Coming Back to Certification

By the time you are reading this, we're a couple months past a productive spring E-Board meeting and the 2001 Conference will seem right around the corner. With respect to the latter, Andy Meyers, Trent Petrie, and members of their Conference Committee have made sure that there will be a first-rate program waiting for us in Orlando this fall. There is a lot to look forward to! But what about recent and on-going AAASP business? Let me take this opportunity to catch you up on where we are in terms of three important items that are on our plate this year.

First, in Nashville there was considerable discussion regarding how and why we need to make the process by which individuals can meet AAASP certification criteria more “user-friendly” ... without diminishing the integrity and intent of the minimal competencies embedded in those criteria. During our spring E-Board meeting, the Executive Board considered recommendations provided by the Certification Committee and tried to clarify what is meant by “and equivalent” in terms of course content requirements. We unanimously agreed that teaching a 3-credit course at or taking a Web-based course from an accredited university would be considered equivalent to taking a standard 3-credit course at an accredited university. The E-Board also concurred that AAASP should develop and implement pre-conference AAASP CE courses that could quality for AAASP Certification. The Continuing
# TABLE OF CONTENTS

**Presidential Address:** by Joan Duda

2001 Conference highlights

Conference Registration Information

Conference Questions

Important Conference Reminders

Directions to the Radisson Hotel

Hotel Registration Information

Program Fair Registration Form

Continuing Education Workshops

Continuing Education Registration Form

Coleman Greeth Lecture

Keynote Speakers

Dissertation of the Year Award

Conference Cocon

The AAASP Past Presidents: by Layon Williams

Highlighting Dan Gould and Charles Hardy

Ethics: by Edward Ebell

Can You See for Miles? Suppression in Absentia

Book Reviews: by Jennifer M. Kilduff, M.S.

Sport Psychology Library: Gymnastics

Dr. Karen D. Cogan and Peter Vodnik

Grant Awards

Masters Thesis Award

The Future Professionals Section: by Ron Fazio

SIG Information

Minutes of the Fall Executive Board Meeting

Minutes of the Annual Business Meeting

Minutes of the 2000 Fellows Meeting

2000 Year End Membership Report

AAASP Election BALLOT

Golf Tournament Registration Information

AAASP Committees 2000 – 2001

Front photographs courtesy of the Orlando/Orange County Convention & Visitors Bureau.
2001 Conference Highlights

Thursday, Oct. 4

- “Self-Confidence in Sports” presented by Dr. Robin Vealey and colleagues - 8:00 am

- “Exercise Behavior Change from the Inside Out” presented by Dr. Jay Kimiecik - 9:30 am

- “Women Working in Sport Psychology Consulting - II” presented by Dr. Karen Cogan and colleagues - 1:00 pm

- “Working Effectively with Athletes’ Emotions” presented by Drs. Sandra Foster and Burt Giggs - 2:45 pm

- “How to Make the AAASP Certification Process as Painless as Possible” presented by the Certification Review Committee - 5:30 pm

Friday, Oct. 5

- “Gender-blind or Gender-sensitive Sport Psychology Consulting” presented by Dr. Carole Oglesby and colleagues - 8:00 am

- “Sport and Exercise Psychology: Far East Asian Perspectives” organized by Dr. Mi-Sook Kim - 8:00 am

- “Expanding Capacities for Reaching Ideal Performance States in Sport: A Model for Competitors, Coaches and Sport Psychology Consultants” presented by Dr. Mark Anshel and colleagues - 1:00 pm

- “Secrets for Developing and Implementing Periodized Mental Training Programs” presented by Dr. Damon Burton and colleagues - 2:45 pm

- “But I Already Know That! Why Race is Excluded from the Sport Psychology Dialogue” presented by Dr. Emily Claspell and colleagues - 2:45 pm

- “Psychological Talent and Its Development in Olympic Champions” presented by Dr. Dan Gould and colleagues - 4:30 pm

- “Graduate Program Fair” - 5:30 pm

Saturday, Oct. 6

- “Storytelling as a Performance Enhancement Technique in Applied Sport Psychology” presented by Dr. Ralph Vernacchia - 8:00 am

- “Group Dynamics: Research and Practice” presented by Dr. Albert Carron and colleagues - 8:00 am

- “Stress and Injury Lecture Series” - 11:15 am

- “What do I do? How Four Sport Psychology Consultants Assess, Conceptualize, and Intervene with an Athlete” presented by Dr. Sean McCann and colleagues - 1:30 pm

- “Health Series Lectures” - 3:15 pm

- “Presidential Address” Dr. Dave Yukelson - 5:00 pm

Visit the web site at www.aaasponline.org for the complete conference schedule.

For the annual Program Fair information, please see page 7.
2000 AAASP ONLINE Conference Registration

Please Note:
• All Pre-Registration must be completed with a credit card on-line at www.aaasponline.org. AAASP has experienced increases in the cost of running the conference, and registering on-line will eliminate the expenses associated with preregistration. This will help keep costs down for you and for AAASP. We encourage everyone to register on-line. Fees are listed below.*
• On-line Pre-Registration must be completed by September 10, 2001 at 12:00 noon EST.
• All other registration may be done on-site at the conference beginning Wednesday, October 3, 2001.
• See the AAASP Web page for conference details and membership application.
• Only AAASP members can register for the full conference. Nonmembers can register for day passes.
• Presenters need to register for the conference.
• Guests may attend the session where a significant other is presenting free of charge, but they should register for the conference if they attend more than a single session.
• Full registration includes entry into all conference sessions, name badge, program and abstract book, welcoming reception on Wednesday evening, refreshment breaks, and Saturday night Banquet. The “Day Pass” registration rate does not include reception, banquet or abstract book. Up to 2 days of Day Passes for nonmembers or members are available.
• Cancellation Policy. Written refund requests must be sent to the Secretary/Treasurer before 10/3/01. If received before 9/10/01, a $25 dollar processing fee will be charged. After that date, a 50% processing fee will be charged. No refunds after 10/3/01. Send requests to Karen Cogan, University of North Texas Counseling & Testing, P.O. Box 310968, Denton, TX 76203.

To Pre-Register On-line, go to the AAASP Web site: www.aaasponline.org and complete registration by September 10, 2001, 12:00 noon, EST.

*On-line Pre-Registration fees:

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<th>$230 US</th>
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<tr>
<td>Student Full Conference</td>
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<td>Day Pass (2 day maximum)</td>
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Circle Day(s) for Pass: Thurs Fri Sat Sun

Additional: Wed. Reception Ticket $20 US
Additional: Sat. Banquet Ticket $50 US

TOTAL

On-Site Conference Registration Fees are as follows:

<table>
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</thead>
<tbody>
<tr>
<td>Student Full Conference</td>
<td>$215 US</td>
</tr>
<tr>
<td>Day Pass (2 day maximum)</td>
<td>$80 US per day</td>
</tr>
</tbody>
</table>

Circle Day(s) for Pass: Thurs Fri Sat Sun

Additional: Wed. Reception Ticket $20 US
Additional: Sat. Banquet Ticket $50 US
Conference Questions

1. Last minute questions? Contact Dr. Andy Meyers:
e-mail: ameyers@memphis.edu
phone: 901-678-2146

2. Continuing Education Workshop questions?
Contact Dr. Leslee Fisher:
e-mail: lfisher2@utk.edu
phone: 865-974-9973

3. Hotel Reservations - refer to page 6. Make your reservations directly with the Radisson Hotel Orlando - 407-351-1000. Their fax # is 407-363-0106. Their E-mail address is info@orlandoradissonhotel.com

4. Conference Registration and Membership questions: www.aaasponline.org
Remember to register for the meeting via the Conference section of the web site: www.aaasponline.org

There is no mail registration this year!

Important Conference Reminders for Attendees

- **Membership and Registration Fees:** You must be a member of AAASP to attend the conference. If you are a continuing member of AAASP but did not pay your dues by February 1, you will be assessed the membership late fee ($25) or a processing fee ($25) to reinstate you onto our membership list. If your conference registration fees are received after the early registration deadline, you will need to register on-site.

- **Opening Reception and Closing Banquet:** If you have not paid the full registration fee, you are not eligible to attend the opening reception or the Saturday night banquet. The hotel bills AAASP on a per person basis in terms of catering costs, which are considerable, thus it is unfair to AAASP and paying members if people attempt to "sneak" into these catered affairs. Thanks for understanding our need to maintain guidelines to ensure the most enjoyable conference for all within the AAASP budget.

- **Important Conference Reminders for Presenters:** We ask all poster presenters to check the schedule and make themselves available by their poster during their scheduled poster presentation times. The poster format allows for the rich informal interaction with colleagues that we all enjoy. Presenters should note the new format for posters that includes requested times for posters being up for viewing, time blocks for formal interaction at posters, and requested times to have your poster down. Because we are running multiple poster sessions throughout the conference, everything will run smoothly if presenters make sure to follow the requested guidelines as a courtesy to their colleagues.

- **Audiovisuals:** Only slide projectors and overhead projectors will be provided by AAASP for presentations. Any other equipment is the responsibility of the presenter. Please check with the Radisson Hotel Orlando for availability and cost for computer, video, and LCD projectors.
Directions to Radisson Hotel Orlando

ORLANDO INTERNATIONAL AIRPORT
Take Exit 528 West (Beeline Expressway) to Interstate 4, toward Orlando. Go past International Drive and move to the far left lane. Take Exit 30B (left exit), and move to the far right lane. The hotel is on the right.

INTERSTATE 4 WESTBOUND
(Toward Tampa) Exit 30B on State Road 435 North, to the right hand exit ramp. Stay in the right lane. The hotel is on the right.

INTERSTATE 4 EASTBOUND
(Toward Daytona Beach) Exit 30B on State Road 435 North, to the left hand exit ramp. Go over the bridge and move into the right lane. The hotel is on the right.

FLORIDA TURNPIKE
Take Exit 259 to Interstate 4, stay in the right hand lane. Take Exit 30B to State Road 435 North. Stay in the right hand lane. The hotel is on the right.

Hotel Registration Procedures
To make lodging reservations for the conference, call the Radisson Universal at 800-327-2110 or 407-351-1000 and ask for Reservations. Be sure to identify yourself with the Association for the Advancement of Applied Sport Psychology 2001 in order to receive the special conference rates.

The room rates are:
Single/Double/Triple/Quad - $120 per night
One bedroom executive suites - $262 per night

A 11.00 % sales tax is applicable to the room rate. Children under 17 may stay for free in their parent’s room using existing bedding. The charge for a roll-away bed is $20 per night.

Reservations received after this date will be confirmed at the AAASP group rate on a space available basis. Early reservations are strongly encouraged.

Guest cancellations within 72 hours of arrival are subject to forfeiture of first night’s room charge.
The Third Annual
AAASP PROGRAM FAIR - 2001
5:30-7:00 p.m. - Friday, October 5th - Orange Ballroom
Orlando, FL

Last year we had over 200 attendees including more than 30 schools at the Program Fair. This year we intend to further the development of the Program Fair.

Program Fair Objective: Our unique field of Sport Psychology continues to grow. At the Program Fair, presenters will be able to showcase their programs and prospective students will be able 'shop around.' This will also provide an opportunity for students and faculty to interact and learn about both new and established programs in our field.

Registration Information:

➢ In order to ensure that the Program Fair runs smoothly the registration fee MUST be paid BEFORE the time of registration. A $30, (U.S.), fee is due prior to registration for a half table, & $60 for a whole table.

➢ Please make checks payable to AAASP. Each registered party will be provided with an assigned table to present their program.

➢ Please send check and registration information to:
  Joshua B. Avondoglio, Department of Psychology,
  University of Memphis, Box 526400, Memphis, TN 38152-6400
  Please Think Ahead, No Exceptions Will Be Made This Year.

Name of Affiliation: ________________________________________________________________

Special Requests (access to an outlet, etc.): ___________________________________________

Chairperson: _________________________________________________________________

Contact Information: Office ( ) __________________ Home ( ) __________________
E-mail: _______________________________

If you have questions please contact, Josh Avondoglio, jb8von@aol.com, (901) 323-7118,
or Rob Fazio, s2rjfazi@titan.vcu.edu.

Providing a Prospective Student with the Opportunity to better understand your PROGRAM would only be FAIR!
CONTINUING EDUCATION WORKSHOPS

Registration Deadline: September 3rd Postmark

AAASP is pleased to offer one six-hour and four three-hour Continuing Education Workshops. The six-hour workshop is divided into two parts and will be held Tuesday evening, October 2, 7-10 pm and Wednesday, October 3, 9-Noon. The three-hour workshops will be offered on Tuesday evening, Wednesday morning and afternoon, and Thursday evening. Please refer to the specific schedule below. To receive AAASP or APA CEUs, you must attend the entire workshop. Most workshops are limited to 25-30 participants and registration will be processed in the order they are received. Due to the possibility of being closed out of your first choice, please rank order your willingness to attend the other workshops. If you are NOT interested in an alternative workshop, indicate your first choice only. It is important that you register early, to insure a space and avoid on-site increased registration fees, so take a moment to complete the form below and mail it TODAY!

See registration form if seeking APA Continuing Education Credit.

Six-Hour Workshop

Workshop 1 – Resonance: A Model for Performance Excellence (Tues. 7-10 pm, Wed 9-Noon)
Leaders: Jay Kimiecik, Miami University – Oxford, OH, USA
Doug Newburg, University of Virginia – Charlottesville, USA
Natalie Durand-Bush, University of Ottawa – Ontario, Canada
Kris Krueger, University of Virginia – Charlottesville, USA

Purpose and Objectives: This workshop provides a more in-depth follow-up to the Intervention/Performance Enhancement keynote on Resonance delivered at last year’s AAASP Conference. Resonance is a life process for achieving performance excellence and meaningful living. The Resonance Performance Model was developed based on interviews of world class performers in sport, business, medicine, and the performing arts. Part I of the workshop provides an in-depth introduction to the principles and concepts of Resonance and participants engage in self-reflective and group activities to gain a personal understanding of Resonance. Part II helps participants begin to formulate strategies for applying Resonance in their unique context, such as sport teams, business environments, and teaching in the classroom.

Three-Hour Workshops

Workshop 2 – You Make the Call: Case Studies for AAASP Certified Consultants Only (Tues. 7-10 pm)
Leaders: Susan Ziegler, Cleveland State University, USA
Mary Jo Kane, Boston University, USA

Purpose and Objectives: This workshop, targeted for Certified Consultants ONLY, will provide participants with opportunities to apply their knowledge, skills and expertise in resolving case studies. The program is designed to allow for maximum interaction with consultants experienced in assessment and intervention and to provide them an opportunity to work with each other in a focused, interactive, problem solving session. Participants will be divided into teams to explore each case and determine appropriate interventions based on their assessment of the information provided. The workshop will provide an opportunity for participants to share their insights and explore alternative methods of analyzing, processing and resolving performance issues.
CONTINUING EDUCATION WORKSHOPS

Workshop 3 – Using Kinesthetic Imagery in Sports Mental Training: A Non-Traditional Approach (Wed 9-noon)
Leader: Joan Ingalls, Portsmouth, NH, USA

Purpose and Objectives: The purpose of this 3-hour workshop for students and professionals in sports counseling is to learn the fundamentals of a nontraditional approach to mental training. Attendees will develop skills to help high level and elite athletes: 1) enhance and use their naturally occurring kinesthetic imagery for achieving optimal states, and 2) view “negative thoughts” as providing information to be appreciated and utilized to remove performance blocks. These skills are alternatives to traditional relaxation, mental rehearsal, and thought-stopping techniques, and inventories for assessment. Attendees observe demonstrations of mental training techniques and practice them. Handouts with protocols for skills and reference lists are provided.

Workshop 4 – Strategies for Gaining Acceptance Into and Effective On-Site Interventions for Golf and Tennis Cultures (Wed 1-4 pm)
Leaders: Glen Albaugh, Stockton, CA, USA
Kevin Sverduk, University of Northern Colorado, USA

Purpose and Objectives: This workshop is designed to assist sport psychology consultants with strategies and techniques for gaining acceptance into the golf and tennis cultures. The presenters will demonstrate specific interventions designed to be applied at the practice site with golfers, tennis players, and their coaches. Topics will include but are not limited to: ways to market your services, fee structure for services, effective ways to intervene on the practice field with both the athlete and coach, and ways to enhance practice through imagination awareness training. The format will be hands-on and involve role-playing of various case scenarios.

Workshop 5 – Where Is the Humor in Sport Psychology? A Humor Skillshop for Teaching, Consulting, and Life (Thurs 7-10 pm)
Leader: Allen Cornelius, Springfield College, USA

Purpose and Objectives: This workshop will give participants tools for using humor effectively in teaching, consulting, and combating stress in their own lives. Humor, when planned and used effectively, has been shown to enhance communication, overcome resistance to ideas, and reduce anxiety. However, many professionals believe that humor is too frivolous to use as a serious intervention or teaching technique, or are hesitant to use humor because they do not believe they can be funny. This workshop will help participants overcome these barriers by demonstrating the effectiveness of humor and providing specific skills for the “humor-challenged.” The skills provided will address three areas of the typical professional (or student) sport psychologist’s life – teaching, consulting, and managing personal stress. The workshop is designed to be highly interactive and fun.
Please copy this form and mail to Dr. Fisher at the address below.

CONTINUING EDUCATION REGISTRATION FORM

Registration Deadline: September 3rd Postmark

Name: ________________________________

Affiliation: ____________________________

Mailing Address: _______________________

Work Phone: ___________________________ FAX: _______________________

Home Phone: ___________________________ E-Mail: _______________________

Sign up for workshops by noting a "1" for first choice, "2" for second choice, and "3" for third choice.

Six-Hour Workshop:

___ Workshop 1: Resonance: A Model For Performance Excellence and Meaningful Living (Tues. 7-10 pm, Wed 9-Noon)

Three-Hour Workshops:

___ Workshop 2: You Make the Call: Case Studies for AAASP Certified Consultants Only (Tues. 7-10 pm, 
___ Workshop 3: Using Kinesthetic Imagery in Sports Mental Training: A Non-Traditional Approach (Wed 9-noon)
___ Workshop 4: Strategies for Gaining Acceptance Into and Effective On-Site Interventions for Golf and Tennis 
___ Workshop 5: Where is the Humor in Sport Psychology? A Humor Skillshop for Teaching, Consulting, and Life

APAC Continuing Education Credits: Participants of these workshops can be awarded 3 or 6 hours of Continuing Education Credit for each workshop, an offer made possible in cooperation with PsychoEducational Resources (PER). PER is approved by the American Psychological Association to offer continuing education for psychologists, and the APA-approved sponsor maintains responsibility for the program. PER is also an approved provider for the National Board of Certified Counselors. A charge of $15 per workshop should be added below.

Registration Fees: (postmarked by September 3) You will receive confirmation of your CE registration by mail.

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<tr>
<th></th>
<th>Professional</th>
<th>Student</th>
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<tr>
<td>Six-Hour Workshop:</td>
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<td>$55</td>
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Additional Fee if Requesting APA credit ($15 per workshop) 

Amount Enclosed _____

Total Payment _____

Please make checks payable to AAASP (US Funds) and mail to:

Leslee A. Fisher, Ph.D. CE Questions???
AAASP CE Chair 1fisher2@utk.edu
Department of Cultural Studies 865-974-9973
University of Tennessee
349 HPER Bldg., 1914 Andy Holt
Knoxville, TN 37996-2780

Cancellation Policy: To receive a refund for cancellation, request for refunds must be made in writing to the CE Chair and received by September 15, 2001.
Dr. Richard E. Lapchick has been acknowledged as "the racial conscience of sport." He has employed his experiences as a civil rights activist, scholar, and author to found and direct of the Center for the Study of Sport in Society at Northeastern University in Boston. Since its inception in 1984, the Center has attracted national attention to its pioneering efforts to ensure the education of athletes from junior high school through the professional ranks.

Dr. Lapchick’s work and programs in violence prevention and gender violence prevention, race relations, and in the prevention of drug and alcohol abuse have been recognized worldwide. He has received numerous awards including the 1979 “Ralph Bunche International Peace Award;” the 1995 National Association of Elementary School Principals “Distinguished American in Service of Our Children Award,” the 1997 “Women’s Sports Foundation President’s Award” for work toward the development of women’s sports; the Aetna Foundation’s 1997 “Arthur Ashe Voice of Conscience Award,” and many others.
Keynote Speakers

Cynder Niemela
Coaching Executives and Business Teams to Peak Performance

Saturday, October 6th, 9:30 am

Niemela coaches executives and business teams that are committed to accomplishing more in their lives and who want to live their dreams. She implements processes and technologies that go beyond the traditional services of mentors and consultants. Her skills and expertise have inspired executives from major players like Ernst & Young, Lucent Technologies, Hewlett-Packard, 3Com Corporation, Oracle Corporation and Seagate Technology. Cynder’s niche is with high tech, dot com’s, financial services, big five consulting firms, and the oil industry.

Cynder Niemela, Managing Partner of VISTA COACH, has held leadership positions and has coached leadership for over twenty years. Niemela has worked in a myriad of private and public industries worldwide. With a Masters Degree in both psychology and business, Niemela is in a unique position to coach organizations toward their potential by combining her Continued on page 13

Barry Zimmerman
The Hidden Dimension of Athletic Talent: Self-Regulated Practice

Friday, October 5th, 9:30 am

Barry J. Zimmerman is a Distinguished Professor of Educational Psychology and Head of Learning, Development, and Instruction area at the Graduate School and University Center of the City University of New York. His major areas of research and writing are social learning and self-regulation of academic achievement, sport and motor functioning, and health and behavior. He has written more than 200 research articles, book chapters, and professional conference presentations, and has authored or edited eight books on self-regulatory processes in the learning of children and youth. Professor Zimmerman served as President of Division 15 of the American Psychological Association (Educational Psychology). He was Chair of the Behavioral Science Assembly of the American Thoracic Association and was a Member of the Board of Directors of the American Lung Association. Professor Zimmerman has received the Senior Continued on page 14
knowledge of human dynamics and high performance organizational cultures. Cynder chose the word "Vista" for her company, because it supports her vision for VISTA COACH.

Vision

My vision is to create an environment that fosters collaboration and that allows others the creative freedom to share their thoughts and ideas and grow in a mutually supportive environment. I see a world in which every individual in every organization is a valued contributor, and in return feels fully developed and utilized by the organization.


Cynder Niemela and her colleagues bring a vast range of experience to the corporate playing field including but not limited to:

* VISTA COACH has Proven Leadership Abilities.
  VC is recognized as a leader in developing peak performance in global, geographically dispersed teams.

* VISTA COACH Offers Effective Leadership Development Programs.
  VC has integrated the best practices from the fields of leadership development and adult learning to innovate The Transformational Leadership Development Program.

* VISTA COACH Develops Workable Solutions to Complex Problems.
  VC Coaches are experienced and trained leaders and professionals in the coaching community. Their abilities to be creative, intuitive, and analytical bring added insight to the coach experience.

* VISTA COACH is Multi-Dimensional and Cross-Cultural.
  VC coaches top executives of various ethnic backgrounds, age ranges, and economic levels.

* VISTA COACH Creates Teamwork through Trust Building Environments.
  VC is known for fostering an environment of trust and collaboration with global teams where the members are geographically dispersed, and do not meet face-to-face.

* VISTA COACH is Dedicated.
  VC Coaches use diplomacy and tact to complete projects in a professional, innovative, and timely manner.

* VISTA COACH is the Coach's Coach.
  Cynder is a respected faculty member at Corporate Coach University International and Coach University teaching effective coaching skills to managers, leaders, and business owners worldwide. Cynder also provides mentor coaching for qualified team and executive coaches.

METHODOLOGY

How we work? Our philosophy? Our promise?

1. Foster transformational leadership to leverage chaos and create lasting change.
2. Challenge traditional thinking to build cohesion among global teams.
3. Establish alliances with leaders in organizations and masterful team and executive coaches to create synergy and breakthrough results.
4. Continue to innovate our coach approach to developing high impact teams to create peak performance and a competitive advantage.
5. Support leaders and teams to enhance competencies that foster trust.
6. Live our dreams - VC Coaches model integrity, congruity, and a commitment to living their dreams.
Scientist Award of American Psychological Association Division 16 and the Sylvia Scribner Award of the American Educational Research Association. He has received grants from the U.S. Institutes of Health for his research in childhood asthma, and has received the New York City Department of Health Award for prevent care of childhood asthma. He has also directed a program for teaching self-regulatory study skills for students at academic risk at New York Technical College in New York City. He is an advisory Editor of Contemporary Educational Psychology, a member of the Editorial Board of Journal of Educational Psychology, Developmental Review, and School Psychology Quarterly. Professor Zimmerman was a Visiting Scholar at Stanford University and recently addressed the International Congress on Physical Education and School Sport in Maia, Portugal.

**Dissertation of the Year Award**

The winner of this year's AAASP Dissertation of the Year Award is Dr. David Conroy. The title of his dissertation is “Using Performance Failure Appraisals to Conceptualize and Assess Fear of Failure”. Dr. Conroy earned his Ph.D. at the University of Utah and his advisor was Dr. Keith Henschen. Currently, Dr. David Conroy is an Assistant Professor in the Department of Kinesiology at Penn State University.
Voices from the Field
Organized by Lavon Williams, Associate Editor
lwilliams@purdue.edu

Voices from the Field is a column designed to highlight the contributions and perspectives of AAASP members. We are continuing our journey, which began in the Fall 2000 Newsletter, to extend our “institutional memory” as we hear from three former AAASP presidents who share their “presidential” experiences. The participating presidents were guided by six questions regarding their experiences as President of AAASP. The questions included: (1) When did you serve as AAASP president? (2) What were your visions/goals as AAASP president? (3) What primary issues did AAASP face during your year of presidency? (4) What do you consider AAASP’s greatest challenges during your year of office? (5) What do you consider AAASP’s greatest achievements/advances/ accomplishments while you were in office? And, (6) What do you see as the legacy of your AAASP presidency?

In this segment, two former presidents, Dan Gould, professor at the University of North Carolina at Greensboro, and Charles Hardy, professor and chair at Georgia Southern University, share with us their reflections of their experiences as AAASP president. Dr. Gould shares his experiences followed by Dr. Hardy.

Dan Gould

I was lucky enough to serve as the fourth President of AAASP, taking office in 1989 at the Seattle Conference held at the University of Washington. It was at this conference that the fellows voted in the first certification standards, a culmination of much hard work from the three previous presidents and countless other individuals. This was an extremely important point in our history because one of the main reasons AAASP was started was to provide leadership and address those thorny professional issues that the NASPSPA (North American Society for the Psychology of Sport and Physical Activity—the leading sport psychology organization up to that time) chose not to.

Those early years of AAASP were both exciting and scary times. There was a good deal of tension in the organization. Deep schisms existed between those AAASP members who were primarily researchers and those who primarily engaged in professional practice, as well as those members trained in psychology and those trained in physical education, exercise, and sport science. I believe I was elected because I was seen as a researcher who believed in high-level scholarship and as someone who deeply believed in professional practice. As I saw it then, one of my major tasks was to help facilitate trust among a diverse membership. Other board members and I spent hours pleading and even begging key members of AAASP to be patient and trusting. We urged them not to quit the organization because they perceived it as not academic or professional enough, or becoming too dominated by psychologically or physical education trained individuals. I am proud that, as an organization, we were able to make considerable progress in achieving these goals. While some tension still exists regarding these issues, all these groups now view AAASP as their home.

Other issues that characterized my term were financial. Both Bob Weinberg (the President before me) and I were very concerned with the financial stability of AAASP. We felt it was very important to build up some financial reserves in the organization for liability insurance—which we needed because of certification—and other organizational emergencies. Further, as an organization, we were totally dependent on each year’s conference revenues to fund all aspects of AAASP.

Continued on page 16
We wanted to keep the costs of membership as low as possible for students, but with subscription of *JASP* and the newsletter included with all memberships, we found that we were losing money with every student member. Our only recourse was to raise dues for both students and professional members.

Getting people to agree to run for office and working to begin certifying consultants were other key issues that arose during the time I was president and serving on the board. Thanks to the hard work of all the board members (unless you have served on the executive board, you have no idea how hard these folks work) we were able to make considerable progress in these areas.

In summary, serving as AAASP president in those early years was a daunting task and a lot of hard work. However, it remains one of the highlights of my professional career and a great honor. I met many of our members, was able to work with some wonderful colleagues on the executive board, and learned a lot about our field and myself. Most importantly, I can now look back and see what AAASP has become. Sure, we have problems today and always will as long as we are a vibrant, forward-thinking professional organization. However, think of what AAASP has done. We have a strong journal, a wonderful newsletter, extensive pre-conference workshops, a dynamic membership made up of individuals from diverse academic backgrounds who make one another stronger, a growing number of international members, and an organization that isn't afraid to wrestle with difficult professional issues. I also just love the AAASP Conference. I can go to one session where members are presenting innovative research and then walk down the hall to another session that focuses on state-of-the-art applied issues that will make me a more effective consultant. And, I meet great colleagues who help me become better in the field I love. So, what I indicated in my Presidential address 10 years ago still holds true today. As we wrestle with important professional issues facing the field, and passionately work through tough current problems, remember how far the organization has come and just how much AAASP has facilitated the growth of applied sport and exercise psychology.

Charles Hardy

I would like to thank Dr. Williams for inviting me to share my experiences as the 7th President of AAASP with the AAASP membership. The role of President is extremely important and I am grateful for the opportunity that the membership afforded me. I can truly say that serving as the President of AAASP was one of the highlights of my professional career.

Having been a member of the original Executive Board, under the visionary leadership of John Silva, I knew that serving as President required energy, commitment, and patience. Moreover, I also knew that the success of the Presidency depended upon the support and commitment of the Executive Board. The Executive Board during my presidential year of 1992-93 included Jean Williams (President-Elect), Michael Sachs (Past-President), Linda Petitchkoff (Publications Director), Kevin Burke (Secretary-Treasurer), Liz Hart (Student Representative), David Pargman (Health Psychology), Al Petitpas (Intervention/Performance Enhancement), Penny McCullagh (Social Psychology), and Boodie McGinnis/Bill Straub (Business Managers). This group provided me with one of my fondest memories of my year as President. This group was not merely a collection of individuals. We were truly a team. Working with such quality people and qualified professionals to advance the organization was a highlight of my presidency. Moreover, the AAASP Presidency is setup to build upon the efforts of Past-Presidents. The work of John Silva, Ron Smith, Bob Weinberg, Larry Brawley, Dan Gould, and Michael Sachs provided me with the structure and guidance to advance the Association. I will always be grateful for the mentoring I experienced from these respected colleagues.
The 1993 agenda focused upon advancing our leadership posture. I wanted AAASP to maintain its leadership role in the advancement of the field of sport psychology. After our phenomenal success story of becoming an organization, it seemed as though we went through a period where we had to focus a lot of attention on management issues. That is, the many programs/projects that were initiated in our early years required much of the attention of our leadership. While appreciating the need to manage the existing programs/projects, the membership seemed to want the leadership to focus more attention on advancement. I thought that if we promoted both a corporate and individual leadership agenda, we could reenergize, unite, and advance our organization. To this end, the Executive Board and I developed a plan to enhance our leadership posture. This plan had both internal and external foci. Internally we focused upon developing a code of ethics and an ethics education model, professional development through continuing education, developing a position statement of human diversity, and creating mentoring experiences for our members. Externally, we focused upon integrating our association with organizations, marketing both the field and the association, developing new ways to assist in the dissemination of the science and practice of sport psychology, and exploring models for academic program accreditation. While we made progress in all of the areas, we did not accomplish as much as we planned. I do believe, however, that we set in motion an agenda that has advanced the Association through numerous leadership changes. Moreover, it is my sincere hope that the spirit of grace, wisdom, respect, and passion exhibited by the Executive Board during my presidency will continue to permeate the leadership of AAASP.

Serving as President of AAASP, an organization I helped start, was indeed a special honor for me. I am particularly grateful to John Silva, Founding President, for his willingness to invite me to take part in one of the most exciting journeys of my professional career. The experiences, the involvement in what some within the sport psychology establishment considered a radical movement was incredible! WOW, we really advanced the field of sport psychology! The work was so exciting and the building process so challenging that it was one of the most rewarding professional experiences many of us have had. While I have chosen to direct my career down a path that does not afford me the opportunity to be as involved in sport psychology as I once was, I will always be grateful to the membership of AAASP for affording me the opportunity to serve as the 7th President.

Don't Forget, you can see Mickey and Minnie this year in Orlando!
Supervision can be thought of as “a relationship where one or more person’s skills in conducting ... [psychological] services are intentionally, and potentially, enhanced by the interaction with another person” (Hess, 1980, p. 526). Typically, supervision is a service and intervention provided by an experienced, senior professional to a less experienced junior member of a profession (Bernard & Goodyear, 1998). Curiously, supervision of student trainee, new professional, or retraining professional’s practice is a relatively new topic of attention in applied sport psychology (Andersen & Van Raalte, 2000). It appears that many professionals are involved in supervisory activities, and that those numbers will necessarily and appropriately increase as the field expands. In both academic environments and other settings, oversight of supervisee professional service provision (e.g., monitoring cases, record review, teaching) is an essential ethical responsibility assumed by anyone who agrees to provide training (Sachs, Burke, & Schrader, 2001).

Supervision may be seen as a “right of passage,” whereby an inexperienced practitioner or practitioner in training receives individualized guidance and support while learning the “tricks of the trade.” Although the actual nature and duration of one’s specialized apprenticeship have yet to be clearly delineated, most practitioners would likely agree that supervision of the skills, interventions and often unique situations associated with our work is an influential, critical experience at the onset of one’s career. Ongoing post-supervision consultation with experienced colleagues about our work challenges, which differs from supervision, is also a necessary professional behavior that helps us insure that high quality professional service is provided to clients.

More Supervisors?

Within the past several months, there has been a call to make supervision more readily available to the growing number of aspiring sport psychology professionals, young and old, who are interested in developing and/or furthering their competencies and credentials in sport and exercise psychology (Duda, 2000). In an effort to advance the field and increase the number of AAASP Certified Consultants (CC’s), several professionals have offered to provide supervision to those seeking CC status and have listed their names on the organization’s Web site. Certainly, this is a generous, well-intended gesture on the part of those who have chosen to mentor others.

Because supervision from a CC is a requirement for certification, there is a need for supervising CC’s and other qualified professionals to be regularly and readily available to others. At the time of this article’s writing, there are approximately 145 CC’s and 54 AAASP professionals listing themselves as willing to provide supervision. This suggests that in many areas of the US, Canada, and elsewhere, it is probably quite difficult, if not impossible, to obtain supervision from a qualified supervisor. The traditional arrangement setting that supervision provides is one in which a supervisor and supervisee have regular, face-to-face contact over an extended period of time. However, given the limited availability of sport psychology supervisors, trainees and others other modes of interaction will be required (e.g., telephone, fax, the Internet).

Distance Supervision Modalities

Although our crystal balls don’t always work, it is probably safe to assume that the telephone will
likely continue to be a heavily used modality of communication by which involved parties discuss cases and concerns. Historically, fax machines have been used to transmit documents, (e.g., notes, test data, reports) and will perhaps be used less with the advent of other more sophisticated electronic technologies (e.g., the Internet). Supervisors and supervisees often mail tapes and videos to each other. While these are rich, useful samples of behavior, time and security issues come into play and make them somewhat impractical and risky. It is also important to note that e-mail and “chat” functions (i.e., communication of information in the form of text) are certainly extremely common in this day in age, but neither are free from security and confidentiality concerns.

Although efficient in many ways, these communication forms make it difficult to transmit certain information as quickly as can be done by face-to-face communication and slows down the transmission of ideas that depend on the typing speed and accuracy of those interacting. Furthermore, this process makes it difficult to sense the affect and impossible to read critical nonverbal behaviors. As is the case with other modalities, there is also the possibility of forming misconceptions about work quality, the supervisee, and the settings in which the latter practices when only using Internet functions.

**Selected Ethical and Legal Issues**

Can supervision “in absentia” (i.e., without regular face-to-face contact) be done in a legal and ethical manner? Is it possible for supervisors to provide a sufficient experience to trainees and other supervision recipients if both parties are not in the same room for a set amount of time on a regular basis? Professional ethical principles, standards, and practice laws provide some significant challenges to providers of supervision at a distance.

**Responsibility**

From a liability standpoint, supervisors must first recognize that they assume ultimate responsibility for the professional behavior of their supervisees. Responsibility always “rolls up hill” to supervisors—not in the other direction in such relationships. This means that if a supervisee somehow harms a client or clients, or fails to take appropriate action in a situation and causes harm, the supervisor is accountable for the errors of commission or omission of her or his supervisee in another place. In legal terms, this is referred to as “vicarious liability” or “imputed negligence” (Slovenko, 1980). Given this fact, supervisors, and would be supervisors, must take the decision to oversee the work of others very seriously.

**Practice laws**

A little discussed issue involves professional practice laws and distance supervision. Many state and provincial practice laws include the provision of supervision as part of the practice of psychology or counseling. There are often limited windows of practice that allow a professional to practice in a state for a limited period of time (e.g., 30 days) without being licensed in that state. Therefore, it may be that if one provides supervision in absentia over an extended period of time, a violation of state practice law may occur.

**Confidentiality**

An over-arching issue associated with the sharing sensitive information between the distant supervisor to the practicing sport psychology supervisee is maintaining the confidentiality of information about clients. Confidentiality is the foundation of all helping relationships. This is certainly true in the applied sport psychology settings.
(e.g., athletics, professional sports) where, in contrast, confidentiality is usually not the "coin of the realm" (Ferrante, Etzel, & Pinkney, 1996). Clearly, a certain amount of risk is assumed when discussing or disseminating information in any way outside of face-to-face, behind closed doors traditions.

A related matter is consent to release information to supervisors. Koocher and Keith-Speigel (1998) indicate that before releasing any information to a third party (i.e., a supervisor), clients must provide written consent to release such information specifically identifying who, what, why, how long the information can be provided, and the supervisee’s relationship with the supervisor. It would also be wise to indicate the method by which the information will be released, and any potential threats to confidentiality associated with this method (Watson & Etzel, 2000).

Summary

In a relatively new and rapidly developing field such as sport psychology, the need for quality supervision is evident. The availability of supervision from a distance can serve as a critical link to insure that practitioners in training have access to quality supervision. Such supervision is essential to the provision of quality care and the protection of client welfare. However, it should be noted that the many potential benefits associated with this form of oversight are not risk free.

To: All Conference Attendees

Please note that all Pre-Registration for the Orlando 2001 Conference MUST be completed with a credit card on-line at www.aaasponline.org by September 10, 2001, 12:00 noon EST. The costs to effectively run the conference have increased, and registering on-line will help reduce costs for you and for AAASP. Those who register on-line will pay the reduced pre-registration fee. We hope everyone will take advantage of this opportunity. All other registration (cash, checks, and money-orders after September 10, 2001) can be completed on-site beginning Wednesday, October 3, 2001.

References


Sport Psychology Library: Gymnastics
by Karen D. Cogan and Peter Vidmar (2000)
Morgantown, WV: Fitness Information Technology, Inc.

Reviewed by: Jennifer M. Kilgore, M.S.
Doctoral Student, Department of ESS, University of Utah
jm.kilgore@mcc.utah.edu

Fitness Information Technology’s second book in its Sport Psychology Library, Gymnastics, is a comprehensive text describing the basic physical skills required for each of the men’s and women’s gymnastics events, the psychological elements of gymnastics, practical suggestions and techniques for enhancing mental skills, and recommendations for keeping gymnastics participation in perspective and fun. Utilizing their personal experiences and insights as collegiate and Olympic level gymnasts, and those of highly recognized 1984 and 1996 Olympians, Karen Cogan and Peter Vidmar provide a realistic view of what it takes to be an elite or collegiate athlete as well as the tools necessary for success and enjoyment at any level in gymnastics.

Gymnastics is a useful resource for competitive club level gymnasts who are interested in enhancing their performance through the development of psychological skills. Parents of competitive gymnasts may increase their understanding of the demands gymnastics places on their child and how their involvement may affect their child’s experience. Pre-competitive gymnasts may gain a greater understanding of what it takes to be a competitive gymnast. Collegiate gymnasts and coaches, who are unfamiliar with basic psychological skills, or how to incorporate psychological skills into practice and competition, may also find Gymnastics to be beneficial, although a bit simplistic. Additionally, sport psychology practitioners who are not familiar with gymnastics may find this book useful in increasing their exposure and understanding of gymnastics terminology, their awareness of the more prevalent psychological issues facing gymnasts, and in providing sport-specific applications of the basic mental skills.

Throughout the book, opportunities for increasing self-awareness and application of the material are made available to the reader. Self-assessments for determining current psychological strengths and weaknesses are provided for several specific psychological skills as well as overall mental state. Step-by-step exercises and recommendations for applying the sport psychology techniques are indicated by highlighted boxes and are indexed at the beginning of the book for quick reference. Additionally, the use of brief, realistic scenarios allows the reader to continually understand the importance of mental training in gymnastics, as well as to understand how to apply mental skills training to their own practice and competitive situations.

Organized into seven sections, Gymnastics starts with a description of the role one’s mind plays in succeeding in a sport characterized by its “spectacular and original moves” (p. 5). Descriptions of the basic physical skills and attitudes required for success in gymnastics, such as a focus on the idea that “practice makes permanent” (p. 9), not perfect, initiates the underlying focus carried throughout the book on realistic expectations and healthy attitudes towards gymnastics participation. Section I concludes with an overview of the gymnastics environment for both men and women, including different levels of involvement (i.e., recreational versus competitive), the developmental structure of competitive gymnastics, the team and individual nature of the sport, and a realistic description of the sacrifices made by gymnasts and their families in the quest for a successful gymnastics career.
Section II provides information on the basic psychological skills necessary for optimizing the physical performance, including arousal regulation, imagery, positive thinking, concentration skills, and goal setting. Each chapter in this section is devoted to a single psychological skill, with brief descriptions of the theories linking each mental skill to physical performance, guidelines for enhancing the mental skill, and suggestions for incorporating mental training with physical training. Throughout this section, the authors emphasize the need to individualize the developmental activities and to remember that different skills and events may benefit from different mental skills, thus suggesting the benefit of developing all of the psychological skills. I felt that a discussion on integrating the basic psychological skills into mental routines, and the benefits of mental routines, would have completed and enhanced this section.

Section III reviews the basic physical skills required for each of the men’s and women’s events as well as the fundamental mental skills that are necessary for success on each event. Challenges specific to each event are discussed with recommendations for how to mentally cope with and overcome these obstacles. Section III concludes with a discussion on the value of simulating competition during practice in order to enhance the likelihood of optimizing performance in competition.

Section IV addresses the roles of significant others, particularly parents and coaches, in the lives of athletes as well as “guidelines for how these individuals can best influence a gymnast’s success” (p. 109). One of the best and most unique contributions of this book is the discussion on how parents can best support their gymnast, including tips for controlling spectator anxiety, suggestions for being a supportive parent without becoming overly involved, and ideas for raising a young gymnast. Chapter 21 is devoted to working with coaches and focuses on effective communication between the gymnast, coach, and parents, as well as characteristics of a good coach. Although this chapter recommends “good, two-way communication” (p. 127) and also suggests that “a good coach also knows when not to coach” (p. 127), these suggestions are perhaps a bit ideal and not always representative of coach-athlete and coach-parent relationships, at least at the club level, given the power and authority assumed by the coach. Suggestions for dealing with the pressures imposed by others in the competitive setting, including spectators and the media, conclude this section in chapter 22. Hidden within this chapter is one of the greatest recommendations for dealing with the myriad of stimuli in the gymnastics environment: “Realize what you can and can’t control” (p. 133). Considering the number of people who try to influence an athlete, in addition to the coach and parents, and the number of environmental factors that could influence performance, I believe the value of this little lesson to be worthy of further discussion.

Section V focuses on a particularly salient issue for gymnasts—fear. Chapter 23 highlights a number of situations in which fear or mental blocks frequently manifest themselves, including doing a skill for the first time without the coach being there, overanalyzing the potential negative consequences that could result from attempting a skill (i.e., injury, disappointing others, etc.), and not doing a skill that the gymnast has previously performed. A number of strategies are provided for minimizing or overcoming the mental block. Throughout the list of strategies, comments about how ‘good coaches’ and ‘poor coaches’ respond to fear and mental blocks acknowledges the different coaching styles a gymnast may encounter. Although I agree with the logic and potential benefit of the suggestions given in the book, no recommendations are given to the gymnast on how to deal with the coach who will not allow the athlete to deal with a mental block in the manner recommended (i.e., the gymnast wants to step away for a moment but the coach will not let the athlete off the event until the skill is performed).
Section VI examines why there is such a strong emphasis on body image for both male and female gymnasts and how the gymnastics environment contributes to the development of eating disorders. With an emphasis on developing healthy perspectives on body image and eating, the authors’ work to dispel the belief that ‘thinner is better’ by suggesting that performance will be enhanced if the gymnast is healthy, has confidence, and focuses on mastering skills rather than on weight. Symptoms of the two main eating disorders that affect gymnasts—anorexia and bulimia nervosa—are provided along with the potential complications both disorders will bring to the gymnast. Recommendations for gymnasts dealing with an eating disorder and contact information for further information about eating disorders are also given.

Gymnastics concludes in Section VII with a focus on finding a balance in life and keeping gymnastics fun. These chapters are strengthened with descriptions and quotes from Olympians, which counter the idea that even the best always ‘eat, sleep, and think gymnastics,’ as has been portrayed by the media. Acknowledging that balance does not always have to be in equal proportions, the authors recommend finding the level of commitment to gymnastics that is personally satisfying, developing other interests, and working with the coaches to incorporate more fun into the sport.

Overall, Gymnastics provides a basic foundation of psychological skills training and practical application of the knowledge and techniques within the gymnastics setting. Although the book depicts an ideal gymnastics environment, particularly when considering the different settings and individual personalities in which a gymnast may be working and interacting, Gymnastics promotes healthy perspectives and offers beneficial information and tools. I have found this book to be an excellent resource to compliment the work I do with competitive club level gymnasts. The parent of a club level gymnast I have been consulting with commented: “Everyday she is afraid, but the book helped her deal rationally with the fear. Reading the book together every night helped me to be supportive, to be encouraging, and to let her gymnastics be hers. This attitude has led to her success this season.”

GRANT AWARDS

These research projects have been reviewed and funded by AAASP.

- Mark A. Eys & Albert V. Carron, “The Effect of Role Ambiguity on Athlete’s Perceptions of Cohesion, Satisfaction, and Intention of Return.” University of Western Ontario ($472)

- Trent A. Petrie & Burt Hayslip, “A Test of the Model of Selective Optimization and Compensation in Amateur Golfers.” University of Memphis ($2,312.95)

- Heather Hausenblas, “Examination of the Theory of Planned Behavior in Predicting and Explaining Exercise Behavior During Pregnancy and Postpartum. University of Florida ($2,150)

Masters Thesis Award

Mr. Pierre-Nicolas Lemyre Norwegian University of Sport and Physical Education. Mr. Lemyre successfully completed his MA in Sport and Exercise Psychology on September 29, 2000 under the direction of Dr. Glyn C. Roberts. His thesis title was “Achievement Goal Orientations, Perceived Ability, and Sportspersonship in Norwegian Youth Football.”
Greetings once again future professionals. Before we get down to AAASP student business, I’d like to mention a couple of items. For one, I want to thank future professionals Michelle Colman, Karen Collins, Josh Avondoglio, and Stephanie Venne for their continued efforts. Furthermore, I would like to congratulate two AAASP student members for pursuing their visions. John Brunelle (VCU) recently accepted a post doctorate internship at the University of Delaware. While at Delaware, he will work toward licensure at the counseling center and serve as a liaison to the athletic department. In addition, Doug Hirschorn (WVU), the recent APA Div. 47 Student Representative, has landed his ideal job as a Performance Consultant in good old NY! Furthermore, I want to encourage students, whether you are a regional representative or not, to communicate with me. Please do not hesitate to contact me with any comments, questions, or concerns.

In May, we had our executive meetings in Orlando, Florida. The conference site is ideal for work and play. A large number of topics were discussed at this meeting. One of these items was creating a student award that would recognize students who are gaining practical experiences in our field. I am pleased to announce that next year AAASP will be sponsoring a Student Practitioner Award. Hmmm, that makes for a great acronym, SPA. The award will parallel the student dissertation and thesis awards. Details about nominations and criteria for SPA will be available shortly.

I. THE STUDENT SOCIAL

The time is approaching us to take a break and reward ourselves for the hard work we put in as future professionals. Our student social will be at Scuba Joe’s, located right inside the Radisson Universal. The social will be on Friday night, October 5th, from 7 pm to whenever we decide. Please come and enjoy a beverage with your fellow students. There will be dart-boards, pool tables, music, and Josh Avondoglio. This will also be a great time to network away. A little social lubrication can do wonders for our networking skills.

II. PROACTIVE PEER AND UNDERGRADUATE MENTORING PROGRAM (PPUMP)

This initiative was designed to create a network of graduate students that are competent and willing to serve as mentors to their peers and undergraduates. The hope is that eventually we will have a network across interests and disciplines in the field of applied sport and exercise psychology. With the leadership of Karen Collins, KC as she is known, we have been able to identify over 20 willing and competent students for this student initiative. This year we will have a student table at the Third Annual Program Fair where PPUMP will be showcased. The PPUMP resource will also be available through e-mail and possibly on the AAASP Web site. If you are interested in being a part of PPUMP, please contact Karen, kecolli2@uncg.edu.

III. THE AAASP AND APA PERFORMANCE EXCELLENCE MOVEMENT (PEM)

Michelle Colman has been an absolute champion concerning this student initiative. The Performance Excellence Movement (PEM) is moving right along, so to speak. The Performance Excellence special interest group (SIG), has been approved by the Executive Board. If you are
interested in becoming a member of this SIG, please contact me at lifeskill8@yahoo.com. We will meet at AAASP to plan our work so we can work our plan. Hope to see some of you there.

Our Newsletter, the Performance Excellence Program (PEP), is on the verge of being available electronically. PEP will provide students and professionals who have an interest in applying mental skills outside sport with resources. The first issue will feature AAASP member Cynder Niemela. Ms. Niemela is an Executive Coach who uses sport psychology techniques when working with high-impact work teams. One of the foci of this issue is developing a subspecialty in Performance Excellence while in graduate school. Below is a portion of this section that can be seen in the newsletter. If you are interested in receiving this newsletter, please contact Michelle, mmcolman@uwo.ca.

**Personal Performance Excellence: Developing the Subspecialty**

Often a concern among graduate students and professionals is time. How do we find the time to pursue interests outside of our academic hoops? The answer is balance. It is true that we have a finite amount of time and energy. But, one can choose how to divide their time and energy. For me, the decision has been made to devote a good amount of time and energy to my professional development. It’s my belief that every graduate student in America completes the curriculum requirements. But, what makes you different? Developing a subspecialty in Performance Excellence is one avenue we can take.

**Related Course Work:**

Below I have listed some of the courses that I have taken and some of which I plan to take that I feel add a great deal to my subspecialty in Performance Excellence. Many of these courses are conveniently required and others are electives. In addition, I have sat in on an occasional course just to gain some knowledge and broaden my horizons.

- Organizational Behavior
- Seminar in Consulting
- Sport Psychology
- Group Dynamics
- Group Therapy
- Management Skills
- Counseling Practicum
- Community Psychology
- Theories of Counseling
- Learning and Cognition
- Issues and Techniques in Counseling Athletes
- Professional Considerations
- Ethics
- Career Counseling

**Experiences While in School:**

The Workplace Initiative Program—Dr. Susan Wilkes is the manager of Workplace Initiatives and is a member of the VCU Counseling Psychology program. At Workplace Initiatives, we design workshops, presentations, and interventions for individuals and teams in the workplace. Our focus and vocabulary is extremely consistent with that of sport and exercise psychology. The Workplace Initiative team provides 360-degree feedback, as well as executive coaching for a variety of organizations ranging from the public sector to non-profits. We focus on team building, coaching, goal setting, communication, conflict resolution, stress management, and optimal performance. (Does this sound familiar?) Therefore, this type of experience makes for an extremely productive fit for the Workplace Initiative Program and my pursuit of a Performance Excellence subspecialty.

The Medical Community—Many Universities are connected with medical schools and hospitals. This is a tremendous population to apply mental skills training. In our next issue, Stephanie
Venne, from University of California Fullerton, will be describing this avenue in greater detail.

**Community Interventions**—One of the most rewarding experiences I have had is using sport as a vehicle to teach life skills to inner-city youth. So many community organizations are willing to have an individual with a background in sport psychology on board with them.

**Teaching**—The art of teaching is a great way to continue to fine tune presentation skills. There are so many opportunities to gain teaching experiences and get feedback, especially on an academic campus.

**Lawyers and Law Students**—Philip McGraw, Ph.D., or “Dr. Phil” as Oprah affectionately calls him, has dedicated much of his career to developing Life Strategies for individuals in the legal profession. His book, *Life Strategies: Doing What Works, Doing What Matters*, is a great resource for those interested. Mental skills similar to these strategies can also be applied to enhance the performance of law students. These students, much like athletes, face unique challenges.

**IV. Networking and Social Skills**

Resources are available for students interested in learning more about networking and social skills. I welcome the assistance of anyone who would like to gather resources or bring networking tips to my attention. We will be having a Meet the Professionals lunch at AAASP. Students will be able to sign up to have lunch with a select group of professional.

**V. The 3rd Annual Program Fair**

As many of you know Josh Avondoglio, jb8von@aol.com, will be leading the charge this year. Please contact him with questions or concerns regarding the Program Fair. The price of setting up and taking down the display tables will range from year to year. Due to the price the hotel is charging us this year, we are offering a half table option. One table will cost $60 and a half table will cost $30. The Program Fair will be from 5:30 to 7:00 pm on Friday evening in the Orange ballroom.

**Conference to Come:**


Well, there we have it; AAASP students at their best! Please do not hesitate to contact me with your thoughts or feelings. The AAASP conference this year is in a great location and is an ideal excuse for students to take some time off and come to Florida. You have to love professional development!

If you would like to review submitted abstracts for the 2002 Conference Program, please contact Vicki Ebbeck at Vicki.Ebbeck@orst.edu

For an on-line copy of the AAASP/APA Division 47 Guide to Choosing a Sport Psychology Professional, visit [www.psyc.unt.edu/apadiv47/choosing.htm](http://www.psyc.unt.edu/apadiv47/choosing.htm).
AAASP Special Interest Groups (SIGs) - Update

Achievement Motivation
Mission: This SIG views motivation from a variety of theoretical perspectives that focus on motivational processes and factors impacting them in physical activity achievement settings. The primary purpose of this SIG is to forward conceptual and applied knowledge on achievement motivation by sharing current conceptual issues, research, and research-practice ideas with others.
Coordinator: Lavon Williams, Ph.D.
Lwilliams@purdue.edu

Exercise Psychology and Wellness
Mission: Application of theory, research and practice in applied exercise settings to optimize health and wellness (e.g., exercise adherence, behavior change strategies, effects of interventions) for the fitness consumer, where fitness consumer might include athlete, exercise participants, or sport psychology clients.
Coordinator: Debbie Kiefiuk, M.Ed., C.S.C.S.
DebKiefiuk@aol.com

Eye Movement Desensitization and Reprocessing (EMDR)
Mission: The EMDR SIG offers care consultation, discussion of the research, and assistance with athlete-specific EMDR protocols for EMDR-trained AAASP members. Those who are interested in learning more about EMDR and its applications to peak performance—but are not EMDR trained—are warmly invited to join this group.
Coordinator: Sandra "Sam" Foster, Ph.D., AAASP CC
samrolf@aol.com

Disability Sport and Exercise
Mission: The focus of this SIG will be on individuals with mental (e.g., Special Olympic athletes) and physical disabilities (e.g., wheelchair users). The populations of interest will range widely from children with congenital disabilities, to older exercisers with impairments, to elite athletes with disabilities (e.g., Paralympians). Specific topic interests will be broad and could include performance enhancement, psychosocial issues (i.e., motivation), and health-related quality of life.
Coordinator: Jeff Martin, Ph.D.
aa3975@wayne.edu

Moral Development
Mission: To help define, measure, and investigate character development in sport using a variety of theoretical and applied perspectives.
Coordinator: Moira E. Stuart, Ph.D.
Mestuart@niu.edu

Peer Relationships in Physical Activity and Sport
Mission: A group interested in peer relationships in physical activity and sport contexts. This group considers peer relationship variables as process and outcome variables, and from a variety of conceptual/theoretical perspectives.
Coordinator: Alan L. Smith, Ph.D.
alsmith@sla.purdue.edu

Performance Excellence
Mission: To increase students' and professionals' awareness of and participation in applied experiences in domains other than sport. The Performance Excellence SIG will be used to develop a network of students and professionals that either have experience or interest in Performance Excellence Consulting. In addition, students and professionals will help each other prepare for future careers within and outside sport.
Coordinator: Robert J. Fazio
S2rfazi@mail.vcu.edu

Qualitative Methods in Sport Psychology
Mission: To engage in professional dialogue about the uses and advances of qualitative research methods. This group provides a forum for those experienced in qualitative methodology and those interested in conducting their first qualitative research project.
Coordinator: Helen Hooper
h.hooper@mmu.ac.uk

Youth Sport
Mission: This group seeks to enhance the viability of work with young athletes. Specifically, the Youth Sport SIG is designed to enhance research and services in the youth sports field. The aim is to benefit research in this area by engaging in an organized discussion of the future directions of youth sport psychology research.
Coordinator: Richard Stratton, Ph.D.
rstratto@vt.edu
Minutes of the AAASP Fall Executive Board Meeting  
October 16-18, 2000 – Nashville, TN

Attendance:
Andy Meyers (President)
Carole Oglesby (Health Section Head)
Robin Vealey (Past-President)
Trent Petrie (U/PE Section Head)
Joan Duda (President-Elect)
Cynthia Pemberton (Publications)
Michele Magyar (Student Representative)
Jim Whelan (Secretary/Treasurer)

Absent
Vikki Ebbeck (Social Section Head)

Call to Order. Dr. Meyers called the meeting to order, welcomed Executive Board (E-Board) members and introduced the agenda for the meeting.

Minutes. Dr. Whelan presented the minutes from the previous spring’s E-Board meeting.

Motion: Dr. Oglesby moved to accept the minutes from the Spring 2000 Executive Board. Dr. Pemberton seconded the motion. Motion passed unanimously.

Conference Program Committee Report. Dr. Oglesby presented an overview of the abstract review process and she led a discussion of the program committee’s recommended changes for future conference planning. Recommendations included the number and schedule of keynotes, number of poster sessions, balance of accepted programs, use of the SIGS to identify reviewers, and evaluation of conference program. The on-line submission process worked well with 95% of the submissions using electronic submission. In addition, the switch from Sections to Topic Areas was judged as successful. Oglesby noted the need for a clear message to the membership about where to get questions answered.

Motion: Dr. Oglesby moved that an evaluation of the conference program be developed and implemented annually. Ms. Magyar seconded the motion. Motion passed unanimously.

Dr. Vealey overviewed the conference events including the two business meetings, a fellows meeting, student open meeting, and various committee meetings that needed board members to attend. Vealey also discussed the need to contract with Wade Gilbert to manage the conference submission process and develop a manual that document how the on-line submission process works.

Motion: Dr. Meyers moved that AAASP contract with Wade Gilbert for 2001 conference program Web management and produce a manual for doing this process. Dr. Oglesby seconded the motion. Motion passed unanimously.

Reorganization plan. Drs. Vealey and Meyers led a discussion of the reorganization plan that was presented in the summer 2000 issue of the newsletter. The E-Board held a detailed discussion of issues and questions that may arise during business meeting, implications of proposed changes, and possible issues related to implementation of plan. Included in this discussion was a thorough review of the proposed constitutional amendments.

Certified Consultants. Dr. Meyers reviewed the Certification Review Committee’s recommendation and E-Board discussion about possible changes to the certification process. The decision to revisit the certification process was precipitated by the relatively small number of new consultants each year, the USOC need for a larger pool of professionals in their sport psychology registry, and the pending American Psychological Association’s effort to develop a proficiency in sport psychology. Meyers also reported on his interactions with a sample of Fellows and Past-Presidents. He noted general concern about the status and future of the Certified Consultants (CC) program, but a strong reluctance to changing Certification criteria. Clear consensus was that possible alternatives needed further discussion by the E-Board, the fellows, the past presidents and the membership.

Continued on page 29
The E-Board reviewed the alternatives that have been forwarded, and developed plans for discussion of these alternatives at various conference meetings. Support was expressed for an exploration of alternative methods for satisfying certification criteria, establishment of approved Web-based courses, development of two-day pre-conference CE workshops, and the creation of a mechanism to pair potential CC applicants with appropriate supervisors.

IPE Section Report. Dr. Petrie reported that the committee's primary activity was to assist in conference program development. Petrie discussed that the charge to this committee, as well as other section committees, if the reorganization passed would be in conference program development and review.

Health Psychology Section Report. Dr. Oglesby reported that a primary focus of herself and the Health Psychology Section Committee has been the conference program. Other objectives for the year included facilitation of SIGs. Two SIGs—EMDR (Sam Foster, chair) and Qualitative Research (Helen Hooper, chair)—were formed and remain active. The E-Board discussed possible mechanisms for encourage the development of other SIGs.

Oglesby also reported on her role as liaison with APA Division of Health Psychology. The liaison's responsibilities include a report for the APA Division's midyear meeting and attendance at the summer Division Board meeting. The E-Board applauded Oglesby's persistence in establishing an important relationship with other professional organizations.

Social Psychology Section Report. Dr. Ebbeck was unable to attend at this meeting because of health problems of a family member.

Student Representative Report. Ms. Magyar requested feedback about the formation of a Student Executive Committee. Committee composition will depend on the membership's acceptance of the reorganization plan. If this plan is approved, this committee will include one student for each of the four AAASP divisions plus the Student Representative to the E-Board (committee chair). The objective of this committee would be to facilitate communication and to provide student support to the division efforts. Board expressed support for this concept and encouraged Ms. Magyar's plan to further develop the concept with the student regional representatives.

Ms. Magyar reported on the results of the 134 student-surveys that were collected at regional conferences. She noted that career development, not graduate training, was the primary concern of the students who participated. It was suggested that survey results be posted on the Web site.

Magyar also noted the need to develop Web pages that addressed students, such as information related to internship, mentoring opportunities, and similar career development opportunities. In addition, an education/marketing presentation is presently being developed by students. This presentation will provide information about sport psychology and AAASP to undergraduate students or community organizations.

Publications Director Report. Dr. Pemberton provided the E-Board with comprehensive overview of Publication office activities during the past year and previewed upcoming deadlines and newsletter objectives. Pemberton also reviewed the move of the Publication office to her new University. She noted thanks to the University of Missouri-Kansas City for their support to this essential AAASP membership function. She also noted the valuable efforts of her assistants, Gail Regan and Chandra Glassletter, for their outstanding work in the publication office. Finally, Pemberton reported on the reprinting of the "What is Sport Psychology" brochure.

Secretary / Treasurer Report. Dr. Whelan reviewed the Association's income and expenditures for 1999 and provided a financial overview for 2000. Report noted that AAASP has met the Capital fund objectives established two years ago. The Association now has $200,000, which is equivalent to one-year expenditures in a restricted capital fund. In addition, $32,000 is in the unrestricted capital fund and $32,000 is in a reserve fund. Whelan reminded the E-Board that the amount in each of these funds represents our initial financial targets and establish the foundation for more responsible financial planning.

There were 1032 members of AAASP in 1999. This represents an increase of 53 members. A re-examination of the membership pattern suggests that the Association attracts about 100 new members per year, but also experiences a considerable attrition. Whelan
was recommended that a membership committee be charged with evaluating why this attrition occurs.

The next phase of the Web site was implemented. Over 70% of the registrants during the early conference registration period used the new on-line conference registration process. This provides a service to our membership, particularly non-US members, and it reduces expenses in processing conference registration. Whelan also provided a summary of the Web site report noting that the site was very active and frequently visited. Recommended that the E-Board look to activate Web committees and transfer at least some of the responsibilities of Web master.

The development of on-line member services has made contracting with a management company to staff a Home Office for AAASP affordable. Whelan provided the E-Board with a description of the essential services that this Home Office could provide. Essentially, the home office could provide a central point for AAASP communications. This office would maintain a phone number, fax line, mailing address, and take some Web master communication responsibilities. Oversight of the office would be the Secretary/Treasurer. Whelan reported on initial negotiations with Centennial Conferences to manage the Home office.

Motion: Dr. Whelan moved that AAASP contract with Centennial Conferences to provide the Home Office for one year. Dr. Oglesby seconded the motion. Motion passed unanimously.

Whelan recommend not raising dues for 2001. Reasons for this recommendation include 2000 membership numbers projected to reflect additional growth, conference attendance projected to be strong, and members experiencing a dues increase two years ago. Whelan added that dues will likely increase in 2002 due to inflation, additional cost per member of the quarterly journal, and likely increased services of the home office.

Motion: Dr. Vealey moved to have Dr. Meyers finalize negotiations with a Philadelphia hotel for the 2003 conference. Dr. Petrie seconded. The motion passed unanimously.

Meyers revisited the Consultant Apprentice Program (CAP) that was proposed by Dr. J. Taylor. After reviewing Taylor's responses to the E-Board questions, Meyers recommended that the board approve this program.

Motion: Dr. Duda moved to approve CAP proposal. Ms. Maygar seconded. The motion passed unanimously.

President-Elect Report. Dr. Duda reported on progress in setting the election slate for 2002. She then led the E-Board in a discussion of the implementation of the reorganization if the plan was passed, and organizational alternatives if this plan is not passed. She highlighted the need to use technology to facilitate communication with the membership. Duda also discussed that the key issues for her presidential year would include highlighting what AAASP members do that is special, building membership and certification, facilitating leadership, and address our social responsibilities.

Continued on page 31
**JASP Editors Report.** Dr. Weinberg noted his good working relationship with Allen Press and his favorable impressions with Taylor and Francis. He provided a detailed report on the manuscript submission/review process and he noted that the submission rate warranted the move to a quarterly publication. Weinberg described that a special issue on performance excellence is being planned with Dan Gould as special issue editor.

Although Weinberg's term as editor ended April 2000, he was asked by the E-Board to continue as editor at least through one transition year, and possibly a second 3-year term as Editor. Weinberg has agreed to continue through December 2001 and consider 2002 in September 2001. He was willing to consider remaining in the role through 2002, but he was only willing to commit to one year at a time.

**Graduate Training Committee.** The E-Board discussed the report from this committee. The report presented a compelling need to closely examine the next steps in improving the overall quality of training future consultants in sport psychology.

**Motion:** Dr. Vealey moved for adjournment. Dr. Petrie seconded. Motion passed unanimously.

Minutes of the AAASP Fall Executive Board Meeting
October 22, 2000 – Nashville, TN

**Attendance:**
- Joan Duda (President)
- Carole Oglesby (Past-Health Section Head)
- Andy Meyers (Past-President)
- Cynthia Pemberton (Publications)
- Robin Vealey (Past-President)
- Frank Perna (Incoming Division Head)
- Jim Whelan (Outgoing Secretary/Treasurer)
- Michele Magyar (Outgoing Student Rep.)
- Rob Fazio (Incoming Student Rep.)

**Transition to New Officers and New Board Organization.** Dr. Duda led the board in a review of the changes passed at the meetings during the conference and revisited issues related to the pending transitions.

These minutes are submitted by:
- James P. Whelan, Ph.D.
- Secretary/Treasurer

Joan Duda, Rob Fazio, Dave Yukelson, and Karen Cogan at the this year's Executive Board Meeting.
Minutes Annual Business Meeting of the
Association for the Advancement of Applied Sport Psychology
Session I: Reorganization Plan and Constitution Amendments
20 October 2000

Call to Order. Dr. Andy Meyers welcomed the membership and noted that this was the first of two sessions at the 2000 Annual Business Meeting. He noted that the purpose of this session was to discuss the reorganization plan and corresponding constitutional changes. Information about this plan and the amendments to the constitution appeared in the Summer 2000 Newsletter and were posted on the AAASP Web site. All other association business was deferred to the second session of the Business Meeting.

Dr. Robin Vealey then provided a detailed overview of the re-organization plan and the rationale for this plan. She noted that this organization was not to change AAASP, but to change the responsibilities of Executive Board members. She next walked through the changes to the constitution that were needed to represent this reorganization. This presentation was followed by a brief question and answer period.

Motion: Dr. Tara Scanlan moved to accept all constitutional changes as they appeared in the 2000 Summer Newsletter. Dr. Damon Burton seconded this motion. Motion passed unanimously.

Dr. Meyers adjourned this first session of the Business Meeting.

Session II: Other Association Business
21 October 2000

Call to Order. Dr. Andy Meyers called to order the second session of the 2000 AAASP Business Meeting. The membership was welcomed and the Board members were introduced.

Minutes. Dr. Jim Taylor moved to accept the minutes of the 1999 Business Meeting as printed in the previous summer Newsletter. Ms. Windee Weiss seconded. Motion passed unanimously.

Secretary/Treasurer Report. Dr. Jim Whelan provided an overview of the 1999 financial report highlighting that income exceeded expenditures in all four budget areas. The Association now has $200,000, which is equivalent to one-year total expenditures, in a restricted capital fund. In addition, $32,000 is in the unrestricted capital fund and $32,000 is in a reserve fund. The amount in each of these funds represents the initial financial targets and establishes the foundation for more responsible financial planning.

Total membership in 1999 was 1032 with 570 professional members. While the addition of new members continues, Dr. Whelan noted that attrition continues to be a concern and needs to be closely examined.

Dr. Whelan highlighted the continued development of the Web site and the new member services area that includes the membership directory, on-line dues payment system, on-line conference registration system, on-line conference submission system, plus information portals.

Past-President Report. Dr. Robin Vealey announced that 659 individuals attended the 1999 conference. She noted highlights of the conference and thank the section committees for their help in reviewing conference program submissions, and she thanked the Executive Board for their hard work in supporting the conference. Dr. Vealey also thanked Board members and the membership in general for assisting her in her presidential initiatives.

President-Elect Report. Dr. Joan Duda announced new AAASP Fellows and annual award winners. New Fellows included Kate Hays, Trent Petrie, Kevin Burke, and Vikki Krane. This year’s Thesis Award winner was Dawn Lewis from Michigan State University. The Dissertation award was given to Mi-Sook Kim from Purdue University. The Dorothy Harris Memorial Award winner was Brad Cardinal, faculty at Oregon State University.

Continued on page 33
**Certified Consultants.** Dr. Damon Burton, Committee Chair, thanked committee members for their hard work and announced three new Certified Consultants. These new Consultants are Jack Lesyk, Sarah Naylor, and Doug Gardner.

**Graduate Training Committee.** Dr. John Silva, Committee Chair, thanked Dr. Vealey for establishing this committee. Dr. Silva then provided a brief description of the committee structure and objectives. He reported that a draft of committee findings and recommendations was being circulated. Final report will be provided to the Executive Board in 2001.

**President Report.** Dr. Meyers provided an overview of the changes to the Executive Board structure that was approved by the membership at this conference. He also provided an overview of the health of the organization including the development of the Web site, the establishment of the SIGS, and the changes to the Journal of Applied Sport Psychology. Dr. Meyers then introduced Mr. Corey Gray, vice-president of Taylor and Francis. Mr. Grey then addressed the membership to discuss the future relationship between AAASP and Taylor and Francis in moving our journal to a quarterly publication in 2001.

Dr. Meyers next thanked the outgoing Board members and announced the election results. Outgoing board members included Robin Vealey, Carole Oglesby, Michele Maygar, and Jim Whelan. After thanking all those who agreed to run for Executive Board position, Dr. Meyers announced the following as newly elected members of the Executive Board: Dave Yukelson, Frank Perna, Karen Cogan, and Rob Fazio.

**Conference Update.** Dr. Meyers presented an overview of the 2001 conference scheduled for October 3 through 7 in Orlando, FL.

**Adjournment.**

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**AAASP ON-LINE WEB MAP**

Over 65 Web pages of AAASP and sport psychology information at your fingertips anytime you need it! Please visit the 'What's New' section of the Web site for frequent updates. Web site questions and suggestions should be directed to the Web master at webmaster@aaasponline.org

**Home Page:** [www.aaasponline.org/index2.html](http://www.aaasponline.org/index2.html)
- What's New, Join, Renew Your Membership, Find a Consultant, Intervention/Performance Enhancement, Social Psychology, Health Psychology

**What is Sport Psychology?** [www.aaasponline.org/wisp.html](http://www.aaasponline.org/wisp.html)
- Answers to frequently asked questions about sport psychology

**Member Services:** [www.aaasponline.org/member.asp](http://www.aaasponline.org/member.asp)
- Renew Your Membership, Become a New Member, Off-line Registration, Edit Your Personal Profile, Consultant Finder, Member Directory, Certification Criteria and Forms, Awards, Ethical Standards and Guidelines

**Conference:** [www.aaasponline.org/confer.html](http://www.aaasponline.org/confer.html)
- Conference Submissions, Conference Program, Hotel and Travel Information, and much more!

**Governance:** [www.aaasponline.org/govern.html](http://www.aaasponline.org/govern.html)
- Executive Board, Certification Committee, Past President's Council, AAASP Fellows

**Students:** [www.aaasponline.org/student.html](http://www.aaasponline.org/student.html)
- Student Features, Regional Representatives, Regional Conferences

**Publications:** [www.aaasponline.org/public.html](http://www.aaasponline.org/public.html)
- JASP, Newsletter, Constitution, Directory of Graduate Programs

**Links:** [www.aaasponline.org/links.html](http://www.aaasponline.org/links.html)
- Associations, Conferences, Media, On-line Journals, Organized Sport, Jobs

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Minutes of the 2000 Meeting of Fellows
Association for the Advancement of Applied Sport Psychology
20 October 2000

Call to Order. Dr. Andy Meyers called to order this meeting of the fellows of AAASP. Of the 42 fellows who are currently active, 26 attended the meeting and constituted a quorum.

Dr. Meyers summarized his exploration of a marketing/public-relations plan for Certified Consultants. While such efforts are feasible, he noted that a national public relations plan will be costly. According to Dr. Meyers, another barrier to developing a public relations plan is the small number of Certified Consultants. He noted a related question about whether the Certified Consultant role accurately represented those who are competently trained to do sport psychology consultation. Dr. Meyers asked this meeting of the Fellows to consider the Certification process and requirements.

Dr. Damon Burton next reviewed a Certification Review Committee report of recommended changes to the Certification process. This committee recommended no change in certification standards, but did see a need for increased flexibility in judging how the standards were met. Specifically, the committee wanted to consider Web-based courses, intensive continuing education courses, remote supervision arrangements, and a grand parenting option.

The Fellows discussed the following issues. First, several fellows mentioned the possibility of a Masters level certification. Second, the possibility of greater flexibility for nontraditional training backgrounds was mentioned. A third suggestion was to revisit the certification standards to consider what people know and what people need to know to do sport psychology consulting. A fourth idea was to recognize the applicant’s experiences when considering them for certification. Finally, it was suggested that AAASP contact Certified Consultants who failed to renew as consultants in order to determine why these individuals made this decision not to renew.

A straw poll of the Fellows revealed that a strong majority of those who attended the meeting were in support of changes to the Certification process.

Dr. Meyers adjourned the meeting at the end of the allotted time.

Education Committee has been charged with initiating such course offerings by the conference in Tucson.

What’s on the immediate horizon regarding AAASP Certification? During the spring meeting, the Executive Board passed a grand parenting option recommended by the Certification Committee. This option, if subsequently approved by the Fellows during the fall conference, would allow all AAASP members (with their membership being consecutive over 2 years) who received a Ph.D. prior to 1993 the option of applying for certification under grand parenting criteria. A recommendation from the Certification Committee regarding masters’ level certification will be discussed at our next E-Board meeting in Orlando.

Both the Certification Committee and AAASP E-Board are looking forward to receiving a proposal from BASES regarding how we might expand certification to include fellow professionals who graduated from tutorial (rather than course-based) graduate programs. Last, but not least, the E-Board has encouraged the Certification Committee to examine the benefits and implications of moving from a portfolio-based to an exam-based or combination portfolio- and exam-based certification process.

A Proficiency in Sport Psychology

This leads us to a second topic. As many of you know by now, Division 47 of APA is pursuing the possibility of a Proficiency designation in Sport
Continued from page 34

Psychology. They are currently in the development-of-the-application phase, with this facet of the process being spear-headed by two colleagues who are also AAASP members (i.e., Kate Hays and Shane Murphy). A proficiency in sport psychology would be defined by a core of psychological knowledge and skills and demonstrated via an exam. The current AAASP Executive Board is strongly committed to keeping the communication lines continuously open between the two organizations regarding this process. We would like to work together with our Division 47 cohorts on this matter, as is the case for any matter, that furthers the field of sport psychology, contributes to the missions and membership of the respective societies, and helps make it more likely that consumers of sport psychology services will receive competent service. To this end, a subcommittee of the AAASP Executive Board has provided feedback on an initial draft of the Proficiency document to the Division 47 Executive Board. Further, there is a plan for at least one member of the AAASP E-Board to meet in July with representatives from Division 47 to discuss this issue. At the upcoming APA Congress in San Francisco in August, there should also be opportunities for AAASP and Division 47 representatives to sit down together and interact about the Proficiency proposal.

A New Committee and New Direction

Finally, in the Winter 2001 AAASP Newsletter President’s Message column, I promised to describe some destination specifics of the “inaugural flight plan” of the newly formed Social Issues and Social Policy Committee. Ably and energetically chaired by Carole Oglesby, this committee is concerned with outreach...not primarily in terms of educating the public about what we do in applied sport psychology and what services we offer (our Organization Outreach Committee targets these aims) ... but, rather, outreach in terms of what we care about and can influence in terms of the advancement of sport, exercise, and society in and of themselves. The focus of the SISP revolves around our profession’s larger responsibility for the protection and promotion of the public good...via sport and physical activity for those who are less than optimally engaged and during engagement in sport and physical activity for those who are actively involved.

In essence, I see this Committee having three major objectives; i.e., to Inform, to Initiate, and to Endorse. For example, with the scientific and experiential expertise represented in its membership, why shouldn’t AAASP be an important informational resource for lawmakers and governing bodies who are contemplating legislation that impacts the availability and nature of sport and exercise activities? Given the knowledge base represented in the research and practice facets of our Organization, isn’t AAASP in an ideal position to instigate position statements and initiatives relating to the quantity and quality of sport and exercise participation? When others are leading the way, don’t you think AAASP should be aware of their efforts for social change and actively endorse (where and when appropriate) programs and policies (whether at the community, state, federal, or international level) that target issues relating to sport and physical activity?

For the current year, the Social Issues and Social Policy Committee aims to produce at least one policy statement (e.g., “Principles of youth sport conducive to psychological development and well being.”) and liaison with colleagues in related organizations such as APA Divisions 47 and 38 and NASPE to see where we might join forces and push for positive transformations. It is my hope that, by the end of 2001, the SISP will be a standing Committee within the AAASP structure. As they build up steam and move toward making their (first of many) mark(s), please pass on your ideas and inspirations to members of the SISP.

With a fantastic conference program, so many important issues to debate, and new directions to share, who needs the excitement and glamour that our Orlando meeting site has to offer? OK...let’s face it...Minnie and Mickey and their friends will only add to the enjoyment (and animation) of our next annual AAASP meeting! See you there!
There were 1121 members as of 12/31/00.
The following presents the membership by demographics.

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### by Country

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President-Elect

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

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<td>Professional Standards Division Head</td>
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<tr>
<td>Linda Pedlickkoff</td>
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</tbody>
</table>

Dr. Cynthia Pemberton  
Publications/Information Division Head  
College of Health and Human Services  
901 S. National Ave.  
Springfield, MO 65804

Jim Bauman  
Sue Ziegler

(An alternative to mailing this ballot is to vote at the annual AAASP meeting in Orlando, FL.)

Publications/Information Division Head

Laura Finch  
Doug Hanke

Student Representative

Michelle Colman  
Steve Portenga

The Fall newsletter  
Submission Deadline is October 30, 2001

Features, photos, and articles should be sent to:

Dr. Cynthia Pemberton  
Dean of the College of Health and Human Services  
Southwest Missouri State University  
901 S. National  
Springfield, MO 65804  
e-mail clp473f@smsu.edu  
(If e-mailing an article, please use Microsoft Word.)
### AAASP Committees 2000-2001

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AAASP GOLF TOURNAMENT
SIGN UP DEADLINE: SEPTEMBER 1, 2001

AAASP golf aficionados are invited to participate in the annual AAASP golf tournament on Wednesday, October 3, 2001. The tournament will be held at the MetroWest Country Club. Playing 7051 yards from the back tees, this Robert Trent Jones Sr. design features superb course conditions and well-placed water features. Additionally, elevation changes give golfers sweeping views of the resort corridor, unlike any other course in the area.

The entry fee for the tournament is $95.00. This fee includes greens fees, shared cart, practice balls, tournament services, transportation to and from the site, and prizes. Golfers will meet at 8:15 am in the Universal Radisson Hotel lobby Wednesday morning with equipment ready to go. The format will be a scramble, and teams will be organized according to handicaps. Everyone is welcome, and skill levels vary widely.

To register send the following to Andy Meyers BY SEPTEMBER 1.

a. check for $95.00 payable to AAASP
b. your name and golf handicap (or typical score on 18 holes)
c. your request for rental clubs: right or left handed – The rental fee is $30.
d. your contact information (address, phone, email)
e. hotel or lodging site (if other than the Universal Radisson Hotel)

Please send all of this information and payment to the address below and direct questions to Andy Meyers.

ADDRESS: Department of Psychology
202 Psychology Building
University of Memphis
Memphis, TN 38152-3230
901-678-2146 (office)
901-678-2579 (fax)
901-634-2047 (cell)
ameyers@memphis.edu

TENNIS

Tennis courts may be reserved on an individual basis by contacting Guest Services at the Universal Radisson Hotel at 800-327-2110 or 407-351-1000.