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2016 PERFORMANCE PSYCHOLOGY CONFERENCE





2016 PERFORMANCE PSYCHOLOGY CONFERENCE PROGRAM

SATURDAY, JANUARY 30TH

8:00 – 10:00 am

Onsite conference registration, check-in

10:00 – 11:00 am

Keynote Address:

Dr. Bernie Holliday, *Pittsburgh Pirates Baseball Club*

Born in Philadelphia Pennsylvania, Dr. Holliday is in his seventh season with Major League Baseball's Pittsburgh Pirates organization. He joined the club on January 4, 2010 and was promoted to director of mental conditioning after serving the first two seasons as the mental conditioning coordinator.

Dr. Holliday worked two years (2008-09) as the master trainer for the Army Center for Enhanced Performance (ACEP) at the U.S Military Academy at West Point, teaching sport psychology principles to soldiers and training ACEP staff to provide sport psychology services in military settings. He also spent four additional years as a performance enhancement instructor for the Center for Enhanced Performance at West Point, teaching sport psychology principles to NCAA Division I cadet-athletes to improve their athletic, academic, and military performance. Dr. Holliday provided outreach performance enhancement training to the Army Marksmanship Unit teams (Shotgun and Service Pistol) on multiple occasions.

He has consulted with U.S Nordic Combined Ski Team coaches and athletes (2006-2007) and accompanied the team to the 2007 Nordic World Championships. Dr. Holliday served one year (2003) as the Director of Mental Conditioning at the Evert Tennis Academy (ETA) in Boca Raton, Florida, designing and overseeing ETA's first mental conditioning program. His experience also includes five years (1998-2003) as a consultant and program co-coordinator for Vandal Sport Psychology Services at the University of Idaho, providing mental training services to University of Idaho and Washington State University athletes, coaches, and teams.

Dr. Holliday completed his Bachelor of Science in Criminal Justice from Kutztown University in 1996. He Also received a master's degree (2001) and a Ph.D.(2007) in Sport Psychology from the University of Idaho. His personal competitive and sports interests include backcountry ultramarathon trail running events, doubles beach volleyball competitions, CrossFitting, snowboarding, and mountain biking.

11:10 – 11:55 am

Student Research Proposals

11:10 – 11:30 am

The Relationships Among Perceived Competence, Achievement Goals, and Return-to-Sport Outcomes Following Injury in Collegiate Sport

E. D'Astous, *University of Utah*

Collegiate athletes experience as many as 8 injuries per 1,000 athlete exposures; of these injuries, up to 20% result in 21 or more days of lost playing time (Datalys Center, 2014). Absence from training and competing due to injury may lead to competence concerns, motivating some athletes to avoid demonstrating incompetence upon their return to sport (e.g., Bianco, 2001; Johnston & Carroll, 1998; Podlog, et al., 2011). Conversely, other athletes look forward to demonstrating their athletic proficiency after recovery (Podlog & Eklund, 2006). Once they make their return, athletes experience a variety of outcomes. Positive return-to-sport outcomes are characterized by a greater appreciation for sport, greater mental toughness, and a greater understanding of technical and tactical aspects of their sport (e.g., Podlog et al., 2013; Tracey, 2003; Wadey et al., 2014). Negative outcomes include heightened competitive anxiety, diminished post-injury performances, and re-injury (Bianco, 2001; Podlog & Eklund, 2006). In order to gain a better understanding of



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the relationships between perceived competence, achievement goals, and return-to-sport outcomes, this study will recruit 180 varsity and club collegiate athletes who have recovered from an injury that resulted in a minimum 3-week absence from sport within the last two years. Participants will be asked to complete the perceived competence subscale of the Intrinsic Motivation Inventory (IMI), the 3x2 Achievement Goal Questionnaire for Sport (AGQ-S), and the Return to Sport Following Serious Injury Questionnaire (RSSIQ). Potential practical implications ascribe to the notion that results from this study can inform sport psychology consultants, coaches, and athletic trainers on which achievement goal profiles are associated with positive return-to-sport outcomes following injury. Members of athletes' support teams can then tailor interventions and interactions with athletes in ways to foster the most adaptive profiles.

11:35 – 11:55 pm

Impact of Instructional Self-Talk on CrossFit Performance

G. Barbagelata, *University of Utah*

Improved performance is highly sought by athletes and their coaches. To achieve optimal performance, psychological skills such as goal setting, imagery, anxiety control and Positive Self-Talk are used. In an extensive review of literature it was found that self-efficacy theory would provide the most relevant theoretical background to study Self-Talk (Hardy, 2006). Through verbal persuasion, a tenant of self-efficacy theory, Positive and Negative Self-Talk have been linked to outcome behavior.

Positive Self-talk can be divided into 2 categories: Motivational and Instructional Self-Talk (Zissner, Bunker, & Williams, 2001). Motivational Self-Talk is characterized by phrases such as "let's go" or "keep it up" while Instructional Self-Talk is characterized by phrases related to characteristics of a certain skill, technique, or movement. Research has shown that implementing Self-Talk as part of practice routines could help athletes maintain focus on proper form and technique. Specifically, Instructional Self-Talk has been thought to help novice athletes with skill acquisition, attentional focus, and improving skill performance in many sports such as softball, water polo, volleyball, tae kwon do, physical education, and basketball (e.g., Hatzigeorgiadis, Theodorakis, & Zourbanos 2004; Zetou, Vernadakis, Bebetos, & Lidakis, 2014).

Given the impact of Self-Talk in these sports, it follows that Self-Talk may elicit similar benefits in a CrossFit® setting by helping novice athletes learn the complex movements that are demanded in various skills, as well as bringing an experienced athletes' attention to technical flaws in their form. Therefore the purpose of this project is to create a Self-Talk intervention that will focus on integrating Instructional Self-Talk into a CrossFit® movement in order to enhance athletic performance.

NOON – 1:15 pm

LUNCH

1:15 – 1:45 pm

Workshop: Mental Skills Training with Injured Athletes

T. White, *White House Athletics, LLC*

Physical injury and recovery are painful and debilitating experiences. Many documented emotions, thoughts and beliefs commonly occur after injury and throughout the healing process. However, there is far less literature focusing on the various methods, techniques and mindsets used to reduce the negative impact of these experiences. Even less research has highlighted the ways in which we can use the mind to enhance the recovery process and outcomes.

Mental skills training is useful in the injury rehabilitation and recovery setting, similar to the way it is used to enhance ones experiences and outcomes in the sport, exercise and performance domains. The athletic training room or physical therapy office present yet another performance setting for sport and



performance psychology professionals to share their expertise and guidance.

Athletes undergoing treatment and rehabilitation for various injuries are able to apply mental skills such as relaxation, mental imagery and effective goal setting to their recovery. This provides a positive influence on the outcome of their therapy. This is true regardless of how simple (i.e. ankle sprain) or complex (i.e. ACL Reconstruction) the injury is.

This workshop is designed to highlight the ways in which athletes are able to enhance their recovery through the use of mental skills. Hands on activities will demonstrate how to use relaxation and mental imagery techniques to manage pain, increase flexibility and increase muscular strength.

1:55 – 2:40 pm

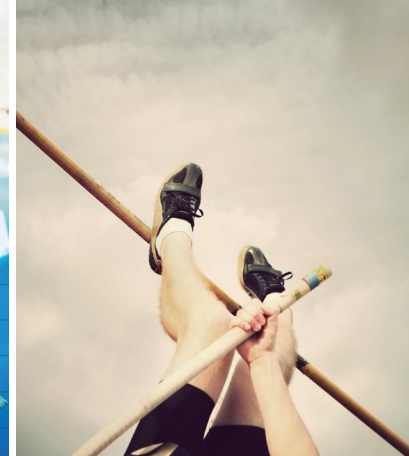
Presentations: Performance Psychology in Collegiate Sport

1:55 – 2:15 pm

The Impact of Family Relationships on College Student-Athlete Success

A. Samson, H. Sirotta, V. McKamie, & P. Sta Maria,
California State University, Northridge

There is a wealth of research that outlines the potential damaging effects of stress on college students (Adler, 1985; Hood, 1992; Hudd, 2000), and more recent research (Pritchard, et al., 2004) has reported that college athletes generally have higher stress levels than non-athlete college students, making this a population for which it is especially important to understand stress-causing factors. Student athletes who attend California State University Northridge (CSUN) are a unique demographic in that CSUN is a Hispanic-Serving Institution (HSI), and that many of the students are first-generation college attenders. Both of these characterizations presents a unique set of stressors and, coupled with the stressors of being a student athlete, can create a high-stress environment for these individuals. While there is a wealth of research that outlines the many different stressors that student athletes encounter, there has not been much investigation into the family issues surrounding the student athlete. At CSUN, 95% of the students are from California, with the majority of them coming from the regional area surrounding the university, thus most of the student athletes are still very involved in their families while balancing the responsibilities of being a college student and an athlete. Furthermore, anecdotal evidence from working with the student athletes at CSUN points to the conclusion that students at this institution face many stressors that may not be as prevalent in more-traditional college settings such as: extra pressure to “make it out,” family dysfunction stress, financial distress in coming from a low SES family background, and navigating the responsibilities of being a student athlete while also having to contribute at home. As such, the present research study sought to understand the impact of these familial stressors on student athlete well-being with the long-term goal of developing college athletic department programming focused on addressing those needs. Fifteen student athletes were selected to participate in one-on-one interviews that focused on the family relationships and family-related stressors that affect their lives. Preliminary results from athlete interviews revealed several prominent themes related to familial relationship stressors and student-athlete success, including: time constraint issues with family members, lack of understanding of college life, lack of understanding of student-athlete demands, feelings of under- or over-support from family members, feelings of guilt, and pressure to “make the family proud.” When asked about sources of support for dealing with these issues, student-athletes indicated that team members and coaches were the primary resources used, followed by sport psychology professionals in the department and university counseling centers. Student-athletes also mentioned several pieces of “advice” for parents of incoming freshmen athletes, which included reducing pressure to play beyond college years, lessening involvement/opinions in academic/athletic happenings, and allowing the athlete to indicate when they did/did not want parental involvement. Implications derived from this study have a far-reaching impact on future programming for student athletes, particularly those at Hispanic-serving institutions, and those who are first generation college students.



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2:20 – 2:40 pm

Sport Psychology Consulting at a DI University: Reflections From Year 2

A. Samson, *California State University, Northridge*

Many sport psychology professionals 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 2 years 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) Keeping the ship afloat (how do I build upon what I have established and continue to communicate my value?)
- (2) Dealing with demand (i.e. being available without becoming burned out)
- (3) Referring athletes (what do I do when I’m out of my area of expertise?)
- (4) Hard stuff (“you’re a blonde white girl, how will you connect with my diverse male athletes?”)

2:40 – 3:00 pm

BREAK

3:00 – 3:30 pm

Workshop: Compensate and Adjust: Expanding Your Job Search Beyond Sport and Military

E. Bean, *HigherEchelon*

Congratulations! You made it! Your cap and gown have just been returned, you have your degree, and now you’re wondering, “now what?” Traditional sport psychology job opportunities have increased dramatically of late, particularly in professional sport. Performance psychology opportunities have taken off in almost every branch of the United States military. But beyond the well-established pathways a sport psychology professional can take, what are your options? How can you market yourself if you want to go in a different direction? In a brief discussion, I will share my path and the lessons I learned along the way on how to compensate and adjust when I chose to look beyond traditional pathways and expand in other areas of performance.

3:40 – 4:25 pm

Presentations: Performance Psychology Outside the “Norm”

3:40 – 4:00 pm

An Exploration of Mental Skills Among Competitive Gamers

D. Himmelstein, *University of Denver*

This paper presentation will focus on the research conducted at the University of Denver in 2014-2015. The research was focused on gaining insight into a relatively unknown performance domain; eSports. Ten minutes will be dedicated to introducing the research and discussing the results. Five minutes will be active discussion with attendees about the practical implications of such a new and expanding performance domain.

ESports (competitive video gaming) is a unique, relatively new, and highly competitive performance domain which has grown exponentially in the past several years. So much so, that six figure contracts are available for those who are of the most elite performers. The need to perform at the highest level



of competition is more crucial than ever before. In this study, five high level League of Legend (the most popular video game in North America) players were interviewed in order to gain insight from those who were already immersed in the eSports scene. The purpose of this research first, was to provide academics, consultants, and competitors, with information on mental strengths gamers already display in order to perform consistently at a high level. Second, the study aimed to identify obstacles gamers perceive before, during, and after performance. Lastly, the researchers aimed to explore eSports competitors' current perception of the usefulness of sport and performance psychology techniques. A qualitative content analysis was conducted from the five interviews. In addition to the data on mental skills and performance obstacles, the researchers were able to draw the conclusion that competitive video gamers have similar mental needs as athletes, thus supporting the integration of sport and performance psychology and eSports. Gamers could benefit from mental skills training much like athletes do to facilitate peak performance. The data collected can be used by sport and performance psychologists and consultants who wish to work with this demographic and gain a better understanding of the population. Those who compete in eSports may also use this research to get an idea of how to better perform at a high level. In addition, it may normalize feelings associated with performance obstacles and outline ways other gamers overcome such adversities.

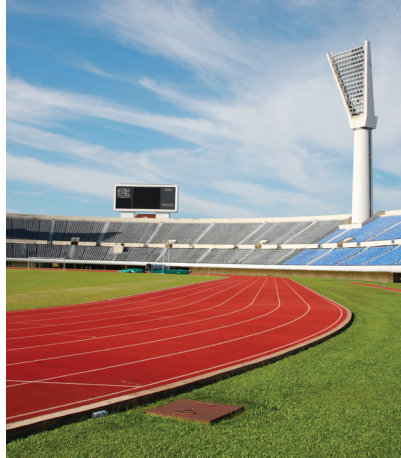
4:05 – 4:25 pm

A Day-Long Mental Skills Workshop for Youth-level Travel Softball

Z. Brandon, R. Mendoza, C. Rodriguez, D. Desmond, F. Cacho, B. Hubbard, S. Hamamoto, & M. Perry, *California State University, Fullerton*

The aim of this presentation is for sport psychology students to share their experiences and strategies in conducting a day-long mental skills workshop for a youth-level travel softball program. Presenters will discuss the process of designing and implementing multiple mental skills sessions, along with describing their experiences in service delivery collaboration and the overall lessons learned. This workshop experience provided an applied educational opportunity for students to learn about and critically assess the design and delivery elements of a full-day mental skills education program for 15 separate travel softball teams.

The presentation will begin with a brief introduction of information regarding the clients and how the consulting relationship was established. A subsequent section will describe the preparation process of the workshop, which includes the "how and why" of content selection and challenges that arose. The remaining discussion will be divided between our last two sections: delivery of the workshop itself and the lessons learned from the experience. Presenters will describe the critical skills highlighted during the workshop, as well as the perceived effectiveness of these sessions. Then the presentation will describe the key takeaways. Time will be allotted at the end of the presentation for questions and feedback from audience members. One specific outcome that will be acknowledged is the value of conducting a mental skills workshop collaboratively with other students. Another key outcome was that students were required to practice and utilize the same mental skills that were being taught during the intervention. Presenters will describe how they personally utilized mental skills such as confidence, goal-setting, energy management, communication, and teamwork. Additionally, presenters will highlight the importance of "compensating and adjusting," which became a critical skill over the course of the entire workshop. The final lesson learned addresses the value and importance of integrating multiple sport psychology concepts into one presentation and how to do it effectively so that you leave a lasting impression on your audience.



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4:30 – 5:00 pm

Featured Presentation: Female Sport Body Stereotypes: Research, Application, and Treatment Applications

J. Steidinger, Private Practice

Even in Western culture, female sport stereotypes continue to exist. As recently as the 2012 Olympics, a British female gold medal winning heptathlete, Jessica Ennis, was labeled as fat by a British Olympic official. Her body was actually heavily muscled without an ounce of fat on her body. Many athletes and feminists share the view that while society as a whole places the most importance on what women's bodies look like, sports focus on what women's bodies can do (Steidinger, 2012).

Females in sport continue to struggle with the cultural and social ideal of thinness instead of strength, shape, and actual athletic body types. "Issues complicating identification involve 'sports body stereotypes' in which thinness is accepted as both normal and desirable, as well as the presumption of good health with good performance (Johnson, et al, 1999). The general public often holds misconceptions about how female athletes' body size and shape appear. "For females, it has been found that two body ideals represent the feminine: a thinner, taller, tubular body type and a lean, toned, and athletic yet curvaceous physique (Greenleaf & Petrie, 2013; Roper, 2015). Due to this emphasis on thinness and performance, there exists a higher risk of female athletes developing eating disorders than the general public. This is influenced by the sports milieu, as "the prevalence of eating disorders among female athletes differs on the sport played (Perillo, 2012)." This presentation will review research, application, and treatment implications for female athletes' developing positive experience of their body image.

6:00 pm

Please join us for dinner!

Tio Leo's, 3510 Valley Center Drive, Del Mar, CA
858-350-1468



SUNDAY, JANUARY 31ST

Complimentary Continental Breakfast (available beginning at 8:30 am)

9:00 – 10:00am

Featured Presentation: Teambuilding: Two Consultants' Strategies

G. Dale, *Duke University* & B. Lerner, *West Coast University*

Coaches often talk about the importance of the culture of the team, some going so far as to say it is the most crucial component for team success (Gilbert, 2016). Due to the emphasis on culture, sport psychology consultants are often asked to lead teams in team building sessions. However, not all team building techniques are appropriate for all teams. One of the factors that determines the proper team building technique is the stage of team development (Tuckman, 1965) the team is currently experiencing. This presentation will feature two consultants taking the audience through applied experiences of team building. Audience members will rotate through both consultants and experience two different team building activities. The consultants will also explain appropriate team development stages for use of activity as well as proper debriefing to maximize results.

10:10 – 10:40 am

Featured Presentation: Navigating the Crazy: Cognitive Coaching for Olympic Success

T. Statler, *California State University, Fullerton*

10:45 – 11:30 am

Presentations: Emerging Strategies for Maximizing Performance

10:45 – 11:10 am

An Evidence-Supported Timeline Functional Analysis Method of Performance Optimization

Y. Gavrilova, C. Phillips, & M. Galante, *University of Nevada, Las Vegas*

Functional analysis is a predominant assessment method utilized in behavioral therapy to understand antecedents and consequences of human behavior. Although well supported in research, this method has been under-utilized in performance psychology. In this workshop, attendants will learn a standardized method of determining how various factors influence athletes to achieve optimum performance at different time points before, during, and after performance. An understanding of these factors can facilitate collaboration between the performer and the professional, and help define specifically when, where, and how the performer can prepare mentally and physically. Supported by a grant from the National Institutes of Health, this method was developed in field trials involving collegiate athletes. Athletes utilize a performance timeline worksheet to facilitate the definition of a specific time period that is perceived to have the most influence on optimum performance. The performer and professional then use the worksheet to delve into the specific practices that optimize and hinder athlete's performance across important time points along the continuum of performance. Through modeling and role-playing techniques, participants will gain valuable hands-on experience implementing the timeline functional analysis strategy. In addition to demonstrating how to use this timeline functional analysis, presenters will provide workshop attendants with all pertinent handouts and worksheets. The methods discussed in this workshop are applicable to both clinical- and performance enhancement-based settings, and are instrumental to the development of evidenced-based psychological treatments.



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11:15 – 11:30 am

Mindful Performance: From Buddha to Baseball
D. Barba, *National University*

The purpose of this presentation is to discuss the evolution of performance psychology as it relates to the “third wave of behaviorism”. With the ever increasing adoption and integration of mindful techniques and strategies it is critical for practitioners to understand the roots of mindfulness as a means to develop awareness, commitment, compassion and attention. The 4 noble truths and the 8 fold path from Buddhism will be discussed as they relate to cognitive behavioral therapy, performance psychology and performance enhancement. Best practices for the integration of mindful techniques will also be presented.

11:35 – 12:45 pm

Case Studies Workshop: Peer/Professional Collaboration
Moderator: S. Castillo, *National University*

12:45 pm

Closing Remarks

