How Should We Define Sport Psychology?

I am happy to report that many of you and your colleagues have been busy since the Montreal conference in helping AAASP achieve its 1994 goals (see inside for committee reports). Much of my time the last few months has gone towards trying to identify a site for our 1995 AAASP conference. Believe it or not, 1995 will mark our 10th anniversary! Contemplating such a landmark in our evolution has caused me to reflect on what might happen within sport psychology and AAASP over the next 10 years.

At the risk of opening Pandora’s box, these reflections have led to the decision to focus this presidential message on a quite controversial and potentially hazardous topic. That is, in the future, how should we define the field of sport psychology and the boundaries of AAASP? What should be the scope of our expertise and practice?

Presently the AAASP Constitution limits research and theory development and the provision of psychological services to sport and exercise applications. Has the time come to diversify our focus — both in the knowledge we try to gain and the services we offer and to whom we offer them? In other words, should the sport and exercise limits of the past give way to a more global focus on health and human performance? For example, Terry Orlick’s keynote at the Montreal conference provided quite exciting illustrations of how sport psychologists might use their psychological interventions in an elementary classroom setting to enhance the academic performance and personal growth of young children. Many of our members use our performance enhancement techniques, group dynamics knowledge, and so forth in the corporate and medical sector.

What advantages and disadvantages might occur from expanding the boundaries of the field? This is a very critical and far reaching issue that deserves our efforts and collective wisdom. Definitional concerns will not go away. If we do not choose to examine them directly, the field will continue to evolve on its own and probably ultimately be defined by what we collectively do. We need to know what you, the members, think regarding the future of the field and AAASP.

Please understand that I am not suggesting that we expand the present boundaries of AAASP. I only suggest that we start discussing the ramifications of making such a decision. For example, would it enhance or detract from the marketability of our graduates? Would we lessen “sport psychology” in the process? Would expansion cause our research and funding opportunities to thrive or would diversifying our research focus promote unsystematic expansion of information? What impact would such a decision have on the housing of graduate programs and their curriculum?

The Board would appreciate receiving your input. I also suggest we start a dialogue through our Newsletter. The point-counterpoint format lends itself particularly well to this type of issue. Please contact Betty Kelley (Southern Illinois University, Department of Physical Education, Carbondale, IL 62901-4310), the associate editor in charge of this section of the Newsletter, if you would like to contribute to a point-counterpoint discussion. We also may want to consider an interactive session at an upcoming conference if you the members see the need for such a discussion. Whether the decision is to expand the boundaries or to reaffirm our commitment to the present boundaries, we can only benefit from providing leadership in trying to determine a clear definition of our field and the mission of AAASP.
Although this is referred to as the Winter issue, I am getting ready for spring and the golf season (I have to practice my short game for the Fall Conference!). For most of you, the winter has been long and cold, but fear not, spring is just around the corner.

This issue represents the beginning of my second year as Publications Director. I have learned a lot about Desktop publishing and realize that the information is only as good as those who contribute! So, I would like to thank everyone who has contributed to the newsletter and, especially, my Associate Editors.

We are anticipating a thought provoking and informative conference program that will integrate the three areas of AAASP. The specifics of the program and the conference will be highlighted in the next issue. The deadline for the Conference Issue is May 20, 1994.

Don't forget to exercise your right to vote! All members of AAASP have equal voting privileges for EB elections.

If you have any comments regarding the make-up of the newsletter, please don't hesitate to contact me.

-Linda M. Petlichkoff
Announcements

Renew Your AAASP Membership...

Just a reminder...This will be the last newsletter you receive if you have not renewed your membership by the March 1st deadline. Please check the date on your address label to determine if your membership expired as of December 31, 1993. Also, check to see that your address is correct. If you have changed your address or discover that we have an incorrect address for you, please inform Kevin L. Burke, Secretary-Treasurer, 228 Anderson Hall, Department of Physical Education, Northern Illinois University, DeKalb, IL 60115-2854.

Attention AAASP Fellows...

On behalf of the Task Force on Human Diversity and the Executive Board of AAASP, I am requesting that you carefully read, consider, and adopt the Position Statement on Human Diversity. Please be prepared to vote on this Position Statement at the Reno Conference. This is a fourth draft, revised following feedback from the version printed in the Summer Newsletter, from a revised version sent to the Executive Board, and from members present at the Montreal Conference. The committee has carefully reviewed many statements and comments. We believe this statement to be representative of the professional standards and ethics desired of AAASP members and consultants related to the concerns of and sensitivities toward a multi-cultural organization and population. We hope you agree. (Position statement printed on page 12 in this AAASP Newsletter.)

Respectfully submitted,
Debra Ballinger, Chair
AAASP Task Force on Human Diversity

1994 Calendar of Events

April 11: Denver, CO
Second International Symposium on Leisure and Ethics
For Information Contact: AALR
1900 Association Dr.
Reston, VA 22091-1599
(703/476-9527)

April 12-16: Denver, CO
American Alliance for Health, Physical Education, Recreation and Dance
For Information Contact: AAHPERD Convention Office
1900 Association Dr.
Reston, VA 22091-1599
(703/476-9527)

June 9-12: Clearwater Beach, FL
North American Society for the Psychology of Sport and Physical Activity
Clearwater Sport Psychology Academy
For Site Information: Jim Cauraugh (904/392-9575)
For Program Information: Jane Clark (301/405-2474)

June 20-25: Salt Lake City, UT
The Fourth Annual Sport Psychology Symposium
For information contact: Dr. Evelyn Hall
Department of Exercise and Sport Science, University of Utah
Salt Lake City, UT 84112
Telephone: (801) 581-7646
Fax: (801) 581-5580

July 17-22: Madrid, Spain
International Congress of Applied Sport Psychology
For Information Contact: Organizing Committee Secretariat
23rd International Congress of Applied Sport Psychology Colegio Oficial de Psicologos
Cuesta San Vicente, 4, 5, 28008
Madrid, Spain

July 28-30: St. Petersburg, Russia
International Conference on Current Research into Sport Sciences
For Information Contact: Prof. Victor Rogozkin
Research Institute of Physical Culture
2 Dynamo Ave.
St. Petersburg, Russia

August 9-11: Helsinki, Finland
International Congress on Applied Research in Sports
For Information Contact: Finnish Society for Research in Sport & Physical Education
Stadion, troniporras SF-00250
Helsinki, Finland

August 12-16: Los Angeles, CA
American Psychological Association Convention: Division 47 - Exercise and Sport Psychology
For Information Contact: Jim Whelan
Department of Psychology
University of Memphis
Memphis, TN 38152
(901/678-3736)

October 27-30: Hamilton, Ontario
Canadian Society for Psychomotor Learning and Sport Psychology
For Information Contact: Tim Lee
McMaster University
Hamilton, Ontario, Canada
(Submissions deadline: July 1, 1994)
Executive Board Nominations

President-Elect

Albert Carron

Biography

Albert V. Carron is a Professor in the Faculty of Kinesiology at the University of Western Ontario in London, Ontario. He received an Ed.D. degree from the University of California, Berkeley in 1967, M.A. (1965) and B.P.E. (1963) degrees from the University of Alberta.

Carron’s primary area of research is group dynamics with his specific focus being on group cohesion. In addition to over 100 research articles, he has been the author of five books. Carron has been active in the sport sciences in Canada and the United States—president of the Canadian Association of Sport Sciences, member of the Sports Medicine Council of Canada, Section Editor for Canadian Journal of Sport Sciences, on the Editorial Board of the Journal of Sport and Exercise Psychology, and Guest Editor for the International Journal of Sport Psychology. He is also a Fellow in SCAPS, AAPE, and AAASP.

Carron is a charter member of AAASP, and currently an Associate Editor of JASP. He was the first Chair of the Social Psychology Committee and, at the 1992 Conference in Colorado Springs, he delivered the Coleman Griffith address.

Position Statement

It is an honor to be nominated for the position of President of AAASP. I am proud of my membership in AAASP and strongly endorse its fundamental purpose—to promote the development of psychological theory, research, and intervention strategies in sport psychology.

The AAASP conferences have become my favorite professional meetings. There are a number of reasons for this but three of these are interrelated with my motivation to serve as the President of AAASP and my projections for the office. First, AAASP has always had a strong student presence and involvement in both the administration of the organization and through participation in conference programs. Our student membership is one of our unique strengths—students bring enthusiasm, vitality, and energy to our organization. Not surprisingly, many of the students who assumed leadership roles in the earlier years of the Association are now making contributions at our annual meetings as researchers, applied consultants, and members of the AAASP Executive Board.

One of my primary tasks as AAASP President will be to expand and improve the program specifically for the student membership. One initiative under this category will be to provide the student membership (and interested professionals) with more direct access to AAASP’s master teachers. Over the course of my professional career (which, trust me, is a long time), I have had the opportunity to attend graduate and undergraduate lectures given by Albert Carron

Penny McCullagh

Biography

Penny McCullagh has been with the Department of Kinesiology at the University of Colorado in Boulder since 1985. She is currently an Associate Professor and oversees the sport and exercise psychology emphasis in the department. Her primary research interests focus on how observational learning impacts motor and psychological skills, and she has secondary interests in the relationship between psychological factors and athletic injury as well as motivational issues and performance. She received her undergraduate degree at SUNY Brockport, her masters at the University of Washington and her Ph.D. at the University of Wisconsin (Go Badgers!). She has published over 20 refereed articles, has made approximately 40 research presentations (including 12 at AAASP), as well as numerous applied presentations to coaches and parents of sport organizations. In addition, she has made numerous professional contributions to a variety of organizations. She has served as Assistant Editor of Quest, is on the Editorial Board of The Sport Psychologist and the Journal of Sport and Exercise Psychology, and was recently appointed as Section Editor for the Psychology section of the Research Quarterly for Exercise and Sport. In addition she has served as Publications Director and Conference Site Coordinator for the North American Society for the Psychology of Sport and Physical Activity, Secretary of the Research Consortium of AAHPERD, and recently completed a three-year term as Social Psychology Chair of AAASP. She is a Fellow and Certified Consultant of AAASP, a Fellow of the Research Consortium of AAHPERD, and was just elected to Fellow status of Division 47 (Exercise and Sport Psychology) of the American Psychological Association.

Position Statement

It is indeed a pleasure and an honor to be nominated for the position of President of AAASP. I first joined AAASP in 1987, started attending meetings in 1988, and was elected to the Executive Board in 1990. Over this period of time, I have seen the organization make tremendous strides. As Social Psychology Chair, I felt I was able to make a number of contributions to the Executive Board and to the Association, and I would be honored to continue to serve the organization, if elected as its 10th President. I would like to briefly highlight a few of my personal agenda items, if elected President of AAASP.

Continued Support of Current Agenda. I would strive to provide support and leadership to effectively achieve the goals of the current Presidential slate and Executive Board. I am proud, yet somewhat apprehensive, to attempt to follow in the footsteps of the current and past presidents. Past President Charlie Hardy urged us Penny McCullagh
John Heil

Biography

John received a Doctor of Arts degree from Lehigh University in 1982 in Sport and Health Psychology. While at Lehigh, he served as a coaching assistant in the cross country and track programs. Dr. Heil has taught psychology and physical education at Roanoke College and Colorado Mountain College. At Radford University, he served on the Psychology faculty and developed a student athlete program for the University Counseling Center. In 1987, Dr. Heil completed a post-doctoral fellowship in Pain and Behavioral Medicine at the University of Utah School of Medicine. Currently, John practices applied sport psychology and clinical psychology at Lewis-Gale Clinic. He has served as Director of Sports Medicine for the Commonwealth Games of Virginia since 1991. Consultation is currently provided to the United States Fencing Association, to Virginia Amateur Sports, Tour du Pont, and the ASTM Committee on Sports Equipment and Facilities. Dr. Heil has authored the recently published Psychology of Sport Injury. Publication efforts have focused on educating athletes and coaches, physicians and sports medicine specialists regarding the role of applied sport psychology in injury. In AAASP, John has served on the Health Psychology and Certification Committees.

Position Statement

The central task of the Chair of the Health Psychology Committee is to create a vital and relevant conference program. I would simply follow the lead of prior Chairs and continue to provide fair and conscientious review of program submissions, always keeping in mind the importance of the applied focus of this organization. Other central organizational tasks relate to professional leadership, visibility, and credibility of sport/health psychology, and to the credentialing and employability of new graduates.

It is to the advantage of AAASP as a professional organization to take a leadership role in identifying health issues faced by athletes, in providing guidelines for intervention, and in delineating a role for exercise and sport in the health and well-being of the general population. Carefully written position papers on key topics simultaneously serve the goals of leadership, visibility, and credibility. Work on a position paper on the HIV positive/athlete with AIDS has been begun by the current Chair. With others in the organization, I have begun to lay the groundwork for a position paper on coping with fatal injury among athletes. As Chair of the Health Psychology Section, I would encourage others to generate interest and energy for similar efforts. With greater involvement of the membership, the strength and vitality of AAASP will grow.

Since the beginning of AAASP, certification has been a point of focus. While not necessarily of personal significance to estab-

Wes Sime

Biography

Wes Sime is an Associate Professor in Health and Human Performance at the University of Nebraska-Lincoln. He is also an adjunct professor in Counseling Psychology and a Clinical Associate in Behavioral Medicine at the Lincoln Medical Education Foundation where he recently completed a three year internship in psychology preceding licensure. Dr. Sime was previously trained in Health Education having an MPH in Epidemiology and a Ph.D. in Exercise Physiology from the University of Pittsburgh. He has pursued several avenues of research including the psychological benefits of exercise on depression, the long-term effects of exercise and emotional stress in cardiac rehabilitation, the psychophysiology of Type-A behavior pattern, occupational stress assessment, and the efficacy of stress management intervention. Dr. Sime has served previously as chairman of the Biofeedback Certification Institute of America and has recently helped to establish the Standards for Credentialing in Stress Management Education. He has served on the Elite Athlete Project for the U.S. Olympic Committee as well as on numerous review boards for NIH, including the recent submissions on Alternative Medicine, which included biofeedback, nutrition, exercise, and acupuncture. Dr. Sime is an active member of several health profession associations which together represent a rich body of ancillary knowledge that is very relevant to the membership of AAASP.

Position Statement

Having been a Fellow in AAASP for a number of years, I have watched its growth and championed its successes. My own development as a specialist in Health Psychology parallels its growth, which is remarkable, given the competition for activity among various professional organizations. In order for AAASP to continue growing and to obviously meet the needs of a larger group of professionals, it will be increasingly necessary to develop new avenues and new applications for the body of knowledge which it possesses.

One of the disadvantages of having a subsection (Health Psychology) is that it is not represented adequately in the narrow title of AAASP (i.e., Sport Psychology). Thus we must think in different ways about the development of an identity among the membership. Quite simply there are a number of other organizations (e.g., Society for Behavioral Medicine, Society for Psychophysiological Research, American Psychosomatic Society) that presume to represent the modest population of professionals who consider themselves health psychologists working in the field. To cite these organizations is not to detract from the mission of AAASP, but rather it is to face the reality of the increasing compe-

Heil Health Psychology Chair Continued on Page 8.

Sime Health Psychology Chair Continued on Page 9.
En...question, I never dreamed that this opportunity would be part of the lence on the Executive Board. His implementation of a new

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Secretary-Treasurer, I would be in a position to provide an impor-

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Dr. Cogan has published in sport-related journals and presented papers at regional and national conferences, including AAASP. Her research interests involve evaluations of intervention programs and gender issues in sport. In addition to AAASP, she is a member of American Psychological Association Divisions 17 and 47.

Position Statement

As usual, I returned from the 1993 AAASP Conference with such a strong and important organization. AAASP has provided me

Karen Cogan

Karen Cogan is a licensed psychologist at the University of North Texas Counseling Center and concurrently holds a quarter-
time teaching appointment as an assistant professor in the Psychology Department. In addition, she has a private practice where she provides psychotherapy to athletes and community members. She earned her Ph.D. in Counseling Psychology from Ohio State University and completed her clinical internship at the University of California, San Diego in 1991. Dr. Cogan earned an M.S. in Kinesiology (sport psychology emphasis) from UCLA in 1987 under the direction of Tara Scanlan. She graduated with her B.A. in Psychology from UCLA in 1985, where she competed for their nationally ranked gymnastics team.

Dr. Cogan is a charter (student) member of AAASP, a Certified Consultant, and a member of the Intervention/Performance Enhancement committee. Currently she consults with a collegiate women’s volleyball team and has worked with other individual athletes and teams, including gymnastics, tennis, crew, basketball, wrestling, and track and field. Dr. Cogan has published in sport-related journals and presented papers at regional and national conferences, including AAASP. Her research interests involve evaluations of intervention programs and gender issues in sport. In addition to AAASP, she is a member of American Psychological Association Divisions 17 and 47.

Position Statement

As usual, I returned from the 1993 AAASP Conference with renewed energy and motivation for my sport psychology work. Not long after my return I learned that I had been nominated for the Secretary-Treasurer position. That news prolonged my motivational high for another couple of weeks. Then I talked to Kevin Burke and received a dose of reality—this position is a tremendous responsibility. Despite this information, I have been neither discouraged nor dissuaded. In fact, I feel especially honored to be considered for this important position. When I applied to graduate school and answered the “where-will-you-be-professionally-in-10-years” question, I never dreamed that this opportunity would be part of the 10-year plan!

I could expound on my Secretary-Treasurer-related virtues and my computer abilities (my “research” indicated that computer technology has greatly transformed the Secretary-Treasurer duties), but I view this position as encompassing more than recording our meetings and balancing our finances. I would hope to contribute to the growth of our organization at a crucial time in its development.

Let’s try a variation on the graduate school application question: “Where will AAASP (and sport psychology) be in 10 years?”

Cogan Secretary-Treasurer Continued on Page 9.

Vikki Krane

Vikki Krane is an assistant professor in the School of Health, Physical Education, and Recreation at Bowling Green State University. Dr. Krane received her Ph.D. from the University of North Carolina at Greensboro in Exercise and Sport Science with an emphasis in sport psychology. Her research focusing on competitive anxiety has been published in journals such as JASP, Quest, and TSP. She has also presented numerous research papers at conferences including AAASP, NASPSPA, and AAHPERD. Dr. Krane serves as a guest reviewer for JASP, JSEP, RQES, TSP and IJSP. She has also been active consulting athletes in a variety of settings including high school, college, and junior elite sport. Additionally, Dr. Krane has conducted seminars for high school and youth sport coaches. As a member of AAASP since its inception, she consistently has presented her research at AAASP conferences, is a Certified Consultant, and has served as a Student Representative on the Executive Board, as a member of the Diversity Task Force, and is currently Co-Chair of the Continuing Education Committee.

Position Statement

It is an honor to have been nominated for the office of Secretary-Treasurer. Since attending the first AAASP conference at Jekyll Island, I have been drawn to the energy and excitement of AAASP. AAASP’s concern about, and attention to, important professional issues in applied sport psychology is what makes this such a strong and important organization. AAASP has provided me with the opportunity to grow as an applied sport psychologist—in my research, professional practice, and understanding of professional concerns. Becoming Secretary-Treasurer would allow me to continue to grow in this capacity. But even more importantly, as Secretary-Treasurer, I would be in a position to provide an important service for the membership, allowing me to return, in part, some of what I have received from our organization.

Secretary-Treasurer is an important position. Current Secretary-Treasurer, Kevin Burke, has continued the tradition of excellence on the Executive Board. His implementation of a new computer package enhanced our financial accountability. As AAASP is maturing and becoming a financially viable organization, it is time to begin to examine the potential of investing our money in the best manner possible. It is also important to continue to monitor our membership and be able to provide the services that are needed. Every year AAASP continues to grow in membership. While this reflects the prominence of AAASP, it also means that greater care needs to be taken to ensure that open communication is maintained. As AAASP grows, we also need to continue efforts to

Cogan Secretary-Treasurer Continued on Page 10.
Susan Walter

Biography
Susan Walter received her B.A. in recreation from Hope College in 1988. Following graduation she taught English in China and worked for Harvard Business School as an Exercise Specialist. In 1993, Susan received her M.S. in Sports Studies from Miami University, OH. In addition to being a teaching assistant, she served as Editorial Assistant to Dr. Robin Vealey, Editor of The Sport Psychologist. At Miami, her leadership experiences included organizing the 1993 Midwest Sport and Exercise Psychology Symposium, serving as graduate student representative to the graduate faculty, and helping organize bi-monthly sport psychology seminars. Currently, Susan is a doctoral student at Michigan State University, working with Dr. Martha Ewing. Susan holds a teaching assistantship and is a research assistant with The Youth Sports Institute. She is also an educational sport psychology consultant for the Great Lakes Gymnastics Club. Her research interests include self-confidence, motivation, imagery, and coaching behavior. Susan’s publications include a co-authored chapter on imagery training in Applied Sport Psychology: Personal Growth to Peak Performance and two articles in press. She has presented at AAASP, two regional conferences, and will present at AAHPERD in 1994. Susan is serving as an AAASP regional student representative.

Position Statement
My first encounters with sport psychology generated a passion and enthusiasm for pursuing a career in the field of sport psychology. I also believe it is important for students to take an active role in their field. Therefore, I am honored to be nominated for the position of Student Representative. I feel this position would provide an opportunity for me to give back to and assist in the growth and development of this field to which I am strongly committed.

When I attended the AAASP conference in Montreal I was impressed by the initiatives Liz Hart and the Board took in serving the needs of the student membership. This, along with examining the history of AAASP, demonstrates the support the organization has towards its student membership. As Student Representative, I would work to continue to foster this positive relationship.

After being nominated, I spoke with past Student Representatives, the current Student Representative, John Noble, as well as past board members concerning the position of Student Representative. I was encouraged by the integral role they felt the Student Representative played within AAASP. As Student Representative, I would tackle the position with enthusiasm and dedication while attempting to build on the quality work of the previous and current Student Representative played within AAASP. As Student Representative, I would work to continue to foster this positive relationship.

Sean Whalen

Biography
Sean C. Whalen received his B.A. in psychology from Villanova University in 1993. While attending Villanova, he was a member of the University baseball team. It was through his experiences with baseball that Sean initially became interested in sport psychology by utilizing such techniques as mental imagery and relaxation training. After sustaining a career-ending wrist injury, Sean began researching the counseling techniques utilized for athletes recovering from serious injury. This research, combined with an interest in sport and psychology, resulted in a logical focus on graduate study in sport psychology.

Currently, Sean is a Master of Arts student at the University of North Carolina-Chapel Hill. His major areas of interest include the psychological factors that predispose athletes to injury, predictors of adherence in the rehabilitation of athletes, and performance enhancement techniques. Sean is presently involved in research with Dr. Charles Hardy focusing on the role of exercise in reducing cardiovascular risk factors.

During the past three years, Sean has been managing his own personal training business as well as being involved with coaching youth sports. He is currently employed at the University of North Carolina as a teaching assistant and volunteers at the University’s Wellness Resource Center where undergraduate athletes and non-athletes are offered one-on-one consulting in the areas of stress, time management, exercise, and fitness training.

Whalen Student Representative Continued on Page 10.
Continuing Education Committees. These reflect the unique strength of AAASP. It is my intention, if I am elected President of AAASP, to promote the continued development of these programs.

AAASP has continued to grow and develop over its brief history. It has been a pleasure to observe and contribute in a minor way to that growth. And, as I indicated above, it is an honor to be nominated for the position of President of AAASP. There are considerable responsibilities attendant with the Presidency. I can assure you that if I am elected, I will do my best to discharge those responsibilities well.

McCullagh President-Elect
Continued from Page 4.

in his Presidential address to nurture our future through effective mentoring. I think this is a worthwhile objective, and one that should receive our support and attention. Current President, Jean Williams, has laid forth an ambitious agenda, including aspects of training and marketing in sport psychology, integrating within and outside ourselves, promoting the science/practitioner model, and adopting a Code of Ethics, a diversity statement, and recertification procedures. A key element here will be continued development of continuing education. Finally, President-Elect Tara Scanlan has urged us to push for international involvement, quality control, enhancement, including the examination of additional career and educational opportunities, as well as the enhancement of diversity. All of these objectives must remain on the table, be supported, and implemented.

Integration. I would continue to strive for integration and cross-fertilization of our three content areas, a concern I previously addressed (McCullagh, AAASP Newsletter, Spring, 1990, p. 6). We have attempted to do this on a small scale through program integration at our annual conference, but I think we need to continue to improve upon this objective. The newly initiated grant program will give preference to proposals that integrate across areas. Further steps need to be taken. For example, many people hold the perception that the Intervention/Performance Enhancement section is the only applied area in AAASP. I strongly disagree with this position and would like to pursue further steps to ensure a science/practitioner model across all our sections.

Perhaps our current submission procedure is inadequate to promote such a model and may require modification. We also need to continue to integrate with other sport psychology related organizations within and outside the U.S. and Canada.

Long-Term Goals. We need to begin to set some long-term goals for the organization. If elected, I would serve as AAASP’s 10th President. Perhaps now is the time to evaluate the last 10 years and set an agenda for the next 10. Since the Presidency is only one year long, it is often difficult or nearly impossible to achieve long-term objectives. Perhaps by using the sage advice of our past Presidents and the current advice of our Executive Board and membership, we can establish a set of long-term objectives to move us through our adolescent years and into strong adulthood.

Get Involved. I urge all AAASP members to become involved in our organization. Currently about 35% to 50% of our membership attend the annual conference. This is excellent. Unfortunately less than 20% of us use our voting privileges. All members, both student and professional have full voting privileges in the election of the Executive Board. I urge you to execute your option.

Heil Health Psychology Chair
Continued from Page 5.

lished professionals, certification is of great importance to those in training. From my perspective, as one outside of a university setting, credentialing is a central issue in relation to access to professional positions. While certification has been uncomfortable for many in AAASP, I feel it is a growing pain that we all must work through. If AAASP fails to take the lead in this process, some other organization or agency will almost certainly do so. By taking a leadership role, we can construct a credentialing system that is most suitable to us as an organization and to the needs of the athletes that we serve.

Employability of new graduates in Sport Psychology is of urgent and tremendous importance both for the morale of graduate students and for the future of Sport Psychology. This is a complex issue without clear or ready solutions. Conference programs of the type initiated by recent student chairs need to be continued.
Continued from Previous Page.

Established professionals need to target training of graduates to specific employment situations and to provide appropriate applied experience with adequate supervision. Conference programs which provide the opportunity for brainstorming and the sharing of success experiences in relation to varied pathways to employment needs to occur on a regular basis.

It is my personal wish that AAASP continues to function as an organization where camaraderie and common interests allow us to air our differences in a constructive atmosphere and in a way that will lead to both personal development and professional collaboration.

**Sime Health Psychology Chair**

Established professionals need to target training of graduates to specific employment situations and to provide appropriate applied experience with adequate supervision. Conference programs which provide the opportunity for brainstorming and the sharing of success experiences in relation to varied pathways to employment needs to occur on a regular basis.

It is my personal wish that AAASP continues to function as an organization where camaraderie and common interests allow us to air our differences in a constructive atmosphere and in a way that will lead to both personal development and professional collaboration.

**Cogan Secretary-Treasurer**

Continued from Page 3.

I look forward to the challenge of helping AAASP evolve in the next 10 years.

**Diversity.** I view the diversity in training and perspective that exists among the AAASP membership as one of our greatest strengths and challenges. My fear is that these differences in background could be the forces that separate and divide our organization. My hope is that we work towards appreciating the uniqueness that each individual brings to the field of sport psychology and unite as a membership to serve the needs of athletes who depend on us. Diversity issues exist not only in our membership, but also within the population we serve. Although some work has focused on athletes of color, gender issues and sexuality/homophobia, we as a professional organization are in a position to conduct more extensive and intensive examinations of these critical issues. In addition, I would like to see the inclusion of greater diversity in our membership which may mean active recruitment of people of color, coaches, and other personnel who can contribute to our knowledge and practice bases.

**Ethical Code.** The development of an ethical code will shape AAASP and influence certification in years to come. Presentations at our most recent conference illuminated the necessity of defining our ethical guidelines and the challenges we will face in incorporating diverse views. Ethical guidelines for other professions have been presented as models; however, it has become apparent that our discipline is unique, and existing standards may not accommodate its uniqueness. With the adoption of an ethical code having major implications for the future of our profession, I hope to work towards identifying standards that can be acceptable to those from a variety of disciplines.

**Promotion of Sport Psychology.** As an athlete, I heard many misconceptions about our field and concerns about identifying "legitimate" sport psychologists. As a sport psychology consultant, I am encouraged by the progress in reducing those misconceptions and increasing the number of qualified consultants. Strategies for promoting our field and increasing public knowledge have been suggested and implemented, such as increasing the number of Certified Consultants, and networking with other sport-related organizations. I
**Cogan Secretary-Treasurer**

Continued from Page 9.

wholeheartedly support these efforts and would work to identify other means of disseminating accurate information and increasing public awareness.

As I have watched AAASP evolve from the first conference in 1986 and seen the input from previous executive officers and members, my own investment in AAASP has increased. The next 10 years promise to be full of challenge and growth. I have observed the formative years and would consider it a great privilege to have a more active role in these next growthful years....And alright, maybe 10 years is a long-term goal. I would be satisfied with an Executive Board position for, say, the next three years!

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**Whalen Student Representative**

Continued from Page 7.

A current major concern of AAASP student members is the availability of potential employment after investing valuable time and money pursuing advanced degrees and certifications. I believe it is necessary to examine this issue from a non-traditional perspective. We must attempt to actually increase the number of jobs available, as opposed to waiting for jobs to open up or present themselves. Potential consumers must be educated about the need for sport psychologists. We must clear up any questions or doubts that athletes, coaches, athletic directors, etc. may have concerning the appropriateness or effectiveness of sport psychology services. AAASP has the potential to facilitate this link between the sport psychologist and the consumer. I support the current and past information movements geared toward educating the potential consumer. More focused efforts are needed, however, including student involvement with task forces or committees.

Furthermore, I believe workshops at the annual conference can be used to educate members on how to create more job opportunities in the field. In a sense, we can teach ourselves how to create our own jobs. This could be in the form of organizing a workshop instructing how to develop your own private practice or consulting firm. Other workshops should include how to better prepare oneself for job interviews, academic positions, journal manuscript publishing, and the grant submission process.

In speaking with fellow students regarding the annual conference, one of the more common positive thoughts has been the concentrated efforts on the integration of the student and professional systems. A vast multitude of questions can be answered by individuals eager to provide assistance. It is imperative that this communication persist, along with the continuance of programs such as roundtable discussions which foster the mentoring process.

A continued worry, however, expressed by many student members has been the affordability of the conference. I believe excellent measures have been taken in the past keeping the conference cost-benefit ratio in check, while ensuring that all...
**Intervention/Performance Enhancement**

*Al Petitpas*

Greetings from the I/PE Committee. It appears that 1994 will be a busy year for returning committee members: Karen Cogan, Burt Giges, Trisha Rivera and Dave Yukielson. Debbie Crews has rotated off the committee. I want to thank Debbie for her hard work over the last few years. I am pleased to announce that Deidre Connelly has agreed to fill Debbie’s position.

The I/PE Committee has received positive feedback about the Montreal Conference with a number of participants citing Terry Orlick’s keynote as one of the highlights of the event. In planning the 1994 Conference, we hope to integrate more cross-sectional presentations such as those offered in Montreal (e.g., Psychology of Injured Athletes and Qualitative Research). In particular, we are hoping to organize an "invited workshop" on Single Subject Research.

I am particularly pleased to announce that Dan Gould has accepted my invitation to serve as the I/PE Section Keynote at the 1994 Conference. Dan is clearly one of sport psychology’s finest practitioner/researchers and we are honored to have him speak.

The I/PE Committee welcomes your suggestions. Please call me at (413) 748-3325 or fax me at (413) 748-3854.

**Health Psychology**

*David Pargman*

The Health Psychology Section of our organization is diligently preparing an exciting program for our forthcoming Lake Tahoe Meeting. Committee members are: Lise Gauvin, Lydia Ileva, David Kemler, Andy Meyers, and T. C. North. In addition to reviewing the many abstracts submitted by Association members, we are presently considering a number of fine prospective keynote speakers in an attempt to select the most appropriate invitee for our section. Certainly, by the time you read this message our deliberations will have been concluded and our selection finalized. Please be in touch with me about ideas, complaints, reactions, etc., relative to the Health Psychology Section’s efforts to serve you. See you in Lake Tahoe.

**Social Psychology**

*Neil Widmeyer*

The Social Psychology Committee will certainly miss the leadership of Penny McCullagh whose (multi-colored) shoes will be extremely difficult to fill. As Neil Widmeyer assumes the position of chair, his place on the committee is being filled by Bob Brustad, University of Northern Colorado. The new student member is Kori Meyer of the University of Colorado. Returning to the committee are Maureen Weiss, University of Oregon, and Diane Wiese-Bjornstal, University of Minnesota.

The Committee is looking forward to an exciting program for the 1994 Conference.

**Student Representative**

*John Noble*

I am honored to have been selected as Student Representative to the Executive Board of AAASP. This position has already become a rewarding, yet busy, experience. I will do my best to represent the student membership of AAASP for the following year. I would like to thank Liz Hart, whose strong leadership in the preceding year has made my job that much easier. Liz did a wonderful job representing student interests in the board meetings last year while also organizing several excellent student sessions at the Montreal conference.

As usual, the Montreal AAASP conference was well attended by a large contingent of enthusiastic student members. Not only are the student members attending the AAASP conference on a regular basis in large numbers, but we are also well represented on the conference program as presenters. Furthermore, students have demonstrated a great willingness to assist in various duties within the Association. It is encouraging to know that we have the potential for continued strong leadership within AAASP for the years ahead.

One sign of the willingness of students to participate in the professional activities of AAASP is their enthusiasm to act as regional student representatives. Nearly 50 students volunteered to represent their regions. While it would be overwhelming to allow each of these individuals to become regional representatives, I would like all applicants to consider themselves representatives of AAASP; they should maintain communication with their regional representatives about ideas, comments, or concerns they might have. The more student involvement, the better! The current student regional representatives are: (1) Sean Whalen, University of North Carolina-Chapel Hill; (2) Scott Martin, University of Tennessee; (3) Jamie Sheetz, Miami University (OH); (4) Susan Walter, Michigan State University; (5) Michelle Ritter, University of Southern Illinois; (6) Kori Meyer, University of Colorado; (7) Chris Buntrock, Springfield College; (8) Jim Bauman, Washington State University; (9) Shelley Wiechman and Thad Leffingwell, University of Arizona; (10) Jim Skelton, California State University-Fullerton; (11) Diane Gardetto, John F. Kennedy University; (12) Sean Draper, University of Ottawa; (13) Kim Dorsch, University of Waterloo; (14) Tracey Sewell, University of Manitoba; and (15) Michael Blackburn, University of Queenslands. Canada has had just one regional student representative in the past, but with the increasing numbers of Canadian members in AAASP I thought it was appropriate to increase this number to three.

I am in the process of organizing several student-oriented sessions for the ’94 Conference. Hopefully these sessions will prove to be good follow-ups to those organized last year by Liz Hart focusing on “alternative” careers. First, I am identifying several individuals trained in the areas of sport and exercise psychology who have indeed pursued “alternative” (e.g., non-academic, non-clinical) careers to comprise a panel to inform us of their experiences—including their specific training, their job hunting strategies, and how they have marketed themselves. Second, I have contacted all the past student representatives of AAASP to provide the student members with an historical account of the development and growth of AAASP from a student (or past student) perspective. Finally, I am attempting to identify several students who have obtained exceptional internship experiences. This particular session, however, may not occur until the ’95 Conference. If you or somebody you know has had a rewarding internship experience, please contact me.

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experience and would like to share them with us, please contact me at the address/phone number listed below. All-in-all, the Lake Tahoe conference is shaping up to be as great as we have come to expect. Begin making plans now to attend.

I hope you are enjoying the New Year and that your spring semester is off to a productive, enjoyable start. Please feel free to contact me or your regional student representative with any questions or comments. I can be reached by telephone at 303-492-7259 (O) or 303-532-4605 (H), or at the University of Colorado, Department of Kinesiology, Campus Box 354, Boulder, CO, 80309-0354. E-mail: Noble_J@cubldr.colorado.edu.

Certification Committee
Carole Ogelsby

Our committee bade a sad farewell to one-year appointment Ken Ravizza but, in the same breath, thanked our lucky stars for able-replacement, Rich Gordin. Rich, from the Department of Health, Physical Education, and Recreation at Utah State University, is an experienced and accomplished consultant. His term on the committee is three years, until after the 1996 annual conference.

Keep in mind (Certified Consultants) that you will soon receive a billing for the 1994 certification fee. The fee is principally used to pay for our insurance and it is important to respond promptly. Failure to pay the fee, after a reasonable time, can result in a suspension of certification status.

Discussion at the Certified Consultant’s Breakfast in Montreal revealed anew the viewpoint on role definition of Certified Consultant which differs from the broad definition approved at present. Rather than encompassing all three segments of AAASP, this viewpoint posits that Certified Consultants should only focus on performance enhancement with athletes and teams. Next newsletter, stay tuned for a brief but cogent exposition of this view.

Accreditation Committee
Evelyn Hall

Accreditation Committee members: Evelyn Hall, University of Utah, Chair; Brad Hatfield, University of Maryland; Linda Bunker, University of Virginia; Bill Straub, Ithaca College (retired); Dan Smith, SUNY-Brockport; Liz Hart, Physicians Health Plan of NC, Inc; and, Jerry Larsen, Boston University.

The Accreditation Committee is currently pursuing answers to the following charges set forth by Jean Williams, AAASP President:
1) Identify the advantages and disadvantages of accrediting graduate programs and ascertain when accreditation is an appropriate route for a given discipline;
2) In light of the diversity of preparation within sport psychology, and the current acceptability of undergraduate and M.S. course work in our certification guidelines, ascertain the feasibility of AAASP different Ph.D. graduate programs.

Human Diversity Committee
Debra Ballinger

Prejudice, as defined by Allport is a negative attitude based on error and overgeneralization. Prejudicial actions occur in different forms: as anticlocations (verbal attacks against a group), as discrimination (practice of keeping a targeted group separate), or as violent acts (Allport, 1958). While prejudicial acts can be overt or covert, blatant or subtle, intentional or accidental, the psycho-emotional effects can lead to the destruction of self-esteem, interpersonal harmony, and multi-cultural acceptance among individuals or organizations.

The AAASP membership and its Executive Board have recognized a need for identifying problems and concerns within the organization by appointing and supporting a task force to promote multi-cultural education and work toward diversification of the Association. The Task Force on Human Diversity continues to work on the focus of multi-cultural issues within AAASP. We have completed our task of drafting a Position Statement, to be voted on by the Fellows this fall. The proposed statement follows:

Position Statement
The Association for the Advancement of Applied Sport Psychology (AAASP) actively promotes the respect for and value of human diversity within its membership and through the sport- and exercise-related services provided by its members. In recognition of this basic tenet, the professional consultant does not discriminate, either openly or subtly, on the basis of age, disability, ethnicity, gender, race, religion, sexual orientation, or socio-economic status. The professional consultant does not make nor advocate remarks or inferences which reflect disrespect for individuals based upon physical or cultural bias.

In support of this position, the AAASP member:
1) actively promotes diversity in research, by studying diverse populations, and exercising caution when generalizing the results across cultures;
2) promotes diversity in membership, by actively encouraging individuals with diverse backgrounds to join and participate in the functions of the organization;
3) seeks education and counselor training in multi-cultural methods to best serve the diverse clientele in sport and exercise psychology consulting;
4) encourages equity and multi-cultural representation in its publications, conference presentations, and professional activities; and,
5) demonstrates a professional attitude of respect, genuine value, and empathic understanding toward the client which is free from prejudice with respect to age, disability, ethnicity, gender, race, religion, sexual orientation, or socio-economic status.

The membership will be receiving a survey regarding Diversity concerns this year. It is in its final revision format, following feedback from pilot surveys completed during the Montreal AAASP/SCAPPS conference.

The committee also wishes to challenge each of you to examine your personal and professional attitudes, beliefs, and behaviors with respect to groups and individuals who may be different from you. Everyone has

Human Diversity
Continued on Next Page.
Human Diversity
Continued from Previous Page.

some prejudice. It is human nature to make judgments based upon past experiences. The first step to increasing tolerances and understanding of persons who are unlike us is to admit that we have a prejudice. The second step is to challenge our prejudicial beliefs. The third is to become educated about people from other cultures. Only when we learn about the gifts others have to offer, can we fully appreciate the importance of multi-cultural education, counseling, and understanding.

To assist in this educational effort, the committee anticipates that members interested in issues of Diversity have submitted workshops or symposium proposals for the 1994 Conference. There was great interest in the sessions presented at the 1993 Montreal Conference.

Should you have any concerns related to issues of Diversity, please contact any of the committee members: Debra Ballinger, Michael Sachs, Elinor A. Smith, Gilbert A. Smith, Tova Rubin, Joy Griffin, or Pat Beitel.

Graduate Tracking Committee
Mark Andersen

The Graduate Tracking Committee has just recently been formed. The main purpose of this committee is to track graduates of sport psychology programs (both master and doctoral levels) for the years 1989 to 1994. We wish to find out where these graduates have gone, their employment history, and what they are doing now. This information may help faculty members better advise their graduate students about what potential jobs they may be competitive for with a sport psychology degree. Our first task is to find these graduates, and we plan to get in touch with each contact person listed in the Directory of Graduate Programs in Applied Sport Psychology for a list of their graduates, and we plan to get in touch with each contact person listed in the Directory of Graduate Programs in Applied Sport Psychology for a list of their graduates, and we plan to get in touch with each contact person listed in the Directory of Graduate Programs in Applied Sport Psychology for a list of their graduates, and we plan to get in touch with each contact person listed in the Directory of Graduate Programs in Applied Sport Psychology for a list of their graduates, and we plan to get in touch with each contact person listed in the Directory of Graduate Programs in Applied Sport Psychology for a list of their graduates, and we plan to get in touch with each contact person listed in the Directory of Graduate Programs in Applied Sport Psychology for a list of their graduates.

Professional Development and Mentoring Committee
Judy Van Raalte

The Professional Development and Mentoring Committee has added two new members, Karen Cogan and Trent Petrie, to last year’s committee of Chris Buntrock, Liz Hart, and Jerry Larsen. The Committee is currently involved in several projects. First, we have been working on developing a graduate training and career pamphlet. We are hoping to create a pamphlet that will be endorsed by the major sport psychology organizations in North America (NASPSPA, APA Division 47, and, of course, AAASP). Second, we are working on a means to determine which graduate programs offer the courses required for AAASP certification and to provide this information to interested students. Finally, we are working on programming for the 1994 Conference. We would welcome anyone who is interested in contributing to the committee. Interested individuals should contact Judy L. Van Raalte at (413) 748-3388.

Whalen Student Representative
Continued From Page 10.

members have the best possible opportunity to attend. These have included student registration rates and special conference rates for hotel and airfare. I would continue to make certain that the Executive Board understands the importance of conference costs to the student population. Attempts can be made at increasing on-site work opportunities for students in order to offset conference costs. This is an issue that must be taken very seriously, as attending the AAASP Conference is a valuable investment in one’s future.

I consider it an honor to be nominated for the position of Student Representative of AAASP. Past Student Representatives have established an excellent tradition, and I would like to continue this with a high level of student input in our professional organization. If elected, I would make certain to the best of my abilities that the issues and concerns of our student members are addressed with the utmost feelings of pertinence by the Executive Board.

Book Review

The Social Psychology of Sport
by Gordon W. Russell

Reviewer: Daniel A. Weigand
University of North Texas

According to the author, this book was written from the perspective of a social psychologist, and it shows. The chapters do not reflect the traditional organizational structure for an introductory sport psychology text (e.g., Gill’s Psychological Dynamics of Sport or an advanced text (e.g., Silva & Weinberg’s Psychological Foundations of Sport) and, therefore, academics may find it more suitable as a supplemental reference than as a textbook. Although the book contains many direct implications for coaches and sport psychology consultants, it is not a source for instructions on psychological skills training (e.g., Williams’ Applied Sport Psychology).

Russell has drawn the majority of the information presented in the book from research published in mainstream social psychology journals (e.g., Journal of Personality and Social Psychology). In most cases, he grounds his discussions in more mainstream social psychological research, providing both theory and data, then follows up with relevant sport-related investigations.

His recommended audience consists of senior undergraduates and graduate students in the social sciences who have taken introductory courses in social psychology and research methodology/statistics. I believe a background in social psychology is not really necessary to understand the book, it is written well enough for any student.

The book is broken down into 10 chapters and each chapter concludes with a list of recommended readings. The first chapter covers such motivational topics as the need for achievement, equity theory, cognitive evaluation theory, and stress seekers. Of particular interest were his presentations on stress seekers, those individuals who seek out physically and socially risky activities. The attraction of such experiences, according to Russell, lies not in the heightened arousal that accompanies such experiences but in the “drop” that follows at the conclusion of the activity.
Well, here is the third installment of *Considering Ethics*. When I agreed to write this column I had two objectives in mind. The first was to be informative. I wanted you to think about specific ethical issues in sport psychology and I hoped to keep you informed about the activities of the AAASP Ethics Committee. The second objective was to provoke a bit of a dialogue. I anticipated that the membership would consider and discuss ideas about what our professional ethics should look like.

In the last few newsletters, I targeted the first objective. I presented some history. I defined some terms. I told you about the Ethics Committee. And, with the help of Merry Miller and Kirsten Peterson, we discussed reactions to the conference presentations. All of this seemed fairly well received. No one complained (to me) about what I wrote. In fact, a couple of people actually told me they liked it. So, at this point, I am pleased that steps have been taken to accomplish the first objective.

Unfortunately, I now need to focus on the second objective: to create dialogue. I say “unfortunately” because I am not sure how to accomplish this goal. It seems that getting the membership’s input and opinions about ethics is not an easy chore. Last fall copies of APA Ethics Guidelines and letters requesting feedback about these guidelines were sent to every member of AAASP. Believe it or not, only seven of the 800 (or so) members provided feedback. I am afraid to calculate the return rate (less than 1%). Similarly, I ended each column with a request that members write or call me to express their opinions. To date, I have received only one response.

These return rates suggest to me that creating a dialogue within this column will be difficult. I decided, therefore, to turn to the experts on how to get people talking. I took a couple of days off. I sat in front of my TV, and watched Oprah, Phil Donohue, Sally Jesse Raphael, and a half dozen other shows. I learned one thing— I need to be provocative. For example, I could interview a transvestite athlete who dates his daughter’s boyfriend. Then, when I had your attention, I could ask a few questions about ethics in sport psychology. Another option would be for me to take a stand on a particular issue and get you a little riled. Since I don’t think I know any transvestite athletes, I’ll try the second option.

My first provocative issue is dual relationships. It seems to me that some people function as applied sport psychologists while simultaneously maintaining other relationships with these athletes. They serve as both coach and sport psychologist/consultant. Or, they provide psychological services to athletes who are also taking their class. Some professionals describe traveling with a team where they might share a room or toss a few beers with the athlete. Others have talked about allowing out-of-town athletes staying at their home. All of these situations constitute a dual relationship, are unethical, and must be avoided. The professional should refrain from entering any other personal, professional, and financial relationship with athlete-clients. Furthermore, it is the professional’s responsibility to ensure that their role and function with the athlete is clear and restricted to psychological work.

Another provocative issue is confidentiality. I have heard AAASP members talking about being a sport psychology consultant and enforcing NCAA rules (i.e., AAASP members who believe that they need to report recruiting violations, gambling activities, or drug use). I have also heard about the psychology consultant operating as a member of the coaching staff. While he/she is the psychology coach, he/she also uses information about athletes to advise the team coaches or administrators. These issues can clearly lead to unethical behavior by the sport psychology professional. The professional or professional-in-training has a primary obligation to take all precautions necessary to protect the confidentiality of the athletes with whom he/she consults. No limits or restrictions should be placed on this right to privacy.

A third issue is competency. To date, the published evidence suggests that psychological interventions do not require specialized training or knowledge. Without clear evidence to the contrary, the practice of these techniques should not be restricted to those possessing specific professional credentials, titles or degrees. The psychological intervention technology, including psychotherapy, should be made available to those individuals who are in situations where these techniques can be applied. Consequently, coaches and exercise scientists should be provided information about these techniques. These individuals are in the best situation to judge whether or not such interventions may be useful in the sport and exercise settings. Consequently, there should be no limitations placed on the use of any psychological assessment or intervention.

There you have it. I have tried to be provocative. What do you think? I challenge you to create this dialogue and to contact me with your ideas, concerns, and questions. I can be reached at the Department of Psychology, University of Memphis, Memphis, TN 38152 or (901) 678-2147. While I will honor requests for anonymity, I ask you to include identifying information for me so that I can ensure that I fully understand the relevant issues. I look forward to hearing from you.

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Exercise Your Right to Vote!

Less than 20% of the AAASP membership decided last year's election.

See ballot and instructions on page 20.
**Issues and Answers: Part II**

**Betty Kelley**

Entering into the process of sport/exercise consulting presents interesting rewards, challenges, issues, and questions for both the relatively novice and the more experienced consultant. Part I (AAASP Newsletter, Fall 1993, Vol. 8, Number 3) of this two part “Issues and Answers” presented the views of AAASP graduate student members who are in the process of learning about and actually engaged in sport/exercise consulting. In Part II, Certified Consultants have described the populations they generally work, what they have found most rewarding or positive about consulting, and what they have found most difficult or challenging about consulting. Then, each consultant has specifically responded to one of the questions raised by the student members.

**Ken Ravizza, Ph.D.**

California State University, Fullerton

I work with elite level athletes from collegiate to Olympic to professional on a season long basis. The most rewarding and positive outcomes of my consulting work have been the long term friendships and relationships that have developed. It is amazing how many athletes I still remain in contact with, even after 10 years. I think the most challenging part of the consulting I do is getting the coach, athlete, and consultant all working together, supporting each other, and moving in the same direction. It is often difficult gaining the coach’s trust and support, but once you’ve got it, that’s when things really start to happen.

**Question: The strategies and techniques used in working with athletes sometimes requires of them patience and practice. What are some of the ways that I can facilitate the athlete’s taking ownership of those strategies and practicing them when they may not be seeing tangible, immediate results?**

I can understand the nature of this question and in the early years of my work I could definitely relate to it. The first point, I want to make is that mental skills training is a process. It is not just a series of techniques which once you learn them, you’ve “got it,” you are mentally tough and you are prepared for everything. I have found that it just doesn’t work that way. Excellence in your performance is a continual ongoing journey with fluctuations and adversities that constantly cloud the path. Thus, the mental skills have to be developed and constantly refined to meet the demands of the situation. While working with athletes and coaches on a long term basis (five years or longer), I have learned that the obstacles or challenges are constantly changing; thus, the mental game must change. For example, as an older pitcher loses his speed, he has to make the mental transition from “thrower” to “pitcher.”

The second point I want to make is concerned with the question of “ownership” and the patience and practice that accompanies it. A critical point I make to athletes is that mental training takes time and practice, just like physical skills. There are very few “quick fix” solutions, and the mental skills must be practiced if they are going to hold up when the pressure is on. In order to practice them and stay on task it is critical to discuss the athlete’s level of commitment to their MISSION. Do they really want to reach their potential? I encourage athletes to experiment with their mental game by emphasizing the quality of practice. When practice isn’t going well, use various techniques to turn it around so that you “practice” turning it around. I don’t believe that there are ever enough games, meets, contests to refine and develop one’s mental game.

If the athlete isn’t doing it in practice, then we need to talk about his/her level of commitment. Does he/she want it? And is he/she willing to do what it takes to get that job done? It becomes critical for the athlete to understand that he/she must practice on a daily basis.

One final point regarding patience when you don’t get immediate outcome performance results. I find that it is the rare exception when an athlete practices some mental skills and, then, magically the performance improves. Or as one colleague said to me after one of the players he works with got a hit “I worked with him today.” What if he didn’t get a hit? That person still worked with him. A key point is that we have to look at what “success” is in executing mental skills. What are the progressions that an athlete can anticipate? Of course, if we promise some “quick fix” solution, we have the advantage of the placebo effect, but I have found those “quick fixes” don’t hold up for the duration of the season. When I begin to work with an athlete who is concerned with tightening up when the pressure is on, I emphasize the need to feel more in control of one’s self by first recognizing and then having some methods to gain more control. When the athlete performs, the outcome may not change but did she/he recognize when she/he was losing focus or was out of control? Did she/he feel more in control of her/himself?

Once an athlete has that self control, she/he can focus more energy on executing the ingredients of the performance.

Karen D. Cogan, Ph.D.

University of North Texas

Years ago I decided to be a sport psychologist. I firmly believed I could become one (Why not? Persistence had paid off in my sport career), but I had no idea how to achieve this goal then. Now that I have “arrived” (sort of) I’ll share some of my experiences so that it might become less ambiguous for those who also pursue this career path.

My consulting began as a graduate student providing workshops to groups of athletes on anxiety management and general performance enhancement strategies. I gradually worked my way into athletic departments and developed long term consulting relationships with teams. Currently, I am a licensed psychologist at the University of North Texas Counseling Center. My clients consist of the general student population with a few athletes who seek counseling for sport and/or personal concerns. The majority of my sport psychology work at UNT and other universities has been accomplished through relationships with athletic departments and has focused on team interventions. Currently, I consult with a women’s volleyball team on maintenance of mental toughness, goal setting, communication, conflict resolution, and team building strategies. I also opened a private practice in town and have worked with individual athletes in that...
Issues and Answers

Continued from Page 15.

setting. With individuals I focus on anxiety management, imagery, and if appropriate, personal concerns that affect sport performance.

One of the most rewarding components of my work is when I observe a successful intervention in action. For example, I can clearly recall instances when teams have been in a “slump” or are not focused, and the coach has looked to me and my co-consultant for assistance. We have taken a few moments to help the team refocus and let go of errors, and they have experienced performance turn-arounds. That is enough to give even the sport consultant a “high!” Another rewarding component is to experience that development of trust between myself and the team or individual. I know I have achieved some level of trust and respect when I and my interventions become the target of their jokes and humor. Once when I was traveling with a team on a bus with a loud speaker system, one athlete grabbed the microphone and guided everyone through a humorous relaxation exercise. An even deeper level of trust is established when athletes feel comfortable enough to explore personal issues that may be related to their sport such as parental pressures, confusion over motivations for participating, and even abortions, sexual abuse and depression. These issues usually emerge more often in my work with individual athletes.

When I work with teams, one of the most rewarding components is the consultations with the coaches. Coaches who request my services are incredibly motivated to include psychological skills training in their programs as well as for themselves. For example, some coaches have used my knowledge to assist them in understanding their athletes or for their own stress management needs and have been extremely open to any suggestions I might have. One coach often would pull me aside after team programs to discuss ideas that the presentation had generated for her and to request further interventions for her team. She was so excited about our work and couldn’t seem to get enough sport psychology knowledge.

While some of my most rewarding consulting experiences have been with coaches, my most challenging experiences also have involved these same relationships with coaches. Sometimes coaches think a sport consultant will have a magic answer that will turn their team’s performance around (especially when team members are less talented); when that solution does not materialize, blame can sometimes be directed toward the consultants. I also have worked with some coaches who want me to implement performance enhancement techniques, but are reluctant to “give up control” of their team. They might place restrictions on the type of work I can do such that I am unable to have much impact on the athletes. Or they might give athletes double messages such as “Make sure you talk to Karen if you need to,” BUT, “We don’t want that psychological stuff influencing you too much.”

Another challenge has been working with athletes who have had a previous negative experiences with a “sport psychologist.” Generally, they are suspicious and concerned that I will “analyze” them, convince them they have a problem, or harm them in some way. Development of rapport and trust takes more time and care in these situations and sometimes never reaches an ideal level.

Question: How do you go about promoting yourself and sport psychology to the public? Specifically, do you advertise your services, or do you wait for people to call on you? What do you recommend in terms of advertisement for consultants who are seeking to make consultation a part-time or full-time practice?

First, I should mention that generating an income from consulting has been a low priority for me. I have been more concerned with providing a positive image of sport psychology; and my personal satisfaction from consultations has fueled this endeavor. Thus, I currently do no formal advertising (i.e., ads in newspapers and fliers), although I am not opposed do it. What I do is a lot of networking, especially in universities. At every university with which I have been associated, I initially have spent time establishing relationships with the athletic departments and individual coaches. I have given presentations at coaches meetings or spoken informally with athletic personnel and/or athletes so that they are aware of my services.

In the general community, I am willing to give presentations or workshops at no cost. After all, pro bono work, especially at the beginning of a sport psychology career, is almost a requirement. One benefit of these programs is that potential clients, athletes, coaches or sport personnel have the opportunity to experience what I can offer. If they can view me as a real human being rather than “a shrink,” they may feel more comfortable approaching me for services. In addition, I have the opportunity to promote sport psychology as a discipline and dispel myths and misconceptions.

On the income front, being connected with a university has produced many referrals to my private practice. As another form of networking, I have made my interest and specialty area known to receptionists in offices on campus who often receive calls from community members searching for a sport psychologist. In all my networking activities, I am still not completely certain how some of my clients heard about me as they may find me through a friend of a friend. So the bottom line is that the best advertising is a satisfied customer who does your advertising for you. As I gain experience I am more and more convinced of the accuracy of this statement. I also believe in liberal distribution of business cards. You never know who might need it or pass it to a friend in need.

Some general guidelines for consultants who are seeking to develop a full or part time practice are as follows: a) Yes, keep your day job! But maybe more importantly find a day job that provides connections and networking opportunities; b) Network, Network, Network, as much as your energy and time will allow; c) Be willing to work for free, especially at first; and, d) Be patient until the networking efforts take effect.

David Yukelson, Ph.D.
Penn State University

The environment I work in is collegiate athletics where I provide counseling, support, and mental skills training for coaches and student-athletes from 29 different athletic teams. I also work closely with academic counselors, athletic directors, psychologists, team physicians, trainers, and a sports nutritionist. The most rewarding part of my job is the interactions I have on a
daily basis with the coaches and student-athletes themselves. I can honestly say I love doing what I do. I totally invest myself with those I come in contact with. It is fun individualizing a mental skills training program for a particular student-athlete or team, being involved as the process unfolds over the course of a season, helping individuals deal with the demands and distractions that are associated with being a student-athlete. In contrast, the most difficult part of my job is office politics and “Jurassic” tendencies or attitudes among certain people that can interfere with my ability to do a good job in a professional and responsible manner the way I see fit.

Question: How do you effectively establish rapport with your clients, initially and over the long run?

Developing rapport and establishing a good working relationship with coaches and athletes is perhaps the single most important ingredient underlying effective applied sport psychology consulting. No matter how much knowledge you possess or how much confidence you have in your skills and abilities, if you can’t relate well or “fit into the woodwork,” you are going to have trouble. Drawing on the work of Ravizza (1988), Halliwell (1989), and Orlick (1990), my best advice is to be honest, genuine, flexible, and patient.

Gaining entry and building trust takes time to develop. Consequently, my first recommendation is to go slow. In terms of team interventions, it is wise to initially spend a lot of time hanging around, making yourself available, listening and observing as much as possible about the dynamics surrounding the team including coach-athlete and athlete-athlete interactions and asking a lot of questions about the goals, norms, expectations, and operating procedures that surround the group itself. By being patient and adaptable, and not forcing yourself on others, the right opportunity will present itself for you to get involved.

In terms of individual consultation, I try to establish rapport by being open, honest, sincere, and informed. Personally, I believe it is important for an applied sport psychologist to be competent, adaptable, creative, and culturally sensitive. In order to achieve these ends, my suggestion is to adopt a style of counseling that fits your needs and personality. In addition, I think an important part of building rapport is showing a genuine interest in the life of the athlete outside the athletic arena as well. As a result, I adopt a personal-developmental life skills approach to counseling and mental skills training, one that targets the self-esteem of the individual I am working with, in helping them strive to be the best they can possibly be academically, athletically, personally, and socially. Interested in the total growth and development of the people I work with, I ask a lot of questions and do a lot of listening. Hopefully, they perceive me as someone they can trust and easily relate to.

In terms of building rapport over the long run, I feel the foundation for a successful long term relationship lies in one’s ability to communicate effectively with people from diverse backgrounds, and developing trust and mutual respect. Sure these are situations that are uncomfortable for everyone, but by being open and honest, and by showing individuals that are genuinely interested in learning more about the demands and stresses they experience both on and off the athletic field of play, I think you will find more success than imposing your values and opinions on others without truly listening.

Finally, you bring up some very good points at the end of your commentary regarding adjustments and transitions from being supervised to “being the authority” in the consulting room, and leaving client issues at the office. First, we as applied sport psychologists need to apply the same mental training techniques we advocate with coaches and athletes to ourselves. Confidence comes in knowing that you are prepared, hence, during those initial times of uncertainty, it is important to trust your skills and preparation and go out and reach for your best. In terms of the latter issue, awareness leads to action. When we invest so much in the people we work with, it can become very difficult leaving the trials and tribulations athletes share at the office and not bringing it home. On the one hand it is good to be personally invested for this shows that we care and are genuinely concerned. But there is a time and place for everything and we must recognize that we too have to live outside of sport psychology consulting and that we have a responsibility to both ourselves and our families, friends, and loved ones to give them everything we have and enjoy life to its fullest.
Exercise Psychology
by Joe D. Willis &
Linda Frye Campbell
Champaign, IL: Human Kinetics (1992)

Reviewer: Gerald D. Guthrie
Portland State University

When one of my more traditionally oriented psychologist colleagues saw this book on my desk, he remarked “Exercise psychology? What in the world is exercise psychology?” It was a fair question, and while my interest in sport and exercise may have given me a glimpse of the landscape, I was very curious about Willis and Campbell’s map of the territory.

In the preface the authors offer us an overview of their vision, a clear statement of their purposes and a description of their audience. Their general belief is that exercise psychology is "a new hybrid discipline that combines exercise science and psychology," and that this book is "the first attempt to synthesize the exercise psychology literature into textbook form." The purposes of the book are to "provide prospective fitness and exercise professionals with essential theoretical information and to offer suggestions of practical value in leadership roles in exercise, wellness, health promotion, corporate fitness, cardiac rehabilitation, commercial fitness and other related areas." Finally, the audience is identified as "upper-level undergraduate and beginning-level graduate courses, as well as for practitioners who seek additional knowledge to help them function more effectively."

To see if the authors have reached their goals, this survey begins with a description of the book’s formal properties, then addresses their conception of the “new hybrid discipline,” and, finally, examines the book’s suitability for its intended purposes and audience.


While all of the chapters showed effective internal organization, four of them deserve special mention. The chapter on theoretical models in Part I was an excellent treatment of some of the major models of exercise behavior. Sonstroem’s Model for Physical Activity, the Health Belief Model the Exercise Behavior Model (Noland & Feldman), Ajzen and Fishbein’s Theory of Reasoned Action, the Theory of Planned Behavior, and Self-Efficacy were presented with clear diagrams, understandable descriptions and some creative ideas about application. This chapter looked like it had been carefully crafted by an experienced teacher to meet the needs of upper division students.

The last three chapters of the book were on fitness counseling, leadership and group dynamics, and exercise with special groups. These chapters presented aspects of exercise psychology that might have been omitted in a less applied textbook and were perhaps reflective of Willis and Campbell’s experience and expertise as exercise practitioners. I was particularly pleased by the discussion of ethics in the counseling chapter.

The writing in this book is not conversational, not humorous and not wordy. It is clear and concise, matter-of-fact, textbook prose. Graphs, tables, and figures are used extensively and with good effect. Examples of the ideas being discussed are presented in a contrasting typestyle and are frequently bulleted. Overall, I liked the look and feel of the book. Large readable pages with plenty of white space and the frequent use of headings, combined with a two column text format made it easy to find specific topics and permitted continuous comfortable reading.

Exercise Psychology had good chapter summaries and, as mentioned above, included some examples for illustration. As a teacher, I was a bit disappointed in the text as a teaching tool. I looked for textbook features such as learning objectives, review questions, learning activities, additional readings and a systematic presentation of examples for evaluation and application practice. None of these features were present. My guess is that in Professor Willis’ 24 years of courses, workshops and seminars, he has developed an impressive library of these materials. Hopefully, we will see them in a second edition or a workbook supplement to the first.

The authors warn us in the preface that since this is the “first attempt” at a textbook for exercise psychology, some areas may have been omitted and that they “do not presume to define the boundaries” of this new hybrid science. Despite this disclaimer, the first attempt to map an area is a critical attempt because, presumptuous or not, it charts the course of discussion. Exercise Psychology touches upon motivational, learning, social, cognitive, personality and developmental factors in exercise behavior. That’s quite comprehensive for a first attempt. Aside from a few issues within these general areas that definitely need to be added (e.g., socialization into exercise), there were only two traditional areas of psychology that are notable in their exclusion: perception and methods. The first omission is understandable because it may, at present, be an empty cell. The second omission I consider to be an important one because it directly relates to the authors’ stated purpose in writing the text.

If they intend to educate exercise practitioners, it is not enough to give a series of practical suggestions for intervention. They need to teach the skills necessary to become intelligent consumers of intervention tactics. This is a clear case of “teach them how to fish” and not just “give them a fish.” The practitioner needs to be taught an approach to the evaluation of interventions that is grounded in a knowledge of some research methods. Operationalism, observer-observed interactions, validity, reliability and research design are all germane to the practitioner’s evaluation of a new tactic. “How was the tactic developed?” “How was it evaluated?” and “How were the changes measured?” are questions that need to be asked by the responsible practitioner. The “essential theoretical information” and the excellent ethical information that the authors offer to the practitioner should be complemented with equally essential methodological information. Consistent with this need to educate.

Exercise Psychology
Continued on Page 19.
Positive Coaching: Building Character and Self-Esteem Through Sports
by Jim Thompson

Reviewer: Matthew Wiggins
University of Northern Colorado

Positive Coaching is a well-intentioned book. However, it was extremely difficult for this reviewer to maintain an objective or positive opinion about Positive Coaching because it represents every sport psychologist’s fear about a lay person writing on youth sport. Unfortunately, the book contains virtually no mention of youth sport research. Furthermore, the main emphasis of the book, building character and self-esteem, were addressed in a very limited way, with quite a bit of the text devoted to the author describing his own personal experiences as a youth sport parent and coach.

In my opinion, there are two major problems with the book. First, the author (the Director of the Public Management program at Stanford) did not identify his problems with the book. First, the author simply did not provide enough support for the author’s purpose—that is, to provide the advanced student with an introduction to the psychology of sport. Russell’s writing style is easy to follow and written, organized, and informative. Russell’s own research has dealt primarily with aggression and, therefore, his strongest chapters (seven through ten) include aggression-related topics. Chapter eight includes topics such as the frustration-aggression hypothesis, situational determinants of aggression, drugs and aggression, and aggression, environmental influences (temperature, noise, crowd density, and positive versus negative ions) on aggressive behavior, and coping strategies. Chapter nine debunks (in what may be Russell’s best chapter) the belief that sport provides a cathartic effect; that is, that participating in sport (or just watching) is a way to get rid of aggressive urges.

In a related topic, Russell covers spectator/crowd behavior in Chapter 10 including motives for attending sporting events, the spectator experience (e.g., “basking in reflected glory” or BIRG), BIRG and attribution theory, panics, and riots. He does a particularly good job of describing the various theories proposed to explain sport-related riots. In summary, I believe that overall, the book is well written, organized, and informative. Russell’s writing style is easy to follow and he does a commendable job dove-tailing mainstream social psychological research with sport-related investigations. I would not recommend this book as the sole text for any sport psychology course, but I would suggest incorporating several chapters (e.g., seven through ten) as supplemental readings.

Social
Continued from Page 17.

part in creating heroes, and cultural/gender/racial/age differences in exemplar selection.

Chapter seven is about personality and includes various trait, state, and interactionist theories. Several non-sport related (Rorschach, TAT, MMPI, 16PF) and one sport-related (POMS) personality tests are presented along with several personality types (masochistic, Type A/B, internals/externals, Machiavellian, and aggressive).

Aggression in sport is the focus of chapters eight and nine. Russell’s own research has dealt primarily with aggression and, therefore, his strongest chapters (seven through ten) include aggression-related topics. Chapter eight includes topics such as the frustration-aggression hypothesis, situational determinants of aggression, drugs and aggression, and aggression, environmental influences (temperature, noise, crowd density, and positive versus negative ions) on aggressive behavior, and coping strategies. Chapter nine debunks (in what may be Russell’s best chapter) the belief that sport provides a cathartic effect; that is, that participating in sport (or just watching) is a way to get rid of aggressive urges.

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Exercise Psychology
Continued from Page 19.

“choice” in the practitioner, it would have been helpful if the practical suggestions that were presented had been consistently keyed more clearly to specific theories and studies. For example, Chapter 2 concludes with 15 suggestions for practitioners and it is not clear which of them are empirically supported and which are based upon intuition or opinion. The author’s treatment of Deci and Ryan’s model of intrinsic motivation in Chapter 6 showed the kind of integration between theory and application that I would like to have seen throughout the text.

In summary, Exercise Psychology is an impressive first attempt to synthesize a wide range of exercise psychology materials into textbook form. It is written with clarity, uses graphics effectively and achieves the authors’ purpose—that is, to provide the advanced student with an introduction to the psychological factors which influence exercise and present a number of concrete suggestions to the exercise practitioner. I personally would like to see a structure that includes teaching aids (e.g., review questions, learning objectives, etc.) and a presentation of research methods useful to the practitioner who is faced with the need to evaluate new intervention tactics.

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Announcement of New Texts

Mosby.

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19
Graduate Program Directory

The Directory of Graduate Programs in Applied Sport Psychology (3rd. ed.) is available. Co-editors, Michael L. Sachs, Kevin L. Burke, and Paul B. Salitsky compiled the most current information on graduate programs in applied sport psychology and created this valuable publication.

If you or your students would like to purchase a copy, use the AAASP Order Form on this page.

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