

2019 AASP Northeast Regional Conference at Springfield College Program

Friday, March 1st

3:00-4:00pm Registration and Check-in (Health Science Center, Main Lobby)

3:45-4:00pm Opening Remarks (Health Science Center, Room 163)

Dr. Judy Van Raalte (Director, Athletic Counseling Program), **Dr. Jasmin Hutchinson** (Director, Sport and Exercise Psychology Program), **Gabrielle Salvatore & Emily Tyler** (doctoral students, Conference Planning Committee Co-Chairs)

4:05-5:05pm Keynote Address I – **Dr. Karen D. Cogan, Ph.D.** (Health Science Center, Room 163)
At the Olympics, Even the Sport Psychologist Must Be On

5:05-5:10pm Break

5:10-5:40pm Session 1

Session 1A: Lecture – **Siana Sylvester, M.Ed.** (Health Science Center, Room 163)

Lessons Learned: A Discussion on How to Get the Most Out of Your Graduate School Experience and Where to Go Next

Session 1B: Lecture – **Jim Helling, MSW** (Health Science Center, Room 165)

Adverse Childhood Experiences, Race and Mental Health Disparities in College Athletics

5:40-5:50pm Break

5:50-6:50pm Session 2 (Health Science Center, Room 163)

Workshop – **Genevieve Chandler, RN, Ph.D. & Jim Helling, MSW**

Changing Minds, Changing Lives: Fostering Resilience Among Diverse and At-Risk Student Populations

6:50-6:55pm Break

6:55-7:45pm Session 3 (Health Science Center, Room 163)

Panel Discussion – **Wayne Rodrigues, Kelvin Phan, Matthew Monaco, Judy L. Van Raalte, Ph.D. & Britton W. Brewer, Ph.D.**

Issues in Applied Sport Psychology Training in a Multidisciplinary Sport Injury Rehabilitation Setting

8:00-10:00pm Attendee Social (Cheney Dining Hall, Room A&B)

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SPORTPSYCHOLOGYSM


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8:30-11:30am Registration (Health Science Center, Main Lobby)

8:30-8:55am Breakfast (Health Science Center, Room 165)

9:00-10:00am Keynote Address II – **Dr. Becky Clark, Ph.D., CMPC, LCSW-R** (Health Science Center, 163)
The Power of Sport and Inclusion: Reflections of a Deaf Consultant and Diplomat

10:00-10:10am Break

10:10-10:45am Session 4

Session 4A: Paper – **Meghan Krasnow, M.A.** (Health Science Center, Room 163): *From the Role of a Sport Psychology Consultant: The Importance of Addressing Nutrition in Mental Health with Student-Athletes*

Paper – **Emma Kraus:** *Sport-Based Help Seeking: The Need for Mental Health Support within Collegiate Athletics*

Session 4B: Lecture – **Eric Belt, M.S.** (Health Science Center, Room 165)
Considerations for New Practitioners in Rapport Building

10:45-10:50am Break

10:50-11:50am Session 5 (Health Science Center, Room 163)

Workshop – **Matthew Monaco, Ian Reardon, Alexandra Avendano, Christopher Cannizzaro, Joseph Carbone, Madison Damm, Ashlee Groover, Matthew Rieger, J.P. Yezzi, Judy L. Van Raalte, Ph.D., & Britton W. Brewer, Ph.D.**

Counseling in Multidisciplinary Sport Injury Rehabilitation Settings

12:00-1:20pm Lunch (Cheney Dining Hall)

1:30-2:30pm Keynote Address III – **Dr. Kensa Gunter, Psy.D., CMPC** (Health Science Center, Room 163)
The A.I.R. We Breathe: Ethics and Cultural Competence in Sport Psychology

2:30-2:40pm Break

2:40-3:25pm Session 6

Session 6A: Roundtable – **Derrick Wong, CSCS*D** (Health Science Center, Room 163)
Recognizing Then Addressing the Reality of White Privilege in Sports

Session 6B: Workshop – **Ryan Socolow, Sarah Wooley, Allison Grace, M.A., & Elizabeth Mullin, Ph.D.** (Health Science Center, Room 165)
Facilitating an Inclusive Environment for Trans Athletes

3:25-3:35pm Break

3:35-4:35pm Session 7 (Health Science Center, Room 163)

Paper – **Caitlin Haworth:** *Anxiety and Pre-Performance Routines on Hitting Performance*

Paper – **Matthew Monaco:** *Concussion Frequency and the Decision to Retire from One's Primary Sport*

Paper – **Joseph Carbone:** *The Utilization of Sport Psychology Consultants in the National Hockey League*

4:35-5:00pm Closing Remarks and Raffle (Health Science Center, Room 165)

A Special Thanks To:

Aramark

AASP (Association for Applied Sport Psychology)

Springfield College Athletic Counseling Program

Springfield College Office of Conferences & Special Events

Springfield College Office of Marketing and Communications

Springfield College Psychology Department

Springfield College Sport and Exercise Psychology Graduate Program

Acknowledgements

Keynote Speakers

Dr. Becky Clark
Dr. Karen Cogan
Dr. Kensa Gunter

Springfield College Program Directors

Dr. Jasmin Hutchinson, Sport & Exercise Psychology
Dr. Judy Van Raalte, Athletic Counseling

Conference Planning Committee

Co-Chairs

Gabrielle Salvatore, Sport & Exercise Psychology

Emily Tyler, Counseling Psychology

Eric Belt, Sport & Exercise Psychology

Caitlin Haworth, Sport & Exercise Psychology

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Ashlee Groover, Athletic Counseling

Sophia White, Sport & Exercise Psychology

Madison Gustafson, Athletic Counseling

Lauren Williams, Athletic Counseling

2019 AASP Northeast Regional Conference at Springfield College

Keynote Speakers



Dr. Becky Clark is a licensed clinical social worker, mental performance consultant, sports diplomat, and mentor with a private practice in New York City. She has consulted with Olympians, Paralympians, and Deaflympians, U.S. Deaf Women's and Men's National Volleyball teams, U.S. Deaf Women's National Soccer team, college, youth and recreational athletes throughout her career. As therapist, she specializes in working with athletes with and without disabilities.

Dr. Clark earned her PhD in Kinesiology with a specialty in Sport and Exercise Psychology at Temple University and MSW in Clinical Social Work from New York University. Dr. Clark is a Certified Mental Performance Consultant (CMPC) and Fellow of the Association for Applied Sport Psychology and listed in the United States Olympic Sport Psychology Registry.

Dr. Clark has published in sports-related journals and books, and has presented papers at various national and international organizations. Dr. Clark served as a Sports Envoy to China to advance disability rights, inclusion and gender equality for the U.S. Department of State, and as an American Cultural Ambassador in the area of sports for the Deaf in Venezuela. She has worked with organizations, institutions and individuals from over 100 countries as a consultant and sports diplomat in the areas of leadership, mental skills training, youth sports, deaf & disability sport, trauma-informed sports, gender equality, inclusion and the use of sport as a tool for effective and positive social change. Dr. Clark has a long and rich history as a multi-sport elite athlete including four sport high school letter winner, former basketball player for Pat Summitt and the University of Tennessee Lady Vols, a three-time Deaflympian with one gold and two silver medals for the USA Deaf Women's Volleyball Team, and also competed in the 1991 U.S. Olympic Festival. She has played for two legendary Hall of Fame coaches in two different sports. She was a torchbearer for the 2002 Winter Olympics Torchbearer Relay Team.

Dr. Clark is a recipient of the President's Council of Fitness, Sports and Nutrition Community Leadership Award and New York University Silver School of Social Work Distinguished Alumni Award. She serves on the advisory boards of WomenSport International and Equality League.



Dr. Karen Cogan is a licensed psychologist and certified consultant, AASP (CC, AASP). She currently works at the U.S. Olympic Committee as the sport psychologist for acrobat and combat sports. Throughout her career, she has consulted with numerous individual athletes and teams including the U.S. Freestyle Mogul Ski team, the U.S. Taekwondo Team, the University of North Texas Athletic Department, and athletes through her private practice. She has attended six Olympic Games (2002, 2006, 2008, 2012, 2014, and 2016) as the sport psychology consultant for several Olympic medalists and their coaches. Cogan obtained her PhD in counseling psychology from Ohio State University and completed her clinical internship at the University of California, San Diego. Cogan

obtained her PhD in counseling psychology from Ohio State University and completed her clinical internship at the University of California, San Diego. Cogan earned her master of science in kinesiology (sport psychology emphasis) from UCLA and bachelor of arts in psychology, also from UCLA.

She has published in sport-related journals and presented papers at regional and national conferences. In 2000, she published her first book, "Sport Psychology Library: Gymnastics." She is a member of the American Psychological Association (APA) and has held positions of secretary treasurer and council representative for the Exercise and Sport Psychology Division 47 of APA. She also is a member of the Association for Applied Sport Psychology (AASP) and has served on the executive board as well as several committees for that organization. Cogan was a competitive gymnast for 10 years including college where she competed for UCLA's nationally ranked gymnastics team. Currently, she maintains her fitness by running and cycling and has competed in triathlons.



Dr. Kensa Gunter is a licensed psychologist in Georgia and a Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology (AASP). In her Atlanta based private practice, she provides individual counseling, sport psychology services, and consultation services to local organizations. Dr. Gunter primarily works with athletes including those competing at high school, collegiate, & professional levels. She also provides workshops and lectures locally and nationally on topics including, but not limited to, cultural diversity in sport, athlete mental health, and clinical work with athletic populations.

Dr. Gunter is originally from Athens, Georgia and she received her Psy.D. in Clinical Psychology with an emphasis in Sport Psychology from Argosy University in Phoenix, Arizona. She also holds Master's degrees in Clinical & Forensic Psychology and she has a Bachelor of Science degree in Psychology as well.

Dr. Gunter is passionate about helping people and decreasing the stigma around mental health, particularly within athletic & African-American communities. She is also an advocate for promoting education, awareness and action related to cultural diversity and inclusion. She is a member of the APA's Division 47: The Society for Sport, Exercise & Performance Psychology and served as the invited speaker for the Steven R. Heyman Memorial Keynote Lecture at the 2018 APA Convention. Within the Association for Applied Sport Psychology (AASP), she serves as a member of the Diversity Committee. She has previously served on the Certification Review Committee and the Interim Certification Council and she was the Coordinator for the 2017 AASP-HBCU Regional Conference planning committee. Dr. Gunter is also listed on the United States Olympic Committee Sport Psychology Registry.

Helpful Information

Listed are the locations of the all gender restrooms in the Health Sciences Center

- Americans with Disabilities Act (ADA) Accessible — Basement & First Floor
- Non-ADA Accessible — First Floor

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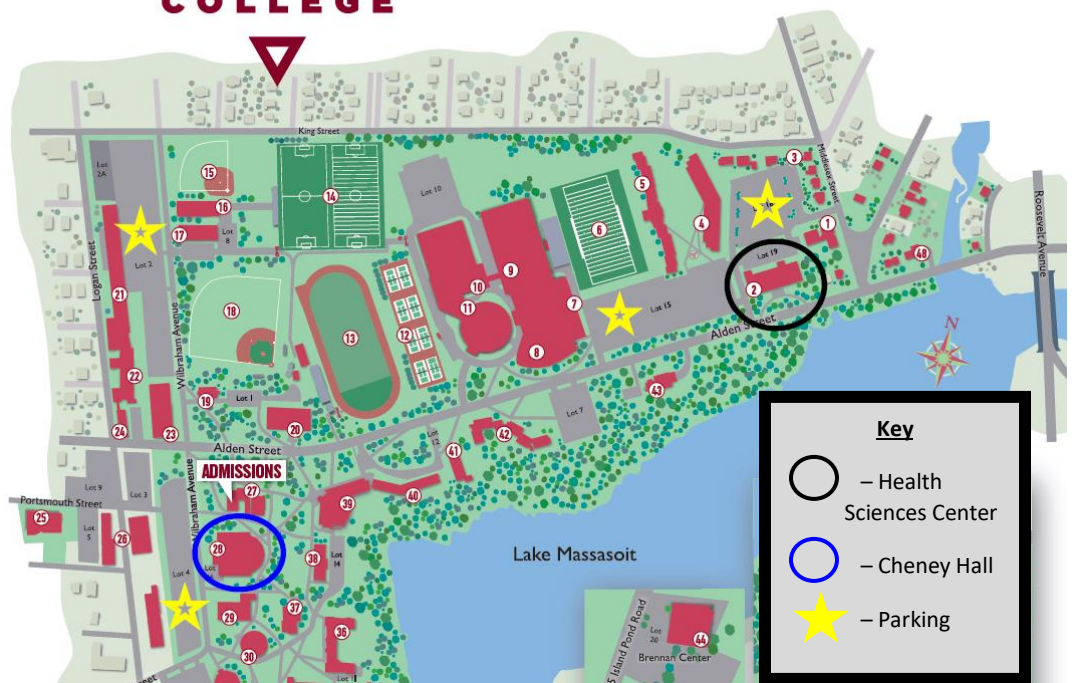
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2019 AASP Northeast Regional Conference at Springfield College

Abstracts

Friday, March 1st

4:05-5:05pm Keynote Address I, Dr. Karen D. Cogan, Ph.D. (Health Science Center, Room 163)

At the Olympics Even the Sport Psychologist Has to be On

Olympic athletes, especially those who win Gold, are some of the most sought-after individuals in the world. As they progress through training and preparation each Olympic Quadrennium they are aware that an Olympic performance can make or break their athletic careers. Depending on their result, the path of their lives can change in a matter of seconds, minutes, or a single day. Because of the high stakes in sports, the sport psychologists who assist the elite of the elite in coping with this process face their own stress in performing under immense pressures. This presentation will focus on the Olympic athlete environment and providers of sport psychology services in that domain. The challenges, stressors and mindset of athletes will be outlined, followed by the pressures sport psychologists face in the preparation for and competition at the Olympic Games. Best practices in providing sport psychology services (e.g., use of mindfulness, energy management, and team cohesiveness interventions), challenges of addressing both personal and performance issues (McCann, 2008), and the use of innovative technology will be addressed. Several examples of immediate needs during Olympic competition and the ensuing interventions will be used to paint a picture of the intensity of this environment. The sport psychologist's own reactions to unexpected issues as well as choice points in intervening with teams will be discussed. Finally, maintaining perspective and self-care in this constant high-performance environment will be examined as "survival strategies" for providers.

5:10-5:40pm Session 1A, Lecture, Siana Sylvester, M.Ed. (Health Science Center, Room 163)

Lessons Learned: A Discussion on How to Get the Most Out of Your Graduate School Experience and Where to Go Next

Students entering a two-year Master's program in sport and performance psychology are eager to build their skills so that they can graduate, get paid, and support athletes in reaching their goals. Throughout the two years, students spend time meeting one-on-one with athletes, creating workshops for teams, and completing their coursework. However, if a student is not planning to pursue a PhD, a PsyD, or become a licensed Mental Health Counselor, it is unclear how they will continue to build off what they learned in order to land their first paid job. It is easy after graduate school for a student to feel like they are stuck on an island since their access to accomplished professors and leaders in the field are no longer part of their day-to-day. This presentation will cover Siana Sylvester's (M.Ed.) journey as a young professional following graduate school and she will answer questions like (1) What advice do I wish I got when I was in graduate school? (2) Where was my time best spent? and (3) What opportunities can students consider for their future career path outside of sport? Key learning points include: a) starting your journey in the workplace is difficult and you must be patient to have long-term success, b) how to make the most valuable use of your time during your graduate career, and c) learn how the skills you gained during your Master's program apply outside of sport. Audience will leave with an open mind and an honest response to "What do I do after I graduate?"

5:10-5:40pm Session 1B, Lecture, Jim Helling, MSW. (Health Science Center, Room 165)

Adverse Childhood Experiences (ACE), Race and Mental Health Disparities in College Athletics

Allostasis has been proposed by neurobiologists as a conceptual tool useful in referencing the accumulated demand on an organism to adapt to stress exposure. Elevated allostatic load and high levels of exposure to early-life adversity are identified as primary factors affecting health risk across a broad range of physical, emotional and behavioral disorders. At the same time, identity-based disparities in health, psychosocial, developmental and student outcomes among diverse populations of student-athletes are well-documented in multidisciplinary literature. This presentation reviews research and other literature documenting disparities in exposure to life adversity, allostatic load, student experience, general health risk, psychological health outcomes and psychosocial development among student-athletes at predominantly White institutions who identify as Black. By connecting the dots of systemic disparities and inequities, this presentation explores implications for campus climate, culture, and social justice, providing a foundation for informed, focused, broad-based, student-centered, action-oriented dialogue among providers, athletes, administrators and other stakeholders.

5:50-6:50pm Session 2, Workshop, Genevieve Chandler, RN, Ph.D. & Jim Helling, MSW (Health Science Center, Room 163)

Changing Minds, Changing Lives: Fostering Resilience Among Diverse and At-Risk Student Populations

The transition to college can challenge pre-existing student resilience. This presentation introduces an educational and psychosocial intervention, Changing Minds, Changing Lives (CMCL), designed to strengthen resilience competencies among entering student-athletes. After outlining the theoretical foundations of the model and the intervention components, the presentation reviews the research investigating the effectiveness of CMCL in a series of recent studies (n=40; 80% Black). Quantitative and qualitative data indicated positive changes in resilience competencies and related student engagement indicators. Increments of change were positively correlated with rates of exposure to childhood adversity. The theory and research are presented in the context of a presentation whose format follows the structure of CMCL sessions with opening guided mindfulness practice, brief didactic presentation on a resilience-related topic, prompted free writing and structured sharing of narratives followed by a participatory closing ritual of reflection.

6:55-7:45pm Session 3, Panel Discussion, Wayne Rodrigues, Kelvin Phan, Matthew Monaco, Judy L. Van Raalte, Ph.D. & Britton W. Brewer, Ph.D. (Health Science Center, Room 163)

Issues in Applied Sport Psychology Training in a Multidisciplinary Sport Injury Rehabilitation Setting

This panel discussion will focus on issues associated with the development and maintenance of a training program in which psychosocial services are provided in a college-based sport injury clinic. Panelists will include the clinic director, a clinic supervisor, and administrators of the program. After presenting a brief overview of the history and current status of the program, the panel will address the processes of gaining entry into the clinical setting, recruiting and training staff, and establishing the acceptability of psychosocial services with the clinic's patient population. The panel will discuss strategies for maintenance of the program, including multidisciplinary educational opportunities, program assessment and evaluation, and leadership transitions and retention. Issues associated with the day-to-day provision of psychosocial services in the sport injury rehabilitation environment, such as collaboration (e.g., coordination of sessions, rapport building, mentoring, reciprocal learning), assessment, medical record keeping, external counseling sessions, and ethical challenges (e.g., confidentiality, dual role relationships, conflicts of interest), will be examined. The session will conclude with consideration of the sustainability and transferability of the program. Opportunities for interactive discussion and audience participation will be provided.

Saturday, March 2nd

9:00-10:00am Keynote Address II, Dr. Becky Clark, Ph.D., CMPC, LCSW-R (Health Science Center, Room 163)

Reflections of a Deaf Consultant and Diplomat

Olympic Sport has the power to inform, empower and transform. Sport transcends language, social and cultural barriers to unite people. Deaf as a result of childhood trauma, Dr. Becky Clark shares how the power of sport and inclusion plays a significant role in overcoming adversity, discrimination and oppression and embracing diversity. She will discuss her career experiences as a therapist, mental performance consultant and sport diplomat in advancing the Sport for All movement with athletes with and without disabilities in diverse settings and the opportunities that abound for sport psychology practitioners on a global scale.

10:15-10:45am Session 4A, Paper, Meghan Krasnow, M.A. (Health Science Center, Room 163)

From the Role of a Sport Psychology Consultant: The Importance of Addressing Nutrition in Mental Health with Student-Athletes

Nutritional intake and nutrients are not often discussed in the fields of counseling and sport psychology, yet nutrition is an important factor in one's quality of mental health. Over ninety percent of serotonin, the neurotransmitter associated with elevating and regulating mood, is produced in the gut (Koopman, 2017). Nutrition and gut health may play more of an integral part of the overall health and wellbeing than is recognized by the counseling field (Foster and McVey Neufeld, 2013; Lakhan and Vieira, 2008; Rechenberg, 2015). With athletes in particular, nutritional and energy demands are not only vital to function as a student, but to optimally perform as athletes. This session intends to increase the awareness of this issue and show how to stay within our scope of practice while ensuring our clients and student-athletes are getting the necessary nutrients for greater mental health and wellbeing.

10:10-10:45am Session 4A, Paper, Emma Kraus (Health Science Center, Room 163)

Sport-Based Help Seeking: The Need for Mental Health Support within Collegiate Athletics

Collegiate student-athletes face unique challenges due to their dual commitments of performing academically and athletically (Fletcher, Benschhoff, & Richburg, 2003). Although previous research has been done examining how exercise and sport has a positive correlation with the mental health and wellbeing of college students (Beable et al., 2017), little research has been done examining how the mental health of student-athletes influences and is influenced by collegiate athletics. The current research study analyzed the rates of help-seeking behavior in student-athletes when trying to manage their mental health, specifically anxiety and depression. A total of 109 participants between 18 and 22 years of age from a Division III collegiate athletic program participated in this study. To evaluate the mental health and help-seeking behavior and tendencies, researchers used the Patient Health Questionnaire (PHQ-9) and the General Anxiety Disorder-7 (GAD-7) scale. In addition, sport specific information, in-season-scaling, injury, demographic information and accessibility to counseling on and off-campus was also collected for further analysis. The high results of anxiety and depressive symptoms recorded in the research study indicate that continuing research is needed to determine how student-athletes can be better supported throughout collegiate athletic departments.

10:10-10:45am Session 4B, Lecture, Eric Belt, M.S. (Health Science Center, Room 165)

Considerations for New Practitioners in Rapport Building

This lecture will present concepts for new practitioners to consider on the topic of rapport building. For many novice Mental Performance Consultants, it can be a challenge to build rapport with their performers. New consultants are typically trying to figure out what methods work and don't work for them as practitioners. The process of building rapport is typically addressed in graduate training. However, many students have to gain hands-on experience to figure out what works and what doesn't for them. Many times it is left to the consultant to figure out the rapport building process themselves. Without rapport mental performance consulting can be difficult and sometimes ineffective. Building an awareness of the different concepts that go into rapport building can help expedite some of the uncertainties as a new practitioner. The presenter will address topics such as; introspection prior to starting applied work, non-humanistic and humanistic factors that affect rapport, working with different populations, and takeaways for their practice. The presenter will draw on their own experience in gaining over 260 direct contact hours in the last two years as a student.

10:50-11:50am Session 5, Workshop, Matthew Monaco, Ian Reardon, Alexandra Avendano, Christopher Cannizzaro, Joseph Carbone, Madison Damm, Ashlee Groover, Matthew Rieger, J.P. Yezzi, Judy L. Van Raalte, Ph.D., & Britton W. Brewer, Ph.D. (Health Science Center, Room 163)

Counseling in Multidisciplinary Sport Injury Rehabilitation Settings

As evidence of the beneficial effects of psychological interventions on sport injury rehabilitation outcomes accumulates (for a review, see Brewer, 2010), sport psychology consultants may be increasingly called upon to provide services to athletes with injuries. Serving as a member of a multidisciplinary treatment team for athletes with injuries presents sport psychology consultants with a unique set of professional challenges (Arvinen-Barrow & Clement, 2015), such as marked restrictions on the amount of time available for interaction with athletes, issues in documenting work of a psychological nature in a multidisciplinary environment, and clients lacking motivation for treatment adherence. In light of these challenges, the primary learning objectives of the proposed workshop are to enhance awareness of and proficiency in using sport psychology consulting skills of potential utility in multidisciplinary sport injury rehabilitation settings. The specific skills to be addressed in the workshop are maintaining awareness of confidentiality issues in applying psychology in multidisciplinary settings, eliciting focal content for consulting, and introducing and clarifying one's role as a consultant. Role playing activities will be used to provide workshop participants with opportunities to craft and rehearse implementation of introductory communication and gain context-specific practice in eliciting focal content for consulting. An issue-focused small group discussion format will be used to facilitate thoughtful decision-making in matters pertaining to confidentiality in the provision of counseling services in multidisciplinary environments. Workshop activities will be debriefed in the context of sport psychology practice in multidisciplinary sport injury rehabilitation settings.

1:30-2:30pm Keynote Address III, Dr. Kensa Gunter (Health Science Center, Room 163)

The A.I.R. We Breathe: Ethics and Cultural Competence in Sport Psychology

This session will primarily focus on the importance of cultural competence within applied sport psychology. Cultural competence will be defined and relevant aspects of the AASP ethics code related to cultural competence will be reviewed. The presenter will discuss the role of advocacy and inclusion in creating culturally inclusive spaces. Additionally, participants will be challenged to consider their role and responsibility in developing and maintaining cultural competence across their professional lifespan.

2:40-3:25pm Session 6A, Roundtable, Derrick Wong, CSCS*D (Health Science Center, Room 163)

Recognizing then Addressing the Reality of White Privilege in Sports

The goal of the roundtable is to discuss the role of white privilege in sports and how coaches, administrators, sports psychologists, and practitioners can facilitate in dialogue, changes in policy and procedure, identifying qualified prospects, and embracing diversity to create a better representation of the players that make up their teams. Scholarly literature in the sociology of sport coaching identifies white privilege influencing athlete and coaching outcomes and offers a solution to promote change to provide equitable opportunities. The presenter will lead a discussion about people's experiences or observations of where they have encountered white privilege in their athletic careers, educational experiences, or working background.

2:40-3:25pm Session 6B, Workshop, Ryan Socolow, Sarah Wooley, Allison Grace, M.A., & Elizabeth Mullin, Ph.D. (Health Science Center, Room 165)

Facilitating an Inclusive Environment for Trans Athletes

Consideration of transgender (trans) and gender non-conforming (GNC) athletes is essential in the creation of an inclusive athletic environment. MPCs can advocate for trans and GNC athletes in a pro- active, rather than reactive way. Many issues involving trans people are a consequence of the barriers faced and negative repercussions in a domain that is frequently gender-segregated (James et al., 2016). The Minority Stress Model is an adapted constraints-based theory linking stressors specific to trans people to the consequences of discrimination and alienation (Meyer, 2003). A proactive stance to trans inclusivity in sport should humanize the athlete to others and then work to normalize their existence in a rigid culture of sport. An increasing number of young people identify as trans and the prevalence of the trans population in the athletic setting is increasing (Human Rights Campaign, 2018). A proactive approach is important for sport personnel (e.g., coaches, administrators, ATCs, officials etc.) to help advocate and build an inclusive environment and appropriately address trans athletes' needs. Further, schools have varying levels of policy in place for trans students, and sometimes athletic departments have no policy - often until there is a trans or GNC athlete. The proposed workshop will teach basic terminology surrounding the trans population; describe some of the common processes and issues trans athletes experience; present potential steps sport personnel can take to help to create an inclusive environment and appropriate policies; and participants will role play potential scenarios they may experience interacting with trans athletes.

3:35-4:35pm Session 7, Paper, Caitlin Haworth (Health Science Center, Room 163)

Anxiety and Pre-Performance Routines on Hitting Performance

Previous research has demonstrated the beneficial effects of pre-performance routines on athletic performance such as increased accuracy and consistent success (Bell, Finch, & Whitaker, 2011; Czech, Ploszay, & Burke, 2014; Foster, Weigand, & Baines, 2006; Gröpel & Beckmann, 2017; Judge et al., 2016; Mesagno & Mullane-Grant, 2010; Velentzas, Heinen, & Schack 2011). Despite much research being studied in a wide range of sports, pre-performance routines have not been extensively studied in the sport of baseball.

The current study analyzed the influence of a pre-performance routine consisting of a self-talk component, a breathing component, and a visualization component on anxiety and baseball hitting performance. No significant difference was found in hitting performance with or without a routine. No significant difference was found in Cognitive Anxiety, Somatic Anxiety, or Self-Confidence with regard to routine. Despite non-significant findings, the researcher highlights the implications of pre-performance routines for both athletes and coaches. Pre-performance routines are an important preparation for successful performance.

3:35-4:35pm Session 7, Paper, Matthew Monaco (Health Science Center, Room 163)

Concussion Frequency and the Decision to Retire from One's Primary Sport

Research has indicated that there is a link between concussions and long-term negative cognitive effects (Graham, Rivara, & Ford, 2014). Concussions and their effects have been a concern in the sports world (Harris Health System, 2016). After a concussion, athletes may question whether they want to take the risk of continued participation in their sport (Kerasidis, 2014). Researchers have not yet investigated what the total number of concussions would be for an athlete to decide on retirement from sport. The purpose of this study was to assess, from the perspective of athletes, the total number of concussions they would have to sustain it before they would decide to retire from their primary sport. Because the risk for concussion is greater in contact and collision sports than limited contact sports (NCAA, 2014) and because the "no pain, no gain" culture is especially entrenched in men's sports (Nixon, 1992, 1994), it was hypothesized that the total number of concussions reported to bring about retirement will be higher for contact and collision sport participants and men's sports participants than for limited contact sport participants, and women's sports participants, respectively. To test these hypotheses, an online survey was conducted in which 250 NCAA intercollegiate and club sport athletes were asked to indicate: (a) their primary gender and university or college sport in which they were an active participant; (b) the total number of concussions they would have to sustain to retire from their primary sport; (c) medical history of diagnosed and undiagnosed concussions. More than half of the participants ($n = 136$), reported sustaining at least one concussion. The modal number of concussions chosen to retire was 3. Results of a 2 (type of sport) x 2 (gender) ANOVA indicated that the total number of concussions reported to bring about retirement was significantly higher for participants in contact and collision sports, than for participants in limited contact sports. The total number of diagnosed and undiagnosed concussions reported by participants was positively correlated with the total number of concussions that participants indicated they would have to sustain before choosing ($r = .46$) to retire. The findings suggest that athletes' sport and concussion history may play a role in persistence in sport involvement after experiencing sport-related concussion.

3:35-4:35pm Session 7, Paper, Joseph Carbone (Health Science Center, Room 163)

Research The Utilization of Sport Psychology Consultants in the National Hockey League

There has been increasing interest in expanding sport psychology employment opportunities, especially in professional sports (e.g., Connole et al., 2014; Mugford et al., 2017). While some investigations have focused on the utilization of sport psychology consultants at the collegiate level (Hayden et al., 2013), fewer studies (e.g., Klonsky et al., 2013, 2015) have dealt with the nature and prevalence of sport psychology services in professional sports. Based upon the percentage of NBA teams (33%) and MLB teams (36%) listing sport psychology consultants in their website media guide directories (Klonsky, 2013, 2015) and the stigma sometimes attached to utilizing sport psychology consultants at the professional and college levels (Hayden et al., 2013; Zakrajsek et al., 2011), an underreporting and underutilization of such services were predicted. Those predictions received solid support. Content analyses of the listing of professionals including sport psychologists and mental skills consultants on NHL.com online website media guides/directories were done. Over 38% of NHL teams provided such listings on their website. Interjudge agreement assessment (82%) in classifying the sport psychology and mental skills consultants was challenging due to a lack of uniformity in how they were listed in the website media guides. Google searches on those same professional titles for NHL teams not listing such professionals uncovered additional teams using sport psychology consultants. Phone calls to check on utilization of sport psychology consultants will be made to those NHL teams not listing sport psychology professionals on their website. Long-term trends in the use of sport psychology consultants will be provided with the use of Sporting News Official NHL Guides (1989-2005 when publication ceased). It should also be noted that few NHL hockey teams employed AASP-credentialed or multiple sport psychology consultants. Suggestions for dealing with underreporting and underutilization of sport psychology professionals will be highlighted at the meeting.