President's Message

Jean Williams

Issues and Goals for 1994

My first presidential message is a Call To Action to each member to help AAASP address a rather extensive agenda for 1994. However, before I identify the issues and goals envisioned for 1994, I want to acknowledge the excellent and untiring leadership of Past President Charlie Hardy. What we hope to accomplish in the coming year would not be possible without the foundation he and his Leadership Agenda laid this past year.

Market Sport Psychology

Increasing the employment opportunities for current and future sport psychologists remains one of the most critical issues facing AAASP and the field of sport psychology. We have seen tremendous growth in sport psychology as both a science and a profession, but the number of prospective professionals has grown even faster. In my election position statement, I indicated that we need to do a better job of marketing sport psychology in both known and, as yet, untapped markets. This year we intend to start by becoming more involved with the NCAA and by preparing and sending athletic departments and professional teams information regarding the services that sport psychologists might offer, as well as the training they should have. This promotional package will include information that describes our certification program and lists our certified consultants. In addition, Section Chairs will identify potential careers for members who specialize in one of our foci areas, and attempts will be made to promote those career opportunities.

Training and Tracking

Periodically, any responsible profession needs to examine its students and recent graduates, their numbers and training, career aspirations, and success at obtaining relevant jobs. Such assessment promotes accountability as well as a foundation for addressing critical issues such as curriculum needs, feasibility of different types of jobs, and responsible advising of prospective students. In the coming year, we intend to start a process for gathering this information from sport psychology graduate programs, current students and recent graduates. We also will examine the curriculum in graduate programs, as well as the advantages, disadvantages, and feasibility of accrediting graduate programs.

Integration

We have five integration goals for 1994: 1) Continue the efforts of the Section Chairs to solicit and integrate programs that cut across more than one section; 2) Encourage members to integrate with the certification process if they have not already done so and it is appropriate to apply for certified consultant status. AAASP has committed itself to this very important endeavor, but its success depends upon the support of sport psychology practitioners; 3) Integrate the efforts of the Certification Committee and Continuing Education Committee by proposing recertification standards that incorporate a continuing education requirements; 4) Continue to support the Sport Psychology Council (recently held its first meeting under the leadership of Michael Sachs) as a vehicle for advancing the field of sport psychology by integrating the efforts of all sport psychology organizations; and, 5) Become a group member of the International Society for Sport Psychology (ISSP) and identify an official liaison to the ISSP. As Tara Scanlan indicated in her election position statement, integration on an international level signals an organization’s maturity and quality.

Promote the Scientist-Practitioner Model

Beginning with Ron Smith’s 1987 Presidential Address, many AAASP members have expressed concern about a schism developing between research and practice. Such a schism would greatly curtail the growth of applied sport psychol-
overy knowledge and the quality of our interventions. As Bert Carron indicated in his 1992 Coleman Griffith Lecture, blending research and practice leads to mutual enhancement. Starting in 1994, AAASP will grant up to $5000 each year to members to help fund their research (see announcement on page 3). To promote more research on documenting the effectiveness of interventions, the Board has identified this type of research as one for preferential treatment in decisions on grant funding. Also, at the 1994 Conference we hope to feature intervention research (see the Call for Abstracts) and a training symposium on methodologies (e.g., single-subject case studies) ideally suited for the researcher and practitioner to measure the effects of interventions and how characteristics of the client, practitioner, and problem interact with technique variables. Please submit your research and consider applying for grant monies.

Adoption

At the 1994 Conference, we hope to adopt a Code of Ethics, a human diversity statement, and standards for the recertification of certified consultants. Success at achieving these goals depends upon members providing input when called upon to do so by the committees dealing with these important issues. PLEASE, respond to their requests.

The ability of AAASP to achieve the above 1994 goals, combined with other ongoing activities, very much depends upon the membership and involvement of the membership. I invite each member to become actively involved in one of these endeavors by contacting me or one of our committee chairs. I end by quoting Pauline Kezer, the Connecticut Secretary of State. "When you do nothing, you feel overwhelmed and powerless. But, when you get involved, you feel the sense of hope and accomplishment that comes from knowing you are working to make things better."

Change of Address

If you have changed your address or discover that we have an incorrect address for you, please inform Kevin L. Burke, Secretary-Treasurer, 228 Anderson Hall, Department of Physical Education, Northern Illinois University, DeKalb, IL 60115-2854.

On the Desktop...

The 1993 AAASP/SCAPPS Conference has come and gone and the EB is gearing up for Lake Tahoe. If you attended the conference, I hope you came away with some new ideas for application and research. If you missed the conference, you missed a great opportunity to interact with colleagues and friends, as well as enjoy the great city of Montreal. I would like to thank Luc Protreau for organizing the golf tournament, especially the winning "Team" of Steve Brennan, Luc, and myself--I'm sure our mastery orientation was the critical factor for our success!! Members should start thinking now about material (research or practice) they may want to submit for the 1994 Conference. I know the Section Chairs and Student Representative will put together a stimulating program.

Check your address label for membership information. If the year printed is 93, your membership should be renewed before the March 1, 1994 deadline. If the information is incorrect, please contact Kevin L. Burke with corrections. Have a great Holiday Season!!

—Linda Petlichkoff

Announcement of New Texts


Meetings:

April 13 - 16, 1994
Society of Behavioral Medicine, Boston, MA. Contact: SBM (301) 251-2790.

Newsletter Deadline

The deadline for submitting information to be included in the Winter Newsletter is January 20, 1994. Please send information on both disk (preferably MacIntosh MS Word) and hard copy to: Linda Petlichkoff, AAASP Editorial Office, Department of HPER, Boise State University, Boise, ID 83725.
We Could Have Danced All Night and...We Did!

Tara K. Scanlan, President-Elect

Well there it was...8 p.m., October 16th, “1950 or 60 something” in Montreal, Canada. The DJ was fired up and the sock hop began. Listen...there goes the jitter bug, the swing, the mash potatoes, the twist. Not sure of how to do them? Watch Debbie Ballinger—she knows! Not sure of that song’s name? Ask Joe Willis—he knows! Look...there’s Charlie Hardy in his white letter sweater and bow tie bending over backwards for AAASP once again—oops—no—not this time—oh my gosh, he’s doing the limbo! And there’s Kevin Burke with his hair slicked down and his just “too cool” lettermen’s jacket talking with Jean Williams in her “just so cute” black poodle skirt, sweater, and matching black and white saddle shoes. And was that really Boodie McGinnis and her husband? What a night! Solid fast dancing from eight to midnight and then...the DJ made the fatal mistake. “I’ll keep going as long as you like,” he said. Fast dances...12:30 a.m....fast dances...1:00 a.m....fast dances...1:30 a.m....fast dances...2:00 a.m....shock, disbelief, mutter, mutter...“I’ve never seen anything like it. No group has ever kept up this pace for so long. I’ve got to quit. I’m exhausted. I’m going home. I just can’t believe it!” he said.

Yup, keeping up with this group has got to be exAAASPerating to anyone watching us in action. Whether it’s an old twist on the dance floor or creating a new twist to the program, this group is on the move! And the great news is, we now have 793 members! And, 500 AAASP and SCAPPS members attended our joint conference this October!

Let’s take a moment to recognize those who were so crucial to making the conference so successful. First, thanks to all of the guests and members who gave invited and submitted presentations. Second, thanks to those who organized all of our efforts: Michael Sachs our outgoing Past President and person in charge; Boodie McGinnis our superb conference coordinator with the magic touch; the section chairs Penny McCullagh (Social Psychology), David Pargman (Health Psychology), Al Petitpas (Intervention/Performance Enhancement), and all of their hard working committee members. Finally, special appreciation is extended to Sandy Romanow, Luc Proteau and the rest of the SCAPPS leadership and membership for teaming with us, and so graciously hosting us in their beautiful city of Montreal.

We normally like to provide a summary of your evaluations of the conference in this article, but so far the “rate of return” is not publishable—you all know that story. However, Boodie McGinnis has done a lot of work tabulating the information from those of you who did return evaluation forms, and this information will be given to the Executive Board for conference planning next year.

As a closing note, pay careful attention to the minutes of the Business Meeting published in this Newsletter issue. Here you will see that all proposed changes to the Constitution were passed, learn the election results, and be informed of other important AAASP business. Special congratulations go to the five new AAASP Fellows and 19 new Certified Consultants; Diane Wiese-Bjornstall (recipient of the 1993 Dorothy B. Harris Young Scholar/Practitioner Award); Susan Jackson and Jin Wang (co-recipients of the AAASP Dissertation Award); and Diane Wiese-Bjornstall and John Heil (co-recipients of the 1993 Conference Special Delivery Award—and who by now should be the “proud parents of...two future AAASP members!).

See you in Tahoe next October!

AAASP Funds Research Grants

In Montreal, the Executive Board approved a mechanism for offering research grants to AAASP members. This decision reflects AAASP’s continued commitment to promoting research in applied sport psychology. For 1994, preference will be given to proposals that:

1. clearly integrate material from at least two of the three sections of AAASP (Social Psychology, Health Psychology, Intervention/Performance Enhancement);
2. integrate research and applied practice; or,
3. require money to conduct a worthy project and funding resources are not available. Budget requests can range from $250 to $5000, but recognize that total funding for 1994 equals $5000.

Applicants must have been a continuous member of AAASP for at least three years. If students do not meet this criteria, they should co-author the proposal with a professional member. For the first year, Executive Board members may not compete for funds.

Deadline for receipt of completed applications is February 14, 1994.

To receive application forms contact:

Dr. Jean Williams, AAASP President
Department of Exercise and Sport Sciences
The University of Arizona
Tucson, AZ 85721
Fax: (602) 621-8170
I993 Dorothy V. Harris Memorial Award Winner

AAASP is proud to announce the recipient of the first AAASP Dorothy V. Harris Memorial Award. The Award acknowledges the distinguished contributions of Dot Harris to sport psychology by recognizing the efforts of an outstanding AAASP scholar/practitioner in the early stage of his/her scientific and/or professional career. Our congratulations go to Diane Wiese-Bjornstal who emerged as the inaugural recipient of the Award.

Dr. Wiese-Bjornstal received her Ph.D. from the University of Oregon in 1989 and currently serves as an assistant professor at the University of Minnesota in the Division of Kinesiology. Following is a brief summary of her research/applied activity.

Diane M. Wiese-Bjornstal
Summary of Work

Coming out of an experiential background as an athlete, physical education teacher and coach, my professional interests have always revolved around questions of practical importance in kinesiology. In order to address some of these questions, my current academic and professional path was initiated with the integration of study in both sport psychology and biomechanics during my doctoral program. This background has proven invaluable in helping me meld these two seemingly disparate subdisciplines of kinesiology to produce work reflective of applied research grounded in psychological theory. For example, in my dissertation research I examined the impact of demonstrations on young girls learning a real world sport task, and in doing so extended work conducted by other sport psychology researchers in incorporating a biomechanically based analysis of the resulting sport skill kinematics.

During this process it became clear to me that researchers and practitioners alike can gain much more by approaching questions in kinesiology from a multidisciplinary rather than undisciplinary focus.

My predominant thrust as of late has been collaborative work in examining the psychosocial aspects of athletic injury. I initiated my contributions to the literature with an article published in The Sport Psychologist (1987) summarizing the current research and writing on psychosocial factors related to athletic injury. This was followed by a survey of athletic trainer opinions regarding the role of sport psychology principles and practice in the athletic training room. Since arriving at the University of Minnesota I have collaborated frequently with Aynsley Smith of the Mayo Clinic in Rochester, Minnesota. This collaboration has been particularly fruitful with respect to our compatible roles as both researchers and practitioners in applied sport psychology. A recently published book chapter of ours reflects this melding of theory and practice in that it addresses suggested strategies for counseling injured athletes; strategies, however, that are grounded in theory and research supporting their efficacy. As part of this chapter, a theoretical model extended from the work of Mark Andersen and Jean Williams was developed to help explain, both for researchers and applied sport psychologists working with injured athletes, some of the key components mediating the cognitive, emotional, and behavioral responses of athletes to injury, and, ultimately, their effect on recovery.

Beyond the conduct of applied research, applied sport psychology can occur in a wide variety of settings; I have had the good fortune to be involved in many such settings. For example, most of the courses I teach are directed toward physical education teachers, coaches, and athletic trainers, physical therapists and sport psychology graduate students, all of whom may become involved in applied settings themselves. I have also enjoyed numerous opportunities to interact with coaches, athletic trainers, athletes, and physicians in presenting applied talks on various aspects of sport psychology and have consulted with individuals and teams who desire assistance with performance enhancement issues.

In summary, I would like to thank Maureen Weiss for nominating me, and the members of the Dorothy V. Harris Award Committee for their time and consideration in selecting me as the inaugural recipient of this award. It is truly an honor to be considered a representative of the distinguished contributions of Dorothy Harris. Her innovative and interdisciplinary approaches to the study of the psychosocial aspects of human movement have provided a model for myself and others who have followed in her footsteps.

Call for 1994 Dorothy V. Harris Memorial 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, $200 research grant, and 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 in committees; and,
3. demonstrated a record of scholarship that clearly establishes the individual as a leading scholar/practitioner within 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. The letter of nomination should be accompanied by three copies of the following:

(a) an updated curriculum vitae;
(b) a one-to-two page summary of the nominee’s work, emphasizing the basic/applied importance of that work;
(c) reprints of five publications;
(d) a letter of recommendation concerning the nominee’s qualifications for the award; and,
(e) 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 the President-Elect (Dr. Tara Scanlan), who chairs the review committee. All nomination materials and recommendations must be received by March 15, 1994.

1993 Dissertation Award Winners

AAASP is proud to acknowledge the recipients of the 1993 AAASP Dissertation Award. The award recognizes excellence in doctoral dissertations conducted on a topic involving exercise and/or sport psychology.

The recipients of the 1993 Award are:

**Susan Jackson**, Victoria University of Technology: *Elite athletes in flow: The psychology of optimal sport experience.* The dissertation was completed at the University of North Carolina-Greensboro under the direction of Daniel Gould.

**Jin Wang**, Rockford College: *Participation motivation in youth sports in the People’s Republic of China.* The dissertation was completed at the University of Minnesota under the direction of Diane Wiese-Bjornstal.

Congratulations to our two award recipients and thanks to all who submitted their dissertations for consideration. If you completed/will complete a dissertation during 1993, please consider submitting your dissertation for the 1994 Dissertation Award. The recipient(s) receive a plaque, a cash award of $200, and time on the 1994 conference program to present some of the findings from the dissertation work.

Call for 1994 Dissertation Award Applications

Applicants for the 1994 Dissertation Award (assuming submissions meet the standards set for the award) must meet the following guidelines:

1. Complete a dissertation between 1/1/93 to 12/31/93 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 and five copies of an abstract (title and content; three single spaced pages).
4. 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 dissertation work) with the application.
5. Deadline for receipt of all materials is March 1, 1994.

Address all questions and applications to the President-Elect (Dr. Tara Scanlan), who chairs the review committee. No committee members will have had direct involvement with any of the dissertations. Initial screening consists of 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 the *Journal of Applied Sport Psychology*.

Announcement of New Fellows

The Executive Board of AAASP is proud to announce that during 1993 the following members were granted Fellow status: Al Petitpas, Peggy Richardson, Jim Taylor, Maureen Weiss, and Neil Widmeyer. This recognition is considered a very special honor, expected to be awarded to fewer than 10% of all AAASP members. Fellow status demonstrates the pursuit of excellence in the field of sport psychology and a commitment to the goals and long-range activities of AAASP. Only Fellows and Fellow Emeriti can vote on issues related to certification standards, ethical principles, and professional standards.

Call for Fellow Nominations

Members desiring to become a Fellow shall have the following:

1. demonstrated high standards of professional development by committing directly to the goals and long-range activities of the Association as evidenced by activities such as presentations at Association conferences, membership on Association committees, contribution to Association publications, and significant contributions in the area of interventions in applied sport psychology;
2. a doctorate from an accredited institution in a field related to sport psychology;
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; and,
5. received approval from the Fellow Review Committee.

We encourage AAASP members to nominate others for Fellow status or to nominate themselves if they feel qualified for this distinction. Send all nominations to the President-Elect (Dr. Tara Scanlan), who chairs a Fellow Review Committee that is comprised of the three Section Chairs. Dr. Tara Scanlan 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

Continued on next page.
**Awards**

hands of Dr. Tara Scanlan by March 15, 1994 for consideration in the 1994 review process:

(a) four copies of a one-page completed application form (available from Dr. Tara Scanlan); and,
(b) four copies of the candidate’s curriculum vitae.

In addition, the candidate should send Fellow Candidate Reference Forms to two members of the Association, at least one of whom should be a Fellow, in time for those individuals to return a recommendation by March 15, 1994.

To receive information contact:

Dr. Tara K. Scanlan
405 Hilgard Avenue
Department of Psychology
1285 Franz Hall
Los Angeles, CA 90024-1563
Fax: (310) 206-5895

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**Welcome...**

1993-94 Executive Board Members

Tara K. Scanlan
President-Elect

Neil Widmeyer
Social Psychology Chair

John Noble
Student Representative

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**1994 Conference: An Update**

October 5 - 9, 1994
Incline Village, Nevada

The Hyatt Regency Lake Tahoe Resort and Casino has been selected as the host hotel for the 1994 AAASP Conference. Located on the beautiful north shore of Lake Tahoe, this four-star resort offers breathtaking views of the lake and its surrounding mountains, first-class meeting facilities, and a multitude of recreational opportunities.

The Hyatt is the only hotel on Lake Tahoe with its own private beach, and in warm weather guests may enjoy waterskiing, fishing, boating, and swimming in the lake. Although the early October temperatures (average 60-70 degrees in the daytime) may be a bit cool for such water sports, conference participants will nonetheless enjoy the relaxation, serenity, and beautiful views offered by the resort’s beach.

Walking/jogging paths and an 18-station exer-course are located adjacent to the resort, and there are two 18-hole Trent Jones golf courses, 18 tennis courts, 10 indoor racquetball courts, and mountain bike rentals nearby. The resort also features an outdoor heated pool and jaccuzzi, and an onsite health club, which will be available to conference participants at no charge.

For those seeking Nevada-style fun, the resort offers a 24-hour casino, located adjacent to the hotel lobby. Dining options include the 24-hour Sierra Cafe, which features daily breakfast and lunch buffets at reasonable prices, and the Ciao Mein Trattoria, which features Chinese and Italian cuisine. Quiet cocktails and fine dining are available at the elegant Hugo’s Rotisserie, located on the resort’s private lakefront beach. There are also a number of inexpensive eating options within easy walking distance.

The resort’s 458 spacious hotel rooms are all equipped with either a kingsize bed or two double beds, color television, 2-line phone, full bath, mini-bar, and in-room dining table. Rooms will be available to AAASP conference participants for the dates of the conference, plus two days before and after, at the very special rate of $80 single or double, $90 triple, and $105 quad occupancy. Regency Club rooms on the 10th floor and lakeside cottage suites, complete with fireplaces, are available for additional cost.

The Hyatt Regency Lake Tahoe is located just 45 minutes from Reno Cannon International Airport (Reno/Sparks, Nevada). Reno Cannon International is recommended as the airport to fly into from most locations. Special ground transportation by scheduled shuttles will be available to AAASP conference participants for the reduced fare of $10 each way. Following the success of the use of the “official conference airline” for the 1993 AAASP conference, negotiations are now underway with appropriate airlines serving Reno Cannon International, and an official carrier for the 1994 conference will be named by early 1994.

Further details regarding the conference, including registration forms, hotel reservation forms, and air and ground transportation information, will be included in upcoming newsletters and mailings. In the meantime, mark your calendars and plan to participate in the 1994 “Tahoe experience!”
AAASP Minutes
Montreal, Quebec, Canada
October 11-13, 1993

Monday, October 11

Board Members Present: Charlie Hardy (President), Michael Sachs (Past President), Jean Williams (President-Elect), Kevin Burke (Secretary-Treasurer), Linda Petlichkoff (Publications Director), Al Petitpas (Intervention/Performance Enhancement Chair), David Pargman (Health Psychology Chair), Liz Hart (Student Representative).

1. Call to Order. The meeting was called to order at 8:00 a.m. by Hardy who welcomed the Executive Board members.


3. 1994 Conference Site and Costs. Hardy announced that the Hyatt Regency Lake Tahoe, Incline Village, Nevada will be the 1994 Conference site. Hardy presented the Executive Board with cost data of the 1994 Conference as compared to the two previous conferences.

4. 1995 Conference Site Visit Data and 1996 Conference Ideas. Williams discussed the possible sites for the 1995 Conference. Suggestions for the 1996 site locations were also discussed.

5. Cluster Group Discussions. The Executive Board divided into smaller 2-3 person groups in order to focus on selected topics dealing with the future of the Association and the field of sport psychology. The names of the cluster groups were “Management Issues,” “Organizational Image,” and “Definitional and Alternative Issues.”

6. Adjournment. The meeting was adjourned at 11:45 p.m.

Tuesday, October 12

Penny McCullagh (Social Psychology Chair) joined all previously mentioned Executive Board members.

7. Call to Order. The meeting was called to order by Hardy at 8:00 a.m.

8. Approval of Minutes. It was moved (Sachs), seconded (McCullagh) and passed (9-0) to accept the minutes. Hardy reviewed the “action” items within the minutes and discussion ensued regarding the progress of each.

9. President’s Report. Hardy reviewed the progress of several issues within the organization such as ethics, continuing education, certification, human diversity, mentoring, integration, marketing, sharing our science and practice, and academic accreditation.

Hardy discussed the need to continue to focus on management issues in order to secure a foundation for the leadership posture as well as deal with the issues of organizational reality. Hardy also presented the Executive Board with several “challenge areas” for the near future of AAASP such as economic impact, secondary tensions, leadership pool, organizational image, mentoring, and defining the boundaries of the field.

10. AAASP Policies. Burke proposed an official reimbursement and business expense policy to deal with expenses related to AAASP. It was moved (Burke), seconded (Williams), and passed (9-0) to accept the reimbursement policy. Hart suggested that we be more specific on the “transportation to and from airport.”

Action: Burke was charged with developing an “honorarium policy” and revise the “transportation to and from airport section.”

Conference Speaker Cancellation Policy. It was proposed (McCullagh), seconded (Petlichkoff), and passed (9-0) when individuals withdraw their papers one month after acceptance for a non-emergency, that they not be allowed to be the first author on a presentation at the next year’s conference. This policy should be included in the “Call for Abstracts.”

The Executive Board suggested a statement for dealing with cancellations. “If this proposal is accepted I or one of the listed authors will appear at the conference for its presentation. If I withdraw the proposal or fail to present for non-emergency reasons, I will lose the privilege to submit a proposal for the next year’s conference.”

The Executive Board suggested a statement for dealing with cancellations. “If this proposal is accepted I or one of the listed authors will appear at the conference for its presentation. If I withdraw the proposal or fail to present for non-emergency reasons, I will lose the privilege to submit a proposal for the next year’s conference.”

11. Business Manager Contract Adjustment. Discussion ensued concerning Boodie McGinnis’s responsibilities as Business Manager/Conference Coordinator. The Executive Board and McGinnis decided to restructure the Business Manager’s job description. The Business Manager will no longer be required to visit a prospective conference site. The Business Manager will be involved in negotiating the conference site, the Association’s insurance policy, and the Journal of Applied Sport Psychology contract. The Executive Board stated they were very pleased with McGinnis’s work with AAASP. The Executive Board will negotiate with McGinnis on a year to year basis.

12. Position Paper Review Policy. Discussion ensued on the review process utilized to produce position papers. The position papers will go through a specific step-by-step review procedure before being published.

13. 1995 Conference Site Locations. Further discussion concerning the site for the 1995 conference location ensued. The Executive Board is focusing on a location in the central region of the United States.

14. Secretary-Treasurer’s Report. Burke reported that the current total membership was 793 members. Professional membership was 382 (48%) members.

Continued on next page.
bers. Student membership was 397 (50%) members. Affiliate membership was 1 (1%) and the Honorary membership was 13 (1%). AAASP has 337 (42%) female members and 455 (57%) male members. The membership was also listed as 337 (42%) from the discipline of Physical Education, 387 (49%) from Psychology, and 69 (9%) from other disciplines. Members were mostly from the United States (680 @ 86%), Canada (69 @ 9%), and Australia (16 @ 2%). Four percent (33) of the membership had been awarded Fellow status. Seven percent (55) were Certified Consultants. The current budget was reported at $98,735.89. Burke reported that although this seems like a healthy figure, it does not include 1993 conference expenses.

Burke presented the Board with a recruitment letter to be utilized to recruit new members into AAASP. Burke asked for suggestions to help recruit minorities into the Association.

15. Publications Director’s Report. Petlichkoff discussed the logistics of her Executive Board position. Petlichkoff requested that Executive Board members submit their newsletter items on a computer disk and adhere to the established deadlines. Discussion ensued concerning an addendum to the membership directory at the end of every year to add the new members into the directory.

16. Student-Representative’s Report. Hart discussed four programs addressing student needs being presented at the conference and establishing the regional student network.

17. Intervention/Performance Enhancement Chair’s Report. Petitpas reported the need to replace a committee member whose tenure will be completed. The progress of the position paper (drafted by Mark Andersen) was presented. A revised version of the position paper is expected to be disseminated to the Executive Board by December 1, 1993.

18. Health Psychology Chair’s Report. Pargman reported that one member will be completing his tenure and the need to replace this position. Pargman stated that the position paper “Aids and the Athlete” is being prepared and the draft is near completion. Discussion also ensued about the adequacy of the name “Health Psychology” to describe “Exercise Psychology.”

19. Social Psychology Chair Report. McCullagh mentioned the need to replace either two or three members on the Social Psychology committee. She mentioned the attempt to provide a more integrated program at the conference. McCullagh developed a draft of guidelines for AAASP Research Grant proposals. Lengthy discussion ensued on the purpose and guidelines for the research grant proposal. The major purposes of the research grant proposal are to: a) integrate material from at least two of the three AAASP sections (i.e., health psychology, social psychology, intervention/performance enhancement); b) promote research projects which integrate research and applied practice; and, c) provide funding for projects that may otherwise be difficult to get funding for. The Board decided to begin the level of funding for the research grant at about ten percent of AAASP total income (up to $5,000). McCullagh will continue to develop the procedures for the research grant. The first research grant deadline will be February 14, 1994. The Executive Board members will not be eligible for the research grant funding for the first year.

McCullagh discussed the status of the Social Psychology position paper. The position paper is in its early stages and needs to be addressed further.

20. Past President’s Report. Sachs reported on the plans for the initial meeting of the Sport Psychology Council which occurs on Wednesday morning.

Sachs reported that the Past President’s Breakfast will be held on October 15, Friday morning, at 7:30 a.m.

21. President-Elect’s Report. Williams presented each Executive Board member with an updated version of the organizational policy manual. It was moved (Williams), seconded (McCullagh), and passed (9-0) that we replace the criteria for determining Fellow Emeritus status with one which states that this person shall have been an active fellow of AAASP within five years of their retirement and complete a yearly membership application to be sent to the Secretary-Treasurer. Upon completing the yearly application the Fellow Emeritus status would receive complimentary membership for that year. This membership will include all benefits, except for the receipt of JASP. Action: Because this is a constitutional amendment, Petlichkoff was charged with placing this information into the newsletter to be voted upon at the 1994 conference.

Williams recommended that the newly elected President-Elect provide a draft of the AAASP Archives at the 1994 Spring Board meeting.

22. Task Force and Committee Reports. The Accreditation Task Force, Professional Development & Mentoring Task Force, and Organization Outreach & Education Task Force reports were reviewed. Consideration of the future activities of these task forces were discussed.

23. Adjournment. The meeting was adjourned at 6:20 p.m. for dinner.

24. Call to Order. The meeting was called to order by Hardy at 8:00 p.m. All previously identified Executive Board members were present. Boodie McGinnis, AAASP Business Manager was also present.

25. Journal of Applied Sport Psychology Report. The Executive Board reviewed the JASP Editor’s report to consider the costs to publish JASP. Discussion ensued on possible ways to reduce the costs of publishing JASP, expansion, and the philosophy of AAASP in regards to JASP. Action: Joan Duda, JASP Editor, was charged to develop a per member cost analysis of the journal.

26. Other Task Force and Committee Reports. The Ethics Committee report was reviewed. It was moved (Pargman), seconded (McCullagh), and passed (9-0) that the individual proposed to compose an “Ethics Case Book” have his name listed as author and be offered support by AAASP to fund the cost of composing the case book, but not personal remuneration. It was also recommended that the Ethics and Certification Committees consult with an attorney concerning any certification and ethics problems management procedures, as well as the value of the current liability insurance policy.

The Certification Committee report was reviewed. It was moved (Hardy), seconded (Sachs), and passed (9-0) that the list of Certified Consultants be added to the existing and future Directory of Graduate Programs in Applied Sport Psychology. Action: Burke and Sachs were charged with adding the list of “Certified Consult-
Board Members Present: Jean Williams (President), Tara Scanlan (President-Elect), Charlie Hardy (Past President), Kevin Burke (Secretary-Treasurer), Linda Petlichkoff (Publications Director), David Pargman (Health Psychology Chair), Al Petitpas (Intervention/Performance Enhancement Chair), Neil Widmeyer (Social Psychology Chair), and John Noble (Student Representative).

1. Call to Order. The meeting was called to order at 8:00 a.m. by Williams. Williams welcomed all new Executive Board members. Action: Burke was charged with presenting all Executive Board members with an updated Executive Board reference list.

2. Scheduling of Spring Executive Board meeting. The Executive Board and Boodie McGinnis (Business Manager) will meet April 21-23, 1994. The three section chairs and Past President will arrive early to get a start on the scheduling of the ninth annual conference.

3. Nomination State. The Executive Board reviewed member nominations for President-Elect, Secretary-Treasurer, Health Psychology Chair, and Student Representative. Action: Williams was charged with inviting candidates to run for the appropriate Executive Board member offices.

4. 1995 Conference Site. The Executive Board discussed conference sites for the tenth annual conference. Discussion ensued of locations already considered by the Executive Board and other location possibilities.

5. Secretary-Treasurer. Burke reminded previous Executive Board members to keep receipts and detailed records of operating expenses for AAASP.

6. AAASP Research Grant. Penny McCullagh will be working further on the research grant program.

7. International Society for Sport Psychology Representative. The Executive Board will appoint a representative to ISSP. The Executive Board also decided to seek to become a group member of ISSP.

8. Continuing Education Workshops. The Executive Board discussed the scheduling of the CE Workshops. Discussion ensued concerning scheduling the CE Workshops during the conference rather than before the conference.

9. Committees and Task Forces. The Executive Board discussed the designation of groups as committees or task forces. Some preliminary recommendations were made as to which types of groups should be designated as a committee and which types of groups should be designated as a task force.

10. Accountability. The Executive Board discussed the need, and a method, to track the number of graduate students in programs as well as the types of employment recent graduates have obtained.

11. Organizational Manual. The Executive Board was reminded to review the AAASP Organizational Manual regarding proper procedures for their particular offices and to make suggestions for any necessary updated information for their positions. Action: Scanlan was charged with adding a model of a “thank you” letter to keynote speakers in each of the Section Chairs, the Student Representative, and the President section of the Organizational Manual. Action: Each Executive Board member, and the Business Manager, was charged with updating their respective position descriptions and sending the changes to Scanlan for inclusion in the Organizational Manual.


13. AAASP Logo. Petitpas presented the Executive Board with proposed models for an AAASP Logo. The Executive Board decided to present the individuals who had worked on the logos with a letter of appreciation and a payment for their work.

14. AAASP Newsletter. Petlichkoff will send appropriate materials and information to the Executive Board regarding deadlines for the newsletter.

15. Adjournment. The meeting was adjourned at 12:00 p.m.

Respectfully submitted,
Kevin L. Burke, Ph.D.
AAASP Secretary-Treasurer

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*as of October 6, 1993
**One Honorary membership includes an Association.
AAASP Business Meeting Minutes
October 16, 1993
Montreal, Quebec, Canada

1. Call to Order. The meeting was called to order at 6:00 p.m. by President Charles Hardy. Hardy appointed Dr. William Straub as the Parliamentarian for the Business Meeting.

2. President’s Report. Hardy introduced the Executive Board and commended the board for their work. Special recognition was given to outgoing board members Michael Sachs, Penny McCullagh, and Elizabeth Hart. Hardy also introduced Joan Duda, Editor of the *Journal of Applied Sport Psychology*, the Past Presidents, and members of the various committees and task forces.

3. Constitutional Amendments. The following Constitutional Amendments were proposed, discussed, and voted on by the membership:

a. Delete from Article IV, Section 3, regarding Fellow and Fellow Emeritus criteria—Under the fellow criteria, delete: “(during the first and second year of the Association only one or two years, respectively, will be required)”

   Under the criteria for fellow emeritus, delete: “(At the outset of the Association, the person will have to be a fellow for a minimum of only one year and this will increase each successive year by a year until the Association has been in existence for five years).”

   Rationale: Due to the age of the Association, the statements are no longer relevant.

d. Modification to Article VI, Section 4, regarding election procedures—In the following statement: “The Winter Newsletter will request Association members send to the secretary-treasurer their recommendations for possible candidates to run for the offices eligible for election. The Executive Board at its spring meeting will evaluate the recommendations and determine a slate of two individuals for each office. Members will be mailed an election ballot in the Summer Newsletter which must be returned in September to the secretary-treasurer,” delete: “Winter,” “spring,” “Summer,” and “in September” and change: “secretary-treasurer” to appropriate Executive Board member.”

   Rationale: The old Constitution does not reflect current position statement procedures. Changing to not naming a specific Executive Board member responsible for voting procedures allows future Executive Boards more flexibility in determining job descriptions.

c. Modifications to Article VI, Section 5—Delete from the Secretary-Treasurer responsibilities: “tabulate all nomination and election results,” “sending out membership renewal forms,” and “publishing a membership directory,” and change: “coordinating registration procedures for the annual conference.” to “assist in coordinating registration procedures for the annual conference.”

   Rationale: New wording reflects current responsibilities.

e. Modification to Article VIII, Section 4—Change: “AAASP Certified Consultant” to “Certified Consultant, AAASP.”

   Rationale: Change reflects the approved title.

f. Modification to Article X, Section 2—From the statement: “Regulalr (non-charter) member fees will include receipt of the journal,” delete: “(non-charter).”

   Rationale: The term is no longer appropriate.

   It was moved (Bob Singer), seconded (Larry Brawley), and passed that all constitutional amendments be accepted.

3. Secretary-Treasurer’s Report. Kevin Burke reported current AAASP membership at 793 and gave a membership breakdown based on status, gender, discipline, and country. Burke also gave a line item accounting of income and expenses. Burke announced that a computerized accounting program (Quicken) is being utilized to keep track of AAASP income and expenses.

4. Publications Director’s Report. Linda Petlichkoff thanked the various persons who have assisted her in her duties as the Publications Director. She asked the membership to notify Burke of any address changes for the upcoming membership directory.

5. Student Representative’s Report. Elizabeth Hart thanked the membership for all of their contacts throughout the year. Hart expressed thanks to the rest of the Executive Board for listening and responding to student concerns. Hart discussed the establishing of regional student representatives.

6. Intervention/Performance Enhancement Chair’s Report. Al Petipas acknowledged the work of the members of the Intervention/Performance Enhancement committee. Petipas discussed some future goals of the Intervention/Performance Enhancement section. The development of the position paper was mentioned.

7. Health Psychology Chair’s Report. David Pargman thanked the members of the Health Psychology committee for their efforts. The position paper of “Athletes and Aids” is being developed.

8. Social Psychology Chair’s Report. Penny McCullagh acknowledged the work of the Social Psychology committee members. She discussed the position paper and pushed for more integrated presentations at the conference. She also thanked members for sending in their abstracts.

9. Past President’s Report. Michael Sachs reported that we have around 500 conference (AAASP & SCAPPS) attendees. Sachs thanked the keynote speakers, Luc Proteau, and Boddie McGinnis. Sachs briefly discussed the purpose of the newly formed group known as the Sport Psychology Council. Sachs reminded members to get diskettes that were submitted for conference abstracts. Sachs presented a diskette to assist Hardy in planning next year’s conference.

   It was moved (Larry Brawley) and seconded (Dan Gould) to accept the
Executive Board’s reports.

10. Committee Reports. Carole Oglesby gave the Certification Committee report. She stated that applying for “grand parenting” is no longer an automatic process, but individual members can request an extension. She discussed a plan for recertification to possibly be presented at next year’s conference. She informed the membership that two position papers are being developed by Ken Ravizza and John Heil. How to promote the “Certification Consultants, AAASP” will be discussed at the “Certification Consultants” breakfast on October 17, 1993 at 7:30 a.m.

The Ethics Committee report was presented by Andy Meyers. He thanked the committee members for their efforts. The progress toward objectives of the Ethics Committee were presented. Meyers summarized three conference presentations dealing with ethical issues. The possibility of a case book of ethical situations was mentioned.

Steve Danish, Continuing Education Committee, mentioned we had 33 persons involved in one CE Workshop.

11. Journal of Applied Sport Psychology Editor’s Report. Joan Duda reported that Volume 5, Number 2, will be published in 4-6 weeks. Submission rates and an increase of institutional subscriptions were reported. She encouraged members to submit proposals for special editions.

12. Task Force Reports. Debbie Ballinger discussed the various objectives of the Human Diversity Task Force and the progress toward each. She encouraged members to give a special welcome to minority members who attended this year’s conference.

The Organizational Outreach and Education Task Force report was presented by Dave Yukelson. He thanked his committee members for their efforts. He mentioned that AAASP is now an affiliate member of the NCAA through 1994, and has opened communication with the NCAA Office of Legislative Services. He has a goal to involve more coaches, target USA Track & Field and other USOC National Governing Bodies. Yukelson suggested that it may be possible for members to get involved in a “NCAA Life Skills Program.”

Christine Buntrock presented the Professional Development and Mentoring Task Force report and discussed the objectives and progress toward each.

Evelyn Hall presented the Accreditation Task Force Report. She thanked the task force members for their work. The task force is looking into the advantages and disadvantages of accreditation.

It was moved (Marty Ewing) and seconded (Peggy Richardson) to accept the task force reports.

13. Presentation of Awards/Certificates. Peggy Richardson presented the 1993 Dorothy V. Harris Young Scholar/Practitioner Award to Diane Wise-Bjornstad. Maureen Weiss accepted the award on her behalf.

Jean Williams presented Fellow Certificates to five new AAASP Fellows. The newly recognized individuals were Al Petitpas, Peggy Richardson, Jim Taylor, Maureen Weiss, and Neil Widmeyer.

Carole Oglesby presented the “Certified Consultant, AAASP” certificates to 19 new Certified Consultants. The newly approved individuals were Jenny Conviser, Betty Kelley, Merry Miller, William Straub, Gen VanRaalte, Joan Dudav, Sally White, Lou Makarowski, Jerry May, M. Jane Miner, Alex Serrano, Mark Thompson, Tommie Lee White, Jeff Simons, Mike Myers, Craig Wrisberg, Kate Hays, Charmaine deFrancesca, and Dana Sinclair.

14. 1994 Conference. Hardy announced that the 1994 AAASP Conference will be held October 5-9 at Lake Tahoe in Incline Village, Nevada at the Hyatt Regency Resort. Some of the details and logistics of the conference were presented accompanied by a slide presentation.

It was moved (Albert Carron) and seconded (Marty Ewing) that the reports be accepted.

15. Passing of the Gavel. Jean Williams was inducted as the eighth President of AAASP by Charles Hardy.

16. Election Results. Williams announced that the newly elected Student Representative is John Noble, the new Social Psychology chair is Dr. Neil Widmeyer, and the new President-Elect is Dr. Tara Scanlan.

17. Adjournment. The meeting was adjourned at 7:45 pm.

Respectfully submitted,
Kevin L. Burke Ph.D.
AAASP Secretary-Treasurer

CALL FOR ABSTRACTS

9th Annual AAASP Conference
Lake Tahoe, Nevada
October 5 - 9, 1994

The Ninth Annual Conference of the Association for the Advancement of Applied Sport Psychology will be held October 5-9, 1993, in Lake Tahoe, Nevada. The program will consist of invited keynote addresses, lectures, symposia, poster sessions, colloquia, and workshops. AAASP members are encouraged to submit program proposals to the Section Chairs in their area(s) of interest. Although members may submit multiple proposals for the conference, the same proposal should not be submitted to more than one Section Chair. Also, program submissions and presentations must be original work that has not been presented elsewhere and must abide by the American Psychological Association’s “Ethical Principles of Psychologists and Code of Conduct” (APA, 1992). Abstracts are submitted to blind review. Please make your abstract as complete and descriptive as possible.

TYPES OF PRESENTATIONS

1. Colloquia are single-speaker presentations 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. Colloquia may range from 45 - 60 minutes in length. Abstracts for Colloquia should include a clear overview of what will be covered in the colloquium-style presentation.

2. Symposia involve presentations by three to five individuals organized around a particular topic or theme. In addition to the formal presenters, it is desirable to include a discussant. Symposia may range from 1 to 2 hours in length. For Symposia, abstracts should contain a statement of the significance of the topic and a brief overview of each presentation. In addition, a separate abstract is required for each of the presentations that comprise the symposium. Thus, a four person symposium would include a

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Continuing Education

AAASP Continuing Education Survey: Summary Of Results

The data from 1993 AAASP members indicates that the topics in greatest demand for CE Workshops are those related to utilizing applied sport psychology techniques, identification of psychological pathology, and ethics in sport psychology. Specifically, the following items received the highest ratings across all AAASP members:

1. Application of behavioral and cognitive strategies
2. Consultation issues
3. Interrelationship of personal and performance issues
4. Identification of psychological pathology for non-psychologists
5. Interviewing and assessment
6. Racial diversity
7. Eating disorders
8. Injury management

There were some differences among different groups within AAASP (e.g., student/professional and exercise science/psychology) suggesting that different topics would be important for different groups of AAASP members. However, typically, the same topics were suggested in the top responses for each group, but in a different order.

Also, exercise physiology and biomechanics are the topics most suggested for exercise science CE Workshops.

Timing, Cost, and Requirements of CE Workshops. Most individuals replied that an evening session would be most convenient for a CE Workshop. However, as noted in some comments, it is important to provide enough time for a CE Workshop to adequately cover the material. Hence, a 2-3 hour evening session will not be adequate for all topics.

Wednesday afternoon before the conference would be an alternative time for a workshop; however, there was great concern among the respondents that CE Workshops not overlap the tennis and golf tournaments.

Most respondents would prefer that the cost of CE Workshops be kept low, especially for student members. However, based on the survey, it is suggested that the fee for a CE Workshop should cover costs of the workshop (e.g., honorarium for presenters).

The respondents were evenly split on whether CE Workshops should be required for renewal of AAASP certification. However, it would be in the best interests of the certification program if continued education be a part of certification renewal. To address the diverse needs of the AAASP membership, other educational opportunities, beyond AAASP CE Workshops, should be considered (e.g., ACSM, AHPERD, APA workshops and university courses).

More people favored requiring two workshops, as opposed to one or three, per each three year period for certification renewal. Additionally, many potential CE Workshop presenters were suggested. It is important to consider the workshop format and topic when choosing a presenter for CE Workshops.

-Vikki Krane, Co-Chair

Social Psychology

In my last official duty as Social Psychology Chair of AAASP, I would like to thank you, the members, for your dedicated interest in attending the annual meeting, presenting your work, serving as presiders and participating in roundtables. Without your sustained support, it would be impossible to put together a high quality program. I would also like to thank the members of my current committee (affectionately known as the W’s plus one)—Drs. Maureen Weiss, Neil Widmeyer, Diane Wiese-Bjornstal and Student Member, John Noble—who have helped review abstracts, select invited speakers and suggest programs for the conference. It has also been a great opportunity to work as a member of the Executive Board in helping move the Association forward. It has been a rewarding experience. Finally, best wishes to our new Chair, Dr. Neil Widmeyer, I know that he will work hard to provide additional cohesion within the Association.

-Penny McCullagh, Past Social Psychology Chair

Certification Committee

The annual conference in Montreal provided the opportunity for a "first-ever" meeting of AAASP's Certified Consultants. It was heartening to come together and build our plans for the promotion of the utilization of certified consultants. We all seemed to realize that enhancing the future of new professionals now in training, and those to come, will be greatly facilitated by efforts we make in this regard. The Certification Committee has been at work this year to encourage more individuals to become certified; to encourage the use of certified consultants; to develop plans for advancing our concepts of supervision in training and with peers; and, to define re-certification criteria. I take this opportunity to thank the members of the committee for their unselfish work this year. The members, Bruce Hale, John Heil, Ken Ravizza, and Susan Zeigler, made tasks pleasant (though they were not always easy). We have differing term lengths so that we will never again have the dramatic turn-over that we experienced this year. For this reason Ken Ravizza had only a one year term but he contributed a great deal in a short amount of time.

John Heil is presently spearheading the preparation of a position paper on supervision and he has invited dialogue with interested persons on standards in that area.

A few reminders are in order concerning applying for certification. This summer marked the end of the period in which a person might automatically apply for grandparented consideration. At present, people may apply for regular certification or request waiver of regular consideration and the opportunity to still be considered under grandparenting. An explanation needs to be supplied at the time of requesting the application packet. (This will obviate unnecessarily filing for grandparenting only to have the Committee not grant the waiver.) Each applicant needs to address the question of why grandparenting was not sought by the period set aside for this purpose. It has been previously agreed that new doctorates (up to 1992) will be accepted for grandparenting until 1995. Also, individuals who have applied, but not been accepted pending completion of specified criteria, will have a reasonable amount of time to

Continued on Page 20.
During the Montreal conference ethics was the topic of conversation in three formal sessions and a number of informal hallway conversations. These discussions, regardless of the setting, were informative, thought provoking, and occasionally heated. One formal session focused on the data about members’ ethics beliefs and behaviors; another addressed professional issues that impact ethical behavior; and, the third was an interactive discussion about sport-related ethical dilemmas. The hallway comments that I heard included a much broader range of ideas.

To continue this dialogue, I asked a couple of members to present their reactions to ethics as discussed at the conference. The first reaction is provided by Merry Miller. Merry is a psychologist at the Calgary Sports Medicine Center and adjunct professor at the University of Calgary. The second is by Kirsten Peterson who is the student member of our ethics committee and a psychology intern at Penn State. Finally, I will briefly note a reaction of my own.

Merry Miller:

We have chosen to involve ourselves in a developing field. Having made that decision we have an obligation to ourselves as individual professionals, and to the field as an entirety to ensure its continued prosperity and credibility. The ethical issues put on the table at this year’s conference produced a variety of responses. Some members seem to think that the ethics dilemma can be resolved quickly by either adopting an already existing Code of Ethics (APA) or deciding that “we all know what we are doing so we really don’t need a Code of Ethics.” Consequently, we won’t have to dig into the can of worms with the ethics label. Sorry folks, it’s too late, the can of worms was opened a long time ago.

Ethics is a can of worms of the 1990’s; medical ethics are being questioned in response to new scientific developments, coaching ethics are being addressed due to the public acknowledgment of inappropriate behavior exhibited by members of the profession, and business ethics are attempting to deal with current problems on Wall Street. As much as we would like to deny it, unethical behavior persists in current society. It would be naive to think that these problems do not or will not exist in the field of sport psychology.

In an article published in the Harvard Business Review entitled, “Ethics in Practice,” Kenneth Andrews makes many comments that are directly relevant to our field. Andrews suggests that corporate ethics has three problems to address: “the development of the executive as a moral person, the influence of the corporation as a moral environment, and the actions needed to map a high road to economic and ethical performance and to mount guardrails to keep corporate wayfarers on track.”

Furthermore, Andrews indicates that, “making ethical decisions is easy when the facts are clear and the choices black and white. But, it is a different story when the situation is clouded by ambiguity, incomplete information, multiple points of view and conflicting responsibilities.”

Although it would be wonderful to address the “ethics in applied sport psychology” issue quickly and succinctly, in my opinion, this is impossible. Because of the unique aspects of applied sport psychology that make it different from clinical psychology, research, teaching or coaching, it is a grave error to simply assume the Code of Ethics used in another profession. Hence, the process of developing our own Code of Ethics will take considerable time. To date, we have identified many of the issues that must be addressed, however, we must move forward. As professionals, it is our obligation to develop a Code of Ethics that encompasses all aspects of applied sport psychology.

Without an appropriate Code of Ethics the credibility of the profession as a whole and, in turn, our individual credibility is at stake. In order to protect the profession and the individuals we serve, it is essential that we work together to develop a Code of Ethics that is appropriate and useful.

Kirsten Peterson:

As the student member of AAASP’s Ethics Committee, I tried to do my part by attending as many of the ethics-related activities as possible. To characterize some of the discussion that went on as “interest-ing” might have been an understatement, but it certainly caused me to think about this complex topic. And, as a trainee in this field, it seemed important to think about this now, so I’ll be better placed in the future to make ethical decisions when I don’t have a supervisor to catch my ethical error (which has happened).

There was some concern expressed about the wide variety of ethical stances taken by various members on this topic. Some members could not conceive of abiding by any type of principles derived from psychological fields as they do not practice psychology, while other members seemed scandalized by anything less than a blind adherence to them. I learned two things from this. First, that my own training in this area has oriented me to react toward ethics as rules rather than as “inspirational principles.” As a counseling student, I was required to memorize the APA principles as part of my training in ethics. What I’ve since realized is that memorization was the easy part but it doesn’t necessarily make me “ethical.” Rather, it’s a complex decision process. What I have come to believe is that the best I can do is to raise my awareness of what constitutes a dicey situation ethically. That way, I can at least pause and do some thinking and conferring with the accompanying understanding of why I’m choosing to do what I do as oppose to acting in a more reflex fashion.

Second, it would appear that we have many people doing many different things while calling themselves sport psychologists (or mental coaches or performance enhancement specialists or certified consultants). The different activities encompassed may have different ethical standards. It seems with all our differences and resulting “gray areas” as we traverse the lines between sport and psychology, it becomes even more important to heighten our ethical self-awareness. As students with a stake in the future of our field, one way to do this might be to examine and respond to the ethical guidelines forwarded for your review from the ethics committee. Such critical examination seems like an excellent way to develop one’s own set of internal standards no matter what AAASP’s final ethics document looks like.

Continued on next page.
James Whelan:

As evident at the conference, discussions about professional ethics often become complicated. In part, this complication occurs because it is difficult to think about ethical principles as separate from personal moral and legal issues. These various standards are by no means mutually exclusive. The issues addressed by these standards overlap considerably. The situations where these standards apply are often similar. The actions we might choose in a particular situation might be the same regardless of whether we focus on our morals, ethics, or the law.

However, it can be problematic to consider these standards as synonymous. They are fundamentally different in origin and purpose. Personal morals are essential when we make judgments or decisions about our behavior as an individual member of our culture. They develop from our personal background, including cultural, ethnic, familial, interpersonal, and spiritual experiences. They are usually personal guidelines that we aspire to achieve. Laws are agreed upon rules of behavior that we support, often indirectly, as the boundaries of behavior. Laws typically set the limits for what our society views as acceptable. The limits are typically minimal boundaries to be policed. Personal morals and societal laws can and do clash. For example, issues like abortion, capital punishment, and freedom of speech reveal differences between these standards for many people.

Professional ethics are part of the relationship between the society and a group of accepted professionals who are members of society. Such ethics primarily address issues relevant to the role of the profession and the behavior of professionals. They are primarily established as behavioral goals with a mixture of specific and general rules. Ethical standards are a part of the self-regulatory mechanism a profession establishes. It is developed by the profession with the goal of encouraging the integrity of the profession and discouraging the misuse of any power inherent in the professional role.

Consequently, we need to ensure that we can continue to discuss ethics as separate from personal morals and legal issues. It is true that some of what we talk about will be consistent with these other standards. Yet, it is also true that we can fall

Continued on Page 19.

Meet Your Members

Among AAASP members Joe Albini has both a unique history and an enterprising future. Joe received his doctorate in Sociology at The Ohio State University. He then served as a faculty member at Kentucky, Bowling Green, and then, Wayne State University. During his 27 years at Wayne State, he distinguished himself as sociologist, including becoming a world authority on organized crime. His professional publications include the frequently cited text *The American Mafia* (1971). In 1991, he retired as a full professor at Wayne State. He moved to Nevada and became an adjunct faculty member of the Department of Criminal Justice at University of Nevada, Las Vegas.

Joe’s work with athletes and athletic teams developed about seven years ago as his interests focused on symbolic interaction theory. This theory considers how behavior, athletic and otherwise, is influenced by the meaning and power of human symbols (i.e., sounds, music, colors, and words). According to Joe, some symbols consist of culturally perceived meanings while others represent unique meaning due to individual interpretations.

With athletes, his emphasis has been on the potential role of symbols in the imagery of athletes. He believes these symbols have a powerful influence on the competitive athlete’s motivation and preparation. At Wayne State, Joe’s symbol interaction ideas lead him to working with local runners and swimmers. Subsequently, he consulted with athletes, including several Olympic athletes, at the National Judo Institute in Colorado Springs.

Since moving to Nevada, Joe has built a relationship with the UNLV Running Rebel Track, Basketball, and Football teams. He described that he typically has weekly meetings with various teams and, as needed, meetings with individual athletes.

Albini Continued on Page 16.
Issues and Answers

Entering into the process of sport/exercise consulting presents interesting rewards, challenges, issues, and questions for both the relatively novice and the more experienced consultant. This two part "Issues and Answers" will present the views of both levels of consultants. For Part I, AAASP graduate student members who are in the process of learning about and actually engaged in sport/exercise consulting were asked to respond to the following set of questions:

1. What populations do you generally work with and in what environments?  
2. What have you found to be most rewarding or positive about the consulting you have done to this point?  
3. What have you found most difficult or challenging about the consulting you have done to this point?  
4. What one question would you like to have answered by an AAASP Certified Consultant?

Part II, which will appear in the next newsletter, will have Certified Consultants responding to items 1-3 and then each consultant will respond to one of the questions raised by the student members.

Dan Gerdes  
University of Kansas

As the field of sport psychology grows, it continues to evolve into a dynamic and multidimensional arena for assisting those interested in pursuing excellence and performing at peak effectiveness. Many of the issues relative to performance enhancement in the athletic model, such as goal-setting, building confidence, and developing concentration skills to name a few, are salient to a much larger audience of performers including those in academic, performing arts, and business environments. Because of this orientation, I have conducted mental excellence seminars for athletic teams and student groups at various levels, and a variety of professional business organizations through the K.U. Peak Performance Clinic, under the direction of Dr. David Cook. I also spend a good deal of time doing individual consulting with college and high school athletes.

One of the more rewarding aspects of conducting the seminars is watching people come to the realization that there are some very real and practical mental strategies to boost their performances. They begin to grasp the hope of experiencing more of their potential. Helping people seize opportunities by collaboratively revealing new perspectives relative to performance issues provides a great feeling of satisfaction in knowing that I may have had a small part in their success.

Perhaps the biggest challenge that I face in working with individuals or groups is that I must first break down stereotypic barriers of the "traditional" psychologist. I am constantly presented with the challenge of educating people about what I do. As soon as I tell people I am working on a Ph.D. in sport psychology, I get the surprised-confused look and the superficially supportive "Well, good for you! Good luck!" While to them sport psychology may mean disease, disorder, and dysfunction, to me it means teaching mentally healthy people how to think more effectively from an educational/consultative orientation. While this misconception presents a sometimes frustrating hurdle in working with people, it also means that there is tremendous opportunity once the misconception is redirected.

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

Eric E. LaMott  
University of Minnesota

The road to Sport Psychology Consultation has definitely been one of hills and valleys, but it has been an exciting adventure. I was initially given the opportunity to learn intervention techniques via a supervised practicum and from there have really relied on word of mouth. I began with a few athletes, gained a positive relationship within the athletic department, and really depended on becoming visible within the department. I had soon gained a reputation for working with performance enhancement and injury rehabilitation. At present, I have a clientele ranging from youth sports to Olympic athletes. The majority of the athletes that I work with are collegiate and elite level athletes, however the number of clients at any one time is extremely variable depending on the time of year. I definitely have not given up my day job, at least not yet.

Probably the greatest positive aspect of sport psychology consulting work is when athletes return months or years after having been consulted and relates the positive results which the consultation had for them. In many cases, we may not directly see the effects of our work because other factors (e.g., motor, mechanical, injury, coaching) may not allow direct exhibition of improved psychological skills functioning. I especially appreciate hearing about the transference of psychological skills from the sporting environment to their everyday lives. To me, the skills which we teach athletes and coaches have a much greater effect if the skills are incorporated across the athlete's/coach's life.

I have experienced several challenges to consultations, which include what and how to charge clients, dealing with privileged information revealed during consultations, working with athletes who were forced to see a consultant by their coach, and making referrals so that the athlete feels secure and not like they are being abandoned or shuffled off. In fact, I would say that the mechanics of referrals seems to be the most challenging aspect of consultation which I have experienced. The delicacies of each case and the referral practices of different networks makes the referral process especially challenging.

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

Rebecca L. Algren  
Southern Illinois University at Carbondale

I attempted to find an analogy that would accurately portray my feelings as a novice consultant for athletes. "Baptism by fire" seemed too extreme, and "walking a tightrope without a net" didn't quite hit the mark. I decided that for me, entering the arena of athletic consulting was most like learning to water ski. I had read about it, was given opportunity to watch while

Continued on Page 18.
The State of The Sport Psychologist
A Conversation with Robin Vealey
(Editor of TSP)

By Bob Brustad, University of Northern Colorado

Bob: At the International Society of Sport Psychology (ISSP) conference this past summer in Lisbon, Portugal you presented a paper describing trends in research and practice in our field as reflected by published articles in The Sport Psychologist. What was the purpose of your overview?

Robin: There were actually two major purposes for doing this paper. First, I wanted to provide a comprehensive content analysis of all articles published in TSP from 1987 through 1992 to identify significant trends in knowledge development and implementation since this journal was founded. Second, I wanted to examine those trends that emerged in relationship to the mission of TSP, which is to integrate science and professional practice in sport psychology. Hopefully, this information can help us to understand what kind of an impact TSP has had.

Bob: With regard to the content analysis, what were your major findings?

Robin: I broke down the 176 articles that have been published according to a variety of categories including type of study, type of design, content area, and methodology. For type of study, 49% were related to professional practice and 44% were applied research with the remainder individual profiles or position statements. In terms of types of design, correlational studies were most common (52%) followed by case (30%) and experimental (18%) designs. With regard to content area, the largest percentage of articles focused on the effects of mental skills training programs upon performance (29%). The second most frequent content area addressed the psychological characteristics of athletes but was not focused on intervention, per se. It was basically descriptive data. In regard to methods, questionnaires (54%) were the most widely used method, followed by behavioral observation (16%) and interview (14%) techniques. It is also important to note that 76% of the articles that have been published in TSP have been by American authors with 80% of these authors being male.

Bob: How did you interpret this descriptive information in light of your second major purpose, which was to determine whether the journal is fulfilling its editorial mission?

Robin: First of all, let me say that I think our field has progressed rapidly since 1986, and I feel very proud about the progress that we have made since that time. However, I feel that we still have a ways to go to fully meet our goal of integrating knowledge development and professional practice. There are a number of reasons I feel this way. First, I believe that we are still somewhat self-conscious about our scientific credibility, and this is reflected by our continued reliance upon the positivistic model of knowledge development, as is reflected by the heavy use of quantitative methodologies, correlational studies, and questionnaires. I think we need to ask the question: “How much can this information really help us in our professional practice?” Second, I believe that there is still a hierarchical, or one-way, relationship that exists between research-tested theory and professional practice. Currently, we try to use research to drive practice, but we are not making a similar effort to use our experiential knowledge as a means of guiding theory and research. Therefore, we need to place greater value upon our experiential knowledge. Third, a good deal of research in our field might be classified as “psychology of the obvious” in that we have an increasing amount of descriptive information about the psychological characteristics of athletes, but this knowledge may not always be that meaningful in terms of affecting professional practice.

Bob: Any closing comments?

Robin: I want to emphasize that these are just some of my own personal thoughts on where we might be heading and that I definitely would like to invite AAASP members to share any thoughts that they may have with me about how TSP can best fulfill its role. Applied sport psychology is still in its early stages, but we are making rapid progress. I know that the editorial board of TSP sees the journal as an important vehicle of change in helping us to continue moving forward.
Book Reviews

Anabolic Steroids in Sport and Exercise

Edited by Charles E. Yesalis

Reviewer: Tracy Olrich, Michigan State University

In the book Anabolic Steroids in Sport and Exercise, Charles Yesalis has brought together a number of researchers in the field of anabolic-androgenic steroids (AAS) to produce a comprehensive and factual volume devoid of the wild exaggerations which are commonly printed about AAS use (and users). The researchers represent various subdisciplines including public health, exercise physiology, psychiatry, physiological chemistry and medicine, giving the book a broad informational base. While the book was written to be utilized primarily by health educators and clinicians, all persons involved with athletes or athletics will benefit from the information presented.

The book is divided into three sections. The first section, "History and Incidence of Use," is comprised of four chapters. Chapter 1 provides a historical look into the biochemical development of AAS as we know of them today. Most readers will find this chapter the most challenging. The author attempted to present the complexities of the biochemical properties of AAS in a reader-friendly format, but he was only partially successful. Although the chapter contains useful information about the anabolic and androgenic properties of AAS, much of the content requires a strong knowledge of biochemistry to be fully understood. Chapter 2 traces the history of AAS use in sport and exercise and provides a fascinating look into the process by which AAS use entered the athletic arena. The issue of AAS use at various levels of competition (professional, college and high school) is discussed briefly. This provides a smooth transition into Chapter 3, which reviews the research on the levels of AAS use among various populations. The difficulty in being able to accurately assess usage levels, and the methodological obstacles involved in such research is highlighted and useful. Chapter 4 is a review and discussion of Yesalis' own research (i.e., Buckley, Yesalis, Freidl, Anderson, Streit & Wright, 1988), which was the first national study to look at incidence of use at the secondary school level. Yesalis and his colleagues have reported the findings in this study through a number of sources. This chapter provides little new insight beyond those reported in other documents, yet contains important information for those not familiar with Yesalis' work.

For sport psychologists who may encounter athletes currently using or contemplating use of AAS, the second section, "Effects, Dependence and Treatment Issues," provides the most critical information. This section addresses the various physical and psychological effects of AAS without the accompanying exaggerations and value-laden discussions which so often are found. In chapter 5, the author analyzes the efficacy and mechanisms of AAS in enhancing strength and physical performance. He provides insight as to why AAS are effective as performance enhancing chemicals. He also reviews past literature which failed to show the efficacy of AAS. He explains how poor research design led to a lack of positive findings for a number of studies. Chapter 6 is a review of the physical effects of AAS on the health of the user. This chapter is an excellent review of current knowledge in this area and is highly recommended. The chapter concisely describes possible side-effects for males and females. The information is factual and accurate. Chapter 7 highlights additional side-effects female users may encounter. Also included is a discussion regarding reasons why females may be compelled to use AAS. This discussion is short and lacking in substantive information. Chapter 8 reviews literature pertaining to the psychological benefits and consequences of AAS use. More than anything, this chapter confirms that additional research needs to be conducted pertaining to the psychological benefits and consequences of AAS use among sport populations. Chapter 9 explores the possibility of physical and psychological dependence to AAS. The author explores existing evidence which eludes to the strong possibility that AAS use can lead to dependence. This chapter also includes a brief section discussing prevention and treatment issues. Chapters 8 and 9 reveal that the most descriptive data that has surfaced concerning psychological effects of AAS use has come from clinical reports of AAS users seeking treatment. However, most users will never feel a need to seek special psychological counseling. Therefore, while much of the information that has been collected is of great value, there are definitely important variables concerning dependence issues which have not yet been identified. In Chapter 10, Yesalis et al. specifically discuss 7 questions from the 1988 national survey (overviewed in Chapter 4) which pertain to AAS users' perceptions and behaviors. The questions addressed usage patterns (i.e., stacking, cycling), strength and health perceptions, and willingness to cease usage in the face of consequences. Chapter 11 addresses identification, assessment and treatment of AAS users in the clinical setting. This chapter gives insight to clinical manifestations that may be evident in AAS users seeking treatment. The chapter also includes guidelines for the treatment of AAS withdrawal in the clinical setting.

The third section, Testing and Societal Alternatives, consists of three chapters which take a frank and revealing look at the realities of drug-testing and societal issues pertaining to drug use and drug-testing. Chapter 12 situates drug-testing within the political institution of sport. The author highlights the ineffectiveness of current drug testing policies and discusses the manner in which sport governing bodies have used the facade of drug testing to avoid criticism and public disapproval. The chapter is well written, as the author brings forth factual evidence to present a potentially volatile issue without the exaggerations and false claims which usually permeate the various sides of this argument. Chapter 13 analyzes drug testing from a scientific approach. The author focuses on the metabolism of AAS, and the technology which is involved in the development of drug-testing procedures. The author also discusses the development of performance enhancing chemicals and usage procedures to avoid detection. The author concludes with a discussion of other ergogenic aids currently being used by athletes. Finally, Chapter 14 explores the merits and practical value of societal alternatives. Alternatives discussed include legalization, interdiction and education.

Steroids Continued on Page 19.
Backboards and Blackboards: College Athletes and Role Envelopment

by Patricia and Peter Adler
Columbia University Press, 1991

Reviewer: Robert Brustad
University of Northern Colorado

Backboards and Blackboards is a fascinating account of life inside a men’s Division 1 college basketball program. The wife and husband team of Patricia and Peter Adler had a very close affiliation with an unidentified, but highly successful basketball program and their findings paint a sympathetic portrait of the world of “big time” college sports through the eyes of scholarship athletes. Their resulting work makes a significant contribution to the knowledge base in sport psychology. Although this book was published two years ago it has not received a great deal of attention, in large part, I suspect, because it is not a sensationalistic indictment of “big time” college athletics.

Peter Adler initially gained access to the team in 1981 as the “team sociologist.” His role was to provide insight to the coach on group processes and academic concerns. However, he soon became accepted as a full-fledged group member and this acceptance allowed him an “insider’s” perspective rarely achieved in sport research. For the next five years he remained actively involved in assisting the team while collecting research.

The core of the book deals with the socialization process of major college scholarship athletes. The authors trace these athletes’ experiences from their earliest basketball involvement through the termination of their collegiate careers. The authors structure their approach to socialization through role theory in which they address the changing nature of athletic, academic, and social roles over time as such roles are shaped by both individual characteristics and social influence. Their major conclusions are that big-time college athletics results in “role engulfment” for athletes in which the athletic role dominates one’s identity as a consequence of the need to “fit in” to the program and to adapt to the rather narrow expectations of coaches, boosters, and peers. A particularly interesting aspect of this account deals with how the players came to grips with the role conflict that they experienced, particularly as it resulted in the continued diminishment of the academic role over time.

A major strength of the book lies in the depth in which the authors are able to portray the daily events and decisions affecting these coaches and players. This is attributable largely to the complete immersion that they had in the program and to the ethnographic research approach that they adopted. As the authors note in the introduction, survey research has been the predominant form of gaining knowledge about college athletes but is severely limited in that it only provides, at best, a descriptive and relatively superficial account of the athletic experience.

An important academic contribution made by this book results from the fact that the authors report their findings in light of relevant social psychological theoretical perspectives. The overall structure and interpretation of the results of the study followed a symbolic interactionism framework which focused upon the interaction between the social context and the individual to yield shared meanings about expected behavior. When discussing the socialization experiences of these athletes, the authors utilize role theory as a means of portraying the personal struggles that the players had in establishing their own identities and in balancing their athletic, academic, and social responsibilities.

I highly recommend this book to sport psychologists. In particular, I feel this book will be very useful to anyone intending to counsel college athletes as it effectively portrays the world of “big time” college sports through the eyes of the participants. Furthermore, I believe that individuals interested in group processes will benefit because the dynamics of group interaction are effectively characterized. The theoretical grounding of this book, in combination with the “real world” nature of the research, further enhances the value of this book for use as a supplemental text in courses addressing the social psychology of sport.

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Issues and Answers

Continued from Page 15.

professionals did it, and had discussed possible situations that may arise in countless preparatory sessions with my advisors. Although I felt prepared for both my first outing on skis and my first solo consulting session, I was fairly nervous. I was confident in what I had been taught, yet still a bit unsure. In the short time that I have been working with athletes, I have had the opportunity to work with people ranging in age from young children to college students. I have dealt with individual athletes, as well as teams, and although I have been confronted with many issues, the majority of my work concentrates on academic matters.

While the issues may differ between groups of athletes, I have found that the rewards and challenges that I receive from consulting do not vary much from athlete to athlete. The rewards that I have received from the consulting I have done far outweigh the difficulties. I enjoy giving athletes the feeling that there is someone who is interested in their feelings and experiences and wants to help them. I also enjoy working with athletes on issues such as time management and study skills, and then watching them as their grades improve and they begin to feel a stronger sense of control in their life. On a personal note, there is also nothing like the feeling I get when, after a particularly frustrating session, the athlete seems to understand what we have been discussing, and there is a sense of connection between us. As I do more counseling, I can feel my confidence level rise, and my hesitation wane. It truly is something that I enjoy doing.

I have found consulting to be challenging in two primary ways. First, after reviewing case studies and discussing theories in my classes, I was used to receiving feedback from others on my opinions. However, in the consulting room, I became the “authority” on the issues at hand. Again, while I had confidence in my ability, it was an adjustment to apply theory to practice. The second challenge that I have had to face is trying to leave my clients’ issues “at the office.” I find myself thinking about them, and what I could or should say or do to help them, hours, or even days after our meetings. Because I

Continued on Page 19.
Continued from Page 11.

total of five abstracts (no abstract is required for the discussant).

3. **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. Workshops range from 1 to 3 hours in length. Workshop abstracts should include a statement of the specific learning objectives of the workshop, the teaching methods that will be used to present the material, the specific techniques or procedures that will be presented, and a description of written materials that will be shared with workshop participants.

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

5. **Poster sessions** permit members to present research within an atmosphere that encourages interaction with those who come to view the posters. Poster sessions range from 1 to 2 hours in length. For **Lecture research presentations and Posters** the abstract should include a clear statement of the problem and its significance, a general description of the methods used, a summary of the results, and the major conclusions you have drawn from the data.

**SUBMISSION PROCEDURES**

**Submission Cover Page.** A Submission Cover Page, provided in the Call for Abstracts mailing, must accompany each program submission. Photocopy additional Cover Pages if you plan more than one submission. Be certain to complete all items on the Cover Page, including the checklist at the bottom.

**Abstract.** A 350 word abstract, in American Psychological Association format, is required for each proposal that you submit. The abstract (original plus five blind paper copies) should be typed single spaced on a single page. All typing must be **laser printer quality—dot matrix type is not acceptable and will be returned to the author!** The original abstract should be camera ready with the title, author(s) and affiliation typed at the top of the page.

Only the title of the presentation should appear on the five paper copies of the abstract, since it will be subject to a blind review. **In addition to the paper copies, please submit your abstracts, in ASCII format only, on preferably a 5.25" or a 3.5" computer diskette.** The diskette will be returned to you.

**Envelopes.** A self-addressed stamped envelope and postcard must be enclosed with each program submission. These will be used for notification purposes after submissions are reviewed by the Section Committees. Mail the cover page, the original abstract and the five additional blind paper copies, the computer disk, the self-addressed envelope and postcard to the appropriate Section Chair. **If you are unsure as to which section you should submit to, please contact the section chair you believe to be most appropriate for guidance.**

**SECTION DESCRIPTIONS AND MAILING ADDRESSES**

1. **Health Psychology:** This area is concerned with the close relationship between mental and physical health. It focuses on the role of psychological factors in sport and exercise, particularly as they relate to coping with illness, disease development and remediation, and health promotion. Dr. David Pargman, Department of Educational Research, Montgomery Gymnasium, Florida State University, Tallahassee, FL, USA 32306, Telephone: (904) 644-6058, FAX: 904-644-8776.

2. **Intervention/Performance Enhancement:** This area focuses on research, theory, and practice intended to improve performance in exercise and sport. Issues of concern include training and certification of professionals who provide intervention services. The effects of sport psychology interventions on the well-being of participants in exercise and sport are also a focus of this area. Dr. Al Petitpas, Psychology Department, Springfield College, Springfield, MA, USA 01109, Telephone: (413) 748-3325, FAX: 413-748-3854.

3. **Social Psychology:** This area focuses on the processes and products of social interaction and personal development within the context of sport and exercise. Issues of concern include aggression, anxiety, gender, goal setting, leadership styles, moral growth, motivation, and team dynamics. Dr. Neil Widmeyer, Department of Kinesiology, University of Waterloo, Waterloo, Ontario, CANADA N2L 3G1, Telephone: (519) 885-1211 ext.: 3955, FAX: 519-746-6776.

**DEADLINE:** Submissions must be Postmarked No Later Than March 1, 1994.

**Steroids Book Review Continued from Page 17.**

The topic of this chapter deserves a much longer discussion. For a more complete analysis of this topic, the book *Drugs, Sport, and Politics* (Voy, 1991) is recommended.

To conclude, I highly recommend this text for anyone interested in the topic of AAS use. Yesalis has produced a very effective, well-documented and needed text. Although the book was not prepared as a textbook, it would serve effectively as a supplemental graduate textbook in a chemical health education class. This book will be of great assistance to those in our field who may be involved either in working directly with athletes or in conducting research in the area of AAS use.

**Considering Ethics Continued from Page 14.**

...into some very circular arguments if we fail to see professional ethics as a separate issue.

If you have any comments or issues you would like to see addressed in this column, please contact me. I can be reached at the Department of Psychology, Memphis State University, Memphis, TN 38152 or (901) 678-2147.

**Issues and Answers Continued from Page 18.**

...enjoy helping my clients, it is difficult at times to keep my role as consultant in perspective. The question I raise is this: "How do you effectively establish rapport with your clients, initially and over the long run?"
Complete the work and be considered under grandparented status. Undoubtedly there are other types of requests and circumstances which will be honored. We all must be aware, however, that grandparenting has been determined to have a finite existence and its end is in view.

In regard to regular certification, remember that the requirements are those of coursework (as previously detailed in Newsletters and other correspondence from the Executive Board) and a supervised consulting experience. In discussions at Montreal, it appeared that some members had overlooked the fact that there is no post-doctoral three-year waiting period and no publication requirement with regular certification.

Certified consultants are also reminded that certification renewal occurs yearly. At the time of ordinary billing for AAASP dues, a notice for renewal of Certified Consultants status will be sent. After two months, a “last notice” will be sent by registered mail. After one more month, if renewal has not taken place, the status will be suspended. Reinstatement will require fee payment plus a penalty fee, the size of which has not yet been determined. The penalty will be covering the time and real expenses involved with these steps. Hopefully, this process will never be necessary.

In the next few months, a brochure/directory with names and addresses of all AAASP Certified Consultants will be released. The Certification Committee and Executive Board members are making plans to attend conferences and conventions of major sport organizations in order to increase recognition of, and eventually utilization of, our certified consultants.

If you are a Certified Consultant and do not wish your name in the Directory, contact us, in writing, as soon as possible. Lastly, I want to welcome all the new Consultants.

-Carole Oglesby, Certification Committee Chair

**Graduate Program Directory**

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

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

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