

Wednesday, October 23

1:00 pm - 2:00 pm

Lecture Session - Tactical Populations

Cognitive Assessment & Combat Diving: Exploring the Utility of the Digit Symbol Substitution Test in an Applied Military Setting

Shannon Baird, KBRwyle/1st Special Forces Group

In this lecture I share my experiences utilizing the Digit Symbol Substitution Test (DSST) within a US Army Special Forces Advanced Skills Course that prepares Operators to become Combat Divers. The unique demands of the performance environment will be presented as will the rationale for choosing the DSST as an implementation tool, the benefits experienced using DSST, and trends apparent in 5 years of data collected during various courses. In addition to outlining implementation procedures, this lecture will report DSST data as it relates to pass/fail rates, individual pool performance, and the potential for using DSST as a mechanism to promote neuroplastic brain adaptation.

"I'm Not an Operator": Navigating the Unknown to Innovate with a Military Population

Cassandra Seguin, Canadian Forces Morale and Welfare Services; Cassandra Sparks, Canadian Forces Morale and Welfare Services; Patrick Twomey, Canadian Armed Forces

This presentation will provide attendees with methodological suggestions for MPCs seeking to navigate unknown and unfamiliar work contexts. Participatory approaches, like collaborative inquiry, are particularly of value as they enable MPCs to approach client needs alongside the client and from an evidence-based, experience-informed lens. The process of using collaborative inquiry for program development will be contextualized using an example of such development and innovation for a high-readiness branch of the Canadian military.

The Process to Partnership: Developing a Consulting Site with Reserve Officer Training Corps

Michelle McAlarnen, Minnesota State University, Mankato; Emily Peterson, Minnesota State University, Mankato

The purpose of this lecture is to (a) describe how to partner with a university Reserve Officer Training Corps (ROTC), (b) outline the mental skills training program provided to ROTC Cadets, and (c) share the program evaluation processes and data that will be used to inform a three-year mental skills training program with ROTC. Audience members will leave the lecture with processes and tools to initiate partnerships with ROTC battalions.

The Use of the Stroop Color and Word Test to Identify Performer's Cognitive Performance Range and Impact of Training Methodology

John Gassaway, USAF; Steve DeWiggins, Private Practice & Luke AFB; Anthony Acevedo, USAF

Fighter aviators require acute cognitive skills and training to maximize their performance. Their ability to assess mental acuity prior to flight is critical to success. Attendees will learn how mental skills coaches can support an aviator's insights to their readiness to fly and how to optimize it.

Panel - Mental Health

Identifying Relative Energy Deficiency in Sport (REDs) in Athletes and What to Do About It

Hayley Perelman, Private Practice Owner, Hayley Perelman Ph.D.; Christine Selby, Springfield College; Amanda Karas, Elevate Maintain Evolve; Rebecca McConville, ReBecca McConville, Sports Nutrition Specialist

Relative Energy Deficiency in Sport (REDs) involves having too little energy (derived from food intake) to engage in and recover from exercise. REDs may or may not occur in the context of an eating disorder; however, it has many dangerous physiological and psychological consequences. Attendees will learn what REDs is, how to identify REDs in athletes, and what to do about this concerning issue.

Panel - Collegiate Sport

Theories of Performance Excellence in Support of Clinical Practitioners Navigating Performance Culture

Natalie Léger, Synergistic Solutions/The Collective Edge; Angel Brutus, USOPC; Aaron Goodson, Duke University; Brittany Collins, University of Louisville Athletics/Developing Me! Counseling & Consulting, LLC

This panel will outline the current and future state of sport and counseling psychology roles within collegiate athletics settings as well as the implications for practitioners in the field. The dually-trained practitioners that make up this panel will provide insights into the professional development, upskilling, and role definitions of clinical providers with the goal of fostering

effective and ethical care for the student-athlete population. Attendees will gain knowledge regarding bolstering resources for sport populations and navigating the current transient climate of counseling and sport psychology roles.

Panel - Consulting & Interventions

Mental Performance Consulting at NCAA Division-III Institutions

Andrew White, Hiram College; Hayley Russell, Gustavus Adolphus College; Christi Johnson, Cornell College

This panel will provide information about the opportunities that exist at NCAA Division-III institutions. Despite NCAA Division-III being the largest division (N=430 institutions; 200,000+ student-athletes; NCAA, 2023), Division-III voices are underrepresented at AASP. Topics include, but are not limited, to our roles as consultants on campus, how we address DEI and retention concerns, how we've established our roles, and how we balance multiple roles (e.g., consultant and faculty member) on small campuses.

Symposium - Youth Sport

Teaching Children and Adolescents Psychological Skills: The Challenging and Rewarding Journey Through Books

Kristine Enderle, American Psychological Association; Beth Brown, Team Aureus, LLC; Judy Van Raalte, Springfield College & Wuhan Sports University; Michael Sachs, Temple University

This symposium will review effective ways of teaching children and adolescents psychological skills through the power of books. Presenters will share success stories of writing books on a variety of psychological skills for this underserved audience. The enormous potential of reaching this audience through the vehicle of books will be highlighted.

Workshop - Mental Health

ACEs and Trauma-Informed Care of College Athletes: A Culturally Sensitive Psychoeducational Workshop

Keely Hayden, University of North Texas; Cami Barnes, ; Rebekah Sears, University of North Texas; Taylor Casey, The Edge: Performance Psychology Consulting, LLC.; Scott Martin, University of North Texas

Goal: to equip sport psychology professionals and athletic department personnel with the skills to recognize college athletes' ACEs and provide information on culturally sensitive psychoeducational trauma-informed care. We'll address the: (a) nature of ACEs and their influence on short- and long-term health; (b) common ethical guidelines for reporting suspected abuse and neglect; (c) steps involved in making informed decisions for referrals; and (d) guidelines for providing culturally effective and equitable trauma-informed care to those affected by ACEs. As a result of attending the workshop, professionals will likely be better equipped to provide supportive and nurturing care that allows individuals with ACEs the opportunity to improve their performance and well-being.

Workshop - Social Justice, Equity, and Inclusion

Heart and Soul: Infusing and Integrating Diversity, Equity, Inclusion, and Belonging in a Sport & Performance Psychology Training Program

Mark Aoyagi, University of Denver; Iman Hassan, University of Ottawa; Dr. Breigh Jones-Coplin, University of Denver; Jamie Shapiro, University of Denver

The purpose of this workshop is to share the successes, failures, and lessons learned from faculty members implementing and infusing DEIBJ into an applied sport psychology training program over the last 15+ years. Specific learning objectives of this workshop include: (a) participants will gain concrete examples of how to infuse and integrate DEIBJ into an applied sport psychology program, (b) participants will learn from the challenges and successes of the presenters' lived experiences of DEIBJ, (c) participants will be better prepared to design and implement DEIBJ into their professional endeavors, with a focus on academic training programs and also applicability to sport psychology service delivery and research/scholarship.

2:15 pm - 3:15 pm

Featured

Five Slides in Five Minutes: Context for Consulting within the Performing Arts Domains (presented by the Performing Arts SIG)

Jason Shafer, Colorado Symphony and University of Northern Colorado; Anna Bomber, Bomber Performance Consulting, LLC; Brad Donohue, University of Nevada Las Vegas; Nikola Milin, Private Practice, Latent Knowledge; Arianna Shimits, Self Employed; Mitch DeSimone, United States Military Academy at West Point

This session will cover musicians, singers, circus, acting/theater, ballet/dance, and coaching in performing arts.

Lecture Session - Youth Sport

“We’ve Got Your back!” - Links Between Players’ Perceptions of Social Support, Psychological Safety, and Holistic Development Outcomes in German Soccer Youth Academies

Svenja Wachsmuth, University of Tübingen; Luca-Lars Hauser, University of Tübingen; Fee C. Gierens, University of Tübingen; Svenja A. Wolf, Florida State University; Hans-Dieter Hermann, University of Tübingen; CCC-Network; Oliver Höner, University of Tübingen

A study will be presented examining youth soccer players' perceptions of social support and psychological safety as well as their impact on holistic talent development outcomes (i.e., performance satisfaction, wellbeing, commitment). The research was conducted with elite youth players of various developmental stage within the context of professional soccer youth academies in Germany.

Managing and Preventing Child Maltreatment in Sport Organizations: A Systematic Literature Review

Sarah Sadler, West Virginia University; Hannah Miller, West Virginia University

Child maltreatment in sport is widespread and demands systematic attention from organizations (Bermon et al., 2021; Hartill et al., 2023; Vertommen & Parent, 2021). To combat this issue effectively, sports organizations must adopt evidence-based practices for prevention and intervention (Kerr et al., 2019). Ten key recommendations for sport organization regarding child maltreatment management and prevention are presented, and the crucial role of sport psychology practitioners in the implementation of these recommendations is discussed.

A Mixed Methods Evaluation of a Season-long Pressure and Psychological Skills Training Intervention to Develop Mental Toughness in Youth Soccer Players

Ryan Carr, Carr Driven Performance (CDP), IMG Academy; Ashley Duguay, Team First Consulting; Matthew Condie, University of Western States; Duncan Simpson, IMG Academy

This presentation describes a season-long mental toughness intervention study involving youth female soccer athletes. Attendees will gain an understanding of the concept of mental toughness and its significance to youth athlete development. Furthermore, participants will learn evidence-based strategies to build mental toughness, including how to safely influence the environment via pressure training, and teach the mental skills of self-talk and diaphragmatic breathing to support athletes under pressure.

A Case Study of a Planned Organisational Change Intervention within a Sport School Field Hockey Environment

Reuben Poole, Swansea University; Reuben Poole, Swansea

Discover the challenges an applied practitioners faces when implementing organisational interventions. Gain insights into applying the 4-D Model of Appreciative Inquiry to enhance student-athlete 'Whole Person Development and explore effective approaches to evaluating intervention effectiveness within an sporting environments.

Panel - Diversity & Culture

Motherhood in the Locker Room: Experiences of Four Mothers who Work in Applied Sport Psychology

Lindsay Ross-Stewart, Southern Illinois University Edwardsville; Lindsey Hamilton, IMG Academy; Abby Keenan, Intrepid Performance Consulting, LLC; Angel Brutus, USOPC

The panel includes four women with children of varying ages, working in different applied sport psychology settings and who represent different ways of being an applied sport psychology consultant and a mother. Attendees will leave the session with varied perspectives on the realities of navigating both motherhood and professional work in applied sport psychology, with emphasis given to managing expectations, setting boundaries, self-awareness, and continual pursuit of excellence as mothers and practitioners.

Panel - Olympic Sport, International, and Global Perspectives

The Path to Paris 2024

Karen Cogan, USOPC; Jessica Bartley, United States Olympic & Paralympic Committee; Sean McCann, USOPC; Julia Cawthra, U.S. Olympic and Paralympic Committee

This panel will consist of several psychological providers who supported Olympic and Paralympic athletes at the Paris Games. Panelists will discuss an organizational structure change that allowed credentialing for multiple providers, challenges faced at the Games and solutions that were implemented, deployment of a pre-participation mental health screener, and providers' personal reactions to athlete success and failure.

Symposium - Professional Development, Supervision, and Mentoring

The Confluence of Mental Performance and Clinical Mental Health Programs: What Dual and Integrated Training Means for Educators, Practitioners, and Employers

Sarah Castillo, University of Western States; Amy O'Hana, University of Western States; Ashley Coker-Cranney, West Virginia University

Dual training in clinical mental health and mental performance has long been suggested as the most appropriate model to ensure the competence and employability of students and young professionals in sport and performance psychology (Silva, 2010; Aoyagi et al., 2012; Portenga, et al., 2017; Martin, 2020). Unfortunately, there is far less literature about the professional, employment, and ethical challenges associated with dual or integrated training (McHenry et al., 2022). This symposium will address the critical considerations for both those pursuing dual training and dually trained practitioners in clinical mental health and sport and performance psychology.

Workshop - Teaching

Make it Stick: Make Sure Clients Apply What You Taught

Melinda Gilbert, Magellan Federal; Elizabeth Beaubrook, Meliora Performance; US ARMY

Practitioners can utilize best practices in adult learning during planning and delivery of their sport and performance psychology (SPP) programs to enhance outcomes for clients. Come learn and practice the art of the debrief so your clients apply what you taught.

Workshop - Diversity & Culture

Embracing Diversity in Sport Psychology: Navigating Sociocultural Considerations for Effective Practice

Brittany Williams, IMG Academy; Jasmine Newsome, University of Georgia

This workshop aims to equip practitioners with knowledge and skills to foster an inclusive and culturally sensitive environment. Providing, both a call to action and a transformative space for learning and growth. It invites participants to join in the collective effort to reshape sport psychology into a field that not only acknowledges but also celebrates and empowers diverse identities and experiences, guided by the principles of Black psychology.

3:45 pm - 5:00 pm

Featured

Student Workshop - You are Where You're At: Embracing Your Student Identity in Your Consulting Work

Savanna Ward, Boston University; Frances Dallas, Bering Global Solutions; Kim Ferner, University of North Texas

The purpose of this symposium is to address four areas of neophyte personal and professional development: imposter syndrome, leveraging student identities, peer mentoring, and developing an individual consulting style. Each section will pull the curtain back on these experiences and provide students with practical strategies that will challenge them to practice what they preach to clients, help them reframe their approaches to initial consultation experiences, and help them set up effective peer networks.

Lecture Session - Mental Health -

Influence of Athletic Identity, Wellbeing, and Perceived Stress on Stigma and Attitudes about Mental Health Help-Seeking in College Athletes and Students

Robin Vealey, Miami University; Christine Pacewicz, Miami University; Lauren Chapman, Miami University

This presentation describes a research study that examined factors influencing mental health help-seeking in college athletes and students. Athletic identity, psychological and social wellbeing, and perceived stress influenced college athletes' and students' attitudes and stigma toward help-seeking. Structural and individual consultative interventions for college athletes are provided to decrease stigma and enhance wellbeing.

The Psychological Aftermaths of Choking Under Pressure: A Preliminary Exploration of Mental Health Issues Using Qualitative Research

Christopher Mesagno, Victoria University; Denise M. Hill, Swansea University

Elite athletes who experience choking under pressure may experience mental health issues after the incident. Elite athletes have varying negative mental health responses to choking under pressure.

Researchers who consider doing research with participants who experience choking under pressure and the effects of mental health issues will learn the difficulties experienced in attempting to do this research.

Investigating the Impact of Adverse Childhood Experiences Inside and Outside Sport Settings in Elite and Sub-Elite Settings

Stephanie Fryer, USRowing; Michelle Rose, University of Western States; Stephen Gonzalez, Dartmouth College; Matthew Condie, University of Western States; Gretchen Kerr, University of Toronto; Cameron Kiosoglous, USRowing
The unique nature of sport, where maltreatment and adverse childhood experiences (ACEs) are often tolerated and expected as part of the training process, makes it challenging to understand the long-term impacts of this treatment on athletes. This study aimed to better understand the rates and psychological impact that ACEs and maltreatment in the sport setting have on the wellbeing of elite and sub-elite gymnasts. The findings indicate that ACEs in sport may be common in gymnastics in the United States and may impact psychological wellbeing in adulthood.

Necessary and Sufficient Conditions When Helping Athletes with an Alcohol Use Disorder: The Difference Between Treatment and Healing

Doug Jowdy, University of Colorado Hospital - Affiliation

The participants will gain knowledge of the necessary and sufficient conditions when treating an athlete with an alcohol use disorder. These conditions include the following: 1) learn how to approach the treatment of an alcohol use disorder with a more in-depth understanding of the disorder that is rarely discussed in the literature 2) gain proficiency to improve one's clinical repertoire and meet the ethical standard of competence to work an alcohol use disorder 3) appreciate the complexity of the transformation process that will challenge the provider personally.

Collegiate Sport

The Psychosocial Aspects of Rest in Athletes

Morgan Findley, University of Kentucky; Ashley Samson, University of Kentucky; Marc Cormier, University of Kentucky; David Eccles, Florida State University

Minimal research has examined the nuanced dimensions of 'rest' in the sport sciences, typically referring to rest from a physical perspective with limited focus to the psychosocial perspective (Eccles & Riley, 2014; Eccles et al., 2022). This study aimed to assess the generalizability of the proposed initial model of rest in athletes (Eccles & Kazmier, 2019) and investigate the perceived frequency of psychosocial rest by athletes throughout their season. The insights and implications from this study help to expand Eccles and Kazmier's model and benefit several areas of research and practice including injury recovery/prevention, burnout syndrome prevention, stress management, optimization of performance, elite level performance/recovery, and cognitive/motor learning.

Panel - Teaching

“Living the Dream”: Navigating Academia’s “Say Yes” Mentality

Hannah Bennett, Augusta University; Caitlyn Hauff, University of South Alabama; Sara Powell, California State University, Monterey Bay

Obtaining academic milestones can oftentimes be a primer for burnout. This panel will focus on how to implement self-care strategies to prevent burnout, cultivate understanding the importance of humility and self-compassion for academic flourishing, and explore how to mindfully navigate a competitive academic environment. Panelists will also discuss how understanding the intersections of our identities (e.g., gender, sexual orientation, race, age, etc.) can improve our roles as researchers, educators, mentors, and collaborators while thriving in academic environments.

Panel - Diversity & Culture

The Personal is Professional: A Panel Discussion with Jewish Sport and Performance Psychology (SPP) Professionals

Shane Saenz, UC San Diego; Private Practice; Jamie Shapiro, University of Denver; Jesse Michel, Deloitte; Shir Wasserman, Miami University

In this panel, four SPP professionals with different career paths will share how their Jewish identities intersect with their professional work. They see this as an opportunity to share information about an underrepresented cultural group greatly impacted by the dramatic increase of anti-Semitic events, and hope attendees will engage in dialogue about the unique aspects of working with this population in SPP spaces. Finally, the panelists will encourage attendees to consider how their own intersecting identities might impact their professional work.

Workshop - Professional Issues & Ethics

“It Takes a Village”: Advancing Safe, Healthy and Inclusive Sport

Gretchen Kerr, University of Toronto; Anthony Battaglia, York University; Joseph Gurgis, Ontario Tech University; Erin Willson, University of Toronto

Drawing on the Bioecological Systems Theory (Bronfenbrenner, 1979), the objectives of this workshop are to engage participants in critically reflecting upon the cultural, organizational, and individual level contributors to the occurrence and concealment of maltreatment in sport. Using a problem-based learning approach, participants will engage in discussions (Trull & et al., 2022) to identify recommendations for sport psychology researchers and practitioners to advance Safe Sport. Upon completion of the workshop, participants will gain further knowledge and skills to prevent and address maltreatment and advance positive and inclusive sport experiences.

Workshop - Tactical Populations

In the Trenches: Applying Sport Psychology to Tactical Populations

Valerie Alston, R2 Performance Center; Michelle Lloyd, Magellan Federal; Fallon Berry, Magellan Federal

Embark on an immersive journey in this workshop, where real-world challenges meet cutting-edge sport psychology strategies. Delve into 2-3 gripping case studies, spanning team dynamics, training nuances, and combat preparedness. Engage in dynamic small-group problem-solving sessions, applying traditional sport psychology skills to devise solutions, culminating in a riveting exchange of ideas and insights, as presenters unveil the execution nuances influenced by operational tempo, training demands, and mission last-minute pivots. Elevate your expertise in the dynamic intersection of sports psychology and real-world performance challenges.

Workshop - Injury/Rehabilitation

My Client is Injured - Now What?: Using Experiential Identity Exploration and Other Interventions to Promote Sport Injury Related Growth (SIRG)

Timothy White, White House Athletics; Rachel Shinnick, University of Massachusetts Boston; Alexander Bianco, Indiana State; María Cabané, Berklee College of Music; Francesca Principe, University of Toronto

MPCs can facilitate sport injury related growth (SIRG) by guiding injured athletes (and other performers) to contextualize, reappraise, and reconstruct the narrative of their injury experience. Attendees will leave this session with the ability to define and describe SIRG, as well as implement specific interventions that promote its development. Learning will occur via didactic content, discussion, and simulation activities

Thursday, October 24

8:15 am - 9:30 am

Featured

Burt Giges Workshop

Information coming soon.

Lecture Session - Exercise Physiology

Mobility & Mindfulness: Insights Into an Interdisciplinary Group Training Class

Noah Sachs, Noah Sachs Performance

This lecture delves into the 'Mobility & Mindfulness' program at a military installation, highlighting its unique combination of physical and mental training by a multidisciplinary team, and the proven benefits of mental skills training in high-performance environments. It offers an in-depth analysis of the program's structure, challenges, and effectiveness, along with a 4-week blueprint for practitioners aiming to implement a similar program.

The Effects of Virtual Reality During a Rowing Task: Increasing Dissociative Attention Allocation and Lowering Perceived Exertion

Sarah Junkersfeld, Texas Christian University; Ashley Ray, Midway Independent School District; Ryan Graham, University of Southern California; Rebekah Gay, Texas Christian University; Robyn Trocchio, Texas Christian University

Integrating virtual reality (VR) with exercise emerges as a potential strategy to heighten enjoyment by redirecting attention from the discomfort associated with physical exertion, although a comprehensive understanding of how VR influences affective responses during exercise necessitates further research. The purpose of the study was to investigate various VR experiences during an exercise rowing task, revealing that engaging in a VR HMD immersive rowing environment fosters dissociative attention, sustains consistent exertion levels, and enhances positive feelings during the exercise task without affecting strokes per minute or distance rowed.

Today is Not My Day: Development of a Self-Handicapping Scale for Competitive Amateur Distance Runners

Diana Curtis, Rockhurst University; Jasmin Hutchinson, Springfield College; Elizabeth Mullin, Springfield College; Kathleen Mellano, Springfield College

The purpose of this scale development study was to better understand and assess self-handicapping within the rapidly growing area of distance running. The four-factor 16-item Self-Handicapping Scale for Runners assessing frequency of engagement in self-handicapping tendencies was developed over three consecutive studies using an expert panel, exploratory factor analysis, confirmatory factor analysis, and structural equation modeling. The resulting measure provides a valuable instrument for researchers to explore self-handicapping tendencies in distance runners, paving the way for targeted interventions and strategies to enhance endurance performance.

Developing a Psychological Skills Training Intervention to Promote Exercise Among High-Risk Women Veterans

Sarah Shue, Richard L. Roudebush VA Medical Center

This rapid qualitative study was conducted to develop an intervention that promotes exercise as a selective suicide prevention strategy for high-risk women Veterans. Interviews with high-risk women Veterans revealed they lacked resources to inform their exercise behaviors and preferred programming that was delivered in a group setting to facilitate fellowship and accountability. These findings informed the development of a psychological skills training intervention that can be used to augment existing suicide interventions, expand acute suicide risk reduction among high-risk women Veterans, and improve their long-term health.

Active and Efficacious? Exploring the Link Between Physical Activity Levels and Self-Efficacy for Activities of Daily Living in Individuals with Spinal Cord Injuries

Sarah Lindsay, Fresno State; Jenelle Gilbert, California State University, Fresno; Brittany Clason, California State University, Fresno; Wade Gilbert, California State University, Fresno; Justine McAlpine, California State University, Fresno

This study explored the relationship between physical activity levels and self-efficacy for activities of daily living in individuals with spinal cord injuries. It also explored the impact of injury level, residency, and physical activity prior to injury on current physical activity levels.

Panel - Professional Development, Supervision, and Mentoring

Pipeline Construction: Considerations and Lessons Learned from Building Training Programs in Collegiate Athletic Departments

Aaron Goodson, Duke University; Shawn Zeplin, Duke University; Stephanie Gdovin, Duke University; Joanna Foss, Auburn University; Michael Urban, Clemson University

This presentation will discuss the realities of developing and sustaining training programs within collegiate athletics departments by practitioners currently involved in training graduate clinicians. Faculty members and CMPC mentors will learn from those in the field about how graduate students can be better prepared to provide effective services to student-athletes and work within an athletic department, while graduate students can learn how to tailor training experiences to prepare them to effectively work within the collegiate athletics system.

Symposium - Consulting & Interventions

Demystifying Self-Compassion: Data-Driven Approaches for Conceptualization and Integration Into Mental Performance Consulting

Tsz Lun (Alan) Chu, University of North Carolina at Greensboro; Danae Frentz, Frentz Mental Performance; Ashley Kuchar, Fail Better Training LLC

This symposium will offer attendees data-driven and practice-informed approaches for conceptualizing self-compassion across various performance contexts in and out of sport. Attendees will learn how self-compassion can promote flexible thought processes and adaptive behaviors to help individuals better cope with challenges. Additionally, presenters will share 'pro tips' for how to demystify and integrate self-compassion practices in ways that fit clients' needs.

Workshop - Mental Health

Fostering Trauma-informed Sport Environments: Examining the Role of Power and Control

Majidullah Shaikh, The University of British Columbia - Okanagan; Aaron Seligson-Goldman, PLAYfree; John McCarthy, Boston University; Val Altieri, Jr.; Sierra Cordova, California State University, Los Angeles; Bob Diehl, Private Practice; Tanya Forneris, UBC Okanagan

First, we will present how sport environments may reproduce feelings of previous trauma, those impacts on athletes, and alternative trauma-informed sport principles and strategies drawing from scientific-, policy-, and practice-based literature. Second, attendees will practice helping athletic leaders consider applying trauma-informed strategies, which may include mindful observation, curiosity-driven questioning, positive cultural norms, and shifting power from authoritative or coach-centered towards more athlete-centered environments. Third, attendees will co-generate ideas in group discussions, on how to apply trauma-informed strategies in their own contexts, considering the cultural diversity and needs of their settings and populations served.

Workshop - Consulting & Interventions

Even More Flexible Psychological Flexibility: An Advanced ACT Workshop

Eddie O'Connor, Dr. Eddie O'Connor, PLLC

Acceptance and commitment therapy is evolving onto a processed-based therapy. Because ACT is functionally defined, technically any intervention that increases psychological flexibility can be considered ACT. This workshop illustrates how this expansion is occurring and provides practice opportunities for more diverse case conceptualization and treatment planning.

11:30 am - 12:30 pm

Featured

International Symposium

Information Coming Soon

Lecture Session - Research & Assessment

Sources of Threat During Public Speaking: The Development and Validation of the Public Speaking Threats Questionnaire (PSTQ)

Alexander McWilliam, Bangor University

Public speaking is a common requirement in many occupational and educational settings, however, many people experience worries, concerns, apprehensions, anxieties, and, in extreme cases, fear, panic, and avoidance. Although many questionnaires already exist in the public speaking anxiety literature, they fail to identify the specific threatening stimuli causing these responses. To support applied practitioners, this paper created and validated a new model for the identification and categorisation of public speaking threats.

Methodology to Identify and Track the Effects of Stressors on Cognitive Performance

Katelyn Fry-Hilderbrand, Southwest Research Institute; Koen Flores, Southwest Research Institute

In the presented studies, we developed an objective methodology to predict the presence and impact of external stressors that impair cognitive performance. By continuously monitoring cognitive load during a task, poor cognitive performance can be detected in real time, determining when learning and decision making are impaired. Tracking the effects of various stressors an individual may experience, whether intrinsic to the task or extraneous, will inform training and intervention protocols to improve cognitive performance.

How Are We Assessing Anger in Sports? STAXI-2 Versus the Profile of Mood States

Michelle Bartlett, West Texas A & M University; Mitch Abrams, Learned Excellence for Athletes; Gene Farren, West Texas A&M University

One of the most widely used instruments to assess anger in sport is the Profile of Mood States (POMS). However, anger is multidimensional and the POMS does not account for this. Attendees will learn specifically what dimensions of anger are being illustrated on the POMS anger scale and learn about other multidimensional anger assessment utilization.

Patient-Reported Outcome Measures (PROMs): Using a Classical Test Theory Framework for Selection, Evaluation, and Application in Research, Clinical, and Applied Practice Settings

Madeline Casanova, University of Idaho; Alexandra Dluzniewski, University of Idaho; Russell Baker, University of Idaho

Patient-reported outcome measures (PROMs) are vital tools that can capture physiological and psychosocial variables of interest and are used in research, clinical, and applied practice settings; therefore, selection of an appropriate and adequately tested PROM is essential. Recommended guidelines have been established to assess PROMs, however, inadequately evaluated PROMs are still commonly used in research and practice to assess

individual and group changes. This presentation aims to provide researchers, clinicians, and applied practitioners with a classical test theory framework for appropriate PROM selection with an emphasis on the critical evaluation of PROMs using recommended guidelines for establishing measurement properties.

Panel - Consulting & Interventions

Working with High-Performance Minded Coaches: Lessons Learned from the Field

Brian Alexander, UC San Diego; Peter Haberl, ; Andrea Becker, California State University, Sacramento; Lenny Wiersma, University of California, Berkeley

In this panel, four highly successful sport and performance psychology consultants share the frameworks used and lessons learned from working with high-performance coaches. The experiences from this panel range from multiple Olympic Games, World Championships, Collegiate National Championships, and Local Club Champions in team and individual sports.

Symposium - Exercise/Health/Fitness

Being Seen: Curating Culturally Responsive Spaces for Black Women in Sport & Exercise

Leeja Carter, Coalition for Food and Health Equity; Keri Kirk, Georgetown University School of Medicine; Brittany Collins, University of Louisville Athletics/Developing Me! Counseling & Consulting, LLC; Kensa Gunter, Gunter Psychological Services, LLC

Black women athletes and exercisers experience heightened challenges at the intersection of race, gender, and sport that hinder sports participation and exercise engagement. This symposium will discuss the necessity of culturally tailored community wellness programs and applied feminist sports approaches on exercise and health behavior change for Black women. Attendees will learn how to create safe spaces that incorporate empowerment-based, feminist, and culturally responsive applied approaches when working with Black women in high-performing cultures and community settings.

Workshop - Teaching

Development and Implementation of the Learning-Centered Syllabus for Sport Psychology Courses: Creating Courses that You Love to Teach and Students Love to Take

Ashley Samson, University of Kentucky

In this workshop, participants will learn how to redesign their SEP course syllabi (and ultimately their courses) to be more learning-centered, resulting students who are more engaged, more likely to interact with the document, and ultimately, more successful in the course. They will learn about the pedagogical foundations of the LC syllabus, the five components of an LC syllabus, and be provided with ample time for hands-on work with their own syllabi and course designs. Participants will leave with new ideas for redesigning their SEP syllabi and courses to be more learning-centered, creating courses that they love to teach and students love to take.

Workshop - Consulting & Interventions

Rolling the Dice: Winning Strategies for Brief Interventions in Sport Psychology

Duncan Simpson, IMG Academy; Hillary Cauthen, Texas Optimal Performance & Psychological Services; Greg Young, St Louis City SC

This workshop presents a specialized framework for brief contact interventions in sport psychology, focusing on effectively utilizing short, action-oriented interactions to address immediate performance issues. Experienced practitioners will guide attendees through techniques to establish rapport with athletes, tailor interventions to athletes' language and goals, and make incremental changes to boost performance. Participants will learn to identify intervention opportunities, refine their problem-solving skills, and will receive various educational resources to support their ongoing development.

Workshop - Consulting & Interventions

From Body to Brain: Integrating Polyvagal Theory into the Mental Performance Landscape

Laura Farres, Mind in Motion Consulting; Shelbi Snodgrass,

This workshop introduces Polyvagal Theory as an essential framework for mental performance consultants, examining the connection between the autonomic nervous system (ANS) and human performance. Developed by Stephen Porges, the theory outlines how the body's ANS, via the vagus nerve, continuously scans for cues for safety or threat within the environment, shaping thoughts, emotions, and behaviours. Through interactive exercises and case studies surrounding ANS management and a Polyvagal lens, participants explore practical applications of Polyvagal Theory to mental performance consulting in areas such as stress management, emotional regulation, and resilience.

2:30 pm - 3:45 pm

Featured

Five Slides in Five Minutes: Exploring the Complexities of Eating Disorder Risk among Special Populations (presented by the Eating Disorder SIG)

Jenny Conviser, IL Sport & Performance Inst & Northwestern Univ; Mitchell DeSimone, US Military Academy at West Point & Northeast Human Performance; Michelle Gregovic, Yoga Instructor ERYT-500 & iRest Meditation Practitioner; Caitlyn Hauff, Univ of South Alabama; Amanda Karas, Hofstra Univ; Cindy Miller Aron, Ascend Consultation in Health Care & Samaritan Health Services; Hayley Perelman, Private Practice Owner, Hayley Perelman Ph.D. & Northeastern Univ Athletics

In this presentation, the Co-Coordinator of the Eating Disorder Special Interest Group (ED SIG) will discuss six different topic areas and related complexities posing eating disorder risk. The ED SIG will provide an overview of effective evidence-based strategies recommended for working with special populations, and identify intrapersonal, interpersonal, and environmental factors which may prevent or perpetuate eating disorder symptomatology and/or threaten the athlete/performers mental and medical health.

Featured

Effective Training of Mental Performance Consultants in the Virtual Space using a Standardized Client Protocol, sponsored by University of Western States

The use of standardized patients, or SPs, has become an integral part of graduate training throughout the healthcare professions. According to May et al. (2009), an SP is a “normal person who has been carefully coached to accurately portray the characteristics of a specific patient, and the standardization is in terms of the consistency in the challenge that the patient offers to each learner.” Results from nearly two decades of research reveal that the use of SPs in healthcare professions (e.g., medicine, nursing, dentistry, pharmacy, dietetics) is effective in improving student communication skills as well as knowledge, skills, and attitudes toward patient education (May et al., 2009; Orgun et al., 2024; Rutherford-Hemming et al., 2024). As part of its innovative online teaching practices, University of Western States has expanded this idea to include standardized *clients* (SCs) as part of its pre-practicum and mentorship courses in both clinical mental health counseling and sport and performance psychology. In this presentation, attendees will learn how SC cases are constructed and implemented into the curriculum and hear the impact this practice has had on current and prior UWS students representing both CMHC and SPP programs. Finally, the presenters will discuss lessons learned and future considerations to further refine the use of SCs in both online and traditional academic environments.

Featured

Sponsor Session: Magellan

Lecture Session - Elite/Pro Sport

Golf Pre- and Post-Shot Routines: Implementing a Three-Step Framework

Noah Sachs, Noah Sachs Performance

Join our lecture to delve into a detailed three-step framework for optimizing golfers' pre- and post-shot routines. This session focuses on managing golfers' emotional, cognitive, and physiological states during key transition phases in play. The session will detail each step of the framework, providing insights into its application and addressing common challenges in coaching golfers through these essential routines.

Exploring Professional Female Ice Hockey Players' Perceptions of Being Dual Career Athletes

Christiana R. Colizza, McGill University; Gordon A. Bloom, McGill University; Todd M. Loughead, University of Windsor

This presentation explores the challenges encountered by North American female ice hockey players who sought to balance full-time employment with professional hockey. This presentation provides practitioners and stakeholders with awareness of the challenges faced by North American female ice hockey players managing the dual roles of full-time employment and professional athletic careers.

Shared Zones of Optimal Functioning: Psychophysiological Evidence Supporting “In the Zone” States in Teams

Edson Filho, Boston University; Roos van Velthoven, University of Central Lancashire

Empirical psychophysiological evidence supporting the notion of shared zones of optimal functioning (SZOFs) will be presented. Implications for optimizing team performance will be outlined.

Football Stories and Coaching Futures: Two Black Former NFL Players Personalized Goals

Jason Jones, Winston-Salem State University; Jason Jones, Winston-Salem State University; Scott Brooks, Arizona State University; Cedric Spain, Morehouse College

This study explored the lives of two Black former National Football League (NFL) players who are current coaches to understand their goals in contemporary society. This research extends the understanding of the social ecology of everyday life that impacts NFL players' well-being and mental health, along with their families. Findings hold theoretical and practical utility for goal-framing strategies in professional sports for coaches and athletes transitioning into retirement.

Disrupting the Norm: Investigating the Use of Planned Disruptions among Elite Olympic Weightlifting Coaches

Kelsey Kinnamon, Florida State University; William Bean, Florida State University

This presentation will discuss the findings of a qualitative study in which the use of planned disruptions among elite Olympic weightlifting coaches was explored. Types and outcomes of planned disruptions used will be detailed along with coaches' perspectives regarding when to use planned disruptions and how to adapt them based on athlete needs. Recommendations for future research and implications for coaches and consultants seeking to use planned disruptions will be discussed.

Panel - Social Justice, Equity, and Inclusion

Next Steps for Positive Youth Development Programming: Addressing Social Vulnerability

Majidullah Shaikh, The University of British Columbia - Okanagan; Tanya Forneris, UBC Okanagan; Meredith Whitley, Adelphi University; Tarkington Newman, University of Kentucky

Much of the research in sport-based positive youth development (PYD) has yet to account for the effects of social vulnerability in youth's experiences and development (Newman et al., 2021). As the PYD through sport field has evolved, there has been growing recognition of the diverse and complex needs of youth. The purpose of this panel is to discuss how researchers and practitioners can engage in transformative thinking approaches and develop comprehensive community partnerships to address social vulnerability via PYD programming.

Workshop - Consulting & Interventions

Three Activities, Nine Debriefs: Effectively Designing Activity Debriefs to Meet a Variety of Mental Skills Needs

Lindsey Hamilton, IMG Academy; Lindsay Ross-Stewart, Southern Illinois University Edwardsville; Kerry Guest, Indiana University; Cassidy Barclay, Southern Illinois University Edwardsville

Given the value of interactive exercises in psychological skills workshops and the dearth of training designated to the skill of effective debriefing, this workshop's objective is to engage participants in experiential activities that can be used in multiple ways to address different mental training skills and strategies. Discussants will each provide one activity that can be debriefed in three different ways to highlight different strategies or skills commonly taught in a psychological skills training program. Participants will leave with handouts including the theoretical support, objectives, design and debrief notes for each activity that MPCs can then apply to their own teams and groups.

Workshop - Social Justice, Equity, and Inclusion

Movement Towards LGBTQIA+ Belonging in Sport

Aidan Kraus, Boston University; John McCarthy, Boston University; Val Altieri, Jr., ; Cody Sanders, The University of Virginia's College at Wise; David Walsh, San Francisco State University

Attendees of this workshop will leave with knowledge of best practices and frameworks for increasing sense of belonging for LGBTQIA+ athletes and how they can include them into their applied practice within their team/organization. Further, attendees will walk away with an individual action plan that they can bring back to their athletic community to begin incorporating what they have learned into their professional work.

Friday, October 25

8:15 am - 9:30 am

Featured

Five Slides in Five Minutes: When the Healer Needs Healing: Seeking Support & Balance (presented by the Business Ownership SIG)

Stephanie Cameron, Pivot Sport Psychology Consulting, LLC | Southern IL University Edwardsville; Abby Keenan, Intrepid Performance Consulting, LLC; Carla Carter, The Cognitive Clinic; Justin Foster, The Excelling Edge LLC; Lauren Tashman, Align Performance LLC / Valor Performance Inc.; Carrie Jackson, Carrie Jackson Coaching, LLC

In this presentation, we explore the essential strategies for consultants to maintain their own well-being while managing their business. The journey of helping others often requires a deep reservoir of personal energy, resilience, and balance. This session aims to provide practical tools and insights to ensure that those who dedicate their lives to helping others do not neglect their own needs.

Featured -

CMPC Certification: Eligibility Requirements for New Candidates and Recertification Procedures for Current CMPCs
AASP Certification Council

The eligibility requirements for new candidates (including students) and the recertification procedures for current Certified Mental Performance Consultants® will be discussed.

Lecture Session - Injury & Transitions

Should Sport Psychology Professionals Care About Hidden Disabilities and Conditions?

Christopher Stanley, University of Western States

This lecture focuses on athletes and performers with hidden disabilities and conditions (HDCs). Associated content will include prevalence of HDCs and potential impact on performance, as well as considerations for performance consultants working with athletes and performers with an HDC. Relevant resources will be shared.

An Examination of the Mental Health Symptoms of Former Adolescent Athletes Who Experienced Either Forced or Expected Athletic Retirement

Lindsay Ahmann, Ski & Snowboard Club Vail; Jessyca Arthur-Cameselle, Arthur-Cameselle Psychology and Consulting; Western Washington University; Linda Keeler, Western Washington University; Hillary Robey, Western Washington University

The purpose of this presentation is to describe findings of an anonymous online survey study that examined negative mental health symptoms and flourishing in a sample of 347 former (non-elite) adolescent athletes. Results indicated that athletes forced into athletic retirement (e.g., due to injury/illness, deselection, and the COVID-19 pandemic) reported more current anxiety and depression as well as lower levels of flourishing than former athletes who expected athletic retirement. Mental health scores were also analyzed for potential gender differences and differences based on athletes' specific reason for forced retirement.

Athletes' Transition to Life After Sports (ATLAS): A Pilot Study

Jordyn King, Northern Illinois University; Shaine Henert, Northern Illinois University

This presentation will focus on the results and implications of a pilot study examining the impact of an 8-week career preparedness college credit course on student athletes' athletic identity and career self-efficacy. The ATLAS course, based on self-efficacy theory and the multiple dimensions of identity model, strengthens career development growth and opportunities for student athletes transitioning out of competitive college sports. Student athletes with high athletic identities concerned about this transitional period can benefit from the ATLAS course by developing specific action plans for the next phase of their lives.

US Division 1 College Athletes' Views on Primary and Secondary Support During Injury Rehabilitation

Lindsey Leatherman, West Virginia University; Sam Zizzi, West Virginia University

This research explored the viewpoints of NCAA Division 1 student-athletes regarding interprofessional care during injury rehabilitation, revealing their interactions with both primary and secondary rehabilitation team members. Additionally, it investigated the involvement of sport psychology professionals in rehabilitation, highlighting potential advantages in addressing athletes' perspectives, access barriers, and effects on mental well-being. Attendees can expect to gain valuable insights into fostering a more holistic approach to injury rehabilitation care in collegiate sports, viewed through the lens of student-athletes.

Mental Training Intervention for Athletes with Exercise-Induced Laryngeal Obstruction (EILO) aka Vocal Cord Dysfunction (VCD): A Team Approach

Erika Westhoff, EW Performance

Working with athletes or military personnel diagnosed with Exercise-Induced Laryngeal Obstruction (EILO)/Vocal Cord Dysfunction (VCD) can be both challenging and rewarding. This session will deepen your knowledge of what EILO/VCD is, and provide you with a working model of mental skills training to use with individuals of various ages and sports who have been diagnosed with EILO/VCD. You will also learn how to build a specialized team of physicians and speech-language professionals to generate the best outcome for the athlete or military personnel.

Lecture Session: Novel/Unique Approaches

The Improv Self-Efficacy and Skills Programme (ISESP): A Novel Treatment to Reduce Public Speaking Anxiety

Alexander McWilliam, Bangor University

Public speaking anxiety is commonplace in both educational and occupational settings. We examined the efficacy of an innovative intervention rooted in the principles of acting and improvisational theatre training upon public speaking anxiety in a sample of university students.

Educational Self-Talk Intervention in Game-Board Format: Implications for Participant Enjoyment and Transference of Control

Alexander Latinjak, University of Suffolk; Vassilis Mathas, University of Thessaly

The study explores the Educational Self-Talk Intervention (ESTI) in a novel board game format, aimed at enhancing engagement and learning outcomes for athletes and sports professionals. Participants, including an elite tennis player and a recreational triathlete, reported positive experiences with the board game, noting increased engagement, enjoyment, and motivation. This innovative approach facilitated learning and autonomy in self-talk practices, highlighting the potential of gamifying sport psychology interventions to motivate and engage a diverse range of clients.

A Technology-assisted MSPE Intervention with Women's Collegiate Volleyball

Jackson Whitlow, California State University, Chico; Aubrey Newland, CSU Chico

This presentation will explore the integration of the Mindful Sport Performance Enhancement (MSPE) program in enhancing collegiate athletes' mental and physical performance. It will delve into the incorporation of biofeedback technology with meditation practices and the MSPE program, examining its impact on athletes' concentration, sports anxiety, emotion regulation, and self-compassion. Attendees will gain insights into the current research findings, the adaptability of the MSPE program across different sports disciplines, and the potential for technology-assisted mindfulness practices to improve athletic performance and well-being.

Virtual Reality for Mental Preparedness in Athletes: Harnessing Immersive Technology for Peak Performance

Jordan Schools, LeTourneau University

This presentation will highlight the benefits for utilizing VR as a part of pregame rituals and the ways that VR can complement and enhance psychological skills training for athletes. In addition, the use of VR within one collegiate baseball team will be explained and an analysis of the results will be provided. Finally, a practical guide to implementing a consistent VR training routine will be covered along with practical insights into the scalability and accessibility of a VR training program.

The Impact of Biosound® Technology on Mental Recovery in Student-Athletes and Reserve Officers' Training Corps (ROTC)

Kayla Myers, Ball State University; Jean-Charles Lebeau, Ball State University; Lindsey Blom, Ball State University

This presentation will introduce attendees to Biosound®, an emerging technology integrating heart rate variability biofeedback, music therapy, vibroacoustic massage, imagery, and meditation into a single session. The presentation will review the first research study to investigate the impact of a 4-week Biosound® intervention on mental recovery, burnout, stress perception, sleep quality, and cardiac coherence among student-athlete and ROTC tactical athletes. Both quantitative and qualitative findings will be discussed and explored in relation to future research needs, as well as their application among athletes, coaches, ROTC programs, and mental performance consultants.

Panel - Youth Sport

Professional Children: A Panel on Navigating Elite Youth Athletics as a Mental Performance Consultant

Robert Looney, Riser + Tread; Roger Parrino Jr, University of Denver, Graduate School of Professional Psychology; Emma Whall, Riser+Tread; JJ Tarango, Boston University

This panel highlights four Sport and Performance Psychology professionals who have experience in working with elite youth athletes. These professionals will engage in a facilitated discussion, highlighting topics such as: 1) how to navigate the coach-athlete-parent dynamic as a mental performance consultant, 2) understanding the intersection of mental health and elite performance within youth athletics, 3) conceptualizing mental performance within the lifespan development of adolescents, and 4) fostering team cohesion and camaraderie to mitigate burnout.

Symposium - Diversity & Culture

Developmental Considerations in Female Health, Well-being and Performance

Shameema Yousuf, Empower2Perform; Leslee Fisher, University of Tennessee; Kensa Gunter, Gunter Psychological Services, LLC; Amanda Perkins-Ball, Rice University; Kylee Schools, LeTourneau University

The symposia seek to highlight the current discussion and key research that points towards education gaps in sport psychology surrounding women's physiology, health, well-being, and performance. The aim is to provide some understanding and encourage discussion to dismantle barriers that impede the holistic health of female athletes and professionals. Taking a life span approach to holistic health, attendees will gain better understanding of 1) the physiological changes that impact participation, performance, and well-being through the course of females athletic and professional lives, and 2) the sport psychology professional's role in supporting holistic care.

Workshop - Consulting & Interventions

It's Okay to Say the "Y" Word: Developing an Evidence-Based Approach to Working with the Yips

Jesse Michel, Deloitte; Megan Byrd, Georgia Southern University; Brandonn Harris, Georgia Southern University; Katy Johnson, Indiana University

Throughout their careers, sport, exercise, and performance psychology (SEPP) professionals will likely encounter several athletes and coaches who experience the 'yips,' the general term used when describing the psych-neuro-muscular phenomenon of involuntary movement patterns. Using a science-to-practice approach, workshop participants will gain a deeper understanding of the research in this area, develop their own theoretical orientation for these situations, and apply what they've learned through real-world scenarios of performers presenting with the yips across various domains.

11:30 am - 12:30 pm

Featured

Five Slides in Five Minutes: Sport Psychology as the Random Variable. The Why, What, How and When of Sport Psychology at the 2024 Paris Olympic Games (presented by the International Olympic Sport Psychology Providers SIG)

Peter Haberl, Peter Haberl, LLC; Göran Kenttä, The Swedish School of Sport and Health Science; Anne Marte Peensgard, Norwegian School of Sport Sciences & NOC; Jimena Gonzalez Menendez, CONADE; Kristen Cooper, USG; Andrea Becker, California State University, Sacramento

The Olympic Games, with its four year cycle, is one of the most challenging performance environment for elite athletes. The geographical location - the Olympic Games - provides the fixed variable of service provision - the "Where" in this session. Each experienced international presenter, in five slides, while sharing the "where" of service provision at the Games, will focus on the "Why", "How", "What" and "When" of service provision in that environment. By looking at sport psychology service provision as the random variable at the Paris Olympic Games, the audience will get an understanding of the breadth and depth of service provision that happens at the Olympic Games.

Lecture Session - Youth Sport 2

Development of a Youth Athlete Applied Assessment Tool: The Domains of Performance Functioning

Miles Cassidy-Rice, AECC University College; Matthew Condie, University of Western States

This lecture will share the theoretical development and applied utility of a holistic model, the Domains of Performance Functioning (DoPF) to assess the performance needs of youth athletes. The lecture will provide a brief and succinct overview of the previous literature synthesised to produce the Domains of Performance Functioning (DoPF) model, which aims to provide directions for assessing athletes' strengths and areas for future focus across eight domains.

Before the Bell Rings: A Call to Increase Access to Before-School Free Sport Programming for ALL Children

Laura Hayden, University of Massachusetts Boston; Rachel Shinnick, University of Massachusetts Boston; Sophia Pellegrom, University of Massachusetts Boston; Berson Eliancy, Boston University; Joseph Cooper, University of Massachusetts Boston; Chris Denning, University of Massachusetts Boston

In this lecture, we outline the benefits of before-school sport-based programs on life skill development for young children and the barriers to building these programs in underserved communities. We call for - and outline - creative and persistent efforts to remove these barriers so all young people can access before-school sport-based programs.

Reliability and Validity Evidence for The Youth Interpersonal Behaviors Questionnaire in Sport (Y-IBQ)

Meredith Wekesser, University of Illinois at Chicago; Karl Erickson, York University; Jody Langdon, Georgia Southern University; Kimberly Kelly, Michigan State University; Andre Bateman, University of the West Indies, Mona; Nicholas Myers, Michigan State University

This presentation introduces a new survey instrument, the Youth Interpersonal Behaviors Questionnaire in Sport (Y-IBQ). Reliability and validity evidence are provided to support the use of this new instrument with youths 14 and younger. This age appropriate Y-IBQ instrument will allow researchers and applied practitioners to better study and understand youth athletes' perceptions of coaching behaviors and how they may contribute to athlete outcomes in sport.

Mentors' Cultural Identities and Their Perspectives on Participating in a Positive Youth Development Program

Randi Gray, University of Kansas; Mary Fry, University of Kansas; Erin Murray, University of Kansas

A unique research approach (narrative inquiry and photo elicitation) was employed to examine mentors' experiences in a positive youth development program for middle school female students. Four mentors from varied backgrounds participated in a 60-minute focus group where they shared their personal identities and the impact of the program on their experiences in the program. Mentors consistently described how their participation in the program allowed them to feel that they could be themselves in the program, and they experienced a climate where they felt they were fully welcomed and treated with kindness and respect.

Panel - Social Justice, Equity, and Inclusion

Performing Social Justice in Applied Sport Psychology: Challenges and Considerations

Matthew Bejar, San Jose State University; Terilyn Shigeno, Adler University; Leslie Larsen, California State University, Sacramento; Saemi Lee, California State University, Los Angeles

While many social justice-oriented scholars and practitioners have ambitious goals for advancing equity and inclusion in sport and exercise psychology, they often encounter roadblocks to achieving these aims. As a result, they consciously and subconsciously learn to "perform" social justice. In this presentation, panelists: (a) describe their social justice journeys; (b) describe the backlash and challenges to their social justice work; (c) discuss ways they have learned to adapt within systems by "performing" social justice; and (d) offer future directions related to the tension between making meaningful change and performing social justice; and (e) solicit attendees' experiences and recommendations related to this topic.

Panel - Elite/Pro Sport

"Unlocking Excellence": The Quest for Exceptional Talent in Mental Performance within Professional Baseball And A High Performance Academy"

Sean Swallen, Cleveland Guardians; Brian Miles, Cleveland Guardians; Cecilia Craft, Phillies; Lindsey Hamilton, IMG Academy; Lindsay Shaw, Cleveland Guardians

Given the importance for sport organizations to hire quality MPCs that provide value to their organization, and the parallel difficulty for candidates to showcase their abilities throughout the hiring process, the objective of this panel is to discuss the realities of hiring. Attendees will leave the session with considerations of how to make themselves stronger MPC applicants, insight into hiring processes in elite sport, and reflections to help future CMPCs better prepare for the complex nature of applied work in the trenches of High Performance. The panel is comprised of practitioners from three different high performing sport organizations with ample hiring experience.

Panel - Tactical Populations

What's Your 1%? Integrated and Workshop Specialists' Experiences Doing Mental Performance Work in Tactical Populations

Katy Tran Turner, ; Stephanie Zavilla, Winter Park Competition Center; Lindsey Deppen, O2X Human Performance; Kelli Kehoe, O2X Human Performance; Tim Bayley,

Panelists will bring experiences from working with police departments, fire departments, and military schoolhouses. These mental performance specialists will share how they establish rapport with this unique population, develop contextual and

cultural understanding, and conceptualize mental performance training programs and workshops. Attendees will have the opportunity to hear the nuances of how work with first responders differs from mental performance consulting with athletes and military populations, as well as how to integrate with practitioners from other human performance domains.

Workshop - Teaching

From Slots to Bots: Leveraging Artificial Intelligence in Sport Psychology Teaching, Research, and Consulting

Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting; Andrew Friesen, Pennsylvania State University; Duncan Simpson, IMG Academy

The advent of generative AI tools, such as ChatGPT, has sparked a significant shift, prompting educators, researchers, and practitioners to explore the vast potential of AI to enhance sport psychology's impact. This workshop is designed to navigate the complexities of AI application within sport psychology, offering an exploration of how these technologies can be harnessed to foster innovation while adhering to ethical standards. Through a blend of interactive lectures, collaborative discussions, and hands-on demonstrations, participants will learn AI tools, exploring their application in teaching, research, and applied settings.

Workshop - Elite/Pro Sport

Fewer Missing Pieces: A Person Centered Approach to Psychological Testing with Elite Athletes

Deyanira Enriquez, Flatiron Mental Performance; Abigail Akpobiyeri, Athletic Intelligence Measures, LLC; Maria D'Ugo, Indiana University Bloomington; Jeff Ruser, University of Notre Dame; Shawn Saylor, Springfield College; Austin Rafetto, Athletic Intelligence Measures / PGA of America; Andrew Manocchio, Athletic Intelligence Measures, LLC; Jim Bowman, Athletic Intelligence Measures, LLC

The purpose of this workshop is to teach attendees about the uses of cognitive measurements in elite sport leading with a person-centered approach and cultural humility. Attendees will learn how to engage in test administration techniques by interpreting testing reports; consulting with other practitioners to optimize individual and team performance; and participate in group discussion around cultural bias and humility. Presenters will emphasize the individual and organizational implications that may result from psychological testing in sport, such as player development, talent identification, and talent selection.

1:45 pm - 2:45 pm

Featured

Student Panel - The Winning Hand: Sport & Performance Psychology Career Pathways for Master's Degrees

Christian Smith, IMG; Andrea Fuchs, Detroit Tigers; Shameema Yousuf, Empower2Perform; Brett Sandwick, 1st Special Forces Group/ Elite Mentality; Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting

The purpose of this panel is for four professionals holding master's degrees and working in a variety of different SEPP positions to (a) impart how they identified and obtained their respective jobs; (b) share relevant background or experiences that helped prepare them for their positions; (c) disclose challenges they faced both in securing their jobs and in currently in their roles; and (d) discuss their day-to-day responsibilities. Students will have the opportunity to ask questions and interact with panelists and will leave with a better understanding of SEPP career opportunities that don't require doctoral degrees, further training or experiences that may better prepare them for their goal positions, and the type(s) of positions that best fit their interests and skill sets.

Lecture Session - Non-Sport Populations

Public Speaking Anxiety - A Systematic Review and Meta-Analysis

Alexander McWilliam, Bangor University

The past 50 years has seen numerous treatments aimed at reducing public speaking anxiety, however, the problem persists. This paper provides a narrative synthesis of effective interventions for the reduction of public speaking anxiety.

Everything Matters – From the PAST, Through PRESENT, to the FUTURE. Balanced Time Perspective (BTP) as a Robust Framework for Sport Psychology and Performance Enhancement Interventions

Tomasz Kurach, University of Warsaw, Foundation of Positive Sport; Maciej Stolarski, University of Warsaw

Our aim is to provide the audience with practical knowledge about time perspectives (TP). During the lecture various

methods and techniques fostering temporal balance will be presented. What is more, the audience members will be encouraged to explore and develop their own ideas regarding temporal balance implementation.

Playing On: Exploring the Mental Stressors, Responses, and Coping Strategies of Elite Pianists

Alena Miskinis, Ball State University

This study explored the mental strategies that elite concert pianists use to cope with the stress they face and responses they experience in the strenuous lifestyle their career demands.

The Perceptions of Mental Performance Consultants by Vocational Ballet Dancers: A Cross-Cultural Comparison Study

So Hui Lee, University of Edinburgh; Seong Kwan Cho, Texas A&M International University; Hun-Hyuk Choi, Kangwon National University; Yong-jin Yoon, Yonsei university

The purpose of this study is to compare the perceptions of Mental Performance Consultants (MPCs) among vocational ballet dancers with different cultural backgrounds.

Lecture Session - Well Being

“Feeling Better Together”: Development and Evaluation of an Intervention to Improve Well-Being in Para-Athletes Using the Social Identity Approach

Stefanie Haberstock, German Sport University Cologne; Christian Zepp, German Sport University Cologne

This presentation provides a detailed examination of a social identity-based intervention designed for para-sports teams. Attendees will gain insights into the development, implementation, and evaluation processes, shedding light on the application of Social Identity Theory to enhance team identification and potentially mental well-being among para-athletes. The findings not only contribute to the understanding of para-sports dynamics but also offer practical implications for other health practitioners and diverse behavior change groups, offering a new perspective on fostering positive changes through group identification.

Putting Psychological Well-Being Center Stage: A Qualitative Examination of Performance Leaders and Managers within Sport Organizations

Richard Simpson, Leeds Beckett University; Faye Didymus, Leeds Beckett University; Toni Williams, Durham University

This presentation provides insights into the experiences of psychological well-being (PWB) among performance leaders and managers (PLMs), and how this influences how they support the PWB of their performers and employees. Delegates will come away with a better comprehension of intersubjective experiences among PLMs and their work relationships. Key implications for scientist-practitioners and decision-makers to consider in supporting PLMs are explored and discussed.

What Does Well-being Mean to Coaches, and How Do We Foster It?

Faye Didymus, Leeds Beckett University; Alexandra Potts, Leeds Beckett University

The high-pressure context of elite sport coaching offers fertile ground for research on well-being. In this session, attendees will learn about what well-being means to coaches and the factors that facilitate, inhibit, and protect this important psychological construct. We will explore the complexity and nuance of well-being and will offer practical recommendations for those who focus on the attainment and maintenance of health, functioning, and performance.

The Influence of Psychosocial Strategies on NCAA Athletic Trainers’ Stress, Well-being, and Performance

Alexander Bianco, Indiana State; Rebecca Zakrajsek, University of Tennessee; Johannes Raabe, Raabe Performance Consulting LLC; Sharon Couch, Pellissippi State Community College; Leslee Fisher, University of Tennessee

Certified athletic trainers (ATs) have several critical responsibilities that must be completed in high-pressure situations (Mazerolle & Eason, 2017) and should be considered performers akin to the athletes and coaches with whom they work (Bianco, 2022). The purpose of this investigation was to (a) develop an instrument that can be used to better understand ATs' use of psychosocial strategies and (b) understand how the use of these strategies influences their perceived stress, well-being, and performance. This presentation will provide guidance on how to develop mental skills programs geared towards ATs.

Integrating Self-Care into Sport Psychology Mentorship and Supervision: Diverse Approaches, Strategies, and Insights

Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK); Tsz Lun (Alan) Chu, University of North Carolina at Greensboro; Jana Fogaca, Long Beach State University

This panel explores self-care's critical role in sport psychology, emphasizing its integration into mentorship and supervision for both mentors and supervisees. Focused on enhancing personal and professional well-being, it will present varied strategies and experiences from mentors, highlighting self-care's importance in ethical and proficient service delivery. The discussion will also address the cultural and contextual nuances influencing self-care practices in the field.

Panel - Mental Health

Guidelines for Return to Sport Post Eating Disorder Care

Amanda Karas, Elevate Maintain Evolve; Cindy Aron, Ascend Consultation in Health Care, LLC; Michelle Gregovic, self; Jenny Conviser, Ascend Consultation in Health Care / Illinois Sport & Performance Institute

The Panel Discussion will provide opportunities for attendees to hear experts knowledgeable in specific issues related to the athletes return to sport following leave for participation in eating disorders treatment.

Presenters will provide and discuss information vital in addressing athlete advocacy, health care, safety, performance, and cultural competence vital for safe return to sport following eating disorder treatment.

Symposium - Exercise/Health/Fitness

Maximizing the Hedonic Experience in Exercise and Sport: A Key Consideration for Lifetime Participation

Bonnie Berger, Bowling Green State University; Frances Price, Independent Practice; Mary MacCracken, The University of Akron; Michael Sachs, Temple University

This symposium addresses the paradox that there are so many benefits of physical activity and so few participants. Members of the audience will explore multiple roles of the hedonic experience in physical activity for promoting lifetime participation in adult, clinical, and underserved youth populations. Finally, the audience will be guided in reframing the usual excuses for a lack of exercise to facilitate habitual engagement in enjoyable, lifetime physical activity.

Workshop - Consulting & Interventions

Bridging Research and Practice: How to Make Evidence-Informed Decisions in Applied Sport Psychology

Marie Winter, University Campus of Football Business; Ian Maynard, University of Essex; Paul Freeman, University of Essex; Murray Griffin, University of Essex; Andrew Soundy, University of Birmingham

Within the profession of applied sport psychology, researchers and practitioners employ evidence-based principles to ensure that clients in practice receive the most effective service, based on the best available information (AASP, n.d.). This workshop presents a step-by-step guide on how to make evidence-informed decisions in applied sport psychology practice using Winter et al.'s (2023) evidence-informed decision-making model. Attending this workshop will give professionals an opportunity to critically reflect on their evidence-informed decision-making processes in applied practice and discuss what constitutes effective decision-making with peers and colleagues.

Saturday, October 26

8:15 am - 9:30 am

Featured

Five Slides in Five Minutes: Ethical Media Interactions (presented by the Media in Sport SIG)

Michele Kerulis, Northwestern University; Harold Schinitzky, Private Practice; additional presenters TBA

Presentation topics are 1) Why Ethics in Media Matter; 2) Articulating Your Expertise; 3) Ethical Blogging; 4) Giving Media Interviews; 5) Describing Our Field with Integrity; 6) Putting it All Together

Lecture Session - Mental Health 2

Caring for the WHOLE Athlete: A Culturally Responsive and Collaborative Approach to Mental Health Within DIII Athletics

Rachel Shinnick, University of Massachusetts Boston; Laura Hayden, University of Massachusetts Boston

This lecture will amplify literature examining the experiences of DIII athletes, and in particular, of student athletes of Color in accessing resources to support their mental health. We propose a culturally responsive and collaborative approach to care within a DIII athletics system to address the inequities in help-seeking behaviors in this population.

An Investigation of Body Image and Eating Behaviors in Former NCAA Heptathletes

Claire Bailey, University of Kentucky; Marc Cormier, University of Kentucky; Ashley Samson, University of Kentucky; Christy Greenleaf, University of Wisconsin-Milwaukee

This session will provide insight into the experiences of former NCAA Division I heptathletes with their body image and eating behaviors within their sport. The complex sport specific pressures, wide range of physical demands, societal pressures, and potential additional external pressures appear to create confusion in what heptathletes' body types are expected to be. Specific themes pertaining to body image and eating behaviors within this population are discussed and implications will be drawn.

Coaching the Coaches: Improving Communication Between Collegiate Coaches and Athletes at Risk for the Development of Eating Psychopathology

Jessica Silverman, UConn Health

This presentation will educate the audience on critical thinking and communication research to improve the relationship between coach and athlete. A description of the workshop created will offer insights into modalities utilized to improve intellectual empathy and decrease eating psychopathology among female athletes.

Team Culture's Impact on Body Image Dissatisfaction in STUNT Athletes

Claire Bailey, University of Kentucky; Morgan Findley, University of Kentucky; Marc Cormier, University of Kentucky

Due to STUNT's recent emergence as a sport, most collegiate STUNT athletes are former competitive cheerleaders, which may create team cultures that predispose athletes to similar risk in the development of body image dissatisfaction (BID) and subsequent eating disorders (EDs). Given these potential pressures and the limited research available, the purpose of this study was to investigate the role of team culture in BID and ED risk to shed light on an under-researched population. Results suggest that STUNT athletes face a similar risk for EDs and BID seen previously in aesthetic sport populations (e.g., cheerleading, gymnastics, figure skating), which will be discussed further in detail.

Ability of Mid-Major Level Universities to Serve Diverse Needs of Student-Athletes when Implementing the NCAA Mental Health Best Practices

Grace Louis, Northern Illinois University; Shaine Henert, Northern Illinois University

The purpose of this study was to identify issues of diversity and inclusion as related to mid-major universities' abilities to implement the original NCAA Mental Health Best Practices. Both successes and challenges were observed at the mid-major level athletic programs that participated. The findings of this study can help mid-major athletic programs implement the new NCAA mental health best practices while attending to issues related to diversity and inclusion.

Panel - Professional Issues & Ethics

Keeping It All In The Family? Exploring the Influence of Social Network Preference Within the Field of Applied Sport Psychology

Dan Abroms, Arete Performance; Brian Hite, Begin Again Performance Psychology; Sarah Forsythe, Redefine Performance; Victoria Bradshaw, California Polytechnic State University

The influence of social network preference (e.g., nepotism and cronyism) in employment situations is explored within the field of applied sport psychology. Panelists will share personal insights on benefits, drawbacks, and impact of social network preference from examples experiences in their careers and discuss evidence-based approaches to address common challenges. Attendees are encouraged to join in the discussion and ask questions to deepen awareness and understanding of the topic, and to promote professional growth.

Panel - Teaching

The High Stakes of Injury: Multiple Perspectives on Teaching the Psychology of Injury

Alexander Bianco, Indiana State; Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting; Erika Van Dyke, Springfield College; Stefanee Maurice, California Polytechnic State University

Understanding the psychology of injury is important for prospective sport, exercise, and performance psychology (SEPP) professionals and students across other disciplines (e.g., athletic training, coaching, counseling). The purpose of this panel (co-sponsored by the Teaching Sport and Exercise Psychology and Psychology of Injury SIGs) is to help university educators be more prepared to propose and teach courses that focus on the psychology of injury. Attendees will be able to interact with

panelists and will leave the session with tangible course design and instruction examples to integrate courses related to the psychological aspects of sport injury into their curriculum.

Workshop - Professional Development, Supervision, and Mentoring

Strengthening Multidisciplinary Human Performance Teams through the Application of Performance Psychology Interventions

Gloria Park, Consortium for Health and Military Performance; Nikki Barczak-Scarboro, Consortium for Health and Military Performance (CHAMP)

This workshop draws on findings from an exploratory study of multidisciplinary practitioner teams in the military setting, which examined team-based competencies necessary for effective integrated human performance service delivery. Performance psychology practitioners often develop these competencies within the teams and organization they work with, but these same skills can be applied internally to strengthen and enhance the effectiveness of Human Performance practitioner teams they may be a part of. This session will impart knowledge, strategies, and tools to strengthen team-based competencies in a variety of human performance settings.

Workshop - Diversity & Culture

Diversifying Your Professional Network Through Cultural Competence: Where Are You, Really? And How Do You Move Forward?

Lauren Tashman, Align Performance LLC / Valor Performance Inc.; Sebastian Brueckner, Private Practice; Andrew Friesen, Pennsylvania State University

The field of sport psychology has in recent years advocated for a greater focus on cultural competence and diversity. While this has prompted books, journal special issues, research, and conference programming aimed at increasing cultural competency, diversifying groups, promoting inclusivity and belonging, enhancing the field, and improving person-centered service delivery, Quartiroli et al. (2020) found that the majority of professionals reported that their cultural competence training was only moderately effective. Thus, the aim of this workshop is to facilitate the development of cultural competence as well as help attendees broaden their professional networks to become more diverse and inclusive.

Workshop - Research Design

A Gentle Introduction to R for the Data Scientist in All of Us

Aaron Baggett, University of Mary Hardin-Baylor

Using real data from an elite performer, participants will learn reproducible methods for visualizing and analyzing sport performance data according to industry standards. This workshop introduces sport psychologists to the power of reproducible data science, offering practical tools to support their work with clients and teams.

11:30 am - 12:30 pm

Lecture Session - Developmental Innovations

Developing Teamwork Skills in an Underserved Community Through a Youth Soccer Workshop

Kaylie Kappelmann, Ball State University; Charlotte Mohn, Ball State University; Kayla Myers, Ball State University; Olivia Huffman, Ball State University; Jean-Charles Lebeau, Ball State University; Lindsey Blom, Ball State University

The purpose of this mixed-methods pilot study was to implement a youth soccer workshop to develop teamwork targeting youth (n = 7) ages 7-12 years old from an underserved community. The presentation will discuss strategies and measures for assessing teamwork in Youth. Limitations, applied implications, and lessons learned from conducting research in an underserved community will also be discussed.

To Innovate, Promote, and Grow the Game of Tennis: A USTA Sponsored Research Study Focused on Young Adult Players

Amanda Visek, The George Washington University; Sebastian Vile, The George Washington University; Elizabeth Feinstone, The George Washington University; Julia Lauk, The George Washington University; Brooke Maxwell, The George Washington University; Andrew Stranieri, The George Washington University; Yichen Jin, The George Washington University

The United States Tennis Association (USTA) is at the forefront of sponsoring research focused on discovering turn-key solutions that would make tennis more fun and engaging — with a focus on young adults aged 18-39 because they currently comprise the smallest proportion of adult players aged 18-55+. This study engaged young adult players

(n=1,102) from across the US to leverage their ideas and insights, identifying 122 unique fun determinants. How the USTA is using the study's findings to inform and accelerate efforts to improve the tennis delivery system, equitably and inclusively, will be discussed.

The Rise of Black Feminist Applied Sport and Exercise Psychology: Moving the Field Forward

Sharon Couch, Pellissippi State Community College

The rise of Black female applied sport psychology professionals in AASP demand attention and intentionality in the voices, research, and interventions available to applied sport psychology professionals to utilize in their work. Black Feminist Applied Sport Psychology is a culturally relevant theoretical framework useful for consulting with Black and Brown athletes. Sport and Exercise Psychology has ignored or omitted Black women in their research with limited appropriate theoretical frameworks and/or interventions that are specific to the experiences of Black and Brown female athletes.

Meta-coaching: Shifting the Sport Psychology Professionals' Paradigm to Facilitate Force Multiplication

Fernando Lopez, TechWerks LLC; WRAIR, CMPN, RTO; Kourtney Sappenfield, TechWerks LLC; Michelle Kirk, TechWerks LLC; WRAR, CMPN, RTO; Amanda Adrian, TechWerks LLC; WRAIR, CMPN, RTO; John Eric Novosel-Lingat, WRAIR, CMPN, RTO; Susannah Knust, WRAIR, CMPN, RTO

This presentation aims to inform Sport Psychology Professionals (SPPs) about the impact of meta-coaching on selected leaders within an organization. Empowering these leaders could enhance the effectiveness of SPPs and the mental performance skills they provide.

Lecture Session - Professional Development

AASP & Answered: Past Presidents' Advice for Students and Early Career Professionals

Katy Johnson, Indiana University; Megan Byrd, Georgia Southern University; Brandon Harris, Georgia Southern University; Eric Martin, Boise State University; Chelsea Wooding, University of Wisconsin-Green Bay

This presentation offers an opportunity for attendees to listen to the experiences and advice collected from 31 AASP Past-Presidents. For example, participants emphasized the importance of getting involved with professional organizations and being open to new opportunities as the field continues to evolve. Students, Early Career Professionals (ECPs), and seasoned professionals can benefit from these perspectives as they inform professional practice in SEPP across teaching, research, and applied service provision.

The #PsychMapping Exercise for Guided Self-Reflection: Benefits for Clients and Practitioners

Alexander Latinjak, University of Suffolk

The #PsychMapping community, with over 75 members worldwide, utilizes a unique self-reflection methodology where clients create visual representations of their cases, aiding in self-awareness and introspection. A pioneering study involving 13 practitioners from 9 countries explored the reasons for the exercise's growing adoption, identifying benefits for clients, transformative effects on practitioners' approaches, and a positive impact on the practitioner-client dynamic. The findings highlight the #PsychMapping exercise's ability to make abstract concepts tangible, enhance communication, boost practitioner confidence, and strengthen the client-practitioner relationship, proving its value as a tool for reflection, planning, and intervention.

Self-Care as Foundational Element of Practitioners' Journey: The Impact of an Applied Workshop on CMPCs

Alessandro Quartiroli, University of Wisconsin - La Crosse (USA)/University of Portsmouth (UK); Daniel Martin, Newcastle University

Self-care is increasingly recognized as crucial for the well-being and effectiveness of sport psychology practitioners (SPPs). Using a mixed-method process evaluation we explore the impact that a self-care-focused workshop delivered to SPPs had on participants' self-care awareness and agency. Insights from the workshop will guide future strategies to promote self-care among practitioners and trainees.

Simulation-Based Learning: Innovative Training Experiences for Professionals in SPP

Samantha Monda, Robert Morris University

Simulation-based training is an immersive experience frequently used in the medical professions to develop the clinical skills of future professionals. This presentation will introduce the concept of simulation-based learning and discuss its potential application in training sport and performance psychology professionals. Attendees will have the

opportunity to see how a simulation program using standardized patients (trained actors) can be developed and integrated into course curriculum or continuing education opportunities.

Panel - Professional Development, Supervision, and Mentoring

Beyond Traditional Settings: Role of Sport Psychology Practitioners in Academic Medical Centers

Chelsey Bowman, Children's National Hospital; Craig Cypher, University of Rochester Medical Center; John Coumbe-Lilley, University of Illinois at Chicago; Jenny Conviser, Ascend Consultation in Health Care / Illinois Sport & Performance Institute

Panel members are four professional CMPCs® who are embedded in academic medical centers throughout the country. The four professionals participate in a variety of work, including psychological intervention, performance optimization, research, and kinesiology within their academic medical centers. Panelists will provide an overview of each of their roles and discuss their different pathways into these roles.

Symposium - Consulting & Interventions

The Full House Approach: Integrating Mental Assessments into Applied Sport Psychology Settings

Duncan Simpson, IMG Academy; Phillip Post, New Mexico State University; Christian Smith, IMG Academy; Lindsey Hamilton, IMG Academy

Our symposium dives deep into the ethical and professional essentials of sport psychology, presenting a pioneering psychological assessment tailored for youth athletes. Attendees will explore the journey from assessment development through innovative data visualization to its practical integration within an Athlete Management System. Discover how this comprehensive approach empowers mental performance consultants to devise and evaluate evidence-based strategies, enhancing athlete care and intervention effectiveness.

Workshop - Consulting & Interventions

AI, Imagery, & Emotions: How Consultants Can Leverage Artificial Intelligence to Enhance Clients' Imagery Skills & Emotion Regulation

Megan Buning, Florida State University; Justin Stoll, Former Associate Athletic Director of Live Productions at NC State University

This presentation will share how artificial intelligence may be applied to mental skills training. Specifically, attendees will learn how AI can enhance imagery and emotion regulation skills for clients.

Workshop - Consulting & Interventions

Rediscovering the Lost Art of Sportsmanship

Dane Anderson, Refine Performance Psychology

This workshop will focus on the challenge of cultivating sportsmanship when consulting with athletes of all ages. Attendees will learn how to facilitate conversations with coaches, athletes, and parents regarding the neurobiological elements of emotions that often make exercising sportsmanship difficult. Attendees will also learn a practical approach to helping athletes build the emotional regulation skills necessary to hold their opponents, and themselves, in high esteem regardless of the competitive outcome.

Workshop - Teaching

Setting up for Success: An Aspiring or Early Career Professional's Guide to Developing Inclusive Teaching Practices

Frances Dallas, Bering Global Solutions; Hannah Bennett, Augusta University; Tsz Lun (Alan) Chu, University of North Carolina at Greensboro; AJ Fallon-Korb, SUNY Cortland; Stefanee Maurice, California Polytechnic State University

Now, more than ever, the landscape of academia calls for early career faculty to develop a philosophy and practice around inclusivity in the classroom. Therefore, the AASP Teaching SIG, Pride SIG, and Diversity Committee have collaborated to develop this workshop aimed at helping aspiring and early-career faculty assess and develop inclusive teaching practices. Attendees will learn how evidence-based frameworks can guide the creation or improvement of inclusive teaching practices and philosophies using existing course materials.

1:45 pm - 2:45 pm

Panel - Private Practice

Doing Business as a Certified Mental Performance Consultant (CMPC) in the Second Half of the 2020s

John Coumbe-Lilley, University of Illinois at Chicago; Sarah Forsythe, Redefine Performance; Russ Flaten, Mindset4Change, LLC; Steve Shelton,

This panel will present a perspective on the challenges and opportunities certified mental performance consultants have in the second half of the 2020s. Panelists will share their start-up stories, how they sustained their business, and outline strategies to increase revenue and competitiveness in 2025. Panelists will engage the audience in relevant practice and dialog.

Panel - Injury/Rehabilitation

Demystifying the Rehabilitation Specialist Perspective of Psychologically Informed Practice: Discussion of Barriers, Benefits, and Opportunities for Collaboration to Improve Care of Injured Athletes

Shelby Baez, University of North Carolina at Chapel Hill; Francesca Genoese, University of Wyoming; Caitlin Brinkman, University of North Carolina at Chapel Hill, Chapel Hill, NC

Rehabilitation specialists are encouraged to engage in psychologically informed practice but often report a lack of confidence in integrating psychological skills training into clinical care. This is an opportunity for sport psychology professionals to collaborate with rehabilitation specialists to improve clinical outcomes in patients after sport-related injuries. This panel consisting of 3 certified athletic trainers will demystify the sports medicine facility and provide attendees an opportunity to brainstorm how to best facilitate relationships with sports medicine staff.

Symposium - Olympic Sport, International, and Global Perspectives

What the Sport Mental Health Assessment Tool-1 (SMHAT-1) Has Taught Us

Karen Cogan, USOPC, Mike Clark, USOPC; R. Kweku Smith, USOPC; Sean McCann, USOPC; Lexi Swenson, USOPC

Our symposia will present the Sport Mental Health Assessment Tool results from the Tokyo Olympic and Paralympic Games, the Beijing Olympic and Paralympic Games, the Paris Olympic and Paralympic Games as well as the Santiago Pan American and Parapan American Games. In addition, we will provide an overview of our evidence-based Sleep Programming and Disordered Eating/REDs Programming that resulted from these mental health screens.

Workshop - Tactical Populations

Optimizing Firefighter Recovery: Utilizing the Firefighter-Adapted Assessment of Recovery Activities for Athletes in Research and Practice

Carly Wahl, Eastern Illinois University; Kyle Ebersole, National Strength and Conditioning Association, American College of Sports Medicine, National Athletic Trainers' Association, National Academy of Sports Medicine; Barbara Meyer, University of Wisconsin-Milwaukee

Following an evidence-based process from data collection to intervention (Taylor, 2017), the purpose of this workshop is to introduce the validated Firefighter-adapted Assessment of Recovery Activities (ARAA-FF) to attendees so that they may learn how to: (a) implement the ARAA-FF within the firefighter population, (b) score items and interpret results of the ARAA-FF, and (c) develop a potential intervention plan tailored to enhance individual firefighter recovery.

Workshop - Exercise/Health/Fitness

Excusercise: Inexcusable Excuses for Not Exercising

Bruce Cohen, Excusercise LLC; Michael Sachs, Temple University

Excusercise is a play on words about obtaining exercise by making excuses for not exercising. However, not exercising – sedentariness – is one of the most significant public health challenges, and the goal is to facilitate motivation and adherence in the general population to engage in regular exercise and physical activity. Workshop participants will learn evidence-based strategies for effectively countering excuses/barriers to exercise and physical activity participation.

Workshop - Consulting & Interventions

Be Here Now: How Two Applied Mental Performance Coaches Conduct Sessions to Help Athletes Keep Their Mind in the Moment

Lindsey Hamilton, IMG Academy; Brian Miles, Cleveland Guardians

Given the breadth of benefits that engaging in the present moment affords athletes, along with the many ways in which accessing the present moment can occur, the purpose of this session is for two applied CMPCs to demonstrate how they conduct sessions that coach a team or individual toward the present moment. The workshop will provide examples of in-session exercises and coaching techniques from the mental performance consultants' experience in working with professional and youth athletes, as well as provide attendees an opportunity to learn new activities by participating in interactive exercises. Attendees will leave with a summary of the core messages and ways to implement evidence-based present-moment interventions into their practice.

Workshop - Coaching

Team Flow: Effective Leadership in Facilitating Flow in Your Teams

Mitzi James Kincaid, California State University, Sacramento; John F Kennedy University; Azusa Pacific University; Dominican University; PerformanceGRIT

During the workshop, attendees will enhance their understanding of team flow and the required prerequisites for facilitating team flow occurrence. Attendees will also increase their knowledge and application professionally of the Integrative Theoretical Multilevel Model of Individual Flow and Team Flow (van den Hout et al., 2018), as an evidence-based framework to assist leaders in establishing environments optimized for performance and enjoyment of sport. Further, attendees will work collaboratively, using this knowledge to generate specific procedures and techniques to address team flow prerequisites and flow disruptors within diverse populations.

3:00 pm - 4:15 pm

Lecture Session - Coaching

Olympic Coaching Excellence: A Qualitative Study of Psychosocial Aspects of Olympic Swimming Coaches

Gillian Cook, Liverpool John Moores University; David Fletcher, Loughborough University; Michael Peyrebrune, Loughborough University

This study aimed to explore the psychosocial factors which discriminate between world-leading and world-class swimming coaches. The results highlighted four higher-order themes which discriminated between the 22 world-leading and 16 world-class coaches, and these were motivation, underpinning personal bond, improvement orientation, and Olympic event management. Four particularly original findings, including the world-leading coaches' emphasis on constructive feedback, their expression of emotional labor, both excellence-seeking and failure-avoiding perfectionism, and experience of childhood adversity will be explored, and the applied implications for sporting organizations, sport psychologists, and coach developers will be discussed.

What Contributes to Noticing? An Exploration of One Coach's Practice

Aubrey Newland, CSU Chico; Lori Gano-Overway, James Madison University

To manage the inherent ambiguity in coaching, coaches may seek to orchestrate their environment by engaging in noticing. While noticing has been extensively explored within education, less is known about what factors influence coaches' development of noticing. This ethnographic study with a Division II women's basketball coach revealed four factors including a) an espoused and enacted philosophy focused on relationship building and recognizing athletes as humans; b) inherent qualities associated with having a growth mindset as well as being sincere, open, attentive, methodical, and competitive; c) emotional regulation; and d) reflective practice involving recognition of the impact of her own beliefs, values, and actions.

Using the Perspectives of NCAA Coaches to Design Culturally Supportive Environments

Chelsea Davis; Lindsey Blom, Ball State University

Despite Black female student-athletes' academic successes, their experiences are often subject to negative stereotypes (e.g., Mammy, the Sapphire, Jezebel) and sport invisibility, or the lack of acknowledgement for their sport accomplishments. Since NCAA coaches spend at least 20-hours a week with their athletes (Bimper et al., 2013), this qualitative study explored how coaches could design culturally supportive environments for Black female student-athletes. This session will provide a better understanding of what culturally supportive environments looks like within intercollegiate sports and deepen ones understanding of what coaches can do and say daily to create a safe space for athletes of color.

Fostering German Gymnastics National Team Coaches' Coaching Behaviors and Leadership Culture: An Intervention Study

Sebastian Brueckner, Private Practice; Maike Tietjens, Muenster University; Ralf Lanwehr, South Westphalia University of Applied Sciences

Coaches play an integral role in fostering athletes' holistic development as human beings that navigate increasingly complex societal contexts. Thus, leadership theories, models, roles, and behaviors of coaches that embrace, reflect, and integrate the multitude of contextual complexities (e.g., performance pressure, organizational impact) need to be integrated in sport psychology theory and practice. We implemented a leadership intervention in a national team context, based on the Competing Values Framework (CVF) and visionary-charismatic leadership to gain a

comprehensive understanding of successful leadership in complex sport settings and will share results, insights and lessons learned.

Lessons Learned from the Development of a Coach Education Training on Mental Strategies for Athletic Performance

Kylee Ault-Baker, The Ohio State University; Dawn Anderson-Butcher, The Ohio State University; Samantha Bates, The Ohio State University; Sydney Mack, The Ohio State University

There is a high potential for the coach education model of psychological skills training to reach more athletes than an individual practitioner could provide. This presentation highlights one coach education training which teaches four practical mental skills and strategies, along with evaluation data assessing training effectiveness. Attendees will learn about the structure of the PST session, keys to evaluating a coach education training, and lessons learned in the development and implementation of the programming.

Lecture Session - Collegiate Sport

The Relationship between Professional Titles Used in Sport Psychology and NCAA Consumer's Perceptions of Sport Psychology Services.

Sabrina Madson, University of North Texas; Alexander Bianco, Indiana State; Robin Vealey, Miami University; Rebecca Zakrajsek, University of Tennessee; Scott Martin, University of North Texas

The purpose of this study was to examine how prior experience with professionals identified as a sport psychologist or certified mental performance consultant (CMPC) affect athletes', coaches', and athletic trainers' perceptions of services. Participants prior experience with both a sport psychologist and a CMPC had a significant effect on consumers' confidence and stigma tolerance toward services. Additional efforts may be necessary to provide potential consumers with information about the services offered by CMPCs and their credentials.

Sleep Education Interventions for Collegiate Athletes: Effects on Competitive State and Trait Anxiety in Student Athletes

Sara Beacham, California State University Chico; Aubrey Newland, CSU Chico

Sleep is an important part of overall well-being, and sleep quality and sleep quantity are integral lifestyle predictors of anxiety and depressive disorders. The NCAA recently updated its Mental Health Best Practices to include sleep education and sleep monitoring guidelines to support mental health for student athletes. This study demonstrated the importance of increasing sleep education awareness for student-athlete mental health and well-being.

Self-compassion, Competitive Anxiety, and Gender Differences Among College Athletes

Brian Gonzalez, Long Beach State University; Alison Ede, Long Beach State University; Leilani Madrigal, Long Beach State University; Jana Fogaca, Long Beach State University

This presentation focuses on the potential benefits that self-compassion may provide for athletes during competitive anxiety experiences. Differences in self-compassion and competitive anxiety based on gender are also presented. Lastly, we discuss the themes that emerged from athlete responses towards questions that evaluated their understanding of self-compassion and the influences of their sporting environment.

Irish Athlete Transitions into the US Collegiate System

Francis Marsh, Ulster University; Lee-Ann Sharp, Ulster University; David Woods, Ulster University; Kyle Paradis, Ulster University; Scott Pierce, Illinois State University

Presenting insights and findings from a qualitative study into the transition experiences of 24 Irish student-athletes on their journey into the United States collegiate system, including their recruitment process and first semester. Results of thematic analysis will be contextualised with examples of the participants' real life experiences and perceptions, along with discussion on their evolving social support network. Opportunities exist to transfer relevant findings to those providing athlete support in similar contexts.

Making the Mental Matter! Exploring the Importance of Promoting Mental Rest in Student-Athletes

Gabriela Caviedes, ; Robert Eklund, Florida State University; Yanyun Yang, Florida State University; David Eccles, Florida State University

This study explored the relationships between perceptions of sport demands, mental rest, depressive symptoms, and well-being in student-athletes. NCAA DI female athletes (n = 179) completed self-report measures of: recent experiences of sport demands and engagement in resting experiences, and current levels of mental rest, depressive symptoms, and well-being. Results showed that the recent emotional demands of a student-athlete's sport, and their recent engagement in resting experiences, significantly predicted their current level of mental rest, and that student-athletes reporting a lower current level of mental rest experienced a lower level of well-being and more depressive symptoms.

Panel - Teaching

A Winning Hand: Four Different Perspectives of Sport, Exercise, and Performance Psychology Academic Positions

Amber Shipherd, Texas A&M University - Kingsville / Next Level Mind Consulting; Tsz Lun (Alan) Chu, University of North Carolina at Greensboro; Chelsea Duncan, James Madison University; Erika Van Dyke, Springfield College

Obtaining a sport, exercise, and performance psychology academic position in the United States, especially one where there is an opportunity for applied work, is a challenging task. The aim of this panel is to educate graduate students and early career professionals on what different types of faculty positions and roles look like. Panelists will share contextual, cultural, and demographic factors that influence their work, discuss their day-to-day responsibilities, and reveal challenges they face in their positions as well as the roles diversity, equity, inclusion, belonging, and justice play in their work.

Panel - Tactical Populations

Lessons Learned from Performers Turned Providers

Tyler Greene, Florida State University; Roger Parrino Jr, University of Denver, Graduate School of Professional Psychology

Two early career practitioners with unique experiences in military culture will delve into lessons learned throughout their training and insights into their current applied work following CMPC certification. Topics such as how to balance clinical psychology practicum work as well as mental performance consulting and navigating the subcultures within different performance domains will be discussed. The audience will have the opportunity to engage in an open discussion with the panelists, gaining insight into navigating applied work within different performance domains (e.g. military, athletics, and musicians) and tailoring consulting approaches to account for presenting concerns and culture.

Panel - Elite/Pro Sport

Theming as a Tool to Develop and Sustain Season-Long Team Culture

Marc Cormier, University of Kentucky; Wade Gilbert, California State University, Fresno; Darren Holder, Coaching Better; Traci Statler, Philadelphia Phillies

In sport, investing in the ongoing development of culture can be a separator for high performing teams. Sport psychology professionals can help this process by working with staff to create a theme that allows for consistency in messaging throughout the season. Experienced panelists will share their experiences related to theming and engage in dialogue to help participants craft a journey with their own teams.

Workshop - Private Practice

Help! Selling Myself Feels so Awkward! Learn to Overcome Self-Limiting Beliefs for Sales Success

Debbie Gliner, Pivotal Mental Performance Consulting; Siana Sylvester, HigherEchelon, Inc. / Mental Flex, Inc.; Andrew Toce, Deep Breaths Counseling and Sport Psychology

Selling mental performance services can feel awkward and daunting. Learn to recognize and overcome self-limiting beliefs that get in the way of your sales performance. Build the self-efficacy and optimism needed to successfully navigate the sales process and grow your private practice.

Workshop - Injury/Rehabilitation

Matching Psychological Interventions to Phases of Injury Rehabilitation

Leah Washington, Bridgewater University; John Coumbe-Lilley, University of Illinois at Chicago

This workshop will educate participants on an overview of the stages of tissue healing so that they may have a basic understanding of what changes occur physiologically as an athlete progresses through the rehabilitation process. Presenters will then compare the physiological and functional goals of injury rehabilitation in each phase (e.g. focusing on range of motion and pain management in the acute phase), with the associated psychological goals for each phase (e.g., pain management, adherence, return to play anxiety). We will then discuss the matching of appropriate psychological interventions to meet these goals and facilitate the rehabilitation process.

