internships, both formal and informal, in the field of applied sport psychology. The presentation will focus on one current comprehensive program, in which interns are developed on a personal and professional level through observation of applied experiences and positive mentoring relationships. In this presentation, two former interns will describe their internship experiences and the mentor who guided them along the way. Further, they will discuss the dynamic of their relationship and the ways in which their mentor facilitated the development of self-assurance, confidence, and effectiveness. Finally, they will highlight their mentorship outcomes in relation to their own current applied work at the graduate level and how they begin to transition to the role of becoming a mentor for incoming students.

SYM-13B

THE MENTOR'S ROLE IN DEVELOPING STUDENT APPLIED SPORT PSYCHOLOGY CONSULTANTS

Angela Fifer, United States Military Academy, USA

While some literature exists on mentees gaining valuable experience from a mentor (Tod, Andersen, & Marchant, 2009; Tonn & Harmison, 2004), very little research exists on how a mentorship role affects the mentor. Tonn and Harmison (2004) outlined a qualitative account of a neophyte student consultant experiences during a supervised practicum experience resulting in a better understanding of new emotions and anxieties related to sport psychology program delivery, thoroughly practicing for individual and team sessions beforehand, and learning the importance of self-reflection through the entire process. Such lessons learned are vital for any young practitioner to experience about the art of consulting, and most often these lessons need to be learned through practice rather than reading about them. The role of mentor however, is much less referenced in the literature and yet is a complex and rewarding role for a practitioner. The presentation will focus on the role of a mentor in the mentorship process to include balancing work responsibilities with mentoring, challenges to being a mentor, and experiencing the successes of mentees. The presenter will also discuss how being a mentor helps to inform their own practice of applied sport psychology because of the pre-brief and debrief with mentees, as well as adding mentee creativity to the program delivery. Finally, the presenter will discuss how mentorship influences the growth of the field by helping to get students to the best fit graduate programs, accelerating mentees readiness to begin their own consultation, and maintaining the relationship to be a life-long mentorship.

SYM-14

TALENT ON THE SOCCER PITCH: PSYCHOLOGICAL QUALITIES AND OBSTACLES ON THE WAY TO THE TOP IN SWITZERLAND

Daniel Birrer, Swiss Federal Institute of Sports Magglingen, Switzerland
Stephan Horvath, Swiss Federal Institute of Sports Magglingen, Switzerland
Gareth Morgan, Swiss Federal Institute of Sports Magglingen, Switzerland

Soccer is played worldwide with 38 million registered players, of whom 113'000 are professionals (FIFA, 2007). Accordingly, a lot of young players try to reach a professional level. Clubs and National Football Federations invest vastly in talent detection and talent development programs to aid players through the transition to the top. Following the FTEM (foundation, talent, elite, mastery) framework for the optimization of athlete development (Gulbin, Croser, Morley, & Weissensteiner, 2013) a transition to the next higher level has its own demands and athletes might need different aptitudes for a successful transition. Next to physical, technical and tactical factors psychological factors are regarded as crucial for such transitions (Mills, Butt, Maynard, & Harwood, 2012; van Yperen, 2009).

The aim of the present symposium is to highlight such psychological factors (qualities and skills as well as obstacles) on the way to the mastery level in soccer in Switzerland. The first presentation examines how sport-life conflicts

and perfectionism affect player's autonomous motivation, controlled motivation and amotivation. The second presentation focuses on motivational aspects like perseverance, status or long-term goals in female soccer, for example, by comparing the Swiss female A-National Team with younger Swiss (U)-National Teams. The final presentation highlights differences in anxiety at the highest stages of the FTEM-framework and compares players of the male and female A-National Teams. So, the symposium covers different developmental stages and shows how important the selected mental factors are at these stages. The symposium will make sport psychologists more sensitive to these components. In general, the findings will help improve the monitoring of psychological factors and the sport psychological support of talented soccer players thereby increasing his/her chance to make it to the next level, and maybe even to the top.

SYM-14A

TESTING THE RELATIONSHIPS BETWEEN LIFE-SPORT CONFLICTS, PERFECTIONISM, AND MOTIVATION IN SWISS ELITE SOCCER

Gareth Morgan, Swiss Federal Institute of Sports Magglingen, Switzerland

In addition to their sporting lives, elite soccer players have other important life domains that could potentially conflict with and negatively impact their athletic development, their performance, and both could be related to sport motivation. The negative effects of such conflicts on sport motivation on its part may be amplified by a player's perfectionism. The present study examines the moderating roles of adaptive perfectionism (personal standards) and maladaptive perfectionism (perceived parental pressure and perceived coach pressure) on the relationship between life-sport conflicts (study/work-sport, free time-sport, and family-sport conflicts) and behavioural regulation (autonomous motivation, controlled motivation, and amotivation) using a hybrid structural equation model. A cross-sectional, survey-based design was employed to collect data of 76 Swiss National Team soccer players (40 male, 36 female; M age = 20.42, SD = 2.77). The participants completed measures for life-sport conflicts, perfectionism and motivation. In a first step, zero-order correlations revealed positive relationships between study/work-sport conflicts and controlled motivation; study/work-sport conflicts and amotivation; free time-sport conflicts and controlled motivation; free time-sport conflicts and amotivation; family-sport conflicts and controlled motivation, and finally family-sport conflicts and amotivation. In a second step, the moderating effect of perfectionism was examined. Autonomous motivation decreased when family-sport conflict and perceived parental pressure were high. Both higher levels of study/work conflict and family-work conflict combined with high perceived parental pressure increased controlled motivation. And finally, amotivation decreased when players with high personal standards either reported study/work-sport conflict or free time-sport conflicts. The findings have potentially important applied and theoretical implications. Sport psychologists should be more vigilant for life-sports conflicts of their athletes; especially when the athletes are maladaptive perfectionists. In general, the findings indicate that to fully understand elite soccer players' sporting lives both context/situational factors and personality characteristics should be taken into consideration.

SYM-14B

TALENT DEVELOPMENT IN FEMALE SOCCER IN SWITZERLAND – IMPORTANT MOTIVATIONAL FACTORS FOR SUCCESSFUL TRANSITIONS FROM U-16 NATIONAL TEAM TO THE A-NATIONAL TEAM

Stephan Horvath, Swiss Federal Institute of Sports Magglingen, Switzerland

Female soccer rapidly and successfully developed in Switzerland in the last 10 years. In contrast sport-psychological research in female soccer is still rare, and the development of female players should be better supported by sport-psychologists in the future. The aim of the present study is to explore and identify motivational factors that might be important for successful career transitions. Participants were 64 U-National Team players (nU16 = 22, nU17 = 20, nU19 = 22), 64 female age-matched soccer players (high level but not selected for a U-National Team), and 35 players of the A-National Team (preselection for the World Championships 2015). We focused on two questions. First, which components differentiate between U-National-Team players and their non-selected same-age peers? Second, are there any differences between the four National Teams? In 2014 all players completed a questionnaire covering 13 psychological components based on the Sport-Related Achievement-Motivation Test (SMT; Frintrup & Schuler, 2007). Statistical analyses showed that players selected for a U-National Team differ from their peers on 9 of 13 components including higher aspiration level, stronger motivated by competition and status, and clearer long-term goals (all $ps < .01$). Comparisons of the 4 National Teams indicate that younger players are more prevention motivated (more effort after failure), stronger motivated by status (both $ps < .001$), tendentially less persevering ($p = .06$) than players of the A-National Team. Long-term goals are most clearly formulated by U-19 National Team players, and much clearer than by U-16 National Team players. The Study revealed important differences between U-National Team players and less successful peers as well as differences between U-National Teams and the A-National Team. Longitudinal monitoring will reveal if these motivational factors are in general relevant for these specific transitions, and at which levels sport-psychologists should watch out for motivational factors.

SYM-14C

DIFFERENCES IN COMPETITIVE STATE ANXIETY AND ITS CORRELATES IN MALE AND FEMALE SWISS NATIONAL SOCCER TEAM PLAYERS OF DIFFERENT DEVELOPMENTAL STAGES

Daniel Birrer, Swiss Federal Institute of Sports Magglingen, Switzerland

Given Switzerland's relatively small population (7.5 million), Swiss soccer can be regarded as internationally successful, with the male A-National Team ranked 12th and the female A-National Team ranked 20th on the Fifa ranking. Although both teams are currently playing at the highest international level (both qualified for the world cups, 2014 and 2015 respectively) Swiss female football can still be regarded in its infancy. According to the FTEM (foundation, talent, elite, mastery) framework (Gulbin, Croser, Morley, & Weissensteiner, 2013) even players of the national squads might be at different developmental stages. The present research explores competitive state anxiety and its correlates in male and female Swiss National soccer team players to explore if female and male players differ and whether

players with sustained international success differ from their less successful national team colleagues. Team members of the male ($n=23$; Mage=26.06) and female ($n=31$; Mage=23.6) Swiss National soccer teams completed an on-site web-based survey including the Competitive-Anxiety-Inventory-Trait (WAI-T, Brand, Graf, & Ehrlenspiel, 2009) and the Thought Occurrence Questionnaire (TOQS; Hatzigeorgiadis & Biddle, 2000) as part of their world cup preparation campaign. Players were categorized corresponding to the FTEM framework. There was a significant effect of gender on anxiety and performance worries with large effect sizes, but no significant effects of the FTEM-levels or interaction effects (even after controlling for players age). Noticeably, despite the small sample size effect sizes of the FTEM-level on anxiety and its correlates were medium. The findings suggest that sport psychologists should pay more attention to specific mental factors as females and A-National male team players who had not yet reached FTEM's mastery level show some deficits. Working on these deficits might be important for optimal development of professional players even if they play in the National squad.

SYM-15

THEORY-DRIVEN PRACTICES – DEMONSTRATIONS OF THE SCIENTISTS-PRACTITIONER MODEL

Gershon Tenenbaum, Florida State University, USA
Maurizio Bertollo, University "G. D'Annunzio", Chieti, Italy
Robert Schinke, Laurentian University, Canada

Two presentations, which demonstrate the scientist-practitioner model in sport outline the merge between theory and practice in the sport domain. In the first presentation, the neurocognitive structures underlying motor performance are presented, and subsequently the use of EEG assessment technologies which support the practitioner to direct the performer to regulate his/her mental/arousal state in real-life situations. The process is guided by a theoretical model, executed via EEG technology, and monitored through self-regulatory controlled processes. In the second presentation the main principles of culturally safe approaches to applied practice guiding the sport psychology consultant are outlined. Specifically, the presentation centers on the application of how to develop an effective cultural sport psychology (CSP) framework to augment the provision of safe psychological services with athletes and coaches in localized sport contexts, in specific geographic regions. The two different models and conceptual frameworks share similar principles of service delivery by emphasizing cultural and scientific evidence-based practices, both emerging aspects to effective service provision. Within each presentation, a particular emphasis is placed on the transferability of these emerging thematic areas into applied consultation with sport participants.

SYM-15A

INTEGRATING NEUROSCIENCE INTO THE PRACTICE OF SPORT PSYCHOLOGY: ASSESSING PROCESSING EFFICIENCY DURING PERFORMANCE

Maurizio Bertollo, University "G. D'Annunzio", Chieti, Italy
Gershon Tenenbaum, Florida State University, USA

Psychophysiological monitoring and interventions in sport have a long tradition. However, a new renaissance is being experienced in the theoretical and applied interest toward practices due to technological advancement and development (Schack, Bertollo, Koester, Maycock, & Essig, 2014). In particular, miniaturization and wireless features

permit ecological data collection. New protocols allow to observe and measure affective and cognitive processes during practice and competition in the real setting and with sport-specific tasks (Bertollo et al., 2012; 2013). Neuroscience develops to be the core of an integrated conceptualization of human performance, and at the same time new technologies are designed to monitor and improve brain functions. In particular, the analysis of the brain activity using mobile EEG data collection is one of the most reliable methods to evaluate neural efficiency, cortical arousal, and task-related cognitive processes during performance (Park, Fairweather, & Donaldson, 2015). For instance, skilled performance in precision sport has been associated with decreased cortical activation (Hatfield & Kerick, 2007). However, recent studies using EEG showed that athletes can maintain high performance levels also under conditions of low cortical arousal (di Fronso et al., 2016). These findings correspond to a multi-action plan (MAP) model, in which performance fluctuations are identified from the interaction between performance and action control (Bortoli et al., 2012). In the presentation I will demonstrate this approach on a participant who will be given a practical session while using neuro-technologies. Data acquisition and analysis of cortical activity underlying optimal and suboptimal performances will be presented and linked to the MAP model. Applications of tDCS, tACS, and tRNS stimulation in cycling and shooting will be also discussed (Vitor-Costa et al., 2015; Tommasi et al., 2015).

SYM-15B

DEVELOPING YOUR CULTURAL SPORT PSYCHOLOGY APPROACH TO APPLIED SERVICE

Robert Schinke, Laurentian University, Canada

Cultural sport psychology (CSP) is now recognized as an emerging thematic area within the global landscape of our profession. Much of what is known within this area has been derived from conceptual writings in relation to nationality (see Schinke & Hanrahan, 2009) and sub-cultural contexts (see Schinke & McGannon, 2014). Recent empirical contributions have begun to focus on the following sport groups: Canadian Aboriginal elite athletes (Blodgett & Schinke, 2014), Finnish athletes undergoing acute cultural adaptation (Ryba, Haapanen, Mosek, & Ng, 2012), the dual career pathways of transnational athletes from Europe (Ryba, Stambulova, Ronkainen, Bundgaard, & Selanne, 2015), athletes undergoing acculturation in Canada (Schinke, McGannon, Battochio, & Wells, 2013), and disability sport (Smith & Sparkes, 2011). Though CSP knowledge is developing, little is known of how to proceed within applied practice using tenets that would contribute to cultural safety as part of one's practice (Schinke, McGannon, Parham, & Lane, 2012), in keeping with recent CC-AASP requirements. Within this presentation, the author draws upon the most recent CSP scholarship in relation to working with diverse cultural identities, whilst working at a sub-cultural level that includes sport discipline and local context. Each sport psychology context is unique, with its own discipline specific norms and also local contextual norms. Utilizing the concepts of time, space, eye contact, dress code, language, gender identity, as facets of cultural identity (see Schinke & McGannon, 2015), the presenter provides suggestions regarding how to develop cultural safety in relation to local applied contexts. A particular emphasis is placed on the practitioner developing cultural safety, in part through reflexive practice (i.e., learning about personal biases and cultural practices that might silence sport participants; see Schinke, McGannon, Parham, & Lane, 2012).

SYM-16**TRANSFER: EXAMINING THE COMPLEX PROCESS OF HOW SPORT SKILLS BECOME LIFE SKILLS***Scott Pierce, Illinois State University, USA**Martin Camire, University of Ottawa, Canada**Daniel Gould, Michigan State University, USA**Kelsey Kendellen, University of Ottawa, Canada*

Pioneer college football coach, Amos Alonzo Stagg, when asked if he had a successful season once stated, “I won’t know how good a job I did for 20 years. That’s when I’ll see how my boys turned out,” (Batterson, Foth, Foth, Aughtmon, 2015). In responding to this question Stagg implied that he would need to wait to see if the life lessons he taught in football would influence his players later in life. There is a growing body of research showing that under certain conditions, sport can facilitate the development of life skills, which can be applied in various life domains (Gould & Carson, 2008; Fraser-Thomas, Côté & Deakin, 2005). However, greater insight is needed to help sport stakeholders, in positions such as Coach Stagg’s, understand if, how and why athletes’ transfer life skills from sport to other life domains. The purpose of this symposium is to define and delineate the process of life skills transfer with goals to: (1) provide future research directions and (2) offer practical life skills transfer strategies. The first presentation will introduce a definition and heuristic model of the process of life skills transfer from sport. The second presentation will provide evidence from recent research that highlights how athletes’ interpret and experience sport contexts and transfer contexts (e.g., workplace) to help or hinder the transfer of life skills. The third presentation will present initial research findings from a grounded theory study that focuses on understanding life skills transfer with the athlete is at the center of the process. Finally, the fourth presentation will identify future directions in life skills transfer research and outline implications to help guide practice. Ultimately, the goal of this symposium is to better understand how athletes’ can successfully transfer life skills from sport to other life domains.

SYM-16A**DEFINITION AND HEURISTIC MODEL OF LIFE SKILLS TRANSFER***Martin Camire, University of Ottawa, Canada*

Several reviews of the literature (e.g., Camiré, 2014; Gould & Carson, 2008; Fraser-Thomas, Côté & Deakin, 2005; Turnnidge, Côté & Hancock, 2014) have discussed the link that exists between sport participation and life skills development. However, it is essential to note that for a skill learned in sport to be considered a life skill, it must be successfully transferred in domains outside of sport (Gould & Carson, 2008). Life skills transfer is an essential process but it has yet to be fully delineated within the sport psychology literature. The purpose of this presentation is to discuss a definition and heuristic model of life skills transfer. A review of literature within sport psychology and other learning-based disciplines was undertaken to assess our current understanding of the process of transfer. Based on the collective insights gathered, a definition is proposed: “The ongoing process by which an individual learns and internalizes a life skill in sport and then experiences personal change through the application of the life skill in one or more life domains beyond the context where the life skill was originally learned”. Alongside the definition, a heuristic model was developed to explain the process of life

skills transfer. The model proposes that life skills transfer is an interactive, developmental process, with the learner as the integral, active, and constant factor. As an ongoing process that occurs over time, life skills transfer is influenced by how individuals interpret and perceives learning, when and how life skills development occurs, and when and how transfer contexts are experienced. This presentation will encourage researchers to conduct empirical research to test and improve the model and encourage practitioners to apply the model. Such efforts will enable the continued development of our understanding of the process of life skills transfer.

SYM-16B**RESEARCH EVIDENCE AND EXAMPLES OF THE ONGOING PROCESS OF LIFE SKILLS TRANSFER***Scott Pierce, Illinois State University, USA*

There is a need to gain a deeper understanding of the individual and contextual factors that influence the transfer of life skills from sport to other life domains (Camiré, 2014; Gould & Carson, 2008). Focusing on the presented heuristic model of life skills transfer, this presentation will explore the specific components of the process of life skills transfer using examples from research conducted across learning-based disciplines. First, insightful research in business training, educational psychology, and adventure education will be briefly reviewed through the lens of the heuristic model to inform our understanding of sport-based life skills. Second, findings from a study with former athletes of an intensive youth sport camp will be presented through the lens of the heuristic model. This presentation will provide evidence as to how and why former athletes experienced the ongoing process of life skills transfer. Findings will explore the athletes’ interpretations, perceptions, and experiences of life skills development at the sport camp and their interpretations, perceptions, and experiences life skills transfer in contexts (e.g., classroom, workplace) outside of sport. For example, the physically and psychologically challenging conditions experienced at the sport camp fostered a wide range of learning outcomes that resulted in the successful transfer of life skills when participants were confronted with or created similar challenging conditions in school and in the workplace, and unsuccessful transfer of life skills when conditions were not similar. This presentation will help to reveal the value of the model for researchers and practitioners in understanding the complex process of life skills transfer. It will emphasize the need to understand individual athlete learners and encourage coaches to structure the sporting context to both explicitly and implicitly (Turnnidge et al., 2014) facilitate the development and transfer of life skills to life domains outside of sport.

SYM-16C**UNPACKING THE METAPHOR OF LIFE SKILLS TRANSFER FROM SPORT TO LIFE***Kelsey Kendellen, University of Ottawa, Canada*

Transfer represents a metaphor used to explain a complex process of skill development and subsequent application. Hager and Hodkinson (2009) have argued that the metaphor of transfer is misleading and obscures our understanding, mainly by implying that the transfer of learning involves the movement of skills from one context to another. Rather, the authors postulate that it is the person who moves between contexts and ultimately is at the center of the transfer process.

The purpose of this presentation will be to (a) discuss the usefulness of the transformational and reconstruction lenses for understanding the life skills transfer process from sport to life and (b) present initial findings emanating from a transfer study conducted with former athletes. The study employed a grounded theory methodology (Corbin & Strauss, 2015) to contribute theoretically to our understanding of the life skills transfer process. Purposeful sampling was used to recruit former athletes between the ages of 18 and 25 (emerging adults) who had a history of prolonged involvement in organized sports. The goal was to examine the life skills the former athletes believed they developed as a result of their sport participation. Theoretical sampling was employed to interview key informants within each former athlete's social network (e.g., coaches, parents, siblings, friends, coworkers) to document their perspective on the participant's display of life skills within different contexts (e.g., school, home, work, community). The analytical process was iterative, with emerging findings guiding subsequent phases of data collection. Overall, the findings highlight the complexities of transfer, with internal assets, life history, and social capital playing major roles in influencing the life skills transfer process from sport to life. Further, social network members had much influence on determining the transfer opportunities afforded to athletes. Practical suggestions are provided to help practitioners devise strategies that facilitate the transfer process.

SYM-16D

LIFE SKILLS TRANSFER: FUTURE RESEARCH DIRECTIONS AND PRACTICAL IMPLICATIONS

Daniel Gould, Michigan State University, USA

The transfer of life skills has been given increased attention by sport psychology researchers (e.g., Hodge et al., 2013; Lee & Martinek, 2013; Turnnidge, et al., 2014). However, as this symposium has shown there are many factors critical to the life skills transfer process that remain underexplored and merit further investigation. This presentation has two purposes: (1) to identify future directions in life skills transfer research; and, (2) to outline implications to guide practice. Based on a comprehensive review of the literature in sport psychology and several learning-based disciplines, fundamental questions to consider in the life skills transfer process from sport to life are explored: (a) To what degree do life skills developed in sport actually transfer to other contexts?; (b) How does life skills transfer unfold over time?; (c) To what degree is life skills transfer implicit or explicit?; (d) What factors influence life skill transfer?; and, (e) How do we measure life skills transfer? While more research is certainly needed, the current research does offer implications for practice. First, while recognizing that some life skills transfer is implicit, we contend that an explicit approach to life skills transfer be taken. That is, coaches should be intentional in both teaching life skills and fostering their transfer. This begins by first considering the individual learner by emphasizing awareness of the importance of developing and transferring life skills, current assets and the need for self-reflection. Second, contexts where life skills can be transferred should be discussed and goals for transferring skills to these contexts should be set and monitored. Finally, factors influencing life skills development must be considered, like the importance of overlearning skills, the use of metaphors to help athletes remember key principles, and the role of failure and challenge in life skills development.

SYM-17

THE INTERNATIONALIZATION OF TRAINING IN SPORT AND EXERCISE PSYCHOLOGY

*Jack Watson II, West Virginia University, USA
Natalia Stambulova, Halmstad University, Sweden
Damien Clement, West Virginia University, USA
Urban Johnson, Halmstad University, Sweden
Lukas Linnér, Halmstad University, Sweden
Johan Ekengren, Halmstad University, Sweden*

University faculty are often encouraged by administrators through strategic plans to develop international exchange opportunities to help students expand ideas and forms of thought (Lumby & Foskett, 2016). Given the educational, practical, and legal issues associated with the provision of sport psychology around the world, such a charge could be very helpful for the development of the field of sport and exercise psychology. This encouragement to internationalize programs makes sense in terms of the potential benefits for the educational, social, cultural and professional development of students, as well as the professional development of faculty. However, the logistical challenges of developing such programs can be overwhelming, especially when added on to the other pressures and time demands facing faculty in the current structure of higher education. This symposium will provide attendees with an overview of a specific exchange program developed between an American and European university with the goal of enhancing the educational opportunities for students at both institutions. Individual presentations will address: 1) the benefits and challenges associated with internationalization of programs, 2) the steps associated with moving from concept development to actual travel, 3) the process of coordinating the receipt of study abroad students and faculty, and 4) future perspectives about international collaboration in the education of sport and exercise psychology students. The primary goals of this symposium will be to provide the audience with an understanding of the benefits and challenges of establishing and carrying out such a program from both the sending and receiving institutions, the provision of suggestions for moving forward with such a program from the perspective of both the sending and receiving institutions, and the identification of future directions with regard to the internationalization of sport and exercise psychology programs.

SYM-17A

BENEFITS OF INTERNATIONALIZATION WITHIN SPORT AND EXERCISE PSYCHOLOGY PROGRAMS

Jack Watson II, West Virginia University, USA

Internationalization has become a consistent mantra within higher education over the past 10 years. Program faculty are often encouraged to identify and develop a focus on providing international opportunities to their students to help expand ideas and forms of thought through cultural exchange (Lumby & Foskett, 2016). The concept of internationalization within higher education has expanded to include the globalization of programs, knowledge, research, people and capital, and has been referred to as "Edubusiness" (Luke, 2010). Given the above mentioned factors associated with the push for internationalization in higher education, the purpose of this presentation will be on identifying the tangible benefits to students and faculty who are associated with the development of an international exchange program within sport and exercise psychology. Primarily mentioned as benefits to internationalization in the literature are the intellectual enhancement and cultural development that can help expand

future employment opportunities for students (Isla et al., 2015). Other potential benefits to the internationalization of programs are a developed appreciation of different perspectives, evaluation of attitudes, and improved understanding of discipline specific context (Spencer-Oatey, 2013). This presentation will discuss these abovementioned benefits, as well as provide a review of the benefits as identified by three previous groups of students who have traveled from the United States to Europe to help expand their knowledge in the field of sport and exercise psychology. The benefits espoused by these students include the development of friendships, expansion of professional goals and identity, expanded autonomy, and openness to novel training opportunities. While the abovementioned benefits will be the primary focus, this presentation will conclude with a brief discussion of some potential roadblocks to this process as experienced through the development of an international program between an American and European institution.

SYM-17B

SETTING UP A SHORT INTERNATIONAL EXPERIENCE FOR STUDENTS: REFLECTIONS FROM THE TRAVELING SIDE

Damien Clement, West Virginia University, USA

One of the action steps associated with the strategic plan for an American university is to provide opportunities for study abroad experiences. With this action step in mind, faculty members in the sport and exercise psychology program at the university decided to be proactive in seeking to offer such an opportunity to their undergraduate majors. This presentation will initially highlight the process of putting together a short-term international experience for students. Aspects which will be discussed in more details include the exploration of potential destinations, programs, and faculty members in foreign countries with whom a partnership could be developed. Discussions with the university's office of international programs which aided in the development of parameters for the trip will also be expanded upon. The marketing of the trip to potential students both within the undergraduate sport and exercise psychology program and the university as whole will also be discussed. Furthermore, since this experience was paired with an academic class, at the American university the development of the course syllabus and the assignments associated with the course will also be expanded on in further detail. Furthermore, since the academic portion of this experience met five times prior to the trip's departure a brief overview of these course meetings will also be presented. Travel and logistic arrangements will be briefly mentioned. This presentation will also incorporate the reflections from the traveling students (prior to, during and after) with regards to their experiences and conclude with recommendations to those who may want to duplicate such an effort.

SYM-17C

SETTING UP A SHORT INTERNATIONAL EXPERIENCE FOR STUDENTS: REFLECTIONS FROM THE RECEIVING SIDE

*Natalia Stambulova, Halmstad University, Sweden
Urban Johnson, Halmstad University, Sweden
Lukas Linnér, Halmstad University, Sweden
Johan Ekengren, Halmstad University, Sweden*

Currently, European Universities work on internationalization of their programs in response to the Europe 2020 Strategy, emphasizing a higher quality of education and employability of young people. During the last few years, fruitful collaboration was

established between an American University and a European University. Culminating points of this collaboration were two visits of American students and staff to the host-university in Europe during 2013-15. In this presentation, representatives of the host-university will share their experiences and suggestions for organizing one week study abroad programs for American students and reflect on their pre-, during, and post-visit experiences. The preparatory period lasted for several months and included a visit to the American university to take part in marketing the study abroad trip, several meetings to design the program for the visit and ensure that all involved knew their responsibilities, discussing and receiving approval of the program from the two international departments. The program consisted of four educational modules (classes specially designed for the American students and classes together with local students involving teachers from both universities), sport events (e.g., practicing team handball with a local team, table tennis tournament), and social/cultural events (e.g., sightseeing tours). The American students also received a homework assignment to reflect on what they learned about the host-country's higher education system, sport and exercise psychology at the host-university, and the host-country's sport culture during their visit. Their assignments were collected post-visit and content analyzed. The summary (also shared with the American side) provided us with not only positive feedback, but also some insights into how to improve our work. Therefore, the benefits of the visits were mutual. This presentation will conclude with a list of suggestions to help promote the development of study abroad experiences for those universities that may host such programs.

SYM-17D

FUTURE PERSPECTIVES ON INTERNATIONAL COLLABORATION IN SPORT AND EXERCISE PSYCHOLOGY EDUCATION

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Damien Clement, West Virginia University, USA
Urban Johnson, Halmstad University, Sweden
Lukas Linnér, Halmstad University, Sweden
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After two successful experiences of organizing study abroad trips, the American and the European Universities now work to continue and expand the collaboration for the benefit of both sides' students and staff. Strategic planning for the future development of this internationalization initiative now includes the development of bi-direction exchanges, semester long study abroad opportunities, the development of a shared online learning platform for the creation of discussion boards and learning modules that would be available to both the American and European students, and the development of a joint on-line course on selected topics in international sport and exercise psychology related to major expertise areas at both universities. The focus of this presentation will be to reflect on the potential strategies in place to meet the current challenges of internationalization. This portion of the presentation will utilize a discussion-based format and include the audience to help facilitate the achievement of the stated goals. Such a discussion will include an overview of the lessons learned in the past, a discussion of the future vision for internationalization, and a discussion about problem solving strategies that can be used within university settings to enhance the likelihood of creating a successful internationalization experience for both students and faculty within sport and exercise psychology. As an outcome, the benefits and challenges of developing such an initiative will be outlined.

SYM-18

FROM PREVALENCE TO PREVENTION: UNDERSTANDING EATING DISORDERS AND BODY IMAGE CONCERNS AMONG ATHLETES

*Trent Petrie, University of North Texas, USA
Dana Voelker, West Virginia University, USA
Nick Galli, University of Utah/Headstrong Consulting, USA*

Although athletes are generally paragons of health, the reality is that they suffer from a variety of mental health concerns (e.g., depression, substance abuse, eating disorders). Of these concerns, eating disorders have been identified as particularly detrimental to athletes' health and well-being as well as their actual sport performances. Over the last 10 years, research in this area has accelerated, and more is now known about the extent to which athletes experience eating disorders, the pressures that contribute to their development, and the interventions that may be used to prevent their occurrence. There is a critical need for researchers and practitioners to become aware of the extant literature and devote concerted efforts towards addressing the risk factors that promote the development of eating disorders and body image concerns in sport. In this symposium, the presenters will (a) critically review current prevalence research and provide recommendations for measurement; (b) examine the sociocultural context of sport and the pressures that athletes experience regarding their bodies and selves, including the conflicting messages they receive about being an athlete versus a man or woman; and (c) review contemporary intervention programs that are focused on reducing athletes' risk of developing an eating disorder. Practical implications and future research directions will be discussed in each section. In conclusion, the discussant, who is a mental health professional currently working in an eating disorder treatment center designed for athletes, will discuss the challenges in providing treatment and provide recommendations for sport psychology professionals on making referrals. This symposium will benefit researchers as well as any applied sport psychology professional, particularly those without mental health training.

SYM-18A

RARE OR COMMON? THE PREVALENCE OF EATING DISORDERS AMONG MALE AND FEMALE ATHLETES

Trent Petrie, University of North Texas, USA

Determining the prevalence of any mental health condition is a necessary step in developing intervention and treatment strategies. Because of their relatively high mortality rate and negative effects on underlying physiological and psychological processes, eating disorders have been identified as an area of particular concern with respect to athletes' health and well-being. Initial prevalence research (e.g., Burckes-Miller & Black, 1988) suggested high levels of disordered eating, particularly among female athletes from "lean" or "aesthetic" sports. These prevalence estimates, however, likely included many false positives due to the manner in which the disorders were assessed (Petrie & Greenleaf, 2007) and thus overestimated the problem. Research in the last 10 to 15 years (Petrie & Greenleaf, 2012) has indicated that, for both men and women at collegiate and elite sport levels, (a) athletes experience

clinical eating disorders, though classification tends toward Eating Disorder Not Otherwise Specified and variants of Bulimia Nervosa; (b) subclinical eating disorders are present at rates three to five times greater than clinical variants; and (c) although some additional risk may exist for athletes where body weight and shape pressures are high, eating disorder diagnoses and related pathogenic weight control behaviors are not limited to female athletes nor to athletes in certain sports. Athlete prevalence research still lags behind that conducted in non-athlete populations due to restricted samples, reliance on self-report questionnaires, and methodologies that assess symptoms at only one point in time. In this presentation, the author will critically review and address the methodological concerns of the extant prevalence research and offer future directions based on new longitudinal data with female athletes. The presentation will also address the influence of gender, sport, race, and ethnicity on the prevalence of eating disorders in sport.

SYM-18B

ONE SIZE DOES NOT FIT ALL: THE INFLUENCE OF SPORT-RELATED BODY WEIGHT AND SHAPE PRESSURES ON EATING DISORDERS IN MALE AND FEMALE ATHLETES

Nick Galli, University of Utah/Headstrong Consulting, USA

Athletes experience the same pressures to conform to prescribed societal norms for physical appearance and attractiveness as their non-athlete peers. These norms dictate a lean and muscular physique for men, and a thin and fit (but not too muscular) body for women. However, unlike their non-athlete peers, individuals who compete in sport must also contend with unique body weight and shape pressures related to perceived performance gains and "looking the part" of an athlete. Depending on the sport, athletes may face pressure to be heavier, lighter, leaner, or more muscular. For example, a runner may experience pressure for a leaner and lighter body to not only improve running times, but also project the appearance of a runner. Body weight and shape pressures unique to sport include comments from coaches and teammates, form-fitting or revealing athletic attire, weight requirements, and performance demands (Reel et al., 2010). Contradictory messages regarding the acceptable body for a man or woman in general versus the body required for optimal sport performance may cause athletes to feel conflicted and ultimately adopt unhealthy eating and exercise practices in an effort to achieve these multiple and sometimes competing standards (Galli & Reel, 2009; Krane et al., 2001). Further, the combined effect of sociocultural and sport-related body pressures is linked with body dissatisfaction, drive for thinness and muscularity, dietary restriction, and bulimic symptomatology (Petrie & Greenleaf, 2012). This presentation will offer an overview of the latest research related to body weight and shape pressures experienced by competitive athletes. Particular emphasis will be placed on sources of pressure and their links to psychosocial and behavioral variables related to eating disorders in athletes from various sports. Gender differences in pressures will be highlighted, including questionnaires for measuring sport-related body weight and shape pressures in male and female athletes.

SYM-18C

WE'RE JUST GETTING STARTED: THE SUSTAINED PREVENTION OF EATING DISORDERS IN SPORT

Dana Voelker, West Virginia University, USA

Despite the concerns surrounding the existence of eating disorders in sport, few prevention efforts have been tailored to the unique concerns of athletes. Interestingly, the design and structure of the few sport-specific interventions developed are quite diverse, which suggests potential for creativity and innovation in preventing eating disorders in athletes. For example, programs have been based in healthy-weight and cognitive-dissonance frameworks; designed to be weekly, monthly, or year-long pursuits; and facilitated by sport science professionals, coaches, or peers (e.g., Becker et al., 2014; Buchholz et al., 2008; Elliot et al., 2006; Martinsen et al., 2014; Smith & Petrie, 2008). However, there are important limitations that should be addressed to advance the development, implementation, and ultimate effectiveness of intervention programs in reducing the prevalence of eating disorders in sport. Particular concerns include (a) the small number of interventions being consistently employed across sports; (b) programmatic content that is adapted from existing non-athlete interventions without consideration for the unique eating disorder risk factors of athletes in specific sports; (c) a predominant focus on college- and elite-level sport without equal attention to high school athletes when symptomatology is most sensitive to change; (d) little integration of coaches into programmatic efforts; (e) the lack of interventions designed specifically for male athletes; and (f) the methods employed to systematically evaluate program effectiveness. This presentation will offer a review of extant interventions designed to address the presence of eating disorders in sport, including the introduction of a new intervention program based on cognitive-dissonance and mindful self-compassion. It will also examine supporting evidence regarding the effectiveness of these interventions in real world settings and discuss their strengths and limitations. Professional experience in the development and implementation of a sport-based eating disorder prevention program will be shared with recommendations for future research and practice.

WORKSHOPS

WKSP-01

“GOING UP?” HOW TO DEVELOP AN IMPACTFUL ELEVATOR SPEECH

*Duncan Simpson, Barry University, USA
Angus Mugford, Toronto Blue Jays, USA
Justin Su’a, Boston Red Sox, USA*

Being able to give a clear and concise summary of your work is a valuable skill irrespective of the field you work in (Denning & Dew, 2012). As sport psychology in the United States continues to search for a unified identity and as conversations regarding what we call ourselves continue to rage, it appears more vital than ever that professionals and students develop a succinct and personalized rhetoric regarding what they do, as well as develop ways to quickly sell their services, or simply connect effectively with potential clients. One strategy that can be used to both educate people and sell sport psychology services is the elevator speech. An elevator speech is a brief statement of what you do (Daum, 2013), or a brief description of why you are special (Barada, 2015). The term “elevator speech” originates from the world of business and refers to a short 30-60 second persuasive speech to sell services. Despite a vast amount of popular media literature (e.g., Fallon, 2015; Pincus, 2007; Needleman, 2011; Rosensteel, 2012) providing advice about how to construct an elevator speech such articles lack specificity for the field of sport psychology. Using a framework proposed Boisvenue, (2013) this workshop will teach attendees about the 6 key features of an effective elevator speech, these include: rhetorical situation, value stasis, invention, arrangement, memory and delivery. Specifically, the workshop will provide examples of different ways to connect, educate, and sell sport psychology to three different client groups: a) Athletes, b) Coaches, and c) Parents, using a short 30-60 second elevator speech. Attendees will have an opportunity to create and role-play elevator speeches in different scenarios. Lastly, attendees will be provided with handout material and given access to a shared online folder containing the presentation materials and additional tools used throughout the session.

WKSP-02

TRANSFERRING MENTAL SKILLS TO THE COMPETITIVE ENVIRONMENT THROUGH EXPERIENTIAL LEARNING

*Lindsey Hamilton, IMG Academy, USA
DJ Anderoli, IMG Academy, USA
Ryan Ingalls, IMG Academy, USA
Taryn Morgan, IMG Academy, USA
David da Silva, IMG Academy, USA
Michael Lewis, IMG Academy, USA
Christian Smith, IMG Academy, USA
Taylor Stutzman, IMG Academy, USA
Andrea Wieland, IMG Academy, USA
David Hesse, IMG Academy, USA
James Leath, IMG Academy, USA*

Most high performing athletes are able to successfully utilize mental skills in a variety of situations. While mental skills education often begins in some form of a classroom setting, transferability is paramount to effective utilization of learned mental skills in competition. Mental skills for athletes, in particular, are best learned and engrained

through a sport-training environment (Taylor, 2008). As sport psychology consultants, we have the opportunity to enhance the transferability of learned mental skills into the competitive environment through appropriate curriculum design and delivery. Situated in a theoretical framework of learning transferability (Perkins & Salomon, 1992), this workshop will describe and demonstrate an approach for the progression of this development, which consists of (1) education on a mental skill through the use of materials and activities, (2) demonstration and use of a mental skill through a sport-related component, and (3) designing a session that highlights the mental skill usage in a dynamic, sport-specific competitive environment. This approach is particularly useful when full integration with sport coaches is minimal or unavailable. Learning objectives of this workshop include: (1) a discussion of the different phases of curriculum development for educating, demonstrating, and incorporating mental skills into competitive play; (2) a demonstration of fun and pertinent activities to facilitate the transferability of learned mental skills into competition and (3) providing activities that practitioners can use within their mental training practice. This workshop will be taught via experiential learning that will allow participants to leave with concepts related to curriculum and session development, and will share activities designed to encourage participants to think creatively about how to enhance the transferability of learned mental skills into the sport-specific competitive arena.

WKSP-03

EYES DO NOT ENSURE THAT I CAN SEE: THE PRACTICE OF OBSERVATION AS A GATEWAY TO EFFECTIVE MENTAL SKILLS TRAINING DEVELOPMENT AND IMPLEMENTATION

Shannon Baird, CSF2-TC/SAIC, USA

A growing body of research has emerged focused on what makes implementation of mental skills training effective beyond the scope of the skills taught by the practitioner (Anderson, 2000; Baird, 2014; Lubker, Visek, Geer, & Watson, 2008; Poczwardowski, Sherman, & Henschen, 1998; Poczwardowski, & Sherman, 2011; Sharp & Hodge, 2011; Tod & Lavalley, 2011). Effective practitioners do more than teach mental skills. They also evaluate needs, become immersed in the context, connect with the client, and build rapport (Poczwardowski et al, 1998; Poczwardowski et al, 2011). If a practitioner cannot identify the needs of the performer and connect with the client, the effectiveness of training will suffer (Anderson, 2000; Tod & Lavalley, 2011). Gilbourne and Prestley (2011) suggest that actions based on qualitative methodologies can bolster practitioners’ repertoire of tools to facilitate connection, assessment, and service. This workshop was created to share specific techniques from the qualitative researcher playbook.

Though we have numerous quantitative surveys to evaluate performers’ mental states, the measure used most frequently to assess the cognitive and emotional demands of a performance environment is observation. This workshop will communicate observation techniques and tools from ethnographic research (Krane & Baird, 2005) and provide a dynamic space for practitioners to develop and refine their observation skills. In conjunction with a brief discussion on the importance of deliberately training observation skills, attendees will engage in practical exercises designed to demonstrate common barriers to effective observation. Partitioned field notes, reflexivity, and triangulation will be shared as tools that can be used by the practitioner to overcome these barriers. This workshop can

help to calibrate practitioners most sensitive “instrument” (i.e., ourselves) for understanding client needs while also offering nascent and seasoned practitioners the opportunity to engage, together, in learning activities, thought provoking discussion, and “best practice” sharing.

WKSP-04

TABOO TALKS IN SPORT PSYCHOLOGY: MANAGING ETHICALLY CHALLENGING CONVERSATIONS IN TEACHING, RESEARCH, AND PRACTICE

Brandonn Harris, Georgia Southern University, USA
Jack Watson II, West Virginia University, USA
Ed Etzel, West Virginia University, USA

Students and professionals often encounter ethical issues across the varied domains of teaching, research and practice. Awareness of such situations can necessitate AASP members to think about, seek timely consultation, and respond so as to do good work and minimize harm to clients, students, trainees, and research participants (Etzel & Watson, 2014). However, within these varied domains also includes unique and oftentimes rarely-discussed topics that may require difficult, yet important conversations in order to ethically resolve these dilemmas. Within the realm of teaching, ethical issues involving letters of recommendation and the administration and use of course evaluations can present challenging issues to both the professional and student. Within the research domain, difficult conversations may involve topics including authorship and data fragmentation (Kirkman, 2011) stemming from the “publish or perish” model. Finally, professionals involved in the allied endeavors of supervision, mentoring, and practice may be forced to address impaired practitioners. Thus, the learning objectives of the present workshop are threefold. Participants will: (1) learn about several common yet difficult, taboo ethical scenarios that exist within the domains of teaching, research, and practice, (2) gain exposure to the relevant ethical principles and standards of AASP and an ethical decision-making process for handling such situations, and (3) practice implementing an ethical decision-making strategy to guide one’s actions in resolving taboo ethical dilemmas. While this workshop will begin with some didactic overview of major ethical concepts (ethical standards and decision making models), it will conclude with facilitator-led small and large group discussions related to common ethical scenarios in teaching, research and practice. Strategies for managing these difficult conversations such as to promote professional development will be addressed, as well using role playing and dyad work. Attendees will be provided copies of cases and a practical handout over-viewing ethical decision-making to help facilitate discussion.

WKSP-05

REGRET AVERSION IN SPORT PSYCHOLOGY PRACTICE

Leilani Madrigal, University of Nebraska, USA
Jamie Robbins, Methodist University, USA
Christopher Stanley, Florida Gulf Coast University, USA
Adam Tharkur, Florida State University, USA
Ye Wang, Florida State University, USA

Historically, researchers have focused on the negative effects of regret resulting from one’s counterfactual thought process and subsequent self-blame for past choices (Connolly &

Zeelenberg, 2002). Although such thoughts may lead to undesirable emotional states, they may also lead to corrective action and changes in future decisions (Galinsky, Seiden, Kim, & Medvec, 2002; Zeelenberg & Pieters, 1999). More recent research has advanced understanding of the general areas of regret in sport settings (Robbins & Stanley, 2013; Robbins, Madrigal, & Stanley, 2015) and also the effectiveness of employing regret aversion in athletic contexts (Robbins & Stanley, 2012). The main objectives of this workshop are to introduce attendees to the principles inherent in regret aversion, support the notion of regret as a useful tool rather than merely a negative emotion, and introduce means for using regrets to minimize future regrets in athletes and teams. Given that regret aversion may be linked with behavioral change and performance, it may be usefully introduced alongside a variety of constructs and associated techniques typically inherent in applied settings, such as goal-setting, motivation, self-confidence, self-talk and cohesion. The workshop will involve participants in mini-sessions they may use with teams and/or athletes with the goal of improving one or more future decisions aimed at minimizing experienced regrets and enhancing performance from week to week or season to season.

WKSP-06

IMPLEMENTING THE MINDFULNESS-ACCEPTANCE-COMMITMENT (MAC) APPROACH IN SPORT AND PERFORMANCE PSYCHOLOGY PRACTICE

Frank Gardner, Touro College, USA
Zella Moore, Manhattan College, USA

The Mindfulness-Acceptance-Commitment (MAC) approach is used worldwide in sport contexts to enhance the performance and psychological well-being of athletes. The MAC approach promotes a modified relationship with internal experiences through enhanced acceptance and tolerance of cognitions, emotions, and physiological sensations. According to the developers, MAC requires: (a) a non-judging (not good/not bad/not right/not wrong) moment-to-moment awareness and acceptance of one’s internal state; (b) an attentional focus on task-relevant external stimuli, instead of a focus on internal processes that include judgment and efforts at control/modulation; and (c) a consistent values-driven commitment to behavioral actions/choices that support one’s athletic endeavor. In our own MAC experience, athletes indeed develop a different relationship with their internal experiences, through meditative and other experiential exercises. Thus, the goal of this workshop is to allow participants to acquire/expand their knowledge of MAC theory, empirical evidence, and intervention strategies for integration into their practices.

Workshop objectives:

1. Provide a comprehensive update on the state-of-the-science with respect to the use of MAC for the purpose of enhanced athletic performance and overall well-being.
2. Provide an understanding of the most current MAC protocol, including the specific goals and strategies of MAC’s eight modules.
3. Provide guidelines based upon “best practices” with respect to the appropriate use of the MAC protocol in both individual and group formats; understanding the appropriate/inappropriate ways of integrating MAC techniques into traditional PST protocols; and the common misunderstandings/misuses of the MAC protocol and other mindfulness and acceptance-based approaches.

In this workshop, professionals with extensive experience in the this area will:

1. Intertwine didactic presentation with role-plays, group exercises, and audience-involved demonstration of MAC techniques.
2. Provide participants with written outline materials to utilize during the didactic portion, materials to guide experiential activities, an outline of the updated MAC protocol, and a comprehensive bibliography for personal use.

WKSP-07

TRAUMA IN SPORTS – RAISING AWARENESS & EMPOWERING CHANGE

Amanda Leibovitz, University of North Texas, USA
Mitch Abrams, Learned Excellence for Athletes, USA

It has been fifteen years since the publication of Spoil Sports (Brackenridge, 2001) and even longer since the initial exposure of the long history of sexual exploitation in sport. Though attempts have been made to increase awareness of these issues through Continuing Education programs (Abrams, 2015 & 2012) and workshops (Pakenham & Abrams, 2015), there continues to be a void in the literature and lack of open dialogue regarding the identification and treatment of trauma by sport psychology professionals.

To that end, this workshop begins with an overview of the heterogeneity of traumatic experiences that may involve athletes as perpetrators and/or victims, including domestic violence, emotional abuse by coaches, sexual abuse, and rape. Further, factors existing inside the athlete culture that can contribute to risk will be explored, as well as methods to prevent the proliferation of such abuses.

The more riveting phase of the workshop will be offered by a survivor of abuse who will explain the ubiquity of trauma in sports as well as the numerous barriers that make it difficult for athletes to reach out for help. First, the process of moving from shame to empowerment, from victim to survivor, and from quiet sufferer to world-class athlete will be explained from a very personal and pragmatic approach. Second, the utility of exercise as a therapeutic activity will be explored, including the numerous, and sometimes surprising, validations that survivors can utilize to reclaim their lives and achieve previously unforeseen goals.

The ultimate goal of this workshop is to raise awareness of the indiscriminate nature of trauma that athletes may face with that stimulating the development and implementation of programming to address an under-attended to, but crucial, matter in sports.

WKSP-08

BETTER TOGETHER: A CASE STUDY WORKSHOP FOR STUDENTS

Chelsea Wooding, Expression Dance Studio, USA
Ashley Coker-Cranney, West Virginia University, USA
Sarah Castillo, National University, USA
Jack Watson II, West Virginia University, USA
Eric Bean, Strong Mind, USA

In recent years, CC-AASPs have had an opportunity to collaborate with peers via the Case Study Workshop presented at each conference. While this provides an invaluable opportunity for professionals to hear from other consultants with different training and perspectives, students have not had

similar opportunities to benefit from collaborating in a similar context. The current workshop is intended to bridge that gap, providing students a peer mentoring experience under the direction of a professional panel of CC-AASPs.

Whereas many students take advantage of consultation supervision in their respective training programs, fewer opportunities to strengthen peer networks and mentor peers between programs exist. As a result, students may not receive the benefits of peer mentorship as established in the literature (e.g., Chester et al., 2013; Dennison, 2010; Furimsky et al., 2013). This workshop is designed to foster peer mentoring by utilizing small and large group discussion about two consulting cases. Mirroring the CC-AASP workshop, case studies will be presented, followed by assigned small group discussion, and large group dialogue. Throughout, the professional panel will share their perspectives of the cases and other valuable considerations, providing students with both peer and practitioner supervision during the conceptualization, ethical consideration, intervention development and evaluation planning of sample cases. The workshop will benefit attendees by providing experiences aimed at developing confidence and establishing potential peer mentorship networks. Attendees will receive hard copies of the case studies for ease of review and note taking. This workshop will provide an invaluable opportunity for networking between AASP student members, encouraging the strengthening of peer support systems, broadening skill acquisition, and enhancing confidence. Moreover, this workshop, intended for the large contingent of graduate student AASP members, demonstrates AASP's continued commitment to furthering the training of the next generation of CCs.

WKSP-09

THE SCIENCE AND ART OF LIVE COACHING

Christian Smith, IMG Academy, USA
Taryn Morgan, IMG Academy, USA
Lindsey Hamilton, IMG Academy, USA
David da Silva, IMG Academy, USA
Michael Lewis, IMG Academy, USA
Taylor Stutzman, IMG Academy, USA
Andrea Wieland, IMG Academy, USA
DJ Andreoli, IMG Academy, USA
David Hesse, IMG Academy, USA
Ryan Ingalls, IMG Academy, USA
James Leath, IMG Academy, USA

Sport psychology consulting is enhanced through a positive relationship that meets the needs of the athlete (Sharp, Hodge, & Danish, 2014). Oftentimes, these needs arise in the heat of practice or competition. Effective mental conditioning practitioners understand the value of facilitating the application of mental skills in the athlete's live practice and competitive environment. The skill of live mental coaching – working in vivo with an athlete in their practice and or competitive environment - is both a science and an art. As such, successful practitioners must develop a diverse set of skills which can help assist the intervention process as well as build the relationship between the athlete and the mental conditioning coach (Silva III, Metzler, & Lerner, 2007). This workshop will aim to provide participants with a better understanding of the science and art of live coaching with two main learning objectives: (1) outlining the primary elements to consider when engaged in live coaching, and (2) sharing effective strategies for supporting athletes during practice and competition. The participant will also appreciate how technology can be incorporated into the live coaching experience to enhance the

athlete's understanding of key messages. This workshop will be taught via case studies, experiential learning, and facilitated discussion allowing participants to leave with concepts related to effective live coaching in various environments.

WKSP-10

FROM MENTEE TO MENTOR: TRANSITIONING THROUGH THE VARIOUS STAGES OF THE SUPERVISION PROCESS

Zach Brandon, California State University, Fullerton, USA
Jennifer Schumacher, California State University, Fullerton, USA

The mentorship nature of applied sport psychology training is an essential component in the development of high quality and effective practitioners. Healthy and positive mentoring relationships in graduate training have been shown to produce significant benefits for graduate students in their professional growth, career advancement, and career satisfaction (Fagenson-England, Marks, & Amendola, 1997). Professional psychologists have also reported overwhelmingly positive evaluations of graduate programs that expose them to mentoring relationships (Johnson, 2002). Perceptions of sport and exercise psychology graduate students have indicated an overall satisfaction with mentoring and it has been suggested that faculty in these programs should consider developing formal mentoring programs (Watson, Clement, Blom, & Grindley, 2009). Despite the limited amount of existing research in this area of practitioner development, the need for identifying best practices in mentoring is critical for students and professionals who aspire to successfully navigate these roles. Given the value of positive mentoring relationships, it is imperative that both mentors and mentees explore the "why" and "how" of this relationship. Thus, the objective of this workshop is to highlight both the task and relational dimensions of mentoring, while also identifying effective strategies for navigating challenges and transitioning through this relationship. Workshop presenters will share their experiences in transitioning from mentee to mentor which will include a discussion of challenges, strategies, and lessons learned. Attendees will participate in reflective practices (Anderson, Knowles, & Gilbourne, 2002) that evaluate one's own mentorship experiences in addition to interactive small group discussions that feature case study examples and peer-reflective learning opportunities (McEwan & Tod, 2015). The presenters will supply the audience with a handout that highlights best practices in mentoring as supported in the literature. Additionally, attendees will leave with new strategies for improving mentorship process gleaned from the presenter's personal experiences and collaboration with one another.

WKSP-11

HEALTH COACHING AND SPORT AND EXERCISE PSYCHOLOGY: WHAT YOU NEED TO KNOW

John Ingels, West Virginia University, USA
Sam Zizzi, West Virginia University, USA

The increasing burden of lifestyle related illness and disease on the health care system has created the need for positions that support lifestyle change. According to the American College of Sports Medicine's 2015 survey of fitness trends health and wellness coaching is rapidly growing in popularity (Thompson, 2014). As a new field, there remain many questions about what exactly a health coach does, what training is required for competent practice, and what is the scope of practice. According to Ghorob (2013) "health coaching helps patients

gain the knowledge, skills, tools, and confidence to become active participants in their own care" (p. 41) to improve their health through lifestyle change. The National Society of Health Coaches (2015) highlights the importance of active listening, motivational interviewing, and client engagement within the health coach role. The training sport and exercise psychology consultants receive makes them ideal candidates to work as a health coach, but additional training and education may be necessary to competently work in this field. This workshop focuses on how to leverage sport psychology training to work with this growing population. The learning objectives include the following: 1) understand the pros and cons of the current health coach certifications, 2) be able to compare and contrast AASP-CC to popular health coaching certifications, 3) help participants develop a plan for gaining the necessary training to work as a health coach, and 4) discuss strategies for expanding business to work in health care settings. Teaching methods will include case studies related to training competencies, group discussion, and group exercises. Participants will receive handouts outlining the core competencies, review of certification programs, and advice for expanding their practice into a health setting.

WKSP-12

WE ARE ADAPTIVE: MENTAL SKILLS FOR PARALYMPIC ATHLETES

Ashley Jenkins, Comprehensive Soldier and Family Fitness, USA
Heather Hassinger, Comprehensive Soldier and Family Fitness, USA
Anthony Pacheco, Comprehensive Soldier and Family Fitness, USA
Shawn Saylor, Comprehensive Soldier and Family Fitness, USA
Cody Sohn, Comprehensive Soldier and Family Fitness, USA
Abigail Bilyk, Comprehensive Soldier and Family Fitness, USA
Stephany Coakley, Maximum Mental Training Associates (MMTA), USA

Mental skills (resilience and performance) training is implemented utilizing experiential learning activities to enhance athletes' understanding and application of the mental processes required to achieve optimal performance. This workshop is designed to create a forum for sport and performance psychology consultants to identify the similarities between athletes with and without disabilities. Many of the skills used to coach able-bodied athletes can be translated to coaching athletes with disabilities (DePauw & Gavron, 2005). There are two specific objectives: 1) To demonstrate how mental skills are applied to enhance the performance of an athlete, whether or not they have a physical limitation; 2) To discuss best practices when tailoring and implementing activities based on the needs of the adaptive sport athlete(s). The first segment of the workshop demonstrates the importance of building trust and developing rapport between the consultant and the athlete(s). Participants will work in pairs to simulate the joint efforts of a visually impaired athlete and a guide, completing a task together. The second segment will consist of small-group discussions where participants identify challenges and important aspects to note as a consultant working with adaptive sport athletes. The final segment will focus on the adaptive nature of consulting with Warrior Games (Paralympic sport competition for wounded, ill, and injured service members and veterans) athletes. Mental skills have the potential to assist athletes with disabilities to perform optimally in sport and in life (Martin, 1999). The proposed workshop will be conducted in a 75 minute block. Materials utilized in this workshop include a blindfold, flipchart paper, markers, and envelopes containing discussion questions. In summary, the

workshop will be composed of a didactic, an experiential learning activity, small group discussion, and conclude with best practices when working with Paralympic and able-bodied athletes at the Warrior Games.

WKSP-13

PERFORMANCE READINESS PLANNING

Alexander Cohen, United States Olympic Committee, USA

This experiential workshop will demonstrate Performance Readiness Planning, a professional practice strategy for facilitating sustained performance excellence with athletes and performers. Through interactive, hands-on demonstrations and case study discussion, participants will learn how to collaboratively create Performance Readiness Plans for initial assessment, monitoring/evaluation, and ongoing consultation. Performance Readiness Planning demonstrates the reciprocal relationships among theory, research, and practice by bringing Oettingen's (2014) Mental Contrasting with Implementation Intentions (MCII) approach into a sport performance context. Combined with applied research in the areas of Goal Achievement (Burton, Naylor, & Holliday, 2001), Growth vs Fixed Mindset (Dweck, 2006), and Broaden and Build Theory of Positive Emotion (Fredrickson, 2004), Performance Readiness Planning clarifies goals, obstacles, and measurable behaviors in four areas: Preparation, Resilience, Intensity, and Focus. Preparation refers to technical, tactical, physical, and psychological readiness for training and competition. Resilience captures the role of mental processes and behavior in promoting personal assets and protecting individuals from the potential negative effect of stressors (Fletcher & Sarkar, 2012). More simply, resilience is positive adaptation to adversity. Intensity addresses the ideal amount of physiological activation desired for optimal performance. Focus includes multiple aspects of awareness, including concentrating on the most important aspects of a task, switching attention appropriately, and mindfully letting go of distractions/refocusing (Moran, 2010; Bishop et al., 2003). Performance Readiness Planning employs Oettingen's evidence-based MCII sequence, allowing athletes to gain deeper insight into their goals, clearly identify internal obstacles that interfere with goal achievement, and engage in effective self-regulatory behaviors to facilitate goal attainment and performance mastery. Workshop participants will work through their own Performance Readiness Plans as well as receiving a reference list for further review of the theory and applied research supporting Performance Readiness Planning.

WKSP-14

AUTOGENIC TRAINING: SPORT PSYCHOLOGY AND CLINICAL APPLICATIONS

Frances Price, Independent Practice, USA
Mark Andersen, Halmstad University, Sweden
Charles Johnson, University of Wyoming, USA

Historically, autogenic training (AT) has been widely used in the UK (see British Autogenic Society <http://www.autogenic-therapy.org.uk>) and Europe (see <http://www.isatapsy.com>), but it is not so common in North America. AT has been used either directly, or as an adjunct therapy, for: Raynaud's syndrome, sleep problems, anxiety, mild depression, fatigue, asthma, irritable bowel syndrome, high blood pressure, multiple sclerosis, and chronic pain among other conditions (Ernst & Kanji, 2002; Sutherland, Andersen, & Morris, 2005). There have

been some examples of its use in applied sport psychology (e.g., Price & Andersen, 2000; Sherman & Poczwadowski, 2000), but they are rare. The presenter will discuss AT, related neuroscience, and various applications. During an open discussion, close quarters battle combatants and a nine-year NFL veteran (who used AT throughout his collegiate and professional careers) will discuss their experiences with AT. The presenter will demonstrate how an autogenic training induction is introduced, conducted, and concluded. Workshop attendees will participate in the induction, and experience the first stages of autogenic training (please feel free to bring a pillow). Following the induction, participants will form small groups and discuss their experiences. The presenter and participants will then respond to questions. Learning objectives include: (a) gaining knowledge of the basics of AT, (b) understanding how to introduce and prepare clients for AT inductions, (c) understanding how to debrief with a client following their AT experiences, and (d) gaining knowledge of applications of AT in sport and clinical settings. Teaching methods include: (a) brief lecture, (b) open discussion, (c) live demonstration, and (d) small and large group discussions. Specific techniques include: (a) introduction of AT, (b) live AT induction, and (c) AT induction debrief. Materials shared include (a) a Power Point handout and (b) CDs with a complete AT induction, upon request.

WKSP-15

MAKING LEARNING FUN (AGAIN): CREATIVE ACTIVITIES FOR THOSE POTENTIALLY DRY TOPICS WITHIN SPORT AND EXERCISE PERFORMANCE CONSULTING

Sydney Masters, Ithaca College, USA
Cathlyn Pistolas, Ithaca College, USA
Brian McDevitt, Ithaca College, USA
Margaret McConnell, Ithaca College, USA
Megan Walker, Ithaca College, USA
Justine Vosloo, Ithaca College, USA

Certain topics in sport psychology when presented to athletes may be met with minimal engagement and a lack of significant impact beyond sessions. The presenters will approach this workshop through the experiential learning cycle of exploration, sharing, processing, generalizing, and application (Pfeiffer & Jones, 1985). Implementation of an experiential learning method will help clients to retain knowledge (Chow, Woodford, & Maes, 2011; Korwin & Jones, 1990) as well as raise their self-awareness regarding the subject matter addressed (Bell, Limberg, Jacobson, & Super, 2014). While the topics of motivation, goals setting, and commitment are frequently discussed and have great real-life application, they may be difficult depending on the methods used to teach the concepts. The presenters have created interactive activities which allow participants to learn new ways to engage with and educate athletes on these dry topics. The Motivational Mind Map is a practical application of Self-Determination motivation theory (Ryan & Deci, 2000), and provides athletes with a visual representation of their primary motivators. This reflective activity allows for deep processing of the importance and power of internal motivators to be the sustaining factors during adversity. The Goal Setting Scavenger Hunt is an interactive activity that highlights the challenges not often addressed when discussing goal setting. The Commitment Board Game uses a competitive life-sized demonstration of the prioritization, determination, and effort needed for one to be committed. The objective of the commitment activity is to combine the influences of commitment and the commitment continuum (Janssen, 2014) to visually depict what it means for

athletes to assess their commitment accurately. The workshop will be presented using an active, hands-on learning format. Presenters will lead participants through each activity and share debriefing questions. Additional possible applications of these activities will be explored.

WKSP-16

USING TRANSACTIONAL ANALYSIS AS A FRAMEWORK TO RESOLVE INTRA-TEAM CONFLICTS

Megan Byrd, West Virginia University, USA
Stefanee Van Horn, West Virginia University, USA

Transactional Analysis (TA) is a theory of personality often used to assess systems and relationships. TA views conversations as a transaction between the speaker and the listener to understand where and how communication breakdowns occur. The basic model involves three ego-states: Parent, Adult, and Child (PAC), that are said to be a related set of thoughts, feelings, and behaviors (Stewart & Joines, 2012). These ego-states are used to navigate transactions and interactions that occur in relationships. This theory is applicable to sports teams, as they are often viewed as systems that encompass many relationships between teammates and coaches. Within these team relationships conflict is an inevitable facet of team development. Using Tuckman's (1965) model as a guide, conflict often arises during the "storming" phase of group formation and in order for teams to become cohesive they must pass through to the "norming" phase. As teams move through faces of the model, it is assumed that they are effectively discussing and actively attempting to solve their differences (Jehn, 1995). However, it often seems that team conflict is not always successfully resolved and causes future problems within teams. Thus, the purpose of this workshop is to provide sport psychology consultants and coaches with techniques for preventing and resolving conflict. The workshop will be divided into three units: (1) athlete-athlete conflict, (2) coach- athlete conflict, and (3) coach-coach conflict. Participant learning objectives include: to be able to explain the basic tenants of TA, use the PAC model, to apply techniques to consulting. These will be accomplished through psychoeducation, role playing, group case studies, and creative techniques. In addition to networking with other professionals, workshop attendees will receive handouts with TA principles and slides from the presentation.

WKSP-17

DON'T LOOK BACK AT ME, PASS IT ON: MENTORING ASPIRING FEMALES IN THE FIELD

Tanya Prewitt-White, Adler University, USA
Leeja Carter, Long Island University - Brooklyn, USA

Sport provides men a space to reaffirm their power, leadership and authority (Theberge, 1993). While male hegemony continues to confirm existing gender practices in both sport and academia (Hall, 1996; Connell, 1995; Roper, 2008; Kamphoff, Armentrout, Driska, 2010), young female Sport and Exercise Psychology (SEP) professionals need "safe spaces" to explore their possibilities, experiences and critiques of the culture they find themselves navigating. Thus, concerted efforts need to be made to support women and encourage their growth and development in the field (Roper, 2008; Roper, Fisher & Wisberg, 2005). Such mentoring enables women to overcome career barriers as well as gain access and insight into the institutional and organizational politics of academia (Leck & Orser, 2013) and sports. Excellent mentorship has been

documented to include observation of work, being connected to networks and consulting the mentee as a co-collaborator rather than an inferior (Taylor & deLaat, 2013). While the gender gap continues (e.g., job security, working hours, rank, salary and collegial networks), mentoring is a strategy to support women in SEP and promote their professional development. An ideal approach to mentoring women is using a feminist model to mentorship whereby both mentor and mentee are seen as equal and empowered creating a co-mentoring relationship between the teacher and learner (Kelch-Oliver, 2013).

As such, the purpose of this Women in Sport SIG and Race and Ethnicity SIG-sponsored workshop is to provide a feminist model to mentoring women in the field of SEP with the primary objectives being: 1) Identifying barriers to mentoring women in SEP; 2) Recognizing the differences between men's and women's experiences in SEP; 3) Comparing and contrasting the usefulness of a feminist-centered approach to mentorship; and 4) Provide strategies for applying a feminist-centered approach to mentorship.

WKSP-18

NAVIGATING MULTICULTURAL CHALLENGES IN SPORT PSYCHOLOGY CONSULTING

Alexander Yu, University of North Texas, USA
Shelly Sheinbein, UNT Center for Sport Psychology and Performance Excellence, USA
Elena Estanol, Synapse Counseling LLC, USA
Amanda Alexander, Texas Tech University, USA
Sheriece Sadberry, Optimal Moments, LLC, USA
Michelle Montero, University of Illinois-Chicago Counseling Center, USA
Trent Petrie, University of North Texas, USA



As sport psychology clientele and consultants continue to become more diversified along multicultural characteristics, such as ethnicity, gender, sexual orientation, and social class, learning to work competently and effectively with clients of varying cultural backgrounds can significantly increase the quality of services provided by sport psychology consultants (SPC) in the 21st century (Martens, Mobley, & Zizzi, 2000). However, multicultural training, either in coursework or practica, is not a requirement for AASP certification, leaving SPCs to their devices to develop their competencies in this area (Fisher & Roper, 2015). Thus, this workshop was developed to provide SPCs with the opportunity to improve their knowledge, conceptualization, and practice of sport consulting in multicultural settings. Five SPCs, each representing different multicultural areas, will present deidentified cases that cover a sport consulting situation in which a challenging multicultural issue arose. Audience members will be divided into groups, with each group taking on one of these cases and discussing how they would plan to best work with this client. The original SPC of the case scenario will facilitate the discussion of the group that is using her case. After the small group discussion, each group will present to the entire audience. In this presentation, they will identify the multicultural issue, how they conceptualize/understand it, and the manner in which they would approach it to work effectively and competently. The SPC of each original case will reveal how she handled the multicultural challenge and what actually occurred. At the end of the workshop, the presenters will field questions from the larger audience about any issues related to multicultural consulting. All workshop participants will receive a handout containing all of the deidentified multicultural cases as a resource for later review.

WKSP-19

CULTIVATING TEAM CULTURE: BEST PRACTICES AND APPLICATIONS

*Jeni Shannon, UNC Chapel Hill; Carolina Strategies, PLCC, USA
Kelli Moran-Miller, Stanford Athletics, USA*

A strong team culture is an essential component for a successful team experience centered on a commitment to shared goals, values, and expectations. And yet, the sport psychology literature has not identified empirically-supported best practices for developing this culture (Cruikshank & Collins, 2012; Fletcher & Arnold, 2011). A team's culture encompasses a set of attitudes, beliefs, and norms that are agreed upon and embraced by each member of the team. When athletes create an atmosphere based on this team culture, they will experience more cohesion, making it more likely they will remain united as they pursue shared goals (Carron et al., 2002).

This workshop will explore how teams become unified through the development of effective team culture, resulting in meaningful and successful sport experiences. Drawing from the lessons of current research on organizational culture and sport team culture, the presenters will review best practices in cultivating a high performing sport team culture. This workshop will introduce a variety of ways to assess and cultivate a team culture that promotes cohesion, effective communication, clear roles and responsibilities, and shared expectations in applied settings with athletes. The critical role of the coach in culture change and development will be discussed as well (Schroeder, 2011). The presenters will demonstrate specific applications and interventions to develop team culture centered on core values (Hayes, Strosahl, & Wilson, 1999; Gardner & Moore, 2004; Barrett, 2006), goal-setting (Wegge, 2000), transformational leadership (Bass, 1985), and team communication (Dunn and Holt, 2004; 2006), among other approaches.

A variety of case examples will be discussed to allow participants to apply their learning. Participants will brainstorm in breakout groups real-life applications in their own consulting work and will leave with a plan for effective facilitation of team culture discussions and hands on interventions to evaluate and cultivate team culture.

WKSP-20

GOING THE DISTANCE: PERSPECTIVES FROM SUPERVISOR AND SUPERVISEE ON TECHNOLOGY-BASED SUPERVISION

*Lennie Waite, Self-Employed, USA
Jennifer Gapin Farrell, Shattuck-St.Mary's, USA*

With the growth in the field of sport psychology and the number of individuals seeking AASP certification comes the growing need for quality supervision. Given the ratio of supervisors to supervisees and the specific geographic location of available supervisors, it is often not possible for every supervisee to find a match with a supervisor that enables face-to-face supervision. Fortunately, the availability of distance supervision can fill a critical role in enabling those seeking certification to receive supervision tailored to their needs. This interactive workshop will discuss the experiences of both supervisors and supervisees in sport psychology supervision, with particular attention to navigating the unique aspects of long distance supervision. Primary learning objectives for practitioners and professionals include: obtaining knowledge about the value of

supervision; the advantages and disadvantages to distance supervision; ethical issues encountered; and important resources for building a long distance mentorship relationship.

Both supervisor and supervisee will share their perspectives of the relationship and specific strategies they applied to their own growth as consultants. Each member will explore key factors related to (1) building an effective relationship (2) using technology and providing feedback through email exchanges, audio recordings, and phone calls as substitutes to face-to-face meetings and (3) measuring the effectiveness of the supervisor and supervisee.

Materials to be shared include instructional and informational handouts used during the supervision process and tips for creating a productive and meaningful mentor-mentee relationship. Specifically, the supervisor and supervisee will share research articles and applied materials (i.e., scripts and questionnaires) that were particularly helpful during the mentorship, and case studies of athletes who have received sport psychology services from the supervisee under supervision.

WKSP-21

A 360-DEGREE LEARNING APPROACH TO TEACHING DWECK'S GROWTH MINDSET IN SPORT AND EXERCISE PSYCHOLOGY AND COACHING EDUCATION CLASSROOMS

*Sarah Carson Sackett, James Madison University, USA
Greg Young, James Madison University, USA*

Building upon the 2014 AASP Conference presentation *Cultivating a 360-Degree Learning Environment in the Classroom* (Carson & Fifer, 2014), this workshop will focus specifically on how sport and exercise psychology and coaching education instructors can apply this framework [inspired by Fink's (2003) *Taxonomy of Significant Learning*] to teaching content related to promoting a growth mindset (Dweck, 2006) in athletes. Strategies for promoting meaningful and productive learning outcomes (e.g., greater knowledge acquisition and retention, critical thinking ability, and enjoyment) in undergraduate students will be reviewed along the following categories: (a) course activities and assessments, (b) modeled leadership styles and self-disclosure, (c) environmental manipulation, and (d) transfer of course content outside of the classroom. Through the use of lecture, resource presentation, small group discussions, and hands-on activity demonstrations, the presenters will share tools that have worked for them in their own classrooms with the following learning objectives in mind:

- Review the 360-degree learning approach and related strategies
- Review the growth mindset concept – i.e., the belief that personal qualities can change and we can develop our intelligence and abilities as opposed to a fixed mindset that suggests these factors cannot be developed
- Provide examples of how a growth mindset is taught using these tactics (both as an external asset to teach others, as well as an internal asset to develop as a student in the course)
- Start a discourse with others regarding past experiences with and future plans to use similar approaches

At the conclusion of the workshop, attendees will also be given access to a shared Google-Drive Folder in which the workshop PowerPoint Presentation, activity descriptions,

and any additional electronic resources will be made available. The folder will also be open for attendees to submit their own instructional strategy ideas and materials to share with colleagues.

WKSP-22

PEELING THE ONION OF INTERSECTIONALITY: ADDRESSING THE MULTI-LAYERED NEEDS OF PERFORMERS

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Amanda Leibovitz, University of North Texas, USA
Hannah Bennett, Augusta University, USA

A significant part of our sense of self comes from group membership, known as social identity (Postmes & Jetten, 2006; Tajfel & Turner, 1979). The lived experiences of many clients are complex and fluid and identity theorists suggest that an individual takes on three fundamentals of identity: personal, role, and social (Stets & Burke, 2000). Intersectionality is a framework that assists with recognizing the interwoven experiences of individuals' multiple identities which cannot be separated (Anderson & McCormack, 2010; Crenshaw, 1989). Sport and exercise psychology (SEP) professionals invariably address one or all of these client-related identities simultaneously in both research and applied work. As such, this workshop serves as a professional development opportunity allowing SEP professionals to consider operating from the conceptual framework of intersectionality.

The proposed workshop is sponsored by the Race & Ethnicity and Sport SIG, the Adapted Sport & Physical Activity SIG, and the Gay, Lesbian, Bisexual, Transgender, and Intersex SIG. In alignment with these SIGs' shared mission to increase awareness and promote access to SEP services for diverse populations, the workshop's objective is to enhance attendees' ability to recognize and implement practical interventions addressing the fluidity of clients' multi-dimensional needs.

Through case vignettes, video-clips, experiential exercises, and roundtable discussions, the workshop participants will engage in open dialogue as well as role-play scenarios to foster a practical understanding of intersectionality and how it applies to a diverse population of performers. Participants will leave the workshop with a list of empirical references, resources, and practical guidelines for fostering ongoing conversations and support for clients seeking holistic services, thereby negating the tendency to force foreclosure of one or more identities as performers continue to navigate multiple personal and professional domains.

WKSP-23

TEAMING UP WITH THE ASSISTANT COACH: A MODEL FOR SERVICE DELIVERY IN COLLEGIATE SPORTS

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Kaelene Curry, Sonoma State University, USA

Research has shown that collegiate coaches are receptive to mental training programs and that a lack of time and funding are potential barriers preventing some coaches from proactively seeking out these services, regardless of their desire to receive them (Wrisberg, et al., 2010).

One of the major pitfalls to the success of Mental Skills Training (MST) programs is the lack of immersion and implementation beyond the classroom and into practice, which is sometimes

due to a lack of access to athletes because of both time and budget constraints. MST programs that cover multiple avenues of implementation can show athletes how to better practice and utilize their mental skills. The delivery of a mental training program will be most effective when tailored to the unique needs of the team or client (Fifer, et al., 2008). One way to enhance the application of MST is to create a program that is a collaborative effort between the coaching staff and the team's Mental Training Coach.

In this workshop the assistant coach and Mental Skills Coach for an NCAA Division-2 collegiate softball team will share their strategies for teaming up together to create an effective mental training program that both fits the unique needs of the team as well as fits into the program's time and budget.

This workshop will include explanation and description of classroom workshops with the team, how to utilize the coaching staff for on and off the field implementation, differences in the MST program during non-championship and championship seasons and utilizing periodization (Holliday, et al., 2008), supplementing sessions with coaching staff and athlete follow up assignments, as well as the overall benefits and challenges encountered throughout the year.

WKSP-24

IT IS OUR PROBLEM: HOW TO ADVOCATE FOR SOCIAL CHANGE IN APPLIED SPORT PSYCHOLOGY

Sae-Mi Lee, West Virginia University, USA
Matthew Bejar, University of Tennessee, USA
Aaron Goodson, West Virginia University, USA



From the Mizzou football strike and Redskins mascot controversy to racist chants in Italian soccer, sport continues to be riddled with racial tensions and inequities. In these events, is it the role of sport psychology professionals to get involved and advocate for racial equity and social change? Researchers have increasingly argued that the field's agenda should extend beyond performance enhancement to include social justice-oriented involvement (Butryn, LaVoi, Kauer, Semerjian, & Waldron, 2014). The International Society of Sport Psychology (ISSP) also published a position stand encouraging professionals to promote social missions through their work (Schinke, Stambulova, Lidor, Papaioannou, & Ryba, 2015). Moreover, as sport psychology consultants (SPCs) are "closer" to clients' everyday lives and lived culture, scholars have called for SPCs to critically reflect on their roles and include social and political agendas in their consulting (Fisher, Butryn, & Roper, 2005; Ryba & Wright, 2009). Nevertheless, SPCs as advocates remains a controversial topic within the field, while examples of how one actually promotes racial equity in their daily work are also absent from the literature. Therefore, the purpose of this workshop is to provide SPCs with resources to reflect on and strategize how they can incorporate advocacy for racial equity in their applied work. The specific learning outcomes include: (a) reviewing literature on sport psychology professionals as advocates, (b) discussing personal (in) experiences of promoting racial equity and positive social change as an SPC, (c) illustrating the complexity of advocacy by engaging in reflexive practice as suggested by ISSP position stands, and (d) using racially-charged current events as case studies to discuss the role of SPCs in advocating for social change. The workshop responds to calls for cultural praxis by bridging the gap between research and practice regarding social advocacy and culturally competent practice.

WKSP-25

MINDING THE GAP: BUILDING EFFECTIVE RELATIONSHIPS IN CONTEXT OF ABILITY

Becky Clark, Private Practice, USA

Amanda Leibovitz, University of North Texas, USA

Competitive sports for athletes with disabilities (AWD) have dramatically increased over the past two decades in both disability specific competitions and mainstream sporting events against able-bodied athletes. "As the athletic opportunities have expanded, so have the individual accomplishments of athletes with disabilities. These forgotten or invisible athletes are gaining increased recognition as athletes first and persons with disabilities second" (DePauw & Gavron, 2005). AWD experience the same concerns, motivations, slumps, and other performance challenges as able-bodied athletes (Martin, 2005, 2015; Hanrahan, 2005). Furthermore, AWD may have specific concerns about their disability as it impacts on sport performance. Research is limited on mental skills training and consulting with AWD (Clark & Sachs, 1991; Dieffenbach & Statler, 2012; Hanrahan, 2005; Henschen, Horvat, & Roswal (1992); Martin, 1997, 2005, 2015; Martin & Malone, 2013). Disability sport is underserved by sport psychology consultants. Butcher-Poffley & Clark (2011) conducted a survey with community sport psychology consultants and found that the majority had never been approached by an AWD (or received a referral) and expressed interest in learning more about opportunities to work with this diverse population. Sport psychology consultants working with AWD need to be aware of any stereotypes, perceptions, and biases, and possess an understanding of our own worldviews, knowledge and expertise, which may affect our ability to build an effective working relationship (Schinke & Hanrahan, 2009). Through this experiential workshop utilizing small group discussions, role play, interactive activities, and case studies from the presenters' experiences working with elite AWD, participants will increase knowledge and awareness of building an effective consulting relationship, challenge stereotypes about disability and sport and learn intervention strategies for applied practice with AWD.

WKSP-26

THROUGH THE LOOKING GLASS: HOW TO RAISE YOUTH SPORTS PARENTS' AWARENESS OF THEIR COUNTERPRODUCTIVE ACTIONS AND DEVELOP THEIR POSITIVE BEHAVIOR.

Michael Zito, Montclair State University, USA

William Russell, Missouri Western State University, USA

David Udelf, Becker, Udelf, and Associates, USA

Estimates of youth sport participation range from 21-45 million (Project Play, 2015; Brenner, 2007), however, there was a significant reduction in youth participation from 2008-2013 (Project Play, 2015). Given that one factor in the decline is likely parental behavior, parents would benefit from learning how to develop positive parent behaviors to encourage youth sport participation. According to Self-Determination Theory (Niemiec et al. 2006), it is important that parents receive assistance in developing the competency, autonomy, and positive social bonds with their children. Several problem-parent types often noted include: overinvolved, absent, demanding, defensive and uncooperative (USA Football, 2015). Each of these styles

can be problematic to the promotion of self-determination. Growth Mindset is another needed area of guidance for youth sports parents that allows them to impart this mindset to their children. Dweck (2006) notes that learning from mistakes, rather than judging them, must be embraced by both youth athletes and parents. Doing so transforms mistakes into teachable moments, thus enabling parents to constructively contribute to a Growth Mindset.

The workshop goal is to provide participants with a toolbox of activities aimed at enlightening parents on how their actions impact child athletes. Participants learn interactive techniques that promote positive parent behavior in workshops they conduct. Teaching methods will include demonstrations, role plays, group discussion and other interactive experiential activities highlighting problematic parental behaviors such as: Obsessive and harsh criticism, obtrusive coaching, feedback that inhibits a Growth Mindset, and criticism of coaches, teammates, opponents, and game officials. Specific workshop learning objectives include: (1) Elucidating parental awareness of their own counterproductive behavior, (2) Facilitating constructive feedback, (3) Understanding the importance of positive parental support, (4) productive handling of pre- and post-event car rides, (5) Cultivation of self-determination, (6) Constructive contribution to a Growth Mindset. Copies of presentation material and resources will be provided.

WKSP-27

DEVELOPING EFFECTIVE SPORT TEAMS USING THE OPTIMAL TEAM FUNCTIONING (OTF) MODEL

Jamie Collins, University of Ottawa, Canada

Natalie Durand-Bush, University of Ottawa, Canada

Working with sport teams is challenging as practitioners must continuously adapt and respond to diverse personalities and complex demands (Lyle, 2002; Trninić, Papić, & Trninić, 2009). However, few empirical resources are available to guide practitioners in their work with teams who are striving to optimally function and perform. In this workshop, participants will learn about new research in the area of team dynamics and increase their understanding of the Optimal Team Functioning (OTF) model, which was developed using a constructivist grounded theory approach (Charmaz, 2006) based on the perceptions of 78 athletes and 10 coaches from 19 high performance curling teams. The OTF model reflects 4 important attributes and 16 processes deemed necessary for optimal functioning, which are grouped under eight hierarchical components: (a) Individual Attributes, (b) Team Attributes, (c) Foundational Process of Communication, (d) Structural Team Processes, (e) Individual Regulation Processes, (f) Team Regulation Processes, (g) Context, and (h) Desired Outcomes. To effectively utilize the knowledge stemming from this research, the participants will be introduced to the Optimal Team Functioning (OTF) Checklist, which comprises clear, systematic guidelines and recommendations to help practitioners periodize their work with teams. Participants will be provided with concrete strategies and exercises within the OTF Checklist to implement with teams before, during, and after their competitive season. PowerPoint slides, video clips, and a handout will be used to engage participants in large and small group discussions as well as a case study to illustrate how to use the OTF Model and Checklist. The aim is to increase the effectiveness of practitioners working with teams through evidence-based practice.

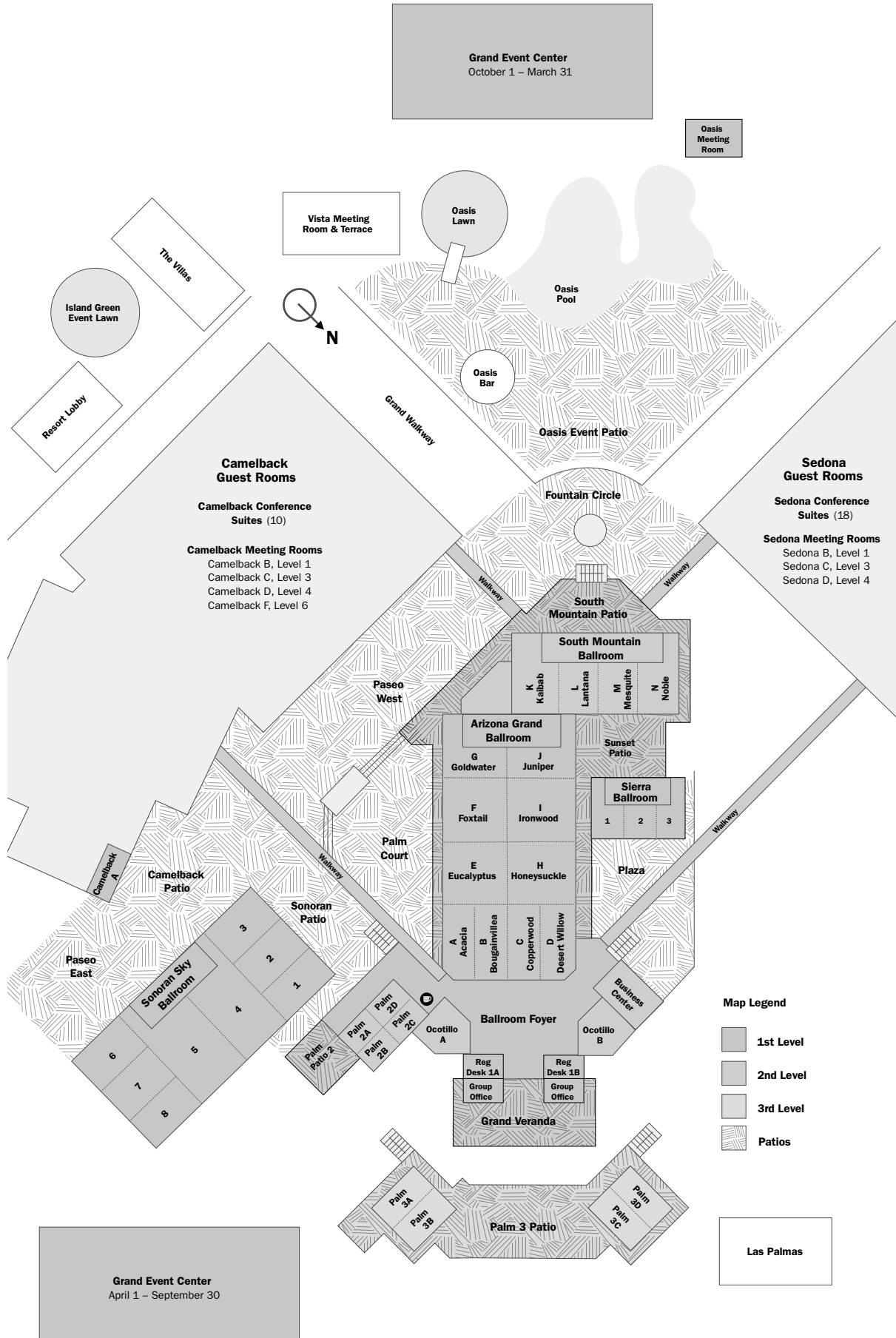
WKSP-28

GOING FROM GOOD TO GREAT: 5 STEPS TO LEVEL UP YOUR CONSULTING BUSINESS

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Cindra Kamphoff, Cindra Kamphoff, LLC & Minnesota State University, USA

Rarely do graduate programs in sport and performance psychology include training on marketing or building your consulting business. However, if you want to create a sustainable and successful business model and seek out growth opportunities for your business, you have to embrace and develop these essential skills. In fact, the field of sport psychology is recognizing the need for supporting practitioners in developing their business skills (Blann, Shelley & Gates, 2011; Taylor, 2014). Understanding how to effectively gain entry with potential clients is imperative in order to actually do the applied work (Fifer, Henschen, Gould & Ravizza, 2008). This workshop is for practitioners who are starting a consulting business or those who want to “level up” their business with new strategies and ideas. This workshop will be facilitated by two successful practitioners who have built thriving businesses and are working with their dream clients. They have studied and trained with successful online marketers and business coaches including Brenden Burchard, Jeff Walker, Amy Porterfield and David Garland to bring unique ideas to the sport psychology community. In this workshop, practitioners will learn the best and most effective strategies to level up their consulting business including: 1) building a personal, authentic brand, 2) positioning as an expert, 3) social media presence including Facebook, Twitter, and LinkedIn, 4) building an opt-in email list and creating a strong relationship with your “fans,” and 5) creating passive income through books, webinars and online programs. Practitioners will walk away with unique and cutting-edge strategies to start or build their sport psychology business.



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