This is my final column as President of Division 47, so I bid fond farewell. We have many exciting activities that will continue, and I look forward to continuing to work with Kate and all of you in APA-47 as I move into a new role. Thanks to all of you for your continuing support during my term. It has been a full and fulfilling 2 years, and we have moved ahead on several paths. I am particularly pleased that APA-47 supported APA's National Multicultural Conference and Summit II. As I have repeated in several columns, we must make the commitment to embrace diversity if exercise and sport psychology is to move in positive directions. APA has several initiatives, and the multicultural summit is a visible demonstration of that activity. The NMCS was a wonderful event, featuring keynote presentations by top APA scholars. Other formal sessions and ongoing interactions inspired debate and discussion on interrelated issues. APA-47 was well-represented with "Men, Sports and Violence" featuring Drs. Gary Brooks, William Parham and Ruth Hall. As moderator of that session, I was pleased to see a full house and spirited discussion following the presentations. Division 47 is recognized as part of APA's multicultural and diversity efforts.

Immediately following the NMCS, we held our APA-47 board meeting, with a full agenda to keep us busy. I know many of you are interested in our petition for a sport psychology proficiency, and that was a major agenda item. Shane Murphy and Kate Hays have been the key players in this effort, and they presented a draft document that led to a lively and productive discussion. We are making progress. We will continue to communicate with AAASP officers as well as our own membership, as we move ahead with the petition for the recognition of sport psychology as a proficiency in professional psychology.

▶ Vote for the bylaws revisions.

Revisions to our bylaws don’t have the appeal of proficiency status, but these revisions are important to the division. Moreover, we need all of you to cast your official votes on the proposed revisions with the ballot in this newsletter (all professional members and fellows - please vote now). The biggest proposed change is to move to the more typical 3-year cycle through president-elect, president and past-president terms (rather than our current 6-year cycle with 2 years in each position). We are the only division with extended terms, and we see no logical reason to retain that. There are other changes, mainly for clarification and streamlining, and Kate has done a wonderful job reviewing, revising and re-revising our bylaws over the past year. The revisions have been reviewed by APA officials, as well as by our board. It’s your turn - Please review the proposed revisions and cast your vote.

And now for more fun activities. We’ve got a great convention program for you - thanks to Penny McCullagh and those of you who will be presenting on the program. Tara Scanlan will be our keynote, Steven Heyman Lecturer. Most of you know about Tara’s long-term work on excellence and youth sport. You’ll want to come and hear her talk about the extensions of that work to other talent domains in her keynote address. We also have an outstanding invited panel on “Retiring before your time” featuring Joan Ryan, author of “Little girls in pretty boxes,” as well as our own Steve Danish and Linda Hamilton.

As well as the invited presentations and your programs, please come to our division “business” sessions. The business meeting, Saturday at 3 p.m., is light on business. We’ll have updates and reports, but the main part of the session will be presentations by the co-recipients of the 2000 dissertation award. We had several meritorious submissions, but the dissertations by Nicole and Renee clearly are outstanding works that represent the best of exercise and sport psychology. Come to the meeting and listen to their presentations.

We have surrounded the business meeting with two other sessions to entice you to stay with APA-47 all afternoon. At 2 p.m. we have a double-duty session featuring a presentation by our 2000 distinguished professional award recipient, Dan Gould. Following Dan’s presentation, I will give my presidential address, “A Progress Report on Positive Sport Psychology for All.” Following our business meeting, we will have our social hour at 4 p.m. I know you will all want to come to that. Convention goers - please note that our APA-47 program hours are blocked at the end of the convention, with most of our programs on Monday and Tuesday. Please plan to stay through Tuesday if at all possible.

I hope to see all of you in San Francisco as I end my presidential term and turn the gavel over to Kate. Thanks again for your support. And, until then:

▶ Vote for the bylaws revisions

Look for your ballot in the mail and vote for APA-47 officers - President-Elect, Secretary-Treasurer and Member-at-Large board member.

My e-mail (diane_gill@uncg.edu) is ready, so continue to send those messages.
Ourselves in Action–In Division 47

Why are you a Division 47 member? What does our Division offer? What’s in it for you? When did you become involved and why? How do you want to participate?

As I move toward being your president, these questions are of vital interest to me. A division needs leadership. And vision. And it also needs the active engagement of its members.

A recent day in the woods, cross-country skiing, held for me all the elements of this field we call sport and exercise psychology. Now an urban dweller, I experienced nostalgia for my many years in the beauty of New Hampshire. It was a blue sky crisp day; there was eye-feasting scenery. I was conscious of feeling more balanced within my body, perhaps because I’ve been “cross-training” by doing yoga for the past few years.

I was confident, content, and concentrating. Truly, I felt in flow, that wonderful balance of skill and challenge, until–well, until challenge overtook skill.

I sustained a fall, made more dramatic by the speed at which I was traveling. I experienced some (temporary) injuries that have given me a short course in pain, pain management, and the intersections of mind and body: I have learned about differentiating pain from soreness from hurt from discomfort. I have paid attention to the nuances of pain. I understand from inside the kind of body vigilance that increases muscle tension and therefore increases pain perception.

The internal management of pain is mentally and physically exhausting. I have become more acquainted than I want with the negative mental states that accompany the body-mind connection (the effect of physical activity on my thoughts and feelings), I began absorbing everything about this until-then-unknown-to-me field, sport psychology. I read voraciously, first on running, then on the mental effects of running, then on performance enhancement, then on... I went to conferences, found mentors, started writing, learned more from my own experience. I began talking with my clients about the mental benefits they might derive from physical activity. And I became intrigued with the other side of the equation, the mind-body connection (the ways in which thoughts and feelings affect performance). I began shaping my practice toward work with performers –athletes, performing artists, and people in the business world. Through this process, Div47 has been a central element in my development: strong collegial connections, engaging Convention activities, and an informative and relevant newsletter. My participation in its governance has flowed naturally in the process.

I write in such detail about my own experience as a way for you to reflect on your own experiences and connection with sport psychology.

“I write in detail about this recent event as a way for you to reflect on your own experiences and connection with sport psychology.”

Div47 opens sport and exercise psychology to mainstream psychologists, thus engaging the interests and energies of students, practitioners, and researchers;

Being a part of APA means that the Division has political clout to influence internal and external policy and has the resources to promote the field within psychology and to the general public.

As one person summarized: “Those APA members who are active in the Division are among our strongest practitioners and scholars. It is through their efforts that much important information is dispersed to all of us as well as to the lay public.”

Well, if that isn’t a call to action, what is?! Time for you to become involved if you are not yet. Time to become more specifically committed. Come to the Convention. Let your voice be heard on the issues. Let us know where your interests lie and how we can engage you in increasing our connections within APA and with the broader world. The Proficiency proposal is proceeding. Over the next months, we will use the Div47 list to encourage your participation in APA initiatives in which Div47 can have a voice. We will look to you for interdivisional connections, membership involvement, and improvements in our electronic communication.

And for next time: How can Division 47 make use of our diversity to help span the bridge between science and practice? What are the challenges? Where are the solutions? Let me know what you think. Contact me on these or other matters at any time:

The_Performing_Edge@compuserve.com.
From the Editor’s Desk

Douglas M. Hankes, Ph.D.

Greetings! As promised in the last newsletter, this issue contains the unglamorous, but important, proposed revisions to the division’s bylaws. The members of this committee (Kate Hays, David Feigley, Shane Murphy and Judy Van Raalte) contributed the revision to extend a hearty, “Thanks” to these individuals and encourage you to take the time to vote. It has been a busy winter. In addition to the Division 47 midyear meeting, I was privileged to represent our division at the 2001 Division Leadership Conference in Washington, DC. I am almost embarrassed to admit how much I have learned about APA at the conference——I did not know. I would like to highlight the new APA Convention format that will be implemented at the 2002 Convention in Chicago. William Howell, Chair, Board of Convention Affairs reported that the convention has been in trouble for years. The problems include convention attendance (significantly decreased), program competition, difficulty of many divisions to fill their presentation slots, and logistical problems.

The 2002 APA Convention in Chicago has been shortened to 4 days (and will end on Sunday) due to other convention reservations in the city. Thus, rapid change has in a sense been forced upon APA. The convention format will be fundamentally changed rather that tweaked. The solution includes fewer sessions, more collaborative programming, and scheduling attractive speakers with hot topics that will draw large audiences. There will be three types of presentations including: 1) association-wide speakers who will present with no other convention competition, 2) cluster-based tracks organized by committees (division program chairs), and 3) divisional sessions that will be primarily posters. Divisional sessions will compete with one another for audiences. Collaborative social hours will also be increased in order to allow greater opportunity to network.

What does this mean for Division 47 members? If you want to make presentations other than those of the poster variety at the convention, then you will need to reach out (with the assistance of the program chair) to other divisions to collaborate and find common ground. At the DLC, I spoke with a number of division representatives. Those expressing the greatest interest in collaborating with Division 47 included Divisions 1 (General), 2 (Teaching), 17 (Counseling), 38 (Health), and 44 (Lesbian, Gay, and Bisexual Issues). I am sure there are other divisions that would be receptive to collaboration, and I encourage you to be thinking how you might make contact them.

This issue of the newsletter contains more material, information and announcements than any preceding it. I am confident you will find something that stimulates the exercise and sport psychology part of you. If not, please do not hesitate to contact me at dughank@auburn.edu with your questions, comments and observations.

2001 APA Convention Highlights

Below are listed some of the highlights from Division 47’s convention schedule in San Francisco.

The entire Division 47 convention schedule can be accessed at: http://www.psyc.unt.edu/ apadiv47. Division 47 convention schedules will also be available at the Division Services booth.

The Steven Heyman Memorial Lecture: Tara Scanlan, UCLA, “International Center for Talent Development: What Creates Commitment to Sport and Other Talent Domains”

Division 47 Professional Practice Award in Education and Training

Address: Dan Gould, University of North Carolina at Greensboro


Invited Roundtable: “Retiring Before Your Time: Issues in Sport, Dance, and Other Domains.” Participants: Linda Hamilton, Fordham University; Steve Danish, Life Skills Center, Virginia Commonwealth University; Joan Ryan, Author, “Pretty Girls in Little Boxes; Claire Sheridan, Director of LEAP, St. Mary’s College

Other Symposiums and Workshops include: “Sport Psychology Consulting with the U.S. Ski and Snowboard Association,” “Performance Excellence: The Valuable Role of Sport Psychology Outside of Sport Psychology,” “How Can Sport Psychology Promote Psychological Maturity of College Athletes,” and “Anger Management for Athletes: The Nuts and Bolts”
Too often, collegiate athletes are treated as if they are two separate people: students and athletes. Academic advisors, counselors, and tutors assist collegiate athletes when they are a “student,” and coaches and trainers attend to the “athlete.” This dualistic approach not only neglects to account for the complexity of collegiate athletes’ experiences, but it also fails to take advantage of the “common variance” between the two. For example, are not the skills necessary for academic success quite similar to those necessary for athletic success? How many psychologists have worked with extremely dedicated and determined athletes who believe that they “don’t have what it takes” in the classroom? Would not a resource that makes this connection explicit serve as a wonderful addition to our field?

Enter Positive Transitions for Student Athletes. Not only does this book bridge the gap between “athletic skills” and “life skills,” it also tackles difficult topics that athletes may avoid such as retirement from sport and developing identities outside of athletics. Using a holistic perspective, Positive Transitions encourages athletes to examine themselves as multifaceted individuals who are in process and facing complex decisions. This book is packed with case examples, exercises, and resources that guide the reader through the process of integrating their athletic, career, and personal identities. In essence, the authors have created a “workbook for life” that would be useful for any college student regardless of their involvement in athletics, but is especially beneficial for the countless student-athletes in colleges and universities across the country.

Part One is titled “Personal Assessment” and immediately forces the reader to think about his or her retirement from sport. The authors tackle this often-sensitive topic by using language that athletes comprehend, such as “getting ready” for retirement from athletics. In addition to addressing the many factors that influence retirement, the authors also discuss the different reactions that athletes may experience and how to deal with them. Next is a chapter on athletic identity. Here, the authors stress the possible deleterious effects of over-identification with the athletic role and provide suggestions for developing more-neglected aspects of themselves, such as a “social identity.” The remaining chapters address identifying and understanding parts of themselves that are critical to their career development such as values, personality preferences, interests, and skills. Readers are given succinct descriptions of concepts and are guided through numerous exercises that yield valuable career-related information. The chapter on skills pays particular attention to transferable skills and provides a case example of an athlete identifying how skills that he honed via ice hockey were transferable to his career aspiration in banking. Given that most collegiate athletes struggle with this issue and often lack paid-work and internship experiences, this chapter will help them to understand the relationship between their athletic skills and the skills necessary to excel in a career.

Part Two is titled “Life Skills Development” and is intended to help students-athletes develop skills that are beneficial in the classroom, on the playing field, and at the office. Skills addressed in this section include goal setting, effective communication, and decision-making. As with previous chapters, this section is replete with exercises that help readers explore their current life skills and develop strategies to enhance them. These chapters contain a great deal of information and ask student-athletes to engage in some challenging activities, such as listing everything they want to accomplish in the next year and engaging in an active-listening exercise with a partner. Therefore, it may be necessary for life-skills instructors to provide some assistance with the exercises or to break them into more than one lesson to allow for enough time. However, given that these skills are so important in both athletic and personal fulfillment, they warrant the additional time and effort.

Part Three, “Career Exploration and Preparation,” contains critical information on job searching, networking and informational interviewing, resume and cover-letter writing, and job interviewing. Readers are given practical information such as how to prepare for an informational interview, what questions to expect during a job interview, and how to find career-related information in the Internet. Also included are wonderful examples of cover letters and an array of resumes. My personal experience suggests that college students in general, and collegiate student-athletes in particular, find themselves in grave need of this type of information, especially as their graduation nears. Given that student-athletes may have less time for visiting career counselors and advisors than other students, these chapters will prove to be a wonderful resource! This section closes with a chapter titled “Future Planning” that assists student-athletes with integrating the knowledge gleaned throughout the book and then shifts their focus to future achievements and challenges. Although the exercises appear to be quite time-intensive, and life-skills instructors may need to plan accordingly, they provide a nice summary and “game plan” for the future.

In summary, Positive Transition for Student Athletes will prove to be an invaluable resource for student-athletes, life-skills instructors, and other professionals who deal with collegiate athletes. Although an athlete could use the book as a stand-alone intervention, Positive Transitions appears to be better suited for a classroom or small group format with some structure and time for reflection and discussion. Moreover, as the book offers more breadth than depth, an instructor would be able to answer clarifying questions about material and provide additional information to interested student-athletes. Regardless, this book is well worth the journey, and will help athletes become better students, athletes, and people! What a concept!
Another semester is under our belt as we strive toward our goals as the future of sport psychology. Student conferences have been taking place across the country and interest is at an all-time high. Change is also looming in the distance. Admittedly, some of the graduate student’s concerns remain the same; however, the past several months have revealed that there are creative minds at work blazing a new direction within our field. We are happy to announce that we have been working with AAASP and their student Representative, Rob Fazio, on joint student initiatives. Specifically, we wanted to touch on two exciting programs, which are currently taking place: The Performance Excellence Movement (PEM), and Proactive Peer and Undergraduate Mentoring Program (PPUMP).

To begin, The Performance Excellence Movement is a joint student initiative between AAASP and APA Division 47. The foundation of this student-based movement is derived from Seligman’s concept of Positive Psychology. Current graduate students in our field are finding success in offering performance excellence coaching to corporate executives, healthcare management, medical students, and performance artists. For the aspiring (and current) Sport Psychology Consultant, the message is clear: performance-consulting opportunities exist in a variety of settings outside of sport, and we should only be limited by our motivation and creativity. A Performance Excellence newsletter is currently being developed (via email), so that performance consultants will have the opportunity to share some of their experiences. If you are interested in learning more about the Performance Excellence Movement, contact:

Rob Fazio Lifeskill8@yahoo.com
Michelle Colman Mmcolman@julian.uwo.ca
Doug Hirschhorn Dhirschh@wvu.edu.

The second exciting initiative is called the Proactive Peer and Undergraduate Mentoring Program (PPUMP). It is a resource being developed by the students for the students and is designed to help students that are just getting into the field. The primary idea is to establish a network of students who are developing expertise in a variety of areas (e.g., research, life skills, consulting, etc.). For more information on PPUMP, contact Karen Collins Kecollil2@uncg.edu.

Both the PEM and PPUMP are prime examples of some of the proactive leadership that exists among our graduate students. These are exciting times and we are creating change.

In closing, it is time to prepare for another changing of the guards in student leadership within APA Division 47. Jennifer Bruning’s two-year term as co-student representative will be ending in August 2001. As a result, any graduate student interested in applying for the position of APA Division 47 co-student representative for the 2001-2002 term, should contact Doug Hirschhorn (dhirschh@wvu.edu) for more information (e.g., job responsibilities, application deadline, etc). Please see this issue of the newsletter for details on how to apply for the student representative position.

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**Division 47 Student Representative Nominations**

Each year, the 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:

- 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.
- Write a column in the spring and fall issues of the division’s newsletter.
- Assist the President in the selection of the new student-affiliate.
- Work with the program chair to plan a student meeting and/or student-affiliate sponsored presentation at the annual convention.
- Act as a liaison between student members and the Executive Committee on ideas, problems, concerns and suggestions.
- Sit on committees of the division and/or assist the committee chairperson in the selection of a student for the committee.
- 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 Doug Hirschhorn (address is located on the back page of the newsletter under Executive Committee members). Applicant information will be forwarded to Dr. Kate Hays, President-Elect of Division 47, who in consultation with Doug (and Jennifer Bruning, co-student representative) will select the new student co-representative. Announcement of the new student representative will be made at the APA Convention.

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**Division 47 Dissertation Award Co-Recipients**

Congratulations to S. Nicole Culos-Reed, Ph.D. and Dr. Renee Newcomer, Ed.D.

Drs. Culos-Reed and Newcomer are the co-recipients of the 2001 APA Division 47 Dissertation Award. Dr. Culos-Reed’s dissertation completed under the direction of Lawrence Brawley, Ph.D. at the University of Waterloo is entitled “Use of Social-Cognitive Theories in the Study of Physical Activity and Fibromyalgia: Self-Efficacy Theory and the Theory of Planned Behaviour.” Dr. Newcomer’s dissertation completed under the direction of Frank Perna, Ed.D. at West Virginia University is entitled “Cognitive-Affective, Behavioral, and Physiological Response to Injury Among Competitive Athletes.” Look for their presentations at the Division 47 Business Meeting at the APA Convention in San Francisco and for the written summaries of their dissertations in the fall and spring newsletters.
2001: A Race Odyssey— the 23rd Annual APA “Rat” Race

NAME: ________________________________________________________________________________________________

ADDRESS: _____________________________________________________________________________________________

CITY: __________________________________________________________________________________________________

STATE: _________________   ZIP: ________________  EMAIL: _________________________________________________

HOME PHONE: ___________________________                         WORK PHONE: ________________________________

AGE ON AUG. 26th: _____________              BIRTHDATE: _____________________              GENDER: _____________

Pasta Party? Y/N                                  How Many?_________                     SHIRT SIZE: S   M   L   XL

Division 47 Member? Y/N        PSI CHI Member? Y/N       Past or Current PSI CHI National Council Member? Y/N

Sponsored by:  APA Insurance Trust       PSI CHI     American Psychological Association    Division 47

In order to encourage as many early registrations as possible, we are discounting preregistration. Preregistration will run until August 13 which means that the entry form and fee must be received by that date. Please give us all of the requested information including age and gender, so the race numbers can be labeled appropriately and save us time in determining your category for the results. The entry fee for preregistered runners is $20 which includes a long-sleeved, commemorative shirt and a finisher’s medal. Past August 13, Convention and Day-of-Race registration fee is $25. Preregistration for students is $10 and Convention/Day-of-Race registration is $14. Please preregister to help us avoid too many Convention and Day-of-Race registrations. Make checks payable to: Running Psychologists.

You can register and/or pick up your race number and T-shirt at the business meeting of the Running Psychologists on Saturday morning (please check for time and place in your convention program…..it is a Division 47 event) or at the APA Division Services booth in the Convention Center beginning Friday.

The annual race and walk for the 2001 San Francisco Convention of APA will be held Sunday morning, August 26 at 7 AM. The expected site for the event is the Embarcadero, though some approvals are pending. An official announcement will be made later. Trophies will be awarded to the overall men’s and women’s winners and to the top three in each 5-year age group, from 20 to 74+. Additionally, the top three finishers who are current Psi Chi members will receive awards, as will the top three current or past National Council members.

The 4th Annual Pre-Race Pasta Dinner will be held on Saturday evening, August 25 from 6-8:00 PM. The tentative location is the Gordon Biersch Brewing Company, on the Embarcadero. Confirmation of the site will be given later. Please mark your entry form to reserve a place at the party.

I assume all risks associated with running in this event including, but not limited to: falls, contact with other participants, the effects of the weather including high heat and/or humidity, traffic and the conditions of the road, all such risks being known and appreciated by me. Having read this waiver and knowing these facts and in consideration of you accepting my entry, I, myself and anyone entitled to act on my behalf, waive and release the Running Psychologists, Division 47 and the American Psychological Association, the City of San Francisco, their representatives and successors from all claims or liabilities of any kind arising out of my participation in this event even though that liability may arise out of negligence or carelessness on the part of the persons named in this waiver. I grant to all of the foregoing to use any photographs, motion pictures, and recording, or any other record of this event for any legitimate purpose. I HAVE READ THE ABOVE RELEASE AND UNDERSTAND THAT I AM ENTERING THIS EVENT AT MY OWN RISK.

____________________________________________________________                 _________________________________

Signature                                                                 Date

Please return to:  

Frank Webbe, School of Psychology  
Florida Institute of Technology  
150 W. University Blvd., Melbourne FL 32901-6988.  
Tel: 321.674.8104; Fax 321.674.7105; Email: webbe@fit.edu
I was hugely excited yet at the same time slightly nervous to be offered the opportunity to accompany our US athletes to the Sydney Olympics as a member of the USOC’s sport science and technology staff. The upside was the chance to see the “Big Show” while working with the athletes and coaches I had known for the past quadrennium and to get some first-hand experience of the Olympic phenomenon. The downside was that the Olympic commitment as a USOC staff person required a 5-week overseas absence from my family. After receiving an enthusiastic endorsement from my family and friend support group who’d be helping out at home during my absence, I eagerly accepted the offer.

The USOC had leased a warehouse close to but outside of the Olympic athlete village, which it dubbed the High Performance Center (or HPC for short). This building would function as an US-only training site for our athletes, a coaches’ lounge/safe haven, and our sport science and technology hub for the Games. A major portion of HPC staff time and energy would be spent videotaping every Olympic event for the duration of the Games. Coaches could then request tapes from pertinent competitions for the purpose of reviewing performances of their own athletes, or scouting opponents.

The HPC staff began meeting well before we left for Sydney. As a neophyte on the HPC team, I agreed to being placed on a schedule of “tape room” duty, since I had no real idea of how much sport psychology-related demand I would be in. At the same time, I wondered about the coming demands on my time—what if an athlete wanted to see me while I was working in the tape room? Our technical staff was understanding, but clear that they had an important job to do as well. It was already becoming evident to me that with the complex and sometimes overlapping agendas playing out at the Olympics, I was going to need to be flexible and open to compromise along the way.

I also wondered about what it would be like going into the Games without an Olympic credential, which meant that I would be unable to have access to the Olympic Village or competition and most training venues. In my pre-Games naivete, I assumed that something could be worked out. I mean, couldn’t they just rotate credentials among our staff? Couldn’t we share? In a word, “no”, as it turned out. Credentials—who gets them, and who gets what kind of credential—are a huge issue at the Games. The problem comes from the fact that while staff and athlete numbers have increased exponentially as the Games have increased in size over the years, the number of credentials has remained the same. So more people are in need of the relatively smaller pool of credentials. I found over time, however, that this situation actually simplified my days somewhat, allowing me to focus on what I myself could control. And that was enough to stay plenty busy, as it turned out.

Upon our arrival, one of our first tasks as sport psychology staff prior to the start of the Games was to check out our meeting spaces and set up “shop.” The USOC sent over two full-time and two part-time sport psychology staff for these Games, and we were also anticipating the arrival of several sport psychology consultants working with individual sports. We would need places for consultants to meet with teams and individuals. Working in a warehouse environment meant we were quickly challenged with this task. There were few walled rooms within the building, so we established scheduling systems for those valued spaces, and created less desirable pipe-and-drape spaces as back-up. As the Games went on, we became adept at the “parking lot consult” and the “strolling outside the Village consult” as well. We were all assigned cell-phones for the duration of the Games, and it quickly became apparent that this would be our main mode of communication with each other, athletes, and coaches.

We posted signs all over the Village with our sport psychology phone numbers as a way to contact us. At the same time, we were also involved in helping to set up the HPC to accommodate the anticipated technological and training demands of coaches and athletes. Technophobe that I am, I was also given the job of gofer and as it turned out, interior decorator. While the USOC had shipped over the training and technology equipment, there was virtually no budget to make the place comfortable, so we quietly “appropriated” some lobby furniture from our hotel for the cause, while covered computer boxes became tables.

Gradually, athletes and coaches began arriving in the Village and our real work began. Our matted training area saw increasing use by our wrestling, judo, boxing, and taekwondo teams, while numerous other teams and individual athletes used the weight training equipment. This was extremely fortunate for me, since it was often my best chance of contact with some of the athletes and coaches I worked with. I took to hanging out in the training area as a way of being visible and accessible. My other stroke of luck along the way was that the women’s volleyball team with whom I worked decided to practice in an USOC-controlled building near where we were living. They simply laid down an athletic floor in the building’s auditorium and voila, a dedicated training site. As a USOC employee, I was therefore able to attend most of their training sessions.

After the Games themselves began, I also began my pre-arranged schedule of work in the videotaping room. This job involved managing the 32 simultaneously running VCRs to make sure each event at the Olympics made its way onto videotape. Tasks in the “War Room,” as we affectionately called it included making sure that each VCR was on the correct channel, ensuring that a particular VCR was capturing the correct scheduled event at the correct time, switching tapes as they became full, labeling the tapes as they came “off-line”, and cataloguing and filing tapes away upon completion. And, of course, then there was always the thrill of getting to watch any and all available Olympic footage, making our USA broadcasts look pathetically sparse! While this was interesting and engrossing work, more than once I had to scramble to find a last-minute replacement in the War Room so as to free myself to quickly meet with an athlete or coach. Such was the luck of scheduling that I would switch my schedule to anticipate some need of my services the next day, only to find the greater demand occurring smack dab in the middle of my revised War Room shift. Note to self: don’t quit day job to become a clairvoyant.

An overview of sport psychology services during the Olympics included some pre-competition meetings with teams to fine-tune preparation strategies, to process the

Kirsten Peterson, Ph.D. U.S. Olympic Committee Sport Psychologist

What I Did on my Summer Vacation, or Going to “Big Show” as a Sport Psychologist

I also wondered about what it would be like going into the Games without an Olympic credential, which meant that I would be unable to have access to the Olympic Village or competition and most training venues. In my pre-Games naivete, I assumed that something could be worked out. I mean, couldn’t they just rotate credentials among our staff? Couldn’t we share? In a word, “no”, as it turned out. Credentials—who gets them, and who gets what kind of credential—are

Position Statement: I am passionate about this field that has given me an exciting, complex and rewarding career. As sport psychology grows in size and influence, I want us to tend it carefully. It is important to me that Division 47 look closely at such issues as the training and supervision of professionals in the specialty; that we continue to analyze ethical issues particular to the field; that we recognize the importance of diversity within the group of professionals who are called on to serve a very diverse group of people; that we promote and sustain the vigorous development of this specialty. As we move toward proficiency status, how do we assure complementarity with other credentialling organizations? How shall we address boundary issues in the practice of sport psychology? How can we attract enthusiastic and competent new practitioners who understand the real scope and challenge of this specialty? How do we set and maintain realistic standards? This is a dynamic field. More and more of those involved in sport and the performing arts are turning to sport psychologists for help. Concurrently, and fortunately, more professionals are interested in making sport psychology a part of their practice. The challenge for Division 47 is to ensure both that qualified professionals are available, and that quality of care remains high. It is a great opportunity for all of us. I would be honored to serve as Member-at-Large. There is important work to be done by those whom you elect.

Mitch Abrams, Psy.D.
Member-at-Large

Biography: By many accounts, Mitch Abrams is a rookie to the world of Division 47. Despite this, there are reasons why Dr. Abrams would be an excellent candidate for the Member-At-Large position. But first, who is he? Mitch Abrams, raised in Brooklyn, New York, completed his undergraduate degree at Brooklyn College majoring in Psychology and Pre-Medical studies. He worked his way through college as the Director of Aquatics for a leading organization in the Health & Fitness industry. He also was an NCAA athlete. Dr. Abrams continued on to graduate school where he received both his Masters in Applied Psychology and Doctorate of Psychology (Psy.D) in Clinical Psychology from Long Island University - C.W. Post. Dr. Abrams is an anger management expert and has developed programs for hospitals, prisons, schools and most significantly, a program for athletes that is performance enhancing in both sport and life. Connected to this work and his experience working with trauma, Dr. Abrams has consulted with school-affiliated sports organizations as well as private enterprises to provide workshops for coaches, administrators, parents and athletes focusing on violence, life skills and date rape. He wears several hats professionally. Dr. Abrams has worked as the Senior Psychologist in the Psychiatric Inpatient Program at a city hospital in Brooklyn, NY and currently works at a State Prison in New Jersey. Furthermore, he is Adjunct Faculty at Brooklyn College and Fairleigh Dickinson University. Finally, he is the founder of Learned Excellence for Athletes, a consulting company that works to remove mental barriers that interfere with peak performance. This work has carried over to interventions in the corporate world as well. Dr. Abrams is a licensed psychologist in New York and soon will be in New Jersey as well.

Active in professional organizations, Dr. Abrams is a member of APA and Division 47, as well as the Association for the Advancement of Applied Sport Psychology (AAASP) and the Association for the Advancement of Behavior Therapy (AABT).

Position Statement: I am humbled by this nomination for the Member-At-Large position and would be honored to serve Division 47. Though I am open-minded, those who know me in the division know that I have strong opinions about relevant topics in sport psychology. My vision for Division 47 is shaped by what I see that we, as sport psychologists, can contribute to the athletes in particular and society in general. I believe that, contrary to popular opinion, sport is in a very precarious position. Not because it has lost any of the merits that it has always had, but instead because there is a growing public perception about athletes that is not always favorable. Folks, athletes are in danger. Spanning from the multiple stressors that they face daily as they work through their training schedule to their faces being flashed across the screen of the sports news affiliating them with criminal behavior - even before they are convicted. We are called upon often for damage control when we need to continue to install prosocial programs that help athletes succeed in life as well as sport. This brings us to an issue of competency. Are sport psychologists trained to deal with such crises? What are the competencies that are fostered during graduate training and how can we develop some accountability for our field? Some people have suggested a competency exam. I fully support this venture but don’t believe in grandfathering. I believe that for the experts that have paved the way for the newcomers to the field, this type of exam should be no challenge. If we are going to institute minimal standards for one to be titled “Sport Psychologist”, then make them uniform. In addition, I firmly believe that this title must be reserved for licensed Psychologists - not because licensed psychologists are “better” than those who are not, but because Psychologist is a word reserved by state licensing committees. Until those laws are amended, I don’t believe anyone not licensed can use that title. That said however, I believe that better efforts need to be made to bridge the gap between psychology and the sport sciences with both groups identifying what it is that each discipline brings to the table.

As I step off my soapbox, let me end with this. I am young and less experienced in this field than many of the previous holders of this position. However, just as I am poised to make an impact in the field, I believe that sport psychology is poised to make a very positive impact on sport and subsequently, society. My goal is to help my young colleagues extend the path that has already been so deftly paved by our predecessors and return sport back to public favor for all that it does for us. Thank you for your consideration.

Mary Ann Kane, Ed.D.
Member-at-Large

Biography: Dr. Kane is a psychologist licensed in Massachusetts and New Hampshire and an Assistant Professor at Boston University in the Counseling and Developmental Studies Department. In addition to teaching graduate courses in counseling, she supervises the sport psychology graduate students in their clinical practicum. She maintains practices in Exeter, New Hampshire and in Cambridge, Massachusetts where she specializes in the treatment of athletes and coaches. She consults with several NCAA Division I Athletic Departments, and has worked extensively with sport governing boards, including the United States Figure Skating Association and the United States Women’s Lacrosse Association. Her research, focused on gender issues in sport, particularly as such issues affect athletes, coaches and officials, has been presented nationally and internationally. Ethical Dilemmas in Sport Psychology, the book she has co-edited with Leonard Zaichkowski, is in press. An AAASP Certified Consultant in Sport Psychology, she is listed by the United States Olympic Committee in their registry of sport psychologists.

Position Statement: I am an honored candidate for the Member-At-Large position. I have practiced sport psychology in the Boston/Cambridge area since 1978. By many accounts, Mitch Abrams is a rookie to the world of Division 47. Although he is a new face, he is not a new voice. Dr. Abrams is a psychologist with a long list of accomplishments. In addition to being a member of APA and Division 47, as well as the Association for the Advancement of Applied Sport Psychology (AAASP) and the Association for the Advancement of Behavior Therapy (AABT), he is Adjunct Faculty at Brooklyn College and Fairleigh Dickinson University. He also is the founder of Learned Excellence for Athletes, a consulting company that works to remove mental barriers that interfere with peak performance. This work has carried over to interventions in the corporate world as well. Dr. Abrams is a licensed psychologist in New York and soon will be in New Jersey as well.

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Bradley Hack, Ph.D.
Secretary-Treasurer

Biography: Dr. Hack is a licensed psychologist who received his B.A. in Psychology and Economics at the University of Michigan (1989) and received his M.A. and Ph.D. from Michigan State University (1993, 1996). He completed his clinical internship at the SUNY Health Science Center in Syracuse, New York. From August 1997 to July 2000 he worked as a staff psychologist at Counseling and Psychological Services at the University of North Carolina at Chapel Hill. In addition to counseling students on a wide variety of concerns, he worked extensively with UNC athletes and coaches in more than 20 different sports on clinical and performance enhancement issues. He developed a close working relationship with the physicians and trainers in the Department of Sports Medicine to provide comprehensive care for the student-athletes. He also worked closely with the Athletic Department on complicated and high profile cases, testifying before the NCAA on behalf of troubled athletes. During his time at UNC, Dr. Hack also served as an Adjunct Associate Professor of Psychiatry in the School of Medicine, teaching and supervising psychiatry residents and psychology interns. In July 2000, he left the University to pursue private practice full time. He has expanded his work to include both youth and recreational athletes and he continues in his role as sport psychology consultant to the Sports Medicine and Athletic Departments at UNC. As a young psychologist, Dr. Hack has become very involved at state and national levels in a brief period of time. In 1999, he was elected Secretary to the Board of Directors and the Executive Committee of the North Carolina Psychological Association. He has worked diligently to recruit young professionals into the organization and to move forward aggressively with issues germane to psychologists in the state. On a national level, Dr. Hack was appointed to the American Psychological Association’s Division 47 Task Force to develop criteria for proficiency in sport psychology. For the past two years, he has worked closely with Shane Murphy, Kate Hays and Frank Gardner to petition the APA to recognize sport psychology as a proficiency, and to develop standards for the education, training, and areas of examination necessary to designate oneself as a sport psychologist.

Position Statement: It is an exciting time to be a sport psychologist. Interest in our field continues to grow rapidly as athletes and coaches are increasingly embracing psychological aspects of competition as critical for satisfaction and performance in sport. The media is also focusing a great deal of attention on psychological issues in sport. This growing visibility has drawn increasing numbers of professionals into the field, which has helped to increase productive discourse and to expand our knowledge base with sound empirical research. At the same time, however, it is crucial that those working as sport psychologists are adequately trained and qualified. To properly inform and protect the public, it will be essential for APA and the psychologists it represents to establish a standard for the level of knowledge, training, and experience required to call oneself a sport psychologist. More often than should be the case, psychologists use this title without sufficient education and supervision. As leaders in a young and rapidly growing field within psychology, it behooves us to create these standards. It is also incumbent upon us to educate the public about sport psychology and how its principles and interventions can be helpful to athletes and performers at every level of participation. We need to reach out to youth and recreational participants as a means of spreading psychological skills that can help not only in sport, but in life as well. This pursuit of increasing satisfaction, performance, and overall psychological health through sport psychology will help to solidify a foundation of consumers for years to come.

I have a great passion for psychology in general and sport psychology in particular. I have pursued participation and leadership at state and national levels to fight for issues that will improve the professional lives of psychologists. I would like to contribute my passion and professional experiences to the leadership in Division 47. It has been an absolute honor to have been nominated and I would relish the opportunity to serve as your Secretary/Treasurer.

David A. Feigley, Ph.D.
Secretary-Treasurer

Biography: Ph.D. in Psychobiology, Rutgers University. Member, APA Division 47 since 1995; Charter Member AASP. Chair, Department of Exercise Science & Sport Studies, Rutgers University. Founder and former Director, Youth Sports Research Council of Rutgers University which has provided since 1982 educational programs in child development, safety education, and psychological coaching techniques to over 100,000 individuals including volunteer, high school, collegiate and elite coaches, high school and collegiate athletic directors, youth sport administrators and sports psychologists. In addition to keynote addresses at the World Sport Psychology Congress in Copenhagen in 1985, major workshop in Singapore in 1989 and a sectional keynote address at the Pan American Congress in Physical Education, Quito, Equador, 1997, Dr. Feigley has presented 17 papers internationally, 69 papers nationally, 63 papers regionally and 49 papers statewide. He has co-authored 3 books, edited 3 books, published 28 chapters/monographs, 20 referred journal articles, 26 edited, invited articles, and 2 book reviews. He has coached at the elite level in two sports (springboard/platform diving and gymnastics and was the Elite Development Director for Region VII, USA Gymnastics from 1978-80. He served on NASPE’s Task Force on sport which developed coaching standards from 1993-98 and was Chair of the youth Sport Coalition in 1998-99. He has had extensive experience working with professional associations at the state, regional and national level in positions including Board of Directors, Executive Director, Treasurer and Committee Chairs of such organizations as AALR of AAHPERD, MARC of NRPA and the US Association of Independent Gymnastics Clubs. Most recently he served as a member of the By-laws Committee of Division 47 of APA.

Position Statement: I believe strongly in giving back to the profession and have little hesitancy contributing personal and professional time as well as asking other members to “get involved.” As a result, I believe in aggressive and sustained membership drives. Typically less than 40% of professions belong to their primary professional association with an even smaller proportion becoming actively involved in conference, conventions and committee work. Division 47 should at least meet, if not exceed, these percentages within APA. Membership is driven by people-to-people contact and by providing meaningful introductory roles for young professionals who infuse “new blood” into the Division’s efforts. Reaching out to recruit and involve both new and inactive members is essential for maximizing the impact of the Division.

I believe strongly in developing standards which prepare and credential but which do not restrict nor stagnate the professional growth of individuals nor of the profession itself. Thus, I am committed to the development of proficiencies upon which appropriate certification standards...
can be based. Such credentialing provide credibility both within and without the profession and helps establish clear professional roles and educates the general public about who sport psychologists and what they do.

I believe the Division should promote strong continuing education programs with CE credits provided in systematic ways to help professionals stay current. Along with such a proactive approach to continued professional development is a commitment to developing public recognition awards from which to promote individual accomplishments and, just as importantly, to increase the visibility of sport psychology and promote the profession.

Finally, as our professional fields become increasingly more specialized and focused, I believe that we need, as a profession, to look for and to actively develop links between related professional groups. As one example, linking child development issues with coaching education groups and distributing such programs via existing networks such as parks and recreation, youth groups and the public school athletic programs meets the missions of all involved groups and dramatically increases their efficiency in meeting those missions.

Judy Van Raalte, Ph.D.
President-Elect

Position Statement: I am delighted to have been nominated for this position at such an exciting time. The field of exercise and sport psychology seems to be going through a growth spurt as evidenced by the recent publication of books on a wide array of topics, including measurement in exercise and sport psychology, doing sport psychology, using exercise and sport in clinical practice, and the psychology of sport fanship. New journals on measurement in physical activity and on the psychology of sport and exercise have also appeared in recent years. The broad range of topics that fall within the purview of sport and exercise psychology mirrors the diverse membership of Division 47, one of the only APA divisions involved with both the Science and Practice Directorates. Division 47 includes psychologists with an interest in exercise and sport, researchers adding to the knowledge base of the field, and practitioners working with teams, athletes, and exercisers. This diversity is a strength of the division, enriching our convention, newsletter, and committees with a variety of viewpoints, but this diversity is a liability when we struggle to reach consensus on important issues, which is necessary to enact change. One of the areas that I believe we need to change is the low national visibility of exercise and sport psychology. It is my contention that exercise and sport psychology marketing efforts have not been consistent or systematic. APA, however, is unique. It involves over 1000 members in Division 47 joined with a larger organization 160,000 members strong. There is much that we can accomplish if we work together on this issue.

Past-President Shane Murphy and President-Elect Kate Hays have begun coordinating the task of having exercise and sport psychology included as a proficiency area within psychology. This process should help provide the public with an identifiable credential, backed by APA that clarifies who sport psychologists are and what they do. The creation of a proficiency area in the field will also enhance access to training opportunities for established practitioners interested in expanding their knowledge and professional opportunities in exercise and sport psychology.

The next step, and one of the major tasks I would undertake should I be elected as the President of Division 47, would be to support significant efforts to disseminate information about the field to the public at large. I know that increasing the profile of the field is a daunting task. In 1994, I worked with several colleagues to create a brochure about training in exercise and sport psychology that was endorsed by the three major sport psychology organizations in the United States (Division 47, AAASP, and NASPSPA) so that comprehensive accurate information could be widely distributed to students. The success of that piece is encouraging. Now it is time to take on the public. There’s a lot that we can do. We can work together with major organizations as we did with USA Today which sponsored a national call-in day on youth sport. We can publicize and provide sport psychology services in conjunction with the APA annual convention. We can provide a series of press releases about exercise and sport psychology and refer interested readers to updated, related information on our web site.

It is not my intent to overlook the other aspects of the organization. Having served as program chair for 2 years and as an active researcher, I have a significant interest in creating a strong program at convention. The convention program can provide a forum for our best empirical and applied work and can provide a conduit to various media outlets. As an applied sport psychology consultant, however, I know the importance of setting clear goals, of knowing W’sup. That is, determining what it is you want to accomplish, setting specific goals that are under your control, and that are positive (W’sup). Should I be elected, my goal is to increase the visibility of the field over the next several years as President-Elect, President, and Past President.

I believe that the academic base of exercise and sport psychology is thriving, that we have created and provided useful training information for our students, and that the work we do with our exercising and athlete clients is valuable. Informing the public about our field is the next step in enhancing the field of exercise and sport psychology. I hope you will consider me for this important position.

Editor’s Note: Judy Van Raalte is running unopposed for President-Elect.
ongoing Games experience, or to discuss how to handle unexpected distractions. We also had regular and ongoing individual consultations with athletes and coaches—sometimes to deal with specific competition-related issues, other times just to “check in” to make sure all was going well. We had some crisis situations, but they were thankfully few. We also had some opportunity to facilitate post-Games sessions with teams seeking some closure on the Olympic experience.

I was fortunate to have been able to attend some of the competitions of the athletes and teams I worked with. The USOC had a limited supply of competition tickets, and I was also at times provided a ticket by the coaches of my teams. It was an incredible experience to attend an Olympic competition, and I actually teared up at the moving sight of my first medal ceremony despite the fact that none of the competitors at the time were even Americans. At the same time, it was somewhat disappointing to be relegated to role of spectator, separated from the athletes and coaches by numerous security checkpoints. As was the experience of other sport psychology consultants in similar predicaments, I became somewhat proficient in ducking around obstacles and looking like I belonged in places where I had no credential, in order to be able to exchange a few words with an athlete or coach.

All in all, going to the Olympics as a sport psychologist was a privilege of a lifetime. On a professional level, I was able to work together with other sport science staff in a way that we typically don’t get to experience in our more discipline-driven service provision model back in the US. I learned a lot about technology use (and can even program away that blinking 12:00 on my own VCR!) and saw firsthand the impact that technology use (and can even program away that blinking 12:00 on my own VCR!) and saw firsthand the impact that the other sport sciences can have with coaches and athletes. Personally, I learned a lot about how athletes and coaches deal with the pinnacle of sport-related pressure that is the Olympics. I also faced this pressure on a personal level, as I worked through my own issues of “having” to deliver the perfect intervention because it was the Olympics. I also came away with invaluable insights about the Olympic phenomenon itself that I can share in my future work with other aspiring Olympic athletes. Similar to comments I often hear from athletes back from their first Olympics, my first Games experience was a lesson in itself. That knowledge—about logistics, the atmosphere, importance of teamwork, compromise, and flexibility—will better prepare me for the next time, should I be

...continued from page 7
Confessions of a Dilettante: Attention, Emotion, and Automaticity in Sport and Exercise/Health Domains

Christopher M. Janelle, Ph.D.
University of Florida

In a recent editorial by Bob Sternberg and Elena Grigorenko (APS Observer, May/June 1999) entitled, “In Praise of Dilettantism,” they hint that the inability to settle on a narrow, highly focused line of research isn’t such a bad thing after all. According to Sternberg and Grigorenko, dilettantes are “diversified investors in the world of ideas;” a benefit of which being that dilettantism “allows researchers of all ages to incubate in one area while they actively are pursuing their investigations in another” (p. 37). Diversifying one’s research interests certainly can lead to pitfalls, especially with regard to “spreading oneself too thin.” However, Sternberg and Grigorenko contend that a degree of diversification is advantageous as it enables the researcher to pursue a general area of research while protecting against boredom.

In addition, maintaining multiple interests permits what they term a “hybrid vigor;” noting that creative scientists often pursue what appear to be disconnected efforts that eventually come together in a logical united concept or theory that is actually enriched through the multiple perspectives from which it emerges. The relatively broad topic of visual attention is the umbrella under which my diverse research interests lie. More specifically, my research efforts have been directed toward understanding how the detection and processing of visual cues available in the environment influence (and are influenced by) the cognitions, emotions, and behaviors of participants in sport and exercise/health settings.

A predominant theme of my research during my doctoral studies and as a faculty member for the past three years has centered on the role of attention as related to automaticity, expertise, and self-regulation. My interest in this area was strongly nurtured under the guidance of my mentor, Bob Singer, at the University of Florida.

Other influences included the work of Bruce Abernethy at the University of Queensland, as well as collaborative projects with Mark Williams at Liverpool John Moores University. Prior to my arrival at UF, Bob had been funded by the USTA to examine expert novice differences in visual search characteristics as related to attention and performance. Generally, expert tennis players were found to be more likely than novices to focus on the most critical information gathering areas of the visual scene (i.e., the racket, racket arm, and ball) and used these cues to anticipate sooner and more accurately (Singer, Cau-rugh, Chen, Steinberg, & Frehlich, 1996). My initial involvement in this area of research occurred when we attempted to determine whether visual search patterns could differentiate expertise levels within an expert group of tennis players in a live tennis scenario. Indeed, intrapersonal differences were evident, with the best players in our sample using predominantly more pursuit tracking than players of relatively lower levels of expertise (Singer, Williams, Frehlich, Janelle, Radlo, Barba, & Bouchard, 1998).

In addition to our work with tennis players, we developed psychophysiological paradigms to investigate anticipatory behaviors related to expert-novice differences in pitch recognition among baseball players. Using a cost-benefit paradigm, we (Radlo, Janelle, Barba, & Frehlich, in press) found reliable differences in speed and accuracy between expert and intermediate hitters with regard to the capability to differentiate stimulus characteristics (i.e., the type of pitch). Expert players were more attentionally flexible (i.e., could adapt more readily to invalid anticipatory cues) in discriminating pitch type and responding appropriately. In addition to performance disparities, the P3 cortical event-related potential (ERP: a type of electrocortical index of attentional processing) elicited by the onset of the pitch, was significantly different in amplitude and latency among experts when compared with intermediates. These data suggested a refined stimulus discrimination capability among the expert players that allowed them more time for response programming following pitch identification.

Bob, myself, and fellow doctoral students Doug Barba (now at San Diego State University), Shane Frehlich (now at SUNY Cortland), and Steve Radio (now at Western Illinois University) began to speculate about the correspondence between visual search differences and other electrophysiological indices. The opportunity to observe the correspondence between visual search differences and other electrophysiological indices of attention and arousal, such as the spectral characteristics of the electroencephalogram (EEG). The opportunity to observe the correspondence between visual search differences and other electrophysiological indices of attention and arousal, such as the spectral characteristics of the electroencephalogram (EEG). The opportunity to observe the correspondence between visual search differences and other electrophysiological indices of attention and arousal, such as the spectral characteristics of the electroencephalogram (EEG). The opportunity to observe the correspondence between visual search differences and other electrophysiological indices of attention and arousal, such as the spectral characteristics of the electroencephalogram (EEG).

We were interested in how preshot EEG correlates of arousal and attention (alpha and beta spectral frequencies) related to gaze behavior (eye movement) characteristics. Eye movements and EEG activity were concurrently measured over the course of a regulation round of shooting. Findings indicated that the two measures were associated with shooting performance, and that they accounted for a significant amount of the shooting variability between expert and novice marksmen (Janelle, Hillman, Apparais, Murray, Fallon, Meili, & Hatfield, 2000; Janelle, Hillman, & Hatfield, 2001). Several follow-up investigations have been initiated and are being planned to more specifically determine the functional relationships between the process of visual orientation to environmental cues and the attainment of an optimal cortical state for performance.

Upon probing deeper into the expertise literature, it became quite obvious that a vast knowledge base existed concerning the visual attention characteristics that preclude expert performance. However, largely neglected has been the potential influence of emotion on attentional processing, specifically with regard to the mechanisms underlying visual selective attention. Therefore, my colleagues and I began to examine the search patterns of performers in competitive situations to determine how emotional reactivity would influence eye tracking patterns and po-
tentially, performance. Using a racecar driving simulation (Janelle, Singer, & Williams, 1999; Murray & Janelle, 2001), we have noticed reliable differences in search patterns, such that search strategies are significantly different when under stressful conditions as opposed to relatively benign conditions. These changes in search strategy appear to be related to the narrowing of the attentional field that occurs when anxious, resulting in inefficient search patterns and a tendency to be distracted by irrelevant environmental cues. Interestingly, though the same trends are noticed among relative experts, they are not as pronounced. Experts are more capable of dealing with stress (at a mechanistic level) than are novices, allowing them to maintain or improve their performance in stressful situations. This work has led to a better understanding of the stress-performance relationship by evaluating the “how” and the “why” concerning the mechanisms that underlie the efficiency and effectiveness of performance under stress. Likewise, greater insight is being gained concerning what experts do to maintain a quiet state of focused attention that permits automated and effective performance.

In addition to (and consistent with my dilettante approach) the performance research with which I have been involved, I (along with my colleague Heather Hausenblas at UF) have begun to examine the role of visual attention and emotion in the health and exercise domain. Of specific interest is how emotion, attention, and automaticity interact in a potentially harmful manner as pertaining to body image problems. The primary initiative is to understand how emotional responses elicited while viewing various environmental stimuli lead to the formation and maintenance of an automated negative body schema. The notion is similar to the degree of automaticity that is attained by expert athletes who are exceptionally attuned to relevant sport-specific cues in their respective sports. In essence, individuals with body image problems become experts at attending to and interpreting environmental information in a body-threatening manner. Preliminary studies have revealed an attentional bias such that when individuals with body image disturbance are shown pictures of themselves and other people, they reliably differ in visual search patterns to specific body locations. When viewing themselves, they tend to gaze more upon areas of the body with which they are most dissatisfied; interpreted as a “morbid preoccupation” with areas of negative affective content. However, when viewing pictures of others, they tend to focus away from locations of dissatisfaction, apparently as an ego protective adaptation (Janelle, Hausenblas, Ellis Gardner, & Fallon, 2001). Future investigations in which emotion and exercise paradigms are used to examine affective reactivity among individuals with body image disturbance are currently being planned.

Hopefully, our mechanistic (though admittedly dilettante) approach to understanding the role of attention and emotion as related to automaticity, both in sport and exercise/health settings, will allow the inductive development of a comprehensive theoretical framework to guide future investigations. Continued examination of emotional influences on attentional processes will optimistically allow the advancement of practical recommendations to maintain a positive, productive attentional state among sport participants. Likewise, by creating a more comprehensive account of the underlying interactions between environmental cues and attentional allocation that perpetuate and precipitate body image disturbances, the development of interventions (especially exercise-related) to alleviate negative body schemas can be further specified and evaluated.
APA Division 47 Midyear Meeting

January 27, 2001

Present: Diane Gill, Doug Hankes, Joe Horvat, Mark Anshei, Jack Lesyk, Laura Finch, Kate Hays and Trent Petrie

Absent: Shane Murphy, Penny McCullagh

Diane called the meeting to order at 8:30 a.m.

Board members introduced themselves and discussed remaining time in their tenures.

Trent raised the issue of moving elected officials’ offices to the calendar year rather than convention to convention. Kate suggested that we discuss it further during policies/procedures.

Diane reviewed the schedule for the day and began with a discussion of committee members’ reports and updates.

Diane provided an overview of Penny’s report on the convention. We have 25 hours for conference programs, with the majority being on Monday and Tuesday.

Conference submissions were down from 2000 – for 2001 we will have 6 papers, 30 posters, 5 symposia, 5 workshops, and 1 discussion. Joe moved (Trent seconded) that the executive committee meeting be held on Saturday morning at 7:30 a.m. at a site to be named later (Approved 7-0).

Mark raised the issue of publicizing the division with respect to the program convention – can we do better (e.g., announcing on website, listserves, newsletters). Doug discussed the improvements that APA will be making for the 2002 convention, which is being done, in part, because of changes in the convention site (i.e., only 4 days) and continuing drop in attendance at the conventions.

Trent raised the issue of redefining our keynotes where the division focuses on doing only one each convention. Diane called the meeting to order at 2:15 p.m. Diane adjourned the meeting at 1:15 p.m. for lunch.

Diane called the meeting to order at 10:35 a.m.

Trent presented the budget for FY1999 and FY2000. The division came in under budget in all categories, with the division posting a $2652.35 gain in income during FY2000. Despite being in the black for FY2000, the division is still in the red when the last two fiscal years are considered. Diane adjourned the meeting at 1:15 p.m. for lunch.

Diane called the meeting to order at 2:15 p.m.

Kate led the discussion on the bylaw changes. Some suggestions were made by the committee and the entire set of bylaw changes were recommended to be brought to the membership for a vote (Approved 7-0). Discussion ensued concerning the mechanisms for mailing the ballots to the membership. Ballots will be mailed to the members in accordance with the current bylaws, though the executive committee will do so with efficiency and cost in mind.

Trent raised the issue of redefining our keynotes where the division focuses on doing only one each convention. Diane called the meeting to order at 10:35 a.m.

Diane adjourned the meeting at 10:20 a.m. Diane called the meeting to order at 2:15 p.m.

Kate led the discussion regarding the “Petition for the Recognition of a Proficiency in Professional Psychology – Sport Psychology.” Jack raised the questions of APA’s receptivity to the proficiency petition as well as what will happen to those who are currently practicing sport psychology if it is approved. Laura raised the issue of how proficiency would interact with AAASP’s certification and whether those professionals trained in the sport/exercise sciences would be considered unethical (because they could not achieve the proficiency) even if they were practicing within their areas of expertise. Mark raised the
issue of whether health and exercise issues should be included in the proficiency. Trent suggested that including broader “performance” psychology might weaken the argument for a proficiency. Also, he wondered whether the creation of a proficiency might become a gate that keeps out those in the exercise/sport science areas. Diane stated that she would prefer that the proficiency focus on applied sport psychology and not go into the other areas (at least as part of this proficiency). Through discussion, the focus of the document began to be refined. There was agreement that the proficiency should focus on applied sport psychology, and not necessarily performance, generically, or health/exercise/rehabilitation (that may be something to address in the future with Div. 38 and 22). Trent suggested that a second meeting of the proficiency task force be funded by the division, perhaps in conjunction with the spring board meeting of AAASP. Shane and Laura were identified as the two individuals from the division who would participate in this meeting. If it can be done in conjunction with AAASP, we also could include Andy Meyers and Frank Perna. Trent will contact Andy Meyers to determine if such a joint meeting is possible.

Diane reported on the nominations for executive committee positions: Secretary-treasurer (David Feigley and Dave Lutz) and Member at Large (Mary Ann Kane and Mitch Abrams). The candidate slate was approved (approved 7-0).

Diane reported for Shane that the division was going to support three professionals for Fellow.

Diane reported for Britt Brewer, who is chairing the Dissertation Award committee, that five individuals were nominated. The science committee will review the applications during the next few weeks.

Due to personal obligations, Joe had to leave the meeting to return home.

Kate began the discussion regarding the policy manual, requesting feedback on needed information for each position as well as other policies. Laura moved (Jack seconded) that nominees for the dissertation award must be a member of the division at the time of nomination (approved 6-0). Trent moved (Mark seconded) that the second member at large be responsible for publicizing and chairing all division award committees (approved 6-0). Currently, that is Jack Lesyk.

Diane led the discussion concerning redevelopment of the website. Kate raised the question of how to incorporate a membership directory into the website. Kate requested that any directory be organized alphabetically, overall, as well as by state (though only names needed within each state). Diane suggested that we discuss updating the website in the context of the division’s overall budget. Diane moved (Laura seconded) that the division allocate $2500.00 for website update and development (approved 6-0). Further discussion of the FY2001 budget ensued with the following allocations being approved (6-0).

Website Redesign and Development $2500.00
Midyear $5000.00
Proficiency Task Force Meeting $1000.00
Newsletter $3500.00
Other publications $ 500.00
APA Contractual Services $ 750.00
Leadership/Council Representative Meetings $1000.00
APA Conference
  Keynotes (honoraria, lodging, travel) $1000.00
  Social Hour $1000.00
  Award Honoraria and Plaques $ 400.00
Travel & One Night Lodging for the Professional Award recipient $ 500.00
Bylaw Mailing and Postcards $ 750.00

Diane presented the nominees for the Distinguished Professional Contribution in Education and Training. Diane nominated (Laura seconded) a professional (approved 6-0).

Diane adjourned the meeting at 6:15 p.m.

Congratulations to Dan Gould!

Dan is this year’s winner of the APA Division 47 Award for Distinguished Contributions to Education and Training in Exercise & Sport Psychology

Dan’s presentation will be a featured session at the 2001 APA Convention in San Francisco

Spring 2001 15
Division 47 Executive Committee

President
Diane Gill, Ph.D.
Department of Exercise and Sport Science
University of North Carolina at Greensboro
P.O. Box 26109
Greensboro, NC 27402-6169
Ph: 336.334.5573
Fax: 336.334.3238
Email: diane_gill@uncg.edu

President Elect
Kate Hays, Ph.D., C. Psych
The Performing Edge
730 Yonge Street, Suite 226
Toronto, ON M4Y 2B7
Canada
Ph: 416.961.0487
Email: the_performing_edge@compuserve.com

Past President
Shane Murphy, Ph.D.
Gold Medal Psychological Consultants
500B Monroe Turnpike, Suite 106
Monroe, CT 06468
Ph: 203.459.0515
Fax: 203.459.4237
Email: TheZoneDoc@aol.com

Secretary-Treasurer
Trent Petrie, Ph.D.
University of North Texas
Department of Psychology
P.O. Box 311280
Denton, TX 76203
Ph: 940.565.4718
Fax: 940.565.4682
Email: petriet@unt.edu

Members-at-Large
Mark Anshel, Ph.D.
LGE Performance Systems
9757 Lake Nona Road
Orlando, FL 32827
Ph: 407.438.9911
Email: manshel@lgeperformance.com

Jack J. Lesyk, Ph.D.
Ohio Center for Sport Psychology
21625 Chagrin Blvd., Suite 200
Beachwood, OH 44122
Ph: 216.575.6175
Fax: 216.491.0155
Email: jjlesyk@sportpsyc.org

Council Representative
Laura Finch, Ph.D.
Department of Physical Education
Western Illinois University
Macomb, IL 61455-1390
Ph: 309.298.2350
Fax: 309.298.2981
Email: LM-Finch@wiu.edu

Newsletter Editor
Douglas M. Hankes, Ph.D.
Auburn University
118 Foy Union
Student Counseling Services
Auburn, AL 36849
Ph: 334.844.5123
Fax: 334.844.1477
Email: catncreative@excite.com

Newsletter Art Director
Shannon Hankes
Auburn University
556 Forest Park Circle
Auburn, AL 36830
Ph: 334.844.1442
Fax: 334.844.1477
Email: catncreative@excite.com

2000 APA Program Chair
Penny McCullagh, Ph.D.
Department of Kinesiology and PE
CSU Hayward
25800 Carlos Bee Blvd.
Hayward, CA 94542-3062
Ph: 510.885.2061
Fax: 510.885.2423
Email: pennymc@csuhayward.edu

Student Representatives
Doug Hirschhorn, M.S.
School of Physical Education
West Virginia University
241 Coliseum
Morgantown, WV 26506
Ph: 304.293.3295
Email: dhirschh@wvu.edu

Jennifer Bruning, J.D.
Cubberley 64
School of Education
Stanford University
Stanford, CA 94305-3096
Ph: 650.723.2113
Fax: 650.725.7412
Email: jbruning@leland.stanford.edu

President, Running Psychologists
Joe Horvat, Ph.D.
Department of Psychology
Weber State University
1202 University Circle
Ogden, Utah 84408-1202
Ph: 801.626.8248
Email: jhorvat@weber.edu

---Deadline for Submission---
Deadline for submission of materials for the FALL, 2001 issue is September 30, 2001. Please send all items to: Douglas M. Hankes, Ph.D., Auburn University, Student Counseling Services, 118 Foy Union, Auburn, AL 36849

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