

© 2014 NATIONAL UNIVERSITY AN AFFILIATE OF THE NATIONAL UNIVERSITY SYSTEM



## 2014 PERFORMANCE PSYCHOLOGY CONFERENCE

### AGENDA

#### FRIDAY, FEBRUARY 21, 2014

**12-2 p.m.** – Onsite Conference Registration/Check In

**2-3 p.m.** – Keynote Speaker: Dr. Keith Power,  
"Using Performance Psychology in Corporate Populations"

**3-3:30 p.m.** – Discussion with Speaker

**3:30-3:45 p.m.** – Break

**3:45-4:45 p.m.** – Themed Presentations: Motivation

**7 p.m.** – Networking Session (*Non-hosted*)

Ortega's Mexican Bistro  
141 University Avenue, San Diego, CA 92103  
619.692.4200

#### SATURDAY, FEBRUARY 22, 2014

Complimentary Continental Breakfast

**8-9:20 a.m.** – Themed Presentations: Mental Training Modalities

**9:20-9:30 a.m.** – Break

**9:30-10:30 a.m.** – Keynote Speaker: Mr. Jim Brogan,  
"Why Not You? It's Possible!"

**10:30-11 a.m.** – Discussion with Speaker

**11-12:15 p.m.** – Mental Training Lectures

**12:15-1 p.m.** – Lunch Break

**1-2 p.m.** – Featured Speaker: Matt Phillips,  
"Working with Performers in Transition"

**2-3 p.m.** – Featured Speakers: Wendy Borlabi and Ross Flowers,  
"Integrating Performance Psychology Beyond the Textbook:  
Lessons in Diversity"

**3 p.m.** – Closing Remarks



FRIDAY, FEBRUARY 21

**KEYNOTE  
SPEAKER**

**2 - 3 p.m.**

## The Application of Performance Psychology in Business: A Personal Journey of Learning

Dr. Keith Power

Keith Power has competed in three sports internationally and has the distinction of being the youngest person ever to be Head Coach at the Olympic Games. He has a wide array of experience and expertise in the High Performance Sport and Business arenas. He currently works as a High Performance Architect, having most recently worked as a High Performance Director of Cal Athletics - The University of California, Berkeley.

He has extensive skills in developing high performance sports systems and processes, in delivering coach learning and development support, talent ID and development, leading cutting edge sport science, sports medicine and strength and conditioning programs, and is a renowned leader in culture change and change management in sports and business.

In sport, Power has worked with Olympic champions and medallists, top managers and coaches, The University of California - Berkeley, UK sport, the British Olympic Association, the Welsh Rugby Union, and top English Premiership Football and Rugby Teams.

In the corporate world, he has worked with global organisations such as EDS, HP, Motorola and Toshiba at the board-level. He has implemented performance coaching, human change systems and processes, Talent ID and management, High Performance team development and cultural performance analysis and culture change programs.

Power is an AASP certified consultant, has published articles in academic journals in the area of performance psychology, and has presented research work at international scientific conferences and workshops. Previously, he was a senior executive member of the British Association of Sport and Exercise Sciences (BASES). He is also an advisory board member for Leaders in Performance USA and a member of John F. Kennedy University's sport psychology advisory board.





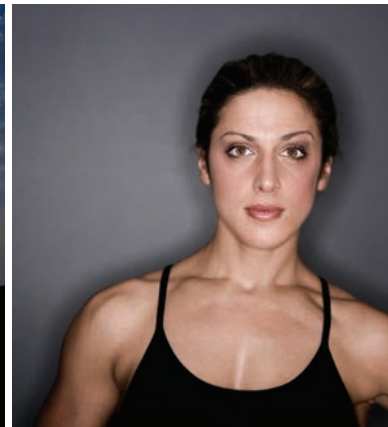
FRIDAY, FEBRUARY 21

## MOTIVATION Playing to Win: A Look Into the Motivation of Athletes

3:45 - 4:05 p.m.

Stefanee Van Horn, M.A.; Raffi Sarafian, B.A.; Gianfranco Abusleme, B.A.; Ashley A. Samson, Ph.D; Mark P. Otten, Ph.D.  
*California State University, Northridge*

Athletes are often told they need to play to win. However, research demonstrates that playing to avoid losing provides more motivation in competition than playing to win. This is primarily due to loss aversion, explaining that the pains of losing are worse than the joys of winning; people will do anything to avoid those pains. This study looks not only at how athletes respond to situations that warrant loss aversion, but also how the athlete's motivational profile affects their response. An achievement goal framework was used to determine if athletes have approach motivation versus avoidance motivation. The research hypothesized that athletes with approach motivation will accept the challenge from loss aversion, while those with avoidance motivation will perform worse. The participants ( $n=231$ ) were asked to complete a basketball free throw shooting task. Participants in the experimental group were told at the halfway point in the task that they were either ahead ( $n=60$ ), behind ( $n=60$ ), or tied ( $n=62$ ) with other participants; those in the control group ( $n=49$ ) were given no feedback. Participants who were playing to win were more likely to have a mastery achievement goal orientation [ $r(229)=.36, p<.01$ ] while participants who identified as having a performance achievement goal orientation were more likely to play to avoid losing [ $r(229)=.52, p<.01$ ], regardless of experimental condition. Results suggest that for participants in the "behind" condition, demonstrating a mastery approach orientation was positively correlated with better performance on the free throw task [ $r(58)=.28, p=.03$ ]. Meanwhile, for the same participants, demonstrating a performance avoidance orientation led to a worse performance on the free throw task [ $r(58)= -.27, p=.04$ ]. This study can provide coaches, athletes, and sport psychologists with insight into the motivations of athletes who respond either positively or negatively to loss aversive situations, and may be beneficial to developing future interventions aimed at increasing positive performance outcomes.



FRIDAY, FEBRUARY 21

## MOTIVATION The Relationship Between Motivations, Perceived Control, and Mental Toughness In Marathoners

4:05 - 4:25 p.m.

Ashley A. Samson, Ph.D., Mark P. Otten Ph.D., and Kerry Virgien, M.A. *California State University, Northridge*

The popularity of marathon running has grown exponentially in recent years, with almost 20 times the amount of participants in 2012 when compared to 1976 (Running USA, 2012). As such, researchers are interested in the psychological variables that influence these individuals to engage in such a strenuous activity as a hobby (Ogles & Masters, 2003). Three such variables include motivations, perceived control, and mental toughness. Current and past research supports that all of these variables are important for success in the sport domain, but presently there is no research that links these variables together in runners. Thus, the purpose of this study was to explore the relationship between motivations, perceived control, and mental toughness, while also investigating gender differences in 347 adult marathon runners (139 males, 208 females). Runners completed a questionnaire battery that included a demographic questionnaire, Motivations of Marathoners Scale (MOMS; Masters, Ogles, & Jolton, 1993), Perceived Control Questionnaire (Otten, 2009), and Sport Mental Toughness Questionnaire (SMTQ; Sheard, Golby, & van Wersch, 2009). Results of structural equation modeling revealed a significant, positive relationship between perceived control and mental toughness, and between perceived control and all subscales of the Motivations of Marathoners Scale except weight concern. Additionally, gender differences were found in subscales of the MOMS and SMTQ, but not perceived control. The results of this study provide an important contribution to the literature in terms of understanding the relationships between important influences on sport and physical activity participation, in addition to implications for informing interventions with marathon runners.

The first implication that can be derived from this study concerns the positive relationship between perceived control and mental toughness. Subsequently, interventions aimed at increasing perceptions of control about the outcomes of one's sport endeavor (e.g., a marathon race) may also increase self-perceptions of mental toughness, which is essential to completion and performance in tasks of a physical nature (Sheard, et al., 2009; Otten, 2009). Secondly, the results revealed that individuals who reported running for recognition, self-esteem, and affiliation also scored lower on mental toughness. One theory is that runners who cite these reasons are more concerned with the extrinsic and/or social rewards that accompany marathon training and less about competition, thus mental toughness may be of little concern to them. Lastly, due to the gender differences that were found, practitioners should be aware of variations in influential variables related to sport participation when structuring interventions. For example, females were found to be higher on the psychological coping, weight concern, and self-esteem subscales of the MOMS; therefore, practitioners/coaches might emphasize how running can relate to these areas when working with a group of female runners. Furthermore, they might emphasize competition in relation to running when working with a group of male athletes, as they are more likely to run for that reason.

\*The presentation will primarily focus on the implications of the study and how to apply the findings.





FRIDAY, FEBRUARY 21

## MOTIVATION The Missing Link? Using a Hybrid Approach to Motivate Injured Athletes

4:25 - 4:45 p.m.

Makenna Henry, Student-Athlete, *UC Santa Barbara*, Jessica Larsen, Ph.D. Postdoctoral Fellow, *University of Oklahoma* and Cassandra D. Pasquariello, M.S., Ed.M., Postdoctoral Fellow, Counseling and Psychological Services, UCSB Athletics Liaison, *UC Santa Barbara*

Elite athletes are frequently under high physical and mental stress due to their intensive training and expectations to perform nearly perfect during every sporting event. When an elite athlete becomes injured, their mental stress can increase quickly, which negatively affects their ability to cope with their injury and ability to recover to their pre-injury performance level. An average of 7 million sports-related injuries occur annually in the United States (Conn, Annett, & Gilchrist, 2003). The anxiety, depression, or anger that may be experienced after incurring an injury can lead athletes to not adhere to rehabilitation regimens, to socially disconnect, and to cease to perform daily functional activities (e.g., attend practices, classes, work, social events). Athletes whose emotional and behavioral complications that develop within three months of the injury may be diagnosed as suffering from an adjustment disorder (American Psychiatric Association, 2013). Injured athletes suffering from emotional and behavioral problems are often treated with imagery, biofeedback, and relaxation therapy (Drieger,

Hall, & Callow, 2006; Edvarson, Ivarsson, & Johnson, 2012; LaGrange & Ortiz, 2013). While these traditional therapies demonstrate positive effects, there is limited research to demonstrate the specific effects related to rehabilitation adherence or treatment perseverance by injured athletes. Among injured athletes, treatment adherence and perseverance are critical for a successful return to pre-injury performance level. The aim of this presentation is to introduce a hybrid approach for Sport Psychology Consultants that may aid in the rehabilitation of elite, injured athletes to pre-injury performance level. This hybrid approach will include behavioral intervention techniques alongside the utilization of Virtual Reality. Virtual Reality may be the motivational force for increasing rehabilitation adherence and increasing motivation for injured athletes to return to play. The Behavioral Therapy component

will consist of exposure therapy as a way to reduce an injured athletes anxiety and fear about re-injury, returning to pre-injury performance level, and returning to play. Prolonged exposure therapy has been shown to be effective for reducing the negative psychological and emotional effects of combat-related posttraumatic stress disorder for veterans of the Afghanistan and Iraq war (Tuerk et al., 2011). This presentation will hypothesize the potential transferability between prolonged exposure therapy for war veterans and athletes who are traumatized by the experience of an injury that has removed them from their sport for a significant duration of time. This presentation will also describe a hypothetical case study that utilizes this hybrid Behavioral Therapy and Virtual Reality approach as a way to assist a basketball player who tore her ACL while performing a dynamic movement in her physical and psychological recovery process.



SATURDAY, FEBRUARY 22

## MENTAL TRAINING MODALITIES

**8 - 8:20 a.m.**

### Emotional Freedom Techniques: Transforming Breakdowns into Breakthroughs

Lauren Fogelman, Expert Sports Performance

When there's a struggle on the outside, then there's also a struggle on the inside. Working through performance obstacles does not have to be painful or time consuming. Energy psychology shows athletes, coaches, and trainers how to quickly overcome performance blocks. The Emotional Freedom Techniques is a unique mindset tool that helps to restore balance and flow. The goal of this program is to incorporate the Emotional Freedom Techniques as a mental game strategy for high performance; utilize the Emotional Freedom Techniques with athletes and performers in individual and group settings; review case studies using the Emotional Freedom Techniques in individual and group sessions; meet the unique demands of athletes and performers suffering from mindset challenges (i.e. pre-performance anxiety, slumps, choking, perfectionism); confidently utilize the Emotional Freedom Techniques and teach this technique to athletes, performers, and service professionals; increase awareness of energy therapies as a viable approach to overcome mental blocks, limiting beliefs, doubt, worry and fear; and view energy therapies as one part of an integrative holistic approach for high-performing individuals.





SATURDAY, FEBRUARY 22

## MENTAL TRAINING MODALITIES

8:20 - 8:40 a.m.

### Impact of Trait Mindfulness on Sport Performance Under Pressure

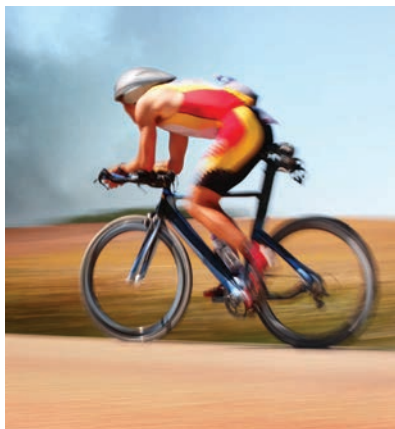
Maddie Lenard, Jared Ramsburg, Mark P. Otten *California State University, Northridge*

Mindfulness meditation has made its way into sport because of its emphasis on psychophysical function (Hickman, Murphy & Spino, 1997). Individuals vary greatly on innate mindfulness, and this is thought to originate from biological variation. However, studies have shown that by practicing mindfulness meditation regularly, individuals can increase their level of trait mindfulness. Empirical findings have shown that regular mindfulness practice and the enhanced awareness and attention that occur in conjuncture with it result in increased immune functioning (Davidson et al., 2003), enhanced alertness, improved sensory acuity, and improvements in physical performance (Jha, Krompinger & Baime, 2007). In addition, Wang (2008) and Bernier (2009) found a strong relationship between mindfulness and the ability to get “in the zone”, which they termed “flow.”

The first of the current two-part study examines whether a mindfulness-training exercise can improve basketball free throw performance under pressure conditions. Participants are California State University, Northridge students ( $n = 50$ ) who completed questionnaires assessing their anxiety, trait-level mindfulness, and expertise. They then shot two sets of 15 basketball free throws; prior to the second set, participants were provided with a cover story designed to enhance perceived pressure. Immediately after the cover story, participants were asked to repeat the anxiety questionnaire, followed by a 10-minute mindfulness exercise or rest period. A control group was instructed to simply rest, for an otherwise equivalent period of 10 minutes. Thereafter, participants shot their second set of free throws, and subsequently completed a perceived control questionnaire. Under pressure, those in the experimental (i.e., mindfulness) group did not perform better than those in the control (i.e., rest) group,  $F(1, 48) = 0.78$ ,  $p = .38$ . Those who scored high on the current measure of trait-level mindfulness, however, did perform better under pressure,  $r(48) = .37$ ,  $p = .01$ .

The second of the two-part study ( $n = 200$ ; in progress) follows the same design as part one, only there is no mindfulness exercise or rest period. Instead, the focus is solely on the trait mindfulness of the participant. Participants took the mindful-attention-awareness survey and then shot free throws in two conditions: a control condition and a pressurized condition. Based on the literature and our past findings, we hypothesize that the participants who have higher trait mindfulness will perform better under pressure and make more free throws in the pressure condition than the participants who have lower trait mindfulness.

Findings may support the use of trait mindfulness assessments for recruiting purposes, as well as long-term mindfulness-training exercises for the enhancement of athletic performance and other performance under pressure.



SATURDAY, FEBRUARY 22

## MENTAL TRAINING MODALITIES

8:40 - 9:00 a.m.

### The Effects of Visual Priming for Athletic Performance Success

Rocky Zamora, Garrett Robinson, Danitza Medina, & Mark P. Otten, *California State University, Northridge*

Athletes are often defined by their successful performances in high-stakes games and events, yet it is in the preparation for those single moments that may determine a successful athlete. Current research shows that priming can influence a decision and behavior depending on the proximity of the prime (Dijksterhuis et al., 1998). The current study examines the effects of positive and negative visual priming on an athletic performance task. Another aspect that is being examined is the level of control a person feels in a competitive situation. It is predicted that greater perceived control will correlate with higher levels of performance, with recent findings supporting this view (Otten, 2009). Positive anxiety is also being studied, to monitor how an athlete will use feelings of arousal to enhance performance rather than allow those feelings to influence them negatively. It is hypothesized that participants who are given the positive visual prime (as opposed to the negative visual prime) will: perform better in an athletic task, have higher levels of perceived control, lower levels of negative anxiety, and higher levels of positive anxiety. It was also hypothesized that there would be positive correlations between performance and both perceived control and positive anxiety. The participants included  $n = 200$  (in progress) undergraduate students from a local university who had a minimum level of previous basketball proficiency and were asked to complete two sets of basketball free throws. Participants in the experimental groups were shown a video clip of either a positive made free throw attempt, or a negative missed free throw attempt, as a visual prime. Both clips depicted Steve Nash, a professional basketball player from the Los Angeles Lakers. Those assigned to the control group were not given either visual prime. The participants were given several questionnaires to fill out, including the Perceived Control Scale (Otten, 2009), Reinvestment Scale (Masters et al, 1993), Modified Sport Confidence Inventory (Vealey et al., 2003), Competitive State Anxiety Inventory-2 Revised (Cox, Martens & Russell, 2003), and a new Positive Anxiety Scale. Provisional data from a pilot sample of 44 participants was not demonstrative of the effects of the positive prime on improved performance,  $F(2,44) = 0.99$ ,  $p = .38$ , or perceived control,  $F(2, 44) = 1.23$ ,  $p = .30$ . There were positive correlations, however, between performance and perceived control ( $r = .69$ ,  $p < .001$ ) and performance and positive anxiety ( $r = .34$ ,  $p = .02$ ). This study is intended to help athletes, coaches, and trainers better understand the drive for a successful performance. By creating priming techniques that increase performance under pressure, coaches may help athletes not only improve their existing natural skill set, but also add to it as well.





SATURDAY, FEBRUARY 22

## MENTAL TRAINING MODALITIES

9 - 9:20 a.m.

### Utilization of Psychophysiological Training in an Athlete Population

Leslie Sherlin, Ph.D. , Sense Labs

In the past, athletic performance focused largely on training the body only. However, an athlete who can exercise volitional control of the levels of cognitive engagement and arousal levels of the brain and body has an advantage in both practice and competition settings. These concepts have received resistance and under utilization because previous research has been observation of specific skills alone and have been challenging to objectively measure. The increasing awareness of brain-wave technologies that are practical to implement has allowed us to build upon the previous years of research and theory in learning principles and psychophysiology. This presentation will introduce and provide the foundation for a brain performance evaluation and training model. The talk will briefly address the practical barriers that have been overcome through significant technological developments and outcomes from individual athletes and preliminary group studies. Through several years of development and application, significant barriers to utilization of psychophysiological training in athlete populations have been addressed. Collecting quantitative electrocortical activity and neuropsychometric data on hundreds of athletes, as well as providing psychophysiological training to many of those consisting of professional, Olympic, and world-class level individuals, has provided some preliminary insights into this modality usage in the athlete population. Measuring and training the elite athlete brain has provided significant understanding of training processes that now can be applied to mental performance that is both practical and effective. The refinement of training implementation strategies across a wide variety of sport performance settings for all skill levels has yielded preliminary indications of success in these populations.



SATURDAY, FEBRUARY 22

**KEYNOTE  
SPEAKER**

**9:30 - 10:30 a.m.**

**Mr. Jim Brogan**

Jim Brogan is a nationally recognized author, advisor, instructor, and leader. He is an expert on peak performance for teens, CEOs, coaches, and elite athletes from the NFL, MLB, and NBA.

What started as a commitment to helping a few individuals improve the quality of their academic and athletic performance has grown into a dynamic program for assisting teenagers across the United States to become strong, successful, well-rounded athletes.

Brogan is a former NBA player. He had the privilege of starting his career with the Golden State Warriors and finished with the San Diego Clippers. He is a graduate of West Virginia Wesleyan College, with degrees in business and psychology. Jim is coauthor of the book, "Inspiring Others to Win." He has delivered over 1,000 presentations to corporations, businesses, and schools on teaching effective techniques for gaining life skills. From 1994 to 2000, he was the keynote speaker for the DARE program in San Diego, CA. Since 1996, he has been a keynote speaker for the Rotary Youth Leadership Awards Conference. He is on the President's Advisory Council for West Virginia Wesleyan College, the advisory board for Pro Kennex, and is the President of the Pitch It Forward Foundation.

Brogan produced the first video of the Standards of Excellence program in 1988. Then in 1992, the Standards of Excellence went to audio. With the success of these programs, a newer version was produced in 1997 called "Making a Difference," which was extremely successful in impacting teenagers' lives. The latest and most up-to-date version of Brogan's program is "10 Steps to Success," now available through this website





SATURDAY, FEBRUARY 22

## MENTAL TRAINING LECTURES

11 - 11:25 a.m.

### Got Leadership? Developing Sustainable Leadership Training Among Intercollegiate Student-Athletes

Cassandra D. Pasquariello, M.S., Ed.M., Postdoctoral Fellow, Counseling and, Psychological Services, UCSB Athletics Liaison, *UC Santa Barbara*

Makenna Henry, Student-Athlete, *UC Santa Barbara*

Sport psychology interventions focused on leadership development have been found to be most effective when leadership skills are proactively taught (Weiss, 2008). However, research suggests a lack of formal training opportunities in sport for athletes to develop this important skill (Voelker, Gould, & Crawford, 2011). In a university setting, leadership development can be used to support student-athletes across sport domains and within teams. The purpose of this workshop is to model sustainable leadership development approaches with specific student-athlete populations (e.g., team captains, team specific, Student-Athlete Advisory Committee). The workshop will provide examples of three targeted groups for leadership development. First, based on Janssen's (2003) model of developing leadership, team captains will be discussed as an easily defined population for leadership development. Second, this workshop will address the athletic department's student-athlete advisory committee as another pre-selected population for leadership development. Third, centered around the importance of team specific interventions (Yukelson, 1997; Voight, 2009), this workshop will discuss the promotion of leadership development within a specific team. This final team specific approach to leadership development affords the sport psychology consultant the opportunity to meet the needs of the individual team and address important team specific leadership roles, in addition to broadening the definition of leadership among collegiate teams by devoting leadership development time to first- and second- year student-athletes. The presenters will examine the costs/benefits and challenges/opportunities of using a sustainable leadership development approach rather than one-time leadership workshops or department wide interventions. Participants will work in pairs and small groups to discuss course content of examples and case studies provided by the presenters and suggested by attendees. This approach does not claim to be the only way to develop leaders among student-athletes, but instead illustrates the strength of a sustainable approach that promotes student-athlete development within a university athletic department.



SATURDAY, FEBRUARY 22

MENTAL  
TRAINING  
LECTURES

11:25 - 11:55 a.m.

## Working Through Maladaptive Fear: A 4-Phase Approach for Gymnasts and Cheerleaders

Sara Robinson, MA, *John F. Kennedy University*

Fear has a purpose for individuals in sport and in life; it is an adaptive trait, serving as a signal of a potentially dangerous situation (Öhman, 2008). In the context of sport, a small amount of fear is normal and athletes often manage to work through this naturally. However, fear can be maladaptive in some situations and may impede an athlete from accomplishing his or her goals. In sports such as gymnastics and cheerleading, athletes are regularly asked to challenge themselves mentally and physically to perform skills that may be physically dangerous. Given the nature of these sports, fear is likely to show itself at some point in an athlete's career (Duda, 1996). Fear is healthy when it tells the athlete that he or she is not ready to perform, yet fear may emerge even when the athlete is, in fact, physically prepared to execute a skill. For gymnasts and cheerleaders, fear may develop unexpectedly after the skill has been learned and executed on numerous occasions; the athlete becomes "blocked" and will no longer execute the skill because fear is holding her back.

Having worked extensively with gymnasts and cheerleaders over the last seven years, the presenter has developed a four-phase approach to working with athletes on maladaptive fear. This approach is based in Bandura's theory of self-efficacy (1977). In order to build self-efficacy for the skill and lower the fear that the athlete is experiencing, a number of areas are addressed: 1) The way that the athlete is thinking the skill and her ability to perform it; 2) The way that the athlete imagines the skill; 3) The ability to relax and calm down; and 4) Communication skills. The first three areas addressed are mental skills that athletes learn, or refine in order to create positive thinking, controlled images, and lowered arousal. In working on these areas, athletes may still experience some fear, but they understand how to identify and manage the fear that has been holding them back. In addition, as the physical execution of the skill is often the hardest part, athletes need to be able to communicate with coaches about the challenges they are facing. This often enables an athlete to work with her coaches on how to physically train and execute the skill, in addition to utilizing the mental skills that have been developed. Many athletes find it helpful to return to drills, utilize spotting belts, and practice the skill in safer environments. All of these physical strategies can help to build self-efficacy, but are worked on with a physical coach rather than a mental skills coach. When coaches do not understand that an athlete is experiencing fear, they do not have all of the information needed to best support the athlete- communication is critical in working through maladaptive fear.

This workshop will explain a tried and true method for helping gymnasts and cheerleaders work through fear that can be adapted to performers in other domains. Participants will receive handouts and activities that are used during the four-phase approach.





SATURDAY, FEBRUARY 22

MENTAL  
TRAINING  
LECTURES

11:55 - 12:15 p.m.

## Practice With Purpose

Lisa Hooper, M.S., *College of the Canyons*

As a coach, I am responsible for training not only my athletes' bodies, but their minds as well. Practice sessions are designed to enhance fitness and motor development, but have cognitive learning outcomes too. Some drills are designed to challenge athletes physically or emotionally. Some drills are designed to develop communication skills, and still others focus on decision-making under pressure. In our gym, our athletes love to guess what the purpose of a new drill is - they take great pride in being correct! And in my experience, when your athletes are considering the mental aspects of their training, not just the physical, they are developing more fully than they would otherwise. Although these drills will be presented from a coaching perspective, attendees will have the opportunity to consider and discuss possible ways to incorporate mental skills drills into their sport psychology consulting work.



SATURDAY, FEBRUARY 22

## FEATURED SPEAKER

1 - 2 p.m.

### Working with Performers in Transition in Alternative Populations

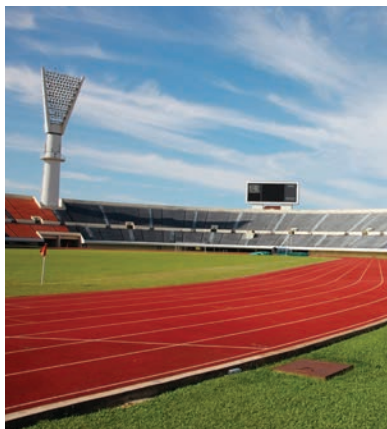
Matt Phillips, Profi Priorities

As a former Division I baseball player at Creighton University and professional Bundesliga (first league) baseball player in Austria, I have experienced a number of career transitions. After retiring from sport, I became a speaker, author, and performance consultant focused on helping athletes successfully transition to life after sports.

My passion for helping athletes stems from my personal struggle with this transition, ultimately succumbing to alcohol and depression during my freshman year of college. I was actually a walk-on for the Creighton baseball team and was cut after two days of tryouts. I fought a huge identity crisis, as all athletes do, but came out the other side much stronger. To make a long story short, I tried out for the baseball team again my sophomore year after not having touched a baseball for one year...and made the team!

I will be sharing my story with the participants at the conference, along with lessons learned and how sport psychologists and coaches can assist athletes with that transition to life after sports





SATURDAY, FEBRUARY 22

## FEATURED SPEAKER

2 - 3 p.m.

### Integrating Sport Psychology Beyond the Textbook: Lessons in Diversity

Dr. Wendy Borlabi & Dr. Ross Flowers  
Giles Consulting Group

Sport psychologists need to account for themselves as well as the athletes and coaches with whom they work in relation to the cultures they represent. The competency to work with diverse cultures in sport not only requires the educational training and experience, but also the exposure to multicultural settings, sensitivity, willingness to take the risk and, courage to address the issues. (Schinke & Hanrahan, 2009). Addressing multicultural issues will also require the courage to break free from the Eurocentric framework of American sport psychology education. "Eurocentrism is the tendency to interpret the work in terms of European values and perspective and the belief that they are superior" (Delgado & Stefancic, 2001, p. 146). Schinke and Hanrahan (2009) stated that many issues that sport psychology, and more specifically, applied sport psychology, addresses are grounded in Eurocentric terms. Therefore, multicultural competency can enhance the applied practice of teaching skills like confidence, focus, and mental toughness to athletes and coaches reading through diverse cultural lenses.

There is an organized group of Black and Brown Applied Sport Psychologists (BBASP) of African-American, Mexican-American, Latino, and Caribbean descent who are taking the challenge to address and work with multicultural issues in sport. As a collective group of applied sport psychologists, we feel an obligation to address multiculturalism in sport. While our intention is to frame the significance of multicultural issues in sport, we are not claiming to have answers. We are merely presenting opportunities and topics that tend to be discussed in smaller groups behind closed doors or simply avoided. Dr. Borlabi and Dr. Flowers both offer a peak into their experiences as African-American sport psychology professionals working as minorities within the majority of Olympic sport. Pursuing career paths as African-Americans in the sport psychology field has presented unique opportunities and challenges.

In this workshop, Dr. Borlabi and Dr. Flowers will bring their small group discussion to a larger group. Each presenter will discuss their unique approach and experiences as minorities working amongst the majority. Presenters will offer examples to illustrate how they take their training and expertise in sport psychology, adapt it to a unique environment, and maximize opportunities to integrate diversity and sport psychology into Olympic performance. Small group discussion will address scenarios presented in the workshop to facilitate how textbook knowledge can be adapted and integrated into high performance.