



2019 MIDWEST

AASP REGIONAL CONFERENCE

Minnesota State University, Mankato



Welcome

On behalf of the faculty and students of the Sport and Exercise Psychology graduate program at Minnesota State University, Mankato, we welcome you to the Midwest Regional Association for Applied Sport Psychology Conference. There are presentations ranging from panels about personal sport experiences to research being done by students and faculty in the field. We are excited to learn from and with you over the next two days. We hope this conference provides time to meet new colleagues and share ideas. All sessions will be in the Centennial Student Union and more information can be found at:
<http://midwestaaspatmnsu.strikingly.com/>

Please reach out to us with any questions or concerns.
Have a great conference!

Sincerely,

Ashley Raulli, Jared Richardson, Sam Crowley, & Ciana Ní Churraoin
Conference Committee
Minnesota State University, Mankato

Michelle McAlarnen, Ph.D., CMPC
Assistant Professor, Sport & Exercise Psychology
Minnesota State University, Mankato

Cindra Kamphoff, Ph.D., CMPC
Professor, Sport & Exercise Psychology
Minnesota State University, Mankato



Friday 02/22/2019

Outline of the Day:

3:00pm - 3:15pm: Welcoming

3:15pm - 4:00pm: Keynote

4:00pm - 4:15pm: Break

4:15pm - 5:00pm: Applied Workshop

5:00pm - 5:15pm: Break

5:15pm - 6:00pm: Breakout Session

6:30pm - 10:00pm:

Dinner Gathering at Jake's Pizza



Friday 02/22/2019

3:00pm - 3:15pm: Welcoming (SU 245)

3:15pm - 4:00pm: Keynote - Muna Mohamed, Girls on the Run (SU 245)

4:00pm - 4:15pm: Break

**4:15pm - 5:00pm: Applied Workshop:
"How to Develop the CLUTCH Mentality" (SU 245)**

Lead Author: Jenna Halvorson, The Mental Clutch

In this workshop, the audience will learn the difference between a clutch and flow performance. For clutch performance there are a variety of factors that contribute to an ideal outcome. The audience will be led through 6 different skills that are crucial to putting on a clutch performance, while engaging in a variety of different activities to enhance each skill. The lessons will consist of the importance of communication, learning from mistakes, understanding, trust, control, and having fun.

5:00pm - 5:15pm: Break



Friday 02/22/2019

5:15pm - 6:00pm: Breakout Sessions

SYM: Exploring Mindfulness in Various Sport Settings (SU 253)

Lead Author: Jessica Ream, Minnesota State University, Mankato
Ciana Ní Churraoin, Minnesota State University, Mankato
Megan Gossfeld, Minnesota State University, Mankato
Jamie Kenyon, Minnesota State University, Mankato

This symposium will examine the current use of mindfulness-based interventions in several unique sport settings.

Mindfulness is an "open-hearted, moment-to-moment nonjudgmental awareness" (Kabat-Zinn, 2005). Research shows that athletes who participate in a mindfulness-based intervention experience improved performance, mental skills, and mental health. The first speaker will share a systematic review exploring mindfulness as a coping skill for self-regulation, as well as aspects that mindfulness interventions discuss. The second speaker will describe a future study that will determine the mental health outcomes of a mindfulness-based psychotherapy intervention delivered to a group of runners. The third speaker will discuss different mindfulness-programs that are currently implemented in sport-specific scenarios, the best practice for implementing mindfulness-based programs according to research, and how mindfulness is minimally used in sports. The fourth speaker will examine anxiety as potential mediation between mindfulness and flow and the implications of this in athletes and performers.

SYM: Qualitative Research - Manuscripts (SU 256)

Lead Author: Halle Gydesen, Minnesota State University, Mankato
Isaac Steffensmeier, Minnesota State University, Mankato
Jaxson Judkins, Minnesota State University, Mankato

Qualitative Research can provide an exploratory frame in which to deeply understand and study social phenomena within a particular setting. It provides a unique process in which researchers can induct ideas, theories, and concepts from collected data. This lecture will explore three separate manuscripts, as each is of a qualitative research design, conducted by second year master's students in the field of Sport and Exercise Psychology. Each presentation will cover the unique traits used in qualitative study and explore the rationale, methods, and any theories or hypotheses concluded from the analysis of the data. Ouch, That Tweets: How Injured Athletes Use Social Media looks to examine if and how collegiate athletes use social media, specifically Twitter, to cope with injury. A Qualitative Exploration of Psychological Relatedness in College Athletes explores the experiences and perceptions of relatedness, or belonging, among collegiate athletes. The Blueprint of Grit: Examining the Development of Passion and Perseverance of Long-Term Goals aims to better understand the process of how grit is developed by interviewing fifteen professional athletes in various sports (i.e., NFL, CFL, WNBA, Olympics, Paralympics, and Rugby) through a grounded theory approach. The researchers of each manuscript hope to educate listeners on the structure and framework of qualitative research while describing their own studies.

SYM: Making the Most of Your Internship (SU 245)

Lead Author: Jared Richardson, Minnesota State University, Mankato
Ashley Raulli, Minnesota State University, Mankato
Brianna Wilking, Minnesota State University, Mankato
Kris Goodman, Minnesota State University, Mankato

Many graduate students in careers within the field of sport and exercise psychology seek to expand their horizons and further their applied experience by seeking internship opportunities within the field. In recent years, there has been an increase in the number of graduate programs and students interested in applied work and this has yielded limited applied opportunities for aspiring sport and exercise psychology professionals (Fitzpatrick, Monda, & Wooding, 2015). Due to this rapid growth, it has grown increasingly difficult for students to find internship and/or supervised applied work experience that may lead to future applied career opportunities (Fitzpatrick, Monda, & Wooding, 2015). Research investigating the careers of early professionals in the field indicated that more than half of master's graduates in the early 2000s held a position that did not have an emphasis on consulting with athletes did not make any money working with athletes post-graduation (Williams & Scherzer, 2003). Part of this may be due to an apparent lack of applied supervision and training that students may struggle to access while enrolled in their graduate programs (Watson, Zizzi, Etzel, & Lubker, 2004). The majority of researchers and professionals within the field would support the notion that if students want to be involved in applied work in their futures, they should seek to attain as much supervised applied experience as possible during graduate school (Fitzpatrick, Monda, & Wooding, 2015). The purpose of this symposium is to provide an authentic portrayal of some of the successes and struggles encountered by four graduate students at Minnesota State University, Mankato during their respective summer internship experiences. They will discuss the insights they gained, what they wish they would have known prior, and advice they might give to future interns. They hope to inspire others to learn from their experiences and not allow fear to deter them from pursuing applied opportunities within the field, if they so desire.



Friday 02/22/2019

5:15pm - 6:00pm: Breakout Sessions (continued)

LEC: Two Lectures Back to Back (SU 201)

Lecture 1: Female Athletes in the Media

Lead Author: Mikaela Fischer, Minnesota State University, Mankato

Females have been fighting for equality and representation throughout history. The fight for equality has created movements within the media, drawing awareness to the misrepresentation and under-representation of females within our society. Female participation in athletics has increased dramatically over the past three decades. However, this increased participation has not been matched in media representation. The lack of accurate representation of female athletes impacts viewer perceptions and attitudes towards women's sporting events. The purpose of this lecture is to discuss female participation in sports, the current representation of female athletes within the media, the misrepresentation that occurs, and the impact media have on male and female athletes and non-athletes. This lecture will propose a potential research question and study to be completed as a manuscript. The study aims to examine the representation discrepancies existing in the broadcasting media of gender-appropriate versus inappropriate sports. While many studies have looked at the under-representation of females in the media, this study aims to address the differences in gender-typed sports and the way media portrayals the female participants. Existing literature examines the presentation of female athletes and how this representation impacts the psychological aspects of female athletes and media consumers. These understandings provide a basis for what society values in female sport.

Lecture 2: Exploring the Effect Parenting Style Has on the Development of Grit

Lead Author: Austin Hanson, Minnesota State University, Mankato

Angela Duckworth and other researchers have shown that grit predicts achievement in a number of populations. Little to no research has been done on where grit comes from or how it is developed. Further, the athlete population has had little research regarding grit. The purpose of this study was to explore how parenting styles may predict the development of grit in athletes. A survey was administered to 300 athletes in Midwestern University in the United States. The athletes were surveyed about their grit level (Short Grit Scale, Duckworth & Quinn, 2009), their parental authority figures' parenting style (Parent Authority Questionnaire, Buri, 1991), and demographic information. The parenting styles included those developed by Diana Baumrind in 1971: Authoritarian, Authoritative, and Permissive. Neglecting/Rejecting parenting style is not part of the Parental Authority Questionnaire. A regression analysis was run to assess whether a particular parenting style predicted higher grit, as well as multiple correlational analyses to look at possible demographic patterns. The analyses are not yet complete.

6:30pm - 10:00pm: Dinner Gathering at Jake's Pizza

330 Stadium Road
Mankato, MN 56002



Saturday 02/23/2019

Outline of the Day:

9:00am - 9:15am: Welcome

9:15am - 10:00am: Breakout Sessions

10:00am - 11:00am: Keynote

11:00am - 12:00pm: Poster Presentation Session 1

12:00pm - 1:15pm: Lunch

1:15pm - 2:15pm: Keynote

2:15pm - 3:15pm: Poster Presentation Session 2

3:15pm - 4:00pm: Breakout Sessions

4:00pm - 4:15pm Closing Remarks



Saturday 02/23/2019

9:00am - 9:15am: Welcome

9:15am - 10:00am: Breakout Sessions

LEC: Turfgrass Properties and Athlete Perceptions: Collegiate Club Athlete Risk of Injury and Sport Performance (SU 245)

Lead Author: Francesca Principe, Sports Medicine Psychology Laboratory, University of Minnesota
Brian Neff, Sports Medicine Psychology Laboratory, University of Minnesota
Kristin Wood, Sports Medicine Psychology Laboratory, University of Minnesota
Chase Straw, Department of Horticultural Science

Diane Wiese-Bjornstal, Sports Medicine Psychology Laboratory, University of Minnesota

Understanding the multi-faceted causes and risks of sport injuries to benefit injury prevention is a highly complex process. Existing studies show that a highly variable or abnormally hard playing surface may play a role in athlete behavior and even increase injury occurrence (Rennie et al., 2016). Preliminary data (Straw et al., 2018) showed a significant increase in collegiate club athlete injuries in field areas of high soil moisture and low turfgrass quality. Further, studies show athletes with a high perceived susceptibility to sport injury may sustain more actual injuries (Gnacinski et al., 2017). Current literature lacks the use of objective field measurements, relies on athlete self-reports of injuries, and does not make the connection between athletes' perceived susceptibility to injury and perceptions of the field to injury occurrence. To better understand these factors, this initial interdisciplinary study used the dynamic model of sport injury etiology (Meeuwisse et al., 2007) as the theoretical basis, which allows for the integration of both intrinsic and extrinsic risk factors and their effect on athlete injury occurrence. Using this guiding model, the present study incorporated perceived susceptibility to injury and player perceptions of the playing surface as intrinsic risk factors and field properties as an extrinsic factor to examine the influence of these factors on sport performance and sport injuries among male collegiate club rugby players (n=18). Using pre- and post-season interviews, GPS athlete performance tracking from training and competition, questionnaires, objective field measurement tools on natural and artificial turfgrass, and injury data collection, participants were examined during their fall season. All injury occurrences (n=29) were recorded by the researchers and athletes and then analyzed further for contributing factors (e.g. psychological factors and field properties), while GPS location was tagged from tracking devices so that the field area of injury occurrence could be translated to surface hardness measurements. Preliminary results show the potential to help understand athlete health and injury prevention, leading to the development of sport psychology interventions to reduce the number of sport-related injuries and pointing towards better field management practices and to prevent injuries.

PAN: Athletic Injury: Return to Play and Transition out of Sport Post-ACL Injury (SU 256)

Lead Author: Ciana Ní Churraoin, Minnesota State University, Mankato

Mikaela Fischer, Minnesota State University, Mankato

Cydney Coffey, Minnesota State University, Mankato

Injuries create physical and psychological barriers athletes must overcome to successfully return to play. Psychological factors including social support and motivation all contribute to an athlete's ability to return to play. While many athletes overcome the physical aspects of their rehabilitation, some are left with unaddressed psychological barriers. This panel aims to discuss the psychological impact of athletic injury on return to play and transition out of sport. The first panelist will discuss how social support and motivation impacted their decision to transition out of sport. The second panelist has now returned to previous level of sporting participation. This panelist will discuss the decision process involved and the psychological barriers encountered in the return to play process. The athlete experienced a lack of psychological support during the rehabilitation process and having studied psychological interventions that can aid injury recovery, the panelist will highlight interventions that could have helped her in returning to play sooner. The third panelist thought transitioning out of sport was the only option due to the timing of the injury. The psychological battle prevailed throughout the rehabilitation process. The panelist will discuss overcoming the psychological components of injury and return to play. Additionally, this panelist will discuss the stressors present at the onset of injury and the psychological condition during the rehabilitation and return to play process. Our panel aims to conceptualize the components of ACL injury from a psychological perspective.



Saturday 02/23/2019

9:15pm - 10:00pm: Breakout Sessions (continued)

LEC: Two Lectures Back to Back (SU 201)

Lecture 1: Psychosocial Aspects of NCAA Championship Endurance Performance

Lead Author: Derek Marr, PhD., Assistant Professor, Northern Michigan University

The researchers is currently collecting data and will be ready by the end of March to present preliminary results and findings for the following study. The purpose of this study is to explore the psychosocial aspects of performance, including the presence and development of self-efficacy and self-talk in NCAA champion endurance athletes. Participants are identified by the results from the 2016, 2018 & 2019 NCAA championship performances in their respective sports (Nordic Skiing, Cross-Country & Track and Field) and are currently being interviewed/contacted. Participants are currently participating in an interview that last approximately 1-2 hours. Consistent with common phenomenological qualitative research procedures participants will be asked broad questions. These questions will address the psychosocial aspects of performance leading up to, at and during their NCAA championship performance. Additional probing questions will be used if needed and address the presence and development of Self-Efficacy and Self-Talk in the participant's experience. If video recordings of their championship performance has been available the participant has been asked to review the recording with the researcher. A data collection tool has been created and used to collect/organize the participant's recollections of their thoughts, feelings, emotions, and experience during the entire performance. The researcher is using the data obtained from the interviews to gain insight into the participants experience of the winning an Individual NCAA Championship in an endurance competition. The emergent results will then be compared to existing theory related to self-efficacy and self-talk to see if these theories are supported in this population or if future research should explore other theories. Additional information during the conference presentation will include a summary of previous research by the presenter in this line of research. This includes his research that was conducted with 2012 Olympic Medalists in Track and Field as well as practical application of both of these research projects to mental performance coaching/consultation.

Lecture 2: The Blueprint of Grit: Examining the Development of Passion and Perseverance of Long-Term Goals

Lead Author: Jaxson Judkins, Minnesota State University, Mankato

In sports, top-tier athletes are accustomed to endure challenges that often make or break their success. They are the individuals that overcome obstacles and are driven over the long-term because they have passion, perseverance, and a clear understanding of what they want to accomplish. Such athletes become refined in the face of adversity by diligently pushing through years of physical and mental effort. This phenomenon is known in academic literature as grit (Duckworth, Peterson, Matthews, & Kelly, 2007). Duckworth and colleagues (2007) were the first notable researchers to conduct an in-depth investigation of grit, defined as having "perseverance and passion for long-term goals; working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress" (p. 1087). This definition represents the gold standard for grit research and is found in many follow-up studies. However, few studies provide a thorough examination of grit in the realm of sports, particularly among professional athletes. The purpose of this study aimed to better understand the process of how grit is developed by interviewing fifteen professional athletes in various sports (i.e., NFL, CFL, WNBA, Olympics, Paralympics, and Rugby) through a grounded theory approach (Corbin & Strauss, 2008). This theory provided data that examined the perceptions and opinions of the athletes interviewed. Furthermore, these athletes were also surveyed on their grit level, conscientiousness, and mental toughness via the Short Grit Scale (Grit-S) (Duckworth & Quinn, 2009), Big Five Inventory (Costa & McCrae, 1995), and Sports Mental Toughness Questionnaire (SMTQ; Sheard, Golby, & van Wersch, 2009) to determine if any further explanation exists. Results showed specific factors that influenced the athletes' perception of grit including 1) the importance of social upbringing (e.g., influence from parents, coaches, teammates, etc.), 2) having balance between sports and life (e.g., having awareness of life beyond one's athletic career) and 3) having a positive outlook on obstacles (e.g., viewing setbacks as opportunities, no threats). These components outline characteristics of grit seen in athletic and can grant a better understanding of why grit matters in competition. Practical implications focus on applying various practices to cultivate athletic success over time.

PAN: Transition Out of Sport (SU 253)

Lead Author: Shir Wasserman, Minnesota State University, Mankato

Morghana Bean, Minnesota State University, Mankato

Sam Crowley, Minnesota State University, Mankato

Frida Farstad Eriksson, Minnesota State University, Mankato

During the course of an athletic career, the primary goal of most coaches and sport professionals is to facilitate performance enhancement with athletes and maximize their potential. This notion sometimes fails to address retirement from sport and the transition into the next chapter of life. Although the interest in this subject is growing, it seems that many athletes experience self-conflict and identity crises when adjusting to life without sport. Further research and discussion are needed in this matter due to its complexity and multidimensional determinants. Therefore, the panel members will explore the current presenting issues and literature of career transition among athletes. The Model of Career Transition, created by Taylor and Ogilvie (1994), will be the conceptual framework that will be examined and presented by the panel. This model includes transitioning factors such as causes for termination, transformative and adaptive aspects, available resources, career transition distress, and potential interventions for athletes. Each panel member will relate to their personal experience with their transition out of collegiate sport, and will draw some future recommendations for sport professionals to consider when helping athletes' progression into their post-athletic life.



Saturday 02/23/2019

10:00am - 11:00am: Keynote - Dr. Adrian Ferrera
Director of Counseling and Sport Psychology, Auburn University (SU 245)

11:00am - 12:00pm: Poster Presentations - Group 1 (SU 245)

Well-Being Therapy: An Approach to Increase Athlete Well-Being and Performance
Lead Author: Bailey Thompson
Bethel University
Additional Author(s): David Schary
Winthrop University

Reflections on Becoming a PhD Student: Lessons Learned
Lead Author: Derek Michael Zike
Additional Author(s): Monna Arvinen-Barrow
University of Wisconsin, Milwaukee

Sport Psychology Workshops in DIII Athletics: Development, Implementation, and Evaluation
Lead Author: Maggie Leininger
Additional Author(s): Sarah Anderson
Gustavus Adolphus College

Can Coach-Athlete Relationship Predict Mental Health Outcomes for Student-Athletes?
Lead Author: Jaelyn Walter
Additional Author(s): Madeline Fischer & Jana Fogaca
University of Wisconsin, Green Bay

High School Sport Injury Influence on Current Physical Activity and Physical Activity Motivation
Lead Author: Tyler Hobson
Additional Author(s): Bailey Hofmeister, Jessica Weideman, Krista Gadiant, & Jessica Albers PhD.
Minnesota State University, Mankato

Stress Inoculation Training and Mental Fatigue
Lead Author: Jacob Gallagher
Additional Author(s): Megan Svir, Jessica Albers PhD., & Jeremy Frost
Minnesota State University, Mankato

How do Anxiety and Self-Confidence Levels Affect Performance Under Pressure?
Lead Author: Sam Crowley
Minnesota State University, Mankato

Athletic Identity and Burnout
Lead Author: Connor Croan
Minnesota State University, Mankato

12:00pm - 1:15pm: Lunch (SU 245)

1:15pm - 2:15pm: Keynote - Panel - "Navigating the SEP field as a young professional"
(SU 245)

Jenna Halvorson, Mental Performance Consultant, The Mental Clutch,
Ken Ildefonso, Jr., Ph.D. Student, University of Wisconsin, Milwaukee,
Dr. Jana Fogaça, Assistant Professor, University of Wisconsin, Green Bay
Muna Mohamed, Girls on the Run



Saturday 02/23/2019

2:15pm - 3:15pm: Poster Presentations - Group 2 (SU 245)

LGBTQ+ Inclusion Policies and Practices: A Review of US Professional Sports

Lead Author: Frida Farstad Eriksson
Minnesota State University, Mankato

The Role of Sport Psychology in Division III Small Colleges

Lead Author: Sophia Hollingsworth
Additional Authors: Christi Johnson
Cornell College

Exploring Mental Toughness in Sport Injury Rehabilitation: A Grounded Theory Approach

Lead Author: Kenneth Ildefonso
University of Wisconsin, Milwaukee

Turfgrass Properties and Athlete Perceptions: Using GPS Data to Predict Injury and Performance

Lead Author: Brian Neff
Additional Author(s): Francesca Principe, Kristin Wood, Chase Straw, & Diane Wiese-Bjornstal
University of Minnesota, Twin Cities

Exploring the Use of Performance Strategies in Division I Athletes

Lead Author: Jessica Ford
Additional Author(s): Rebecca Beauchemin, Brianna Halama, Kenneth Ildefonso, Derek Zike, & Monna Arvinen-Barrow
University of Wisconsin, Milwaukee

Personality Traits in Sport and Individual Intervention Plans

Lead Author: Tomer Blas
Minnesota State University, Mankato

3:15pm - 4:00pm: Breakout Sessions

PAN: Coach-Athlete Relationship: How Coaches' Decisions Make an Impact (SU 201)

Lead Author: Tabitha Kunst, Minnesota State University, Mankato

Morghen Bean, Minnesota State University, Mankato

Maggie Cochrane, Minnesota State University, Mankato

Brandon Zurick, Minnesota State University, Mankato

Seth Elwood, Minnesota State University, Mankato

Coaches of athletes in any sport have to develop some type of relationship with their players. This relationship is often called the coach-athlete relationship (CAR; Park, 2003; Reimer & Chelladurai, 1995). Researchers have found that CAR has an influence on athlete performance, their physical and psychological development (Jowett & Cockerill, 2003), attitude, motivation, and emotional responses (Jowett, 2009; Stuntz & Spearance, 2007). The three basic psychological needs (BPN) are competence, autonomy, and relatedness, which has been found to be correlated with CAR. When these needs are satisfied they can determine an athlete's intrinsic (internal, for the love of the game) and self-determined extrinsic (external rewards such as money, fame, trophies, etc.) motivation (Mageau & Vallerand, 2010). Self-determined extrinsic motivation as opposed to non-determined extrinsic motivation has been shown to be more effective and leads to optimal performance (Vallerand & Rousseau, 2001). This panel seeks to cover different ways coaches can influence their athlete's motivation, performance, and psychological needs. Members of the five person panel include youth, middle school, high school, and college coaches offering personal experiences to assist current and future coaches.



Saturday 02/23/2019

3:15pm - 4:00pm: Breakout Sessions (continued)

PAN: First-Year Experience at AASP: Professional Development 101 (SU 256)

Lead Author: Frida Farstad-Ericksson, Minnesota State University, Mankato

Mikaela Fischer, Minnesota State University, Mankato

Megan Gossfeld, Minnesota State University, Mankato

Shir Wasserman, Minnesota State University, Mankato

A first-year graduate student panel will describe their experiences at the 2018 Association for Applied Sport Psychology Conference. The Annual AASP conference provides young professionals with an opportunity to network and learn from sport psychology experts. Conferences are essential to professional development and continuing education within the sport arena. Understanding opportunities and limitations within sport psychology is crucial for the success of aspiring professionals. Panelists gleaned insights into the professional and personal preparation needed to make a successful AASP experience. They will share their takeaways and advice for future attendees. As first-year graduate students, the panelists provide a diverse background of experiences and expectations for attending the AASP conference. Audience members will learn what to expect, how to prepare for AASP, and how to make the most of the conference. The panel will begin with an introduction of the panelists, their educational and athletic backgrounds, professional interests, and future career objectives. Questions will address the panelist's experience at the conference. Time will be allotted for audience Q&A.

SYM: Application of Acceptance-Based Approaches in Youth Sport (SU 245)

Lead Author: Michael Clark, M.Ed., UW-Milwaukee

Jenna Halvorson, M.A., The Mental Clutch

Ramon Diaz Jr., M.A. Candidate, Adler University

Consistent with recent calls to incorporate more acceptance based approaches within the field of sport psychology, this symposium aims to discuss the application of interventions from Acceptance and Commitment Therapy (ACT) and the Mindfulness Acceptance Commitment (MAC) model within mental health and mental performance settings. ACT is a third wave behavior therapy that targets psychological flexibility through 6 core processes of change including acceptance, mindfulness, committed action, cognitive defusion, self as context, and valued living (Hayes et al., 1999). ACT theory suggests that improvement in core processes of change is associated with improvements in overall well-being, where athletes with greater mental health have been shown to have greater athletic performance (Von Guenther & Hammermeister, 2007; Van Raalte, et al. 2015). MAC targets present moment attention, acceptance, and commitment to goal directed action to improve athletic performance (Moore, 2009). This relationship is vital for coaches, parents, mental health providers, and sport psychology professionals to consider as thorough consideration of all aspects of student-athlete identity lead to greater integrity of psychological considerations. While research integrating both theories into athletics exists (PMA: Goodman et. al., 2014, Brirrer & Morgan, 2012, Petrillo et. al., 2009; Values: Peachey & Bruening, 2012), direct applications of theoretically based interventions within an acceptance model are not often discussed. Clinical and coaching applications are provided.

SYM: This I Believe (SU 253)

Lead Author: Isaac Steffensmeier, Minnesota State University, Mankato

Ashley Rauli, Minnesota State University, Mankato

Kiley Lavanger, Minnesota State University, Mankato

Similar to Poczwadowski, Sherman, and Ravizza's (2004) article on professional philosophy in sport psychology service delivery, this symposium will present case examples of how a practitioner's professional philosophy stands as a fundamental component of sport psychology service delivery. Professional philosophy has a significant impact on the consultant's approach to the consulting process including gaining entry, assessment, conceptualization of the issue and intervention, and evaluation (Shertzer & Stone, 1968; Wallace, 1986). Differing approaches to sport psychology practice will be discussed in order to give insight into the dynamics of each approach, including how one's core beliefs and values affect one's theoretical paradigm, which then affect one's intervention techniques and methods. Furthermore, case examples will also include the formation process of professional philosophy. Finally, presenters will discuss the dynamics in working with consultants who hold differing philosophies. Advantages, barriers, and tips for successfully navigating this work will be provided.

4:00pm - 4:15pm: Closing Remarks (SU 245)

4:30pm - 6:30pm: Closing Reception

Maverick Bullpen

228 Wiecking Center, Mankato, MN 56001