I Run Marathons Because I Can

Frank M. Webbe, Ph.D., President

I was flying home not too long ago and was wearing a t-shirt commemorating a marathon that I had just run. Another passenger sitting across from me as we waited for boarding asked if I had run the marathon. I admitted that I had, and he then asked me why. Depending upon the context of such questions I have a variety of stock responses. I gave him my default answer, “I run marathons because I can.” It sounds like a smart-ass clock answer (and often is), but it serves to defend me from revealing more private motives that I don’t care to mention to strangers. Of course, there is also truth in the answer, but it is a truth that is usually understandable only to other runners. An article in the New York Times last November, forwarded to me by Ray Fowler, gives an unexpected validation to my response. Reporting on an article in Nature authored by Dennis Bramble and Daniel Lieberman (Endurance running and the evolution of Homo erectus, Times writer John Noble Wilford examined their conclusions that man (and presumably woman) evolved a physique that predisposes for long distance running. Moreover, the assumption is offered that such a physique, and the ability that it engendered, resulted in pivotal evolutionary adaptation that fostered the survival and further development of Homo erectus. If you have not read their Nature article I encourage you to do so. Now I can say I run because my entire species and I are alive right now as a result of being capable of running long distances when other species could not. Indeed, among all other species, only dogs are credited with similar running abilities. Could this then be the true explanation for the long and close relationship between humans and dogs? I’ll leave that for another discussion, along with the less than cogent arguments in Bramble’s and Lieberman’s thesis.

Was Aristotle somehow aware of this argument, perhaps gleaned through his observations, when he founded his Lyceum in Athens and made physical exercise (especially running) one of the core disciplines to co-exist with the three Rs, philosophy, the humanities, and ethics? Aristotle’s premise was that men were basically not very nice (women were ignored as unimportant) and only through acquisition of knowledge could good eventuate. Unlike Plato, who discounted empirically-gained knowledge, Aristotle posited that empirical approaches were the only sure ways to knowledge, and this included the development of the physical body.

So, I run. Others walk. Some swim. Many bike. Some of us perform; some observe. If we combine Bramble and Lieberman’s hypothesis that endurance running facilitated our evolution, with Aristotle’s belief that physical activity is one of the important routes to both knowledge and self improvement, then we must remain aghast at the sorry physical state of most modern populations. If the lack of physical fitness correlated with an increase in knowledge, suggesting that less time was spent in physical activity in order to fuel an engaged intellect we might be a bit mollified. Unfortunately, the cognitive health at least in the USA also appears to be on the ebb. College entrance exam statistics continue to reflect a declining interest in exercise and sport in daily life. This perhaps is more of the Aristotelian approach than the evolutionary. No longer is there any doubt of the value of exercise in the maintenance of mental health. Depression and anxiety flee as exercise increases, sometimes on a level equal to medical and psychotherapeutic interventions. Although our data on the cognitive effects of exercise are considerably less well developed, it is clear that in a general way Aristotle was correct. Exercise that develops the body also improves the environment within which the brain functions, which facilitates cognitive capacity and ability. We can all do little things to give away this knowledge: talk at the senior center; the program at the community library; influencing youth sports groups - parents as well as children; setting a personal example for your family and friends. We can do bigger things. At this summer’s convention in Washington, DC, our Running Psychology section is sponsoring morning walk/run workouts from the major hotels. Influencing one psychologist may result in significant effects in their home communities. And, of course, the Giveaway-athon at the Washington convention will be the biggest yet. Particularly for those of you who live in that vicinity, give Judy Van Raalte a call or email (information on the back cover) and volunteer your services and your ideas. We can echo two clarion calls from the ’60s: “take it to the streets,” and “power to the people.”
Ch-Ch-Changes and a Whole Lotta Goings On

Penny McCullagh, Ph.D., President-Elect

A lot has occurred since the last Newsletter. I attended a Division Leadership Conference in DC in early January, I attended my first full Executive Committee Meeting in Florida, later in January, and my university changed names from California State University, Hayward to CSU East Bay. Let me tell you a little about each.

Part of the benefits of being in an organization as large as APA, is the breadth of experiences and resources it can offer. One of those is a Leadership Conference that is held each January to initiate President-Elects into their leadership roles within their division. The conference leadership is provided by the Committee on Division/APA Relations (CODAPAR) that has six individuals who represent the Divisions. Our own Kate Hays was just elected to this committee and is able to keep us connected. I learned a lot about APA and what it can offer Divisions at this conference. As a sat through the two days of meetings, I thought about what I could bring back to the Division. There are endless possibilities but I decided that we should have Division 47 align more closely with the four directorates in APA (Science, Education, Practice, Public Interest). As I move into my role as President and work more closely with the committees, I will move their initiatives in line with these directorates.

No sooner had I returned to California when I headed off to Florida for our Executive Committee Meeting. What a delight it was to get to know the members of this group a little better and see what a dedicated group of hard working individuals they are. Under Frank’s leadership we had a packed agenda that he skillfully maneuvered us through. I had previously suggested at the meeting in Hawaii that I would like our Division to set up a site on Blackboard. As a department chair, I had set up a site for my own department and it has served many a tree as well as made a wide array of documents readily available (minutes, proposals, etc.). In addition, it allows an open forum for discussion of various items of interest. Much to my delight Diane Finley, our Secretary/Treasurer teaches many an online course and quickly took on the task of setting up our site. While this might be new for some users, I am sure that in the end it will make all our dealings more efficient. A big thanks to Diane.

At the Executive Committee meetings we also discussed the initiative I had proposed about organizing some online classes, primarily geared to psychologists, covering the kinesiology knowledge base recommended for sport psychology practice (motor learning, biomechanics, exercise physiology, etc.). The idea would be to align these courses with AAASP certification standards. One fact that I discovered as I started to learn about Continuing Education units is that psychologists who take units to renew their licenses, typically receive one unit of credit for each hour of class. This is unlike a university course (that AAASP requires) that typically meets 10 hours for one unit of university credit. The committee discussed a number of ideas and Judy came up with one that may make sense. She suggested a three tiered class. The first tier would introduce the topic and meet a minimal number of hours whereas the second and third tier would simulate a university course. We are cooperating with the AAASP Certification Committee to see if some of these ideas can come to fruition.

And finally the name change. The university decided that it wanted to reach a broader audience, and not limit itself to one city but rather have a name more representative of a regional university – thus East Bay. Many Divisions have modified their names over the years and there have been whispers of a name change for Division 47. Think about it and let us know your thought.

You can reach me anytime at pennymc@csuhayward.edu (I know — the e-mail hasn’t been modified yet).
A-Roundin' Third, and Headed for Home

Robert J. Harmison, Ph.D.

“Greetings and salutations, greeting and salutations. What a great day for baseball...let’s play two!” So said one American T.V. icon, George Costanza, of the mega hit Seinfeld, following his being hired as the assistant to the traveling secretary of the New York Yankees. You remember the episode — the one in which George came to the conclusion that every instinct he ever had about life was wrong. He then committed himself to doing the opposite of his instincts. Instead of tuna on toast, he ordered chicken salad on rye for lunch. Instead of ignoring the inviting glances of an attractive female, he tells her that he is unemployed, fat, bald, and living with his parents. Turns out she ordered the exact same lunch as he and clearly expresses her interest in getting to know him better. Eventually, he gets the job interview with the New York Yankees, voices his extreme displeasure with the enigmatic owner of the team, George Steinbrenner, and gets the job as a result.

All of this to say that it is a great time of year to be in Arizona. The weather is fabulous, and another successful spring training season has just been completed. Being from Chicago and a die hard Cubs’ fan, there is no better time than the day before the first day of the season. “Tis the season of eternal hope for all of us Cubbie fans everywhere. And this year, this feeling of hope was extended another day, for on Opening Day I got to witness the Cubs trounce the hometown Diamondback 16-6. It was the most the Cubs have scored on Opening Day since somewhere near the turn of the 20th century. But alas, if form holds true, by the time this issue has reached your hands, we Cub fans will be echoing our favorite battle cry — “Wait until next year.” Fortunately, when all is lost in the dog days of summer, we will have the opportunity to celebrate the induction of one of our favorite sons, Ryne Sandberg, into the Baseball Hall of Fame. (Just so you know how pathetic I am, my wife allowed me to name our son, Schuyler Ryne, after my baseball hero. I’m certain that God has reserved a special place in heaven for her.)

With this issue, I have decided to change some things up a little bit, especially as it relates to the appearance of the newsletter. Hopefully, the new format is a bit more appealing to eyes and looks better on top of the stack of things to do on your desk. Also of note are the candidate statements for those who have been nominated for President-Elect and Member-at-Large. Make sure to take the time to vote for these worthy folks and their ideas on how best to lead our Division. Be sure to note the highlights for the APA Convention in Washington, DC in August. Michael D’Andrea and Judy Daniels offer a sneak peak of their symposium with their article of RESPECTFUL Sport Psychology is this issue as well. And a new feature we hope to continue in future newsletter is the “Meet the Professional” feature. This is an excellent opportunity for students to interview their mentors or other professionals they look up and stuff those vitas as well. Interested students are encouraged to contact Adam Wright, student co-representative for more information on how to get involved.

Finally, returning to the baseball theme, I recently attended one of my nephew’s Little League baseball games. Brought back found memories of my Little League days and summers of old when my family literally lived at the ballpark. As John Fogerty once crooned, “Oh, put me in Coach - I’m ready to play today!”

---

**PROFESSIONAL NEWS**

**Workshops and Conferences**

“Developing Your Knowledge, Skills, and Practice in Sport Psychology,” an intensive workshop by Jack J. Lesyk, Ph.D., author of Developing Sport Psychology Within Your Clinical Practice, will be conducted by the Ohio Center for Sport Psychology, June 24-25, Middleburg Hts., OH. For information, check the Center's website at www.SportPsych.org or contact Dr. Lesyk at (216) 575-6175 or jlesyk@SportPsych.org.

The International Society of Sport Psychology (ISSP) invites you to attend the 11th World Congress of Sport Psychology, August 15–19, 2005, Sydney, Australia. Registration information is available online at www.issp2005.com. Early registration deadline is May 16.

**Call for Proposals**

“Identification and Treatment of the Female Athlete Triad: Disordered Eating, Amenorrhea, Osteoporosis, and Related Issues,” a mini-conference sponsored by the Athlete Special Interest Group (SIG) of the Academy for Eating Disorders, will be held Friday, October 7, in Indianapolis, IN. Deadline for abstract submissions is May 15. For information contact Roberta Sherman, PhD at rsherman@indiana.edu or Ron Thompson, PhD at rthomps2@sbcglobal.net.

Joan S. Ingalls, Ed. D., AAASP CC announces the opening of her practice, Focused Training, in the West Village in New York City.

---

**Call for Division 47 Student Representative Nominations**

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

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

For those student-affiliates who are interested in applying, please send
(a) 1-2 page statement of interest in the position and (b) a current vita to Dr. Penny McCallagh, Division 47 President-Elect (see back of newsletter for mailing address). Dr. McCallagh, in consultation with the current co-student representatives, will select the new student co-representative. Announcement of the new student representative will be made at the APA Convention.
It’s hard to believe but the 2005 APA Convention is just around the corner. This year, we will meet in our nation’s capital, Washington DC. As in years past, we have a fantastic program ready to stimulate the minds and imaginations of scientists and practitioners interested in exercise and sport psychology. The format of this year’s Convention has changed a little from recent years with the most noticeable change being that we are back to a four-day schedule (Thursday — Sunday) which means that the days are full! To help you find sessions that may interest you, we’ll be distributing copies of the Division 47 program at division-sponsored sessions on Thursday and Friday. Here are a few highlights that you can look forward to:

• Dr. James Blumenthal (Duke University) will be giving an invited address entitled “Depression, Heart Disease, and Exercise.” We will also feature an “Exercise Psychology” paper session on the program.

• Dr. Diane Gill (University of North Carolina at Greensboro) will present the Steven Heyman Lecture on “Affirmation of diversity revisited: A 10-year retrospective on diversity issues in exercise and sport psychology.” Dr. Gill’s selection for this address is particularly appropriate because she has been a long-time advocate for many of the issues that Dr. Heyman held near and dear in his career. Dr. Michael D’Andrea (University of Hawaii) also will chair a symposium on “Culturally-competent sport psychologists.”

• Dr. Michael Sachs (Temple University) will receive this year’s award for Distinguished Contributions to Education and Training in Exercise & Sport Psychology. His address, titled “Carpe Diem et Carpe Viam: Personal Perspectives on Education and Training in Exercise and Sport Psychology.”

• Our outstanding student representatives have organized a Meet the Professionals session for student members.

These are only a few of the many fantastic Division 47 sessions that are lined up for the 2005 APA Convention. Once the convention office finalizes the program, a full copy of the Division 47 convention program can be found online at http://www.psy.c.edu/apadiv47. The Program Committee (Greg Dale, Danielle Symons Downs, Thad Leffingwell, Marc Lochbaum, Artur Poczwardowski) and I invite you to join us for all of the Division’s exciting sessions. If you have any questions leading up to the convention, please feel free to contact me (david-conroy@psu.edu).

See you in DC! (And start planning your submissions for New Orleans in 2006 — it promises to be a meeting to remember!)
The annual race and walk at the 2005 Washington, D.C. Convention of APA will be held at 7 a.m., Saturday morning, August 20, in Anacostia Park along the southern edge of the Anacostia River. Buses will take participants to and from the race from the major hotels. Maps and additional information will be available at Division Services at the convention. Awards will be given to the overall male and female winners and to the top three finishers in each 5-year age group from under 25 to over 75. Awards will also go to the top three male and female finishers who hold membership in Division 47, and the top three finishers who are Psi Chi. To honor our convention exhibitors (who provide our fine raffle prizes), awards will be given to the highest finishing male and female exhibitors.

Pre-registration will run until August 12 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 accurately thereby saving us time in determining your category for the results. THE ENTRY FEE FOR PRE-REGISTERED RUNNERS IS $20.00, which includes a commemorative t-shirt, raffle chances, and post-race refreshments. PAST August 12, REGISTRATION AT THE CONVENTION AND ON THE DAY-OF-RACE IS $25. Pre-registration for students is $10.00 and convention/day-of-race student registration is $14.00. PLEASE pre-register to facilitate the registration process. 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 47 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.

Pick up your race number, shirt, and other information at the APA Division Services booth in the main Convention Area beginning Thursday morning, Aug. 18th, or at the business meeting of Running Psychologists, Friday, Aug.19, 8 a.m. The Annual Pre-Race Pasta Dinner will be held on Friday evening, August 19 at 6:30 p.m. — details available at the convention. Please mark your entry form to reserve a place at the dinner or sign up at the convention.

Sponsored by: APA Insurance Trust - Psi Chi - American Psychological Association - Division 47

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 Washington, DC, 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.

____________________________________________________________________________________

I hereby pledge to honor the entry fee I have enclosed.

____________________________________________________________________________________

Signature/Date

Make Check payable to: Running Psychologists

Receipt before August 12, 2005: $20 Students: $10 Div. 47 members: $10 (On-site: $25/$14 student)
Kirsten Peterson, Ph.D.
President-Elect

Biography: Kirsten began her career in sport psychology first as an overly anxious softball pitcher in college who lamented the lack at the time of anyone who could help her to compete to her abilities. This unfortunate situation combined with Kirsten's interest in psychology, led her to explore the then well-hidden field of sport psychology—first at the University of Illinois where she earned her master's in physical education, and eventually her doctorate in counseling psychology. Along the way, she won a tryout with the U.S. Olympic Committee as a research assistant, and also spent some time working for the physical education publisher, Human Kinetics. Though she was fascinated by the academic side of sport psychology, Kirsten's true interest was to help athletes perform better psychologically, both on and off the field of play. A period of time spent honing her counseling skills as director of counseling at Elmhurst College just outside Chicago, IL, helped to prepare Kirsten for an eventual move back to the USOC, this time as a staff sport psychologist.

Kirsten's primary duties at the USOC include providing both short- and long-term services to athletes and coaches encompassing individual performance and personal counseling, as well as group educational presentations. She works more intensively with a few sports, traveling for training and competition, and has served as part of the USOC sport psychology staff for the 2000, 2002, and 2004 Olympic Teams. Recently, Kirsten has discovered an interest in writing, after finally having recovered—8 years after the fact—from having written up a qualitative dissertation. This interest has been sparked by the realization that information dissemination is made much more efficient by writing than by one-on-one sessions. In addition to articles, Kirsten has written several book chapters and functions as the in-house editor for the USOC Sport Psychology staff's collective writing efforts: a mental training manual and a soon-to-be-released companion manual for coaches. Her current interests include enhancing athlete recovery, innovations in teaching psychological skills, and elements of psychological peak performance.

Kirsten has been a member of APA since 1987, is a member of Divisions 17 and 47 and has presented at several APA annual conferences. She has previously served on Division 47's practice and education committees, and most recently served a term as Member-at-Large. She is a licensed psychologist in the state of Colorado and a certified consultant through the Association for the Advancement of Applied Sport Psychology.

Position Statement: In contemplating a run for the Division 47 presidency, I was reminded of what it was like when my husband and I first thought about becoming parents. “But we’re not ready! We’re not old enough for this, not responsible enough, what do we know about being parents?” Despite these misgivings, we eventually both looked at each other and just knew that somehow we would figure it all out. Which, more or less, we did. I found myself thinking similar thoughts about how things work in sport psychology. At the annual APA conference we need to integrate our research efforts with other divisions so that we can have more of an impact on the public and the practitioners at large. I feel that now is the time to give back to an organization and division that have given much to me, and I feel privileged to have been nominated.

Leonard Zaichkowsky, Ph.D.
President-Elect

Biography: Leonard received his Ph.D. from the University of Toledo (1973), Ed.M. from the University of Oklahoma (1970), and BPE from the University of Alberta (1966). He came to Boston University in 1973 and began to develop a program in exercise and sport psychology. He became a licensed psychologist in Massachusetts in 1978 and a member of APA and Division 47 in 1988. His early research focused on biofeedback and psychophysiology relating to human performance. During the past decade his professional efforts focused on developing an outstanding graduate training program in exercise and sport psychology at Boston University. The program evolved from several courses in the Human Movement Program in the School of Education to a specialization in the APA approved program in Counseling Psychology: Today exercise and sport psychology as a specialization is jointly offered by the counseling program (School of Education), and the program in Mental Health & Behavioral Medicine (School of Medicine). Leonard has a joint appointment—Professor of Education as well as Professor of Psychiatry and Graduate Medical Sciences—and directs the sport psychology clinic in the Department of Athletics.

Over the years, Leonard has mentored numerous graduate students who now occupy significant academic, research, clinical, and consulting positions throughout the world (including two college presidents). Prior to entering the world of academia, Leonard played, coached, and officiated hockey and baseball as well as other sports. He is an AAASP certified consultant who has worked with numerous high schools, college, Olympic, and professional organizations. For example, he has consulted with the Australian Institute of Sport, the National Basketball Association, National Football League, National Hockey League Players Association, Major League Baseball Players Association, U.S. Olympic Committee, USA Hockey, the Boston Celtics (NBA) and Calgary Flames (NHL). He has conducted seminars in sport psychology and sports medicine for coaches, athletes, and officials in most major sports.

Leonard has been active professionally. He was chair of certification for AAASP (1988-91) and Past-President of AAASP (1997-99). He has been on the editorial board of the Journal of Applied Sport Psychology, and has reviewed manuscripts for numerous other psychology and sport science journals. Leonard has authored or edited six books with the most recent being “Medical and Psychological Aspects of Sport & Exercise,” Fit Publishing (2002). He has published over 60 papers on sport psychology, research design, and related topics in scholarly journals or books. He also has numerous magazine and newspaper columns on sport & exercise, as well as over 200 professional presentations.

Position Statement: It is an honor to be nominated for the position of President of Division 47. The Division, although relatively young, has a history of distinguished leaders. I followed many of them when I became President of AAASP and I would be pleased to continue this work if elected President of Division 47. For sure, Kate Hayes efforts with “proficiency” will continue, Van Raabe’s and Webb’s “outreach and membership” continues to be important as is Penny’s emphasis on “education.” My focus will be on education and training in exercise and sport psychology. Current APA president, Ron Levant, a former colleague of mine at Boston University, stated in the January 2005 issue of the Monitor, that we need to “heighten the public’s awareness of psychology’s value” and that “Psychology is a helpful resource that is much broader than treating mental illness.” The specialty of Division 47 has the same overall “perception” problem as the parent field. What is unique to our specialty field is that much of the membership of APA is also poorly informed about the field of sport and exercise psychology. Like president-elect Penny McCough, I believe there are ways to better inform both the public and fellow psychologists about the research and practice we engage in. We need to use the various media outlets to inform professionals and the general public about the excellent research, clinical intervention, and educational efforts coming from the field of exercise and sport psychology. This past February, a number of psychologists who deliver behavioral health services to NCAA student athletes, met informally in Indianapolis to share information about their work and educate college athletic administrators about the field of sport and exercise psychology. My perception is that this small group made an enormous impact on the NCAA and its member institutions via the NCAA News, and will only continue to grow because there is a strong interest and need for sport psychology services beyon beyond performance enhancement. As a veteran of exercise and sport psychology, I have had extensive dealings with the print and electronic media. I listen to use these connections wisely for purposes of educating the public about exercise and sport psychology. At the annual APA conference we need to integrate our research efforts with other divisions so that we are better known internally. Some divisions, such as counseling psychology, are natural ones to collaborate with as we have research that has very well with our research, but we need to expand our interests to other divisions such as those who are doing research in the neuroscience.

The issue of training the next generation of exercise and sport psychology continues to be important to me. During my tenure at Boston University, I collaborated with colleagues across this vast campus to develop an interdisciplinary program that provided students with expertise in sport & exercise, the performing arts, counseling, behavioral medicine, and mental health. I recognize that at other universities interdisciplinary cooperation may not be easy. Academic departments, schools and colleges have a history of being territorial and protective of their turf. At Boston University, I was able to overcome this and believe I can help others pave the way at their institutions. The next generation of Division 47 psychologists should be in position to receive training that will enable them to provide the general public and sport organizations with outstanding psychological services. They need to be knowledgeable about sport and the psychological sciences and ideally be licensed as a “mental health provider” in their state or province. I look forward to the challenge of improving training opportunities for those interested in this fascinating field.

Finally, I would like to comment on the research in exercise and sport psychology. Early in my career I believed psychopharmacology would provide us with answers to questions about human performance and to some extent it did. Today the field of neuroscience has exploded and a few of my colleagues have taken advantage of advances in the field so that we can better understand mechanisms governing performance. I will make every effort to bring this research (neuroscience exercise and sport psychology) to the forefront. Like colleagues David Barlow and APA president Ron Levant I am a big supporter of “evidence-based practice” (EBP). I would like to be in the position of lobbying for research that informs practitioners about the efficacy of various forms of intervention. But there should be multiple sources of research evidence within the broad field of science that informs practice. Science based exercise and sport psychology will establish credibility with our colleagues in other Divisions of APA.
Biography: Ed is an Associate Professor in the Department of Health, Exercise Science, and Recreation Management and Director of the Applied Physiology Laboratory at the University of Mississippi. He earned his B.S. in Physical Education with a minor in psychology from Springfield College (1983), his M.A. from the University of Maryland in Exercise Physiology (1985), and his Ph.D. in Sport and Exercise Psychology from the University of North Carolina at Greensboro (1989). Ed has served as a reviewer for 9 different journals in exercise and sport psychology, psychobiology, and exercise physiology. In addition, he has authored or co-authored more than 25 book chapters and articles in refereed journals. He is co-author with Panteleimon Ekkekakis of an edited text entitled, “The Psychology of Physical Activity” scheduled for release in December (2005), and he has presented over 60 papers at national and international conferences. His research interests are focused on the psychobiology of stress during physical activity. He is a Certified Consultant, Association for the Advancement of Applied Sport Psychology and has consulted with athletes and coaches at the professional, collegiate, and youth sport levels.

Position Statement: It is an honor to be nominated for an opportunity to serve in the position of Member-at-Large for Division 47. I have been an active member of APA and Division 47 for 8 years and have been active in numerous other professional organizations including AAASP, NASPSA, ACSM, and AAHPERD. My interest in serving as Member-at-Large for Division 47 is fostered by my commitment to enhancing the public visibility of the professional practice of applied sport and exercise psychology. Requirements for meeting the goal of enhancing public visibility include the preparation of professionals who appreciate and value the researcher-practitioner model and a clear presence of qualified professionals in the public arena. My commitment to enhancing professional practice is represented by my service as the Chair of the AAASP Certification Review Committee.

The importance of exercise and sport to our society is clearly evident, and yet our potential as sport and exercise psychologists to enhance exercise motivation and enhance the sport experience has not been fully appreciated by society. As members of Division 47 we have a significant challenge in educating and providing services to populations in need of physical activity and those pursuing a fulfilling athletic experience. In addition, it is obvious to me that the general population deserves a clear profile of a competent practitioner. It is our responsibility to clarify guidelines for training and education that demonstrate competence. Finally, it must work to address the need to create a critical mass of competent practitioners by developing options for practitioners to demonstrate competence (i.e., coursework, supervised work experience, written exam, practical exam, etc.). Division 47 and AAASP have very similar objectives. Finding ways to complement and serve the general population together will likely lead to a greater understanding of the services that we have to offer.

As Member-at-Large for APA Division 47, I will serve on behalf of the president, the executive committee, and the division. I will work to meet the demands and requirements of this position with high energy, focused organization, and commitment to excellence. I would greatly value the opportunity to work with you and the executive committee in making decisions that will continue our pursuit of helping others to help themselves to enhance their health and happiness through exercise and sport participation.

Biography: Luis is the Assistant Director of Counseling and Psychological Services at Montclair State University. Prior to joining the staff at Montclair, Luis worked at the University of Notre Dame’s University Counseling Center where he provided clinical services for student-athletes on performance enhancement and personal issues while coordinating the counseling center’s alcohol and other drug treatment program.

Luis’ passion for sport psychology began as an undergraduate student at Bates College where he received his Bachelors of Arts degree in psychology. He went on to earn his Masters degree in sport psychology at the University of North Carolina at Chapel Hill and eventually his Doctorate in counseling psychology at Loyola University Chicago. Of particular interest to Luis is that of the development of confidence in athletes and he has published on the topic in refereed journals and edited books.

Throughout his career Luis has successfully found ways to merge his specialties in performance enhancement and the prevention, assessment, and treatment of addictive disorders. In addition to the numerous professional and community presentations on peak performance and alcohol use, Luis co-authored a brochure entitled “Alcohol and Athletic Performance” which is being adopted by the NCAA. He is also currently serving as a grant reviewer for the 2005 NCAA Choices grant competition.

At Notre Dame Luis helped to expand the sport psychology services offered by the counseling center by developing a six week performance enhancement workshop. In 2001 he received a USA Swimming Sport Science Grant which resulted in the creation and evaluation of a workbook for youth swimmers entitled “The Optimistic Swimmer.” In 2003, Luis was also awarded a “Developing Leadership in Reducing Substance Abuse Fellowship” from the Robert Wood Johnson Foundation.

Luis has been an active member of Division 47, serving on the education committee which has focused on the proficiency in sport psychology. Additionally, he has presented on numerous occasions at the APA and the Association for the Advancement of Applied Sport Psychology annual conventions.

Position Statement: I am particularly honored to be nominated for the Member-at-Large position, especially when I consider all the talented people I have met in division 47 over the years. I believe I possess a unique blend of enthusiasm and professional experiences that make me well suited for this position. As a hybrid of sorts straddling the fields of sport psychology, counseling psychology, and addictive behaviors I have collaborated with others in a variety of disciplines and have learned ways in which these sometimes divergent fields can inform and enhance the delivery of services to peak performers.

I am always fascinated by the way in which consulting with peak performers has assisted me in my work with individuals who misuse substances. Conversely, what has been more surprising is how helping someone overcome an addiction, has also taught me ways to more effectively intervene with athletes struggling with performance difficulties. It is my belief that identifying the way in which sport psychology and other specialties can have a synergistic impact and can complement one another’s work, is the key to Division 47 expanding its influence and role within APA.

Continuing education workshops, and developing formal liaisons with other divisions and organizations, are some of the ways of sharing with others our expertise. Additionally, by promoting cross fertilization of ideas through integrative presentations with other divisions, members of division 47 will have the opportunity to demonstrate how their expertise in peak performance and diversity of perspectives can enhance one’s work as a psychologist. Furthermore, as we collaborate with other divisions and exchange our knowledge and ideas more APA members will become interested in division 47 and sport psychology.

As more and more individuals become interested in sport psychology, I believe as a division we should continue to promote the proficiency within sport psychology as a means of promoting the field and establishing guidelines for the practice of sport psychology. Besides I think the overall membership of APA could benefit from the collegiality of division 47 and how much fun we have at our social hour! I am excited about the opportunity to serve Division 47 in this capacity and look forward to many years of involvement with you all. Thank you for your consideration.
The Mediating Effects of Peripheral Vision in the Life Stress-Athletic Injury Relationship

Following a manipulation check of the real-life stress condition and an assessment of the incidence of athletic injury in the sample, differences between the injured and non-injured athletes on LES, perceived stress, social support, psychological coping skills, state anxiety, and peripheral vision were examined. Each hypothesis was then tested using logistic regression analysis. In this study, logistic regression predicted the likelihood that an athlete was injured. The success of each model was based on how accurate the model was at predicting the category (injured or non-injured) for each participant.

The results of the analyses demonstrated that narrowing of the peripheral visual field from the no-stress to the stress condition mediated 8.1% of the effect of negative LES on athletic injury occurrence. Peripheral narrowing also contributed significantly to the prediction of athletic injury occurrence, above and beyond the contribution from negative LES and coping resources. These findings suggest that attentional disruptions during stress have an important role in the negative LES-injury relationship. These results, along with previous findings (Andersen & Williams, 1999), provide support for the predictions in the model of stress and athletic injury that suggest peripheral narrowing during stress is one of the mechanisms by which high levels of LES increase the likelihood of athletic injury occurrence (Williams & Andersen, 1998).

As predicted, significant direct relationships between LES and the occurrence of athletic injury were found, replicating numerous findings from previous research. Additionally, high levels of psychological coping skills decreased the influence of negative LES on athletic injury occurrence. This relationship supports the notion that when an individual is able to effectively deal with stress, his/her LES levels are going to be less influential in increasing the likelihood of athletic injury occurrence.

The primary focus of this study was to examine the mediating role of changes in peripheral vision in the LES-injury relationship. Prior to this investigation, researchers could only speculate about the exact mechanisms underlying the LES-injury relationship, and a study with the methodological or statistical ability to answer such questions had not been conducted. To our knowledge, the current findings represent the first statistical evidence for a mediating effect of the LES-injury relationship, and based on the results, it can be concluded that a narrowing of the peripheral visual field between no-stress situations and stress situations significantly mediates a portion of the LES-injury relationship.

On a wide spread scale, the current findings do not provide information to predict or prevent the occurrence of athletic injury in an applied setting. However, the current findings do suggest that evaluating and intervening with psychosocial variables is potentially important in identifying athletes who are at risk of becoming injured and ultimately decreasing the chance that an injury occurs. Future studies need to address the applied questions and evaluate exactly if and how coping skills interventions decrease the occurrence of athletic injury. The most important implications of the current study are that the relationships predicted in the model of stress and athletic injury appear to exist in a real world athletic setting. Although the current study does not provide information for immediate use by the practitioner, as we better understand the statistical nature of such relationships, we will be more prepared to design and implement intervention studies that address the true practical application of such findings.
There are many signs that point to the fact that the multicultural movement has taken center stage in the field of psychology. One of the more noticeable indicators of the rising influence of this paradigmatic changing movement is the increasing attention that psychologists are directing to the need to acquire new professional competencies that will enable them to work more effectively and ethically with persons from diverse groups and backgrounds in our society. Recognizing the increasing frequency with which sport psychologists are called upon to work with persons from different cultural-ethnic-racial groups, this article is designed to expand your thinking about what it means to be culturally-competent. In taking the time to present an overview of the RESPECTFUL Sport Psychology model, we hope to build on some of the initial efforts that Dr. William Parham and others have made in fostering a greater understanding of what it means to be a culturally-competent sport psychologist in the 21st century.

Taking a Broad and Inclusive Approach to Cultural Competence: New Challenges for Sport Psychologists

The genesis of the multicultural competency movement can be traced to the late 1960s and early 1970s when Black persons in the fields of counseling and psychology were calling for major changes in the way mental health professionals were trained to think about human development and psychological distress. Although the original focus of this movement directed attention to the strengths, challenges, and concerns of persons in non-White racial groups in the United States; it has since been expanded to include people in other marginalized and devalued racial groups in our society. Consequently, women, gays, lesbians, bisexual persons, and even blind persons are now considered to comprise unique cultural groups (Sue & Sue, 2003).

Adopting a broad and inclusive definition of multiculturalism in sport psychology is important in that it provides psychologists with a more accurate and comprehensive understanding of the ways in which various cultural-contextual factors impact people's thinking about exercise and athletic activities in general. It also enables sport psychologists to become more knowledgeable of the manner in which these factors may affect an athlete's reactions to various coaching techniques, one's willingness to become a part of a team that is comprised of individuals from different cultural groups, and an individual's interest and motivation in realizing the highest level of athletic performance as possible.

Addressing a culturally-competent sport psychologist requires individuals in the field to develop a new awareness of the broad range of cultural factors that impact these and other aspects of a person's athletic life. It also necessitates the acquisition of new knowledge and skills that enable psychologists to work more effectively, ethically, and respectfully with individuals whose psychological development is clearly impacted by various cultural-contextual factors that characterize their lives (APA, 2003).

To assist sport psychologists in dealing with the first aspect of cultural competence that is mentioned above (developing a new awareness of numerous cultural factors that may impact a person's psychological development), we have briefly present a new model that we refer to as RESPECTFUL Sport Psychology in this article. This model is comprised of ten factors which sport psychologists are encouraged to think about when working with persons whose psychological development, athletic performance, and team membership is impacted by different cultural-contextual variables that have been previously underemphasized or ignored in professional practice. In presenting a general overview of this new model, we hope you will be stimulated to think in new and more expansive ways about the impact that all of these “cultural” factors have on your clients and your own psychological development as well.

The Ten Components of the RESPECTFUL Sport Psychology Model

R - Religious/Spiritual Identity: This important though often overlooked dimension of a person's psychological development relates to the manner in which one's religious/spiritual beliefs affect an individual's interests, values, preferences, motivation, and behaviors. Sport psychologists are only starting to become aware of the role that this cultural factor has for their work. Although it is useful to learn about the ways in which a client's religious/spiritual identity may influence their interest and motivation in exercise and sport-related endeavors, it is also important for sport psychologists to reflect on the ways in which their own religious/spiritual experiences and biases may impact the work they do with persons who identify with a religious/spiritual orientation that is different from their own.

E - Economic class background: Numerous researchers have reported on the ways in which an individual's economic class background and experiences influence one's psychological development, sense of mental health, and the types of personal stressors and challenges individuals typically encounter in life. Unfortunately, little attention has been directed to the affect that this factor has on an individual's economic class background and identity influences the values, interests, and biases that are embedded in their professional practices.

S - Sexual Identity: Psychological constructions about what it means to be male and female have undergone substantial changes over the past 40 years. Increasing attention has also been directed the rights of gay, lesbian, bisexual, and transgendered persons in our society during this time. While many psychologists have contributed to the important progress that has been made in advancing new thinking about female and male development as well as advocating for the rights and well-being of gay, lesbian, bisexual, and transgendered individuals in our society, sport psychologists have tended to avoid dealing with these challenging and controversial issues. In addition to making a commitment to become more aware and knowledgeable of the impact that these factors have on the clients they serve, culturally-competent sport psychologists also take time to reflect on the ways in which their own sexual identity influences the values, biases, and preferences that are manifested in their own professional activities.

P - Psychological Maturity: While the multicultural psychology movement has greatly increased our understanding of the important between-group differences that are commonly manifested among persons from diverse cultural-ethnic-racial groups, many psychologists are less familiar with the within-group differences that characterize individuals who come from the same cultural-ethnic-racial group. We have found the work of various cognitive developmentalists (Kohlberg, 1984; Sprinthall, D'Angelo Peace, & Davis Kennington, 2001) to be particularly useful in extending our own thinking about the tremendous individual psychological variation that is manifested among persons in all cultural-ethnic-racial groups.

C - Chronological challenges: Culturally-competent sport psychologists are aware of the different exercise and sport challenges that persons from different age groups encounter. They are also skilled in providing individual and group interventions that are intentionally aimed at helping people from different age groups learn how to implement new and more effective exercise and sport psychology strategies to improve the overall quality of their lives. Culturally-competent sport psychologists are aware of their own values and biases when it comes to thinking about the capabilities of persons from different age groups to engage in exercise and sport psychology programs that are designed to foster a greater sense of physical health and psychological well-being among persons in different age groups.

T - Trauma and threats to well-being: Increasing attention has been directed to the different types of traumas that people experience and the impact that these experiences have on one's psychological development and personal well-being. This includes but is not limited to the trauma that is incurred from a serious athletic injury, an unexpected illness, the death of a loved one, a diverse, physical and sexual abuse as well as the different forms of historic traumas that continue to adversely impact the psychology of millions of persons of color in our contemporary society. Culturally-competent sport psychologists are aware of their own values and biases when it comes to thinking about the capabilities of persons from different age groups to engage in exercise and sport psychology programs that are designed to foster a greater sense of physical health and psychological well-being among persons in different age groups.

F - Family history: Cultural influences are first experienced within one's family context. Culturally-competent sport psychologists are aware of the long-term impact of one's family experiences on a person's psychological development. They are also knowledgeable of the tremendous variation that is reflected in the different strengths, values, and biases that characterize families from diverse cultural, ethnic, and racial groups in our society. The culturally-competent sport psychologist is able to use this knowledge in their work with persons whose family connections play an important role in their interest and motivation to participate in exercise and sport activities.

U - Unique physical characteristics: Culturally-competent sport psychologists are knowledgeable of the ways in which an individual's unique physical characteristics (such as a person's height, weight, unique physical ability or disability, skin color, facial characteristics, etc.) may affect his or her psychological development and sense of self esteem. They are also able to effectively assist clients, who possess unique physical characteristics, to develop new insights regarding the ways in which exercise and sport psychology can help people realize untapped aspects of their human potential. Culturally-competent sport psychologists are also mindful of their own biases, and preference regarding the unique physical characteristics that characterize the people they work with. They also consciously strive to prevent these personal biases and preferences from negatively impacting the work they do with physically-different persons in our society.

L - Language and location of residence: Increasing social scientific evidence supports the notion that people's psychological development and physical well-being are often influenced by their location of residence. In general terms, we know that persons who live in rural, suburban, and urban areas often experience different psychological challenges and stressors in their lives. We also know that one's location of residence has a direct impact on the type of language and linguistic style that people use to communicate with others. Culturally-competent sport psychologists are aware of the various ways that these differences may affect an individual's general psychological development. They are also knowledgeable of the potential positive and negative impact that language and linguistic differences may have in team-building endeavors that include athletes who come from diverse geographic locations.

We hope that this overview of the RESPECTFUL framework stimulates you to think in new and more expansive ways about the complex challenges that sport psychologists face in becoming culturally-competent professionals. This new theoretical model and its implications for sport psychology training, research, and practice will be discussed in more detail in a presentation we will make on this topic at this year’s annual APA Convention in Washington D.C. terms.

References


The exciting and engaging field of applied sport psychology is increasingly appreciated by the general public. “But for too many coaches and athletes, sport psychology is a mystery, and the relationship between the mind and athletic performance is not well understood” (Murphy, p. vii). In the sport psych handbook, Shane Murphy and colleagues intend to assist those with whom we work to understand the research and practice that allow for optimal sport performance.

The book is divided into five general parts. A section on inner drive contains chapters on motivation (John Eliot), goals (Chris Harwood), competition (Cal Botterill), and overtraining (Kristen Peterson). PST, described as “emotional and mental control,” focuses specifically on anxiety (Gloria Balague), anger (Mitch Abrams and Bruce Hale), concentration (Clark Perry), and imagery (Shane Murphy). Interactive issues and skills include leadership (Jim Loehr), teamwork (Tracy Veach and Jerry May), and coaching (Charles Hardy, Kevin Burke, and Kelly Graue). The dark side of sports, or “potential pitfalls,” covers the topics of injury recovery and rehab (Charles Brown), eating disorders (Karen Gagen), and substance use (Mark Aesheld). A novel fifth section addresses “the educated consumer,” with information on the roles (Sean McCann), qualifications (Bradley Hack), and effectiveness of sport psychologists (David Tod and Mark Anderson).

How well does this handbook succeed in its intention? When it is good, it is very, very good, such as the chapter written by Murphy himself, focused on imagery, “the most important of the mental skills required for winning the mind game in sports” (p. 127). Just as the book title is comfortably colloquial, so this chapter gives case examples of athletes using imagery in various ways; differentiates some of the central elements of imagery; details the use of imagery for skill development and mental rehearsal, motivation, confidence, attentional set, injury recovery, and the use and impact of imagery in relation to emotion and meaning. Murphy describes the ways in which different modalities can be used, helps the reader focus on his or her own experience, and makes recommendations for dealing with some of the problems athletes encounter in using imagery. He ends by anticipating both increased comfort, among athletes and coaches, in systematic use of imagery training, as well as technological advances in measuring brain function. Although some of the material is descriptive, and reference is made to research studies, frequently the author speaks to “you,” shares from his own perspective, and even engages in a mutual process during instruction: “Let’s begin . . . .” It is clear that the reader is an athlete, probably (from the pictures, examples, and case examples) a late adolescent or adult, with little knowledge of sport psychology but considerable interest in learning about it and how to do it.

In another strong chapter, on overtaining, Kirsten Peterson begins with a description of the focus of the chapter, reviews risk factors, definition, and the complexity of symptoms, and then suggests assessment and intervention methods that both coaches and athletes can use. She presents poignant case examples, explains figures, offers summary tables, and iterates the individualized nature of overtaining. Specific, detailed checklists offer, separately, athletes and coaches the opportunity to review overtaining and recovery.

Charlie Brown integrates various perspectives on the psychology of injury recovery and rehabilitation. He reviews risk factors and response elements — including one of the most elegant brief explanations of the transtheoretical model of change that I have seen. He presents case examples and, in his specific explanations, essentially gives direct application to the methods elaborated in the earlier section on PST. Brown addresses athletes and coaches, and appropriately includes teammates, trainees, and family members in his recommendations.

All edited books run the risk of unevenness. This book seems to have particular elements presenting something of a challenge to the reader. Although, as noted above, the book is primarily designed for athletes and coaches, it actually took quite a while for me to figure that out. The issue of audience is critically important. In some ways, an athlete audience is different from a coach audience — or for that matter from parents, who are occasionally addressed here. (And in one instance, sport psychology consultants are informed about the types of roles they can take in drug-use prevention.)

Some chapters in the book contain sweeping content, such that it is difficult either to understand (a readability check of some of the sentences suggested that some chapters, at least, are most appropriate for those who have already completed undergraduate studies) or to understand how athletes or coaches would apply the information. At times, concepts are repeated — though some attempts are made to cross-reference different chapters with regard to particular topics. The tone varies as well. Some in-depth explanations of research and theory intermingle with advice, example, exhortation, and directive. When well put together, this can work well; when heavily-handled, it has the potential to disengage the reader from the information.

Because this is designed as a popular book, Murphy has chosen to place all references at the end of the book, as chapter notes. On the one hand, this referencing placement frees up the chapters for content. On the other, since the Notes do not refer to the chapter titles, the only way in which these references are useful is if one is reading, say, page 27 and is interested in knowing what the sources are. Some chapters have many notes. One has only one. One author (Peterson) includes a segment with additional resources for the interested reader. The references themselves range from popular books to technical books and articles in professional journals. Although this breadth can serve to validate the authority of the writer in the eyes of psychologist readers, it seems questionable whether the average high school student reader is really going to check out these journals.

It appears to me that this book was written for two reasons. The manifest intention is to offer athletes and coaches both a general and specific sense of the territory that is sport psychology. The other, more subtle, potential pitfalls, with information on the roles (Sean McCann), qualifications (Bradley Hack), and effectiveness of sport psychologists (David Tod and Mark Anderson).

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 currently is Judy Van Raalte, 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. Van Raalte for more information. Her contact information can be found on the back of the newsletter.
As Americans become increasingly aware of the health hazards of their current fast-food based, sedentary lifestyles, texts such as Conquering Depression and Anxiety Through Exercise will provide a tangible guide to healthier living. Part motivational text, part how-to primer, this book is appropriate for the recreational athlete, health care provider, mental health practitioner, or anyone who wants to make significant changes towards greater fitness.

Informatively rich, Conquering Depression & Anxiety Through Exercise is a comprehensive review of the benefits of regular physical activity. Johnsgard acknowledges that demographic factors such as gender, family size, and socioeconomic status can limit an individual’s access and ability to participate in the beneficial aerobic exercise that he prescribes, no clear solutions to these sociocultural barriers are offered. It would seem that affluent, single, white males will continue to be the greatest beneficiaries of the book’s pro-health message.

Despite these limitations, Conquering Depression and Anxiety is an excellent informational text covering a full range of descriptive and quantitative data on the mental, physical, and social outcomes of vigorous exercise. It is comprehensive, well-written, and a valuable addition to the personal or lending library of any health provider committed to increasing public awareness of the benefits of a moderate and physically-fit lifestyle.

Congratulations to Amy Latimer!

Dr. Latimer of Yale University is the recipient of the 2004 APA Division 47 Dissertation Award. The title of her dissertation is “Bridging the Gap: Promoting Physical Activity Among Individuals with Spinal Cord Injury Within the Context of the Theory of Planned Behavior”. Her dissertation advisor is Dr. Kathleen Martin Ginis (1996 award winner). Look for a summary of Amy’s dissertation in the Fall issue of the newsletter.
An Encouraging Word from our Student Reps
by Amy B. Stapleton, M.S., Jessica Mohler, M.A., Adam Wright, M.Ed.

After completing the APPIC, traveling to interviews, completing the dissertation, and relocating for internship, I was ready for adjusting to more of a “real world” schedule and focusing on my training experience. Yet, after settling in it seems that the next hurdle is right around the corner! Emails from my training director started flooding in with the subject line reading “jobs.” After all, soon the student loan companies will start knocking at my door and I think that something will have to change if I am to meet their pleasant request.

The process of completing a terminal, either masters or doctoral, degree in psychology is not only a draining and challenging task, it is also an exciting one. Many will be graduating this spring with a great sense of accomplishment and at the same time, a great deal of worry about the next step, finding a job. As an unlicensed professional, often the next hurdle may feel like the biggest one. In different regions of the country, many early professionals may be competing to find employment in a saturated market. Some graduates may choose to continue their training experience with a formal post-doctoral position. However, many will continue their pursuit to practice independently through community counseling centers, university counseling centers, school systems, state and federal agencies, which afford graduates opportunities to practice under supervision in staff positions. Sometimes creating your own position, as an unlicensed practitioner, can be difficult yet there is also a rewarding feeling from developing a position that matches your individual interests. While many of the salaries from these self created positions may create apprehension due to a large amount of student debt, usually the salaries are similar to post-doctoral stipends.


Practice (Positive Psychology/Performance Enhancement) Committee Report
Jack Watson, Ph.D., Chair

Dear colleagues, I write this column with the intention of providing a brief overview of the current endeavors of the Practice Committee. Currently, the Practice Committee has 6 members (myself, Joanne Hinkelman, Jerry May, Paul Lloyd, John Lubker, and Marshall Mintz). At this time, we have either recently completed or are attempting to make progress on the several Division related issues listed below.

(1) This past year we completed a supervision brochure for the Division website. This brochure outlined many of the legal and ethical issues related to the practice of supervision within our field. It also served as a basic guide to help students find appropriate supervision for their applied sport and exercise psychology experiences.

(2) You may not be aware of this, but one of the first initiatives of this committee was to promote the issue of positive psychology within the field. For this reason, several members of this committee have been working for some time on a review of literature which will outline the inclusion of positive psychology into the sport and exercise psychology literature. An excellent and extensive draft of this article has already been completed, and the authors are now searching for a publication outlet while the draft is condensed.

(3) The committee is also in the process of collecting information about the application of sport psychology principles and programming in life enhancement programs (e.g., “Play It Smart” and the “First Tee” program). Once completed, this information could serve as a marketing tool for our profession, as it indicates the pervasiveness of sport psychology into everyday life. It also indicates how sport psychology professionals are giving back to their communities. We have information about many such programs, but could certainly use help in identifying others. If you have any ideas about programs that might be able to fit within this list, please contact me at: jack.watson@mail.wvu.edu

(4) In the near future, we believe that we will be working with the Executive Committee of Division 47 to assist with the development of a supervisor network for those interested in developing their skills. This endeavor is still somewhat unclear, but as time passes, we will make sure to clarify our role in this process.

I believe that we as a committee and a profession are well suited to complete each of these tasks, and are looking forward to the challenges of working on each of them. Furthermore, if you have any ideas about additional initiatives that you believe would be best taken on by the Practice Committee, I encourage you to contact me (jack.watson@mail.wvu.edu) with your suggestions.

Ronald Levant, the 2005 APA President, has pledged to support early career psychologists. Issues such as post-doctoral requirements and supervision for clinical and research graduates have been noted. Graduate students are aware of the challenging post-doctoral year before passing the licensure requirements. States vary on the licensure requirements, so it is recommended for graduates to research such requirements in order to make an informed decision about relocating to a different state. Many students who are seeking academic positions may choose research oriented post-doctoral positions in order to become more competitive in academia.

In continuing the process of becoming a competent practitioner, educator, and/or researcher, graduates are encouraged to call upon their networking skills in order to find the ongoing experience that will be meet their needs. Researching information on the web regarding state licensing boards, job postings, and area psychologists is also a fruitful start to finding the right position. Also, state psychological associations and specialty organization members are often excited to assist early psychologists through mentorships programs. Lastly, division listserves also provide valuable information about job openings across the country. As student leaders in Division 47, we welcome students’ feedback and questions about the process of becoming an early professional. We look forward to the 2005 APA Convention and the divisional programming that will allow early professionals the opportunity to network and learn more about the field of sport and exercise psychology.

Happy Spring and Congratulations to all graduating students!
Meet the Professional: An Interview with Dr. Kate Hays

Adam Wright, M.Ed.

One of my initiatives as the new Div 47 Student co-representative was to provide students with a venue for communication with established sport psychology professionals. I had two goals in establishing this initiative. First, I wanted a means for students to gather information about the experiences and insights of established sport psychologists. Second, I wanted to create the opportunity for students to develop relationships with current practitioners in order to help develop their professional careers. Consequently, I decided to establish a “meet the professional” interview section in the newsletter to encourage students to contact professionals and conduct their own interview with a practicing sport psychologist. Through this connection, it is possible that a student might establish an ongoing relationship in which the professional can act as a mentor, guide, role model, teacher, and/or sponsor for the student. At least, one might gather significant information that can be utilized and shared by the sport psychology community. I conducted the initial interview with past Div 47 President, Dr. Kate Hayes.

1. Summary of Dr. Hays’ academic background:
Dr. Hays owns The Performing Edge, a consulting practice devoted to sport and performance psychology in Toronto, Ontario. She earned a Ph.D. in Clinical Psychology from Boston University and has been practicing in psychology since 1971. Dr. Hays is a licensed psychologist in the state of New Hampshire and the province of Ontario and has developed expertise in sport psychology and performance psychology over the past 15 years. She is a Fellow of the American Psychological Association (Divisions of Exercise & Sport Psychology, Psychotherapy, Independent Practice and the Society of the Psychology of Women.) and the Association for the Advancement of Applied Sport Psychology (AAASP). Moreover she is an AASP certified consultant and is listed in the US Olympic Committee Sport Psychology Registry. She was also the recipient of the Oglevie Award for Professional Practice from D47 in 2004. Finally, she is past president of APA’s Division of Exercise and Sport Psychology.

2. Applied psychology experience and academic publications/presentations, etc.:
Dr. Hays has extensive applied psychology experience, which includes both amateur and elite/Olympic athletes and performing artists. She has published widely in scholarly journals and has written several books that are directed toward both sport psychology professionals as well as the general public. The titles of her books include the following: Move your Body, Tone your Mood; Working It Out: Using Exercise in Psychotherapy; Integrating Exercise, Sports, Movement, and Mind; Therapeutic Utopia; and You’re On! Consulting for Peak Performance (with Dr. Charlie Brown).

3. What is your area of specialization/expertise?
Dr. Hays has three areas of specialization: a. Mental benefits of physical activity b. Psychological skills training for athletes c. Performance enhancement for artists, etc.

4. What is your theoretical/philosophical background in applied sport psychology and do you have a preferred approach to professional practice?
Dr. Hays has an eclectic philosophical approach to her practice, which includes: cognitive behavioral, learning theory, systems and psychodynamic. In particular, Dr. Hays comments that most clients would contest that she worked from a cognitive behavioral perspective. However, depending on the various levels of resistance and success in changing a client’s behavior, she will often take a more eclectic approach, and may even examine the impact of early issues and relationships on current functioning. She contends that a broad background in theoretical approaches is important for applied sport psychology work.

5. What are some of the challenges and opportunities confronting sport psychologists in the future?
Dr. Hays believes that challenges and opportunities in the future are going to be greatly affected by one’s level of training. She notes that training in applied sport psychology is a contentious issue. Trained as a clinical psychologist, she believes that dual training in sport psychology and clinical/counseling psychology is the ideal model since it allows for the most opportunities in the field. Moreover, a dual background lends itself to a true interdisciplinary model of sport psychology that could allow great growth in research and practice. However, she is concerned that training will continue to be an issue of disagreement in the field.

6. What is the most rewarding part of being an applied sport psychologist? What is the least rewarding part?
Dr. Hays feels that the most rewarding aspect of being an applied sport psychologist is the satisfaction of seeing athletes using their minds to increase their performance and enjoyment of the game. In addition, she enjoys helping others to make positive psychological changes that affect the rest of their lives. The least rewarding aspect has to do with lack of funding. In Canada (which is where Dr. Hays practices), nationally ranked athletes get services paid through the Canadian Sport Center. However, national funding is limited. Because much of her work is focused on individuals, she can more easily deal directly with some of the otherwise challenging issues of team/organizational issues around client responsibilities and confidentiality.

7. What kind of experiences/education should I get to make me a more competent/proficient professional?
As previously stated, Dr. Hays believes that the dual model of education that embodies both sport science as well as traditional clinical/counseling psychology is the optimal model for applied sport psychologists. Moreover, she believes that the practitioner should get as much “clinical” experience as possible, such as in sports medicine clinics, fitness facilities, healthcare systems, nursing homes, colleges, etc. Whenever possible, she suggests supervised opportunities and on-going peer consultation, even when practitioners’ formal training is complete.

8. Any final thoughts/recommendations concerning applied sport psychology in general.
Dr. Hays believes that certification is an important issue. She contends that the legitimacy of profession lies in recognition of its competencies. Ideally, she would like to see multiple routes to reach this goal. Moreover, she believes that there will be a large amount of opportunities in the future if we do not limit ourselves to traditional sport psychology and expand our focus into the many realms in which performance oriented individuals exist. In particular, Dr. Hays believes that the performing arts is an area that has great promise for sport psychologists. According to Dr. Hays, we must realize that the scope of sport psychology is “…much larger than (working with) elite athletes.”

Council of Representatives Meeting Report
February 18-20, 2005
William D. Parham, Ph.D., ABPP, Council Representative

I would like to start this report with an acknowledgement of Kate Hayes, Ph.D. who, in my absence, served as the eyes and ears of Division 47 during this most recent Council of Representatives (COR) meeting. A previously contracted consultation precluded my impassioned discussion, personal confessions and numerous expressions of thanks for the opportunity to engage in such important discourse the COR received the delegation on the heels of impassioned discussion about a document appended to their report that was believed by some COR members to...
Mid-Winter Executive Committee Meeting — Division 47
January 14-15, 2005, Orlando, FL
Diane Finley, Ph.D., Secretary/Treasurer

In attendance: Frank Webbe, Diane Finley, Penny McCullagh, Jennifer Carter, Adam Wright, David Conway, Judy Van Raalte, Keith McConnell, Amy Stapleton, Bob Harmison

The meeting was called to order at 5:10 p.m. on Friday January 14, 2005 by Webbe.

The meeting began with introductions and an overview of the agenda. Adam Wright was introduced as the new student representative.

Webbe highlighted areas related to the committees that need discussion including roles, goals, structure, chair openings, and activities for this upcoming year. He summarized the use of committees over the past years. He mentioned previous ad hoc and sunsetted committees. The Board reviewed the Committee information from the Policies Manual. A student member will be added to each committee. Stapleton will recommend names. Carter was added to the Education Committee as EB liaison. Finley resigned from the Education Committee.

McCullagh raised the idea of linking the committees to the APA directorates in order to raise visibility and better accomplish committee and Division goals. Consensus support for this action was voiced by the group. The EB liaison to each committee is to check the websites of APA Directorates for potential linkages.

The EB added the following charge for each Committee:
Be cognizant of initiatives of the related Directorate of APA and liaison with activities within the Directorate.

Webbe asked for nominations for Chair for Education and Membership Committees. He asked for nominations for new members and student members.

Standing Committee reports followed:

Education — Report given by Finley
The committee is continuing to work on the task of developing guidelines for the practice of sport psychology. The plan is to use the Guide for Psychological Practice with Older Adults as a model. A planned retreat for spring did not occur. The Committee will continue to work on development of the guidelines using electronic communication. Harmison suggested that the guidelines being developed include multicultural competencies. Van Raalte suggested looking at other sport psychology organizations and their guidelines as well. Support for both suggestions was voiced by the group.

The Committee presented a well-received workshop at the 2004 APA convention. Committee members continue to produce books and articles for professional and public consumption. Bradley Hack has resigned as Chair due to other responsibilities. The Board thanked him for his service.

The EB added a charge to the Committee’s goals: Coordinate with Division 2 (Society for the Teaching of Psychology) on teaching activities and possible convention presentations.

Science — Report given by Finley
The Science Committee is continuing to write the Science Corner for the newsletter and plans to expand coverage to labs outside of the United States as well as to nontraditional labs. The Committee will continue to choose the Dissertation Award winner. The deadline for 2005 is February 1 to encourage more people to apply. Review of applications will be complete by March 13. The Committee is refining the evaluation criteria to achieve more standardization in submissions.

Conway recommended having the Science Committee work with the Science Directorate to increase visibility with NIH to increase funding for basic research.

Membership — Report given by Webbe
There is an all-time high number of student affiliates (167). D47 is 33rd in total size of the Divisions (N=53). The Committee has been contacting new members to welcome them and is surveying members not renewing to inquire about reasons for nonrenewal.

McCullagh suggested that this Committee take responsibility for the distribution of Division brochures at national and regional conferences.

It was suggested that an early career slot on the membership committee be designated. The possibility of adding an Early Career Professional Award for the Division was discussed. This will be explored in more detail over the next year.

The EB added a charge to the Committee: Develop the new career professional membership of D47 by generating ideas for their inclusion in Division activities.

The meeting was adjourned at 6:58 p.m.

The meeting was reconvened at on Saturday January 15, 2005 at 8:40 a.m.

Convention
Conway reported on the program for APA 2005. 31 of the 39 submissions were accepted. The quality is good. The issue of “no-shows” was discussed. The Board set the following policy to conform to APA’s policy stated in the submission directions: Anyone whose program is accepted for presentation must attend and present. Failure to do so will result in a one-year ban on presentation for D47. The Program Chair must be notified if a genuine emergency arises and attendance is not possible.

Conway will include this policy in the acceptance letters for 2005.

Dr. James Blumenthal of Duke University will present the keynote on exercise and depression. The Board discussed other issues related to the conference program. The Board generated nominees for the Heyman lecture. McConnell and Webbe will coordinate a D47 daily walk/run at 7 a.m.

Van Raalte will coordinate the giveaway-athon. She asked Board members to collect contacts and send them to her. She asked Webbe to compile a list of sport psychology practitioners in the DC area. The Public Interest Committee is charged with publicizing this annual event. McCullagh asked Van Raalte to complete a description of this activity for the Policy Manual.

Newsletter
Webbe commended Harmison on the newsletter. Harmison will hire a new graphic designer due to the resignation of Elizabeth Albers. The Board commended her on her work this past year.

Webbe tasked Harmison with contacting potential advertisers, including publishers and graduate programs. McCullagh recommended that the newsletter be sent to President, Past-President and President Elect of APA and heads of the Directorates as well as targeted Division Presidents. The group voiced approval of this suggestion. McCullagh also recommended having a one page program available for Convention at all D47 events.

Council of Representatives
Bill Parham called in to report on the Council of Representatives. The Giving Back to the Community is an important initiative for APA. The Division has some initiatives in place to support this. Webbe asked Parham for DC contacts for Division activities at the 2005 Convention. Parham recommended looking for some developmental programs for possible participation in the giveaway-athon, potentially working with elderly on exercise issues. Next Council meeting is Feb. 18-20.

Items on the agenda include 1) Levant’s health care for the whole body initiative; 2) international involvement; 3) issues related to racism and anti-Semitism. A recommendation will be made to adopt a resolution against anti-Semitism and
The D47 listserv is still operational and is working well. Doug Hirschhorn is moderating the list.

summer of 2005 and evaluate the budget before proceeding with this.)

The Meeting adjourned at 6:20 p.m.

for his work, planning and organization.

Conroy showed the Board a proposed Convention schedule noting that APA makes the final decisions as to time slots. The Board discussed pros and cons of different sequences, and recommended a final draft. The Board commended Conroy

Scheduling of Convention Events

Van Raalte raised the issue of the supervision brochure. There was positive feedback from APA. She will work with Troy Booker from APA to get the brochure approved through APA channels.

Supervision Brochure

van Raalte has only 1 completed Fellows application. She asked the EB to encourage people who are eligible to complete the application.

Nominations and Fellows

Van Raalte asked for nominations for President (3 year term) and Member-at-Large (2 year term). McCullagh asked for a list of previous candidates and people who have expressed an interest in membership positions. A preliminary list was generated and Van Raalte will contact them about their interest in running.

Van Raalte asked for nominations for the Distinguished Contributions to Education and Training Award for 2005. A letter nominating the candidate should be sent to her. Criteria are on the website.

Van Raalte will take responsibility for getting the plaques made.

2005 Budget

The EB created the budget for 2005, using previous income levels to set a balanced budget. McCullagh motioned to approve the budget. Van Raalte seconded. The budget was approved unanimously. (The budget appears at the end of the minutes)

Supervision Brochure

Van Raalte raised the issue of the supervision brochure. There was positive feedback from APA. She will work with Troy Booker from APA to get the brochure approved through APA channels.

Scheduling of Convention Events

Conroy showed the Board a proposed Convention schedule noting that APA makes the final decisions as to time slots. The Board discussed pros and cons of different sequences, and recommended a final draft. The Board commended Conroy for his work, planning and organization.

The Meeting adjourned at 6:20 p.m.
Division 47 Executive Committee

President
Frank M. Webbc, Ph.D.
Florida Institute of Technology
School of Psychology
150 W. University Blvd.
Melbourne, FL 32901
Ph: 321-674-8104
Fax: 321-674-7105
webbc@fit.edu

Past-President
Judy L. Van Raalte, Ph.D.
Springfield College
Department of Psychology
263 Alden St.
Springfield, MA 01109
Ph: 413-748-3398
Fax: 413-748-3254
jvanraa@spfldcol.edu

President-Elect
Penny McCullagh, Ph.D.
California State University, East Bay
Dept. of Kinesiology and P.E.
1001 W. Predmore, Rdd.
25800 Carlos Ave.
Hayward, CA 94542-3062
Ph: 510-885-3061
Fax: 510-885-2382
pmccullagh@csueastbay.edu

Secretary/Treasurer
Diane Finley, Ph.D.
Department of Psychology
Pine Grove State Community College
301 Largo Road
Largo, MD 20774
Ph: 301-302-9699
dfinley@pgccc.edu

Council Representative
William D. Parham, Ph.D., ABPP
UCLA
Student Psychological Services
4223 Math Sciences Building
Los Angeles, California 90095-1556
Ph: 310-825-0766
Fax: 310-206-766
wparkham@apsa.ucla.edu

Member at Large
Kirsten Peterson, Ph.D.
U.S. Olympic Committee
Coaching and Sport Science Division
1 Olympic Plaza
Colorado, CO 80209
Ph: 719-866-4722
Fax: 719-866-4850
Kirsten.peterson@usocc.org

Member at Large
Jennifer Carter
The Ohio State University
Sports Medicine Center
7050 Kenny Road
Columbus, OH 43221
Ph: (614) 293-2432
Fax: (614) 293-4399
carter.270@osu.edu

Student Representatives
Jessica M. Mehler, M.A.
Amy B. Stapleton, M.S.
Loyola College in Maryland
Psychology Department
Boett Hall, Room 220
4911 N. Charles St.
Baltimore, MD 21210
Ph: 410-444-2412 (Jessica)
Ph: 410-555-1231 (Amy)
Fax: 410-617-5341
jmehler@loyola.edu
amstapleton@loyola.edu

Division 47 Exercise & Sport Psychology, American Psychological Association
Robert J. Harmison, Ph.D., Editor
Argosy University/Phoenix
Dept. of Sport-Exercise Psychology
2233 W. Dunlap Ave., Suite 150
Phoenix, AZ 85021

Division 47 Program Chair
David Conroy, Ph.D.
Department of Kinesiology
The Pennsylvania State University
796 Recreation Building
University Park, PA 16802-6701
Ph: (814) 863-3451
Fax: (814) 863-3451
david-conroy@psu.edu

President, Running Psychologists
Keith McConnell, Ph.D.
JFK University
Graduate School of Professional Psychology
12 Altair Rd.
Orinda, CA 94563
Ph: 925-288-7200
Fax: 925-288-7200
mcconnell@jku.edu

Newsletter Editor
Robert J. Harmison, Ph.D.
Argosy University/Phoenix
Sport-Exercise Psychology Program
2233 W. Dunlap Ave.
Phoenix, AZ 85021
Ph: 602-216-2500
Fax: 602-216-2601
rharmison@argosy.edu

Nonprofit Organization
U.S. POSTAGE PAID
Phoenix, AZ 85026
Permit No. 5882

Deadline for submission of materials for the Fall 2005 issue is October 1, 2005. Please send all items to: Robert J. Harmison, Ph.D., Program Chair, Sport-Exercise Psychology, Argosy University/Phoenix, 2233 W. Dunlap Ave., Suite 150, Phoenix, AZ 85021. You can also e-mail Dr. Harmison at rharmison@argosy.edu.