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2015 PERFORMANCE PSYCHOLOGY CONFERENCE

AGENDA

Friday, February 20, 2015

3:45-5 p.m. Keynote: Dr. Holly Sisk Roselle

5-5:15 p.m. Break

5:15-6:30 p.m.

Theoretical Constructs:

"A Study of Social Influences on Motivation Toward Athletic Performance in Football Athletes"
by: Peter Bisson, M.S., Ashley Samson PhD, Mark Otten PhD, & Terry Sweeting PhD
California State University, Northridge

"Self-Efficacy in Collegiate Athletes During a Maximum Strength Test"
by: Chelsea Kelly, M.S., Ashley Samson PhD, & Nick Galli PhD
California State University, Northridge

"Maximizing Goal Setting: Incorporating Meaning into Achievement"
by: Deborah Osteen-Munch, LEAP Coordinator at *JFK University* and Dr. Sean Fitzpatrick,
Assistant Professor *Sport Psychology at JFK University*

"Delivering Sport Psychology To and Through the Coach: A Performance Framework"
by: Nathan Last, *University of Utah*

"The Impact of Hiatus from Sport on Instances of Burnout in College Athletes"
by: Dayna Winter-Nolte, *University of Utah*

7:30 p.m.

Please join us for dinner:

Tio Leo's
3510 Valley Centre Drive
Del Mar, CA
(858) 350-1468

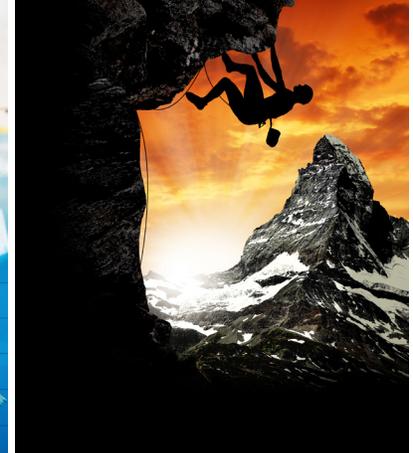


AGENDA

Saturday, February 21, 2015

Complimentary Continental Breakfast

- 8:30-9:45 a.m.** Keynote Speaker: Dr. Doug Gardner
- 10-10:30 a.m.** Workshop: "Optimum Mindset for Performers"
by: Yulia Gavrilova, *University of Nevada, Las Vegas*
- 10:40-11:40 a.m.** Completed Interventions:
"Team Spirit for Females: Practicing Collaboration and Connection"
by: Ashley Samson, *California State University, Northridge* and Joan Steidinger, *Private Practice*
- 10:40-11:40 a.m.** "Effective Applied Sport Psychology Techniques for College Major League Baseball Prospects: An Overview of Successful Intervention" by: Brad Conn, *El Camino College*
"Consulting With and Helping Athletes With the Dreaded 'Yips'"
by: Jacob C. Jensen, *California State University, Northridge*
"Addressing Sexual Assault and Domestic Violence: A Meaningful Training Program That Works"
by: Justine Siegal, *Northeastern University*
- 11:40 a.m.-1 p.m.** Lunch Break
- 1-1:30 p.m.** Workshop: "Sharing the Air: Breathwork for Performance and Communication"
by: Ranya Renee Fleysler, *The New School for Social Research*
- 1:40-3 p.m.** Best Practices:
"Transitioning from Graduate Students to Sport Psychology Consultants: Lessons Learned in the Classroom That Don't Translate to the Field"
by: Lindsey Hamilton and Chad Fong, *University of Utah*
"You're Hired! Sport Psychology Consulting at a D1 University"
by: Ashley Samson PhD, *California State University, Northridge*
"Best Practices for Team Psychologists in Professional Sports"
by: Sara Hickmann, PhD
"Inspiring Students to Develop Innovative Interventions to Apply Outside of Sport"
by: Steph Habif, *Stanford University (d.school)*, *Hasso Plattner Institute of Design* and Cheryl Rogow, *College of Marin*
- 3-3:45 p.m.** Featured Speakers: "Developing and Maintaining a Consulting Practice: Two Perspectives"
by: Nicole Detling, *University of Utah* and Greg Dale, *Duke University*
- 3:45 p.m.** Closing Remarks



FRIDAY, FEBRUARY 20

KEYNOTE SPEAKER

Dr. Holly Sisk Roselle, Mental Performance Specialist, *IMG Contractor*

3:45-5 p.m.

Holly Sisk Roselle leverages both performance psychology and high-performance tools to train the mental performance demands within the special operations environment. Prior to her current role, she worked with an Army Special Operations Unit to train and better understand how to evaluate training for intangible aspects of human performance. Dr. Roselle has also worked with Wounded Warrior and Paralympic programs with the United States Olympic Committee as part of her role as a performance psychologist at Walter Reed Army Medical Center. Prior to her military work, she worked with coaches and athletes in her role as president of Roselle Institute.

Dr. Roselle is an All-American distance swimmer who swam four years at the University of Virginia, where she received her undergraduate education. She also received her master's degree in Sport Psychology from Ithaca College, where she was a sport psychologist for the Swimming and Diving Teams. At the University of Denver, she received a master's in counseling psychology and continued applied work with the University of Denver students and staff. She also received her PhD in Organizational Psychology at Walden University where she specialized in the psychology of performance within groups and teams.

Prior to work in the field of performance psychology, Dr. Roselle was a director of national brand marketing for the Washington Redskins. She also worked as a director of corporate marketing for the Washington Wizards, Capitals and Mystics. Her firsthand experience of the mental performance demands within professional sports coupled with her own athletic experiences motivated her to begin her career in performance psychology.

Dr. Roselle is very passionate about training individuals on techniques that will open up doors to achieving excellence. She believes that knowledge is power and subsequently aims to train individuals to strategically apply the key mental skills that underlie exceptional human performance.



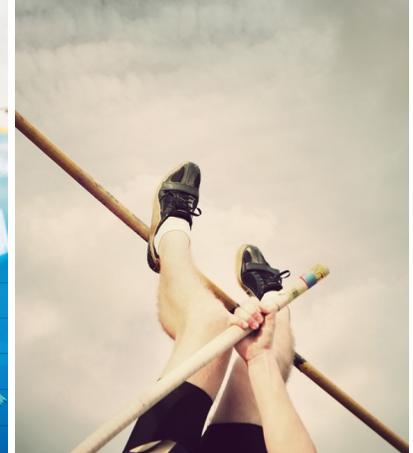
MOTIVATION

5:15-5:30 p.m.

A Study of Social Influences on Motivation Toward Athletic Performance in Football Athletes

Peter Bisson, M.S.; Ashley Samson, PhD; Mark Otten, PhD & Terry Sweeting, PhD
California State University, Northridge

Motivation is a critical ingredient to success in athletic competition. There are countless books, articles, blogs and inspirational quotes that revolve around motivation and how to effectively motivate athletes. Although contemporary research highlights generally consistent external motivational factors; money, fame, winning, what motivates an athlete at any given time is fluid. For a coach or any other person in a leadership position it is important to understand all the different influential possibilities available to motivate athletes if the desired outcome is peak performance. Deci and Ryan's Self Determination Theory, Atkinson's Need Achievement Theory, Heider's Attribution Theory, and Achievement Goal Theories originating from work by Nicholls, Dweck, Elliot and Ames, have all been the focus of multiple motivational studies regarding the dynamics in individual and team sports (Weinberg & Gould, 2010). The majority of these studies dive deeply into the ever-evolving relationships between coaches and players, players and players, and the internal dynamics of the team. While these internal team dynamics dominate the research, research into external factors that influence athlete motivation through social interaction outside of the team is insufficient at best. Using Achievement Goal Theory in conjunction with elements derived from Deci and Ryan's Self Determination Theory, this study aimed to begin a line of inquiry into the modern social influences that affect athlete motivation. The study was guided by two main questions: How does the culture surrounding an athlete influence action? How can an athlete's perception of the actions and words of family, friends, peers, social media and fans affect the athlete's desire to play at their peak? The results indicated that athlete motivation is indeed affected by social interaction and, additionally, that there was a statistically significant difference between how winning cultures were affected versus how losing cultures were affected.



FRIDAY, FEBRUARY 20

SELF-EFFICACY SELF-EFFICACY IN COLLEGIATE ATHLETES DURING A MAXIMUM STRENGTH TEST

5:30-5:45 p.m.

Chelsea Kelly, M.S., Ashley Samson PhD, & Nick Galli PhD

California State University, Northridge

The current literature on self-efficacy beliefs and sport performance outcomes reveals that there is a significant, positive relationship in competitive settings (Feltz, 1988b). However, there is little to no empirical research on self-efficacy for a task almost all competitive athletes participate in: strength training. Strength training is a method to gradually increase the development of an athlete's muscular strength, power, hypertrophy, and endurance (NSCA). Competitive athletes train all year around in the weight room to become bigger, faster, and stronger and although research proves that weight lifting improves physical skills, there are few studies that examine the relationship between an athlete's self-efficacy and weight training performance. One common method strength coaches use to assess athlete performance/improvement is maximum strength tests. These physically demanding tests require athletes to not only be physically prepared, but mentally as well. Self-efficacy perceptions on this specific physical task are present, before, during, and after performance and as a result, it seems justifiable to have these strength coaches familiarized with self-efficacy and eventually use self-efficacy interventions as a foundation for developing motivation for weight room routines. With new and improved knowledge of this gap in the research, athletes will have the opportunity to enhance their performance and compete at a higher level than their peers. Therefore the primary purpose of this research study was to explore self-efficacy and its relationship to performance outcomes in a maximum strength test in a weight room setting. The research study was guided by two questions: (1) How does self-efficacy influence performance? (2) What sources of self-efficacy influence athletes' self-beliefs? The results revealed that physiological states were the most influential source of self-efficacy information for the athletes. In addition, gender differences were discovered. Implications of the study, as well as directions for future research will be discussed.



GOAL SETTING Maximizing Goal Setting: Incorporating Meaning into Achievement

5:45-6 p.m.

Deborah Osteen-Munch, LEAP Coordinator at *JFK University* and Dr. Sean Fitzpatrick, Assistant Professor, Sport Psychology at *JFK University*

Success within sport, as well as in other performances, is often measured in a hard and fast dichotomous fashion. Win or loss. Miss or make. Most performers similarly define their goals and whether they have reached success or not, in a corresponding fashion. Goals are such a part of performance that goal-setting interventions represent one of the most utilized interventions of mental skills consultants (Gould, 2013). Though effective goal setting balances outcome and task goals (Harwood, 2005) many clients may fall into the trap of believing that success is simply the achievement of their goals, and if they fail to accomplish their goals they have failed. Athletes, in particular, can have trouble unraveling their identity and self-worth from their accomplishments (Blinde & Greendorfer, 1985) and the failure to reach goals can have lasting negative effects. Even performers who reach their goals may possess maladaptive thinking; the attainment of a goal may lead to thoughts of "...that's it?" or "...now what?". Sometimes clients think that by accomplishing a goal, they will somehow be transformed. When reality sets in, and the normal routine returns, a deep disappointment or feeling of dissatisfaction can be present. Helping clients to broaden their definition of success, focusing more on purpose and meaning as opposed to the outward accomplishment of goals can provide deeper feelings of fulfillment, increased motivation, and sustained enjoyment. Csikszentmihalyi (1990) argued that the cultivating of purpose is essential for peak performance and that this purpose brings harmony to ones endeavors. Though ultimately harmony will result in enhanced performance, a focus on purpose is all too often left out of the conversations and work that mental skills consultants' conduct. This workshop aims to help practitioners and future practitioners develop strategies for incorporating meaning into the goal-setting process with their clients. The existential nature of meaning can make the topic seem overly ambitious and mental skills consultants may possess hesitation to begin deep discussions about values, identity, and self-worth. The workshop will focus on strategies for having such conversations by providing key questions to assist clients in their own self-discovery of meaning and purpose within their field. Handouts and small group activities aimed to increase the audience comfort level with, and knowledge of, creating meaning will also be included.



FRIDAY, FEBRUARY 20

COACHING PROGRAMS

6-6:15 p.m.

Delivering Sport Psychology To and Through the Coach: A Performance Framework

Nathan Last, *University of Utah*

The application of sport psychology through a sport psychology consultant in the athletic environment results in increased performance and psychological wellbeing of athletes (Rotella, 1992; Balague, 1999). Yet, the prevalence of applied sport psychology in lower level sport programs (i.e. club, high school, age group) is low. This has been attributed to athlete stigma against working with a psychologist, high cost, and resistance from coaches to add new faces to a team (Partington & Orlick, 1987). Coaches are in a position within sport organizations optimized for the delivery of applied sport psychology techniques due to a high degree of control over the athletic environment (Smith, 1992). In order to capitalize on the position of the coach and effectively create a low cost solution for the implementation of sport psychology, I have developed a sport psychology performance framework for coaches. The framework contains 4 principle components: Cohesive Performance Strategy, Open & Positive Communication, Mental Skills Training, and Leadership Development. Coaches will learn each component of the framework over a 1-week intensive training period taught by a sport psychology consultant.



IMPLICATIONS OF A HIATUS FROM SPORT

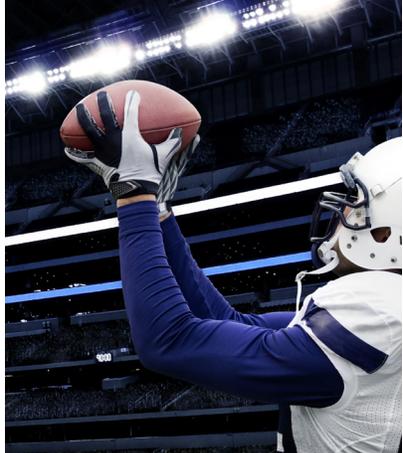
6:15-6:30 p.m.

The Impact of Hiatus from Sport on Instances of Burnout in College Athletes

Dayna Winter-Nolte, *University of Utah*

The purpose of this project is to examine athletes who have taken a hiatus from their sport, regardless of reason, and then returned to play and whether they are psychologically healthier than those who have competed non-stop through their careers. Specifically, the effect of a hiatus on burnout will be examined among a population of college-aged athletes. Based on past research there are psychological benefits that coincide with the occurrence of athletic injury including: improved performance, better mental toughness, higher confidence in their sport, empathy for others, and the gaining of perspective (Podlog and Eklund, 2006; Udry et al. 1997). This study will hopefully add to this research in showing that benefits can be incurred without the athlete sustaining an injury. Additionally, Gapin and Petruzello (2011) show that athletes who have too strong of an athletic identity can develop poor psychological outcomes such as eating disorders and obligatory exercise behaviors. These can lead to other poor psychological outcomes like burnout. This research will examine whether an athletic hiatus works to prevent poor psychological outcomes, specifically burnout in athletes. Based on Deci and Ryan's Self-Determination theory (2000), an athlete who is not in an environment in which they feel autonomous, related, and competent will be more likely to feel as if their actions are being controlled externally. This lack of internal control can lead to poor psychological outcomes and a drop in effective functioning (Deci & Ryan, 2008). This research will use this past research to make an argument that athletic hiatus will 1) bring similar benefits to an athlete as those found occurring in sport injury, 2) these benefits will include a decrease in athletic identity, which will lead to 3) psychological benefits such as a decreased chance of burnout. Deci and Ryan's Self-Determination theory will be used as a lens to examine these benefits of hiatus in a college athlete population.

College-aged athletes from several schools of differing competition levels (NAIA and NCAA) will be assessed using the Athlete Burnout Questionnaire along with demographics information and a questionnaire regarding the length and reason for the hiatus they took. The type of hiatus will be noted (voluntary or not) and will be used to examine that effect on burnout in the athlete. The main hypothesis for this study is that athletes who have taken at least a season-long hiatus (exact length determined by the typical season of their sport) will experience a lower likelihood of experiencing burnout once they returned to play.



SATURDAY, FEBRUARY 21

KEYNOTE SPEAKER

Dr. Doug Gardner, Owner, *ThinkSport Consulting*

8:30-9:45 a.m.

As part of his private practice, Dr. Doug Gardner currently works as the Coordinator of Mental Training Services for the NFL Players Association. In his position, Dr. Gardner works directly with NFLPA management to provide thought leadership, organizational development and strategy execution for the 1,800 members, representing all 32 NFL teams. Dr. Gardner oversees all aspects related to curriculum development, program implementation and player intervention strategies that meet the unique and diverse needs of NFLPA members. In addition, Dr. Gardner oversees educational initiatives for top high school recruits, college players transitioning into the NFL and individuals transitioning out of professional football.

Dr. Gardner received his Educational Doctorate from Boston University (1998) and his Master's Degree from John F. Kennedy University (1994). Dr. Gardner has maintained a private practice in Northern and Southern California over the past 18 years, and is an AASP Certified Consultant. Dr. Gardner is an Adjunct Core Faculty Member of National University and has acted as a subject matter expert and lead curriculum developer for numerous on-line Sport and Performance Psychology Programs.

Dr. Gardner lives in Lafayette, California with his wife Samantha and his two children, Macie and Gabe. In his spare time, Dr. Gardner has coached youth and high school sports for 27 years.



MENTAL TRAINING/ INTERVENTIONS

10-10:30 a.m.

Workshop: Optimum Mindset for Performers

Yulia Gavrilova, *University of Nevada, Las Vegas*

Pre-performance and post-performance mindset training in the context of therapy: A workshop aimed at establishing optimum mindset in performers.

A feasible, universal, and evidence supported method of starting and concluding therapy sessions is essential to making therapy enjoyable and effective. In this workshop, we will discuss and demonstrate how to enhance therapy sessions using an applied approach developed within the context of a supportive other-based intervention listed in national clearinghouses of best practices, which has been recently adopted in an intervention to improve sport and life performance of athletes. This workshop will introduce a method of establishing an optimum mindset for the session or any event desired by the client with an emphasis on positive thoughts and emotions, including positive qualities about the client, and motivational, focus-, and relaxation-oriented statements. This strategy, passionately facilitated by the therapist, teaches and encourages clients to prepare for difficult sport or life scenarios with enthusiasm and confidence. Additionally, clients are informed which interventions the therapist plans to review during the meeting, including estimated times for implementation and opportunities for the client to change intervention plans making therapy more consumer driven. This workshop will also introduce a method of ending therapy sessions by discussing methods of assuring practice assignment completion, preparing for the upcoming session (including a review of tentative interventions and determination of supportive others to include), and establishing a positive post-performance mindset for the session or any event desired by the client. This strategy encourages clients to review things they liked about their performance in the session or any event and things they can improve next time. Participants will gain valuable hands-on experience with implementation of the optimum mindset techniques prior and after the intervention and session agendas and conclusions through modeling and role-playing techniques. Protocol checklists and worksheets will be implemented to bring this workshop to life. The methods discussed in this workshop are applicable to both clinical- and performance enhancement-based interventions, and are instrumental to the development of evidenced-based psychology treatments.



SATURDAY, FEBRUARY 21

TEAM SPIRIT TRAINING

10:40-10:55 a.m.

Team Spirit for Females: Practicing Collaboration and Connection

Ashley Samson, *California State University, Northridge* & Joan Steidinger, *Private Practice*

Female athletes express mental strengths that are different than males. Many coaches now acknowledge the need for a different type of approach with girls and women consisting of a more positive one. As the title of Tony DiCicco's book suggests, "Catch Them Being Good." According to Dr. Louanne Brizendine (2004), Dr. Daniel Amen (2013) and other prominent researchers, females tend to be more verbal and social than our male counterparts. When stressed, (Taylor et al, 2000) females often choose to "tend and befriend" rather than choose the fight or flight response of men. More often, female athletes will choose to verbally bond when stressed as opposed to isolate or get more aggressive like men. Women on sports teams value the collaboration and camaraderie in sports. The recognition that females and males both psychologically and biologically differ leads us to the discussion of how female athletes demonstrate differences in their relationships. In order to develop team spirit, female athletes may need to be approached from an emotional perspective as athletes, be friends with teammates, and feel an intimate connection with the whole group. This doesn't mean that you don't push hard on them to achieve, but rather the style in which you do it matters. This is primarily a clinical presentation with research and practical suggestions presented about the psychological characteristics and biological influences that impact the female athlete. Furthermore, a five stage model (taken from Dr. Steidinger's new book) for "female cooperative competition" will be presented and discussed. Throughout the presentation, case examples will be illustratively shared.



BASEBALL INTERVENTION

10:55-11:10 a.m.

Effective Applied Sport Psychology Techniques for College Major League Baseball Prospects: An Overview of Successful Intervention

Brad Conn, *El Camino College*

When life skills (goal setting, positive thinking, problem solving) are integrated within a physical activity, participants increase their ability to believe in themselves and enhance in their sport performance (Goudas & Giannoudis, 2008). Additionally, "mental toughness" in athletes can be improved and achieved by (i) incorporating interventions that may reduce stress, (ii) teaching young athletes how to respond to pressure situations by incorporating relaxation techniques, and (iii) enhancing positive attitudes towards competition abilities (Smith & Smoll, 1996). Through funding provided by the annual Community Grant, provided by the Association for Applied Sport Psychology (AASP), an applied sport psychology program was integrated into the Major League Baseball's Urban Youth Academy (MLB-UYA) Summer League Program in Compton, California. Over a 12-week span the presenter provided sport psychology interventions in group and individual settings to MLB-UYA top college Major League Baseball (MLB) prospects (N=34). Through individual interviews with the college MLB baseball prospects at the end of the MLB-UYA Summer League Program, the presenter was able to evaluate which interventions were most beneficial and effective for the athletes. Specifically, the presenter was successful in interventions such as the Zone of Optimal Activation, SMART goals, nutritional education, Hoffman's 6 Components of Psychological Momentum (2005), and a group discussion of strategies to enhance game time preparation/performance. Challenges and lessons learned will be discussed. These include: (i) techniques for developing buy-in from athletes, which contributed to the enhancement of the interventions utilized; (ii) how rapport with coaches was developed; (iii) how coaches were able to incorporate applied sport psychology techniques into their own coaching repertoire; (iv) incentives and rewards that are low in cost but high in usefulness and/or meaningfulness with interventions. The workshop will provide the audience with interventions and rapport building strategies that could be beneficial to similar populations served. An overview of recommended strategies to measure the validity of applied sport psychology interventions incorporated in a sports program also will be discussed (i.e., questionnaires, written feedback, exit interviews). Follow up interviews were conducted and found that the interventions continued to be beneficial for the college MLB-UYA baseball prospects.



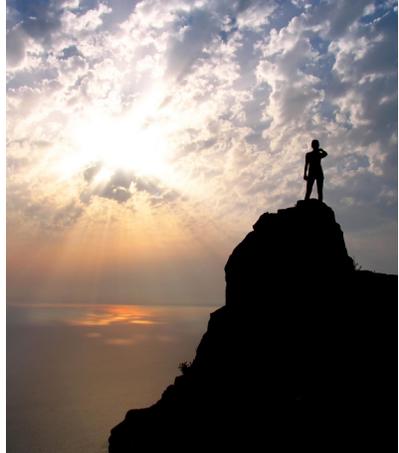
SATURDAY, FEBRUARY 21

YIPS Consulting With With and Helping Athletes with the Dreaded “Yips”

11:10-11:25 a.m.

Jacob C. Jensen, *California State University, Northridge*

Athletes and performers in various sports and settings may experience the “yips,” as they find themselves unable to perform a learned skill that is essential to their sport (Smith et al., 2003). While attention has mainly focused on golfers experiencing putting “yips” (Marquardt, 2009; Stinear et al., 2006), athletes from other sports can experience similar problems in performance (Bawden & Maynard, 2001), including tennis players with their serve and baseball players with their throw. Elite athletes who experience the “yips” often quit a team or leave their sport or position because of their inability to perform an essential skill and to find the necessary help to overcome the problem. Gaining a better understanding of what these athletes are experiencing can help practitioners more effectively help such athletes overcome the virus-like effects of the “yips.” The presenter’s personal experience as a collegiate-level tennis player suffering from the “yips” on his serve has provided him with an inside view of the debilitating effects of the condition, including feelings of paralysis, humiliation, and embarrassment. His further training in sport psychology, retrospective analysis, and research on the “yips”, including a book chapter, has helped him to work with athletes experiencing the “yips,” including a tennis player, a golfer, and a baseball player. To help athletes deal with the “yips,” practitioners need to recognize the powerlessness and fear that the athletes are facing and the lack of empathy and understanding that they often face from coaches and team members. Overcoming the often debilitating effects of the “yips” requires considerable time, self-awareness, perseverance, resilience, and hard work. Providing the athletes with both perspective and training in mental skills is essential in helping them through this difficult process.



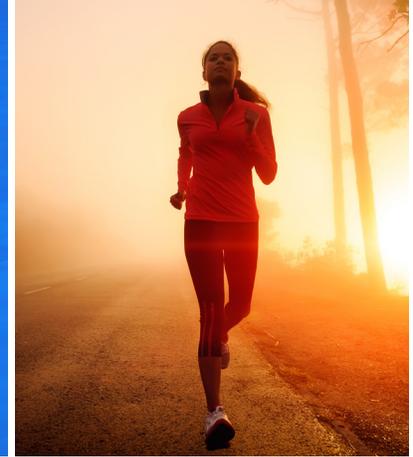
SEXUAL ASSAULT

11:25-11:40 a.m.

Addressing Sexual Assault and Domestic Violence: A Meaningful Training Program That Works

Justine Siegal, *Northeastern University*

Domestic violence and sexual assault are hot topics on campuses, sport teams, and military bases across the country. The Mentors in Violence Prevention (MVP) Program motivates athletes and leaders to play a central role in solving problems that historically have been considered “women’s issues” including: rape, battering, and sexual harassment. MVP was one of the first programs to actively engage men and to use the bystander approach as a strategy to address gender based violence. The MVP Program motivates men and women to work together in preventing men’s violence against women. Utilizing this innovative bystander approach to prevention, men and women take back the power and shed stigma often associated with bystanders. This empowers bystanders to stand up against all forms of relationship violence. The Center of Sport in Society at Northeastern University has conducted MVP trainings for over 150 universities, 15,000 high school students, pro teams, and the U.S. Army. During this interactive workshop participants will learn what MVP is and how they might use MVP to address domestic violence and sexual harassment within their own population.



SATURDAY, FEBRUARY 21

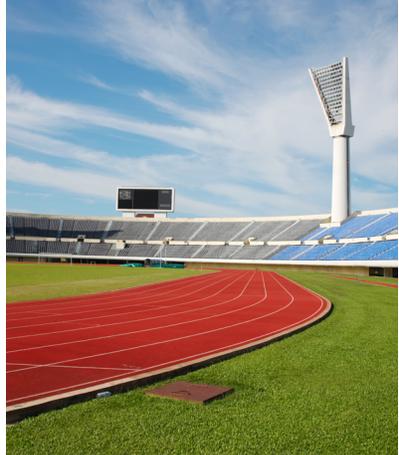
BREATHWORK Sharing the Air: Breathwork for Performance and Communication

1-1:30 p.m. Ranya Renee Fleysher, *The New School for Social Research*

Breathwork for Performance offers ways to break down the invisible boundary between performer and audience, using the simple tool of the breath as a vehicle for communication: "sharing the air." Developed in 1996 by dancer/director/performance coach Ranya Renee Fleysher, this method draws from Eastern breathing and meditation practices and acting techniques, and has been taught to performers and public speakers around the world as a means of reducing stage fright and increasing communication with audiences.

Competitive performers, viewing their work as driven from their own bodies and capabilities, may focus single-mindedly on technique and content, sometimes ironically neglecting to fully deliver their message to audiences. They may hold their breath or otherwise not breathe well, and this can affect their performances. Stuck in a loop of negative feedback and stress, they may struggle in connecting to an audience, or to audition or competition judges. Focused breathwork, in expanding one's self-conception to include the performance arena and the audience, can dramatically change these relationships, building a support network through conscious connection with others. This can reduce feelings of pressure or fear of judgment, as the performer learns to view audiences or judges as part of the fabric of the performance rather than as separate or adversarial. Integrating breathwork with visualization and movement can further support the achievement of technical goals in performance.

This workshop will open with a brief review of neuroscience research related to the psychophysical effects of traditional breathwork practices (yoga/pranayama, chi gung, tai chi), and an explanation of the theory behind Breathwork for Performance and demonstration of key techniques. A distinction will be made between personal, internally directed breathwork practices for calming, energizing or "checking in" with oneself versus communicative, externally directed breathwork practices designed for connecting with others and increasing the impact of one's performance in a larger space. This will lead into group practice of exercises. The goal of the session is to provide simple, practical tools that coaches, performers, and presenters can then put to use in their own work. A brief brainstorming session will close the workshop, to help attendees apply these practices to their own fields.



TRANSITIONING FROM COLLEGE TO PRACTICE

1:40-2 p.m.

Transitioning From Graduate Students to Sport Psychology Consultants: Lessons Learned in the Classroom That Don't Translate to the Field.

Lindsey Hamilton and Chad Fong, *University of Utah*

As graduate students in sport psychology, excitement abounds regarding the opportunity to work with clients. However, the transition between being a sport psychology student at a university and teaching mental skills to athlete-clients is not always a seamless one. Graduate students go to classes, listen to lectures, and write papers about fascinating sport psychology skills and how those skills will impact athlete clients. Then, students are supposed to transition to teaching mental skills to athletes. However, these clients aren't graduate students sitting in a classroom and don't want to be taught by some person lecturing at them from the front of the room, as is typical in a university setting.

This workshop will focus on bridging the gap between being a graduate student and teaching mental skills to athletes by providing specific tips for engaging the clients and offering them a more involved learning experience. Guided by a compilation of sport psychology advice from experts in the field (Arnold & Sarkar, 2014; Gould & Damarjian, 1998; McCann, 2000), we reflect back on our very own mistakes through the transition from graduate school to consulting and highlight specific strategies for how to better convey the appropriate material to athletes. The strategies discussed will aid in effectively translating what graduate students learn in the classroom to a more experiential message of mental skills that athletes can take back to the field.



SATURDAY, FEBRUARY 21

INTEGRATING IN D1 You're Hired! Sport Psychology Consulting at a D1 University

2-2:20 p.m. Ashley Samson, PhD, *California State University, Northridge*

While in graduate school, we all dream about that “holy grail” position of working within a collegiate athletics department, knowing all of the athletes by name, lines stretching down the hall waiting to speak with you, and having coaches sing your praises from the rooftops while they win championship after championship. As we get closer and closer to the end of school and the eventuality of a “real job,” we realize that those positions are not quite as abundant as we would have hoped. Most of us go into academia and do consulting on the side, and a full-time consulting position is not usually an option. However, in some cases, there is an opportunity to slowly increase the amount of consulting work that is done, so that you might eventually have one of those coveted positions as a paid consultant for a collegiate athletic program.

The purpose of this presentation is to discuss the process of “working your way in” to a paid position within a collegiate athletics department, while providing information and advice for those seeking such a position. The information and advice given is based on reflection from my first semester as a “paid consultant” within the department of athletics and from talking to other well-established experts in our field. The talk will be broken down into 4 sections:

- (1) Before the position (How do I show people that I’m valuable and “get my foot in the door” without giving everything away for free?)
- (2) Starting off: Fantasy vs. Reality (why isn’t there a line of people waiting to see me?)
- (3) Dealing with demand (i.e. being available without becoming burned out)
- (4) Looking ahead to the future (how do I build upon what I have established and continue to communicate my value?)



INTEGRATING IN PRO SPORTS

2:20-2:40 p.m.

Best Practices for Team Psychologists in Professional Sports

Sara Hickmann, PhD

When a team decides to add a psychologist to their staff, the guidelines for the role are often not clear. Teams typically know that they would like a professional to assist them with “player issues” or “performance enhancement,” but they aren’t always sure how to integrate this role into the existing structure. In addition, the cultural context of the team, depending on differing management, coaching and staff philosophies, can integrate, tolerate or negate the role of the psychologist.

This workshop will address best practices for maximizing effectiveness in supporting the psychological and performance needs of a professional sports team. Participants will be encouraged to give thought to factors such as reporting relationships (Does the role report to management, coaching staff, medical staff?), setting boundaries and structuring their presence in the building (How many days/week, hours/week, do they have an office on site, attend practices, etc.?). In addition, the psychologist must consider the unique aspects of the environment with regards to confidentiality and privacy, disclosing information, documentation, making a referral, and conducting pre-draft psychological testing. Lastly, the psychologist must foster key opportunities for intervention, such as teaching coping skills workshop for rookies transitioning into the league, consulting with a first year Head Coach in his efforts to create team chemistry, working with injured athletes and providing mental skills training workshops to veteran players.

If the psychologist develops and provides education and guidelines to the team about how they can best utilize their services, while maintaining flexibility to work within the team’s current structure, it is likely to facilitate a better experience for all involved.



SATURDAY, FEBRUARY 21

EXPANDING OUTSIDE SPORT

2:40-3 p.m.

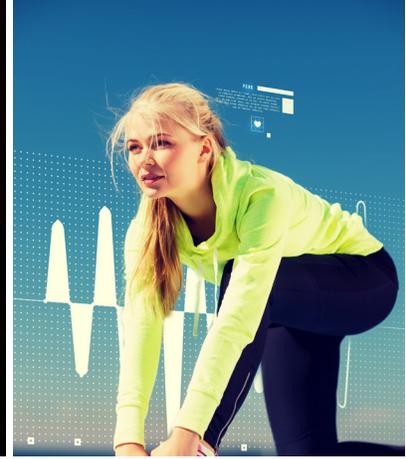
Inspiring Students to Develop Innovative Interventions to Apply Outside of Sport

Steph Habib, *Stanford University (d.school), Hasso Plattner Institute of Design*; Cheryl Rogow, *College of Marin*

During this presentation, we will share examples of specific academic projects that have inspired students to apply performance psychology concepts outside of sport.

Dr. Steph Habib teaches "d.compress: Designing Calm" - an experimental course on how to design calming technology at Stanford University's d.school. Calming technologies (CTs) are systems that induce cognitive, physiological, and/or affective states of calm in their users. They do this by delivering, or motivating the user to self-initiate calmors. Inducing a state of calm can occur by triggering a conscious thought, change in perception, behavior, and/or change in knowledge state. During this project-based course, and based on our theoretical Model of Calming Technology, Brewer et al (2002) Biopsychosocial Rehab Model, and Williams & Andersen (1998) Stress Injury Model, students learn about the science of stress and calm, choose a calming mechanism, and then design, deploy, assess, and iterate on their prototypes. In 2013, we partnered with Google to redesign Gmail to make the e-mail experience less stressful. Come see what sorts of prototypes were developed how calming technology can be applied both in and outside of sport.

Dr. Cheryl Rogow teaches Kinesiology120/Psychology 130: Introduction to Sport and Exercise Psychology at College of Marin. This course examines the psychological theories and techniques that are applied to sport, exercise and other achievement-related situations. The course emphasizes the enhancement of performance and personal growth of athletes, coaches, and exercise participants. Students also learn mental skills that they can transfer from sport and exercise settings to their everyday lives. Each student puts together a mental skill or sport & exercise psychology related topic presentation for a specific target population as their final project. One exceptionally courageous student titled her project, Team "Ashley: Positive Thoughts were the Key Factors to Developing Confidence while Facing My Melanoma." Her story will be highlighted to show how performance psychology is relevant to healthcare.



FEATURED SPEAKER

Developing and Maintaining a Consulting Practice: Two Perspectives

3-3:45 p.m.

Nicole Detling, *University of Utah*; Greg Dale, *Duke University*

There are many successful consulting models for sport and performance psychology professionals. This presentation is designed to provide two such models. Nicole Detling and Greg Dale have over thirty years of combined experience as sport and performance psychology professionals serving clients from high school, college, professional and Olympic sports as well as businesses of varying scope and size. In this presentation, Nicole and Greg will provide insight into how they developed and have maintained their consulting practices. Both consultants will provide detailed insight into their respective career paths, consulting philosophies, marketing strategies to various client types, fee structures, and how they have designed their business models. At the completion of the presentation, those in attendance will have a clear understanding of how two successful professionals manage their consulting practices as well as specific strategies they might implement to assist them in the development and maintenance of their own practices.

