THE BENEFITS OF SPORT AND EXERCISE ACROSS A LIFE SPAN
The Sport Psychology Organization & Research Team (SPORT) is proud to announce the 2nd annual FSU SPEAR Conference. The conference aims to bring together respected scholars, coaches, and players to contribute unique insights into the science of sports. The purpose of the conference this year is to promote the discussion and scientific examination regarding the benefit of sport and exercise to the overall quality of life (i.e., well-being). The focus of the conference will be on the different directions sport and exercise have benefited athletes, coaches, youth, and the general population in living a better and healthier lifestyle.

Examples of some conference presentation topics are: career development and transitions, academic opportunities, character development, building moral fiber, helping the diseased (e.g., cancer patients, diabetes), coping with physical and mental breakdowns in sport and exercise, maintaining a healthy lifestyle, etc. Our general goal is for everyone in attendance to realize how sport and exercise can be used across all age groups to improve the quality of life.

Please visit our website for more information.

www.coe.fsu.edu/sport

sportpsychorg@gmail.com
Florida State head coach Mark Krikorian took over the Seminole women's soccer program in 2005 and has proven to the nation that FSU soccer will be one to reckon with on an annual basis. In his first three years in Tallahassee, Krikorian guided the Seminoles to three straight College Cup appearances and the school's first appearance in the national championship game in 2007. He has registered at least 17 wins in each of his four seasons while finishing no lower than second place in the Atlantic Coast Conference, the nation's premier soccer conference.

Not only has Krikorian accomplished things that had never been done at Florida State, but he has also achieved what has yet to be accomplished by head coaches on the national level. Since the NCAA expanded to 64 teams in 2001, Krikorian is the first coach to take over a program and lead that team to three consecutive College Cups. He is also the first coach to advance through 13 rounds of the NCAA Tournament in his first three seasons at a school and is the first FSU coach to ever lead the program to a spot in the national finals. In four years, Krikorian has led the Seminoles to a 15-4-1 mark in NCAA Tournament play while claiming an overall winning percentage of .777.

For his efforts, Krikorian was honored both regionally and nationally in his first season. He was named the first ACC Coach of the Year in Seminole soccer history, the 2005 Soccer America National Coach of the Year, the 2005 Soccer Buzz National Coach of the Year, Soccer Buzz's Southeast Region Coach of the Year and the NSCAA's South Region Coach of the Year.
**Keynote speakers**

Saturday February 20th
3:00 – 4:15 PM

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**Closing Keynote:**

**Dr. Don Rapp**

Dr. Don Rapp has had many interesting experiences such as being the first male public school Kindergarten teacher in the state of Florida and performing on segments for Mr. Rogers Neighborhood. He first learned to juggle at the age of 12 and has even been on a Barbara Walters special to demonstrate acquisition of expert performance in the elderly.

Dr. Rapp taught at several universities including Florida State University. While at Florida State University, Dr. Rapp had teaching assignments in Gerontology and Creativity within Child Development.

Currently, his time is devoted to helping other enhance their balance and has been reappointed to the Governor’s Council on Physical Fitness and also serves on the Florida Injury Prevention Council.
Schedule

10:30AM – 12:00 PM
Registration

12:00 – 1:15 PM
Opening Keynote Speaker
Mark Krikorian,
HEAD COACH FSU WOMEN’S SOCCER

1:30 – 2:45 pm
Development of the student athlete
Dr. John Lata
Brooke Thompson
Lael Gershgoren
Itay Basevitch

3:00 – 4:15 PM
Athlete Forum
Andrew Nowels,
FSU FOOTBALL, JUNIOR
Dylan Hamilton,
FSU RUGBY, SENIOR
Katerina Kudlackova,
KANSAS STATE TENNIS, FSU GRAD STUDENT
Joaquin Lolas, FSU GOLF, FRESHMAN

5:00 PM
Social – Gordo’s
1907 West Pensacola Street
Tallahassee, FL 32304
(850) 576-5767
8:30 – 9:00 AM
Registration and refreshments

9:00 – 10:15 AM
The holistic perspective of sport and exercise
  Dr. Charness
  Dr. Panton
  Dr. Kim

10:30 – 11:45 AM
Coping with physical and mental breakdowns
  Dr. Robert Eklund
  Tonya Nascimento
  Oscar Gutierrez
  Amber M. Shipherd
  Ashley Deetz

12:00 – 12:30 PM
Lunch in the atrium (provided)

12:30 – 1:15 PM
Equipment demonstration and poster session

1:30 – 2:45 PM
Research collaboration and development
  Dr. Tenenbaum
  Lael Gershgoren
  Guler Arsal
  Tonya Nascimento

3:00 – 4:15 PM
Closing Keynote Speaker
  Dr. Don Rapp
Passion and Retirement: An Investigation into the Effects of Passion on Psychological Adjustment to Retirement

Passion often propels the effort of elite athletes, and allows them to obtain the necessary devotion to reach expertise within their sport. Elite sport participation, however, is not indefinite, and ultimately an athlete must retire. This retirement process can be difficult especially for elite athletes whose high degree of passion for their sport has often driven their sport success. Two forms of passion, obsessive and harmonious, have been associated with the motivation of elite athletes’ to engage and persist at sport. The present study examined the role of obsessive and harmonious passion, as well as the satisfaction of other basic needs, in the transitional process out of professional sport. Retired professional basketball players (N = 76) completed online versions of the Passion Scale (PS), the Basic Needs Satisfaction Scale (BPNS), and the Sport Career Termination Questionnaire (SCTQ). Relationships were found to exist between basic psychological needs and harmonious passion (r = .60, p < .001), and obsessive passion (r = -.22, p < .01). Basic psychological needs were also related to difficulty in transitioning out of professional sport (r = -.62, p < .001), as was obsessive passion (r = .53, p < .001). Additionally, a lack of social and emotional support was related to difficulty transitioning out of professional sport (r = .87, p < .001), and basic psychological needs (r = -.37, p < .01). A model depicting the direct effect of obsessive passion and harmonious passion on transition difficulty is provided. Discussion concerns the negative impact of obsessive passion on elite athletes, its thwarting of athletes’ satisfaction of their basic needs, and the overall difficulties that obsessive passion may pose during the retirement process.
The effect of parental feedback on young athletes' perceived motivational climate, goal involvement, goal orientation, and performance

This study examined the effect of parental feedback on young athletes' perceived motivational climate, goal involvement, goal orientation, and performance. Young competitive male soccer players (n = 81) and their parents were randomly assigned to either ego-oriented or task-oriented parental feedback conditions. Players performed six soccer penalty kicks and completed measures of perceived motivation climate, goal orientation, and goal involvement prior and after receiving feedback from their parents. Those receiving ego-oriented feedback from their parents increased significantly in specific and general perceived performance motivational climate, and were significantly more ego-involved. Players in the task-oriental parental feedback condition increase significantly in specific and general perception of mastery motivational climate, and in task-involvement. No pre-to-post between groups differences were revealed for goal orientation and performance. Implications aimed at facilitating parental involvement in youth sport are further discussed.
The study investigated the relationship between academic performance and athletic performance of college-athletes. The dual role, of being both an athlete and a student, can be challenging and time consuming. Furthermore, research has been inconclusive regarding the relationship between athletic participation and academic achievement (Adler & Adler, 1985; Schumaker, Small & Wood, 1986). In addition, the importance of understanding the college-athlete has grown in the past years and has become a “major national concern” (Whitner and Myers, 1986, p. 659). The study involved two data collection methods. The first part included a case study involving one soccer player (“Wanda”), which made use of qualitative data (e.g., observations, interviews and documentation). The approach used was based on the phenomenology framework, which explores “how human beings make sense of experience and transform experience into consciousness both individually and as shared meaning” (Patton, 2002). The second part was a longitudinal study, involving 16 soccer players, which included quantitative data (e.g., soccer performance and academic achievement data). In this part of the study, performances of the players on and off the field (i.e., academic and soccer related) were compared. Results from the case study revealed that the main theme that emerged was the ability to balance academic and athletic responsibilities. In addition “Wanda” exhibited motivation and positive attitude towards both domains. An in depth analysis revealed that this positive attitude and behavior was not only reflected in athletics and academics, but was a central characteristic of the athlete, which reflects her perception of the two domains and the co-dependency between them. Although results from the longitudinal study did not find a relationship between academic and athletic achievement, the data suggest that after successful soccer matches athletes tended to achieve below average grades, compared to an increase in academic achievement after unsuccessful matches. This study provides knowledge concerning the college athlete and may be helpful in understanding students involved in other university activities. Results can be used to help guide faculty, university staff and athletic coaches with interventions to improve and optimize performance in both domains (i.e. academic and athletic), and maintain the athletes’ mental and physical health.
Exercise-induced Vocal Cord Dysfunction (VCD) is a respiratory disorder frequently mistaken as asthma that afflicts at least 3% of intercollegiate athletes. During symptomatic periods, athletes’ vocal cords adduct prematurely, resulting in partial or fully obstructed airflow. For elite athletes, the difficulty breathing and lack of oxygen can be damaging to an otherwise promising career. Struggling with dyspnea during exercise obviously makes it hard to keep training, or at least to keep training at a high level of exertion. Lack of oxygen to the muscles makes them fatigue faster. If the symptoms occur during a race or game, athletes cannot perform at their best. Research to this point has not uncovered an efficacious cure. As such, this study investigates the experience of suffering from VCD. Taking a phenomenological theoretical stance, themes are induced from interview evidence with five elite level athletes from three different sports: swimming, soccer, and field hockey. If we can identify factors of the experience, then in the absence of a cure, sports personnel at least have ways they can help an athlete cope.
A better understanding of the interaction among sport and individuals with disabilities

Despite the extensive literature on topics related to sports few have considered people with disabilities. Before the 1980’s there was virtually no research done with this population. In the past couple of decades a new wave of studies considering the benefits and issues related to sports and disability has emerged. These studies are mostly concerned with elite athletes with physical disabilities particularly wheelchair basketball players. It is important to understand that anybody can do exercise to some degree, whether at the recreational or elite level. In general, the goal should be to enhance the quality of life of an individual, with respect to the nature of the disability and the degree of impairment. The challenges and benefits of the involvement, enjoyment, and participation of people with disabilities in physical activities are discussed.
Abstracts

SESSION 2

Saturday February 20th
10:30 – 11:45 AM

Author:
Amber M. Shipherd

ARP Your Pain Away!
A Qualitative Examination of the ARP Machine
in Injury Rehabilitation

In many sports, injury is to be expected at some point in an athlete’s career. Young (1993) reported that all NFL players can expect to sustain at least one injury during a four month season. In addition to the physical limitations of injury, injured athletes may exhibit higher levels of stress and anxiety, anger, treatment compliance problems, depression, concentration or attention problems, an addiction to exercise, feelings of isolation, identity concerns and anxieties regarding the possibility of reinjury (Bianco, 2001; Evans, Hardy & Fleming, 2000; Kvist, Ek, Sporrstedt, & Good, 2005; Podlog & Eklund, under review; Williams & Scherzer, 2001). For this reason, it is important for rehabilitation programs to provide injured athletes the resources and support necessary to make a successful rehabilitation. Several non-traditional rehabilitation centers have been gaining recent attention in the United States for helping athletes to rehabilitate successfully, or much faster, from injuries. The purpose of this study was to investigate the experiences of individuals rehabilitating from injury at a non-traditional rehabilitation center. Injury rehabilitation services at one center in Florida utilize the Accelerated Recovery Program (ARP), chiropractic sessions and strength training. The ARP machine sends a bio-electrical current through injured and inflamed areas of the body. Paired with active exercises, the ARP can significantly reduce recovery time, increase range of motion and prevent muscle-related injury. This study employed a phenomenological perspective to examine and gain a better understanding of the experiences of athletes using this non-traditional method of rehabilitating from injury. Multiple observations and semi-structured interviews were conducted with clients. Four themes arose: staff cares and shows concern for clients, physical therapists push clients to work hard, clients tolerate pain from the ARP to heal, and the ARP decreases client’s pain. Implications of these results for both athletes and rehabilitation practitioners will be presented.
Did you have your Wheaties today?
Nutritional guide to optimal performance

During training and competition, athletes expend various amounts of energy depending on the intensity of the sport. The ability of an athlete to perform maximally is determined on their energy stores and health status. Nutrition is perhaps one of the most influential factors in an athletes’ performance. To ensure adequate fuel for future practice and competition as well as the rebuilding and repair of damaged muscle tissue, it is crucial that proper nutrition be an immediate concern. Recovery nutrition pertains to food nutrients that must be consumed to restore energy and ensure health as well as proper hydration and body function. This presentation will briefly touch on aspects of recovery nutrition and additionally touch on endurance versus endurance exercise and the differences and specifics of recovery nutrition for each. When made a priority, proper nutrition allows the athlete to perform to their best ability and may even give them an edge over their competitor.
The importance of proactive information sharing was established in areas such as medicine, military and industry (Yen, Fan, Sun, Hanratty, & Dumer, 2006). Yet, only few studies had approached the cognitive topic of Shared Mental Models (SMM) under its more applied and holistic term, team chemistry, in sport (see Eccles & Tenenbaum, 2004; Mathieu, Heffner, Goodwin, Salas, & Cannon-Bowers, 2000). Hence, the aim of this qualitative inquiry was to gain an understanding of SMM within team chemistry in team sports. Two soccer coaches of the same collegiate program were interviewed and observed during practices and games. Then, grounded theory was employed to develop a conceptual framework for SMM within team chemistry in team sport. In addition, the aim was to establish a framework which includes SMM’s definition, components, and implementation. Three-level model was grounded in the data for SMM’s definition. These levels included (a) the team’s goal, (b) general shared understanding of planned execution, and (c) specific shared understanding of physical actions and psychological components needed. Two main themes were obtained for the components of SMM: game intelligence, and game philosophy. Pertaining to the implementation of SMM, four themes emerged. These themes include the setting, compensatory communication, reinforcement, and direction. In addition, although not intended, a more holistic conceptual framework of team chemistry emerged from the data, which deserve more attention. This conceptual framework includes emotional and social dimensions, which complement the cognitive one (i.e., SMM). Aimed at enhancing team performance, implications of these conceptual frameworks for coaches and sport psychology consultants are discussed.
Individuals’ attention shifts from a dissociative focus (e.g., daydreaming, random thoughts, etc.) to an associative one (e.g., attending to breathing, increasing efforts to cope with pain etc.) as a result of increasing workload conditions (Tenenbaum & Connolly, 2008). The concept of the attention threshold is implicit to the automated attention shift. As the exertion reaches a particular level, the flexibility of the attention system is compromised in its ability to switch between dissociative to associative focus (A/D; Tenenbaum, 2001) hence the occurrence of attention threshold. Tenenbaum (2005) indicated that the use imagery could be effective for coping with aversive stimuli in physical effort environments. Drawing upon the established effects of imagery in the sport domain, along with Bandura’s social cognitive theory (1986) imagery use can be expected to help in mediating the focus of attention. Delaying the reach of the A/D threshold via cognitive manipulation has not yet been investigated extensively. Such investigations were in fact warranted (Kossert & Munroe-Chandler, 2007). In the present study, we tested the potentials of imagery use in mediating the shift between the A/D focus of attention in a group of female patients with the Fibromyalgia Syndrome (FMS). Additionally, in the present study we also assessed whether the imagery use can help these patients increase pain tolerance via delayed reach of the attention threshold, and prolonged task sustenance. Specifically, in the current study we tested the efficacy of the aggressive imagery use on rates of perceived exertion, attention allocation, and effort adherence throughout a 20% maximal handgrip-squeezing task until volitional fatigue. Herein, aggressive imagery corresponded to the type of mental visualization that included an emotionally arousing visual scene. Coote and Tenenbaum (1998) have already indicated aggressive imagery as successful in decreasing perceptions of exertion in a handgrip- squeezing task. They have further proposed that aggressive imagery could facilitate exertion tolerance. In the present study, patients with FMS used aggressive imagery scenes during a handgrip-squeezing task, whereas their counterparts in the non-imagery condition completed a placebo descriptive writing task prior to task performance. Ratings of perceived exertion, and attention allocation were measured throughout the task performance. Everyday functioning, self-efficacy, and current pain levels were also taken at either the onset or at the completion of the performance. Preliminary results indicated that variations in self-efficacy, painful experience, perceived exertion levels, attention allocation, and everyday functioning were mediated by the level of pain patients experienced the day of testing. Overall, imagery was revealed helpful in tolerating exertive pain. The study delineated novel cognitive strategies with potentials to delay the A/D threshold otherwise inherent to exertive pain. Using imagery can promote pain tolerance in patients by redirecting painful sensations, thereby increasing motivation, positive feelings and self-efficacy.
Latin Dance Aerobics and Exercise Adherence: A Qualitative Study

With growing obesity trends in the United States, research into exercise adherence becomes more applicable. What does it take to get Americans to exercise and, once started, to keep exercising on a regular basis? One way to answer this question is to ask people who have been successful in adhering to an exercise program, and to observe the program to which they consistently adhere. With the Latin dance aerobics class, Zumba, quickly rising as the next fitness craze, this study examined the experience of participating in this popular class. The purpose of the study was to discover the reasons exercisers at a local YMCA consistently attend Zumba group fitness classes. Exercisers were interviewed using semi-structured design for an average of one hour. Interview data was supplemented with heuristic observations at the YMCA site and others. A phenomenological approach was used to sift through data and induce themes and essences (the smallest component that makes up the experience). Findings include the animation, ability, knowledge, caring, and creation of safety by the instructor; diversity, lack of judgment, vocalization, and interaction of exercisers; the upbeat variety of the music that the teacher personally picks out and all like; the solo opportunity to dance and work on Latin steps, hips, and feel feminine; and the usual psychological, physiological, and social benefits of exercising in a group. The format of Zumba, with an instructor and participants that meet the essences listed seems to lead to a “party” experience, consisting of challenge (intensity, complicated moves, still a workout) and fun (energy, desire to go, time flies). In conclusion, the combination of these essences in the exercise class of Zumba is important in that it appears to help exercisers adhere.
Separating off field distractions.
Challenges of becoming a unified team for a college female softball team

One of the challenges for a new team is building relationships with fellow teammates to create a cohesive and fun environment. An important aspect of team cohesion is achieving task cohesion on the field and although social cohesion can facilitate this it is not necessary. The challenge of new teams is how to achieve one without the other. Using personal experiences in consulting work with a collegiate female softball team some of the challenges are outlined here. Through consultations with the team much of the difficulties were outlined and made aware to the team. From the consultations a series of activities and sessions were created to overcome the challenges and help build a unified team. Some of the activities are outlined here and the outcomes of each activity are as well. In review some activities were better suited and better planned and could be useful for new consultations working with new teams. Although these activities were customized for a specific team, understanding some of the challenges could be helpful in facilitating the process of unifying a new team.
Sport psychology is a relatively new field in the applied psychology domain, and many people are still unaware of the job requirements and challenges faced by sport psychologists. Many students begin their graduate studies hoping to have the opportunity to gain experience consulting with teams and develop the knowledge base required to be a successful consultant. Mistakes are common during the first few consultations with teams or athletes, and graduate students often report feeling as if they were thrown into the ring somewhat unprepared. Even with the proper education and supervision, stepping into a meeting with a team for the first time can be a very daunting experience. Sport psychology graduate students often have difficulties designing a comprehensible interventional plan that incorporates fundamental psychological skills and developing instruments to measure specific behaviors and emotional variables particular of a given athlete or group of athletes. The purpose of this poster is to (a) inform graduate students and consultants who are first starting out of the common mistakes made working with teams, (b) address the lessons the authors learned from working with a number of youth and collegiate soccer teams, and (c) provide recommendations for setting up and preparing for the first meetings with teams. This poster will provide: common mistakes made and barriers encountered while consulting with soccer teams; suggestions and tips on how to set up the first meeting with the coach, prepare for consultations, debrief teams, apply theoretical concepts in a practical fashion, and develop simultaneous rapport with coaches, athletes, parents and other consultants; and trouble-shooting advice for what to do if the consultation isn’t going as planned. Hearing others share on the job experiences, challenges, difficulties and success stories is an important source of information for new and prospective sport psychology consultants.

Lessons Learned: Consulting with Soccer Teams

Author:
Amber M. Shipherd

Co-authors:
Edson Soares Medeiros Filho, Itay Basevitch,
Lael Gershgoren & Frederick D. Dietrich
Athletes' participation in college sport is temporary. This period of participation is mainly dictated by the amount of years of eligibility. However, in some cases it is affected by other factors such as: athletes' failure to reach the educational standard of their program, behavioral or attitudinal misfit, violation of team or college rules, and tactical or technical mismatch. These factors could potentially be facilitated by unrealistic expectations (e.g., exaggerating the estimated amount of playing time, believing that academic success will be achieved with minimal effort, etc). Furthermore, it is in the program’s interest to minimize athletic dropout and to have an efficient recruitment process. In order to enhance the recruitment process and to minimize the amount of dropouts which stem from reasons other than years of eligibility, an assessment tool (i.e., The Collegiate Recruit Questionnaire) was developed. The CRQ can be utilized by sport psychologists or coaches and includes sections pertaining to: attitude toward sport, team and competition, time management, expectations and goals, perception of the self and ethical considerations. Worth noting is that this assessment is not to be interpreted in a deterministic approach, but instead should be analyzed to identify a match between the athlete's answers (i.e., attitude, expectation, etc) and the coach’s or program’s demands. Since social desirability plays an important role in answering such assessment, unique types of questions were developed. For example, the ethics section is a modification to an assessment tool used to evaluate officers in the Israeli army. As so, the answers in this section cannot be interpreted independently, but rather as a whole (i.e., the interaction between the answers). The rationale under which these unique questions were developed is not limited to the single topic of athletes' recruitment, but rather can serve sport psychologists when creating assessments in general.
Itay Basevitch is a graduate student in Sport Psychology within the Department of Educational Psychology and Learning systems. He is also a Graduate Research Assistant in the ACE & CEPR labs on the U.S. Soccer Federation project.

Chang was awarded a Bachelor's degree in Applied Psychology from the University of Illinois at Chicago. He is currently working on a Master's degree in Sport Psychology and will continue work towards his Ph.D. in Sport Psychology. Chang competitively swam throughout high school and onto parts of college. His athletic background includes swimming, water polo, baseball, and softball. Currently Chang is working as a Performance Consultant with a fastpitch softball team.

Amber was awarded a Bachelor of Science degree in Human Development and a minor in Psychology from the University of California, Davis. She is currently finishing her Master's degree in Sport Psychology. Amber’s research interests include: injury prevention, the psychological aspects of sport injury, the return to sport following injury and leadership development. Amber has experience working with youth, high school and collegiate teams and individual athletes from a variety of sports, including: gymnastics, soccer, rugby and car racing. Amber has also presented workshops to athletes and coaches on topics such as: leadership training, team-building, communication and effective goal-setting.

Rick grew up in south Florida and attended the University of Florida where he was awarded a Bachelors of Science in Psychology. He then spent 10 years in the United States Navy as a helicopter pilot. After his military service he returned to the University of Florida where he earned a Master’s of Science in Sport and Exercise Psychology. He is currently enrolled in the Ph.D. program in Sport Psychology at Florida State University. Growing up Rick played soccer, volleyball and golf. He ran competitively in high school focusing on middle and long distances and was a four year letter winner in cross country and track. Currently Rick plays ultimate Frisbee and trains for and runs triathlons.