Let's Keep on Humming!

PRESIDENT'S MESSAGE

I'm still humming from our days in Music City! Our 2000 conference in Nashville was full of interesting sessions, important meetings regarding the future form and directions of AAASP, wonderful social interactions with friends in the field, and some invigorating boot-scootin' boogie-ing after our culminating banquet on Saturday night. The conference also marked a historic moment in the evolution of this organization. In particular, AAASP has been with us now for 15 years. A lot has been accomplished during this period of time. We have grown in size (from one hundred and some to over 1000 members), we have grown in complexity (from initially a few to 15 committees focused on AAASP business), we have developed considerably in the area of information dissemination (e.g., the Newsletter, JASP, aaasponline.org), and we have moved forward in the promotion of research as well as sound practice (e.g., Certification) in sport psychology.

We should be proud of these achievements... but it is clear that a number of these areas of accomplishments need to be tweaked or reconsidered as we continue to build for the future. What did we bring to the table in Nashville and what are some of the issues that lie before us this year?

Remembering the Members

Since the organization's inception, AAASP has enjoyed exponential growth in its membership. However, over the last few years, our total number of members has plateaued. Also of concern is the fact that we are not doing especially well in keeping a number of those who come and join the ranks... especially among the student portion of the membership. How can we increase the size of the pie and also hold onto the many different slices that is AAASP?

An ad hoc Membership Committee has been formed (Eric Lamott, Vance Tammen, Justine Reel, and Russ Kagan) to gather more information of these issues. I am also asking this committee, based on their “data collection,” to suggest strategies for the attraction of new members and retention of those who are part of the fold.

Leaner But Not Meaner

Due to the efforts of our two favorite chiropractors (alias Andy Meyers and Robin Vealey, the current and previous Past-Presidents), AAASP has been realigned. Following the vote of support from the Membership during the Nashville meetings, we now have a structure that should facilitate getting...
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our business done in a more efficient manner throughout the year. Before Nashville, all the committee chairs reported to the President during his or her term (the number of phone calls and e-mails stagger the mind!). Now, the various committees (and other arms of AAASP such as the Editorial Board of JASP, Newsletter Editorial Staff) will exchange with an Executive Board Division Head focused on meeting a respective mission of the organization (i.e., Professional Standards, Publications/Information, Professional Development, and/or Science and Education). Post-Nashville, it will be the Division Heads who are primarily reporting to the President and other members of the E-Board. I think this new structure will allow our different committees (and other branches of the AAASP tree) to receive more feedback and encouragement in terms of meeting their goals for the year.

Getting The Word Out

It is amazing what, as still a relatively young organization, AAASP has done in terms of information dissemination. One of the publication flagships of AAASP is the *Journal of Applied Sport Psychology*. JASP was first published in 1989 under the editorial leadership of John Silva. The Journal has been going strong but will now become even stronger. Due to the efforts of Andy Meyers, Jim Whelan, and the current Editor, Bob Weinberg, JASP has a new publisher (Taylor and Francis) who will do much to market the Journal. Most critically, we are moving beyond a bi-annual publication. JASP has now become a quarterly! This will decrease lag time for our work to be published, allow the editor more freedom (or should I say space) in terms of soliciting special issues, and, overall, will make the Journal more attractive for purchase by libraries around the world.

Let me also give a well-deserved pat on the back to Wade Gilbert (who has served as our Web Master) and all the others who have contributed to our state-of-the-art and award-winning (!!!) Web site, aaasponline.org. What a source of pride for this organization! What a service that is provided for the members! What a resource for telling the world about our Organization (who we are and what we are doing) and the field of sport psychology per se!

AAASP has invested a lot over the past year to make our web site what it is today and we will work to keep this informational outlet current and on the cutting edge. Go check it out! ... and please keep checking it out throughout the year!

Reconsidering Certification

One of the major advances since AAASP came to be was the formation of the concept of AAASP Certified Consultant and the development of the Certification process. This took a lot of courage and hard work but AAASP has never been an organization to shy away from the difficult questions. I believe that AAASP should continue to be the leader in trying to ensure quality control among those that practice sport psychology ... but the time has come when we need to rethink and revamp a few things to progress in that capacity. Over the last couple of years, there has been a plea to make the concept of the AAASP Certified Consultant more marketable. We would like AAASP Certification to be an essential criterion for selection when athletes, coaches, teams, national governing bodies, etc. seek out the assistance of a sport psychology consultant. We would also like AAASP Certification to be functional and workable in that anyone (at least, for now, within the US and Canada) can find a Certified Consultant within a close vicinity of his or her home, training facility, work place. However, with respect to both considerations, we have a way to go. In essence, it is very difficult, if not impossible, to market a concept for which the numbers are few and far between. Without marketing, those in the sport world may not know whom to call!
Bottom line? We need more Certified Consultants! But, how can we add to the pool of CCs without “opening the flood gates” and compromising the initial concerns regarding individuals practicing sport psychology without the minimal knowledge and experiential qualifications? Based on our discussions in Nashville, I think there is now general consensus that it is necessary to counter the restrictiveness in how individuals can demonstrate that they have met the certification criteria. We need to provide more options and alternatives and make the process more user-friendly. A list of current, accredited university sponsored web-based courses will soon be listed on our web site. Further, in terms of the supervision component of the Certification criteria, current Certified Consultants who are willing to supervise the applied activities of those seeking Certification will be listed to on aaasponline.org. Other changes are being considered. See the article by Damon Burton (Chair of the Certification Committee) in this issue of the Newsletter regarding additional potential changes in the Certification process, which are on the burner.

Although AAASP has taken the leadership role, the issues of certification and setting the stage for proficient practice are also on the minds of several of our organizational neighbors (e.g., Division 47 of APA, the USOC, BASES). It is critical that the wonderful cooperation that AAASP has shared in the past with these groups persists and the communication lines between us remain open and fluid. To this end, Diane Gill has agreed to serve as AAASP’s liaison with Division 47, Dan Weigand will act as the link between AAASP and BASES (in the UK), and a USOC Liaison will be named shortly.

The Year Ahead

As were the 14 years previously, Year 15 looks also to be an exciting and challenging twelve months! Besides the important developments and issues described in this Message, there is more on the plate for AAASP at the current time. I look forward to highlighting what else is up in the next Newsletter and interacting with you about the future of AAASP. Thanks for your continued commitment to this Organization.

Attention: Membership Applications and Renewals

Whether you are joining AAASP for the first time or renewing your longstanding membership, life is about to get little easier. We are using an on-line membership option. All you will need is a valid VISA or MasterCard and you can renew or join online. No need for an envelope, form or stamp. You can simply log onto www.aaasponline.org and renew or join.

Don’t be afraid to use your credit card on line. We have arranged for one of the most secure on-line payment systems to process our membership payments. For those not wanting to use the Web, however, there will continue to be the option to mail your dues and application to Jim Whelan, AAASP Secretary/Treasurer, 202 Psychology Building, The University of Memphis, Memphis, TN 38152-3230

Annual fees for 2001 are $60.00 for students, $100.00 for professional and affiliates. Applications processed after February 1, 2001, will be assessed a $25.00 late processing fee. Professionals who have let their membership lapse for over one year will be required to pay the $100.00 fee plus a $25.00 processing fee.

All current members will be mailed a postcard in December reminding to check their membership information and status using our Web site.
CALLS FOR NOMINATIONS AND AWARDS

CALL FOR 2001
DISTINGUISHED PROFESSIONAL
PRACTICE AWARD

This award recognizes outstanding service delivery in sport psychology, and may not always be given annually. The recipient of the award should be an AAASP member who demonstrates exceptional quality and innovation in delivering sport psychology services to the public.

Award Criteria
The recipient of the award must meet three criteria.

a. A sustained involvement in a sport psychology service delivery program to the public.
b. Quality and innovation that distinguishes this program as an exceptional model of professional practice in sport psychology.
c. Significant program impact on the public and the enhancement of public interest in and appreciation for professional sport psychology services.

Eligibility for the Award
Candidates for the award must have been a member of AAASP for three consecutive years at the time of nomination.

Submission Guidelines
An AAASP member who is then seen as the candidate’s sponsor for the award must nominate the candidates. The sponsor must:

a. Ensure that the candidate is eligible for the award (check membership status with AAASP Secretary-Treasurer).
b. Submit a letter of nomination for the candidate that describes in specific detail the achievements of the candidate in relation to the three award criteria (three pages maximum).
c. Solicit letters of support for the candidate from two individuals that specifically describe the quality and impact of the candidate’s work. These individuals should be participants in the group agency in which the candidate’s work has been focused. (They should not be professional sport psychology colleagues.)
d. Submit a copy of the candidate’s curriculum vitae.

Award Recognition

a. A $300 cash award earmarked for professional practice work is given to the award recipient.
b. Conference registration is waived for the year in which the candidate receives the award.
c. A plaque is given to the award winner at the conference in a session where he/she overviews his/her professional practice work in a 20-30 minute presentation.

The deadline for receipt of all nomination material is March 1, 2001. Address all questions and nominations to:

Dr. Joan L. Duda, AAASP President
School of Sport and Exercise Sciences
The University of Birmingham
Edgbaston Birmingham B15 2TT U.K.
(44) 121 414-2737
J.L.Duda@bham.ac.uk

CALL FOR NOMINATIONS

The Executive Board is soliciting nominations for the offices of:

1. President-Elect
2. Publications/Information Division Head
3. Student Representative

Submit your nominations to:
Joan Duda at the above address.
CALL FOR 2001
DOROTHY V. HARRIS
AWARD NOMINATIONS

AAASP is pleased to accept nominations for the Dorothy V. Harris Memorial Award. The Award acknowledges the distinguished contributions of Dot Harris to sport psychology by recognizing the efforts of an AAASP scholar/practitioner in the early stage of his/her scientific and/or professional career. The award may not always be given annually. When given, the Award consists of a plaque, a $200 research grant, and a waiver of the registration fee for the conference in which the award is announced. Also, the recipient gives a 20-30 minute presentation summarizing his/her research/applied activity during that conference.

The recipient of the Award must meet the following criteria.
1. Received a doctoral degree no more than seven years prior to nomination.
2. Made significant contributions to AAASP through presentations, publications, and/or involvement on committees.
3. Demonstrated a record of scholarship that clearly established the individual as a leading scholar/practitioner when compared to a group of people at similar stages in their academic careers.

Evidence for this national/international distinction might include the innovation of the person's work, the impact the work has on the field of sport psychology, or the importance the work has in an applied setting. In all cases, the collected works of the individual should exhibit quality contributions that are both theoretical and practical and that have been subjected to the critical review of established scholars/practitioners in the individual's area of expertise. AAASP members who feel qualified can nominate themselves and are encouraged to do so. In addition, AAASP members are encouraged to nominate qualified individuals for this Award. Three copies of the following should accompany the letter of nomination.

1. An update curriculum vitae.
2. A one-to-two page summary of the nominee's work emphasizing the basic/applied importance of that work.
3. Reprints of five publications.
4. A letter of recommendation concerning the nominee's qualifications for the award.
5. The names, addresses, and telephone numbers of two additional individuals who would write letters of recommendation for the nominee if called upon to do so.

Address all questions and nominations to President-Elect, David Yukelson, who shall chair the review committee. All nomination materials and recommendations must be received by February 15, 2001.

Dr. David Yukelson
Morgan Academic Support Center for Student-Athletes
328 Boucke Building
Penn State University
University Park, PA 16802
(814) 865-0407
y39@psu.edu

CALL FOR 2001 MASTER'S THESIS AWARD
APPLICATIONS

AAASP also has an award to recognize completion of an outstanding Master's thesis by an AAASP student member. This award was first offered in 1999. Applications for the Master's Thesis Award must meet the following guidelines.
1. The thesis needs to have been completed between January 1, 2000 and December 31, 2000 on a topic related to exercise and/or sport psychology.
2. The individual must have been a member of AAASP during 2000.
3. One copy of the entire thesis should be submitted.
4. Five copies of a long abstract should be provided. The abstract should include the

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study purpose, method, results, and discussion
and can be up to three single-spaced pages in
length.

5. A letter of support (two pages maximum) from
the chairperson of the thesis committee and a
signed cover sheet (used by universities and
signed by thesis committee members indicating
acceptance and completion of the thesis work)
must be included with the application.

No members of the AAASP Thesis Award Com-
mitee will evaluate theses with which they have had
involvement. The evaluative criteria equates to that
used to review manuscripts for publication in the
Journal of Applied Sport Psychology.

Deadline for the receipt of all materials is Febru-
ary 15, 2001. Address questions to Dr. David Conroy,
who will chair the Review Committee.

Dr. David Conroy
Department of Kinesiology
267 Rec Hall
Penn State University
University Park, PA 16802
(814) 863-3451
david-conroy@psu.edu

CALL FOR 2001 AAASP
FELLOW NOMINATIONS

Members desiring to become an AAASP Fellow shall meet the following criteria.

1. Demonstrated high standards of professional
development by committing directly to the
goals and long-range activities of the Associa-
tion as evidenced by activities such as
presentations at Association conferences,
membership on Association committees, and
contributions to Association publications.

2. An earned doctorate from an accredited
institution in a field related to sport psychol-
ogy.

3. Been a member of the Association for at least
three consecutive years.

4. Made significant contributions to the
scientific body of knowledge in sport
psychology as evidenced by a distinguished
record of publications.

5. Received approval from the Fellow Review
Committee.

We encourage members to nominate others
for Fellow status or to nominate themselves if they
feel qualified for this distinction. Send all nomi-
 nations to the President-Elect, David Yukelson,
who chairs a Fellow Review Committee. Dr.
Yukelson will forward the nominee a copy of the
application materials.

Regardless of how an individual is nominated,
the following application materials and
references must be in the hands of Dr. David
Yukelson by March 1, 2001 for consideration in
this year’s review process.

(a) Four copies of a one-page completed appli-
cation form (available from David Yukelson), and
(b) Four copies of the candidate’s curriculum
vitae.

In addition, the candidate should send
Fellow Candidate Reference Forms to two mem-
bers of the Association, at least one of who should
be a Fellow, in time for those individuals to return
a recommendation by March 1, 2001.

To receive information regarding the appli-
cation for fellow status, contact the person that
follows:

Dr. David Yukelson
Morgan Academic Support Center
for Student-Athletes
328 Boucke Building
Penn State University
University Park, PA 16802
(814) 865-0407
y39@psu.edu
CALL FOR 2001 RESEARCH GRANT PROPOSALS

This will be the sixth year that AAASP has funds available to sponsor research grants. Preference will be given to proposals that:

1. Clearly integrate material from at least two of the sections of AAASP (Social Psychology, Health Psychology, Intervention/Performance Enhancement),
2. Integrate research and applied practice; and/or,
3. Require monies to conduct a worthy project and funding resources are not available.

Budget requests can range from $250.00 to $5,000.00. Total funding for 2001 equals $5,000. Applicants must have been a continuous member of AAASP for at least three years. If students do not meet these criteria, they should co-author the proposal with a professional member.

Deadline for receipt of application is February 1, 2001.

To request an application, please contact the following person.

Joan L. Duda, AAASP President
School of Sport and Exercise Sciences
The University of Birmingham
Edgbaston Birmingham B15 2TT U.K.
(44) 121 414-2737
J.L.Duda@bham.ac.uk

PROMOTE THE APPLICATION OF SPORT PSYCHOLOGY

Brochures Available Through the Publications Office

Dr. Cindy Pemberton
AAASP Publications Director
College of Health and Human Services
901 S. National Ave.
Springfield, MO 65804

AAASP member price: 25 for $25.00
Nonmember price: 25 for $35.00

Information included within this brochure:

- What is sport psychology?
- Why do people contact a sport psychology professional?
- What services can a sport psychology professional provide?
- What roles may sport psychology professionals assume?
- Who is considered a "qualified" sport psychology consultant?
- How can a person find a qualified sport psychology professional?
Winter Newsletter Deadline
January 19, 2001
The deadline for submitting information to be included in the Winter Newsletter is January 19, 2001. Please send information to:
Cynthia Pemberton
AAASP Publications Director
College of Health and Human Services
901 S. National Ave.
Springfield, MO 65804
or send via e-mail to Technical Editor:
Tom Richardson
tfr482s@smsu.edu
(Preferred format: Microsoft Word)

CALL FOR AAASP 2001 DISSERTATION AWARD APPLICATIONS
AAASP also has an award to recognize completion of an outstanding doctoral dissertation by an AAASP student member. Applicants for the Dissertation Award (assuming submissions meet the standards set for the award) must meet the following guidelines:
1. Complete a dissertation between January 1, 2000 and December 31, 2000 on a topic involving exercise and/or sport psychology;
2. Membership in AAASP for the application year and year preceding application;
3. Submit one copy of the entire dissertation;
4. Provide five copies of a long abstract including study purpose, method, results, and discussion. Up to three single-spaced pages may be submitted;
5. Include a letter of support (two pages maximum) from the chairperson of the dissertation committee and a signed cover sheet (used by universities and signed by dissertation committee members indicating acceptance and completion of the dissertation work) with the application.

No members of the AAASP Dissertation Award Committee will evaluate dissertations with which they have had involvement. Initial screening consists of a blind review of the abstracts; final screening adds the letter of support, and an evaluation of the entire dissertation. The evaluation criteria equates to that used to review manuscripts for publication in the Journal of Applied Sport Psychology.
Deadline for receipt of all material is February 15, 2001. Address questions and/or applications to President-Elect, David Yukelson, who chairs the review committee.

Dr. David Yukelson
Morgan Academic Support Center for Student-Athletes
328 Boucke Building
Penn State University
University Park, PA 16802
(814) 865-0407
y39@psu.edu

Congratulations!!!
To the new board members
President Elect: Dave Yukelson
Affiliate Assistant Professor at Penn State University with a position in the Department of Kinesiology and a faculty advisor for the Student-Athlete Advisory Board
Health Psychology: Frank Perna
Assistant Professor at Western Virginia University with appointments in the Departments of Sport Psychology, Counseling Psychology, and the School of Medicine.
Student Representative: Rob Fazio
Doctoral Student in Counseling Psychology at Virginia Commonwealth University
Secretary-Treasurer: Karen Cogan
Has an appointment with the Counseling Center and Psychology Department University of North Texas
In an effort to resuscitate the floundering centerpiece of its professional standards program, AAASP Fellows charged the Executive Board with the task of bringing forward sweeping changes in the Certification process for vote at the Orlando Conference. Issues mentioned by the fellows that need investigation include: (a) a grand-fathering option for certifying sport psychologists who received their doctoral degree prior to 1993, (b) alternate criteria that allow certification to be adapted to fit tutorial-based doctoral programs used in many other countries, (c) multiple-level certification that includes masters’ level consultants, (d) areas of specialization within certification, and (e) an exam-based certification option. The E-Board has charged the Certification Committee with the task of exploring these options, obtaining feedback, and making specific recommendations to the E-Board prior to their Spring meeting. The E-Board will then set aside a significant portion of the Spring Executive Board Meeting to discuss these proposals and develop a series of proposals detailing formal changes to the certification process. These proposed changes will be published in the Summer AAASP Newsletter and voted on by the Fellows at the Orlando Conference next September.

President Andy Meyers prefaced the open certification discussion among the Fellows with the analogy that certification was like a disabled submarine on the bottom of the ocean. Crew members could be kept alive by occasional shipments of oxygen and needed supplies, but little hope remained of raising the ship. He felt that certification was in a similar predicament and needed major retooling if it were to become the quality control standard that developers had envisioned. This analogy clearly struck a cord with many of the Fellows who agreed major changes are needed if certification is to survive and flourish. At the same time, an E-Board investigation of better ways to market certification made it clear that certification will have minimal impact unless visibility is dramatically increased, and we can’t enhance visibility without a better product, one that has at least 500 consultants under its umbrella. The group consensus was that many, or all, of the proposed changes are probably necessary in order to create a consultant pool large enough to make AAASP Certification marketable.

- The Fellows are also supportive of a series of minor changes to certification designed to streamline and enhance the current process.
- Create a formal USOC Liaison position to allow us to work together more effectively with USOC staff to fulfill their consultant needs.
- Provide more flexibility in how certification requirements can be met, including, on a limited basis, taking Web-based courses, taking AAASP-sponsored certification courses, and teaching rather than taking courses.
- Use the AAASP Web site and Graduate Directory as clearinghouses for information on (a) practitioner-friendly courses and (b) certified consultants willing to conduct long distance supervision, the two major problems currently preventing candidates from meeting certification requirements.

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Finally, the Certification Committee has certified six new consultants in 2000: Jack Lesyk, Jack Watson, Sarah Naylor, Doug Gardner, Sam Zizzi, and Paul Salitsky. Sixteen certified consultants have been re-certified, and 17 applicants are actively working on finishing up remaining criteria so they can resubmit their applications for certification within the next several years. Information on CCs willing to do long distance supervision and Web-based courses that are needed for certification will be placed on the AAASP Web site within the next month.

Damon Burton
University of Idaho
dburton@uidaho.edu

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Journal of Applied Sport Psychology
Psychology of Performance Excellence Special Issue

Call for Papers

A special issue of the Journal of Applied Sport Psychology, focusing on the psychology of performance excellence, will be guest edited by Daniel Gould of the University of North Carolina Greensboro and published in 2002. Specifically, manuscripts are being solicited that focus on theory, research, and practice relative to the role that psychological factors play in achieving performance excellence. In addition to traditional applications within the sport/exercise domain, manuscripts focusing on the pursuit of performance excellence in other contexts, such as business, the arts, aviation, police and the military, are sought. Reviews, professional practice descriptions, and especially quantitative and qualitative investigations are needed.

All manuscripts will be subject to normal JASP peer review and should not exceed 30 pages in length (including references, tables and figures). The due date for all submissions is August 15 of 2001. However, to help insure that highly similar manuscripts on same topic are not submitted, it is highly recommended that those interested in submitting a manuscript to the special issue contact Dr. Gould by March 1. Dr. Gould can be contacted at the following address.

Daniel Gould, Ph.D.
University of North Carolina Greensboro
250 HHP, PO Box 26169
Department of Exercise and Sport Science
Greensboro, NC 27402-6169
336-334-3037 (phone)
336-334-3238 (fax)
DRGOULD@UNCG.EDU

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As professionals dedicated to serving others, it is our responsibility to both protect the public, and to monitor our own work behaviors. As part of this duty, AAASP established an Ethics Committee in 1987, and adopted the Ethical Principles and Standards of the Association for the Advancement of Applied Sport Psychology in 1996 (Whelan, 1996). The principles are intended to be statements of ethical aspirations to help guide members in their ethical decision-making. The standards are intended to serve as a set of more specific guidelines to be used as rules for making decisions, but are not intended to be all-inclusive. However, as new technology changes the way that sport psychology services are provided to the public, it is essential that ethical guidelines be developed to provide direction for making appropriate decisions within these new scenarios.

In recent years, the computer industry has made dramatic gains in the development of the Internet and other computer technology. The Internet has the potential to change the way that sport psychology research is conducted and services are provided. Sport psychology professionals are taking advantage of these improvements and are developing new and innovative ways of using this technology to further their professional development and best serve their clients. For better or worse, this technology is now being used on a daily basis to improve communication and the dissemination of information among professionals, students and laypersons.

These advancements in technology lead to several interesting possibilities and potential ethical dilemmas that should be of interest to sport psychology professionals. As technology improves, individuals are likely to either knowingly or unknowingly utilize these resources in ways that have the potential to advance the field, as well as to do harm to others (i.e., clients) and the field as a whole. In order to decrease the risk of improper use of the Internet, and to increase the effectiveness of its use, guidelines should be developed to outline proper Internet procedures in the field of sport psychology. This column will briefly identify some of the potential uses of the Internet in sport psychology, identify potential misuses of the Internet in sport psychology, and provide suggestions as to how our ethical guidelines might be modified in the near future.

**Uses of the Internet in Sport Psychology**

The Internet and other computer resources have many and varied potential uses within the field of...
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sport psychology. This section briefly outlines several of the recent developments related to the use of the Internet in sport psychology. This list should by no means be considered to be comprehensive.

**Marketing and the Dissemination of Information**

The Internet is an efficient and cost effective means of disseminating information to the public through WWW home pages, and advertisements on Web sites, search engines and bulletin boards. These Web sites can even include question and answer services, self-help psycho-educational resources, and product sales.

**Distance Learning, Guidance and Supervision**

Through the use of secure web sites, educational institutions can help interested individuals to gain access to course assignments, read, listen to or watch lectures on specific topics, ask questions, receive guidance, and turn in course assignments. Furthermore, the Internet can also be used to access domain specific specialists in distant locations for supervision opportunities (Marino, 1996).

**Counseling/Performance Enhancement**

Use of Internet related technologies such as video-conferencing, chat rooms, e-mail, and tele-conferencing can open the door and allow individuals from all backgrounds and geographic locations to receive help from a sport psychology practitioner. The Internet may also be used to improve the cost-effectiveness of face-to-face meetings (Sampson, 1998b), as preparation prior to meetings can take place over the Internet.

**Locating Practitioners and Referrals**

The Internet can be used by both professionals and laypersons to locate qualified practitioners in specific geographic locations, or with specific specialties. This advancement can be useful to consumers of the wide range of professional services provided by AAASP members.

**Medium for Discussion, Collaboration and Job search**

The Internet, and in particular list servers, chat rooms, FTP, and e-mail make locating information, initiating discussions and collaborating with others much easier and more cost-effective than in the past. Although telephone, "snail mail," and faxes remain useful, the afore-mentioned features of the Internet make the speed of communication significantly faster.

**Testing and Assessment**

Testing and assessment are becoming common techniques used by sport psychology practitioners when working with athletes. Internet based technology now gives practitioners and clients 24-hour access to these assessment devices. They can now be scored with the results provided at any time or place (Fournier & Guastavino, 1999).
Potential Problems Surrounding the Use of the Internet in Sport Psychology

Obviously, the Internet is a very powerful tool with the potential to be beneficial. However, as described by Sampson (1998b), several concerns exist when it is used for professional purposes. Some of these concerns and potentially unethical practices related to Internet use by sport psychology practitioners are outlined below.

Training

Effective and ethical use of the Internet to help clients should be viewed as a skill that needs to be developed through proper education, training, and supervision. Basic competencies that sport psychology practitioners who use or are interested in using the Internet in their practice should develop may include (a) use of Internet search engines, (b) evaluation of Web site functioning, (c) integration of sport psychology interventions with Internet use, and (d) awareness of ethical issues and related professional standards.

Confidentiality

The possibility of a breach in confidentiality exists when information is transmitted electronically over the Internet (Hannon, 1996). Data encryption procedures make stealing messages/data difficult, but not impossible.

Credentialing

At the present time, it is not certain how state and/or federal licensure laws will apply to services provided by practitioners over the Internet (Sampson, Kolodinsky, & Greeno, 1997). This problem becomes even more of a challenge in sport psychology, where individuals already argue over the boundaries of practitioner intervention.

Relationship Development

At the present time, it is not certain how relationship development will be influenced by video-conferencing and/or text based interactions (Sanders & Rosenfield, 1998). This is an aspect of service provision and counseling that must be developed between practitioner and client.

Quantity and Quality of Information

The immense amount of information found on the Internet can cause individuals to become overwhelmed and discouraged, which may have a negative effect upon decision making and service use. Furthermore, while some of the information found on the Internet is current and accurate, other information is inaccurate and out of date (Sampson, 1998b).
Internet Courtesy

Many professionals communicate daily on a variety of sport psychology topics using e-mail and Internet list serves. Although the majority of these communications are polite and constructive, those using list serves should strive to interact in a courteous and professional manner.

The Need for Ethical Guidelines

If the field of sport psychology is to continue benefiting from Internet based developments, it is essential that ethical guidelines be established to facilitate the development and maintenance of these services, as well as the training of individuals working with these services. These guidelines should focus on issues such as confidentiality, data transmission and storage, credentials, referrals, quality and quantity of information, training, and validating Internet resources (Sampson, 1998a). Once guidelines have been established, it will also be important for the AAASP Ethics Committee to continue to stay abreast of the evolution of the Internet. As the functions and capabilities of the Internet change, ethical guidelines must also evolve to stay current with the newest technological advancements. The Ethics Committee welcomes input and questions from the membership on the use of the Internet.

References


Call for Papers: Women, Therapy & Exercise/Sport

We are both pleased and excited to announce that Volume 24 (no 3 or 4) of Women & Therapy will be devoted to the use of exercise and sport as an adjunct to therapy. This edition, entitled “Constructing Exercise and Sport as Therapeutic Modalities,” will explore the healing use of sport and exercise from several therapeutic orientations within a feminist context. The introduction will describe ways in which feminist orientations challenge the “mind/body” dichotomy and will cite the benefits of integrating physical activity, exercise, and sport into therapy. The introductory material will also include an invited paper on the relationship of physical activity and sport to psychopharmacology, the traditional biological intervention. Major sections to follow will address fundamental orientations in psychotherapy: Psychoanalytic, cognitive-behavioral, constructivist and organismic/systems. Each section will include an invited paper to be accompanied by two to three refereed papers. Refereed papers will focus on how therapists use the principles and techniques of their orientation to introduce and maintain exercise/sport as a therapeutic component. The papers must also address how the therapist’s and client’s class, race/ethnicity, and sexual orientation serve as barriers to or facilitators of treatment.

Papers are to be no more than 20 pages in length (includes figures, graphics and references). Please use 12 point Times Roman font and APA style. Include three copies of your paper and a copy of your paper on a disc formatted for IBM PCs. Include your name, address, phone number, fax number and e-mail address and your preferred means of being contacted by us. Your paper must not have been published elsewhere.

Deadline: Submissions are due on or before January 1, 2001.

Ruth L. Hall, Ph.D.
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P.O. Box 7718
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GUIDELINES FOR STUDENT CONFERENCE GRANTS

Up to Eight $250.00 Regional Student Conferences Grants Will Be Provided Per Year.

Purpose of Grants

The purpose of awarding grants for student conferences is for AAASP to support regional professional meetings that are student-oriented. The executive board recognizes that students are often responsible for organizing the conferences, and this money will help with the “start-up costs” that are involved with running an event.

Procedures for Submitting Grants

1. A formal request must be submitted to the current AAASP President that includes dates of conference, registration fee, purpose of conference, and proposed budget.
2. In order to qualify for student conference grants, conferences must demonstrate that they are student-oriented. They must make an effort to provide a forum for student presentations and/or student-oriented sessions and meetings.
3. The registration fee for students must be $50 or less to qualify for a grant.
4. Regional conferences that are independent from larger functions will be given preference over student meetings that are held in conjunction with a larger conference.
5. An attempt will be made to avoid overlap in regions for seed money awards.
6. Students must demonstrate how they will use the conference seed money if it is provided (Budget justification).
7. If a conference receives seed money from AAASP, that regional conference agrees to acknowledge AAASP’s sponsorship and advertise upcoming AAASP national conferences and information.

Criteria for Awarding of Grants

The procedures for submitting grants emphasize that qualifying conferences will demonstrate they are student-oriented, their budget is specific and appropriate, and other funding sources have been investigated. Student-oriented will be defined as follows:

1. Giving students an opportunity to present their research (as exemplified by having 75% of presentations made by students).
2. Having low student registration fee (under $50).
3. Providing student-oriented sessions (if other speakers are included).
4. Planning student activities (e.g. student meeting).
5. Seed money is not to be used for alcoholic beverages.
6. A school may not receive the seed money more than 2 years in a row.
CALL FOR AAASP CONTINUING EDUCATION PROPOSALS

Proposals for the Pre-conference Continuing Education Workshops are being accepted by the AAASP Continuing Education Committee. Continuing Education Workshops will be held in conjunction with the 15th Annual AAASP Conference in Orlando, Florida, October 3 - 7, 2000. The workshops are designed to provide in-depth educational experiences on a variety of topics and issues related to applied sport psychology.

General Information

WORKSHOP FORMAT

AAASP has been successful in experimenting with different scheduling options during the previous few conferences and will continue to offer flexible schedule offerings. Continuing Education Workshops can take the form of a 6-hour or 3-hour program in one of the four thematic areas: General, Psychology and/or Counseling, Mental Skills Training, and Sport Science. Whenever possible, workshops should be experiential and interactive, extending beyond a strictly lecture format. The six-hour workshops may be spread over the evening of one day and the morning of the next day (Tuesday, October 2 and Wednesday, October 3) or be conducted during one full day (Wednesday, October 3) with a lunch break in the middle. Three-hour workshops may be scheduled during one evening session (Tuesday, October 2 or Thursday, October 4) or during the morning or afternoon on Wednesday (October 3). AAASP reserves the right to make all final scheduling decisions based on the full package of submissions, but please include your scheduling preferences to aid us in our decisions.

RESPONSIBILITIES

The presentation of each Continuing Education Workshop requires specific collaboration between AAASP and the presenter(s). The responsibilities assumed by both parties are outlined below.

AAASP Responsibilities:
1. Provide professional, developmental, and technical assistance.
2. Prepare and disseminate publicity materials.
3. Make arrangements with the facility for room set-up and audio-visual equipment.
4. Establish registration fees and determine deadlines.
5. Collect registration fees and process registration materials.
6. Manage on-site activities, including registration, attendance, educational resource sales, and workshop evaluation.
7. Record and maintain database of Continuing Education Contact hours.
8. Collect, dispense, and account for all funds.
9. Make the final determination (based on the number of pre-registered participants) whether the workshop will be held.
10. Notify the presenter, participants, and the workshop facility in the event of cancellation.
11. Collect, summarize, and distribute the program evaluations.

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Presenter Responsibilities:
1. Design specific content for the workshop.
2. Develop appropriate workshop materials.
3. Design handout materials for participants.
4. Conduct workshop activities.
5. Submit voucher outlining lodging and per diem expenses (Tuesday presenters only).
6. Notify the AAASP Continuing Education Chair of any changes in address or telephone number of presenter(s).
7. The organizing presenter must be a member of AAASP.

HONORARIUM
6-hour workshop: $300 (per workshop, not per presenter)
3-hour workshop: $150 (per workshop, not per presenter)

REIMBURSABLE LODGING AND OTHER EXPENSES
1. One night’s pre-conference lodging at the prevailing conference hotel rate for single occupancy if workshop is conducted on or beginning Tuesday night. One room at double occupancy rate is reimbursable for workshops with two presenters. Presenters must incur the cost of one room when two rooms are necessary.
2. Expenses are provided for a maximum of two presenters per workshop. If more than two presenters are involved, it is the responsibility of the presenters to divide up the lodging and per diem as they see fit.
3. One full day’s per diem of $35 per presenter if workshop is conducted on or beginning Tuesday night.
4. Reproduction of handouts or other workshop materials within a specified budget.
5. Original receipts for incurred expenses must be submitted with the reimbursement request to the Continuing Education Chair, Leslee A. Fisher, who will then submit these requests to the Secretary-Treasurer.

FINAL SCHEDULING OF WORKSHOPS
AAASP decides whether to present or cancel an advertised Continuing Education Workshop based on the number of persons who pre-register. Registration numbers must meet sufficient criteria for operational costs. This decision is made at least 14 business days in advance of the scheduled date. In the event of cancellation of the workshop, AAASP notifies the presenter, workshop facility, and the pre-registered participants of that action.

EVALUATION
The evaluation of the workshop content, organization and format, and knowledge and skills of the presenters are important to the development of a quality Continuing Education Program. To this end, AAASP solicits evaluations from participants at the end of each workshop. The information derived from the evaluations is shared with the presenters and is used to assist in improving the quality of future workshop programs and activities.

MERCHANDISING OF MATERIALS
AAASP Continuing Education Workshops are designed to educate participants on a variety of topics related to applied sport psychology. In keeping with this focus, we encourage you to provide a bibliography of relevant resources for participants. However, it is inappropriate to engage in merchandising of specific texts.
and materials and we ask that you refrain from doing so. If you would like to be a Conference Exhibitor for books or other materials, please contact Dr. Andy Meyers, Past-President and Conference Coordinator; Office: (901) 678-2146; ameyers@memphis.edu. He will facilitate the process of becoming an exhibitor.

**CANCELLATION BY CE PRESENTERS**

Continuing Education Workshops provide an important service to the AAASP membership. Because of scheduling and budget demands and the number of participants involved, it is imperative that all presenters adhere to their professional and ethical commitments to the organization. To this end, any CE presenter who withdraws from the program (aside from documented medical emergencies) will be banned from all AAASP programming for a period of five years.

**DIVERSITY**

AAASP is committed to the promotion and understanding of diversity within our field. Continuing Education Workshops should reflect this spirit. Please contact members of the AAASP Diversity Committee.

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2001 Conference Preview

**Orlando, Florida**

October 3 - 7, 2001

Do you want to open the (real) new millennium wearing a pair of mouse ears? Or how about running from a terrifying Tyrannosaurus Rex? Rubbing the snout of a killer whale? Now that we've covered every that Len Zaichkowsky did at the Banff Conference last year, we can do those things next year in Orlando!

Of course, I know that AAASP members only come to our annual conference to attend the scientific sessions. But, I'm told that Orlando is home to six of the nine largest theme parks in the world. And over 90 unforgettable attractions that give visitors every temptation to avoid any and all scheduled work. Here's a challenge for each and every competitive AAASP member. The local Convention and Visitors Bureau folks told me it would take someone 41 days to see all of the entertainment offerings in Orlando. You only have five warm fall Florida days to get it all done and keep up with the field of sport psychology! Go for the Gold!

Our hotel, the recently renovated Radisson Universal, is right across the street from the Universal Studios. The buzz-word in Orlando is that Universal is on an almost constant expansion plan and is intending to give Disney a real run for its money. Both Disney and Universal now have rocking adult entertainment complexes. (By that, I mean entertaining for those over 21, not what just went through the minds of most of you.) Reasonably priced shuttle bus lines service all the attractions and entertainment areas. Orlando also boasts a real city, one of the fastest growing in the U.S. apparently, with a thriving downtown, 3800 restaurants and all the cultural amenities. My favorite is the Don Garlits Drag Racing Museum. Check out www.Go2orlando.com for more on Orlando.

Get the picture? AAASP will put on a great conference. Orlando will supply summertime weather and all the fun you could want. Bring the family, definitely bring the kids, and make sure you have a towel for Shamu's show? See you on October 3!!!
Please follow the instructions for preparing workshop proposals carefully. All proposals must be typed in the following format.

I. **Workshop Cover Sheet**
   A. Include title, presenter information, preferred workshop format, AV requirements, special requests, and appropriate budget.

II. **Presenter Information**
   A. **Biographical Statement:** Include a brief summary of professional experience (for each presenter, no more than one page each), especially what is pertinent to the proposed program (e.g., previous continuing education workshops conducted).

III. **Workshop Information**
   A. **Abstract:** Please give an overview of the proposed workshop (e.g., target audience, objectives, content, methods, etc.) in 100 words or less.
   
   B. **List of Learning Objectives:** Please enumerate the MAIN learning objectives of the workshop, with specific attention to how they relate to applied sport psychology.
   
   C. **Program Agenda:** Please provide an agenda describing workshop methods and learning activities for the duration of the program, including approximate times frames.
   
   D. **Integration:** Please describe, in a few paragraphs, how the workshop content and methods will enable participants to achieve the learning objectives.
   
   E. **Justification:** Please describe, in a few paragraphs, how the program will benefit the attendees and why the program is relevant at this time.

Carefully review your workshop proposal for completeness. Proposals that are more detailed and follow the above guidelines are more likely to be reviewed favorably. Workshop proposals will be evaluated by the AAASP Continuing Education Committee according to the criteria that follows: Timeliness and relevance to the topic; completeness and quality of the proposed program; need for, and interest in, the topic; and qualifications/expertise of the presenters. Final decision regarding CE workshops are made after the Spring Executive Board meeting, usually in late April or early May. If you have questions about the CE proposal process, please contact Leslee A. Fisher at the address below.

Please submit 8 copies of the workshop proposal by February 15, 2001 to:

Leslee A. Fisher, Ph.D.
Chair, AAASP Continuing Education Committee
Department of Education Administration and Cultural Studies
349 HPER Building
University of Tennessee
Knoxville, TN 37996-2700
Office: 865-974-9973
E-mail: lfisher2@utk.edu

**FAXED PROPOSALS WILL NOT BE CONSIDERED**
AAASP Continuing Education Workshop Submission Cover Sheet

Instructions: Please TYPE the information requested below or reproduce on your computer and submit. After your cover sheet, please attach your completed workshop proposal following the guidelines presented in the Call for Proposals.

Workshop Title:

Presenters: Please attach an extra sheet if more than 2 presenters are involved.

1. Name: ___________________________ Highest Degree: ____________
Address: ____________________________________________________________

Phone: ___________________________ (Office) ___________________________ (Home)
FAX: ___________________________ E-Mail: ________________________________

2. Name: ___________________________ Highest Degree: ____________
Address: ____________________________________________________________

Phone: ___________________________ (Office) ___________________________ (Home)
FAX: ___________________________ E-Mail: ________________________________

Preferred Workshop Format: Please rank order your preferred workshop format.

**Six Hour Workshops**
Tuesday Night & Wednesday Morning:
Wednesday Morning & Afternoon:

**Three Hour Workshops**
Tuesday Night:
Wednesday Morning:
Wednesday Afternoon:
Thursday Night:

AV Requirements: Please check all the audio-visual equipment needed for your workshop.

Chalkboard/Flip Chart: _____ Overhead Projector: _____ Slide Projector: _____ VCR/TV: _____
(circle preference) (including screen) (including screen)

Special Requests: Please indicate any special concerns or requests (e.g., limit on number of participants, unique equipment or facility requests such as table arrangements, etc.)

Budget: Please itemize your budget including all handouts or other materials needed.

NOTE: Program acceptance decisions are not made on the basis of preferred workshop format, AV requirements, or special requests, but compromises in your requests may be necessary if your workshop is accepted.
Call for Abstracts - Instructions

16th Annual Conference
Orlando • Florida, USA

The 16th Annual Conference of the Association for the Advancement of Applied Sport Psychology will be held October 3-7, 2001, in Orlando, Florida, USA. The program will consist of pre-conference continuing education workshops, invited keynote addresses, symposia, workshops, colloquia, lectures, and poster sessions. Because of space limitations in the program, individuals should submit only one first author paper. Abstracts are evaluated by blind review. Please make both long and short abstracts as complete and descriptive as possible. The long form will be used in the review process and accepted short abstracts will be printed and provided to conference attendees. To be considered for full review, all specified information must be included.

Based on the successful use of the on-line Web-based submission process, AAASP now requires that all submissions be completed on-line. The continued use of the electronic submission method allows you to submit your presentation instantly and directly into the conference program database. Visit the AAASP Web site at www.aaasponline.org and go to the Conference page to submit your presentation electronically. Instructions for electronic procedures follow.

SUBMISSION DEADLINE: FRIDAY, FEBRUARY 23, 2001, MIDNIGHT PST

TYPES OF PRESENTATIONS

1. Symposia involve presentations by 3 to 5 individuals organized around a particular topic or theme. In addition to the formal presenters, it is desirable to include a discussant. Each symposium must have a general abstract and a separate abstract for each presenter. The general abstract should contain a description of the topic and purposes of the symposium, a statement of the significance of the topic and a brief overview of each presentation. The names of presenters should not be included in the text. The separate abstracts should be as comprehensive as those one would submit for a lecture/poster presentation. Thus, a 4-person symposium would include a total of 5 different abstracts. No abstract is required for the discussant. Please order the abstracts as the presentations will be delivered.

2. Workshops provide opportunities for individuals skilled in intervention or research techniques to share information with their colleagues. Workshops should include demonstrations and hands-on experiences for the participants. Workshop abstracts must include: statement of the specific learning objectives, the teaching methods, the specific techniques, and a description of written materials that will be shared with workshop participants.

3. Colloquia include 1-2 presenters that involve an in-depth treatment of a program of research, a theoretical advance or controversy, a methodological procedure, or an intervention approach with outcome data. Abstracts for colloquia should include a thorough description of what will be covered in the presentation.

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4. **Lecture** presentations are single-speaker presentations on research, applied topics and/or intervention techniques. These presentations range from 12-15 minutes in length.

5. **Poster** sessions permit members to present research findings, materials and/or techniques within an atmosphere that encourages interaction with persons who come to view the posters.

**SUBMISSION PROCEDURES**

1. From the main page of AAASP on-line (www.aaasponline.org) go to the Conference page.

2. From the Conference page go to the Conference Submissions page (scroll down the Conference page to the Conference Submissions page).

3. From the Conference Submissions page go to the Electronic Submission Method page.

4. You will be sent to the Submission Instructions page before you will be permitted to submit your presentation. After you have read the submission instructions, you will notice a message at the bottom of the page that will allow you to proceed to the Submission Form. Once you click on the message that reads “I have read the Database Submission Form Instructions Form and wish to proceed” you will be sent to the Submission Form.

5. Please read the submission instructions carefully before proceeding to the Submission Form. There are unique instructions for each of the different types of submission formats (colloquium, lecture, poster, symposium, and workshop). **Please refer to the on-line instructions as you are completing your submission form.** Once you have completed your submission form and decide to submit it (by selecting the Submit Presentation button at the bottom of the Submission Form) you will be given an opportunity to review your submission and make modifications before it is sent to the database.

6. Follow the instructions and complete the required fields. You can either type your information directly into the fields or you can paste your information from your word processor. Several fields also have pull-down menus that allow you to select from predefined options. Although you do not have to complete all of the fields on the Form, fields in BOLD and preceded by an asterisk are required (i.e., *Author*, *E-mail*, etc.).

7. Once you decide to submit your presentation (by clicking on the Submit Presentation button at the bottom of the Form) you will be given one more chance to review and edit your Submission Form before it is entered into the conference program database.

8. After you have submitted your presentation you will see an acknowledgment message thanking you for submitting a presentation to the conference. You also will automatically receive an e-mail acknowledging your submission. Authors will be notified of their submissions' acceptance or rejection no later than May 31, 2001.
Conference 2000 – Preliminary Report

Due to the timing of the conference this year (late October), a detailed evaluation of the AAASP Continuing Education (CE) Pre-Conference program is not available for this newsletter. The purpose of this report is to share preliminary results regarding the status of the five pre-conference workshops for this year and offer some reflections about AAASP continuing education trends.

The Continuing Education committee is pleased to report that the workshops at the 2000 AAASP Conference in Nashville have drawn on the expertise of many sport psychology experts including Dan Gould, Steve Danish, Frances Flint, Kelly Crace, and Jim Taylor. Their workshop topics included mental skills and drills, facilitating life skills through First Tee, integrated rehabilitation model linking sport psychology with sports medicine, team building, and building a full-time sport psychology practice. Originally, workshops were offered on pre-conference days only, whereas the last couple of years we have experimented with offering workshops throughout the conference. This year we offered one 6-hour workshop on Tuesday and four 3-hour workshops, including one held Thursday night. As of two days prior to the conference, 114 AAASP members had pre-enrolled with expectations of on-site registration taking us close to the overall record (n=135) set in San Diego (1997). Of the pre-enrolled, about 25% requested APA credit which is a slight decrease from last year.

The Continuing Education Committee consists of seven members including the Chair and a student member. Of this group, we try to invite a balance between psychology professionals and exercise science professionals. The committee, who serves as the review board for this important conference function, deserves recognition for their efforts in reviewing workshop proposals. Thanks to Leslee Fisher, Bart Lerner, Tony McGroarty, Debbie Rhea, Kevin Stefanek, and Dawn Stephens. The committee terms for Leslee, Bart, Tony, and Gloria have ended; Leslee Fisher has been named as new Chair. She is seeking four new members (two psychology, one exercise science, and one doctoral student) who will join efforts to meet the tasks set forth for the next year.

Continuing Education Trends

Having served for a total of 6 years on the Continuing Education Committee, we assembled our thoughts on the evolution of this programming over the past few years. Two themes appear to
describe the types of workshops most frequently offered; those aiming to provide the participant with concrete consulting strategies for performance enhancement and those targeted to provide education on topics relevant to a wide variety of sport psychology experts. In order to assess the needs and interests of the AAASP membership, we distributed a survey last year (see Fall 1999 newsletter). About 22% of the membership responded and suggested topical areas that would augment their continuing education needs. From this list, a proactive approach was taken by the committee to solicit submissions from experts on these suggested topics. This proved to be successful through many high quality workshop proposals and near record attendance this year. We suggest that the committee continue a proactive approach to encourage submissions and revisit the surveyed list of topics to accomplish that goal. In addition, the committee has been working on several key issues related to continuing education.

One, the cost of attending Continuing Education workshops has not increased in several years. Compared to other CE agencies, AAASP CE workshops are quite economical. For those able to pre-register, professionals pay $75 for a 6-hour workshop and $45 for a 3-hour workshop; students pay $45 and $25 respectively. Based on pre-enrollment figures for this year, students continue to comprise about 30% of the Continuing Education participants. The first student to register for each workshop was offered free enrollment in exchange for performing various CE duties. This is the first year that this offer was instituted; reports regarding effectiveness are forthcoming.

Two, since the Cape Cod Conference in Hyannis (1998), APA credit is offered for CE participation. For an additional $15 per workshop, AAASP members can receive APA continuing education credit. The numbers vary, but 25% to 35% of workshop participants seek APA credit. In fact, total AAASP membership numbers have increased by providing this option. Some CE participants joined AAASP with the incentive of receiving APA credit.

Three, a diverse array of workshop submissions is a characteristic of CE programming. In fact, this year for the first time, a workshop is being offered in conjunction with a non-profit organization, First Tee. Evaluating the effectiveness and appropriateness of such offerings and developing a formal policy regarding such submissions will likely be a task for the CE committee in the future.

Four, another item that will receive attention during the tenure of the incoming Chair is the formal linking of AAASP CE credit and AAASP Certified Consultant recertification. Gloria Solomon and Damon Burton, Chair of the Certified Consultant Committee, have communicated about this proposition. There has yet to be any action taken on this proposal. It is logical to assume that requiring formal continuing education, as a qualification of recertification, will strengthen both the CE program and recertification criteria.

This committee serves to enhance educational and consulting strategies through the needs of the AAASP members. Any ideas, comments, or suggestions to improve the service of the Continuing Education Committee is invited by contacting the incoming chair, Leslee Fisher (lfisher2@utkux.utcc.utk.edu).
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AAASP Continuing Education - 2001

Our major objective each year is to solicit workshop proposals, conduct a formal review, and encourage participation. The official call for proposals will be made soon and will be available on the AAASP Web site. All Continuing Education Proposals must be postmarked by February 15, 2001. Note that this date may be different from the submission deadline for all other AAASP conference abstract submissions.

The CE Committee encourages you to consider submitting a workshop proposal, or if you have ideas for workshops, contact the CE chair. We are looking forward to hearing your ideas, reviewing your proposals, and seeing you present or attend the pre-conference Continuing Education Workshops in Orlando next year!

Submitted by:
Gloria B. Solomon, Ph.D., CE – outgoing Chair
Deborah J. Rhea, Ed.D., CE – Committee member
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I/PE Section Report

Trent A. Petrie, Ph.D. (petriet@unt.edu)

This is my last report as section chair for I/PE. As many of you know, the membership approved the realignment that had been proposed by Dr. Robin Vealey and the executive board. With the realignment, the original structure of having section chairs on the E-board has been changed. Now, the E-board is organized under functional areas, including; Science and Education Division (Dr. Vicki Ebbeck), Professional Development Division (Dr. Frank Perna), and Professional Standards Division (Dr. Trent Petrie). The realignment will allow the E-board members who were formerly section chairs to be more involved and serve the membership more effectively.

Although this realignment has occurred, the three sections (health, social psychology, and I/PE) will remain as committees within the Science and Education Division. Although these committees will have many different tasks, one of their primary missions will be to serve as reviewers for the annual conference. If you are interested in serving on one of these committees and being involved as a reviewer for the annual conference, please contact Dr. Vicki Ebbeck (vicki.ebbeck@orst.edu) or Dr. Trent Petrie (petriet@unt.edu).

As for the conference, I thought we had an excellent I/PE keynote, with the panel headed by Dr. Doug Newburg (thanks to Robin Vealey for organizing this panel presentation). The other presentations were excellent as well, showcasing some of our best research and most experienced consultants. I encourage you to submit your most interesting work for next year's conference in Orlando.

At the open meeting for the I/PE section, we discussed many different issues concerning our work as sport psychology consultants. One issue concerned the availability of AAASP Certified Consultants to supervise professionals in the field. One member wondered if AAASP might set up a fund to pay for supervision to encourage Certified Consultants' involvement. A second issue concerned accepting master's level training within AAASP certification. At the Fellows meeting, the issue of certification was discussed in depth and the Fellows expressed real openness to making changes to the process to promote certification among qualified professionals. One mechanism that was discussed concerned accepting master's level practitioners or at least making some level of certification available to them. During this upcoming year, the certification committee will be developing different mechanisms for expanding the certification procedure, so if you have input or feedback on the certification process, please contact Dr. Damon Burton (bartonoliver@netscape.net), chair of the certification review committee. These ideas will be discussed and voted on at the 2001 meeting. The last major issue that was raised at the open meeting concerned marketing of AAASP Certified consultants to professional and college teams. Efforts have been made in this area and will continue as we increase the number of certified consultants. As Dr. Andy Meyers (past-president) noted during the Fellows meeting, we cannot effectively publicize our product (AAASP consultants) when our numbers are so low. Before we tackle a full-scale publicity campaign, the number of qualified certified consultants needs to be raised.

Again, it has been my pleasure to work on your behalf during this last year. If you have any questions about the upcoming conference program or would like to share input to the executive board, please feel free to contact me.
LIAISON WITH DIVISION 38 APA

By Carole Oglesby (reds@astro.temple.edu)

Our relatively young AAASP organization has a number of positive collaborative relationships with other, similarly dedicated organizations. For example, through the Sport Psychology Council, liaisons are maintained with NASPE Sport Psychology Academy, ISSP and Division 47 of APA. AAASP has also worked with staff of the USOC in order to aid in the creation and maintenance of the USOC Sport Psychology Registry. Through these and other relationships AAASP is able to both serve and benefit from such service.

In 1999, AAASP established a liaison relationship with Division 38 of APA, the Health Psychology Division. As chair of the Health and Exercise Psychology Section at the time, I requested permission of the AAASP Executive Board to explore, and then to effectuate, this liaison relationship. Division 38 requires only that organizations demonstrate elements of common purpose with the Division and agree to accept the responsibility of a liaison. This entails filing written reports at the time of the Div. 38 mid-winter Executive Board meetings and attending the Board meeting just prior to the APA Annual Conference.

The benefits to AAASP, and particularly those members with research and service interests in health psychology, are potentially numerous. Through the reports I have filed with Div. 38, our annual conferences at Banff and Nashville were publicized in health psychology circles. The journals in our field have been identified as possible outlets for Division 38 members' health psychology research appropriate to our readership. Div. 38 has its own journal and I have been very pleased to see articles by AAASP members appearing there. Increased information flow between the two groups should enhance this kind of cross-fertilization. Division 38 offers four cash awards annually to support research efforts in health psychology and there may well be members of AAASP who could qualify to apply and win the funding.

Additionally, Div. 38 has an active Continuing Education Committee, which is hunting for innovative offerings. They have indicated an openness to dialogue with AAASP members interested in planning and implementing CE workshops in Health and Exercise Psychology at state, regional and national meetings affiliated with Div. 38.

Another area of common ground between the two units may be found in the potential collaboration between the Div. 38 Public Interest Directorate and the new Social Issues and Policies Committee formed by President Joan Duda. Their Directorate has a history of involvement in public policy matters which can be valuable as AAASP begins to move in this direction.

AAASP members may also be interested in specific sections of the Div. 38 Web site. Of particular interest may be the directories of sites for both pre- and post-doctoral internships in health psychology. Go to (http://www.apa.org/) for Div. 38.

The new AAASP Executive Board liaison to Div. 38 is Dr. Frank Perna. For further information about Div. 38, contact its highly competent staff member Barbara Keeton, (mail to: apadiv38@erols.com).
by Harvey A. Dorfman
(2000) South Bend, IN: Diamond Communications

Reviewed by Oliver W. Eslinger, Ed.M. (oeslinger@topgame.org)

The Mental ABC's of Pitching - A Handbook for Performance Enhancement by Harvey A. Dorfman was published in 2000 by Diamond Communications. The Mental ABC's of Pitching is meant to be a companion book to Dorfman's co-authored 1989 classic, The Mental Game of Baseball. Many of the same concepts from his first book are discussed in this follow-up text, but with greater detail and application to pitching. Unlike other performance enhancement books that include some of the same sport psychology terminology, The Mental ABC's of Pitching presents the material in a new and innovative way that introduces the reader to many key concepts needed to enhance pitchers' performances.

Dorfman guides the reader into the mind of a pitcher and demonstrates how pitching is a game in itself. In each chapter, he illustrates his points with valuable lessons and crucial facts that emphasize the significance of popular baseball statements like "stay in control", "get the out", and "finish the hitter."

Although the book does not have a traditional set-up of chapters, it is effective in its "handbook" format. Dorfman takes the reader through the entire alphabet, from A to Z, in an attempt to familiarize one with important mental pitching tips and techniques. For example, the first chapter is "A" which includes segments on adjustments, adversity, aggressiveness, analysis, anger, anxiety, approach, arousal, and attitude. "B" describes balance, behavior, belief, big inning (preventing it), body language, and breathing. Each chapter follows a similar framework all the way to chapters on "y"esterday and "z"eros.

Following each topic, Dorfman includes a section entitled, "What the pitcher should do," which summarizes and applies the specific concepts and terms described in the particular segment using 5 to 15 practical phrases. For instance, following "i"ntelligence, the first bullet-point states, "Understand that thinking is an on-going process."

The content of the book is specific to pitching, but most of the terms and suggestions can easily be applied to other baseball positions and generally to other sports. Dorfman writes of "d"iscipline, "e"motions, and "f"ear of failure. These are words many athletes and coaches use, but the author focuses on how to translate these complex psychological principles into easily understood applications.

The "handbook" feel of the text allows Dorfman to integrate the terms with one another and refer to concepts more than once. In fact, he encourages page flipping by highlighting related terms to certain sentences in each segment. For example, he writes, "See WARRIOR" after a paragraph on Roger Clemens, which makes the reader want to turn to the "W" chapter. Although one is able to skip around the book and pick up new ideas on any page, the text flows nicely from front to back for a leisurely read.

One can tell that Dorfman has years of experience as a performance consultant by reading his anecdotes and quotes from various eras of major league players and coaches. From Sandy Koufax to Tom...
Seaver to Pedro Martinez, Dorfman describes many types of pitchers and covers different pitching styles. The author also stimulates the reader's interest by using an array of quotes from psychologists, philosophers, and educators, capturing the usefulness and possible application of sport psychology concepts to all realms of life. Catchy phrases like "heat and light" in reference to regulating arousal are intertwined with classic psychological terms like "fight or flight" and "catastrophizing." Dorfman's approach keeps the reader interested, motivated, and continues to force one to think about his or her own mental effort and skills.

The author understands that a strong mental game is a skill and that performance strategies take time to develop. Alluding to these points, he concludes the main text by telling the reader to "Know his ABC's" and read "ALL PRECEDING PAGES."

To compliment his "ABC's," Dorfman includes two short appendices. Appendix A lists the chapters from his first book to make the reader aware of other previously well-developed mental game topics. Appendix B outlines several behavior and attitude goals, which contribute to the "g"oals segment. These goals, like other methods in Dorfman's book, have been utilized by his professional clients. The reader is enticed to refer to strategies that deal with acquiring and maintaining mental toughness.

*The Mental ABC's of Pitching* is engaging, intriguing, a smooth read, and an effective reference guide. Dorfman has mastered the art of utilizing concrete examples while teaching important pitching and sport psychology concepts. The overall format works well because, as with all mental and physical training, athletes desire quick solutions to their questions or problems. The alphabetized chapters make it easy to find answers and suggestions. Throughout the text, Dorfman breaks down complex processes to comprehensible terms so pitchers can smoothly integrate new principles into their games. Dorfman discusses both popular and novel ideas that all athletes, coaches, sport psychologists, parents, teachers, and fans can appreciate and apply to their various own domains. *The Mental ABC's of Pitching* is a valuable resource for not only pitchers, but also anyone interested in optimizing performance.

The Reviewer, Oliver W. Eslinger, is a doctoral student in sport psychology at Boston University. He is also a co-founder of, and a consultant for, TOP GAME - Teaching Optimal Performance through Goals, Action, and Mental Enhancement. To contact him, send e-mail to: oeslinger@topgame.org.
In the early 1990s, the publication of an article by Daniel Begel on sport psychiatry served as impetus for a small group of psychiatrists who work with athletic individuals and teams to form a professional society, the International Society for Sport Psychiatry (the other ISSP). This Society has regularly presented programs at the American Psychiatric Association. Other interest groups of sport psychiatrists have formed within other psychiatric organizations, and a few more articles have been written. Now comes Sport Psychiatry: Theory and Practice, edited by the aforementioned Daniel Begel, M.D. and Robert Burton, M.D., the immediate Past-President and the President, respectively, of ISSP. It is the first extended writing on the subject of sport psychiatry in more than 30 years. For the communal effort alone, this book should be considered a signal achievement.

Unlike many multi-authored books, about two-thirds of the chapters in this one are penned by one of the editors. This allows for a consistency of writing and perspective not often found in many collaborative books. It may also speak to the relatively small number of psychiatrists who self-identify as sport psychiatrists. The editors and authors are clearly excited about, and interested in, the world of athletics and the ways in which psychiatry can interface within that arena and with those players. In framing their discourse, Begel constructs the central assumptions of the book: "an athlete's state of mind has a significant impact on performance;" "participation in sports affects the mood, thinking, personality, and health of the participant;" and in order to be effective, "the psychiatric care of athletes must be adapted to the athletic context in specific ways" (pp. xlii-xlv). Burton explicates the further complexity as well as the potential psychiatric interface: "the athlete suffering from a psychiatric disorder is the ultimate human paradox" (p. 61).

Although sport participation should support general health and well being, athletes are not immune from experiencing mental distress. They may, in fact, be at increased risk with regard to some disorders – such as eating disorders – and may be more likely to receive treatment for others – such as chemical dependence and anxiety disorders.

Sport Psychiatry is divided into three parts. The Biopsychosocial Matrix offers an overview of the athlete's mind, body, and social role. Begel presents a developmental model of the stages of athlete maturity and suggests that there is a universal athletic instinct. Murray Allen reviews the psychobiology of athletic training, focusing especially on the functions of endorphins in exercise and the physiology of stress. Attending more to the sociology of sport, Begel and Antonia Baum review issues of gender and race among athletes.

The second section concerns various clinical issues in sport. Two sets of chapters are designed to complement each other, one regarding psychopathology and the other, substance abuse. With respect to psychopathology, Burton provides brief descriptions of specific mental illness among athletes. Depression (especially post-retirement), eating disorders, and substance-related disorders each receive a few

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pages' coverage, while anxiety disorders, adjustment disorders, ADHD, post-traumatic stress disorder, psychosis and schizophrenia are covered more briefly. DSM Axis II disorders are specifically excluded from this review.

Begel discusses normative athlete psychological problems. With a nod to Freud, he reflects on “the psychopathology of everyday athletic life.” Five typical performance problems are examined: choking, slumping, dealing with injury, interpersonal problems, as well as a generic area – training dilemmas.

In the other set of chapters, Gregory Collins begins with a discussion of substance abuse and athletes. He recognizes the reflections of, and challenges to, society represented in the misuse of alcohol, marijuana, and cocaine by collegiate and professional athletes. He describes in detail a program that was developed in the 1980s by the Cleveland Clinic for the Cleveland Browns – a labor-intensive, entire-organization program (since disbanded) – and commends it as a potential model for school-based programs. Todd Hendrickson and Burton review the characteristics and effects of a wide variety of performance-enhancing drugs, ranging from the better-known androgenic anabolic steroids, to the more recently emergent ergogenic aids.

In a separate chapter, Begel attends to youth sports, focusing specifically on the dilemma that “the involvement of grown-ups, to which organized youth sports owe their existence, inevitably carries the risk that the needs of the adults will take priority over those of the kids” (p. 94). He skillfully weaves in Toffler, Knapp, and Drell's interesting paradigm of “achievement by proxy.”

The final section, on Therapeutics, contains some of the strongest chapters of this book. Interweaving the small extant literature on sport psychology intake interviews with the traditional psychiatric exam, Ronald Kamm offers an integrative model of the sport psychiatry examination. His format and framing for psychiatrists can also serve to raise some important issues for sport psychologists, whether in the clinical or educational setting.

Begel presents comments and case studies regarding psychotherapy with athletes. (The case examples throughout the book, predominantly concerning highly skilled amateur and professional athletes, are generally interesting and relevant to the context.) Jon Hellstedt, a psychologist and the only non-physician contributing to this book, elaborates on his previous integration of family systems theories as applied specifically to work with athlete families. Burton likewise offers the practice model of consultation/liaison psychiatry in suggesting ways in which psychiatrists can be consultants to athlete teams. In the final chapter, Antonia Baum addresses the small amount of information available on the use of psychotropic drugs among athletes. She recognizes limitations and restrictions on athletes’ use of medication as a function of regulation by various governing bodies.

When a field is just forming, it may need to stake out its separate claim before being able to begin incorporating and making use of information from other disciplines. In reading this book, I was constantly struck with the possibilities, the lost opportunities (thus far) for synthesis and strengthening between sport psychiatry and sport psychology.
Voices from the Field: The AAASP Past Presidents
Highlighting Founding President, John M. Silva
Organized by Lavon Williams, Associate Editor

Voices from the Field is a column designed to highlight the contributions and perspectives of individual AAASP members. Beginning with this issue and extending throughout the following year we will be highlighting a group of people; the Past Presidents of AAASP. This series stems from a comment about “institutional memory” made by an AAASP member at the 1999 AAASP annual conference business meeting. The member commented, and I agreed, that the memory of many AAASP members often begins with the year of their membership. To help expand our memory a number of former Past Presidents of AAASP will share their “presidential” experiences with us over the coming year. The participating presidents were guided by six questions, given below, regarding their experiences as President of AAASP.

In this segment John Silva, the Founding President of AAASP and professor of sport psychology at the University of North Carolina Chapel Hill, shares with us his role in the development of AAASP. His story begins with the inception of AAASP and continues through his first year (1986-1987) as President of AAASP.

Lavon: When did you serve as AAASP president?
John: I served as the inaugural president of AAASP. My idea for an organization dedicated to the discipline of sport and exercise psychology and particularly to the ADVANCEMENT of applied aspects of sport psychology germinated in the early 1980s. Professional aspects of sport psychology were growing without any structure, guidance or regulation and there were many instances of teams and athletes having bad experiences with “sport psychologists”. NASPSPA was petitioned several times to address these concerns and in 1984 NASPSPA formally voted not to address professional issues in sport psychology. After over a year of planning and speaking with colleagues I had a firm sense of what needed to be done to organize AAASP and establish the major organizational goals that held the potential to dramatically advance and organize applied sport psychology. I held an organizational meeting, after the business meeting, at the 1985 NASPSPA in Gulfpark MS. The structure of AAASP was presented and there was a call for nomination of officers. Voting for organizational positions took place at the end of the meeting and as the first “elected” president, my primary task was to contact the other nominated and elected officers to establish the first executive board of AAASP. The first AAASP conference was held in Jekyll Island, GA October 9-12, 1986, and was attended by 214 colleagues representing several countries. It was a moving and tremendous experience to see the Association born.

Lavon: What were your visions/goals as AAASP president?
John: Several of my visions and goals for the AAASP have been accomplished, however many remain to be achieved. My main objectives were to establish a strong applied association that would facilitate high level training for aspiring sport psychologists, provide an identity for the applied field through certification, and upgrade the quality of services offered to coaches and athletes. I also wanted AAASP to promote sport psychology and sport psychology services directly to USOC, Major League Sports, NCAA and other organizational bodies. I envisioned that AAASP would be involved in helping these organizations learn where to look for trained professionals who could conduct their psychological programs, and their rookie orientations. I wanted to develop a partnership through education with these organizations that made it much easier for sport organizations and

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regulatory bodies, to know where to look for a sport psychologist. Through such an educational and marketing process, the potential consumers of sport psychology would be in a much better position to hire quality service providers, certified by a body of professionals who are specialists in that field.

Lavon: What primary issues did AAASP face during your year of presidency?
John: The primary issues during the first presidency were many! We had a marathon 3 ½-day meeting in Nags Head, NC, where the first executive board wrote the constitution, forged the organizational structure of AAASP, established the first certification committee, and planned out the first year for the organization. There was a sense of progress and optimism, not only in the professional and practice concerns that we were tackling, but in the formation of the three sections of AAASP (Intervention/Performance Enhancement, Social Psychology of Sport and Health). The section heads for these areas were conceived to be spearheads who would actively work during their tenure on the executive board to promote and advance each of the three areas that represent the interests in the field of sport psychology. We had no money to begin with, but believe me, we did more with less and everything was poured back into AAASP for the betterment of the members. Other important matters included; how would we be able to promote the Association to fellow professionals and rapidly create a membership base? We applied for and received non-profit status, and as a non-profit Association we envisioned spending AAASP money on the members and on the advancement of sport psychology. We organized and completed the certification procedures for AAASP - the first of its kind anywhere. We started work on a code of ethics and developed the Journal of Applied Sport Psychology. The first three conferences were my responsibility -- I drove around the Southeast in my 1977 Volvo visiting conference sites and negotiating the bids for the first conference -- it was my "Easy Rider"! We had tremendous enthusiasm and worked very hard with each other -- it was a great professional experience. We had some tremendous speakers at AAASP, like Donald Meichenbaum, Rainer Martens, APA President Bonnie Strickland, Jim Bluementhal in Health psychology. We were very excited about AAASP and what we knew it could accomplish for the betterment of the field of sport psychology, if we worked together - that was what AAASP was all about, Exercise and Sport Psychology professionals and Psychology professionals working together to create a new profession interfaced with the interdisciplinary academic focus that had previously been established.

Lavon: What do you consider AAASP's greatest challenges during your year in office?
John: The greatest challenge for me was to establish an infrastructure that would successfully carry on the work of the Association after I left office. I did not oversee the Presidents that followed me in any manner, and I assumed that the tremendous momentum that had been built in support of what we were trying to do as AAASP would almost naturally continue. In this regard, I feel that I failed since the Association slowed tremendously and has not achieved some of the major goals it was founded to accomplish in the areas of enhancing professional preparation, marketing sport psychology to the sport organizations we should be serving, and uniting Exercise and Sport Psychologists and Psychologists in recognizing we are a distinct discipline and profession and there should be requirements for entry, practice, and continuation of practice in the field. I believe this remains the greatest challenge for all of us who are committed to the advancement of sport psychology, as opposed to some diffused notion of general performance enhancement. There is an established discipline of sport psychology, but we have not advanced the profession in a meaningful and orderly manner.
Lavon: What do you consider to be AAASP’s greatest achievements/advances/ accomplishments while you were in office?

John: The time I had in office was magical - we had great professional interactions - we did not always agree, but there was a spirit of open discussion and intellectual exchange. All the politics were on the table and I thought everybody on the Executive Board worked for the betterment of the members. I am very pleased with the accomplishment. Of course, getting the Association off the ground, the great conference we hosted (many of which included meals!), the huge student response to AAASP from the very beginning was great (this was a big change - students were treated as fellow AAASP professionals), and AAASP was one of the first Associations, in any field, to have a student member on the Executive Board with full voting rights (that was one of the best ideas I had!), certification, and all the work that went into getting JASP off the ground, were all memorable experiences.

Lavon: What do you see as the legacy of your AAASP presidency?

John: The legacy of my presidency is not for me to define. I did what I truly believed needed to be done in the 1980s to advance the field I love and have dedicated myself to as a professional. I would do it all over again if I had to, and some of my colleagues keep telling me I just may have to do that! But I do not believe that, I believe in AAASP and think that the membership will refocus the Association on the ADVANCEMENT of APPLIED SPORT PSYCHOLOGY, and the overwhelming amount of work that needs to be done today and tomorrow to establish the discipline AND profession of sport psychology at a level we can all be proud.

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Research Assistant Positions Available by the Mayo Clinic

The Mayo Clinic Sports Medicine Center is taking applications for two Johannson-Gund Scholarship Research Assistants. This is a one year full-time opportunity to work closely with a sports medicine team. J-G Scholars will be predominately involved in various stages of the research process while working on numerous multi-disciplinary protocols. The selected candidates will gain performance enhancement experience that is acceptable for certification in the Association for the Advancement of Applied Sport Psychology (AAASP), and will gain some exposure to the nature of a clinic practice in sports medicine. This combination of experiences provides a unique opportunity for the J-G Scholars. The assistantships are supported by the Johannson-Gund endowment and the Sports Medicine Center, which provide each scholar with an hourly wage as well as medical/health benefits. Deadline for applications is February 14, 2000. Positions commence in June/early July. Preferences will be given to master’s degree applicants who plan a career in sport psychology, medicine, or sports medicine. Candidates must also be able to demonstrate their ability to work cohesively in a team-centered practice.

Questions may be directed to:

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AAASP Newsletter Fall 2000 - Vol. 15, No. 3
By Rob Fazio (lifeskill8@Yahoo.com)

The Student Section

My first order of business as elected Student Representative is to thank the previous Student Representatives, Justine Reel, Thad Leffingwell, and Shelly Wiechman for their encouraging words and willingness to share. Last year's representative, Michelle Magyar, initiated a great platform for student mentoring, which I intend to support and further develop.

For me, the most important aspect of the title "Student Representative" is the word Representative. Although I do not take many things seriously, accurately representing the AAASP students is a priority to me. Throughout my graduate career, if there is one thing I have learned, it is to get B's, I mean, to collaborate and build supportive relationships. This past semester I had an opportunity to develop a close friendship with a sport psychology student from New Zealand. I learned a great deal from Justin, especially the way in which both life skill programs and sport as a whole can differ greatly in various cultures. As my term moves along, I will be encouraging all students to establish new relationships and strengthen ones already established.

As students, I see our role to be much more than identifying what is wrong with AAASP. I believe that we need to embrace what is right with AAASP and use it to our advantage. Once we realize just how ahead of the game we are, a lot more can be accomplished. With the growth of the "Positive Psychology" movement (highlighted in the January 2000, American Psychologist Vol. 55-1) we are in a position to demonstrate our expertise. We are already doing what many professionals are encouraged to do in the future.

Our wonderful researchers let us know that 80% of our waking hours is spent communicating and 70% of all communication is misunderstood. Why is this relevant? Who knows? (But now people think I have knowledge of stats and I enjoy applying research.) Seriously though, because communication is essential for progress, I encourage you to communicate a great deal with other students and me. I do not want to limit suggestions and recommendations to regional representatives exclusively. Although they are a valuable resource, I feel that input from a larger sample is essential to our growth.

Along with the assistance of a number of you, I intend to support and further develop previous initiatives as well as to develop new projects. Below are some student projects coming up. If you would like to help out with anything, please contact the appropriate people.

The 3rd Annual Program Fair: If it's not broken, don't fix it! Natalie Durand-Busch's stellar idea, which was implemented by Justine Reel with some help from me, has been a hit! The purpose of the Annual Program Fair is to give prospective students an opportunity to meet and greet professionals and students as they showcase their programs. This upcoming year Josh Avondoglio, (javondgl@memphis.edu), from the University of Memphis, will be in charge since he ran the show this year.

Our 3 R's- Regional Representative Requirements: WVU student Sam Maniar began the process of identifying the responsibilities of a Regional Representative. Carrie Scherzer, from University of Arizona, will be further developing this list into REQUIREMENTS for Regional Representatives. Our hope is that only people that are truly dedicated to making AAASP a better place will be Regional Representatives. In addition, along with the help of many of you, it is my intention to develop a guide for Regional Representatives.

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The Student Executive Committee: With the passing of the new structure for the executive board it seems only natural for the students to mirror this structure. We have begun the development of this committee. A group of students, lead by Madelyn Beamer and Josh Avondoglio, are working away on this initiative.

More to come ... More projects are in the works. Julie Partridge from University of Northern Colorado, along with other students and professionals, will be working diversity within AAASP. Keep an eye out for additional student efforts such as the Proactive Peer and Undergraduate Mentoring Program (PPUMP), our Performance Excellence movement, and an outreach program. I'm really looking forward to this term as your Student Representative. Together we will accomplish a great deal!

Upcoming Regional Conferences

Since not all conferences are set, please keep in touch with your Regional Representatives in order to find out specifics.

Midwest - Purdue University - February 16th and 17th, 2001
Southeast - West Virginia University - March 2nd and 3rd, 2001
Southwest - Arizona School of Professional Psychology March 30-31, 2001
Temple University - March 23-24, 2001
18th Annual Conference on Counseling Athletes - Springfield College - Summer 2001
Eastern Canada - To be Announced

Regional Student Representatives

The following is a working list of Regional Representatives. This year, there will be guidelines and requirements to ensure we are all working toward a stronger AAASP student membership. As the year goes on more Reps. may be added to the list, and some may find their way off.

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ATTENTION

Address Changes

If you move and need to change your address for receipt for your AAASP publications, please go on-line and make the changes to your address. We will no longer be making address changes for members. It is your responsibility to maintain a correct mailing address.

Thank You.

www.aaasponline.org

AAASP Newsletter Fall 2000 - Vol. 15, No. 3
The School of Sport and Exercise Sciences will soon be advertising a tenure-track Lectureship position in Sport and Exercise Psychology that will commence in Fall 2001. We will be seeking a strong scholar in the discipline who has been active professionally in the major organizations within the field (e.g., the Sport Psychology arm of BASES, AAASP, FEPSAC, ISSP). The new lecturer will be joining a research group that includes Professor Joan Duda, Dr. Steve Bray, one post-doctorate research fellow, and five Ph.D. students.

The post offers laboratory facilities for research at the forefront of the field, together with opportunities to work with elite athletes. The School has put aside a capital sum from its reserves of £5000 as a start-up fund for the new Lecturer. Further, the successful candidate will be allocated a School-funded Ph.D. studentship. Teaching loads for the first several years of the post will be a maximum of one course per semester and are not expected to rise substantially after that period, if at all. New lecturers in the School are protected from administrative responsibilities. Salary will be commensurate on qualifications and experience.

The School of Sport and Exercise Sciences has a very strong research base. The School achieved a 5A rating in the last national Research Assessment Exercise, the only Sport and Exercise Department in the UK to do so. The School was constituted in its present form within the Faculty of Science in 1986 and is now a self-contained budget centre with a recurrent budget in excess of £2M. There is a teaching staff complement of 18, supported by five technical and six secretarial staff. In addition, there are eight research fellows within the School and some 30 postgraduate research students. The School is a partner in the Human Performance and Sports Medicine Units, situated in the Munrow Sports Centre, and has strong collaborative links with other departments within the University, including the School of Psychology and School of Medicine. Currently, the School has around 340 FTE undergraduate students, the majority of whom are enrolled in a BSc. Honours Sport and Exercise Sciences Programme.

Informal enquiries may be made to Professor Joan L. Duda (tel. 0121 414 2737, e-mail J.L.Duda@bham.ac.uk).
AAASP's 15th birthday was celebrated in grand style at the Sheraton Music City Hotel in Nashville, TN. The program was intellectually stimulating, the music was great, and the spirit among conference attendee's was infectious. Personally, it took me about three days to recover from "conference jet lag" (a yukelidian mental training term referring to keeping one's focus and being at one's best each and every day following successive late night socializing with friends (typical 2:30 A.M. shut down) followed by invigorating early morning, 7 A.M. meetings). To compound matters, I got no sympathy from my family upon my weary return to "happy valley," there were leaves to be raked, kids to be transported from one sporting event to the next, let alone numerous "payback" bonus points I owe my lovely wife Marla for time away from the family. Oh well, what we do for the love of our organization.

Although I did not get to the conference until Wednesday afternoon, those attending pre-conference continuing education workshops had some outstanding presenters and workshops to choose from including; teaching mental skills and drills, mentoring youth and facilitating life skill development through the game of golf, an integrative multi-disciplinary approach to athletic injury rehabilitation, effective team building strategies, and how to develop a full time consulting practice. Bob Nideffer officially opened the conference program with an impassioned Coleman Griffith Lecture. Drawing on life experiences, I was particularly impressed with his perspectives on what helps him "turn the key" when working with performers, as well as his philosophy of wanting to learn what makes talented athletes and consultants effective. Similarly, I appreciated his sense of inclusion and candor, both in terms of bridging the gap between scientists and practitioners, and his vision for how the Internet can play an instrumental role with regard to the future of our field.

Another highlight of the conference was our keynote presentations, kudos to the committee members that planned and organized the keynotes, job well done. In the Health Psychology Keynote, Dr. Richard Suinn, former President of APA, did a nice job integrating psychological interventions from sport and exercise to heart disease, cancer, and pain management. With regard to the Social Psychology Keynote, I sensed a strong feeling of passion and intrinsic motivation emanating from Dr. Richard Ryan's lecture as he provided a thorough account of how social contexts and antecedent factors associated with self-determination theory influence intrinsic and extrinsic motivational orientations in a variety of different domains. The collaborative four person Intervention/Performance Enhancement Keynote featuring Doug Newberg, Curt Tribble, Jeff Rouse, and Jim Clawson (along with John Mollo and Bruce Hornsby on video) discussing Doug's Resonance Model as it applies to sport, medicine, music, business, and life was out-

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standing. Similar to Nideffer's presentation outlined above, each presenter shared intimate stories (and in Doug's case, a poem) about what resonance producing experiences have meant to them and how it has impacted their lives. Whether it is Doug's notion of the "Pad," or Jeff's feeling of "Easy Speed," or the meaningful relationships Curt develops with his heart patients, the paradox shift, and applications to sport and life resonated with inspiration to all who were in attendance.

Unfortunately, I do not have enough space in the present column to write about all the great workshops, research presentations, posters, and symposia that were offered. But I do have some other observations I would like to touch upon. The first thing that comes to mind is the diversity of talent that lies within our organization. As Joan Duda aptly addressed in her Presidential Address, we are the experts within our field, and we should be moving beyond the "black box," thinking of ways to generate and promote position statements on issues that have germane interest and importance. Her proposed social policy initiative is a step in the right direction. Similarly, I attended the students meeting and was impressed with the fervor that was generated over graduate training, certification, and their perceptions about the direction our field is heading. My response is to be a momentum maker, that is, stand up for the integrity of your beliefs and take an active role in influencing the future. Finally, I am always impressed with our social camaraderie. I can still visualize the large crowd hovering around the big screen TV in the lobby, cheering, and agonizing, over each at bat during that marathon Mets - Yankees World Series Game. We all have our own views, perspectives, ideologies, etc. and it is nice to know we can put differences aside and not take ourselves so seriously that we fail to laugh and show respect for one another as people and/or professionals.
Attendance:
Andy Meyers (President)   Carole Oglesby (Health Section Head)
Robin Vealey (Past-President)  Trent Petrie (PE Section Head)
Joan Duda (President-Elect)   Vikki Ebbeck (Social Section Head)
Cynthia Pemberton (Publications) Michele Magyar (Student Representative)
Jim Whelan (Secretary/Treasurer)

Call to Order: Dr. Meyers called the meeting to order and welcoming Executive Board (Board) members and introduced agenda for the meeting.

Minutes: Dr. Whelan presented the minutes from the previous Board meeting.

Motion: Dr. Duda moved to accept the minutes from the Fall 1999 Executive Board meeting with minor modification. Dr. Pemberton seconded the motion. Motion passed unanimously.

Conference Program Committee: Dr. Vealey reported that 370 conference submissions were received and that 96% of these proposals were submitted though the Web site. The program committee adopted several changes to the structure of the conference program including no Sunday morning sessions and 6 poster sessions.

The program development process has been further streamlined. The 1997 committee met for 4-days. The 2000 committee needed only 1-day. The objective is for the 2001 committee not to need a spring meeting to construct the initial draft of the conference program.

Research Grants: Dr. Ebbeck reported that six grant proposals were received. Full funding is recommended for two proposals. Partial funding is recommended for a third. Total amount awarded is $2868.00. Feedback will be provided to all submitting investigators. Letter to awardees will request that a final report be submitted to the Board. It is recommended that the Web site include a list of the funded projects.

Intervention/Performance Enhancement Section Head Report: Dr. Petrie reported on the section-related conference presentations. He also noted the committee’s ongoing efforts to study diversity experiences in training.

Social Psychology Section Report: Dr. Ebbeck reported on the section-related conference and noted that the Social Psychology committee is now in place.

Health Psychology Section Report: Dr. Oglesby’s efforts have been focused on her responsibilities as Senior Section Head. In addition, she reported her work as AAASP liaison to APA Division of Health Psychology. This work has included soliciting reviewers for their conference and providing information about AAASP for the APA Division Web site.

Dr. Oglesby also reported on the development of the Special Interest Groups (SIG). The EMDR group is on the schedule to meet at the Nashville conference. The Qualitative Research group has started an active e-mail exchange.

Executive Board Re-Organization Proposal: Dr. Vealey reviewed the proposal to reorganize the Executive Board and the responsibilities of Board members. It was noted that the current organizational structure is incongruent with the efficient pursuit of the Association’s missions or the Executive Board’s functions. It was noted that AAASP was formed to support a profession that includes not only knowledge development and dissemination, but also professional issues, such as service delivery to society, and the development and maintenance of rigorous professional standards. Other organizational initiatives, such as marketing AAASP certified consultants, have been left to the work of transitory committees. Therefore, a professional organization model is needed that is structured to facilitate the

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pursuit of all AAASP missions

The re-organization plan maintains a nine-member Board, but it changes the responsibilities of the three section heads and Publication Director. These 4 Board members will become the Science and Education Division Head, Publication/Information Division Head, Professional Standards Division Head, and the Professional Development Division Head.

The Board discussed the details of the proposal and discussed minor revisions to this plan. This reorganization plan should be published in the Newsletter and added to the Web site. (See Appendix A for the specific details of this plan.)

**Motion:** Dr. Petrie moved that for the approval of the realignment model pending minor changes. Dr. Pemberton seconded the motion. **Motion passed unanimously.**

**Constitutional Changes:** The re-organization proposal requires a number of constitutional changes. (See Appendix B for details.) Section 1 of Article VIII.

**Motion:** Dr. Vealey moved for the acceptance of constitutional changes as proposed. Dr. Pemberton seconded the motion. **Motion passed unanimously.**

**Certification Review Committee:** This committee (Dr. Damon Burton, chair) reported that Drs. Peggy Richardson, Rob Stainback, and Hap Davis were re-certified. In addition, Dr. Jack Lesyk and Jack Watson were certified.

The Board reviewed Committee recommendations for Certification Review process changes. Changes were considered to address concerns about the difficulty of competent professionals meeting the criteria. The committee did not recommend a revision of the certification criteria. It did recommend reopening a grand-parenting process for all those who completed the doctoral degree before 1993. In addition, the committee recommended greater flexibility in satisfying the certification requirements. The Board discussed an alternative set of changes that would streamline the existing criteria and therefore facilitate a significant number of members becoming Certified Consultants. Dr. Meyers agreed to solicit feedback about possible certification criteria changes from a sample of fellows and past presidents.

**Secretary/Treasurer Report:** Dr. Whelan reviewed details of the 1999 year-end financial report. He summarized that revenue exceeded expenses during the last fiscal year by $54,785. In accordance with policy, $41,088 and $13,697 were respectively designated to the Restricted Capital and Unrestricted Capital funds.

Dr. Whelan also reported that membership in 1999 was 1032, this is 53 more than the 1998 membership. Membership growth was mostly due to an increase in professional members. The greatest increase in professional members was in psychologists.

Dr. Whelan also reported that the AAASP needed to consider a home office for 2001. A list of essential tasks to be conducted by this office will be developed for the fall Board meeting. In addition, Dr. Whelan recommended that a membership committee and Web committee be established before 2001.

**Web Site Report:** Drs. Wade Gilbert and Whelan provided an overview of the Web site. Highlights included a revised on-line conference submission and submission review process, a new member service area, an on-line membership renewal process, an on-line directory, and monthly members news information. Dr. Gilbert noted that the Web site has become central to many AAASP functions, but that the Board needed to address the needs to support the maintenance of the Web site and to advertise it to the membership. Two positions need to be filled, Web master and Web conference person.

Dr. Whelan presented a proposal to further expend the Web site. This proposal included an on-line conference registration process and a number of administrative functions (e.g., broadcast e-mail to membership, a robust member database search functions, automated membership report, and automated conference registration report). $10,000 investment in the Web site was requested. In addition, $3,500 was request to pay for Web master and Web conference submission manager.
**Motion:** Dr. Petrie moved that $10,000 be approved for Web site development. Ms. Magyar seconded the motion. Motion passed unanimously.

**Motion:** Dr. Whelan moved that $3,500 be approved for Web master and Web conference submission manager. Ms. Magyar seconded the motion. Motion passed unanimously.

**JASP Publisher:** Dr. Meyers presented proposals to publish JASP from four additional companies. (A fifth offered to buy the journal from AAASP). Reviewing the seven proposals, Dr. Meyers recommended further negotiations with the American Psychological Association (APA), Taylor and Francis, and Album. Since Allen Press was not one of the recommended publishers, Meyers asked the Board to decide if AAASP should move to a new JASP publisher.

**Motion:** Dr. Whelan moved that AAASP discontinue the relationship with Allen Press and that Dr. Meyers negotiate, and then contract with either APA, Taylor and Francis, or Erlbaum to publish JASP. Dr. Petrie seconded the motion. Motion passed unanimously.

**Student Representative Report:** Ms. Magyar reported that 8 regional conferences were planned for 2000 with four conferences receiving AAASP funding. The Board provided input on policy guidelines for conferences seeking AAASP support. Ms. Magyar noted that a refinement of an application form, deadline, and requirements for sponsorship would continue to be developed.

Other projects being developed by students include an award for student conference presentations, analysis of student survey, and fund-raising. Ms. Magyar received board support to develop a student executive committee that would liaison with various AAASP committees and operations.

**Awards:** Dawn Lewis, from Michigan State, was named the 2000 Thesis Award winner, and Dr. Mi-Soo Kin, from Purdue University, was named the 2000 Dissertation award winner. The Dorothy Harris Memorial Award winner was Brad Cardinal, and the Practice Award was Shane Murphy.

Four new AAASP Fellows were named; Drs. Kate Hays, Kevin Burke, Vikki Krane, and Trent Petrie.

**Publications:** Dr. Pemberton noted that delays in receiving the membership mailing list pushed back the mailing of the winter 2000 newsletter. Dr. Pemberton recommended a refund for two advertisers who paid for time sensitive Newsletter ads.

**Motion:** Dr. Pemberton moved to refund the two organizations that paid for time sensitive ads in the Newsletter. Dr. Ebbeck seconded the motion. Motion passed unanimously.

Dr. Pemberton reported on operations of the publication office, upcoming deadlines and need to reprint the sport psychology brochure.

Dr. Pemberton brought to the Board’s attention recent incidences where professionals appear to be misusing assessment instruments by claiming that such instruments can predict success. She proposed that the Board ask a small group of members to develop a position paper on the use of assessment instruments in the prediction of athletic performance.

**Motion:** Dr. Vealey moved to have a committee write a position paper on the use of assessment instruments to profile and predict the success of individual athletes. Dr. Pemberton seconded the motion. Motion passed unanimously.

**Continuing Education Committee Report:** Committee’s (Dr. Gloria Solomon, Chair) report described the CE submission process and decision making for the 2000 conference. Five workshops were recommended for the next conference. The board agreed to include a sixth program on the First Tee program that will be lead by Drs. Danish, Petlichkoff, and Petipas.

The Dr. Solomon’s report included nominating Dr. Leslie Fisher as the next CE Committee chair and noted that the CE Policy and Procedures manual was completed. Finally, the board supported Dr. Solomon’s request for the on-site CE registration to be integrated into the conference on-site registration process.

**Past-President Report:** Dr. Vealey summarized progress on the Nashville Conference. She noted the possible need for an American Sign Language interpreter, the finalization of the conference budget, the purchase of Grand-Ole Opera tickets, and the need to decide on the abstract book.

**Motion:** Dr. Duda moved to contract with Ron Jon Publishers to print the abstract books under the title of “Cont-Continued on page 48
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ference Proceedings.” Dr. Petrie seconded the motion. *Motion passed unanimously.*

**President-Elect Report:** Dr. Duda reported that the 2003 conference was to be held in the Northeast and that Centennial Conference would be contracted to solicit hotel proposals from various Conference and Tourism Boards. Possible locations under consideration include: Boston, Baltimore, Philadelphia, Pittsburgh, and Buffalo. It was noted that the northeast US would be more expensive than most other geographic regions.

Dr. Duda lead a discussion about reducing the regional rotation for conference sites from five to three regions. The reduction in the number of regions would increase flexibility in site selection.

*Motion:* Dr. Petrie moved that the conference site selection process utilize a three geographic region rotation starting in 2004. Dr. Ebbeck seconded the motion. *Motion passed unanimously.*

**President Report:** Dr. Meyers reported on the conference management contract. He recommended that the association contract with Centennial Conferences. This contract with Centennial will have responsibilities for on-site registration and conference oversight. Centennial will handle all logistics for conference events, keynote speakers, and preparation of registration packets. In addition, Dr. Meyers recommended an additional agreement with Centennial to help with site selection for 2003. The fee for 2000 conference is $13,500. The site selection fee is $1,500.

*Motion:* Dr. Vealey moved to accept both contracts with Centennial Conferences. Dr. Oglesby seconded the motion. *Motion passed unanimously.*

Dr. Meyers also reported on the initial stages of a Web Links Committee. The purpose of this committee is to provide sport psychology expertise to other Web sites. For example, Human Kinetics and American’s Doctors.com are two sites who have approached AAASP to establish a relationship where we help them with sport psychology material. Dr. Dan Gould has agreed to chair the committee and has begun to contact other AAASP members to help serve as experts.

Dr. Meyers also reported on the formation of a Web oversight committee. This committee is needed to establish policy for the Web site, ensure updates, plan for future Web developments, and provide a Web master.

Dr. Meyers described his exploration of a marketing plan for AAASP Certified Consultants. He reported that it would cost $6500 to construct the plan. It was recommended that a marketing/PR person who was experienced with non-profit organizations would be needed. Board members agreed to help AAASP identify such individuals.

Dr. Jim Taylor sent to Dr. Meyers a proposal to establish a Consultant Apprentice Program (CAP). The objective of this program is to provide those interested in sport psychology consultation work with opportunities to observe working consultants in action. Dr. Taylor believed that such a program would help students who did not have much exposure to such consultation within their training program. Board members had questions about the detail of how the CAP would work, but the Board supported Dr. Taylor’s general concept. Dr. Meyers agreed to discuss the details with Dr. Taylor and e-mail the Board about these details. If Board support was evident, he would encourage Dr. Taylor to begin implementing this program.

Dr. Meyers lead a discussion of a policy that board members term ends with the end of the calendar year. At the present, Publications Director and Secretary/Treasurer term continues through the end of the third fiscal year on the Board. Other Board member terms tend to end when a replacement is elected. Policy to have all terms rotate at the end of the third fiscal year on the Board would recognize outgoing Board members responsibilities in the transition of office to new board members.

*Motion:* Dr. Whelan moved that the term of Board members be consistent with the Association’s fiscal year (i.e., January 1 to December 31). Dr. Vealey seconded the motion. *Motion passed unanimously.*

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

These minutes are submitted by:

James P. Whelan, Ph.D.
Secretary/Treasurer
<table>
<thead>
<tr>
<th><strong>Conference</strong></th>
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<th><strong>Operations</strong></th>
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<td><strong>Expenditures</strong></td>
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**Continuing Education**

| **Expenditures** |          |
| Total            | $2,606   |

| **Income**      |          |
| Total           | $5,030   |

**JASP**

| **Expenditures** | **1999** |
| Editor & Board   | $4,149   |
| Printing and Mailing | $25,627  |
| Total            | $29,776  |

| **Income**      |          |
| Member Subscriptions | $25,800 |
| Subscriptions     | $17,220  |
| Other             | $302     |
| Total             | $43,322  |
| Other Capital Expenditures | Web Site Development | $20,426 |
### AAASP Committees 2000-2001

#### Certification
- Damon Burton (Chair)
- Heather Barber
- Karen Cogan
- Frank Perna
- Ralph Vernacchia

#### Continuing Education
- Gloria Solomon (Chair)
- Leslee Fisher
- Chris Lantz
- Bart Lerner
- Tony McGroarty
- Adam Naylor
- Debra Rhea
- Dawn Stephens

#### Graduate Training
- John Silva (Chair)
- Allen Cornelius
- Heather Deaner
- Bart Lerner
- Bob McGowan
- Justine Reel
- Jim Taylor
- Bob Weinberg

#### International Relations
- Gloria Balague (Chair)
- Joan Duda
- Susan Jackson
- Mi-Sook Kim

#### Development
- Diane Finley (Chair)
- Debra Ballinger
- Sean McCann
- John Noble

#### Ethics
- Ed Etzel (Chair)
- Sandra Foster
- Charles Hardy
- Robert Harmison
- Kirsten Peterson
- Jack Watson

#### Diversity
- Doreen Greenberg (Chair)
- Steve Danish
- Karen Cogan
- Ruth Hall
- Katie Kilty

#### Past-President's Council
- John Silva
- Robert Weinberg
- Lawrence Brawley
- Charles Hardy
- Tara Scanlan
- Maureen Weiss
- Robin Vealey

#### Certified Consultants
- Ronald Smith
- Daniel Gould
- Michael Sachs
- Jean Williams
- Penny McCullagh
- Len Zaichkowski
- Robin Vealey

#### Certified Ethicists
- Susan Ziegler (Chair)
- Mary Ann Kane
- Tova Rubins
- Craig Wrisberg

#### Organization Outreach
- Greg Dale (Chair)
- Melissa Chase
- Shirley Durtschiern
- Debbie Getty
- Robert Harmison
- Robert Long
- Scott Martin
- David Striegel
AAASP ON-LINE WEB MAP

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

Home Page: www.aaasponline.org
  - What’s New, Join, Renew Your Membership, Find a Consultant, Intervention/Performance Enhancement, Social Psychology, Health Psychology

What is Sport Psychology?: www.aaasponline.org/wisp.html
  - Answers to frequently asked questions about sport psychology

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

Conference: www.aaasponline.org/confer.html
  - Conference Submissions, Conference Program, Hotel and Travel Information, and much more!

Governance: www.aaasponline.org/govern.html
  - Executive Board, Certification Committee, Past President’s Council, AAASP Fellows

Students: www.aaasponline.org/student.html
  - Student Features, Regional Representatives, Regional Conferences

Publications: www.aaasponline.org/public.html
  - JASP, Newsletter, Constitution, Directory of Graduate Programs

Links: www.aaasponline.org/links.html
  - Associations, Conferences, Media, On-line Journals, Organized Sport, Jobs

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  - List of contacts by topic of interest

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Birmingham, UK

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Andrew Meyer
University of Memphis

President Elect
Dave Yuleson
Pennsylvania State University

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University of North Texas

Publications Director
Cynthia Pemberton
Southwest Missouri State University

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Frank Perna
West Virginia University

Intervention/Performance Enhancement
Trent Petrie
University of North Texas

Social Psychology
Vicki Ebbeck
Oregon State University

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