

From the President ...

Judy Van Raalte, PsyD



If you keep making that face it will freeze like that. Do not run with scissors. Finish what you start. Share.

There is a lot of advice out there for the taking. Some of it is good. Plenty of it is bad. I have been thinking about advice lately in part because I have been taking stock of where things stand with the field of exercise and sport psychology in general and with Division 47 of APA in particular. When I ran for president of the Division, I said that I would help support efforts toward a Proficiency in Sport Psychology. The Proficiency has been approved and the Education Committee is looking into the next steps (See p. 13). I also said that I would work to better disseminate information about sport psychology to the public. We have upgraded our Division Web site, hold the easier to remember domain name of <http://www.apa47.org>, and have revised the materials posted on the Web site so that our brochures and information are up to date. The big step that needs to happen next is to get the word out to the general public about exercise and sport psychology. That is where the advice part comes in. I followed marketing advice and identified interesting and impressive aspects of our field and prepared and sent out press releases. I imagined great stories in Sports Illustrated, on ESPN, maybe even in the National Enquirer. The problem is, the media do not seem to be particularly interested in our good news stories. Perhaps exercise and sport psychology is not quite quirky enough to merit the human interest mention and there is not a big enough crisis in exercise and sport psychology to garner other headlines. I may just simply not know the right people. Still, it has been harder than I thought to get the word out. This is another place where advice comes into play. If you have connections or suggestions let me know. Let's do what we can to promote our field.

Don't give up. That's another good piece of advice. So while we are waiting for the mainstream media to call back, the Division is still doing what it can to get the word out about what we do. At the APA Convention in Toronto, we had our first annual Sport Psychology Give Awaython. Rob Fazio and Andrew Berns went into the Toronto community and presented sport psychology to kids at camp. The response to the interactive activities was wonderful. Ken Ravizza put on a workshop for area coaches that received rave

reviews. He and Judy Goss and Sue Kitchen put in a great deal of time and effort to make it easy for coaches to experience some of the benefits of sport psychology first hand. Attendees of the coaching workshop were given a handout with the names and contact information of sport psychology consultants in the Toronto area. Thus, we promoted the field, interested new consumers of exercise and sport psychology, and made it easier for interested folks to contact and use the services in their area. It is a great beginning. Maybe the grass roots level is the place to start.

“As my mother (or was it Confucious?) said: A journey of a thousand miles begins with a single step.”

People working in grass roots exercise and sport psychology have been taking and making opportunities for themselves and the field. Many community colleges have highly competitive sports teams with athletes looking to improve their skills. Often they are looking for sport psychology consulting as well as people to work with athletes on career and other issues. Health clubs seem to constantly be on the lookout for new innovative programming. Prep schools have supportive, sometimes even rich, athletic programs that are interested in what exercise and sport psychology has to offer. Athletes with disabilities have been another group that seem to truly appreciate contributions from sport psychology consultants. Sure, there are challenges. It takes time and effort to develop programming for special populations, but once things are set they seem to take off. SportsCenter may not cover these sorts of activities but local newspapers will. Perhaps the local level is where we need to start after all. As my mother (or was it Confucious?) said: A journey of a thousand miles begins with a single step. That may translate to: opportunities in exercise and sport psychology begin with local press. After enough local stories, the big guns should start calling us.

As a mother myself now, I am doing what I can to get the word out. I am already making plans for giving exercise and sport psychology away next summer at the APA Convention in Hawaii. Any volunteers to participate in programming would be greatly appreciated. Any suggestions for getting the word out more effectively would be appreciated. I'm also dishing out advice myself. It may not be brilliant stuff, but here's one of the latest from around my house: Don't put crayons in your sword or they'll break.

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The President Elect Says ...

By Frank Webbe

Thank you all for making me your president-elect. I had anticipated that at least one if not two colleagues whom I admire greatly would be on the ballot and that I would serve as the obligatory (and less chosen) alternative. Well, the best laid plans certainly went awry; I ran unopposed. Of course you are supposed to win when you are not opposed, and thankfully you spared me the indignity of losing to a blank line on the form, and becoming an inglorious footnote in the history of Division 47.

In my position statement that appeared in *ESPNews* last spring, I said the following: The activities and efforts that I would like to sponsor and support as president include the following:

- Continue shepherding the development of the profession of Sport Psychology
- Articulate for APA members just what Sport and Exercise Psychology is and why and how it is similar and different with other brands of psychology
- Maintain the current constructive and working relationship with AAASP
- Boost Divisional membership
- Attract more students into the Division
- Continue empowering all constituencies within our Division
- Continue being the friendliest Division within APA

A cursory reading of my goals will reveal that they are all interconnected. Essentially, my belief is that if we win more members into our division to share our knowledge, then we will be successful in attracting those same people into proficiency training. If we begin early, with students, the job is made even easier. Therefore, I have remained steadfast in my goals, reinforced by several experiences during the intervening months. Primary among these experiences was my planning for and participation in a workshop presented in October at the annual

conference of the National Academy of Neuropsychology: Webbe, F. M. *Professional qualifications for delivering sport psychology*. In JT Barth (Chair) Comprehensive neuropsychology in athletics: A new frontier in sports medicine.

Aside from having the distinct honor of presenting alongside Jeff Barth, the "father of sports neuropsychology," my other esteemed good friends and Div47 members from the University of Virginia, Donna Broshek and Jason Freeman, also presented in this event. Jeff, Donna, and Jason showed an exemplary model of the intertwining of sport psychology and neuropsychology, and described how they expanded their initial roles with the UVa athletic department from concussion management to comprehensive psychological treatment of the student-athletes. The response of the Academy members in attendance was very encouraging. There was a great interest in educational and experiential information related to sport psychology for all the right reasons. Many of those listening were currently in consulting relationships with athletes or athletic organizations almost by default. Although many were boarded clinical neuropsychologists, they were thirsting for the specialty sport and exercise information that they knew they lacked. Although many in attendance were members of APA's Division 40 (Neuropsychology), almost none were members of Division 47, or knew much about the recent formalization of the proficiency in sport psychology. For my part, I needed to do little more than to paraphrase the wording

of the proficiency document and to express my exhortations in the inclusive and educative manner recommended by Kate Hays and Shane Murphy. That experience taught me that it is time to gear up our training efforts and move into the second stage of the proficiency process. We must hasten the creation of specific qualification standards to which we may aspire, and then structure the process for delivering the knowledge and skill training, and finally establish methods of evaluating such competencies. I am very heartened that if we follow the inclusive, friendly, collegial, and supportive model that is characteristic of Division 47, we will have great success. Although I am very respectful of the training activities provided by AAASP, the group to whom I was talking would be most unlikely to participate in that setting, whereas many would be likely to involve themselves during an APA event, or even at a NAN meeting. I believe strongly that we are headed on the correct path with the proficiency, and that rewarding and exciting adventures await us.



APA Convention in Hawaii

July 28-August 1, 2004



APA's 2004 annual convention will be held in the beautiful city of Honolulu and promises a great program in exercise and sport psychology. Division 47 is seeking proposals for substantive contributions in the fields of exercise and sport psychology as pertaining to research, practice, and professional development. Both APA members and non-members are invited to submit individual presentations, symposia, panel discussions, conversation hours, workshops, or Continuing Professional Education Workshops.

Deadline for submissions is **November 14, 2003**. Proposals may be submitted electronically (and we encourage you to take advantage of the electronic submission process). For forms and further details for both electronic and traditional submissions, please visit:

www.apa.org/convention/

Questions? Contact Division 47 Program Chair:

Christopher Janelle
University of Florida
Email: cjanelle@hhp.ufl.edu

The Editor's Corner: Let's Play Ball!

Robert J. Harmison, Ph.D.



I have always been amused by those editors that begin their column along these lines: "As I write to you this month, I am looking out the window of my office and I am struck by the beauty of the beginning of fall. The temperatures dipping, the leaves of the trees changing colors, the sites and sounds of people and their dogs dancing and prancing in the park...." As I write this column, I am reminded that just last week we had the pleasure of experiencing the hottest day (100+ degrees) on the latest date in the year in recorded Arizona history. Although the temperatures have dipped, the leaves on the trees remain the same color, and as for the people, well they are all bundled underneath sweaters and heavy jackets now the temperature has fallen into the low 70s....And with that, I introduce myself to you as the new editor of *ESPNews*.

First, let me acknowledge Doug Hanks, a fellow University of North Texas alum, and the wonderful job he did as editor over the past four years. He has been a tremendous help by getting me up to speed before and after he handed over the reins. Also, I want to thank Kate Hays and Judy Van Raalte for all of the assistance they have been providing as well. Lastly, I want to thank Trent Petrie for providing me with the opportunity to be his editorial assistant a number of years back while I was in graduate school. Now, when I ask my graduate students to apply over 1000 address labels, lick envelopes, take mailings to the post office, etc., I won't feel so guilty.

More than likely, you will find not much will change regarding the content of the newsletter as I plan on continuing in Doug's footsteps.

Eventually, new ideas for content will strike me and will be included in the newsletter. Given that the newsletter exists to keep the membership informed of the activities of the division, I am open to your suggestions as to the type of content you would like to see included. Also, I encourage you to send interesting columns for possible inclusion in future newsletters, including students as your voice is an important one to be heard. I can be reached at rarmison@argosyu.edu.

Lastly, I want to introduce and acknowledge Libby Albers, who will serve as the newsletter art director and editorial assistant until she decides she no longer wants to do so. Somehow she found the time to put this newsletter together, even as she pursues a master's degree in our sport psychology program and maintains some semblance of a personal life. Thanks, Libby, for all your hard and creative work.

As I bid you farewell, a tradition is developing with the *ESPNews* editors with regard to this column. As I understand it, Trent introduced the idea of the column; Doug then added to the column by including his picture. So, needing to add something, I decided to relive and share my athletic past through pictures. Enjoy as you listen to "Glory Days" by Bruce Springsteen, "I had a friend was a big baseball player back in high school..."

Professional News and Announcements

Workshops and Conferences:

The Sport and Leisure Studies Department of the University of Waikato is hosting the 2004 *Young People, Sport and Physical Activity: Healthy Futures?* conference from January 22-25, 2003. The aim of the conference is to bring together people from a wide range of backgrounds who are interested in young people's involvement in sport and physical activity. For more information, visit the conference website at www.ypspa2004.ac.nz.

The National Consortium for Academics and Sports is holding their annual conference in Orlando Florida from February 1-3, 2003. Among the topics being presented at this year's conference is Mental Health Initiatives in Sport. Invited speakers include Dr. Myles Brand, President, NCAA and Julie Foudy, Captain and 16-year veteran of the U.S. Women's National Soccer Team. For more information visit the NCAS website at www.ncaasports.org. or contact Tom Kowalski at (847) 726-0610.

The Asociación de Psicología del Deporte Argentina (Sport Psychology Association Argentina) formerly known as Asociación Metropolitana de Psicología del Deporte (Metropolitan Sport Psychology Association) is organizing an international sport psychology conference on March 19-20, 2003 in Buenos Aires, Argentina. More information is available at www.psicodeportes.com.

Books and Videos:

Virtual Brands announces the release of *An Inside Look at Sport Psychology Consulting*, an 85-minute video featuring the work of internationally acclaimed sport psychology consultant Gloria Balague, Ph.D. with a single athlete client. The video highlights the dynamic interplay of personal and performance issues that can develop over time in sport psychology consulting. More details are available at www.vbvideo.com/video_set.htm.

The American Psychological Association announces the publication of *You're On! Consulting for Peak Performance* co-authored by Kate Hays and Charles Brown. For more information go to www.apa.org/books/4317029.html.

Professional News:

Dr. Renee Newcomer has taken a position as an Assistant Professor in the Health Psychology program at Massachusetts College of Pharmacy and Health Sciences located in Boston, MA.

Line-Bisecting Test Reveals Relative Left Brain Hemispheric Predominance in Highly Skilled Athletes: Relationships Among Cerebral Laterality, Personality and Sport Performance

by Roland A. Carlstedt, Ph.D. -- 2001 APA Division 47 Dissertation Award Recipient
American Board of Sport Psychology



One of the purposes of my dissertation was to document the performance of highly skilled athletes on a neuropsychological and behavioral measure of cerebral laterality (line-bisecting test) and compare it with that of a control group of age-matched non-athletes. I wanted to

determine if athletes' tendencies in relative brain hemispheric activation corresponded with neurophysiological findings associating select personality measures and behaviors with specific patterns of cortical functioning and if any identified associations would be related to sport-specific performance outcome measures (e.g., batting average).

The conceptualization of my dissertation research also led to an original model of performance, the *Theory of Critical Moments*, in which repressive coping, neuroticism, hypnotic ability/absorption and relative brain hemispheric activation were isolated as *Primary Higher Order* (PHO) factors in mediating performance during critical moments of competition when the perception of threat and competitive stress is thought to be the greatest, instances when athletes are expected to be most vulnerable to negative intrusive thoughts.

According to the *Theory of Critical Moments*, state induced activation of the left-brain hemisphere will facilitate pre-action preparation phases prior to or during critical moments of competition. The likelihood of relative left brain hemispheric activation occurring then is predicted to increase as a function of left-brain localized repressive coping, a behavior associated neurophysiologically with the ability to functionally inhibit the interhemispheric transfer of negative affect from the right to the left hemisphere. Conversely, negative affect or neuroticism, a right brain localized personality trait, in the absence of high repressive coping and in the presence of high absorption/hypnotic ability, is predicted to disrupt performance by allowing the interhemispheric transfer of negative intrusive thoughts from the right to the left hemisphere. This hypothesized occurrence offers a plausible explanation for the dynamics underlying loss of attention due to intrusive cognitions, or "thinking, instead of doing," a phenomenon that is expected to be

associated with relative hypoactivation of the left-brain hemisphere.

Athletes possessing the ideal constellation of high repressive coping, low neuroticism and high or low absorption/hypnotic ability are predicted to be less vulnerable to negative intrusive thoughts, whereas athletes who are low in repressive coping, high in neuroticism and high in absorption/hypnotic ability are predicted to be the most vulnerable to disruptive cognitions, especially during critical moments of competition.

At baseline or during more routine moments of competition an athlete's constellation of PHO factors is not expected to influence performance to a significant extent. However, during critical moments, previously observed relative left to right brain hemisphere shifts associated with preparatory (pre-action) planning and consequent visuoperceptual attending toward a stimulus (e.g., the ball or basket or hole) and successful performance is more likely to be disrupted in athletes possessing the most negative constellation of PHO factors. In such a scenario negative intrusive thoughts access and remain in the ruminative left-brain hemisphere, thereby disrupting the seamless left-to-right shift that has been observed in numerous EEG studies of athletes.

Based on predictions from the *Theory of Critical Moments* one would expect athletes possessing the *Ideal Athlete's Profile* of PHO factors to perform better during critical moments of competition than those possessing less favorable PHO constellations and that the isolated PHO factors would explain more or less of the variance in the performance equation as a function of level of criticality of a competitive moment.

Independent of the above predictions, I also hypothesized that highly skilled athletes would be more relative left-brain hemisphere predominant. The rationale for this hypothesis was that I expected athletes to be higher in positive affect, personal optimism, risk taking behavior, extraversion and repressive coping on the basis of the observation that athletes are less prone to psychopathology, including clinical depression, than non-athletes. Depression has been associated with relative left-frontal lobe hypoactivation.

Thus, outside the realm of competition, I expected that athletes would have a more positive and stable state/trait mood profile and likely to exhibit relative left-hemisphere

activation at baseline, regardless of constellation of PHO factors than non-athletes, and even during competition until critical moments are encountered. At that point an athlete's constellation of PHO factors is expected to influence performance.

Results

The hypothesis that highly skilled athletes would make more and greater magnitude rightward errors in line bisecting (indicative of relative left-brain hemispheric predominance) than non-athletes was strongly supported.

In addition, and consistent with the *Theory of Critical Moments*, multiple regression and tests for interactions were not revealing during more routine moments of competition, but up to 44% of the variance in the performance equation was explained on the basis of repressive coping and neuroticism as a function of linear increases in the level of criticality of an outcome measure (e.g., free-throw shooting in a crucial situation).

Independently, repressive coping and rightward line-bisecting error (relative left-brain hemispheric predominance) were positively related to performance, while neuroticism and absorption were negatively related to performance. Correlations between individual PHO factors and performance outcome measures ranged from $r = .14$ to $.54$, increasing linearly as a function of critical moments.

Discussion

Although it was predicted that athletes would make more rightward errors than non-athletes it was not expected that over 90% of athletes would exhibit this tendency. The robustness of this finding strongly suggests that highly skilled athletes may have a state-induced neurophysiological response system that is different from and more efficient than that of novices or non-athletes relative to athletic performance and learning of novel motor skills. Evidence supporting this contention includes studies showing that highly skilled athletes learned new motor skills faster than non-athletes, a process that was associated with relative left-hemispheric predominance. In addition, it has been demonstrated that elite athletes allocated cortical resources more efficiently than non-athletes when attempting to learn a motor skill they had not engaged in previously.

(continued on page 5)

Dissertation Award Winner

(continued from page 4)

Rightward error on the line-bisecting test may also reflect a stable longitudinal neuropsychological trait and behavioral correlate of the predominantly left-hemisphere EEG profile that certain athletes appear to develop as a function of learning and exhibit when engaging in sport-specific tasks. Evidence supporting that tendencies in line bisecting may reflect a stable trait include studies reporting that rightward error was associated with positive affect, personal optimism, and risk-taking (left-hemisphere based personality traits). Line-bisecting performance and personality/behavior relationships have also been found to be stable over a 60-day test-retest period.

Conclusion

The results of this dissertation may have important implications for our understanding of relationships between cortical organization and psychological measures this study has isolated that have been associated with attention, physiological reactivity, intrusive thoughts and their relevance to performance. The first time data on repressive coping and absorption also offers new perspectives into the role negative and intrusive thoughts may play during competition and how repressive coping, in concert with absorption and neuroticism may affect the cognitions and performance of athletes.

Methodologically, the fact that personality traits and behavioral measures have previously

been unable to explain much of the variance in the performance equation can be attributed to the failure to investigate multiple predictor or independent variables in an integrative manner and in the context of multiple outcome measures of varying level of criticality over time. Consequently, attempts to associate psychological factors with objective performance outcome measures need to be multidimensional in their approach and should incorporate a repeated measures and longitudinal design so as to increase the probability of discovering meaningful relationships that otherwise may be overlooked.

Special Thanks

I'd like to thank my dissertation committee that was chaired by Auke Tellegen of the University of Minnesota. Thanks also goes out to committee members Stanley Krippner, Eugene Taylor and Roger Drake (external reviewer).

Dr. Carlstedt's book, *Critical Moments during Competition: A Mind-Body Model of Sport Performance when it Counts the Most* that elucidates his findings and model will be released by Psychology Press in March 2004. Roland can be contacted via DrRCarlstedt@aol.com.

A complete reference list for Dr. Carlstedt's dissertation can be accessed via www.americanboardofsportpsychology.org.

Step Right Up: Place Your Ad in *ESPNews*

Division 47 2003-4 Advertising and Insertion Schedule

ESPNews is the official newsletter Division 47 (Exercise and Sport Psychology) of the American Psychological Association. *ESPNews* is published three times a year – Spring, Summer, and Fall – and has a circulation of over 1,200 professional and student-affiliate members. The membership of Division 47 is diverse, representing academics and practitioners from both psychology and exercise science.

For each issue of the newsletter, Division 47 will accept advertising from individuals, professional organizations and businesses. For further inquiries about advertising or to place an advertisement with the division, please contact:

Robert J. Harmison, Ph.D.
Editor, *ESPNews*
Department Head, Sport-Exercise Psychology
Argosy University/Phoenix
2301 W. Dunlap Ave., Ste. 211
Phoenix, AZ 85021
(602) 216-2600 x217

Rates for placement of an advertisement in one issue of the newsletter are:

Full Page (8 ½ X 11 inches)
\$600
Half-Page (8 ½ X 5 ½ inches)
\$350
Quarter-Page (4 ¼ X 5 ½ inches)
\$200

Payment for an advertisement is due at the time of ad submissions. Deadlines for advertisements are the same date as other newsletter submissions. That date can be found at the end of each newsletter.

Apportionment Ballots Alert

APA will be mailing apportionment ballots to members and affiliates in early November. The Division 47 Executive Committee strongly encourages its members and affiliates to allot as many of their votes as possible toward Division 47. This will help Division 47 maintain a strong presence in APA and the Council of Representatives. The balloting deadline is December 15, 2003.

2003 APA Division 47 Dissertation Award

Have You Made a Significant Contribution in Exercise and Sport Psychology?

Division 47 of the American Psychological Association invites the submission of applications for the 2003 Dissertation Award. This award recognizes outstanding student research that has the greatest potential for making a significant contribution to the theoretical and applied knowledge base in exercise and sport psychology. The previous recipients of this award are John Raglin (1988), Debbie Crews and Diane Weise (1989), Karla Kubitz (1990), Cathy Lirgg (1991), Anthony Piparo (1992), Richard Albrecht (1993), Patricia Smith (1994), Gabrielle Reed (1995), Kathleen Martin (1996), Alan Smith (1997), Gregory Norman (1998), Claudio Nigg (1999), Rene Newcomer and Nicole Culos-Reed (2000), Roland Carlstedt (2001), and Sean Arndt (2002).

Application requirements are as follows: 1) a 1500 word abstract which includes (a) Introduction, (b) Review of Literature, (c) Methodology, (d) Discussion, (e) Contribution to Science and Practice; 2) the student applicant and/or his or her dissertation advisor must be a member of Division 47 at the time of application; 3) a letter of support from the applicant's advisor confirming the completion of the dissertation and the degree by December 31, 2003, and it must express support for the research in question; and 4) applications must be postmarked by January 15, 2004. All materials should be mailed to: Shelley Wiechman, Ph.D., Harborview Medical Center, 325 Ninth Ave, Box 359740, Seattle, WA 98104.

Abstracts will be judged by a panel of professionals in exercise and sport psychology who are members of Division 47. The awardee(s) will be notified of their selection by March 13, 2004, so they can make plans to attend the 2004 APA Convention in Honolulu to receive the award. The award includes a plaque, a monetary gift, and the opportunity to present their research. If you have further questions, please contact Dr. Shelley Wiechman at wiechman@u.washington.edu.

Book Review: Do Sports Build Character?

Really Winning: Using Sports to Develop Character and Integrity in Our Boys

By Jim Mastrich, Ph.D. (2002). Published by St. Martin's Press: New York, NY (ISBN 0-31228-289-3, U.S. \$23.95, 256 pp.)

Reviewed By: Richard D. Ginsburg, Ph.D., Instructor in Psychiatry,
Massachusetts General Hospital, Harvard Medical School

Really Winning: Using Sports to Develop Character and Integrity in Our Boys is written to guide parents and coaches to promote healthy



development for boys through edifying athletic experiences. The author, Jim Mastrich, Ph.D., is a seasoned psychologist with expertise in personality development and performance psychology. The book consists of eight chapters and a useful series of appendices and references. While *Really Winning* lacks a clearly stated organizational structure, the book can be divided into two parts. The first

three chapters are devoted to understanding the present state of boys and men in sports and in our culture, while the remaining five chapters address what parents, coaches, and administrators can do to help boys.

In Chapter One, the author explains how boys and men have lost their identity as strong, fair, and powerful citizens. Boys growing up in this generation are confused and torn between their natural instincts to be strong and aggressive and the perception that they lack the capacity to be open and caring. In order for boys to achieve a healthy homeostasis, caring adults need to create environments, particularly in the context of sports, where boys can grow to be strong while also committed to healthy relationships and grounded values. It is through this process that boys become winners in sport and life.

In Chapters Two and Three, Mastrich applies academic and theoretical models to the understanding of boys. In Chapter Two, the author explains how the male brain develops at a slower pace than the female brain and that boys and men are more right brained and spatially oriented than girls. He then summarizes Erik Erikson's model of human development from birth to young adulthood to outline the various challenges boys confront at different ages and how this may affect their behavior both on and off the athletic field.

One of the most intriguing aspects of the book is the incorporation of Carl Jung's constructs, the "archetype" and the "shadow" in Chapter Three. The author illustrates how archetypes such as the hero, the leader, the strategist, and the loyal teammate can be tailored to fit the various profound roles that boys may develop in the athletic context. Each boy has the potential to cultivate these roles through the assistance of their coaches and parents. The shadow, or a boy's darker side, is described to illustrate how aggressive tendencies and insecurities in boys manifest themselves in negative behaviors on the athletic field. The author encourages adults to recognize these shadows and help boys reframe and redirect their energies in more positive ways. He also states that parents and coaches need to be aware of their own shadow to avoid potential negative consequences for boys; for example, a father who is unaware of his long-standing disappointment in underachieving in sports as a child may find himself unfairly critical of his child for not playing hard enough. Ongoing references to the emergence of the shadow in adults working with boys is very useful throughout the book.

Chapters Four and Five introduce performance psychology and integrity training. While Chapter Four is a bit long, it provides a solid foundation for how mental and physical skills such as breathing, relaxation, positive thinking, centering, visualization and goal setting can improve performance. This chapter might have benefited from clearer explanations as to what skills are most appropriate for boys at different ages and abilities.

Chapter Five is perhaps the most important chapter as it explains the significant role of integrity in sports. Mastrich includes excellent case examples to illustrate how integrity training, or the teaching of solid

values, enhances both performance and personal growth in boys. The author also introduces the useful term, "boy-centered," to guide parents and coaches to take into consideration the needs and experiences of each boy while keeping their own needs separate. This boy-centered approach becomes a major tool for teaching parents and coaches how to meet and understand the needs of boys first before they take action.

Chapters Six and Seven are designed to provide tips and suggestions for adults in sports communities. In Chapter Six, the author attempts to guide administrators, parents and coaches to motivate boys to excel in sports through positive communication, modeling, and goal setting. While this chapter offers useful skills for adults, the challenges of the various adult roles are not well covered. In contrast, Chapter Seven is perhaps the strongest chapter in *Really Winning* as Mastrich explains how coaches and parents can understand and manage team bullies and stars, bench jockeys, losing teams, and problematic parents and coaches. In particular, a deeper understanding of the underlying motivations and needs of the bully and the bench jockey help parents find more effective ways to decode otherwise off-putting behavior and provide strategic and caring guidance to struggling boys. Adults of all levels and experience will find this chapter accessible and true to life.

Finally in Chapter Eight, Mastrich outlines some of the country's leading programs in youth sports. He encourages parents to join the positive movement in youth sports to redirect their values and focus on the development of good sport programs with clear mission statements and a strong understanding of the risks of our "win at all cost" sport culture.

Really Winning is a book that falls under the field of boy psychology and the growing field of sport parenting. Unlike many authors who are responding to the decay in sportsmanship in youth sports, Mastrich provides an in-depth understanding of the how the sports context offers a unique opportunity for adults to understand and guide boys in becoming healthy and strong men. As an author writing a book on a similar topic, it is evident that Mastrich is clearly knowledgeable and experienced in the field as his solid understanding of boys and men carries the book.

While the writing in *Really Winning* is strong, the language occasionally is too academic or theoretical for the average reader looking for easily accessible information. Terms such as introjection and displacement, while well explained, seem more fitting for an audience of school counselors and psychologists. However, if the reader continues through these early chapters, the second half of the book offers more practical and applicable information for direct use with boys. Mastrich is at his best when he directly ties his message to case studies, which he does throughout the book. Unfortunately, some of his pearls of wisdom about boys in sports get lost in long sections of uninterrupted text, which diffuses his message. Shorter chapters with clearly stated, even bulleted, points would attract more readers. Despite these limitations, *Really Winning* is an important contribution to understanding and working with boys in sports and in general.

Boys growing up in this generation are confused and torn between their natural instincts to be strong and aggressive and the perception that they lack the capacity to be open and caring.

Have We Met? Introducing Sport Psychology

Sport Psychology: An Introduction (3rd Edition)

By LeUnes, A., & Nation, J. R. (2002). Published by Wadsworth Group: Pacific Grove, CA (ISBN 0-53457-719-9, U.S. \$73.95, 498 pp.)

Reviewed By: Bruce G. Klonsky, Ph.D., Professor,

Psychology Department, State University of New York, College at Fredonia, Fredonia, NY

The LeUnes and Nation (2002) textbook is one of many competitors directed at the Introduction to Sport Psychology market. This third edition of the LeUnes and Nation text differs from the earlier editions in a number of ways. It is the first edition to be published by a major publisher, the Wadsworth Group. The authors feel that the “single biggest change” in the new edition is a more reader-friendly chapter breakdown.

The book has gone from a 13 “bulky” chapter format to a 26-chapter format of about 20 pages each. The authors also point to expanded topic coverage on the “applied” side of the field with separate chapters devoted to anxiety reduction procedures and performance enhancement techniques, and greater detail about the most popular sport-specific assessment devices. A separate chapter is now available for increased coverage of minority athletes along with further information on substance abuse in sport. New coverage of injured athletes and athletes with disabilities is also provided.

The LeUnes and Nation (2002) textbook aims for a comprehensive coverage of sport and exercise psychology that strikes a “healthy balance” between theory and application and keeps the reader apprised of related research. The book is organized into 5 parts.

Part 1 (4 chapters) focuses on introducing the reader to the field of sport psychology (e.g., what sport psychologists do, professional and ethical issues, and relevant web sites), the history of sport psychology, and sport history. Part 2 (4 chapters) covers behavioral principles (classical and operant conditioning, and cognitive learning) and their applications in sport psychology. Applications in the areas of teaching, training, and anxiety reduction are highlighted. Part 3 (6 chapters) covers major social psychological dimensions relevant to sport. The chapters on motivation deal with attribution theory, need achievement, locus of control, and self-theory. Chapters are also devoted to aggression and violence, audience effects, and leadership and cohesion.

Part 4 (8 chapters) focuses on personality assessment and special athletic populations. One chapter introduces the reader to (a) theories of personality, and (b) principles and issues related to psychological testing, while a second chapter focuses more on psychological assessment in sport. Two chapters deal with “special athlete populations.” The first of those chapters covers minority and high-risk sport athletes. The second such chapter focuses on elite, disabled, injured, and drug-abusing athletes. Two chapters each are devoted to the female sport experience and youth sport. Finally, Part 5 (4 chapters) focuses on the coaching and exercise psychology topics and issues. The first chapter on the psychology of coaching addresses basic topics such as the roles of the coach and what makes for a good coach, while the second chapter deals more specialized topics such as burnout, the coach and youth sport, the female coach, and the black coach. The exercise psychology chapters deal with (a) overall physical fitness, (b) predictors and strategies associated with exercise adherence, (c) the cognitive and affective consequences of exercise, and (d) two special populations of interest to sport, exercise, and health professionals (i.e., runners and senior athletes).

From the perspective of this reviewer, the third edition of the LeUnes and Nation text has a number of strengths. This text offers thorough coverage of both theory and application in the field of sport psychology. This coverage includes reviews of related current and classic research much like you would see in textbooks for other subfields of psychology (e.g., social psychology). While the content is sometimes challenging for undergraduate students, LeUnes and Nation provide pedagogical aids and resources to further their understanding of the text. They include

chapter outlines, bolded key words, and glossary items at the bottom of pages (in form of InfoTrac Search Terms), thorough chapter summaries, student-oriented suggested readings with summaries, highlight boxes, and judiciously chosen figures and tables. The “highlight boxes” typically focus on particularly interesting and current issues in the field (e.g., whether cheerleaders are athletes, and adult verbalizations at youth sporting events)

or more detail on major topic covered in the regular chapter material (e.g., Behavioral Guidelines of Youth Sport Coaches).

I also think that their sport psychology website page is a great resource. The more dynamic color scheme and fonts employed

in this edition also facilitate reading and studying. Importantly, Arnold LeUnes provides approximately 1000 “pre-tested” multiple-choice items in hard copy and electronic format for the instructor. For the most part, the 26-chapter layout does improve readability and make conceptual sense (but I sometimes have a tough time convincing students this is less reading than the earlier edition with 13 chapters!). My favorite LeUnes and Nation chapters are ones that are especially thorough and balanced in their coverage of material, and well-written. They include the chapters on professional issues, the psychology of coaching, and aggression and violence.

The LeUnes and Nation textbook is not without a few shortcomings. The authors have not provided an Instructor’s Manual for their text. It would be helpful, especially for the new instructor, to have some of the material that you would expect to see in such a resource (e.g., lecture ideas, suggested demonstrations and activities, related films and videos, chapter outlines, learning objective sheets, and transparency masters). The Weinberg and Gould (1999, 2003) instructor’s manual provides a good model in terms of content and coverage. Given the importance that the authors attach to “well-conducted research” in sport and exercise psychology, the authors should include a chapter or part of a chapter, or perhaps an Appendix on understanding research methods (as in Anshel, 2003 text). This material should cover research strategies, concepts, and techniques sufficient to allow students to become informed consumers. This would be useful since many students who take Sport Psychology have only had the Introduction to Psychology course beforehand. Perhaps, room for the research methods coverage can be created by reducing or eliminating material on the history of sport (the latter often covered in Kinesiology and related courses; see LeUnes & Nation, 2002 Preface).

Over the years, I have employed all three editions for my Introduction to Sport Psychology course. During that period, students have wished that the LeUnes and Nation text included a Study Guide with learning

Students ... have sometimes complained that the LeUnes and Nation book is too difficult [and] it reads too much like a science textbook ... The authors feel that the “single biggest change” in the new edition is a more reader-friendly chapter breakdown.

(continued on page 9)

Council of Representatives Report

August 6 & 10, 2003

Kate F. Hays, Ph.D., Representative Pro-Tem

[Shortly before the APA Convention, our Council Representative, Laura Finch, had to cancel plans to be present because of family obligations. Since the primary Council meeting occurs the day before the Convention begins, and since, by virtue of living in Toronto, I was already present at the site of the Convention, I was appointed Council Rep. for this session.]

This session of the Council of Representatives proved fairly low-key, without major issues or major conflicts. Of particular interest to the Division were some minor changes in APA rules regarding the promulgation of guidelines. The changes addressed certain technical issues and inconsistencies with other APA policies. Essentially, when Council approves a standard or guideline, it is approved on behalf of the Association. Divisions can still circulate position or policy statements (once these statements have gone through legal review to insure that they don't conflict with APA policy), as long as these statements are not presented as guidelines or standards. Since one of the methods of beginning to implement the new proficiency in sport psychology might involve some written document (whether position or policy statement or actual guidelines for the practice of sport psychology), clarification of the rules and their meaning is of interest to us.

Through refinancing of APA's real estate (APA now owns both DC buildings outright) and voluntary staff reductions, instead of the previous deficit, the preliminary budget for next year projects a \$600,000 surplus. An \$11.00 dues increase (\$1.00 increase for student members) is designed to assist in this regard; the *American Psychologist* will appear for only eight, rather than the current 11, issues per year. Although the surplus bodes well, there are on-going structural concerns. In particular, APA's membership continues to remain stable, rather than growing. Continued efforts to bring in more affiliates, such as members of APAGS, are being developed. As a Division, we have yet to tap strongly into APA's graduate student population. Given the high level of interest in sport psychology among graduate students, it seems that our division might increase students' interest in the organization.

It is six years since I've been to a Council meeting. Many aspects, and a number of the players, remained the same. There were a few differences, however. It is very exciting to see that the color of Council is beginning to change (as, by the way, is the color of the Ray Race!): through concerted and deliberate actions, about 10% of Council Representatives are (self-identified) psychologists of color. In that regard, we welcome our new Council Representative, Dr. Bill Parham, who will take his seat when Council reconvenes in February, 2004.

You Could Be The Next Winner: Open Call for Division 47 Award Nominations

Distinguished Contributions to Applied Exercise and Sport Psychology as a Professional Practice

This award recognizes outstanding service delivery in either of two areas. The award recognizes the sport psychologist who has: (1) provided leadership in changing the profession, its public image, and its public acceptance, or (2) conducted applied work, including assessment, consultation, instruction, and direct or indirect intervention, that contributes to the development of the profession. Significant contributions of work done in professional or public arenas as a sport psychologist at the national, state, and local level may be recognized.

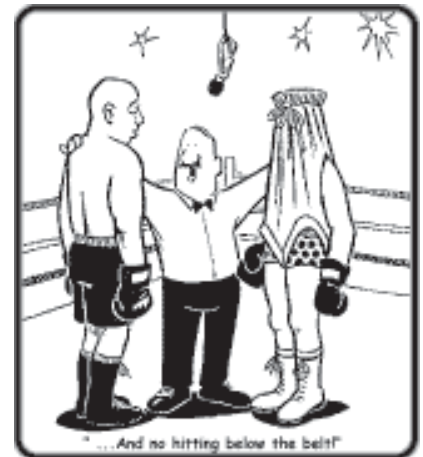
To be considered for the award, the individual must be a current member of Division 47. A letter of nomination outlining specific contributions, a current vita, and the names, addresses, emails, and phone numbers of three sport psychologists familiar with the nominee's work must be sent to Past-President Kate Hays who chairs the Awards Committee. Dr. Hays' contact information may be found on the back of the newsletter. All nominations must be received by December 31, 2003.

Division 47 Listserv

Division 47 has its own listserv for members and those interested in the field of exercise and sport psychology. The list is specifically for postings on issues, questions, information, and findings concerning research and professional practice issues in exercise and sport psychology.

To join the list and receive email posting from list members, send an email message to: listserv@lists.apa.org. Leave the subject line blank. In the body of the message type: "subscribe div47" and send the message. If you use a signature file with your message, please remember to remove it for this message. You will receive acknowledgement from Majordomo when your subscription has been approved. Subsequently, to send a message to the list, simply address your message to: div47@lists.apa.org. Please use care and consideration in your messages.

Currently, the Division 47 list administrator is Doug Hirschhorn, M.S. To reach Doug, send an email to: dhirschhorn@schonfeld.com.



The Soul of Science

Starting this fall, the Science Committee has a new chair, Dr. Shelley Wiechman from the University of Washington. The primary responsibilities of this committee are to choose the dissertation award winners and to highlight various sport psychology laboratories from around the country in the "Science Corner" of this newsletter. If you would like to join this committee or if you would like share details with the membership about your research laboratory, please e-mail Shelley at wiechman@u.washington.edu.

Have We Met?

(continued from page 7)

objectives, practice questions, and involvement exercises. I agree that a Study Guide would be a useful addition. Additionally, students who are not Psychology majors have sometimes complained that the LeUnes and Nation book is too difficult, it reads too much like a science textbook, and that it is not applied enough. I believe that these three criticisms would be reduced to a great degree with more within text involvement/applied exercises and the inclusion of a full-fledged Study Guide. Some of the highlight boxes in the text should also have the "Application" label. A chapter reorganization that brings all of the performance enhancement material together in one section of the book would also help the students identify the applications of sport psychology principles more readily. The Weinberg and Gould (1999, 2003) text provides a model for such a layout (Psychological Skills Training introduction, Arousal Regulation, Imagery, Self-Confidence, Goal Setting, and Concentration). Students have also expressed an interest in further applied material on injured athletes.

Overall, I believe that LeUnes and Nation (2002) have met their objective of creating a comprehensive research-based book that "captures the essence of the discipline." They have done a good job of finding that balance of coverage of theory and application in sport psychology. It is a very viable alternative as a textbook for the Introduction to Sport Psychology course, especially one with an audience of Psychology and other related majors.

References

Anshel, M. H. (2003). *Sport psychology: From research to practice* (4th ed.). San Francisco, CA: Benjamin Cummings.

LeUnes, A., & Nation, J. R. (2002). *Sport psychology: An introduction* (3rd ed.). Pacific Grove, CA: Wadsworth Group.

Weinberg, R. S., & Gould, D. (1999). *Foundations of sport and exercise psychology* (2nd ed.). Champaign, IL: Human Kinetics.

Weinberg, R. S., & Gould, D. (2003). *Foundations of sport and exercise psychology* (3rd ed.). Champaign, IL: Human Kinetics.

Division 47 Student Representative Nominations

Each year, a student co-representative who is a student-affiliate of Division 47, is selected to serve the division and be a liaison to the Executive Committee. For this position, the student-affiliate shall:

1. Attend the executive and business meetings of the division during the annual APA Convention, and if feasible, attend the mid-year meeting. He/she will provide a student-affiliate report regardless of whether he/she can attend the meetings.
2. Write a column in the spring and fall issues of the division's newsletter.
3. Assist the President in the selection of the new student-affiliate.
4. Work with the program chair to plan a student meeting and/or student-affiliate sponsored presentation at the annual convention.
5. Act as a liaison between student members and the Executive Committee on ideas, problems, concerns, and suggestions.
6. Sit on committees of the division and/or assist the committee chairperson in the selection of a student for the committee.
7. Perform any other job agreed upon by the division President and/or Executive Committee.

For those student-affiliates who are interested in applying, please send (a) a 1-2 page statement of interest in the position, and (b) a current vita to Jessica Mohler (address is located on the back page of the newsletter under Executive Committee members). Applicant information will be forwarded to Dr. Frank Webbe, President-Elect of Division 47, who in consultation with Jessica (and co-student representative Amy Athey), will select the new student co-representative. Announcement of the new student representative will be made at the APA Convention.

APA Division 47 Fellows

Robert Ammons
Michael Asken
Robert Colligan
Thomas Collingwood
Steven Danish
Irene Deitch
Deborah Feltz
Raymond Fowler
Diane Gill
Kate Hays
Daniel Kirschenbaum
Daniel Landers
Frank Landy
Michael Mahoney
Jerry May
Penny McCullagh
Andrew Meyers
Bruce Ogilvie
John Raglin
Arthur Resnikoff
Robert Singer
Ronald Smith
Frank Small
Robert Sonstroem
Charles Spielberger
Judy Van Raalte
Robert Weinberg
Arno Wittig

Those APA Division 47 members who would like more information on how to apply for Fellow status in Division 47 can contact Past President Kate Hays at The_Performing_Edge@compuserve.com.

Call for Division 47 Fellow Applications

In addition to the guidelines of the American Psychological Association, consideration for Fellow status in Division 47 is based on: 1) significant contributions to exercise and sport psychology in scholarly activity and/or service, and 2) continuous membership in Division 47 for a 3-year period prior to nomination.

The Fellows Committee is chaired by the Division 47 immediate past-president who is currently Kate Hays, Ph.D. If you are interested in becoming a Fellow, or would like to nominate someone whom you believe has earned that honor, then please contact Dr. Hays for more information. Complete contact information can be found on the back of the newsletter.



Annual Running Psychologists' APA 5K "Ray" Race and Walk

by Frank Webbe



The uncertainty surrounding the 2003 Convention made planning for the 25th annual 5K race/walk a real challenge. Fortunately, we had enlisted the expert services of Marathon Dynamics, a Toronto based company with great experience in race logistics, and excellent relationships within the Toronto community. Marathon Dynamic's Kevin Smith and Michael Brennan were not only marvelously capable, but also gracious hosts. Thus, despite the convention uncertainties, the race itself was probably the smoothest running event that Running Psychologists has produced. Kevin and Michael had reserved a beautiful lakeside course that was only a short bus ride from the headquarters hotels. An on-time start, spacious rest rooms, great post race refreshments, and almost instantaneous results were great accompaniments to the run itself. Worth Publishing (Jacqueline Seltzer) and Virtual Brands provided excellent prizes for the raffle. Additionally, the support of the race sponsors insured that we could put on a first class show. We thank the American Psychological Association Insurance Trust (APAIT), the central office of the American Psychological Association, Psi Chi, and Division 47.

Although about 150 people had registered, 109 participants actually finished. In his first entry in the annual race, Brett Pelham led all runners across the finish line in a time of 18:08. Kirk Larson was literally kicking at Brett's heels, crossing the line 7 seconds later. The race for third place was even closer, with Michael Johnson edging out Roger Moore, Jr. by only 5 seconds (19:14 to 19:19). In the women's race, Loren Giovingo came home with a big lead in a time of 22:43. The race for second through fourth place was hotly contested, however, with Diann Eley, Suanne Shocket, and Kirsten Peterson staying in a tight group until the end. Eley finally pulled away to finish second in 23:15. Shocket was third in 23:33 and Peterson was only 2 seconds behind her.

Keith McConnell assumed the presidency of Running Psychologists at the race, which makes Frank Webbe a very happy past president. Suanne Shocket continues as secretary/treasurer. President-elect and secretary/treasurer elections come due at the business meeting in 2004. And that will be in lovely Hawaii. Keith promises to have a super event for us, and all Division 47 members are encouraged to put their feet to the pavement for the 5K run/walk.

The 2003 APA "Ray" Race/Walk Results

Place	Name	Category	Time	Place	Name	Category	Time
1	Brett Pelham	1 M40-44	18:08	35	Mary Zemansky	3 F40-44	23:56
2	Kirk Larson	1 M50-54	18:15	36	Michael Zebrowski	5 M40-44	24:01
3	Michael Johnson	2 M40-44	19:14	37	Gary Trice	4 M35-39	24:04
4	Roger Moore, Jr.	3 M40-44	19:19	38	Linda Reddy	1 F35-39	24:06
5	Tom Weber	1 M45-49	19:28	39	Judy Van Raalte	2 F35-39	24:16
6	Michael Waldo	2 M45-49	19:38	40	Janet Cain	3 F50-54	24:30
7	Koji Murata	3 M45-49	19:53	41	Robert Conyne	3 M55-59	24:30
8	Gary Canivez	4 M40-44	19:55	42	Robert Elliott	1 M60-64	24:38
9	Justin Hill	1 M25-29	20:03	43	Charles Brown	5 M50-54	24:41
10	Gary Yorke	4 M45-49	20:16	44	Chuck Lajeunesse	6 M50-54	24:58
11	Michael Foy	1 M30-34	20:32	45	Dianne Herbert	1 F30-34	25:16
12	Adam Huff	1 M35-39	20:47	46	Michael Schwerin	5 M35-39	25:27
13	Chris Esparza	2 M25-29	21:33	47	Steven Norton	8 M45-49	25:29
14	Christopher Daood	2 M30-34	21:50	48	Tim Caufield	9 M45-49	25:33
15	Adam Jonas	1 M01-24	22:00	49	Michael Matthews	10 M45-49	25:37
16	Kamiar Kouzekanani	5 M45-49	22:18	50	Omar Rahman	5 M30-34	25:48
17	John Obrien	2 M35-39	22:31	51	Alan Roberts	6 M40-44	25:58
18	Loren Giovingo	1 F01-24	22:43	52	Arthur Aaronson	4 M55-59	26:05
19	William Harris	2 M50-54	22:43	53	Frank Webbe	5 M55-59	26:10
20	Robert Elliott	3 M50-54	22:50	54	Zachary Wilcox	6 M35-39	26:38
21	Alan Miller	4 M50-54	22:53	55	Rosemary Schwartzbard	1 F60-64	26:49
22	Joey Smith	3 M30-34	23:02	56	James Sunbury	6 M55-59	26:53
23	Francis Craig	3 M35-39	23:11	57	Cathy Tripp	2 F45-49	27:15
24	Paul Hershberger	6 M45-49	23:12	58	Bruce Liese	11 M45-49	27:15
25	Diann Eley	1 F50-54	23:15	59	Robyn Hess	3 F35-39	27:31
26	Keith McConnell	1 M55-59	23:17	60	Eriko Kudo	4 F40-44	27:46
27	Daniel Weintraub	7 M45-49	23:25	61	Matthew Zagumny	7 M35-39	27:50
28	Noah Nason	2 M55-59	23:29	62	Andrea Hogarth	3 F45-49	27:59
29	Suanne Shocket	1 F45-49	23:33	63	Anthony Austin	2 M01-24	28:01
30	Kirsten Peterson	1 F40-44	23:35	64	Marejka Shaevitz	1 F25-29	28:14
31	Susan Gantt	2 F50-54	23:45	65	Rachel Cohen	1 F55-59	28:37
32	Craig Fisher	4 M30-34	23:47	66	Ira Richmond	7 M55-59	28:49
33	Jessica Enns	2 F01-24	23:48				
34	Vicki Helgeson	2 F40-44	23:55				

(race results continued on page 11)

Two is Better Than One: Co-Student Representatives' Report

by Jessica Mohler and Amy Athey

Welcome student members and seasoned professionals. First, we would like to introduce ourselves as the new student co-representatives. We are Jessica Mohler and Amy Athey and we will be members of the executive team for the next two years. We would like to thank Rob Fazio for all his guidance in helping us learn about our new position. We are excited to be the new student co-representatives, and look forward to the coming year. Although we have a few new goals for the next year, one stands out as our main mission – activating the student members. Division 47 has given us a voice and we want to make sure that we are using it to our best ability. Once a year all the students get a chance to meet with each other and with the professionals at the APA Annual Conference. However, this year at the APA Annual Conference Division 47 activities in Toronto there were only a handful of students present. We are looking for this to change.

Despite the lack of students, Toronto was a great time. Some of the conference highlights included the outreach services provided to the Toronto community. Ken Ravizza not only presented a symposium for the members at the conference, but he also gave an inspiring talk to a group of Canadian coaches. Division 47 members were all invited to hear him speak to the group at the University of Toronto. It was a great chance to hear an expert applying sport psychology techniques with coaches. The room was packed and the coaches were thrilled to hear his presentation. As a student, this was a valuable experience. We often do not have the opportunity to see the experts apply sport psychology in the field. In addition, the conference included many great symposium and poster sessions about sport and exercise psychology as well as many other disciplines. The opportunity to explore other psychology interests is a key advantage of the APA Annual Conference.

Conferences offer a chance to not only learn about the profession, but also there is an opportunity to network with professionals and students who are active in the field from all over the country. The informal meetings as well as planned workshops provide a chance to learn from others and the opportunity to develop mentor relationships to enhance our professional development. Becoming a part of this community is crucial

as you also have a chance become involved in policy that affects the future of our discipline and ultimately, you as a professional.

Students as well as professionals must consider the various roles of their involvement in psychology. Levant, Reed, Ragusea, Murphy, Sullivan, Craig, and Stout (2001) outlined numerous expanding opportunities, including performance enhancement, for psychologists. Yet, more involvement is crucial as public policy is developed. Leadership and advocacy opportunities are continually available for students to voice ideas for change and direction within Division 47. Yet, the bottom line is that if you don't have a seat at the table, it will be harder to enact change.

So now you know there are great educational and professional opportunities at the APA Annual Convention, but you may be thinking, if I am going to travel all the way to the conference, I also want to see the city. This past conference we had a chance to do enjoy numerous aspects of Toronto. We attended a Blue Jays baseball game and checked out some great restaurants. Within the four days of the conference, it is always possible to find blocks of time to explore the host city and we found that Toronto had a lot to offer.

In sum, the APA Annual Convention provides the opportunity to learn about sport and exercise psychology, to explore your other interests and to have a good time, but what about next year – will the conference destination provide the same opportunity? The answer is a resounding YES! It is in Hawaii, and although your plane ticket may be more expensive, the conference format (each day's schedule ends at 2:00 pm) will offer you ample time to explore Honolulu and make the trip into an incredible vacation. As well, student attendees have a few possibilities to get funding for travel in order to offset some of the cost. Check out these options at www.apa.org. We look forward to seeing you in Honolulu!

Reference:

Levant, R.F., Reed., G.M., Ragusea, S.A., DiCowden, M., Murphy, M.J., Sullivan, F., Craig, P.L., & Stout, C.E. (2001). Envisioning and accessing new roles from professional psychology. *Professional Psychology: Research and Practice*, 32, 79-87.

“Ray” Race Results, cont.

Place	Name	Category	Time	Place	Name	Category	Time
67	Ray Fowler	1 M70-74	28:54	89	Lynn Rapin	2 F55-59	34:23
68	Randy Braley	7 M50-54	29:01	90	Susan Mcdaniel	6 F50-54	34:48
69	Greta Smith	2 F30-34	29:08	91	John Ferrera		35:14
70	Carol Enns	4 F50-54	29:25	92	Craig Okabe	15 M45-49	35:16
71	Stephen Chew	12 M45-49	29:34	93	Wanda Mcentyre	5 F45-49	35:26
72	Janet Gorsky	5 F40-44	29:41	94	Scotty Hargrove	2 M60-64	35:52
73	Juan Rapadas	8 M35-39	29:54	95	Cathleen Rhea	6 F45-49	36:10
74	Cynthia Lausberg	6 F40-44	29:56	96	Sarah Macaulay	3 F25-29	36:59
75	Robert Walch	13 M45-49	30:16	97	Debbie Wong-Okabe	7 F45-49	37:25
76	Marcia Stachyra	2 F60-64	30:16	98	James Choca	10 M55-59	38:33
77	Tanaka Tomoe	4 F35-39	30:18	99	Julie Adams	8 F45-49	39:03
78	Sherry Rostosky	7 F40-44	30:32	100	Seymour Gross	1 M65-69	39:22
79	Jennifer Hankins	4 F45-49	30:46	101	Sandy Fowler	1 F65-69	39:42
80	Mark Terjesen	6 M30-34	31:07	102	Jennifer Rahman	3 F30-34	39:42
81	Kim Van Der Woerd	5 F35-39	31:30	103	Jennifer Pendley	6 F35-39	40:49
82	Ron Roesch	8 M55-59	31:30	104	Ann Digirolamo	7 F35-39	40:51
83	Bob Kaplan	9 M55-59	31:31	105	Ellen Cole	4 F60-64	41:22
84	Nathan Pruitt	3 M25-29	31:33	106	Charles Rodgers	11 M55-59	43:03
85	Kate Hays	3 F60-64	31:45	107	Cheryl Rodgers	3 F55-59	43:04
86	Tom Wrobel	14 M45-49	32:01	108	Lori Braceland	4 F30-34	44:27
87	Sarah Maddocks	5 F50-54	32:38	109	James Beshai	1 M75+	50:29
88	Marcie Balch	2 F25-29	33:53				



American Psychological Association Annual Convention

Division 47 Executive Committee Meeting

August 7, 2003

Members Present:

Rob Fazio, M.A., Diane Gill, Ph.D., Heather Hausenblas, Ph.D., Kate Hays, Ph.D., Chris Janelle, Ph.D., Keith McConnell, Ph.D., Bill Parham, Ph.D., Kirsten Peterson, Ph.D., Judy Van Raalte, Ph.D., Frank Webbe, Ph.D., Bradley Hack, Ph.D. (via conference call).

I. Introductions

Meeting convened at 6:30 p.m. EST. Dr. Hays welcomed all of the Committee members and introductions were made.

II. Convention Report

Dr. Janelle reviewed the program for this year's Convention and thanked the members of Program committee, Dr. Heather Hausenblas, Dr. David Conroy, Dr. Jeff Hillman and Dr. Jennifer Carter, for all their hard work. He reported that there were an unusually high number of program submissions this year. He stated that he and the committee tried to incorporate as many of the proposals as possible by increasing the number of papers presented at the poster session. The Executive Committee members thanked Dr. Janelle and the members of his committee for their excellent work in putting the program together.

III. Council of Representatives Report

Dr. Hays attended the Council meeting in place of Dr. Finch, who was unable to attend. She reported that the number of Convention registrants was down by about 20-25% this year. She also reported that APA has been working hard to improve their fiscal standing through various reorganization efforts. These strategies have been successful and APA is no longer experiencing a budget deficit. She reported that the Council also discussed the importance of having the individual Divisions establish guidelines for themselves. These guidelines would then be submitted to the Council for approval. This missive is relevant to Division 47 as the Education Committee continues to work on developing criteria for the proficiency and guidelines for practicing sport psychology.

IV. Newsletter Report

Dr. Hays reported for Dr. Hanks, who was unable to attend the Convention. She stated that the newsletter continues to run smoothly.

She added that Dr. Hanks is assisting with the transition to the new newsletter chairperson, Dr. Bob Harmison. All of the committee members thanked Dr. Hanks in absentia for his excellent work over the years.

V. Website Report

Dr. Van Raalte reported that Dr. Petrie will continue to manage and regularly update the website. She announced that the new website address is www.apa47.org.

VI. Financial Report

Dr. Hack presented the fiscal report to the Committee. He reviewed current income and expenses as well as expected future expenses and reported that the Division may finish the fiscal year with a small surplus. He reviewed a number of line items and answered questions from the committee.

VII. Policies and Procedures Report

Dr. Webbe reviewed the revisions to the Division's policies and procedures and solicited input from the committee members. He clarified that this document is not intended to replace the Division's bylaws. Dr. Hays suggested that the Public Interest Committee develop position papers on relevant issues as a means for engaging the public. Dr. Gill moved that the Public Interest committee revise the mission statement to more closely match the focus of APA's Public Interest Directorate and Dr. Janelle seconded this motion. Dr. Webbe will continue to revise the policies and procedures in an ongoing manner as necessary. The Executive Committee unanimously approved this motion. Dr. Gill will initiate this process.

VIII. Running Psychologists Report

Dr. Webbe reviewed last year's race honoring Ray Fowler. He reported that the Division recruited 10 new members from this year's race registration. He added that a total of 150 registrants are expected for the race. He also introduced Dr. Keith McConnell, the new chairperson of the Running Psychologists.

IX. Fellows

Dr. Hays reported that she would like to establish a process to nominate appropriate applicants for Fellow status. First, Divisional approval would be given by the Executive

Committee, and then the applicants' information would be passed on to the APA Membership Committee.

X. Co-Student Representative's Report

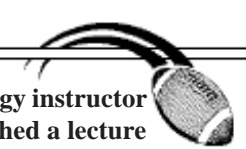
Mr. Fazio reported that his tenure as Co-Student Representative is ending and recommended that Jessica Mohler and Amy Athey succeed him as co-chairs. The Committee thanked Mr. Fazio for his excellent contributions to Division 47 over the years. Dr. Van Raalte will make this presidential appointment upon assuming the role of Division President.

XI. Nominations Report

Dr. Hays suggested that a Nominations Committee be established to improve the nomination process. The Executive Committee indicated initial agreement with this suggestion.

Meeting adjourned at 8 p.m.

Minutes respectfully submitted by Bradley Hack, Ph.D., Secretary/Treasurer



The psychology instructor had just finished a lecture on mental health and had proceeded to give an oral quiz to the freshman class.

Speaking specifically about manic depression, the instructor asked, "How would you diagnose a patient who walks back and forth screaming at the top of his lungs one minute, then sits in a chair weeping uncontrollably the next?"

A young man in the rear of the room raised his hand and answered, "A football coach?"
(comedyemails.com)

APA -Approved: A Proficiency in Sport Psychology

Div. 47 Education Committee Report

When APA's Committee for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) developed a method of recognizing particular areas of expertise as "proficiencies," Division 47 decided to submit an application for recognition of the field of sport psychology as a proficiency. This decision was designed to accomplish two goals: (1) assist the general public in recognizing the appropriate services and skills of psychologists who describe themselves as "sport psychologists"; and (2) assist psychologists in recognizing and understanding the knowledge and skills considered appropriate for psychologists practicing in this particular area of expertise.

In February 2003, APA's Council of Representatives approved a proficiency in sport psychology. This designation indicates that sport psychology is now recognized as a particular aspect of psychology practice. The recognition of this designation does *not*, however, apply at the individual level. A specific mechanism needs to be developed to indicate whether any particular psychologist is considered to be competent as a sport psychologist.

A number of potential avenues are being considered, following the Council approval. These include: the development of guidelines for psychologists in sport psychology; the development of an examination in the practice of sport psychology; credential review; and continuing education.

The abstract, below, is a summary of the key elements of the proficiency approved by CRSPPP. For further information regarding the proficiency, please contact Dr. Bradley Hack, Chair of the Education Committee of Division 47, at hack@smootpsych.com.

Abstract of the Proficiency

Sport Psychology

Sport psychology is a multi-disciplinary field spanning psychology, sport science, and medicine. The APA Proficiency recognizes specialization in sport psychology as a post-graduate specialization after a doctoral degree in one of the primary areas of psychology. The Proficiency encompasses training in psychological skills of athletes, in the well being of athletes, in the systemic issues associated with sports organizations, and in developmental and social aspects of sports participation. (The Proficiency should not be confused with the doctoral degree area of sport psychology, which has a long tradition within departments of sports science and kinesiology.)

Specialized knowledge required for the Proficiency

In addition to the foundation of competencies required for licensure, it is recommended that psychologists who desire to gain this Proficiency obtain sport-specific educational experiences in the following areas:

- a knowledge of theory and research in social, historical, cultural, and developmental foundations of sport psychology;
- the principles and practices of applied sport psychology, including issues and techniques of sport-specific psychological assessment and mental skills training for performance enhancement and satisfaction with participation;
- clinical and counseling issues with athletes;
- organizational and systemic aspects of sport consulting;
- an understanding of the developmental and social issues related to sport participation; and
- knowledge of the biobehavioral bases of sport and exercise (e.g., exercise physiology, motor learning, sports medicine).

Persons and Groups Served by the Proficiency

Those who are served by the APA Proficiency in Sport Psychology include:

- Youth/junior sport participants and organizations
- High school athletes and athletic departments
- Intercollegiate athletes and athletic departments
- Professional athletes, teams, and leagues
- Masters/seniors sport participants and organizations
- Injured athletes
- Elite athletes and sports organizations (e.g. Olympic athletes and National Governing Bodies)
- Recreational athletes
- Athletes with permanent disabilities
- People who are involved with, but not directly participating in, sports (families, coaches, administrator, officials)

Problems and Challenges Addressed by the Proficiency

The APA Proficiency in Sport Psychology addresses two critical challenges in the field. First, it provides protection to the public. Uniform standards for proficiency in this area, that include both an examination to demonstrate knowledge in the field and extensive supervision, help to insure that those seeking services are receiving them from qualified individuals. Athletes, coaches, parents, administrators and others will be able to turn to a recognized set of standards to evaluate the training of psychologists offering services in sport psychology.

The problem addressed by the Proficiency is to assist current psychologists and those in training who are interested in the field, in obtaining proper training and experience to practice sport psychology. As a recognized proficiency within psychology, the Sport Psychology Proficiency provides a model for appropriate training in the field.

Procedures of Practice Employed

Many strategies and procedures exist within the field of sport psychology for addressing the problems faced by athletes and sports participants. Some of the principal areas include:

- psychological skills training for athletes
- goal-setting and performance profiling for athletes
- visualization and performance planning for athletes
- enhancing self-confidence for athletes
- cognitive-behavioral self-regulation techniques for athletes
- concentration and attentional control strategies for athletes
- poise and emotion management training for athletes
- attribution interpretations and self-assessment in sport
- eating disorders and weight management interventions for athletes
- substance abuse interventions for athletes
- dealing with the use of ergogenic aids to athletic performance
- grief, depression, loss and suicide counseling for athletes
- overtraining and burnout counseling
- sexual identity issues in sport counseling
- aggression and violence counseling in sports
- athletic injury and rehabilitation
- career transitions and identity foreclosure in sports
- team cohesion training
- team building
- leadership training
- moral and character development in sports, and sportsmanship
- development of self-confidence, self-esteem and competence in sports
- interventions to address parental and familial needs involved in youth sports participation

Exploring the Positive Psychology Network

by Sandra “Sam” Foster, Ph.D.

Positive Psychology/Performance Enhancement Committee



How can sport psychologists apply positive psychology principles in their work with athletes? This question was the focus of our committee’s poster session at the APA convention in

Toronto. Jeanne Hinkelman, Paul Lloyd, and I proposed several strategies for integrating positive psychology (PP) principles into consultation with individuals and teams. Martin Seligman, in his book *Authentic Happiness*, describes three areas of PP research (called centers) that comprise the Positive Psychology Network, which he directs. One center is dedicated to the study of positive traits, emphasizing strengths and virtues as well as various intelligences and athleticism (Peterson & Seligman, 2002; Seligman, 2002, pp.125-161). A second center is dedicated to the study of positive institutions such as “democracy, strong families, and free inquiry” (Seligman, 2002, p.xiii). A third focuses on positive emotion and the study of flow, a concept well known to sport psychologists through the trade publications authored by Csikszentmihalyi (1991; 1997; 2002).

Among our recommendations was the teaching of specific emotional intelligence skills to participants in competitive sport. While the writings of Goleman (1995; 1998) have helped popularize concepts like EQ, other researchers (Bar-On & Parker, 2000; Mayer and Salovey, 1995; Salovey, Mayer, & Caruso, 2002) have made significant contributions to the research literature. In their conceptualizations, all these authors include self-awareness, the recognition of emotional experience in oneself and others, and self-mastery over emotions.

We suggested a group application for increasing self-awareness that included a psychoeducational component for understanding the physiology of emotion, particularly the phenomenon of fight-flight. The self-mastery aspect included the concept of ‘befriending’ one’s adrenalin and using breathing exercises to reduce the level of arousal, and an exercise for identifying internal (e.g., negative thoughts) and external (e.g., a competitor’s jeering) triggers for distressing emotions such as anxiety and rage.

I also want to take note of the first published research article investigating the link between emotional intelligence and sport performance authored by Sam Zizzi, Heather Deaner, and Doug Hirschhorn, found in the September 2003 issue of the *Journal of Applied Sport Psychology*.

Another of our applications was drawn from the work of Fredericksen (2000) who described how the use of positive words ‘broadened’ the repertoires of employees in the workplace, and studies by Smith and Smoll (1990) demonstrating favorable psychological outcomes for young athletes whose coaches gave positive reinforcement for effort and skillful action. Further informed by the neurobiological research on emotion (Schore, 1994), we suggested a practical means for helping athletes with their negative affect regulation, that is, emotional self-mastery, particularly when they experience shame or humiliation. In a group format using everyday language, we suggested how the adverse impact of these negative affects could be explained to a team—the rapid cessation of positive emotion and purposeful actions—usually manifesting as a loss of focus and the desire to escape the situation. Our application then taught the athletes to use the powerful physiological experience of shame as a signal to quickly refocus and redeploy skillful behavior using well-rehearsed tactics.

Detailed elaborations of these and other practical applications of positive psychology into sport psychology performance enhancement work are found in our committee’s literature review. We will soon be distributing this document to the division membership. If you would like details sooner, please contact me at sr2u@lycos.com, my new email address. Now, I want to introduce a feature of my column, an article describing the performance enhancement work of one of our talented committee members. This issue showcases Jeanne Hinkelman’s work with athletes and performing artists.

Artist and Athlete: Turning the Personal to Professional

Jeanne M. Hinkelman, Ph.D., LHSP

My experience as an artist has mainly been as a performing musician and photographer. I have been singing with large choral groups for over ten years and currently sing with the Tulsa Oratorio Chorus. I play flute with a local Latin band. My athletic experience began when, as a child and adolescent, I spent many years taking horseback riding and figure skating lessons. It was not until

graduate school that, in addition to becoming active in a regular fitness program, I began running and studying/practicing T’ai Chi Ch’uan. I love doing outdoor activities including hiking, rafting, kayaking, and canoeing, and I recently began rock climbing.

What is emotional intelligence? The wider range of qualities which enable people to excel – self-awareness, impulse control, persistence, empathy, etc.
- Daniel Goleman, Ph.D.

It took a long time before I finally acknowledged that I am both an artist and an athlete. But since I have done so, many exciting things have been happening in my career. I now find myself consulting regularly with artists and athletes at the University of Tulsa where I work as a Staff Psychologist in the Counseling and Psychological Services Center and hold a faculty appointment in the Department of Psychology. I received my Ph.D. in Counseling Psychology from the University of Missouri-Columbia and am a Licensed Health Service Psychologist in the state of Oklahoma. I am certified as a Mental Health Service Provider in Sports Psychology and have worked with both individuals and groups of athletes and performing artists in clinical and research roles at the University of Missouri-Kansas City and The University of Tulsa. In addition, I have completed a practicum at the University of Missouri-Columbia in Biofeedback and Performance Enhancement.

Over the years, I have had the good fortune to engage in a wide variety of professional activities working with athletes. Clinically, I have had the opportunity to serve as a consultant/liaison providing needs assessment and program development for the

(continued on page 15)

Positive Psychology

(continued from page 14)

CHAMPS Life Skills Program at The University of Tulsa working with the Student Athletic Advisory Committee and Head Coaches. I have also presented seminars on managing stress and strategies for relaxation for athletes at The University of Tulsa and at La Universidad de Viña del Mar in Viña del Mar, Chile. In addition, I have presented on building a win-win team, time management, fitness options for the holiday season, and stress management for athletes. These programs have included teaching interpersonal communication and mental skills strategies, dealing with differences in personal style, wellness behavior change, and relaxation techniques including imagery and progressive muscle relaxation. I have also served as co-Instructor for the course Strategies for Healthy Living offered through the Athletic Training Program/Department at The University of Tulsa. I spoke at the El Instituto dell 'Approccio Centrato sulla Persona (IACP)/Board of Health

Organization (BHO) Summer Post-doctoral Psychology Training Institute, Lake of Albano, Italy on performance anxiety/enhancement and stress management. I have served on the Quality Assurance Committee for our Peer (Health) Education Program, Wellness Committee, and was a charter member of the Vice Chancellor of Student Affairs' Committee on Wellness & Fitness at a previous job.

In reflecting on my work with performing artists, I have presented workshops on topics including volunteer opportunities in the arts, career opportunities in the performing arts, strategies for coping with performance anxiety, and applied psychology and the management of performing artists. I received a large grant to conduct a study entitled, "A Psychometric Assessment of the Reliability of Measures of Musical Aptitude and the Relationship Between Musical Aptitude, Music Experience, and Academic Achievement" and presented a related paper on "Three part harmony: Musical abilities, self-perception, and experience," at a conference in Chile. These project involved

developing a musical aptitude test and examining the relationships between different musical experiences. I have also presented at conferences on topics such as, "Music and talent development," and "Positive psychology and performance enhancement in the performing arts" in which I discussed the role of university faculty and staff in identifying and developing students' talents and the application of sports psychology principles in the performing arts.

I am privileged to have opportunities to work with many talented individuals at The University of Tulsa, including artists and athletes. Had I not opened the door to attempting to tie my personal interests to my professional work, I would not be having nearly as much fun in my job as I am currently. As they say, "When opportunity knocks, open the door!"

Editor's Note: Sandra "Sam" Foster, Ph.D., is chairperson for the Positive Psychology/Performance Enhancement Committee. She can be reached via email at sr2u@lycos.com.

The Power and Passion of Advocacy: Sport Psychology in the Public Interest

By Scott Green, Ph.D.

Div. 47 Public Interest Committee Report

Boys and girls from rural or urban, economically-depressed neighborhoods still do not have equal opportunity to play sports or have access to appropriate equipment. Barriers for women and people of color to participate in or work in organized sport continue to exist. Discrimination and violence against athletes who are different from the majority (e.g., international athletes, gay, lesbian, & transgendered athletes) persists.

You may be saying, "wow, that is a shame, but there really isn't anything that I can do about that, and I have other things I need to worry about." Unfortunately, this attitude is more prevalent (not to mention WRONG) than I would care to admit, sapping our power as a division and a field. All of us within the division have within us even a small amount of energy, passion, and time to give towards research, education, and advocacy efforts in our communities. As someone who has recently discovered running and racing, there are many parallels to beginning to run and beginning to advocate for those who cannot effectively advocate for themselves. When you first try and start running, you are confused, don't

really know what you're doing, and it's painful! Once you persist through the early difficulties and your body gets used to running, then it's a pleasurable (even addicting) experience. Helping communities and advocating for equity and justice can also be confusing and painful at first. It can be challenging to find the time to give and you might not have much of an idea of how to help. However, as you continue to try and you receive support from others, advocacy can be an empowering and satisfying endeavor (yes...even addicting!).

Now, I'm not asking you to start a non-profit organization to help supply inner-city kids with sports equipment or lobby Congress about hate crimes legislation (although what fantastic ideas!). What I am asking you to do is take just a few moments out of your day and think about small ways you could help someone in need whether it's a local community center with no basketball hoop or soccer goal, or it's a donating some time to mentor a young disabled athlete. The Sport Psychology in the Public Interest committee also has needs for your time, energy, and passion for helping people enjoy and benefit from their participation in sport and physical activity. Current initiatives by the committee include:

- Revising the mission of the PI committee to better match the mission of APA's Public Interest Directorate (spearheaded by Diane Gill)
- Creating an online bibliography on the division website that covers various topics that are relevant to the committee (e.g., Title IX, cultural and social issues)
- Sponsored program/presentation at the next APA Convention
- Increasing the division's involvement in APA's Multicultural Summit

The committee is in need of your time and passion! If you are interested in volunteering a small amount of time to the committee as we move forward, please contact the PI committee chairperson at the information below: Scott L. Green, Ph.D., 9007 Shad Lane, Potomac, MD, 20854, 301-294-5481, 240-994-0232, greenphd@comcast.net. In this era of injustice, strife, and challenge, we have the education, experience, and drive to be an amazing force for positive change within our division and our communities. Answer the call and be an advocate!

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