

10th Annual



Association for Applied Sport Psychology

Northeast Regional Conference



Conference Program & Abstracts

March 1-2, 2024

Presented by:

SPRINGFIELD
COLLEGE



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Conference Notes & Structure

Please note that some sessions will run simultaneously. We encourage you to move freely between sessions, but please be respectful and courteous of those presenting and attending each session.

Poster Session: a time to freely mingle and observe the presented research, ask questions, and connect with colleagues.

Workshop Sessions: each workshop will last 45 minutes.

Presentation Sessions: each presentation will be 15 minutes.

2:00 - 3:00 PM

Check-in / Registration -- Locklin Lobby, 2nd Floor --

3:00 - 3:30 PM

Opening Remarks

-- Locklin 233 --

3:30 - 4:15 PM

Workshop Session 1

-- Locklin 233 --

1A -- Dr. Christine Selby

*Female Athlete Triad or Relative Energy Deficiency in Sport (REDs):
What's the Difference?*

4:15 - 4:30 PM

Break

4:30 - 5:45 PM

Keynote Panel

-- Locklin 233 --

A multi-disciplinary panel of Springfield College faculty and staff to highlight how different disciplines at SC mentor their students effectively, what considerations they find important or selective to their discipline, the conceptual frameworks they employ, and how sport psychology principles are present within their mentorship/supervision expertise.

5:45 - 6:30 PM

Poster Session

-- Locklin 234 --

1 -- Katie Clouse

An Examination of Grateful Outlook on Collegiate Athletes' Mental Health

2 -- Ally Friedman

Student Athlete Disclosure of Distress to Coaches: The Promotive and Preventive Factors

3 -- Kaitlyn Hauser

Perfectionism and Social Physique Anxiety Among Youth Aesthetic Sport Athletes

4 -- Kelsie Meintel

An Examination of the Exercise Attitudes and Behaviors in Retiring Collegiate Athletes

5 -- Makenna Meisenbach

The Effect of Different Genres of Music on Sports Performance and Mood During the Astrand Treadmill Test

**2024 AASP Northeast
Regional Conference**
Friday, March 1st

6:30 - 8:00 PM

Social Night & Jeopardy

-- Cheney A&B --

Join us for an evening of great food, great people, and great fun!
We will be hosting a Jeopardy game with the chance to win some
SC swag!

Day 1 Closed

11:45 - 1:00 PM

Break / Independent Lunch

1:00 - 1:15 PM

Welcome Back Address -- Locklin Lobby, 2nd Floor --

1:15 - 2:00 PM

Breakout Session II

Workshop:

-- Locklin 232 --

1C -- Martine Senecal

The V.I.B.E Plan

Presentations:

-- Locklin 234 --

2E -- Dr. Erika Van Dyke, Dr. Diana Curtis, Hailey Chatterton, Haru Inoue, Jaxon Tamulaites, Ella Williams

An Exploration of Anxiety, Perfectionism, Self-Handicapping, and Pre-Performance Routines among Athletes and Performers

2F -- Dr. Stephanie Fryer

Investigating the Rates of Adverse Childhood Experiences Inside and Outside Sport Settings in the United States

2G -- Rachel Shinnick

The Art of Counseling the Injured Athlete

2:00 - 2:15 PM

Break

2:15 - 3:00 PM

Breakout Session III

Workshop:

-- Locklin 232 --

1D -- Dr. Rob Smith

Verbal Aikido: How to Navigate Conflict in Teams and Life

Workshop:

-- Locklin 233 --

1E -- Brandon Grunt, Amanda Maier, Laurie Miller, Dr. Christine Selby

Field Insights from 2024 HoopHall Classic

3:00 - 3:30 PM

Closing Remarks

-- Locklin 233 --

3:30 PM

Conference Closed

Keynote Speaker

Dr. Dolores Christensen



Dr. Dolores Christensen (she/her) is a licensed psychologist and the Director of Psychological Resources for OU Student-Athletes (PROS) in The University of Oklahoma Athletics Department. Within PROS, Dolores works directly with OU student-athletes, coaches, and staff to support the mental health and performance psychology needs of OU athletes and teams. Within this setting, Dolores is also the former chair of the athletic department's Diversity, Equity, & Inclusion Subcommittee and the former chair of the OU Athletics Trans Inclusion Working Group. She has a master's degree in Sport and Performance Psychology from the University of Denver and a doctorate in Counseling Psychology with a concentration in Athletic Counseling from Springfield College. Dolores completed her doctoral internship at UC Davis Counseling Services in the eating disorder emphasis area and her postdoctoral residency in dual emphasis areas of eating disorders and sport psychology. She presents annually at national professional psychology and sport psychology conferences on the topics of diversity, inclusion, and Allyship in sport psychology (specifically whiteness and anti-racism practices), graduate training issues in sport psychology, eating disorders, and professional practice issues. Dolores was also the 2022 recipient of the Early Career Professional Award from the American Psychological Association's Division 47 (Sport, Exercise & Performance Psychology) for her work in sport psychology graduate training and DEI within the sport and performance psychology field.

Keynote Panelists



Gary Enright

Gary is the Associate Director of the Springfield College Counseling Center. This is his primary, full-time position and he has been here since 1994. In addition to counseling, Gary has been an adjunct instructor for the Springfield College Psychology Department since 1990 teaching various courses throughout the years. Gary has learned the value of developing relationships with many colleagues in the Springfield College community. It is always welcomed in our counseling center to collaborate with faculty, staff and coaches to help the students. Coaches play a vital role in the development of student athletes. As a mental health counselor, Gary has known the value of supporting students and working collaboratively with a coach to ensure that a student athlete is well taken care of.



Lauren Gray

Lauren Gray, LICSW is the Assistant Director of Outreach and Prevention at Springfield College. Gray has been a clinician in the Counseling Center for the past four years and has stepped into this critical new role this year in response to several campus initiatives surrounding mental health prevention and awareness. Lauren is the co-creator and facilitator for Pride Cares, our Peer-to-Peer program on campus, which started in the Spring of 2022. The Pride Cares initiative recently expanded to include Campus Cares, a training program for faculty and staff. Both programs provide a deeper understanding of mental health and how to initiate dialogue and provide resources to someone who may be struggling. Gray is also the advisor for Minds in Motion, the mental health club on campus, and Fresh Check Day, a mental health awareness event. In addition to her work at Springfield College, Lauren's background includes 12 years as a Social Worker in End of Life and Critical Care. Lauren has supervised MSW students throughout her career and upholds supervision and mentoring as one of the most valuable aspects of her work.



Kathleen T. Mellano, Ph.D., CMPC

Dr. Kathleen Mellano is an Assistant Professor and the director of the Sport and Exercise Psychology online master's degree at Springfield College. She earned her Bachelor of Science in Psychology from Texas Christian University and completed her Master's in Sport Leadership at Miami University. She received her Ph.D. in Kinesiology with a concentration in Psychosocial Aspects of Sport and Physical Activity from Michigan State University. The focus of Kathleen's research revolves around social and motivational processes in sport with particular attention to relationships among teammates and other key agents. At Springfield College, Kathleen teaches graduate courses in sport and exercise psychology theory, applied practice, measurement, and supervises student internship experiences. She is a Certified Mental Performance Consultant® and an active member of professional sport psychology organizations. Her consulting practice has included working with a wide range of individuals, teams, coaches, and parents across sport and exercise contexts from youth to elite levels.



Tina Riordan

Tina Riordan is currently a Ph.D. Candidate in her last semester of earning a Ph.D. in Sport and Exercise Psychology. She also serves as a Certified Athletic Trainer (ATC) with additional duties as a Clinical Preceptor. In this role, she mentors multiple levels of students, where she cultivates a supportive environment, supervising and engaging students in clinical education. With her background as a healthcare professional and experience in mental performance, she values engaging students in meaningful ways, providing them with hands-on experience and guidance as they develop their skills working with patients and personal strategies to promote well-being and longevity in the profession.

Keynote Panelists

Christine Selby, Ph.D.



Christine Selby is an Associate Professor of Psychology at Springfield College in Springfield, Massachusetts, and is the Director of the Athletic Counseling masters degree program. She also maintains a part-time private practice where she is a licensed counseling and sport psychologist. She is a Certified Eating Disorder Specialist with the International Association of Eating Disorders Professionals, and is a Certified Mental Performance Consultant with Emeritus status (CMPC-E). Christine is a member of AASP for which she co-founded and previously co-chaired the Eating Disorders Special Interest Group. She is a member of the American Psychological Association and Division 47: Society for Sport, Exercise and Performance Psychology for which she has served as President of the Society and is currently serving as its Council Representative. Christine has presented locally and nationally, and has been interviewed for various media outlets. She has published journal articles and several books including *The Psychology of Eating Disorders*.

Brian Thompson, Ph.D., CSCS*D, RSCC*E, PN1



Brian Thompson is the Director of Sports Performance, a Professor of Exercise Science, and the Graduate Strength and Conditioning Fieldwork Director at Springfield College where he has worked since 1998. He is responsible for overseeing the strength and conditioning program design and implementation for all 24 teams at Springfield College as well as teaching and advising. Brian first started working in the field of strength and conditioning in 1986 and has trained athletes at all levels from youth to Olympic. He has given presentations and/or conducted strength and conditioning related workshops over 150 times in Australia, China, Mexico, Taiwan and throughout the United States and is the first non-Chinese citizen to be appointed as an Expert Consultant to the Chinese National Fitness Trainers Committee. In 2021 Coach Thompson was named the NSCA College Strength and Conditioning Coach of the Year. He received his Bachelor's degree from Ball State University and his Master's and Doctoral degrees in Exercise Physiology from the University of Illinois.

Angela Veatch



Angela Veatch is currently the Associate Director of Springfield College's East Campus Outdoor Learning Center and an adjunct faculty member. Angela is an accomplished facilitator and trainer, program designer, and curriculum developer who prides herself on engaging participants through an experiential lens that promotes learning. She has been an experiential design consultant for Google, The Cleveland Guardians, The United States Army, The NFL, Needham Public School District and countless Certified Mental Performance Coaches. Angela is constantly wondering about the human potential and the intersection between high performance and experiential learning.

Poster Abstracts

Poster Session: Friday March 1st @ 5:45 - 6:30pm

1 - AN EXAMINATION OF GRATEFUL OUTLOOK ON COLLEGIATE ATHLETES' MENTAL HEALTH

Katie Clouse, Kathleen Mellano, Ph.D., Elizabeth Mullin, Ph.D., & Lee Arakawa, Ph.D
Department of Exercise Science and Athletic Training, Springfield College

The collegiate athletic population has increased over time as have symptoms of depression and other mental health disparities (Morris et al., 2022). Accessible and effective mental health resources have not met the demands required for this population. Practicing gratitude to enhance well-being has been closely examined in recent years and has been linked to coping skills, satisfaction, and performance in athletic populations (Fogaca, 2021; Gabana et al., 2018). Further research to understand gratitude as an intervention tool and how it can impact this elite athlete population is warranted. The purpose of this study is to examine if the written expression of gratitude and/or downward social comparison over time contributes to changes in the mental well-being of collegiate athletes. Participants will include current NCAA college athletes from all Divisions between the ages of 18 and 26. Athletes will complete an established well-being measure to assess overall well-being pre- and post-intervention. Participants will be randomized into one of three journaling groups (gratitude, downward social comparison, or control), and they will journal according to their group assignment (or not) every day. It is hypothesized that individuals in the gratitude group will experience an increase in mental well-being compared to baseline measures over the two-week span compared to those in the downward social comparison and control groups. Having accessible and effective resources for college athletes with the potential to positively impact their mental health is critical.

2 - STUDENT-ATHLETE DISCLOSURE OF DISTRESS TO COACHES: THE PROMOTIVE AND PREVENTIVE FACTORS

Ally Friedman
Department of Psychology, Bates College

The purpose of this study is to examine collegiate athlete's willingness to disclose distress to their coaches. Athletes, like everyone else, are susceptible to mental illness. However, being an athlete has its own set of barriers standing in the way of utilizing seeking help. This research looked at how perceived stigma, other barriers, and severity of distress related to an athlete's willingness to disclose distress to a coach. The participants are varsity athletes both at Bates College as well as other universities. We expected to see as people perceive barriers to disclosure, they will be less likely to disclose their distress to their coaches. Furthermore, we found as perceived barriers increased, disclosure decreased. As perceived stigma increased, disclosure decreased and as severity increased, disclosure increased. The results contribute to furthering an understanding of the importance of athlete mental health and how coaches play a key role in disclosure.

3 - PERFECTIONISM AND SOCIAL PHYSIQUE ANXIETY AMONG YOUTH AESTHETIC SPORT ATHLETES

Kaitlyn Hauser, Kathleen Mellano, Ph.D., Erika Van Dyke, Ph.D., & Elizabeth Mullin, Ph.D
Department of Exercise Science and Athletic Training, Springfield College

Links between perfectionism and mental health outcomes largely focus on adult populations, while fewer have focused on youth samples. Rises in perfectionism in youth populations may be correlated to increases in maladaptive sport-related outcomes such as anxiety. Specifically, examining the potential relationship between social physique anxiety and perfectionism in aesthetic sport athletes may support the need to better understand perfectionism and anxiety within unique youth populations concentrating on physique and visual presentation. Therefore, the purpose of this study is to examine the relationship between perfectionism and social physique anxiety within youth aesthetic sport athletes. Participants will include at least 84 youth aesthetic sport athletes ranging in age from 13 to 18. They will complete a series of established questionnaires assessing their perfectionism, either socially prescribed or self-oriented, social physique anxiety, and enjoyment levels in their sport. The survey will be completed in person or online. It is hypothesized that: (a) as socially prescribed perfectionism increases, social physique anxiety is also expected to rise, (b) as self-oriented perfectionism rises, social physique anxiety is also expected to rise. This study may provide practitioners with an additional resource for understanding their athletes' self-concept through their own and others' perceptions of them and how that may translate to their body image within aesthetic sports contexts.

4 - AN EXAMINATION OF THE EXERCISE ATTITUDES AND BEHAVIORS IN RETIRING COLLEGIATE ATHLETES

Kelsie Meintel, Kathleen Mellano, Ph.D., Adam Feit, Ph.D., Elizabeth Mullin, Ph.D
Springfield College

During the retirement period, athletes are faced with deciding what role exercise will play in their lives. Retiring athletes' motivation for exercise can be captured by examining their attitudes and behaviors toward exercise. Shifts in attitudes and behaviors could result in adherence to exercise programs and lead to physically active lifestyles or minimal to no commitment to exercise which could lead to sedentary lifestyles. The purpose of this study is to examine the potential differences between exercise attitudes and behaviors during the sport retirement period. Participants will include a sample of at least 128 current and retired NCAA collegiate athletes ranging in age from 18 to 30. Participants will complete a series of established measures assessing behavioral regulation styles, attitudes and behaviors toward exercise, athletic identity, and physical activity levels. Data will be collected online. It is hypothesized that (a) retired collegiate athletes will report more positive attitudes toward exercise in comparison to current collegiate athletes, (b) retired collegiate athletes will have more internalized or autonomous behavioral regulation styles than current collegiate athletes, and (c) retired collegiate athletes will be less physically active than current collegiate athletes. This study could provide valuable insight about the exercise attitudes and behaviors athletes may hold during the retirement period, further reinforcing the value of bringing in resources athletes may need to help navigate the transition process post-sport.

5 - THE EFFECT OF DIFFERENT GENRES OF MUSIC ON SPORTS PERFORMANCE AND MOOD DURING THE ASTRAND TREADMILL TEST

Makenna Meisenbach
Siena Heights University

Music has been part of our culture for millennia, especially for athletes. Research has illustrated that music can increase heart rates, improve various performances, and cause anxiety in individuals. This research has investigated if music has an influence on student athletes' overall performance and health. Participants have been instructed to run two separate Astrand treadmill tests to completion or exhaustion and each test is presented with a different genre of music while the investigator has analyzed different variables. Student-athletes from Siena Heights University above the age of 18 have been involved in this study. In random order, each participant has been assigned one trial presenting fast-paced music, and the other trial with slow-paced music, and both trials have the same Astrand treadmill test protocol. Their heart rates, rate of perceived exhaustion, anxiety levels, and running time have been recorded and analyzed. The data has been compared between the two sets of an individual's data as well as compared to all the participant's data. This data has been analyzed to see if the different genres of music within the trials have affected the variables being recorded during the Astrand treadmill tests. Quantitative data has been analyzed by using a paired t-test to analyze and showcase the data. Examining these results adds to the data on the topic of music-based performance and may glean insight into the athletes' own performance as related to different genres of music.

Presentation Abstracts

2A - EXPLORING FACTORS OF MOTIVATION IN OURA RING USERS: A QUALITATIVE STUDY

Barbara Aroz, M.Ed., Lydia Trainor, Ph.D., Christine Selby, Ph.D., Marissa McElrone, Ph.D., & Chelsea Allison, Ph.D.
Springfield College

Wearable technology, such as the Oura Ring, is thought to motivate users to engage in wellness. The Self-determination Theory of Motivation suggests that three basic psychological needs must be satisfied for an individual to be motivated to pursue health: autonomy, competence, and relatedness. The purpose of this study was to explore the motivational factors of Oura Ring users in a 10-month study of employees at a small private college. At the end of the study, participants (n=108) were interviewed to understand their experiences wearing the Oura Ring. Screening of the interview transcriptions revealed that 18 participants discussed motivating factors for their wellness. Most participants (47.1%) were staff, 41.2% were faculty, and 11.8% were administrators. Participants ranged from 29 to 64 years old (mean = 47±11), with 58.8% identifying as female and 35.3% as male. Content analysis using the three motivational factors of the Self-determination Theory was conducted to identify themes. Findings indicated that the Oura Ring enhanced participants' competence both positively and negatively, influenced autonomy in combination with other sources, and did not influence relatedness for any participant when engaging in wellness. These data suggest that wearable technology such as the Oura Ring may be a motivational factor to improve competence to engage in wellness, but it does not impact all factors of motivation. Future research should focus on whether individualized motivational factors can be incorporated into wearable technology to influence all components of individuals' motivations to engage in wellness.

2B - COMBINING WRITING AND IMAGERY TO ENHANCE FUTURE SELF-CONTINUITY

Adrian Gedney
Springfield College

Future self-continuity is a person's subjective sense of connection between present and future selves (Sedikides et al., 2023). While increasing research has shown the benefit of higher future self-continuity for individuals, people often struggle with their future self-continuity (Hershfield et al., 2011). Research has demonstrated that writing prompts can increase future self-continuity (Rutchick et al., 2018), (Chishima & Wilson, 2021), as well as imagery (Hershfield et al., 2011), (Ganschow et al., 2021). Both methods are effective but were used separately. Research on the effect of combining both imagery and writing methods to increase future self-continuity is lacking. With future self-continuity correlated to many positive benefits, people would benefit from an easily accessible and simple-to-follow method to improve their future self-continuity. This study is an experiment to see if combining future-oriented writing and image exercises increases people's future self-continuity more than when used individually, as done in past research.

2C - ASSESSING MENTAL HEALTH IN COLLEGIATE ATHLETES: DOES IT REQUIRE A DIFFERENT APPROACH?

Cara Gustafson
Springfield College

In applied sport psychology we are typically taught how to recognize and refer an athlete exhibiting signs of a mental health (MH) disorder. However, a common finding throughout the growing body of literature on MH and athletes, is that there is a need for a shift to a more holistic approach. MH and mental performance are no longer mutually exclusive and require balanced intervention strategies (Vella et al., 2021). A recent scoping review conducted by Kegelaers et al. (2022) summarized the extensive nature of current MH research in sport. Notably, much of the research consists of cross-sectional studies which provide information at one point in time. While this type of research can be informative, MH is a fluid construct that can be impacted by any number of variables (Schinke et al., 2018). Therefore, to address the fluidity of MH, a shift toward longitudinal studies and repeated measures analyses must be considered in sport psychology and related fields. Variables affecting MH differ across populations and can change depending on situational demands. In our presentation, we will explore three potential methodologies for assessing dynamic variables, like MH, over the course of a season: repeated measures ANOVA, time series analysis, and linear growth modeling. For each analysis, we will identify its purpose, describe what information is retrieved from the analysis, discuss strengths and limitations. Further, we will make recommendations for their use in research and applied practice in the field of Sport and Exercise Psychology.

2D - IN THEIR OWN VOICES: FACTORS EFFECTING COLLEGIATE HOCKEY PLAYER USE AND PERCEPTION OF MENTAL SKILLS

Elia Burbidge, M.S., Lindsay Ross-Stewart, Ph.D., & Stephanie Huskey, Ph.D.
Springfield College, Southern Illinois University Edwardsville

Mental skills use and perceptions of their effectiveness in collegiate level athletes have been studied extensively in sport psychology. Usage of mental skills has been deemed effective both overall and in collegiate settings. That said, little research has been done investigating the perceptions of hockey players as they relate to mental performance. Due in part to the unique culture of hockey there is a need to study hockey players' perceptions of, and influences on the use of, mental skills. Therefore, the purpose of this study was to investigate the perceptions and usage of mental skills in collegiate hockey players, along with perceptions of how hockey culture impacts these beliefs through interviews with current college hockey players. Semi-structured interviews of six collegiate hockey players took place. Findings from these interviews suggest that level of play, exposure, and hockey culture largely impact how participants used and perceived mental training. These findings also suggest that some collegiate hockey players may be using psychological strategies without having been deliberately taught these strategies.

2E - AN EXPLORATION OF ANXIETY, PERFECTIONISM, SELF-HANDICAPPING, AND PRE-PERFORMANCE ROUTINES AMONG ATHLETES AND PERFORMERS

Erika Van Dyke, Ph.D., Diana Curtis, Ph.D., Hailey Chatterton, Haru Inoue, Jaxon Tamulaites, & Ella Williams
Springfield College, Rockhurst University

Athletes commonly engage in pre-performance routines (PPRs) as a mechanism for physically and/or psychologically preparing for competition. PPRs have been defined as "a sequence of task-relevant thoughts and actions which an athlete engages in systematically prior to his or her performance of a specific sport skill" (Moran, 1996, p. 177), and may serve numerous functions, such as improving focus (Cotterill, 2010). Additionally, athletes may engage in self-handicapping prior to a performance in an effort to protect their self-esteem in the event of a potential failure in performance (Schlenker & Leary, 1982). Personal characteristics, such as anxiety and perfectionism, may play a role in athletes' engagement in one of these pre-performance behaviors (e.g., Coudevylle et al., 2011; Curtis & Hutchinson, 2023; Hazell et al., 2014). The purpose of this study was to explore personal characteristics and performance-related behaviors among individuals who participate in various athletic and performance settings. Participants are currently 99 performers (Mage = 20.0 + 3.1 years; males = 54; females = 43; non-binary = 1; prefer not to say = 1). Participants completed the State-Trait Inventory for Cognitive and Somatic Anxiety (Ree et al., 2008), the Frost Multidimensional Perfectionism Scale - Brief (Burgess et al., 2016), the 14-item Self-Handicapping Scale (Rhodewalt, 1990), and two open-response questions regarding PPRs and the functions they serve. Correlational analysis indicated significant, positive relationships (all ps < .001) between the personal characteristics of cognitive anxiety, somatic anxiety, and evaluative concerns perfectionism and the pre-performance tendency of self-handicapping. Further regression analysis indicated that cognitive anxiety and evaluative perfectionism were significant (all ps < .001) predictors of self-handicapping. Preliminary data suggest that personal characteristics related to psychological traits and social comparison are associated with self-handicapping. Additional data collection and analysis are needed to determine if personal characteristics differ between performers who engage in PPRs and/or self-handicapping and those who do not.

Presentation Abstracts

2F - INVESTIGATING THE RATES OF ADVERSE CHILDHOOD EXPERIENCES INSIDE AND OUTSIDE SPORT SETTINGS IN THE UNITED STATES

*Stephanie Fryer, Ph.D., Michelle Rose, Stephen Gonzalez, Matthew Condie, Gretchen Kerr, & Cameron Kiosoglous
Northeast Human Performance*

This presentation focuses on original research that investigated the rates of athlete maltreatment and adverse childhood experiences (ACEs) in elite and sub-elite gymnasts in the United States. It is well understood that ACEs in the household have significant negative impacts on long-term physical and mental health and wellbeing (Felitti et al., 1998; Sahle et al., 2021). Sport participation may have a buffering impact on the experiences of household ACEs, but the unique nature of sport where abuse is often tolerated and expected as part of the process makes it challenging to understand the potential long-term impacts on young athletes. Early research suggests that rates of abuse and maltreatment in sport may be very high, with as many as 70-75% of athletes reporting at least one instance of maltreatment (Alexander et al., 2011; Ohlert et al., 2021; Willson et al., 2020). However, the initial research into athlete maltreatment has primarily been conducted in Europe and Canada. The decentralization of sport in the United States is unique, and the impact this has on risk of athlete maltreatment is largely unknown. In this investigation, the ACEs questionnaire was used to assess abuse and neglect within the household (Feletti et al., 1998). Abuse in sport was measured using the ACE-Sport questionnaire designed for this study. Of the 297 respondents, 52% reported at least one household ACE and 16% reported four or more. 86% reported experiencing at least one ACE in sport, and 54% reported four or more. These findings indicate that elite and sub-elite gymnasts are experiencing ACEs in the household, and that adverse experiences in the sport setting are common in these athletes in the United States. The implications of these results and the need for future research will be discussed.

2G - THE ART OF COUNSELING THE INJURED ATHLETE

*Rachel Shinnick, Ed.M., CMPC
University of Massachusetts, Boston*

Athletic injury is one of the largest risk factors for development of adverse mental health issues in the athlete population (Putukian, 2016). Research examining emotional response to athletic injury has found prevalence of “tension, anger, depression, frustration, and boredom” (Walker et al., 2007). Despite the ability of the majority of athletes to eventually come to terms with their injury process, the utility of short-term psychological interventions early in the post-injury process cannot be ignored. In fact, solution-focused brief counseling and goal-oriented modalities have been shown to be promising in facilitating positive coping amongst injured athlete populations (Gutkind, 2004; Schlierf et al., 2023). Other psychological interventions that have been adopted for use with injured athletes include relaxation, mindfulness, imagery, goal setting, and stress management (Schwab Reese et al., 2012). These techniques have been shown to relate to reduced negative affect, improved coping skills, and reduced re-injury anxiety (Schwab Reese et al., 2012). In addition to the emotional toll on an athlete, research has also explored the behavioral ramifications of athletic injury. Adherence to rehabilitation protocol, use of psychological skills, use of social support, and risk-taking behaviors have been shown to be important behavioral components post-injury that can positively or negatively affect recovery outcomes for an athlete, depending on whether they are accessed or not (Goddard et al., 2021; Gray et al., 2022; Walker et al., 2007). In considering some of the behavioral barriers to successful rehabilitation outcomes, modalities such as EFT, ACT, goal-setting, and mindfulness interventions show promise in bridging the gap between psychological distress and well-being in injured athletes (Mahoney & Hanrahan, 2011; Schwab Reese et al., 2012; Tamminen & Watson, 2022). This presentation will explore the utility of several counseling modalities in the context of sport injury and highlight best practices and implications for sport psychology professionals working with this population.

Workshop Abstracts

1A - FEMALE ATHLETE TRIAD OR RELATIVE ENERGY DEFICIENCY IN SPORT (REDS): WHAT'S THE DIFFERENCE?

Christine Selby, PhD, CEDS, CMPC-E
Springfield College

For many years the Female Athlete Triad (Triad; Nattiv et al., 1994; Yeager et al., 1993) was the gold standard for indicating that a female athlete may not be fueling sufficiently and at risk for an eating disorder or other psychological or medical concerns. The Triad consists of three interrelated factors: disordered eating, amenorrhea, and osteoporosis. The idea behind the Triad was that the presence of one element in the Triad (e.g., amenorrhea) necessitated assessing for the other two components (e.g., disordered eating and osteoporosis). Two decades later the International Olympic Committee (IOC) published an article in the British Journal of Sports Medicine proposing a replacement for the Triad called Relative Energy Deficiency in Sport (REDS; Mountjoy et al., 2014). The importance of REDS is that this syndrome and its measurement involves myriad systems of the body including the immune, cardiovascular, hematological, metabolic, endocrine, psychological, and other systems. The Triad is believed to be a subset of REDS and therefore much less comprehensive in terms of identifying the impact of an athlete not consuming a sufficient amount of calories. Moreover, REDS can be used to determine if an athlete is at risk for myriad psychological or medical concerns regardless of biological sex or age. In 2023 the IOC updated the consensus statement (Mountjoy et al., 2023) based on the research findings of over 170 studies examining the impact of low energy availability in athletes. This workshop will briefly explore the difference between the Triad and REDS. Attendees will discuss the complexities associated with determining whether an athlete is at risk for REDS and will have the opportunity to review and discuss the new REDS Clinical Assessment Tool-Version 2 along with best practices for detection and referral.

1B - FIGHTING THE CULTURE OF COMPARISON

Michaela Banyl, M.S
Springfield College

Regardless of the team or sport, many athletes grapple with comparison. The goal of this workshop is to provide the practitioner with tools to navigate comparison with athletes. This workshop will define what comparison looks like within athletic spaces. The benefits and consequences of comparison will also be discussed. Then, the remainder of the time will cover some activities that can be implemented to address comparison.

1C - THE V.I.B.E PLAN

Martine Senecal
Southern Connecticut State University

The V.I.B.E. Plan was created as a workshop to help athletes create an identity that they can embrace as competitors and individuals with lives outside of the sport they love. Vision. Invigorate. Best. Empower are words that can provide athletes with the tools they need to know themselves in all aspects of life and to gain a better understanding of who they are on and off the field/court. The workshop is a way for athletes to share certain things they normally wouldn't with their teammates, this will help them understand one another a bit more. The V.I.B.E. Plan can be a great tool to help with team engagement and another way to help make the team foundation stronger.

The Vision section of the plan is where the athlete would write down how they see themselves as athletes and how they see themselves as individuals, doing this can help them see that who they are outside of sports can help them perform at a higher level and vice versa. This section can also be used to help the athlete write down things they see about themselves after watching game film and what changes they can make to further improve as a player and as a teammate. The Invigorate section would be a list of concentration skills they can use to keep them focused and motivated. The Best section would be a list of the best places, people, books, music, etc. to surround themselves with to stay focused and disciplined. Lastly, the Empower section would be a list of affirmations and/or quotes, bible verses, and song lyrics they can say each day to keep them on task and to help continue building their confidence.

1D - VERBAL AIKIDO: HOW TO NAVIGATE CONFLICT IN TEAMS AND LIFE

Rob Smith, Ph.D
Waltham, MA

Aikido is a martial art form that embraces self defense without overt offensive techniques designed to damage or kill an opponent. *Aiki* means *harmony* and *do* means *the way* in Japanese – resulting in the English translation of Aikido as *The Way of Harmony*. This embraces the philosophy of how to manage conflicts of any kind with the goal of win-win or a *harmonious* resolution. Research shows that such resolutions – where both sides feel respected and heard – tend to achieve the intended goal more than those reached by force or unilateral input. This applies to conflicts between nations, groups, families and individuals – and of course, those arising within a sport context. In this workshop, attendees will have an opportunity to learn 1. Key concepts that will enable them to better navigate conflict situations in and out of sport contexts; participants will be able to discuss how to reframe their prior or typical response to conflict situations; 2. Specific verbal techniques that can keep conversations directed toward an optimal resolution; participants will join in small group role plays to apply specific techniques that can de-escalate and mitigate potential problematic conflict scenarios; and 3. How to apply these same principles and techniques to conflicts within themselves. This will include developing better self-compassion, coming to terms with mistakes and setbacks, and shifting from a fixed- to a more growth-oriented mindset.

1E - FIELD INSIGHTS FROM 2024 HOOPHALL CLASSIC

Brandon Grunt, Amanda Maier, Laurie Miller, & Christine Selby, Ph.D
Springfield College

This presentation will discuss insights from the 2024 HoopHall Classic. The HoopHall Classic is a 5-day high school basketball invitational that features the nation's top ranked men's and women's teams. The Athletic Counseling program's purpose was to help athletes perform at their best when it matters most and support them holistically as people. Athletic Counselors observed practices and spoke with teams to address what athletic counseling is, answer questions, and briefly teach mental performance skills. This included performance related topics such as stress, nerves, and focus along with athlete lifestyle demands such as travel, social media, N.I.L., and transition to college. The primary insight is that athletes and coaches recognize the role mental skills play in performance. At the same time, there remains a discrepancy between acknowledged importance and time spent training the mental side of the game. Two misconceptions included the need to be struggling to use services and confusing mental performance coaching with clinical mental health counseling. Providing effective mental performance consulting requires consultants to develop their "foundational skills." During HoopHall, Athletic Counseling students focused on efficiency, preparation, and professionalism which successfully allowed for immediate entry with coaches and players. Knowing how to show up and present oneself turned out to be as important as what the content of the discussions were. Another key lesson is that one must prepare for biases that arise within the mental performance consulting role. Specifically, there were observed differences between how male coaches interacted with male and female Athletic Counselor's. This presentation aims to illustrate the value of Athletic Counseling, provide an overview of what seemed to work, and how Athletic Counseling services contribute to the success and wellbeing of elite athletes. Along with that, presenters will discuss the importance of foundational skills and multicultural awareness for mental performance consultants.

Meet Our Presenters



Barbara Araoz, M.Ed., is a graduate student pursuing a Master of Science in Industrial and Organizational Psychology and is the Graduate Fellow for The Wellness Institute at Springfield College. She is a graduate of the Sport and Exercise Psychology program at Springfield College, as well. During this time, she worked as a Graduate Mental Performance Consultant with the University of Massachusetts Women's Tennis team and the Springfield College Wrestling team. Her goals are to help individuals maximize their performance and enhance their overall wellness in their chosen field. Barbara is originally from Argentina and migrated to the US to pursue higher education and play college basketball.

Michaela Banyi is a doctoral student in Springfield College's Sport and Exercise Psychology program. She has served as an adjunct in the Physical Education and Health Education department and is the IRB graduate assistant. Michaela received her master's in Exercise Science from Point Loma Nazarene University and was a teaching assistant. She has experience with Springfield College's gymnastics team and integrated mental performance skills in her wellness courses.



Elia Burbidge is a first year Ph.D. student in the Sport and Exercise Psychology program at Springfield College. She previously studied at Southern Illinois University Edwardsville where she received her M.S in Sport and Exercise Psychology. At SIUE, Elia completed her thesis on perceptions and use of mental skills and sport psychology in collegiate hockey players, and the influence of hockey culture on these ideologies. She also studied at McKendree University where she received her B.A in Psychology with a minor in Sport Psychology. While at McKendree, Elia played four years of DI ice hockey for the Bearcats. She later transitioned into the role of Assistant Coach while completing her M.S for both the Bearcats and St. Louis AAA Lady Blues. Her research interests include perceptions and use of mental skills, hockey culture, and team dynamics.

Hailey A. Chatterton is a third-year graduate student in the Athletic Counseling master's program at Springfield College. Born and raised in California, she earned her B.A. in psychology from the University of California, Davis. Her research interests and current projects center around pre-competitive anxiety, clinical anxiety, and disordered eating in athletes.

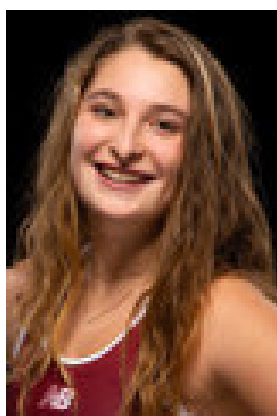


Meet Our Presenters



Katie Clouse is a second-year Master of Science student in the Sport and Exercise Psychology program at Springfield College. She received her bachelor's degree from The Ohio State University where she majored in Psychology and minored in Human Nutrition. Her research interests include mindfulness, mental health resources, college athletes, LGBTQ+ population, gratitude, and biofeedback with first responders. She recently completed an internship at the United States Military Academy, where she was able to create workshops and course materials for the cadets this academic year. During her free time, she coaches at a CrossFit gym and enjoys listening to various podcasts and audiobooks.

Diana Curtis is an Assistant Professor at Rockhurst University in the Education Department. She earned her Ph.D. in Sport and Exercise Psychology from Springfield College and is currently teaching statistics, research methods, and pedagogy in the Ed.D. program. Diana's research interests include the psychology of amateur distance athletes and the relation of self-handicapping to performance. In addition, she is also passionate about statistics, and in particular, scale development, in order to more effectively measure latent constructs within the field of psychology. She completed her dissertation on the development of a scale to assess self-handicapping in distance runners. As an avid distance athlete, Diana is constantly seeking to apply her research to practice.



Ally Friedman is a psychology major and senior captain of the Bates College Tennis Team. Friedman is studying to be a sport psychologist and is passionate about the intersection between mental health and athletics. In 2018, Friedman founded THE BALL (Tennis Health Empowerment Building Attitudes Lifetime Lessons). THE BALL is a program designed to teach girls between the ages of seven and twelve about health, empowerment, mindfulness, and other skills using tennis. It has a dual purpose, both mental and physical catharsis. Friedman developed this program to give girls the opportunity to participate in activities they might not normally be exposed to. Since then, Friedman readapted THE BALL curriculum for pickleball and brought it to the Lewiston Public Schools. Most recently Friedman has been applying for grants and exploring ways to take THE BALL to Zimbabwe and integrate it into an existing organization, Hoops 4 Hope.

Stephanie Fryer, EdD, MS, MA, CSCS is mental performance consultant with a doctoral degree in sport psychology, a masters in clinical mental health, and a masters in kinesiology. Her primary research focus is on trauma and abuse in sport settings, particularly in the US. Dr. Fryer's dissertation investigated ACEs in the household and in the sport setting in elite and sub-elite gymnasts. As an athlete, Dr. Fryer was a Level 10 gymnast before competing on the track and field and cross-country teams at Colorado College. After pursuing pole vaulting professionally, she switched to Olympic-style pistol shooting and represented the United States in multiple World Cup competitions.



Meet Our Presenters



Adrian Gedney is a first-year Master's student in Springfield College Athletic Counseling Program. Adrian received their BA in psychology from Gordon College. Adrian has also run the Gloucester Boxing Club for the past three years and coached for the past 9. Adrian's desire to help athletes leads them to seek further education in sports psychology. The research proposal currently being presented is about enhancing future self-continuity. Future self-continuity is a person's subjective sense of connection between present and future selves. A large body of research has shown the influence of future self-continuity on people's health, academic and career planning, temporal and ethical decision-making, and saving and consumer behavior.

Cara is a third-year doctoral student in the Sport and Exercise Psychology program at Springfield College. While working on her academics she is also working as a Graduate Teaching Fellow Athletic Trainer. Prior to her time at Springfield College, she worked as a full-time athletic trainer for eight years at a fellow NEWMAC institution. Her research interests stem from her time spent practicing clinically in collegiate athletics and she hopes to continue to shed light on the importance of supporting student-athletes through a holistic approach.



Kaitlyn Hauser is a second-year master's student at Springfield College studying sport and exercise psychology. Kaitlyn's current research focus follows perfectionism and social physique anxiety within a population of youth aesthetic sport athletes. Kaitlyn is originally from Seattle, Washington, and completed my bachelor's degrees in psychology and sport and exercise science at Seattle University.



Haru Inoue is from Tokyo, Japan. He earned his bachelor's degree at Wichita State University in Sport Management. Inoue has played tennis competitively for 20 years and was a member of the Wichita State men's tennis team. He is currently a third-year graduate student in the Athletic Counseling program at Springfield College. While pursuing graduate education, Inoue currently works for the men's tennis team as a graduate assistant coach. His primary research interest is performance under pressure.



Meet Our Presenters



Kelsie Meintel is a second year master's student at Springfield College in the Sport and Exercise Psychology program. Kelsie is from Moundsville, WV and received her bachelor's degree in psychology, with a minor in Criminal Justice at Bethany College (WV). Kelsie was a dual sport athlete during at Bethany College which fed into their passion for sport psychology and mental health. Currently, Kelsie's interests include retired athletes and their transition out of sport regarding exercise. Additionally, Kelsie is interested in the mental health of student-athletes. In Kelsie's spare time they enjoy reading and spending time with their cat, Mushu.

Makenna Meisenbach is a current third year undergraduate at Siena Heights University majoring exercise science and minoring in psychology. Makenna is a McNair scholar in the TRIO Ronald E. McNair Postbaccalaureate Achievement Program and is preparing for graduate applications next fall. Makenna is interested in earning a doctoral degree and research that blends interests in health sciences and psychology, including topics that include exercise activity and psychological supports for improved mental and physical health.



Christine Selby is an Associate Professor of Psychology at Springfield College in Springfield, Massachusetts, and is the Director of the Athletic Counseling masters degree program. She also maintains a part-time private practice where she is a licensed counseling and sport psychologist. She is a Certified Eating Disorder Specialist with the International Association of Eating Disorders Professionals, and is a Certified Mental Performance Consultant with Emeritus status (CMPC-E). Christine is a member of AASP for which she co-founded and previously co-chaired the Eating Disorders Special Interest Group. She is a member of the American Psychological Association and Division 47: Society for Sport, Exercise and Performance Psychology. She is a Past President of the Society and is currently serving as its Council Representative. Christine has presented locally and nationally, and has been interviewed for podcasts and various media outlets. She has published journal articles and several books including The Psychology of Eating Disorders.

Martine Senecal is a Sport Psychology Consultant, who is currently obtaining her Master of Science in Sport Psychology at Southern Connecticut State University. She received her Bachelor of Arts Degree in Psychology and Communications, also at Southern Connecticut State University. She envisions a world where all athletes have full access to mental health resources, regardless of their socioeconomic status. Martine's passion for sports has transcended into helping athletes find their identity, to know they are so much more than the sport they play. Providing athletes with the tools needed to stay mentally healthy is key to elevating their performance and to lead a personal life that is authentic and fulfilling. She is fully dedicated and committed to changing the narrative of athletes and creating a culture where they are not only seen for their incredible talents but for their intellect and individuality.



Meet Our Presenters



Rachel Shinnick is a doctoral student at UMass Boston with a research agenda focused on collegiate athlete mental health and psychosocial recovery from sport injury. She obtained her Ed.M. in Counseling and Sport Psychology from Boston University and is also a Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology. Prior to graduate school, Rachel received her B.S. from Wofford College where she competed as a D1 soccer player.

Dr. Rob Smith is a clinical sport psychologist with a private practice based in Waltham, MA. He has over 40 years of experience in the field and has worked with performers and teams at all levels. He played college basketball, coached at the HS level, and has a 5th degree Black Belt in Kenpo style karate. Dr. Smith has drawn from his personal and professional experiences to write 2 books: Black Belt for Life: A Memoir of Personal Development and the Martial Arts and Shooting Out of Your Mind: How to Shoot a Basketball from the Inside Out.



Jaxon Tamulaites is a first-year graduate student in the Athletic Counseling master's program at Springfield College. He earned a bachelor's degree in Psychology at Springfield College while competing as a student-athlete. His research and practice interests focus on performance psychology.

Erika Van Dyke, Ph.D., CMPC is an Assistant Professor in the Athletic Counseling program at Springfield College where she teaches and mentors graduate and undergraduate students in the Department of Psychology. She has authored book chapters and journal articles on topics in applied sport psychology, and has presented at national and international conferences. Her research interests include self-talk, mindfulness, perfectionism, and professional issues in sport, exercise, and performance psychology. As a researcher and practitioner, much of her work has focused on supporting the well-being and performance of female athletes.



Meet Our Presenters



Ella Williams is a senior in the undergraduate Psychology program at Springfield College. She also holds a minor in Athletic Coaching. She plans to pursue graduate study in the field of sport psychology. Her research/practice interests focus on high-intensity performance in relation to anxiety, perfectionism, and visualization techniques.

Special Thanks

We would like to use this space to offer a special thanks to the following people and organizations that have helped make this conference possible:

To AASP: For their guidance, leadership, and trust in sharing this opportunity for future learning and student engagement that will help grow our field and the work we do with performers across different domains.

To the SC Keynote Panelists: For sharing their insights and expertise on effective mentorship and their continued efforts in shaping the next generation of future practitioners.

To Dr. Christensen: For returning to her alma mater to share her experiences and expertise in navigating the ethical ropes within our respective fields.

To Rachael DiGiovanni: For her endless support and collaboration in planning this conference. We could not have hosted this event without her!

To Dr. Van Dyke: For her endless guidance and support in the planning and execution of this event.

To the SC Planning Committees: For all their help in varying tasks and the planning of our conference events.

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The Springfield College Public Safety: For the insurance and support in a safe and healthy conference.