I write to you at a time when the world seems on the brink of war. A time of heightened alertness. A time, as well, of heightened helplessness.

This is also the time of year when the Ontario Psychological Association (OPA) meets in Toronto, my current home. And although organizations often have a theme for their meetings, and OPA’s was Strengthening Resilience in our Communities, usually these themes seem moot, or at least muted.

This year was different. A pre-Convention workshop was offered by the Red Cross, as that organization and OPA begin the dance that may result in the development of a Disaster Response Network here—the first in Canada. Listening and learning, we could glimpse the meaning of the Canadian Red Cross slogan, “Anywhere. Anytime.” War, needy refugees, people burned out in a house fire—disasters large and small.

That night, I read in the newspaper of floods in frigid weather and a nightclub fire with deaths, injuries, horrors; I heard about a man who’d methodically killed his five year old daughter so that her mother wouldn’t take her from him; I talked at length with my best friend, whose mother had just died, and former partner is dying of virulent cancer.

And the next morning at the Convention, the keynote speaker was Stephen Lewis, the U.N.’s Special Envoy for HIV/AIDS in Africa. His presentation was breathtaking: eloquent, vividly detailed, passionate, at times funny, as he shared experiences and thoughts, especially about the burdens of the world’s women. At the luncheon, the guest speaker was Retired Lt. General Romeo Dallaire. (I assume that his name, like that of Ambassador Lewis, may be unfamiliar to you. If you ever have the opportunity to be in their presence, do so. And you might: As I write, it appears that one or both may honor us with their presence this summer, at the APA Convention in Toronto.) Mr. Dallaire gave vivid detail to his experiences attempting peace-keeping in Rwanda on behalf of the U.N.—and to its consequences for the soldiers so charged, including the PTSD that he is still actively experiencing and working through.

By that afternoon, when I was sharing information about the Psyching Team at the Canadian International Marathon—our pre-race mental skills preparation of the athletes, post-race availability for crisis intervention—activities of which I’m usually very proud—I was feeling like quite small potatoes.

“What’s the big deal about sport psychology, I was wondering. Why am I not actively out there, really helping people in need?”

At which point (truly—I am not making any of this up), I called my office for messages. One was from a nationally ranked trampolinist with whom I’d recently worked. An international team was visiting her gym, and one of their members had been severely injured the prior day. Team members from both countries witnessed the accident. Might I come talk with some of the teams’ members? I dropped my evening plans, and spent three hours talking and listening—mostly listening—as nine people attempted to come to terms with tragedy, with fear, with utterly changed circumstances, in the sport that gives their lives meaning.
I have written in this column before about figure and ground. And that evening, I drew for these athletes the classic vase/profile so familiar to us from Psych 101. The both/and of life. How do we make sense of the senseless? How do we live our lives acknowledging evil, horror, loss, grief, and pain as well as joy, pleasure, satisfaction, exuberance, and capability? How do we strengthen resilience?

And for myself—and for us involved in sport and exercise psychology—how do we create that balance for ourselves? What is the work that we do? How do we help make the world a better place for any of us and all of us?

This is an historic moment for Division 47: following passage by the Council of Representatives, APA now recognizes a Proficiency in Sport Psychology. This is a huge step, but it is only a step along the path. Our Education Committee is now tasked with developing mechanisms for moving the Proficiency forward, through guideline development and ultimately, we hope, an exam.

Elsewhere in this issue of ESPNews, you can read details of the Division’s Executive Committee meeting, capably hosted by Member-at-Large, Heather Haunenslas, and Program Chair, Chris Janelle, at the University of Florida. As you can see, both here and at our website, our committees continue to gather strength and resilience. We hope that we are, as well, strengthening communication with our membership. The Education Committee, as we’ve indicated, begins to look at implementation strategies; Practice is host to the cutting edge applications of positive psychology; Science continues to explore exercise labs, review dissertation submissions for award, and focus on health and exercise psychology; Public Interest is developing our first position paper, on Title IX; and Membership works on Divisional recruitment and retention. These are exciting times, and we invite your involvement, through contact with the relevant committee chair or me.

Well, it had to happen sometime: this is my final column in ESPNews. For the past 12 years (with one year off for “good behavior”), in one role or another, I’ve been writing you news and commentary on this Division. It’s truly been an unmitigated pleasure. Please continue to be in contact with me.

President-Elect’s Column

Judy L. Van Raalte, Ph.D.

I am proud of who we are as sport and exercise psychologists. We make a difference in youth, sport, health, performance excellence, and more. People are interested in what we do. On the other hand, let’s face it. We’re not curing cancer. Although some of us help people deal with disease more effectively, most of us are NARDS. You know, NARD as in Not a Real Doctor. Real doctors help people get better and change the world in important ways, most of the time for the better. What do we contribute?

I asked a cabbie about us NARDS when I was attending a recent APA convention. “What is it like to have thousands of psychologists running around your city?” “Mostly they’re cheap tippers,” he replied. I had hoped for a much more positive answer.

This column is not about asking you to give bigger tips at the convention; it’s about making a difference where and when we can—in our work as a Division, in Toronto, and at home. As a division, we have a great program with a record number of submissions put together. Come to the convention to learn, present, and share ideas. We are planning a series of sport and exercise psychology workshops for athletes, teams, and coaches in the greater Toronto area this summer. If you are interested in helping us to “give back” to the community and to “give sport psychology away,” please contact me at jvanraal@spfldcol.edu as soon as possible. We will be finalizing plans in the spring. Students are welcome to help out. Attend the conference, help others, and add a line to your resume. It should be a great plan.

At home, I think we need to pay attention not only to our own practice, teaching, and research, but to the development of the field as a whole. One of the areas of practice that has received little attention is supervision. As we go out into the community in Toronto to offer sport psychology services to teams and athletes, I think it is essential that we have a solid supervision plan in place. Supervision ensures that our athlete-clients are cared for. It helps sport psychology trainees to develop as competent and ethical practitioners. It also facilitates career long growth and development of practitioners. Supervision is good for all of us.

I know that face-to-face individual supervision is not feasible given the demands of time and place at convention. We can, however, connect via the Internet, and have telephone conversations. Workshop novices who would like to pair up with more skilled presenters to serve as assistants and observers are welcome to participate. We need time to plan programming, supervision, and logistics. Please contact me as soon as possible if you want to find out more about participating.

For those with an interest in some other kinds of service, we have arranged for arrangements with community agencies in Toronto to volunteer our time while we are at Convention. There are a number of places within walking distance of the Convention Center (e.g., soup kitchens, homeless shelters) that could use a hand for a couple of hours. If you are interested in finding out more details, please contact me. We will plan to meet at the Convention Center at the Division Services booth and then head out together. A couple of hours of your time can be a big gift of relief to people who do this important and exhausting work on a daily basis.

At the midwinter meeting of the Executive Committee in Florida this January, we made significant progress in a number of other areas. Chris Janelle finalized the convention program. The proficiency in sport and exercise psychology has moved through the APA bureaucracy. Jack Lesyk and his committee have implemented an innovative and hard-hitting membership drive. We are even addressing the little things, changing the website address for our division from http://www.psyc.unt.edu/apadiv47 to the simpler to remember and quicker to type: www.apa47.org.

I am pleased and excited about what we have accomplished this year. Together, I believe that we can make a difference for Toronto and for the field of exercise and sport psychology. Please join me in this important effort.
From the Editor’s Desk

Greetings. It’s been a great run, but four years is plenty. This newsletter marks the end of my tenure as editor. It has been an enriching and challenging experience, and one that I will look back on fondly. As so often is the case, the relationships made along the way are what count the most in the end. You know who you are.

In parting, I want to thank all of the people who have contributed to the newsletter in one form or another. Oscar-like and with teary eyes, I pull out my list. First, thanks to all who submitted articles, and put up with my poking and prodding at deadline time. Executive committee members, professional and student-affiliate division members, and printing staff were equally harassed. Second, thanks to my wife, Shannon, who generously donated her time to layout the newsletter. I did not poke, prod or harass her. Third, thanks to my secretary, Julia, who was always available to slap on mailing labels at the last minute and deal with university postal workers who became hostile when we dumped a thousand newsletters in their laps. Finally, thanks to my associate editors Jennifer Bessel and Bob Harmison who served with distinction. Bob will be taking over as the editor of ESPNews beginning with the Fall, 2003 issue. I’m confident that Bob will build and improve upon what we’ve done the last four years. His contact information can be found on the back of the newsletter. I’m sure he would welcome input, so please contact him.

I finish writing this note while watching my 12-year-old son practice with his Little League baseball team on a warm, sunny afternoon. The season is fresh and full of hopes and dreams. Let’s all remind ourselves what’s important in exercise and sport psychology. Stay involved, keep your eye on the ball, and remember that it’s just a game.

Questions, comments, observations? Please do not hesitate to contact me at dughank@auburn.edu.

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Below are some of the highlights from Division 47’s convention schedule in Toronto, August 7-10, 2003. A complete Division 47 convention schedule will be mailed to members mid-summer or can be accessed at: http://www.apa47.org.

Thursday, August 7

12 PM Award Ceremony: Distinguished Scientific and Research Contributions to Exercise and Sport Psychology - Dan Landers, Ph.D., Arizona State University


The participants in this workshop represent a small population of professionals who are in the unique position of working directly with Olympic Athletes on a daily basis to enhance performance. All four participants are full-time sport psychologist for the US Olympic Committee. The focus of this workshop will begin with a discussion of a “blueprint” or model for high performance. This model will serve as a framework for the participants to further discuss their unique experiences, challenges, techniques, and contributions to enhancing Olympic athlete performance in previous Olympic games, as well as looking ahead toward the 2004 Olympic Games in Athens.

Friday, August 8

2-2:50 PM Invited Speaker: Steven R. Heyman Memorial Address - Gordon Flett, Ph.D., Professor of Psychology, York University

“The Perils of Perfectionism in Sport and Exercise Psychology”

Dr. Flett is Professor of Psychology at York University, where his current research interests focus on the role of dimensions of perfectionism in personal adjustment (i.e., depression, anxiety and interpersonal problems. A related focus is the link between individual differences in social hopelessness and low levels of psychological adjustment. This research adopts a life-span perspective in the sense that the link between personality and maladjustment is studied in children, adolescents, middle-aged individuals, and the elderly. Dr. Flett is regarded as a world leader in research on perfectionism and he will discuss recent work in this area as pertaining to current issues in sport and exercise psychology.

5-5:50 PM Invited Speaker: Ken Ravizza, Ph.D., Professor of Kinesiology, California State University at Fullerton

“Lessons Learned Working in Applied Sport Psychology”

Dr. Ravizza is Professor in the Division of Kinesiology and Health Promotion at California State University at Fullerton. He has been a Sport Psychology consultant for the U.S. Olympic Field Hockey, Water Polo, and Baseball teams along with numerous individual Olympic Athletes. He also has been a Sport Psychology Consultant for the Anaheim Angels, the University of Nebraska and Arizona State Football teams, Cal State Fullerton Baseball, Gymnastics, and Softball teams, and Long Beach State Baseball team. He has conducted over 100 Sport Psychology Workshops nationally and internationally. His research includes examining the nature of peak performance in human movement activities.
Still Running After All These Years

Raymond D. Fowler

Editor’s Note: At the 1997 APA Convention in Chicago, then APA Chief Executive Officer, Ray Fowler, gave an invited address in which he told about his own experiences as a runner, the founding of Running Psychologists, and reviewed the literature on the relationship of physical fitness and longevity. The following is a condensed version of his presentation, which was first published in this newsletter in 1998. It is being reprinted as Ray ends his tenure as CEO of APA. Ray has graciously written an epilogue that follows the paper. He can be contacted at rfowler@apa.org.

Sports psychologists have long known the benefits of exercise for people of all ages. The fact that exercise is vital to good health, once known only to experts, is now common knowledge to millions of literate people throughout the world. But the fact remains that very few adult Americans get even the minimum amount of moderate exercise necessary to avoid physical deterioration, and fewer still engage in the kind of vigorous exercise necessary to achieve the benefits of improved mental and physical health and increased longevity.

Sports psychologists play a variety of roles in the understanding and promotion of physical fitness. It is an area in which the scientists and the practitioners have an unusually close relationship. Researchers conduct studies that are highly relevant to the practice of sports psychology, and practitioners are much more likely to read and apply those findings than are practitioners in some other areas. In addition to my personal interest in exercise, I believe that the interface of science and practice in sports psychology provides a useful model for other areas of psychology.

My presentation begins with a case history, followed by some observations about the relationship of vigorous exercise to aging and longevity.

The subject of this case history is a 46-year-old white male professional in his mid-forties in a moderately high stress job. He appeared to be in reasonably good health. He reported that he had not exercised regularly since he was in high school 30 years earlier. His level of fitness appeared to be fair to poor, but not atypical for men of his age.

Z described himself as a workaholic and as somewhat tense and anxious and occasionally depressed. Sleep was a particular troublesome problem.

“At the outset, I was immensely curious to find out the extent to which an unfit 46-year-old body could be coaxed into a higher level of fitness.”

Z asked me to help him plan an exercise program. I suggested that he focus on aerobic exercise, and told him that better aerobic fitness should improve his cardiovascular functioning, reduce his blood pressure and breathlessness and improve his sleep. It should also make him feel better, and might reduce his anxiety and depression.

Since his earlier efforts to develop an exercise program had been short lived, we discussed how he might find an exercise program that he could live with over a prolonged period. He decided against swimming or tennis because his travel schedule made either impractical. He was impressed by accounts of how men even older than he had taken up running late in life and had experienced great improvements in their health and fitness.

So running it was. I suggested that if he progressed from walking to run-walking and slowly increased his speed and distance he should be able within a year to jog comfortably for a half hour or so several times a week. He responded that within a year he planned to run the Boston Marathon. He was serious.

Z reported to me regularly on his progress. To confirm his goal, he began his training on Patriot’s Day, April 1977, while the Boston Marathon was being run. His first run (less than a mile) left him breathless and exhausted. Boston seemed very far away.

From that point on, Z followed a careful and methodical training plan, increasing his distance no more than 10% each week until he was up to a mile and then two miles. By summer, he was running eight to twelve miles a day with longer weekend runs.

Before I go too long with this story and have an identity crisis, I want to reveal that the patient and the psychologist are one and the same. When I needed a sports psychologist to help me get started there were none around, so I was forced into self-study. Before I began my exercise program, I read everything I could find and put as much of it into practice as I could.

Since 1977, I have been my own client in the quest for physical fitness. At the outset, I was immensely curious to find out the extent to which an unfit 46-year-old body could be coaxed into a higher level of fitness. I set my goal at running the Boston marathon in 12 months for several reasons. First, the goal seemed so outrageous that it was well worth the effort. Second, success was clearly defined: either I did or I didn’t. And third, I knew that if I did it, I would be hooked for life. If one is going to make life changes, it is better to make major ones, because the rewards come faster and the feeling of achievement is greater.

During my first six months of training, my weight dropped from 157 to 141 where it has remained. My pulse dropped from 75 to 42, and my blood pressure dropped to levels not seen since adolescence. The psychological changes I experienced were very gratifying. Exuberant and carefree play, missing for 30 years, became a part of my day every day for at least an hour. Sleep, beautiful sleep, returned with a vengeance. Anxiety began to fade away and depression disappeared entirely. The idea of becoming 50, which had worried me, became...
just a way of getting into a better age group for race times.

My running program inspired a number of graduate students to start running, and one or more usually joined me in my training runs. In November, 1977, one of my graduate students and I completed our first marathon in Huntsville, Alabama. In February, I completed my second marathon, this time with graduate students, qualified for the Boston Marathon, and ran it on April 17, 1978, exactly one year after I started. Over the years, I have run a number of marathons, but none meant as much to me as Boston.

Running has transformed my life in many ways, not the least of which is that my wife, Sandy, and I met through running, and have run marathons together. The decision to begin running began a process that has pervaded and influenced every aspect of my life. I am sure I would have survived without running, but it has made my life happier and much healthier.

**Starting Running Psychologists**

The APA convention in 1978 was in San Francisco, and as I went out each morning to run in beautiful Golden Gate Park, still glowing from Boston, I wished there were other psychologists to share the experience with.

When I got back home, I put an ad in the Monitor inviting people who were interested in running to join Running Psychologists. I didn’t mention that I was, at the time, the only member of this mythical organization. I hoped the announcement would attract at least a dozen or so members; it never occurred to me that I would get more responses than that each week for months until the numbers reached 800 and more. I got to work designing a logo, tee shirt, stationary and a membership application form.

Organizationaly, Running Psychologists had a simple beginning: no officers, no elections, no meetings—just an annual race and a quarterly newsletter which I edited for the first several years. In order to be more a part of APA’s structure, we became first a section of the Division of Health Psychology and later some of our members were part of the founding group of the Division of Exercise and Sport Psychology.

The first Running Psychologist race, held in Central Park at the 1979 APA convention in New York, attracted several hundred runners. Races have been held at all subsequent APA conventions; the 25th anniversary run will be in Honolulu, August 2004.

**Getting Old Slowly**

Few people expect to maintain their current level of fitness in their later years, and fewer still think of improving it. But there is increasing evidence that much of the decline in physical and general fitness which older people experience is the result of disuse and not part of the normal aging process. With regular aerobic exercise, it is possible to maintain or even increase one’s level of fitness, regardless of age. Through appropriate exercise and diet, older people can lower their blood pressure, improve cardiovascular endurance, improve muscle tone, lower body fat content and in virtually every respect become healthier and stronger than they were years earlier.

Everyone knows that with age most people have a steady decline in vigor and physical fitness. But as people age, they also show a steady decline in exercise. For a long time, both of these changes—declining fitness and activity level—were thought of as biologically determined to a large degree and a natural consequence of the aging process. But current data and observations of thousands of aging people suggest that most of the decline in fitness results from a decline in physical activity. We don’t stop being active because we get old; we get old because we stop being active.

At 66, my level of fitness isn’t as good as it was at 50 after the Boston Marathon, but it is far better than it was at 46 before I began running. Some decline is inevitable, but maintaining an active exercise program slows the rate of decline. At the 1995 APA convention in New York, health writer Jane Brody presented an invited address entitled “How to die young as late as possible.” Running might not increase longevity—the jury is still out on that one—but it has a good chance of extending one’s youth and vigor for a long time, and that is a worthwhile goal.

**Epilogue**

This account of my running career was written when I was 66. Six years later, at 72, I am still running, although not quite as fast. Retirement in January, 2003, has given me time to run more and improve my speed, and the annual race at the APA convention inspires me to keep training, although I find fewer and fewer runners in my age class.

My 13 1/2 years as APA CEO were stressful at times, and running helped me keep a reasonable level of fitness and sanity, but tight schedules and long hours made it difficult to spend much time training. With the pressure gone, I already feel a lot of my enthusiasm for running returning. I gave up marathons several years ago because I couldn’t find time to train, but without that excuse I’ll probably try for a marathon in a year or two.

The familiar arguments against running, such as your knees will go, or you will develop arthritis or lower back problems, seem to be inaccurate. I never had a problem with my knees. In fact, I have read that aging runners are less likely to have knee problems than sedentary sorts. I don’t have any signs of arthritis, and the back problems I had before I started running seem to be prevented rather than caused by running.

How is running different for the aging runner? For one thing, I have less tolerance for cold weather. The days of charging out of the door on frigid mornings are over. I go out the door to pick up the Washington Post, take a deep breath of cold air, and head for my treadmill where I watch news or an old movie while I pound out my morning miles. Heat is another matter: I love the feel of sun on my back. It never seems to get too hot for me, probably because I started my running in Alabama, and long runs when the temperature was in the 90s or even higher was standard operating procedure.

Stiffness, always a problem for me, has gotten a bit worse with age. To prevent problems, I go regularly to a stretching class where an exercise therapist puts the group through an extraordinary hour of twists and turns which loosen all joints, tendons and muscles. I try to do at least a few minutes of stretching before I run, and start out slowly before going up to my regular pace. That seems to have worked, because I have had no injuries that have interfered with my running.

No one has ever found the fountain of youth, but vigorous aerobic exercise is probably the next best thing. Like saving, the earlier one starts, the better, but there are no age limits: you are never too old to start getting younger.
A Student-Athlete’s Guide to College Success: Peak Performance in Class and Life (2nd ed.)

(U.S. $40.95, 315 pages)

Reviewed by: Bart Lerner, Ed.D.
Associate Professor, Department Head of Professional Counseling
Argosy University, Phoenix, AZ

A Student-Athlete’s Guide to College Success is written in a comprehensive manner that is primarily applicable for college student-athletes. However, this book is also suited for instructors who teach life skills courses as a mechanism for truly understanding the demands of college life that student-athletes face off the field of play. Additionally, athletic directors can also benefit from this book in order to better address the issues associated with success at the college level for student-athletes. Therefore, this book can serve as the main text for courses associated with the CHAMPS/Life Skills program and/or freshmen orientation courses for student-athletes. The book contains 13 chapters, and each chapter includes “Self Assessments,” “Exercises,” “LifeLinks,” “Journal Activities,” and “Chapter Review Questions” to assist students in the application and learning of the main ideas.

Although not divided into sections, this book can be organized into four parts. The first part of the book entails chapters one through six and represents the identification of successful study strategies for the classroom. Chapter one discusses the premise for the book and allows the reader to explore the challenges faced during the transition to college, and ultimately examine the value of a college education. Chapter two allows the reader to construct his or her preferred learning style and intelligence profile that is necessary for classroom success. This can help the student-athlete understand and master the information being conveyed for a specific course format (i.e., lecture, seminar, hands-on laboratory). Chapter three identifies strategies for improving memory and concentration, along with recognizing one’s attentional focus (Nideffer, 1986). The authors note that this can help both in classes and competition. Chapter four focuses on being prepared for class and learning how to take useful notes that can help increase comprehension of course material. Chapter five emphasizes the improvement of reading comprehension and studying textbooks in order to become more efficient and effective in the classroom. Chapter six highlights test-taking strategies and ways to manage test anxiety. These last four chapters are mainly applicable to the classroom, however, each chapter includes mental strategies that can be transferred to sport competitions, since some techniques discussed in these chapters come directly from the sport psychology literature.

The second part of the book consists of chapters seven through nine and concentrates on performance enhancement and self-regulatory behaviors that can be utilized in both the classroom and athletic competitions. Chapter seven discusses how goals, self-efficacy, and self-responsibility can lead to performance achievements. The authors discuss specific goal setting guidelines that are necessary to be a successful student-athlete. Chapter eight connects the previous chapter with the concept of time. Time management is an essential behavior that leads to improved goal setting, confidence, and responsibility. Chapter nine is centered upon the concept of motivation and the process of change. The authors discuss how behavior can change via motivation, in that it relates to hard work and persistence ultimately leading to performance accomplishments.

The third part of the book contains chapters ten through twelve, which address issues related to the physical and social environment that student-athletes encounter. Chapter ten discusses how communication impacts culture and diversity. The authors speak to the importance of cultural diversity by allowing the reader to examine his or her personal values and beliefs about other people. The student-athlete must draw upon his or her experiences in the classroom and playing field in order to improve intercultural communication patterns. Chapter eleven encompasses the relationship between health and performance. The topics outlined in this chapter include eating a healthy diet, eating disorders, sleep, alcohol and drugs, sexually transmitted diseases, and sexual assault. Guidelines for healthy decision-making are interwoven throughout the chapter. Chapter twelve focuses on understanding and managing stress as well as coping strategies. The authors recognize the importance of how stress can permeate many different domains of a student-athlete’s life (e.g., athletic, academic, financial, and social). Successful strategies are discussed to help combat stress.

The final part of the book consists of only chapter thirteen and provides an overview for the student-athlete that delves into choosing a major along with exploring career opportunities. The authors key the reader to understanding and recognizing the transferability of one’s skills and aptitudes to other areas of life (e.g., career). This provides an appropriate wrap-up to the concepts and strategies presented in this book, since it allows the student-athlete to discover and employ the necessary skills that will bring about eventual success in his or her life.

This book lends itself suitably to student-athletes by educating them on successful strategies they can use in all aspects of their lives. Additionally, readers will enjoy the applied nature of the book due to the exercises, vignettes, journal activities, and chapter review questions, since it will challenge them more extensively to explore and identify the concepts presented in each chapter. However, specific shortcomings should be noted. Although discussed briefly, since self-confidence is an essential concept, it could have been disbursed throughout the book and/or contained in a chapter itself. The book would benefit from an expansion on the significance and development of confidence, and then incorporation at the necessary ingredients to maintain a student-athlete’s confidence on and off the field of play. Further, the chapter on health and performance discusses too many different concepts. This chapter would benefit from being broken into one that deals with eating, sleeping, and injury issues, and then another that focuses on substance abuse and sexuality issues. It is necessary for student-athletes to engage in conversations concerning these health-related issues, so that awareness is increased throughout the college environment. These are serious issues (i.e., sexual assault and substance abuse) that warrant their own chapter in order to highlight the significance that could impact the student-athlete. Overall, A Student Athlete’s Guide to College Success is a book that allows student-athletes, and individuals associated with them (i.e., athletic directors, coaches, academic counselors, sport psychologists, academic advisors, and athletic trainers) to become more cognizant of the issues and circumstances that impact success academically and athletically. This book is a good addition to any library and is highly recommended for all student-athletes in order to help acquire successful strategies that can be implemented throughout life.
The Division 47 Science Committee (Joshua Avondoglio, John Bartholomew, Diane Finley, Heather Hauserblais, and I) recently completed our annual task of reviewing submissions for the Division 47 Dissertation Award. As in previous years, the quality of applications was uniformly stellar. The outcome of the competition is presented elsewhere in this issue of the newsletter. If you attend the convention in Toronto, I hope that you will be able to go to the award presentation and learn about the recipient’s cutting edge research in exercise and sport psychology.

Over the past few years, one of the goals of the Science Committee has been to increase awareness of active research centers in the field. Toward this end, we have been publishing laboratory profiles in each issue of Exercise & Sport Psychology News. Now that we have accumulated a handful of laboratory profiles, we hope in the near future to post the profiles on the Division 47 website. We look forward to receiving your submissions and spreading the word about all the interesting research that is being conducted in exercise and sport psychology.

Sample Laboratory Profile

Laboratory Name: Center for Performance Enhancement and Applied Research

Institution: Springfield College

Key Faculty:

- Allen E. Cornelius (Director), Albert J. Petitpas, Judy L. VanRaalte, and Britton W. Brewer

Contact:

Allen E. Cornelius (acornell@spfldcol.edu, 413-731-3408)

Research Overview:

Faculty affiliated with the Center for Performance Enhancement and Applied Research (CPEAR) have a broad range of research interests within exercise and sport psychology. Ongoing CPEAR research projects are addressing psychological aspects of sport injury rehabilitation, effects of the Play It Smart academic and life skills program for high school student-athletes, and the relationship between self-talk and sport performance. CPEAR research initiatives have been funded in part by grants from the National Institute of Arthritis and Musculoskeletal and Skin Diseases and the National Foundation for CPEAR researchers have used a variety of methods (e.g., cross-sectional, longitudinal, experimental, quasi-experimental, qualitative, observational) and participant populations (e.g., surgery patients, high school football players, adult tennis players) in pursuit of their research goals. Key findings generated from CPEAR research include: (a) linking presurgical psychological variables and rehabilitation adherence to clinical outcomes following knee surgery; (b) documenting the positive effects of an academic and life skills program on the academic performance of high school football players; and (c) identifying potential negative consequences of negative self-talk on sport performance.

Recent Publications:


Frank Webbe, Ph.D.
President-Elect

Biography:
I earned my Ph.D. in Psychology at the University of Florida in 1974, and then headed off to the University of Mississippi as a postdoctoral fellow in psychopharmacology. I joined the faculty of Florida Institute of Technology in 1978 and moved up the faculty food chain to associate professor (1980) and professor (1986). I also chaired the psychology undergraduate program for 5 years and then was dean of the School of Psychology for 8 years. When I left administration in 1996 I began a research program aimed at investigating the neuro-cognitive correlates and implications of concussion in sport. This has allowed me to merge my twin interests of sport psychology and neuropsychology. My main thrust has been in the study of soccer heading. My overriding purpose is to understand and to communicate to players any deleterious effects of heading so that they can make informed decisions on their style of play. I also consult on motivational issues with runners and triathletes, and with organizations such as the Leukemia Society’s Team in Training program. My truth in advertising statement is: “a pretty good sport psychologist and a not so good marathoner.” I teach courses in the areas of sport and exercise psychology, neuropsychology and neuropsychological assessment, and learning and memory. I am president of the Running Psychologists’ section of Division 47, and have helped put on the annual race at APA for the past 10 years. I have been a member of the Division 47 executive committee for the past two years. In my spare time I am a director of the Center for Advanced Therapy and Biomedical Research in Melbourne, FL.

Position Statement:
It is traditional to write a position statement to support one’s candidacy for office. If I asked my dog for a position statement, he would answer by lying down. Doug Hankes won’t let me get away with that here. I was much honored to be nominated for this position. I agreed to become a candidate because I have received a great deal of knowledge and personal support from colleagues in the Division, and I felt that it was time for me to give something back. As president of the Running Psychologists’ section I have served for two years on the executive committee of the Division. First listening to, and then participating in the Division’s business has provided me with both an historical and current perspective on what division presidents can and cannot achieve. What I have learned most is that very talented and dedicated people have come together over the years to create an agenda for the Division and for the profession, and this agenda now is bearing fruit. For example, current president Kate Hays has shepherded the acceptance of the Sport Psychology proficiency by APA. President-elect Judy Van Raalte wanted to boost the public education efforts. That has resulted in a vast improvement in our web site in the creation of new outreach materials geared toward the lay public. In addition to carrying forward these exciting thrusts currently underway, I plan to focus on issues related to membership. Specifically, the activities and efforts that I would sponsor and support as president include the following:

- Articulate for APA members just what Sport and Exercise Psychology is and why and how it is similar and different to other “brands” of psychology
- Maintain the current constructive relationship with AAASP
- Continue the push to educate the public about our field
- Boost Divisional membership
- Enhance the diversity of the Division’s membership
- Attract more students into the Division
- Continue being the friendliest Division within APA

The great thing about our division is that we ARE friendly. If you have attended a Division 47 social hour and also one from almost any other division, then you already know this. I believe that the reason for this friendliness is based upon sport-related experiences – as either consultant or participant – where we have been humbled routinely by other competitors, or watched as dark horses and unknowns emerged into the spotlight. Thus, we welcome all comers with equal enthusiasm, young and old, students and grizzled veterans, those from other cultures and of diverse backgrounds, clinicians and academics. However, we have not yet succeeded in marketing our Division within APA so that non-Division members sample what we have to offer, socially and professionally. Therefore, my emphasis will be on enhancing membership, not only absolute numbers, but also student members and those who represent diversity. I think that once they come and sample our product, they will stay and join. Our membership committee chair, Jack Lesyk, has set us on the right road. The great thing about our division is that we ARE friendly. If you have attended a Division 47 social hour and also one from almost any other division, then you already know this. I believe that the reason for this friendliness is based upon sport-related experiences – as either consultant or participant – where we have been humbled routinely by other competitors, or watched as dark horses and unknowns emerged into the spotlight. Thus, we welcome all comers with equal enthusiasm, young and old, students and grizzled veterans, those from other cultures and of diverse backgrounds, clinicians and academics. However, we have not yet succeeded in marketing our Division within APA so that non-Division members sample what we have to offer, socially and professionally. Therefore, my emphasis will be on enhancing membership, not only absolute numbers, but also student members and those who represent diversity. I think that once they come and sample our product, they will stay and join. Our membership committee chair, Jack Lesyk, has set us on the right road. I wouldn’t want to see us get to be the size of Divisions 12, 29 or 42, but a 50-100% increase would be marvelous. It would give us a bit more punch to press our agenda within APA. Moreover, the movement of many psychologists, mostly clinicians, into sport-related consulting suggests that many more APA members should align themselves with Division 47. Regardless of one’s view of this migration of sometimes incompletely trained practitioners into our specialty, it is happening and will continue. It is left to us to encourage the newcomers into the field to become knowledgeable of the sport, exercise, and ethics specific issues that are critical for sport consulting. Thus, the recent successful Divisional efforts that spearheaded the designation of Sport Psychology as a proficiency must be buttressed by continued efforts to make the proficiency viable within the APA structure. Continued discussion with AAASP also will be vital to insure that the face of Sport and Exercise Psychology does not fracture along disciplinary lines.

Editor’s Note: Despite a concerted effort by the Division 47 executive committee, another President-Elect candidate could not be found. Frank Webbe is running unopposed.
William D. Parham, Ph.D.
Council Representative

Biography:
William D. Parham, Ph.D., ABPP is the Associate Director of Student Psychological Services at UCLA where he also serves as the chief psychologist for the Department of Intercollegiate Athletics. Dr. Parham also maintains a part-time consultation practice wherein he provides sport/performance consultation services to athletes, coaches, trainers, and administrators at the collegiate, amateur, professional, and Olympic levels. He has also worked with performance artists in drama, theater, and music.

Dr. Parham also consults with Children’s Hospital of Orange County (CHOC) in the Department of Health Psychology where he participates as a member of the diabetes treatment team. In that capacity, Dr. Parham started and continues to offer a support group specifically targeting parents of newly diagnosed type I diabetic children. In response to a need for increased multicultural sensitivity training relative to patient mental health care, he introduced and serves as the key instructor in a diversity/multicultural course as well as an ethics seminar offered in the Department of Health Psychology.

A product of the Counseling Psychology program at Southern Illinois University-Carbondale, Dr. Parham is a licensed psychologist who was also awarded the Diplomate in Counseling Psychology from the American Board of Professional Psychology in 1992. His activity within APA is long standing. Dr. Parham recently completed a term as a member of the Committee on Ethnic Minority Affairs (CEMA). In that capacity, he was selected as one of six delegates to represent the APA at the World Conference Against Racism, Racial Discrimination, Xenophobia, and Related Intolerance (WCAR) that convened in Durban, South Africa August 28 – September 08, 2001. Currently, he also serves as a site visitor for the Office of Accreditation. Within Division 47, Dr. Parham served as a Member-At-Large. Within Division 17, he is a past member of the editorial board member of The Counseling Psychologist, and a recently appointed editorial board member of the Journal of Counseling Psychology.

Dr. Parham was elected recently to the Program Committee, the APA Award Focus Subcommittee, and is the Division 17 representative to the committee coordinating the National Multicultural Conference & Summit, 2003. Dr. Parham is also active in Division 45, serving as their former Program Chair.

Within the America Board of Professional Board of Psychology (ABPP), Dr. Parham is a newly appointed member of the ABPP Board of Trustees and Chair of the ABPP Diversity Task Force. He is also the Immediate Past-President of the Counseling Psychology Board and is a Fellow in the Academy of Counseling Psychology. Other past and current professional activities include: Member, Examination Committee, The Association of State and Provincial Psychology Boards (ASPPB); Oral Examination Commissioner & Case Reviewer, Board of Psychology, State of California; Board Member, Pediatric Adolescent Diabetes Research & Education Foundation (PADRE), affiliated with the Children’s Hospital of Orange County; Member, Sport Psychology Register of the United States Olympic Committee (USCO) and is a certified consultant with AAASPS. Finally, Dr. Parham’s scholarship interests lie in the areas of sport, multiculturalism, and health psychology.

Position Statement:
Entrusting me with the responsibility to represent Division 47 on the Council of Representatives of the APA feels heartwarming. Division 47 has been blessed with a current leadership team that reflects strength and a resolve to move in a forward and progressive direction, and I am humbled by your consideration of me as a member of this esteemed body. I graciously accept the invitation to be among the slate of candidates on which the membership will vote. If your wish is to have me serve as your representative to Council, I will honor my commitment to represent Division 47 responsibly.

The potpourri of interests and passions reflected by Division 47 attests to the excitement and enthusiasm our group now has for advancing psychology in a manner that is right and correct. Developing a Division 47 position statement relative to recent changes to Title IX legislation is a case in point. The committee, (of which I am a member) charged with producing said document will soon have a finished product for your approval and consideration. Our Division’s concern for the public as evidenced by our ongoing efforts to assess and monitor the education, training and post-degree certification of practice of the members of our professional community is yet another example of advancing meaningful and consequentially significant agenda proactively.

Advancing these and other important agenda items requires Division 47 to select a member who is knowledgeable about Division affairs and who is able to smartly promote divisional interests while maintaining a working alliance with the governance of the APA. I am knowledgeable about Division 47 affairs, our mission and vision. My long standing involvement with various other divisions and committees within APA has provided me with a better than working knowledge of the structure and function of the larger political body. My participation in the governance structure and task force opportunities of the ABPP attests to my comfort in assuming leadership responsibility and in spearheading important projects.

I am able to serve, and wanting to serve, as Division 47 representative to the council of the APA. Your consideration of me as your representative is appreciative and gratifying. Selecting me to represent our division brings with it a promise to work in partnership with our leadership to actively promote constituent interests. Your vote of confidence in me also guarantees effectual and operative collaboration with the council of the APA.

Connie Chan, Ph.D.
Council Representative

Biography:
I am a Professor of Human Services at the University of Massachusetts Boston and Co-Director of the Institute for Asian American Studies. My writing and research have examined the intersections of culture, gender, sexuality, and body image for Asian Americans from a variety of perspectives. My research in Sport Psychology has focused on two areas: I first addressed the effects of running loss (and subsequently the positive effects of exercise) for consistent runners. Later, I studied the benefits of aerobic exercise as a treatment for low body image and depression among different Asian American ethnic groups.
As a practicing clinician, I have integrated my own personal passion for endurance sports into my work with clients and athletes. I work with performance enhancement and motivation on a wide range of levels, using the metaphors of the necessity of long term disciplined training for endurance sports with other life challenges. As an avid long distance runner and previous triathlete for over twenty years, I find that I am able to relate to both the painful disappointments and the fabulous highs that come with life experiences and in competitive events. I love sports and working with other athletes — I continue to compete as a master’s athlete and will be running my 12th Boston marathon in April — and I coach a running club and my daughter’s soccer team.

Over the years, I have gained a great deal of experience with APA and APA governance, having served as Division 44 president, Chair of the Board for Psychology in the Public Interest (BAPPI), as a Council Representative for six years, and currently am a member of the Policy and Planning (P & P) Board. I feel that Psychology has much to offer the public in our knowledge of human behaviors and motivations. APA has been instrumental in using psychologists and our knowledge in public service, but we can do more, both for our members and our communities.

**Position Statement:**

It is an honor to run for the position as Council Representative for Division 47. Over the past two years, I have been a member of the Public Interest committee of Division 47 and have begun to see the potential for many linkages that our Division can make with other areas of Psychology. As a young division, we have an opportunity to shape the direction that we take. Some of these might include focusing on areas of social justice, such as homophobia, sexism and racism in sports and society. We should also publicize the many ways that sports and sport psychology can serve to bring diverse groups together.

I am particularly interested in serving as Division 47’s Council Representative because this is where I feel I can make my strongest contribution. Previously, I have served on Council for six years and also chaired the Committee on the Structure and Function of Council (CSFC) and so I am very familiar with how Council runs and how to make the greatest impact. In the past, I have worked in coalition with a number of divisions and governance committees to move ideas and actions forward and have developed good working relationships with many APA governance members. APA is at a crossroads now with financial challenges and declining membership. As a small division, we need to be involved in the important decision making about the future of our association and seek policies that are good for our division membership.

As Division Council Representative, I would also want to learn more about Division 47, its vision, and ways to help it grow. I believe that Division leaders should work hardest on engaging their members — keeping them informed and helping them to become personally involved and interested in the work of the division. If elected, I would work hard to represent Division 47 and to listen to both members and division leaders to find out their needs and dreams for both the division and for Psychology. I would also seek to keep division members informed and to find as many ways to engage our members in the work of the division as possible.

My experiences with the Division 47 leadership and membership have been very positive. In a very short time, Sport Psychology has developed a strong presence within APA circles and in the field of psychology. I believe that the future is very bright and that our division will continue to grow. Over the past ten years, running the Sunday morning Rat Race has always been the highlight of my APA convention weekend — a time to compete, to run, to see old friends, and to meet new ones. Division 47’s Rat Race has given me many friendships and even a trophy or two, as well as the exhilaration of competition among old friends... it is well time for me to give Division 47 something back. I am honored to be nominated for your Council Representative, and if elected, I promise to give you my best efforts to serve the Division well. Thank you.

**Vincent J. Granito, Jr., Ph.D.**

**Member-at-Large**

**Biography:**

Dr. Granito has an eclectic background of teaching, coaching, consulting, and research. He currently teaches in the Psychology Department at John Carroll University, and the Social Sciences and Human Services Department at Lorain County Community College (Exercise Psychology, Introductory Psychology, Personality Theories, Social Psychology). He teaches social skills, violence prevention, and sportsmanship workshops for the Society for the Prevention of Violence. He obtained his M.A. in Consulting Psychology specializing in Sport Psychology from John F. Kennedy University, and his Ph.D. in Psychology from the Saybrook Graduate School. He has served Division 47 in the past as the National Student Representative, and as a member of the Education Committee. He has also served as a member of the Development Committee of the Association for the Advancement of Applied Sport Psychology, and is on Jack Lesyk’s consulting staff for the Ohio Center for Sport Psychology. Dr. Granito has published articles in the professional literature within the field, and presented at sport psychology conferences throughout the country and abroad, including several APA conventions. He developed a set of injured athlete support groups called the Performance Enhancement Groups (PEG) for injured athletes, and served as a facilitator for these groups at the University of California at Berkeley and Davis, and John Carroll University. He is currently working with several colleagues from John Carroll University and the Cleveland Clinic researching the risk factors to athletic injuries. He also is the head coach of a women’s basketball team at the high school level.

**Position Statement:**

It is an honor to be nominated for the Member-At-Large position of Division 47. This is a great time to be involved with Division 47 and the field of sport psychology, generally. The acceptance of the Sport Psychology Proficiency is going to create a world of opportunities for individuals to provide sport psychology skills, to shape current educational formats, and secure the well being of the populations we serve. Division 47 is now positioned itself to become a leader in establishing sport psychology competencies, and historically we may look back on this time period as a significant junction in the field. The key task is going to be education of how the proficiency will impact the field. First, the division needs to educate current members of the field, both within our organization and outside, how to take advantage of the proficiency. Members of other organizations (e.g., AAASP) are going to have questions about the proficiency. Second, we need to educate the students and others who have completed training how to take advantage of this opportunity. Finally, we need to educate the people who will be served by...
the proficiency such as athletes, coaches, parents, trainers, and administrators. If I am elected to this position, I will work toward this end.

One of the strengths of Division 47 is the diversity of backgrounds of our members. We have professionals from psychology, sport sciences, and medicine. Additionally, the membership is made up of professionals who engage in research, consulting, clinical work, and teaching. It is important to make sure that the needs of all these individuals are being met. Because of my diverse background, I will make sure that the full membership is being represented in matters concerning the division and within the field of sport psychology. I am excited to see how Division 47 and the American Psychological Association can inspire the lives of people, especially in challenging times. As we draw toward the 20th Anniversary of Division 47 (August, 2006), it is great to see the changes our organization has made to the field of sport psychology. If elected, I will try to continue these positive changes, and represent the membership.

Kirsten Peterson, Ph.D.
Member-at-Large

Biography:
Kirsten Peterson, Ph.D., joined the U.S. Olympic Committee’s Sport Psychology staff in 1996. She received her masters degree in sport psychology as well as her doctorate in counseling psychology from the University of Illinois and completed her clinical internship at Pennsylvania State University. Currently, Dr. Peterson provides sport psychology services to individual athletes and coaches as well as various resident and off-site national-level teams, and conducts educational performance enhancement workshops with Olympic, Paralympic, and Pan American sports. She has served as part of the USOC Sport Psychology staff for the 2000 and 2002 Olympic Teams.

Kirsten is a licensed psychologist in Colorado and certified consultant through the Association for the Advancement of Applied Sport Psychology (AAASP). Her research and practice interests include talent identification, intervention effectiveness, how athletes cope with injury, and innovations in teaching psychological skills.

Kirsten has been a member of APA (student and professional) since 1987, a member of Divisions 47 and 17, and has presented at several APA national conferences. She has served on Division 47’s practice committee in the past, and is currently a member of the education committee. She has previously run for the Member-At-Large position of the Division 47 executive board in 1999.

Position Statement:
In hopes that the second time is a charm, I am once again honored with the nomination to run for Division 47’s At-Large Member. In preparation for crafting this position statement, I went back to what I had written back in 1999. And, in truth, I can say that most of what I was about then, I’m about now. I was involved then in the committee structure of Division 47 and continue to do so. I had then and continue to have a vested interest in the strides that our division has made to promote our field, most recently with the passage of the sport psychology proficiency by the APA Council of Representatives. Other than that, I’m older, more experienced, but those who know me may take issue with me saying I’m actually any wiser than I was four years ago! I can say that I have learned a great deal more about the complexities of providing sport psychology service to elite athletes, and have as a result become more convinced that (a) our field has something to offer athletes and coaches, and (b) that there is a difference between putting out a shingle and calling oneself a sport psychologist, and doing competent, effective work in this field.

While my involvement and interest in our field has admittedly tilted toward the practitioner side at the expense of research (due in most part to the service-over-research demands of my job), I see advantages that my experience brings. Even at the elite level of sport, we in USOC sport psychology often have at least a subtle sell job ahead of us prior to working with some athletes or coaches, often due in part to their previous negative experiences with someone calling themselves a sport psych consultant/expert/guru. Should I be fortunate enough to be elected, I would want to continue to advocate on behalf of this field, to continue to promote competency-based sport psychology to APA, and the public as well.

As an employee of the United States Olympic Committee, I have also learned a great deal about the inner workings of a large, multi-tiered organization. I have learned the skill of marketing what we do in sport psychology to audiences whose receptivity to us has varied. I expect that my ability to speak publicly, advocate effectively, and network with various constituencies will prove helpful in the position of Member-At-Large.

In closing, I have been involved in the field of sport psychology for let’s just say over 20 years. It is what defines me as a professional. I have derived a great deal from the field, both personally and professionally, and feel that I have a responsibility to give back to this profession. I would be honored to do so in the role of Member-At-Large for Division 47. Thank you.

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.
What Do You See: Multicultural Encounters in Sport Psychology Training Models

What do you see? This was the question asked of my class by Dr. Micah McCreary at the very beginning of my first multicultural practicum. Since I knew that first impressions and class participation were important I (RF) quickly blurted out an answer, “I see a teacher standing up and talking.” With that my professor replied, “Ahhhh, a big mouth from New York.” With that my life long lessons on multiculturalism began. Our class then spent the rest of our time processing how what we see, who we are culturally, and how we view the world play a large role in our daily interactions. The lessons I learned in that practicum continue to mold who I am. In real time, our class was able to understand that with everything we see someone sees something else and just by being others are reacting.

Multicultural competence needs to be more than a politically correct global term to describe training. Too often we throw around the terms multiculturalism and diversity because they are catchy buzzwords in psychology. One of the most common questions asked of predoctoral internship candidates is related to multiculturalism. Furthermore, diversity plays a large role in the essential athlete-practitioner relationship. However, the harsh reality is that our field needs to take a more active role in developing multiculturally competent practitioners and researchers. In the long term, we need to encourage and welcome a more diverse population within our field. In the short term, as emerging professionals, we feel the need to provide some information in regard to culture and training.

As you are well aware, multicultural training is not solely about ethnicity. Competency in multiculturalism should include a strong emphasis in self-awareness and learning how your view of the world affects your interactions. There are as many cultures as there are people in the world and everyone sees the world through a different lens. Working with and learning about people from diverse cultures is what makes graduate and professional work both challenging and interesting. Although training programs throughout the United States are beginning to recognize the importance of integrating multiculturalism into their graduate curriculum, as Division 47, we need to assess if and how we are doing this in our research and practice with diverse athlete populations. Most sport literature concerning multicultural issues has surfaced within the sport sociology literature, while the multicultural emphasis in sport psychology is somewhat scarce.

In my search for sport and diversity articles (RBM), I came up with only a manageable handful (Butryn, 2002; Kontos, Brelend, Noble, 2002; Martens, Mobley, Zizzi, 2000). This indicates that we have a lot catching up to do. As graduate students, we must reflect upon the potential multicultural issues when working with diverse populations and begin to voice our concerns within our graduate school training programs. In this article we will provide an overview of multicultural training and multicultural competency, and describe graduate training models within sport psychology.

Multicultural Training

Multicultural training provides practitioners with the skills, awareness, and knowledge of working with clients and athletes of diverse populations. Although some professionals narrowly define multiculturalism within the area of race and ethnicity, many scholars define the concept inclusive of most of the isms, such as classism, racism, ageism, sexism, and ableism. Cultures within cultures are just as important to recognize as between culture differences because drastic culture variations exist even among people of the same ethnic background. For example, there are over 100 cultures within the Asian culture.

How do I become multiculturally competent?

Becoming multiculturally competent is both an art and a science. It includes an ongoing process of learning and experience. According to Sue et al. (1992), the multiculturally competent counselor: 1) is actively in the process of becoming aware of his or her own assumptions about human behavior, values, biases, preconceived notions, personal limitations; 2) actively attempts to understand the worldview of his or her culturally different client without negative judgments; and 3) is in the process of actively developing and practicing appropriate, relevant, and sensitive intervention strategies and skills in working with his or her culturally different clients. (p. 481). These competencies are broken down into three dimensions. First, the multiculturally competent counselor’s attitudes and beliefs about people of color must be continually examined. Second, the counselor should have knowledge about his or her own worldview and the worldview of his or her client. Finally, the multiculturally competent counselor has specific skills, such as intervention techniques and strategies, to work with individuals from diverse backgrounds (Sue et al., 1992).

Integration of competencies into training.

How do we incorporate these competencies and dimensions into our training programs? The framework provided by Sue et al. (1992), Arredondo and Arciniega (2001) offer a model for training multiculturally competent counselors. Arredondo and Arciniega adopt the learning organization framework and a competency rationale in the development of their model. The learning organization framework emphasizes the importance of developing the ability to critically examine and challenge existing norms and assumptions. Applying the learning organization framework to counselor training, Arredondo and Arciniega suggest that program developers continually self-reflect and evaluate existing coursework.

Arredondo and Arciniega continue by offering specific suggestions for training counselors to develop multicultural competence. The authors suggest that training should incorporate three domains. Each involves an attitudes and beliefs component, a knowledge component, and a skills component. In domain one activities should focus on increasing the counselor’s awareness of her own cultural values and biases. For example, in order to increase a counselor’s attitudes and beliefs reflective activities are used to examine reactions to individuals from diverse cultural groups. In domain two, activities should focus on developing counselor awareness of clients’ worldview. For example, in order to examine a counselor’s knowledge an individual could write an autobiography on his family cultural perspectives. This may include what his family values as acceptable and unacceptable behavior. Finally, domain three activities focus on developing culturally appropriate intervention strategies. For example, in order to improve skills, counselors can role-play cross-cultural sessions.

Multicultural Training in Sport Psychology

Current sport psychology training models make no reference to multicultural training. In addition, multicultural coursework is not a requirement for AAASP certification. This is particularly interesting considering the sport environment is more diverse than the general population (NCAA, 2002). Fifty percent
of the student-athlete population is minorities, and this percentage is even higher in sports such as football and basketball. Because the vast majority of sport psychologists and graduate students in the field are of European descent, it does not adequately represent the high minority figures in sports.

Graduate students must be aware of the potential multicultural issues that may influence the effectiveness of psychological interventions. We must also acknowledge that generalizations and stereotypes are also detrimental to the counselor/client “working alliance” (Helms & Cook, 1999). It has been suggested that a strong working alliance and low client attrition rates are dependent on the “matching” of client/counselor ethnicities. However, a counselor/sport psychologist who is culturally sensitive to the individual needs of the client can be equally effective. Unfortunately, there are no established universal training models in sport psychology graduate programs. Martens, Mobley and Zizzi (2000) provided some multicultural training model recommendations within the sport psychology context. The appropriate training model for each program is dependent of the current level of programmatic multicultural training.

- Workshop Model. This model is effective for the programs that do not have any formal multicultural training. Workshops (e.g. racial identity and knowledge building) can enhance a graduate student’s professional development.
- Separate Course Model. Specific coursework in multiculturalism within the sport psychology context may enhance a graduate student’s level of effectiveness when working with diverse populations.
- Interdisciplinary Model. Sport psychology students may take courses within a different department, instead of reconstructing their present curriculum design.
- Area of Concentration Model. Sport psychology and exercise science programs provide the option of specializing in multicultural issues.
- Integrated Model. This is the “ideal” multicultural model because it integrates diversity issues into the overall graduate curriculum. This model integrates multiculturalism into theory, supervision, practicum experiences, and research.

Our graduate curriculums may seem out of our control. However, we are responsible for generating dialogue around barriers and considerations when working with athletes and clients from diverse populations. So, APA Division 47 future professionals, let’s get to work and promote awareness in our own training. It’s time to be more cognizant of critical multicultural issues. We are the future of sport and exercise psychology, and it is essential to make diversity and multiculturalism a big part of it. Well, emerging professionals, what do you see?

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 divisionís 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 Ruth Brennan (address is located on the back page of the newsletter under Executive Committee members). Applicant information will be forwarded to Dr. Judy Van Raalte, President-Elect of Division 47, who in consultation with Ruth Brennan Morrey (and Rob Fazio, co-student representative) will select the new student co-representative. Announcement of the new student representative will be made at the APA Convention.

2003 Division 47 Dissertation Award Recipient

Congratulations to Shawn Arent!

Dr. Arent is the recipient of the 2003 APA Division 47 Dissertation Award. Dr. Arent’s dissertation, completed at Arizona State University, is entitled “Dose-Response and Mechanistic Issues in the Strength Training and Affect Relationship.” Look for Dr. Arent’s presentation at the APA Convention in Toronto and for the written summary of his dissertation in the fall issue of the newsletter.
### Mid Winter Executive Committee Meeting
#### January 17-18, 2002

Members Present: Rob Fazio, M.A., Laura Finch, Ph.D., Diane Gill, Ph.D., Bradley Hack, Ph.D., Doug Hankes, Ph.D., Heather Hausenblas, Ph.D., Kate Hays, Ph.D., Chris Janelle, Ph.D., Judy Van Raalte, Ph.D., Frank Webbe, Ph.D.

Meeting Convened: January 17, 2003, at 4:35 pm EST.

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<th>TOPIC</th>
<th>DISCUSSION</th>
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<td>I. Introductions</td>
<td>• The Committee introduced themselves to one another.</td>
<td>For information purposes.</td>
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<td>II. Education Committee Report</td>
<td>• Dr. Hays reviewed the progress of the petition for the Proficiency in Sport Psychology. She stated that it has passed through CRSPPP and the Board of Directors and will be voted on by the APA Council in February of 2003. If approved by Council, she suggested that a potential next step would be to develop a set of guidelines for the education and training of sport psychologists. Significant discussion ensued about this option as well as other directions for this committee.</td>
<td>For information purposes. Dr. Hays will convey these ideas back to the Committee for further development.</td>
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<tr>
<td>III. Public Interest Committee Report</td>
<td>• Dr. Gill reported that Dr. Scott Green is the new chair of the Public Interest Committee. She indicated that the Committee is working on generating specific tasks for itself, including a proposal for the Convention examining the issue of sport psychologists as public advocates. Additional topics and areas were suggested.</td>
<td>Dr. Gill will communicate these suggestions to the Committee for further elaboration.</td>
</tr>
<tr>
<td>IV. Science Committee Report</td>
<td>• Dr. Hausenblas reported for the Chair of the Science Committee, Dr. Brit Brewer. She reported that this Committee continues to work diligently on a variety of topics, including granting the annual Dissertation Award and publishing articles in the Newsletter.</td>
<td>For information purposes.</td>
</tr>
<tr>
<td>V. Practice Committee Report</td>
<td>• Mr. Fazio reported for Dr. Sandra Foster, the Chair of the Practice Committee. He reported that the Committee is putting together a literature review of positive psychology research and submitted a program for the APA Convention.</td>
<td>For information purposes.</td>
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<tr>
<td>VI. Convention Report</td>
<td>• Dr. Janelle reported on the planning and organization for the 2003 Convention in Toronto. The slate of presentations that were selected was very strong due to a record number of submissions. The program committee, Dr. Jennifer Carter, Dr. David Conroy, Dr. Heather Hausenblas, and Dr. Chuck Hillman, worked diligently and creatively to incorporate as many of the submissions into the Convention as possible. He reported that the two keynote speakers will be Dr. Ken Ravizza and Dr. Gordon Flett. Due to the large number of participants in the poster session, the committee created two categories of posters, sport psychology and exercise psychology. • Dr. Van Raalte reported on her efforts to bring members of the local community in to “give sport psychology away” during the convention. She solicited input on the timing of this community outreach effort to coincide with Dr. Ravizza’s talk. In addition, she and Dr. Hays are organizing some volunteer opportunities for psychologists while in Toronto. These opportunities would be held in conjunction with Mr. Fazio’s “Hold The Door” program.</td>
<td>For information purposes. Dr. Van Raalte and Dr. Hays will continue to organize these events for the Convention.</td>
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<tr>
<td>Section</td>
<td>Details</td>
<td>Notes</td>
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<td>VII. Newsletter Report</td>
<td>• Dr. Hankes reviewed the expenses for the Newsletter and reported that they were in line with the budget.</td>
<td>The Committee unanimously approved this motion.</td>
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<td></td>
<td>• Dr. Hays moved that a third issue of the newsletter, dedicated to the Division’s Convention Schedule, be mailed out to members over the summer to encourage member attendance. Dr. Hack seconded this motion.</td>
<td>For information purposes.</td>
</tr>
<tr>
<td>VIII. Membership Report</td>
<td>• Dr. Webbe reported for Dr. Lesyk, the Chair of Membership Committee. He stated that membership levels continue to be steady and that the Committee continues to work on articulating and implementing their mission.</td>
<td>For information purposes.</td>
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<td>• Dr. Hays reported that the printing of the Division brochures for new members may be shifted to APA Division services.</td>
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<td></td>
<td>• Dr. Hays reported that Dr. Lesyk is looking for a student representative and one additional member to address issues of diversity.</td>
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<tr>
<td>IX. Email List</td>
<td>• Dr. Van Raalte reported that the list continues to operate but currently is not very active.</td>
<td>For information purposes.</td>
</tr>
<tr>
<td>X. Council of Representatives Report</td>
<td>• Dr. Finch reported that the agenda for the upcoming February meeting has yet to be finalized. She reported that some likely items include the CRSPPP reorganization, the review of two proficiencies, (sport psychology and the assessment and treatment of serious mental illness), as well as the review of industrial/organizational psychology as a specialty.</td>
<td>For information purposes.</td>
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<td>XI. Financial Report</td>
<td>• Dr. Hack reviewed the budget for the 2002 fiscal year and reported that the Division finished $5,000 ahead of the budget. He also reviewed some notable individual line items. Dr. Van Raalte moved to accept this report and Dr. Webbe seconded this motion.</td>
<td>The Committee unanimously approved this report.</td>
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<tr>
<td>XII. Running Psychologists Report</td>
<td>• Dr. Webbe reported that 250 individuals registered for the annual “Ray Race” this past August and that about 160 completed it. He added that there were 23 Division members who competed and that a number of non-members joined the Division as part of their registration.</td>
<td>For information purposes.</td>
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<td>• He reported that the race organization for the 2003 Convention is proceeding nicely and is on schedule. He added that the Running Psychologists are currently in good financial shape and have an operating budget of $1,500.</td>
<td>The Committee unanimously approved this motion and these amounts will be reflected in the 2003 budget.</td>
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<td>• Dr. Van Raalte moved that the Division contribute $250 for race expenses as well as additional funds to cover discounted entry fees for current and new Division members.  Dr. Finch seconded the motion.</td>
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<td></td>
<td>• Dr. Webbe also reported that Dr. Keith McConnell will be taking over as the president of the Running Psychologists following the 2003 convention.</td>
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<td>XIII. Nominations</td>
<td>• Dr. Gill reviewed the upcoming open seats on the Executive Committee for the 2003 election, including President-Elect, Council Representative, and Member-at-Large. She reported that she is in the process of contacting potential nominees. The Committee suggested additional names for these positions.</td>
<td>Dr. Gill will secure a slate of qualified candidates for these positions.</td>
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<tr>
<td>XIV. Fellows</td>
<td>• Dr. Gill reported that no Fellow applications were submitted this year, despite calls in the newsletter and individual distribution of applications. Suggestions were made to improve the process of recruiting nominees.</td>
<td>For information purposes.</td>
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</tbody>
</table>
# XV. Awards
- Dr. Gill reviewed the qualifications of the nominees for the Distinguished Professional Award this year in the area of Science. Discussion ensued.
- Dr. Gill suggested that the Past President, who is charged with generating award nominees, utilize the Division’s relevant committee to assist with this task. The Executive Committee was in full agreement with this suggestion.
- The Science Committee is charged with recommending the Dissertation Award recipient. Dr. Hays suggested that this recommendation be sent to the Executive Committee for final approval. There was unanimous agreement to implement this suggestion.

The Committee voted to select Dr. Dan Landers to receive this award.

Dr. Hays will inform the Science Committee of this procedural change.

# XVI. Students & New Members
- Mr. Fazio reported on issues of student recruitment and solicited input from the Committee. Dr. Hack suggested pairing Division 47 members with students at the convention to assist them in meeting the practitioners and scientists in the field. Dr. Hays suggested using the mentoring list serve that APA has established to further assist in generating solutions for this issue.

Mr. Fazio will incorporate these suggestions into his efforts and continue to work on this issue.

# XVII. Website
- Dr. Van Raalte asked the Committee to review the website content and format. Numerous items were updated.
- In addition, it was determined that the Practice Committee will be charged with updating the “Guide to Choosing a Sport Psychology Professional” and the “Becoming a Sport Psychologist” brochures and then provide Dr. Van Raalte with these revisions to be posted on the website.
- It was also determined that the Education Committee will be charged with revising the “Graduate Training & Career Possibilities in Exercise & Sport Psychology” brochure and then providing Dr. Van Raalte with these revisions to be posted on the website.

Dr. Hays will communicate these decisions with each committee chairperson.

<table>
<thead>
<tr>
<th>APA Division 47 Executive Committee Mid-Winter Meeting January, 2003 -page 5-</th>
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<tr>
<td>XVII. Website-continued</td>
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<tr>
<td>• It was determined that information about each committee within the Division will be added to the website.</td>
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For information purposes.

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<th>XVIII. Policies &amp; Procedures</th>
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<tr>
<td>• Dr. Hays reviewed the history of the development of the Policy &amp; Procedures Manual.</td>
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<tr>
<td>• Dr. Webbe has assumed the responsibility for the further development of this document. He updated the Committee on his progress and solicited input for further revisions. Significant discussion ensued.</td>
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Dr. Webbe will continue to revise this document and circulate it to the Executive Committee for comments in an ongoing manner.

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<tr>
<th>XIX. Budget</th>
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<tr>
<td>• Dr. Hack proposed the Division budget for the 2003 fiscal year. Significant discussion ensued. Dr. Van Raalte moved to accept this budget and Dr. Finch seconded this motion.</td>
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The Committee unanimously approved this budget.

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<tr>
<th>XX. Letterhead</th>
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<tr>
<td>• Dr. Hays reported on the need for developing a Division Letterhead for official communications. It was decided that this responsibility would fall under the purview of the Secretary/Treasurer.</td>
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</table>

Dr. Hays and Dr. Hack will work on developing this letterhead.

<table>
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<tr>
<th>XXI. Division 35- Society for Psychology of Women</th>
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<tbody>
<tr>
<td>• Dr. Hays reported on a number of projects that Division 35 is working on that are relevant to Division 47’s interests. The possibility of collaborating on these projects was discussed. A variety of people were suggested as potential liaisons between Divisions for these projects.</td>
</tr>
</tbody>
</table>

Dr. Hays will contact these members regarding their interest in this role.

Meeting adjourned: January 18, 2003 at 4:45 p.m.
The 25th Annual Running Psychologists' APA 5K "Ray" Race and Walk
Saturday, August 9, 2003

The annual race and walk at the 2003 Toronto Convention of APA will be held on Saturday morning, August 9th, at 7AM. Final information on the venue for the race will appear in the APA Monitor on Psychology, the Division 47 web site (www.pscy.unt.edu/apadiv47), and in your convention packet. If you pre-register, you will be notified via email or post. Trophies will be awarded to the overall men and women's winners and to the top three in each 5-year age group, from under 25 to over 75. The top three male and female finishers who hold membership in Division 47 will receive awards. The top three finishers who are current Psi Chi members also will receive awards, as will the top three current or past Psi Chi National Council members. To honor the exhibitors at our meeting who provide excellent raffle prizes for us, a special award also will be given to the highest finishing male and female exhibitor.

Pre-registration will run until August 1st - which means that the entry form and fee must be received by that date. Please give us all the requested information including age and gender so that the race numbers can be labeled appropriately and save us time in determining your category for the results. The entry fee for pre-registered runners IS $20.00, which includes a commemorative shirt, raffle chance, and post-race refreshments. Past August 1st, convention and day-of-race registration fee is $25.00. Pre-registration for students is $10.00 and convention/day-of-race student registration is $14.00. PLEASE pre-register to help us avoid too many convention and day-of-race registrations. Make your check payable to: Running Psychologists.

Division 47 members receive a discounted race entry of $10 as a value-added benefit of division membership. If you are an APA member and wish to apply for division membership with this entry form, check the block on the form below and remit the discounted entry fee ($10) plus the Division dues ($22 for members, $8 for student affiliates). We will forward your application to APA for processing.

The 6th Annual Pre-Race Pasta Dinner will be held on Friday evening, August 8th, at 6:00 - 8:00 PM. Please mark your entry form to reserve a place at the party. You may prepay when you pick up your race materials at the convention.

Division 47: Sport and Exercise Psychology
PRESENTS
THE 25TH ANNUAL RUNNING PSYCHOLOGISTS'
APA 5K "RAY" RACE AND WALK
Saturday, August 9, 2003

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, for 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 Toronto, 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 permission 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

Receipt before Aug. 1st: $20
Make Check payable to: Running Psychologists
On-site: $25/$14
Div 47 Members only: $10

Please return to: Suanne Shocket, 9625 Surveyor CT., Suite 210, Manassas, VA 20110-4408; Email: sshocket@compuserve.com
Building Community

Scott L. Green, Ph.D.
Chairperson, Public Interest Committee

The Boulder Conference ushered in a new era in the field of psychology where the roles of both scientist and practitioner were emphasized (Rainy, 1950). While these roles have been clearly and vigorously adopted by members of the field, others have called for an expansion of the scientist-practitioner model to include an emphasis on advocacy and social justice (Jackson, 2000; Mays, 2000; Strickland, 2000). Mays (2000) stated that “psychologists must not be afraid to teach, engage in clinical practice, and develop public policy and research about racism, sexism, classism, homophobia, and other divisive perspectives that enable people to treat those who are different from themselves [un]fairly and [in]competently (pp. 326 – 327).” Levant and colleagues (2001) suggested new roles for psychology that included public policy, training, and public education. The field of sport and exercise psychology is, by no means, excluded from this advocacy “call to arms.” In many ways, sport can be a unifying force where people of different nationalities, races, classes, genders, and sexual orientations invest time, energy, and passion together in a myriad of sport and physical activities.

Despite an increase in research and program development emphasizing sport’s impact on moral and life skill development and multiculturalism in sport and physical activity, it seems that a greater portion of attention gets paid to more glamorous aspects of sport psychology such as working with collegiate, professional, or Olympic-level athletes. However, there are many ways that we, as psychology-trained professionals interested in sport and physical activity, can (and should) advocate for underserved and marginalized populations. Advocacy can begin on a local level, so I encourage everyone reading this article to think about ways in which you can contribute to your communities in ways that are empowering, satisfying, and effective. Examples may include providing education and training on the benefits of exercise, providing guidance in the development of youth sport leagues, coaching development programs or community-based physical activity programs, and helping underserved communities advocate for resources (e.g., equipment, apparel).

Division 47 also recognizes the importance of advocacy and created the Sport Psychology in the Public Interest committee to critically examine and help to disseminate information about socio-cultural and political issues that impact sport and physical activity participation. The current membership of the committee (6 professional members and 1 student representative) includes: Amy Athey, Alan Kagel, William Parham, Ruth L. Hall, Connie Chan, Diane L. Gill and Scott L. Green.

There are initiatives that the committee is currently undertaking that are important to mention. First, the committee (with Amy Athey taking the lead) recently submitted a presentation to the divisional program at the upcoming APA convention that was accepted as a poster. The presentation, entitled “A Bolder Boulder Model: Sport Psychologists as Advocates,” will discuss ways in which sport psychologists can advocate in their communities, including working with competitive athletes on understanding their potential influence as role models.

The second initiative that the committee is sponsoring is a position paper and press release on Title IX and the recent controversy that has been sparked as a government-sponsored commission has met to recommend changes in the title. A core group of volunteers has been formed and is beginning the development process.

Volunteers for the Public Interest committee as well as for the Title IX initiative are still needed! If you would like to volunteer and make an impact locally and nationally, please contact Dr. Scott Green [(240) 994-0232; greenphd@comcast.net] or Dr. Kate Hays, President of Division 47 (the_performing_edge@compuserve.com) for more information.

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 soon-to-be Past-President Kate Hays who chairs the Awards Committee. Dr. Hay’s contact information may be found on the back of the newsletter. All nominations must be received by December 31, 2003.

Congratulations to Dan Landers!

Dan is this year’s winner of the APA Division 47 Award for Distinguished Scientific and Research Contributions to Exercise and Sport Psychology. Dan’s presentation is a featured session at the APA Convention in Toronto.
Positive Psychology/Performance Enhancement Committee

Sandra “Sam” Foster, PhD, Chair

Just before sitting down to write this article, I was strolling along the seaside promenade in San Remo, on the Italian Riviera, not far from the border with Monaco and France. Since January 1, Europe has been my new home and we are settling in Italy. My husband, whose father is French and mother is from Alsace, has returned home and is very happy to be back with his extended family. Since 1999, I have traveled to Europe several times to work, so the impact of the cultural change is not as great as it might be.

The universality of sport is evident here in northern Italy. All over town, soccer ‘pickup’ games are played with great enthusiasm by men and a few women—their ages ranging from teens to perhaps late forties. Along with skiing, the other popular sport is bicycle racing, even in this chilly yet sunny weather in early February. The 2006 Winter Olympics take place near Torino, a beautiful city on the edge of the Alps.

When President Kate Hays asked me to chair this new committee, I was pleased to agree. Since 1994, I have followed the work of Martin Seligman and taught the skills of optimistic explanatory style to my coaching clients, both athletes and business people. The research and applications in the area known as Emotional Intelligence have been part of my practitioner’s tool kit for some time now. So, it is exciting for me to see what our new endeavor can contribute to the division.

The committee members are Charlie Brown, Jack Watson II, Linda Hamilton, Jeanne Hinkleman, Paul Lloyd, Jerry May, and Rob Fazio. Jack Lesyk served briefly as our liaison to the Executive Committee and Rob offered to take his place. Paul is the APA Council Representative for Division 13, Consulting Psychology. A runner and charter member of Division 47, Paul will help the committee collaborate with the consulting psychologists who are also involved in performance enhancement research and applications focused on business.

A key action item for our committee was a review of the literature, now completed, in the areas of the committee’s focus, and then the dissemination of the findings to the Division. The committee’s purpose is sharing the current status of positive psychology theory and methodology and the possible applications to sport. The review also provides an updated survey of the performance enhancement research in sport. As a committee, we hope to inspire further research efforts and projects that integrate positive psychology principles into performance enhancement techniques for sport psychology consultation.

Paul attended the third Positive Psychology Summit as an invited guest of Summit founder Donald O. Clifton, past Chair of the Gallup Organization. His report on the meeting and the very latest positive psychology research and applications will be posted on the Division LIST in the upcoming weeks. This October, several of the committee members will travel to Washington DC for this year’s summit which now has open registration. We will share with you in a future report the activities of the 2003 meeting. If you are interested in attending, there is information available from Ed Diener, one of the keynote speakers at the 2002 AAASP conference, at www.psych.uiuc.edu/~ediener

The committee wants to encourage all Division members to propose, discuss, and develop local projects on positive psychology and performance enhancement. Two references we can recommend for getting an overview of positive psychology would be the special issue (volume 55, 2000) of the American Psychologist that focuses on positive psychology and Seligman’s latest book, Authentic Happiness.

In this newsletter and in upcoming issues, I will feature the performance enhancement work of one of our very talented committee members. This issue showcases Linda Hamilton’s work with performing artists. You’ll find her report at the end of this article. Now, Rob shares his continuing story of transforming tragic loss into good works—with his report on the recent activities of the Foundation he and his family initiated, Hold the Door for Others.

Sport and Positive Psychology Meet September 11th

Robert J. Fazio, M.Ed. Rob@holdthedoor.com

www.HOLDTHEDOOR.com

“Every time I try to pay my bills I think of how my husband died.” “I can’t find the motivation to clean my house and dress my kids for school.” “I feel like I have no purpose.” “I used to be a passionate runner, now I have a hard time getting out of my bed.”

If you do not have a passion for making a difference, then you will probably want to stop reading this article. What you are about to read is more than information, it is a call to charge for each of us to find it in our hearts to stop talking about what we cannot do in sport psychology and start doing it.

The above quotes are from widows of the September 11th attacks. You may be asking yourself how September 11th relates to sport psychology. Well, I will tell you. When my family and I decided to start a nonprofit organization to honor my father, who we lost on September 11th, I made a decision. I decided to do what I could to make a positive impact on this country.

What did I do? I reached out to my family within the field of sport psychology to help me help the families of September 11th. When President Kate Hays asked me to chair this new committee, I was pleased to agree. Since 1994, I have followed the work of Martin Seligman and taught the skills of optimistic explanatory style to my coaching clients, both athletes and business people. The research and applications in the area known as Emotional Intelligence have been part of my practitioner’s tool kit for some time now. So, it is exciting for me to see what our new endeavor can contribute to the division.

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Hold The Door Day – Our First Annual Hold The Door Day will be during the weekend of July 26. This will take place on the campus of Pace University in Pleasantville, New York. The objective of the day is to teach the families of September 11th how to deal with their feelings of loss as well as develop a variety of social and emotional skills to move forward. Thus far September 11th interventions have focused on crisis intervention and not helping people grow. We have plans to bring together the leadership of a number of divisions of APA to participate in this day. The day will be based on the OTHERS model. This model is based on learning from the families what is necessary to deal with loss and still achieve dreams.
The focus of the model is on “others.” We know how essential it is to develop and maintain healthy relationships especially while in times of adversity.

Lessons on Loss through the Arts – The Hold The Door Team has collaborated with two theater companies in New York City. We have developed programs to teach individuals how to deal with loss and achieve your dreams through the arts. Similar to the First Tee Program where golf is used a vehicle to teach life skills, we use the performing arts to teach about loss of any kind, resilience and achieving dreams.

Healing Through Helping - We are based in a strong philosophy of healing through helping. We encourage people, not limited to the families of September 11th, to help others. It has become evident through the scientific work of Dr. Herbert Benson at Harvard, that helping others is an effective way to reduce stress and live a healthier life style.

Hold The Door Homerooms - Our team has developed school-based interventions to enhance the social and emotional learning of adolescent children. We plan to implement Hold The Door Homerooms throughout the country. We teach children how it feels to help others and how they can influence someone’s life in a positive way. We use the acronym, DAD, a Door A Day to promote helping others on a consistent basis.

So there we have it. We plan to have many more visions as we grow. As you know a mission without a team is fairly meaningless and ineffective. Thus far support has been growing. There is no reason that after reading this right now you can’t become involved and help us, help others, help themselves. It’s time to Hold The Door For Others and make a positive impact. In the field of sport psychology we have spent enough time debating on how in our field from differ in their training and what people can’t do. Here is something EVERYONE can do. You need not have a fancy degree to Hold The Door For Others, just heart!
Conferences, Workshops and Program News:

The 29th Annual Convention of the Association for Behavior Analysis will be held May 23-27, 2003 in San Francisco, CA. The Health, Sport, and Fitness special interest group (SIG) is sponsoring a workshop on May 24 from 8:00-11:00 a.m. The SIG represents a group of professionals interested in the application of behavioral principles to health, sport, and fitness related behaviors. Convention information is available at . Also, interested individuals are encouraged to subscribe to a moderated listserv at http://groups.yahoo.com/group/B-fit/.

The National Football Foundation Center for Youth Development through Sport at Springfield College will host the 2nd International Athlete Services Forum on June 18-19, 2003. The Forum is an opportunity for professionals who provide career, educational, and performance services to elite athletes to network and obtain the most up to date information on successful programs and resources available from around the world. The Forum will precede the 20th Annual Conference on Counseling Athletes, Sport Transitions and Life Skills, which will run from June 20-22. Speakers will include Shane Murphy, Gloria Balague, and an International Panel. For more information contact Tara Nelson, Conference Coordinator at 413-748-3325 or taraenelson@hotmail.com or Kelly O’Brien 866-532-2289 or by email at nffcenter@spfldcol.edu

The Sports Psychology Institute sponsored by the University of Southern Maine Summer Session office will take place June 25-27, 2003. This three day institute is intended for sports medicine, psychology and therapeutic recreation majors, as well as student athletes, coaches at all levels, and mental health professionals with an interest in sports psychology. Presenters will address issues from the perspective of athletes, coaches, and sports professionals. For more information, contact Christa Hamor, Programming Assistant, at chamor@maine.edu

Books and Videos:

Fitness Information Technology announces the Directory of Graduate Programs in Applied Sport Psychology (7th edition) to be published later this year. The current edition is now available in an e-version and can be purchased via a subscription accessible at www.fitinfotech.com. Contact persons for each program are encouraged to review their program’s entry and forward any changes or updates to either Kevin Burke (kevburke@gasou.edu) or Michael Sachs (msachs@temple.edu).

Professional News:

Join us in acknowledging the following accomplishments of several of our colleagues:

William Thierfelder recently became President of Laurus Worldwide and York Barbell Company.

Robert Heller recently accepted an adjunct faculty position teaching sport psychology at Lynn University.

DIVISION 47 2003-4 ADVERTISING & INSERTION SCHEDULE

ESPNews is the official newsletter Division 47 (Exercise and Sport Psychology) of the American Psychological Association. ESPNews is published twice a year – Spring and Fall – and has a circulation of over 1000 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:

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<tr>
<th>Ad Type</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Full Page (8.25&quot; X 10.75&quot;)</td>
<td>$600</td>
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<tr>
<td>Half-Page (8.25&quot; X 5.25&quot;)</td>
<td>$350</td>
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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.
Internship Sites with Sport Psychology Opportunities

Arizona State University
Counseling and Consultation
Tempe, AZ 85287-1012
(480) 965-4147
TD = Julie Savage, Ph.D.
www.asu.edu/counseling_center/index.html

Ball State University*
Counseling & Psychological Services Center
Muncie, IN 47306-0895
(765) 285-1267
SP = Lee Van Donzeaer, Ph.D.
TD = Jay S. Zimmerman, Ph.D.
wwwсход.edu/students/cpsc

University of California at Davis
Counseling Center
Davis, CA 95616-8568
(530) 752-0871
TD = Emil Rodolfa, Ph.D.
www.counseling.ucdavis.edu

University of California at Los Angeles*
UCLA Student Psychological Services
Los Angeles, CA 90095-1556
(310) 994-7950
SP = William Parkham, Ph.D.
TD = Tracy Shaw, Ph.D.
www.saonet.ucla.edu/sps/train/psych.htm

Colorado State University*
University Counseling Center
Fort Collins, CO 80523-8010
(970) 491-4053
SP = Steve Ross, Psy.D.
TD = Susan L. MacQuiddy, Ph.D.
(970) 491-6053
(310) 794-7950

University of Delaware*
Center for Counseling and Student Development
Newark, DE 19716-6501
(302) 831-8380
TD = Richard S. Shart, Ph.D.
www.udel.edu/counseling/

University of Florida*
University Counseling Center
Gainesville, FL 32611-4100
(352) 392-1575
SP = Wayne D. Griffin, Ph.D.
Michael C. Murphy, Ph.D.
TD = Nancy C. Coleman, Ph.D.
www.colostate.edu/Depts/Counseling/intrnltr.html

George Washington University**
University Counseling Center
Washington D.C. 20052
SP = Lori A. Lefcourt, Ph.D.
TD = William G. Finney, Ph.D.
gwired.gwu.edu/counsel/

University of Iowa*
University Counseling Service
Iowa City, IA 52242-1100
(319) 335-7294
TD = Julie M. Corkery, Ph.D.
www.uiowa.edu/~ucs

Iowa State University*
Student Counseling Service
Ames, IA 50011-2223
(515) 294-5056
SP = Frank “Marty” I. Martinez, Ph.D.
TD = Jcarme M. Burkhardt, Ph.D.
www.public.iastate.edu/~stdt_couns_info/homepage.html

Kansas State University#
University Counseling Services
Manhattan, KS 66506-3301
(785) 532-6927
SP = Fred B. Newton, Ph.D.
TD = Sherry A. Benton, Ph.D.
www.ksu.edu/ucs/

University of Massachusetts/Amherst
Counseling and Assessment Services
Amherst, MA 01003-0620
(413) 545-6203
TD = Donald L. Banks, Ed.D.
www.umass.edu/counseling/

University of New Hampshire*
Counseling Center
Durham, NH 03824-3556
(603) 862-2090
SP = David J. Crox, Ph.D.
TD = C. Patricia Hanley, Ph.D.
www.unhcc.unh.edu/

University of Notre Dame*
University Counseling Center
Notre Dame, IN 46556-5693
(219) 631-7336
SP = Miguel Franco, Ph.D.
Luis G. Maton, Ph.D.
TD = Susan Smibek-Pasalich, Ph.D.
www.nd.edu/~psycinr/

The Ohio State University*
Counseling and Consultation Service
Columbus, OH 43210-2333
(614) 292-5766
SP = Charles Klink, Ph.D.
Neal Newman, Ph.D.
Jerry Stern, Ph.D.
TD = Karen M. Taylor, Ph.D.
ccs-server.ccs.ohio-state.edu

University of Oregon*
Counseling Center
Eugene, OR 97403-1280
(541) 344-3227
SP = Vivian Barnett, Ph.D.
TD = Shelly Kerr, Ph.D.
darkwing.uoregon.edu/~counsel/brwn2.htm

Pennsylvania State University*
Counseling and Psychological Services (CAPS)
University Park, PA 16802-4601
(814) 865-0295
SP = Dennis Heizmann, Ph.D.
D’Andre Wilson (Ph.D. anticipated)
TD = Joyce Hildreth-Kaye, Ph.D.
www.sa.psu.edu/caps

Purdue University
West Lafayette, IN 47907-1826
(765) 494-6995
TD = Barry A. Schreier, Ph.D.
www.purdue.edu/caps

University of Southern California
Student Counseling Services
Los Angeles, CA 90089-0051
(213) 740-7111
TD = Mark A. Stevens, Ph.D.
www.usc.edu/student-affairs/Health_Center/USC_internship

The University of Tennessee
Knoxville, TN 37996-4250
(865) 974-2196
TD = Philip Johnson, Ph.D.
web.utk.edu/~counsel/intern

Texas A&M University*
Student Counseling Services
College Station, TX 77843-1263
(979) 845-4427
SP = Brian K. Williams, Ph.D.
TD = W. Andrew Smith, Ph.D.
www.scs.tamu.edu/training

Virginia Commonwealth University
University Counseling Services
Richmond, VA 23284-1826
(804) 828-3964
TD = Kathleen J. Scott, Ph.D.
www.vcu.edu/safeweb/counsel

Virginia Tech**
Thomas E. Cook Counseling Center
Blacksburg, VA 24061-0108
(540) 231-6557
SP = Gary T. Bennett, Ph.D.
Robert C. Miller, Ed.D.
TD = Robert C. Miller, Ed.D.
www.vt.edu/counseling_center

Washington State University#
Counseling & Testing Services
Pullman, WA 99164-1065
(509) 335-4511
SP = Mark T. Summerson, Ph.D.
TD = Robert R. Hazaz, Ph.D.
www.counsel.wsu.edu

West Virginia University*
Carruth Center for Counseling and Psychological Services
Morgantown, WV, 26506-6422
(304) 293-4431
SP = Edward F. Etzel, Ed.D.
TD = Robert H. Barkhead-Dulaney, Ph.D.
www.wvu.edu/~~cocenter/toc.htm

KEY
# = Formal sport psych rotation/concentration
+ = Rotation in academic-athletic counseling
* = In-house staff interest/supervision
SP = Sport psychology contact
TD = Training Director

Compiled by Sam Maniar, Ph.D.
Bylaw Revisions

Division of Exercise and Sport Psychology American Psychological Association

Proposed Revisions to Article II. Membership, of the Division of Exercise and Sport Psychology By-Laws
(last revised April, 2001; effective August, 2001)

Rationale: From time to time, APA changes categories of membership. These revisions allow individuals to apply for affiliation with Division 47 in a like category to those created by APA.

Please Note: Deletions are bracketed; additions are underlined.

Section 1 revised
Fellows, Members, Associate Members, [International Affiliates,] and [Student] Affiliates of the American Psychological Association are eligible to join this Division.

Section 2 revised
Any APA Fellow, Member, Associate Member, [International Affiliate] or APA [Student] Affiliate who completes the required application procedure and pays the dues established under Article X of these Bylaws shall hold like status [be a member of] in this Division.

Section 3 revised
Only Division Members who are also APA Fellows or Members have the privilege of voting and/or holding office in Division 47.
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 Diane Gill, 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. Gill for more information. Her contact information can be found on the back of the newsletter.

APR Division 47 Fellows

- Robert Ammons
- Michael Asken
- Robert Colligan
- Thomas Collingswood
- 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 Smoll
- Robert Sonstroem
- Charles Spielberger
- Judy Van Raalte
- Robert Weinberg
- Arno Wittig

Get Yourself or Someone Else Involved

Remember to VOTE on the Executive Committee elections. Ballots will be mailed to members.

Proposed bylaw revisions inside. Please vote with the enclosed ballot.