

March 15, 2021 – On Demand Webinar

March 29, 2021 – LIVE Q&A 4-5 EST

Substances and Sport: You gotta know your stuff! 2 CEs

LaTisha Bader, Ph.D.

Program Overview:

Cannabis has become commonplace, with increasing legalization nationally and internationally. Professional leagues and sport organizations have followed suit by eliminating or decreasing testing and penalization for use. This presentation will revisit the continued changes and trends in cannabis use, perception of risk, and share authentic exchanges between staff and athletes.

Along with diagnostic criteria, up-to-date information about the influence of substances on performance will be shared in order to improve points for motivational interviewing (MI). The mental and physical effects of cannabis will be highlighted, and the use of substances and at-risk behaviors in conjunction with cannabis will be profiled. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Identify changes in product, policy and perception that influence athletes
2. Recall current evidence-based effects on the physical and mental health of athletes and balanced ways to share the information
3. Review diagnostic information regarding at-risk use vs substance use disorders

Presenter credentials:

Dr. Bader has worked in the field of mental health and addiction for more than 17 years. She graduated from the University of North Texas in 2007 with a PhD in counseling psychology and specialization in sport psychology and completed her postdoctoral fellowship in Chemical Dependency at the University of Oklahoma Health Sciences Center. She is a Licensed Psychologist and Licensed Addiction Counselor, in addition she also a Certified Mental Performance Consultant working with elite athletes and teams.

Dr. Bader has worked in a variety of treatment settings including residential, outpatient, private practice, and Native American health care. She spent time in the sport environment in collegiate athletic departments and working with professional teams. She currently compliments the multi-disciplinary team at Women's Recovery by serving as the Chief Clinical Officer, advancing treatment for women. In addition, she maintains a private practice offering counseling, consultation, educational presentations, and sport psychology services. She serves on the Speakers Bureau for the National Marijuana Initiative as a subject matter expert on emerging research, addiction and treatment. There is no financial support or any potential conflict of interest or commercial for any of the instructors of the program.

Format:

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April 9, 2021 – On Demand Webinar
April 23, 2021 – LIVE Q&A 3-4pm EST

House of Mirrors Examining Social Identities and Diversity Issues in Group Therapy: Knocking at the Boundaries 1.5 CEs

Cindy Aron, LCSW

Program Overview:

The challenge of identity for elite athletes is rooted in a twisted tale of torn loyalties, fidelity to self, loyalty to others. Exceptional, physical talents create early social visibility and reinforcement. Athletic events in ancient Greece were tied to religion, held in honor of the God Zeus, Chief of All Gods. The convergence of myth expressed in human form gives way to a cultural idealization of the athlete. The socially ascribed identity is imposed on the individual during crucial developmental years. This can interfere with the normative explorations of self, putting the individual at risk for identity foreclosure, as well as other kinds of developmental compromise. This presentation will examine the complications for the developing self, as well as the dynamics at play socially which can create confusion/conflict for the athlete. The intersectionality of other crucial identities will be addressed, as well as the ongoing experience with pandemic and heightened social discord. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Discuss the ways in which the socially ascribed athletic identity influences identity development among athletes.
2. Describe the impact of athletes intersecting identities and their experiences during the pandemic and social discord.
3. List the developmental binds athletes can experience in the service of developing other aspects of their identity

Presenter credentials:

Cindy Miller Aron, LCSW, CGP, FAGPA, athletic consultant/provider in Portland, Or., Sports Medicine Portland State Univ., Adj. Asst. Professor of Population Health, College of Osteopathic Medicine Pacific, COMP-Northwest. Instructor ASWIS Certificate Program and the IOC Diplomate Certificate. Chapter on athletic identity in “Examining Social Identities and Diversity Issues in Group Therapy: Knocking on the Boundaries.”(2020)

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May 5, 2021 – On Demand Webinar

May 19, 2021 – LIVE Q&A 4-5pm EST

Ethics , Burnout and the CCSPA Salary and Position Study 2 CEs

Tom Golightly, Ph.D., Erin Haugen, Ph.D., Michelle Joshua, Ph.D., Michelle Garvin, Ph.D., Erica Force, PhD., Kelli Moran-Miller, Ph.D.

Program Overview:

Recent findings indicate that nearly half of psychologists report high levels of emotional exhaustion. Burnout has been shown to develop due to chronic stress or distress, which has negative implications for both physical and mental health, as well as overall well-being. Contextually, the media has documented how the large-scale, societal events of the last year have created additional pressures on athletes and mental health professionals. However, there is a relative dearth of information about how job demands, resources and personal characteristics affect burnout among practitioners, and even less information about the strain on providers of clinical sports psychological services. It could be argued that it has never been timelier, or imperative, to discuss how our positions are structured and the impact they have on the ethical execution of our health care services. This presentation looks at how the CCSPA membership can collectively aid individual members (and the institutions they work for) to ethically conceptualize positions, reimbursements, and job structures in order to construct positions that are set up to provide the highest quality of services to athletes. We will outline trends in the 2020 Salary and Position survey findings and possible ethical implications for client load expectations, provider/athlete ratios and the creation of guidelines which are barriers to responsible/ethical service delivery. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Summarize how stress related to job demands and societal events impact mental health professionals.
2. Describe how positions, reimbursements, and job structure aid in the provision of high quality services.
3. List potential ethical implications of the high demand placed on practitioners and potential barriers to providing responsible and ethical services.

Presenter credentials:

Dr. Tom Golightly is currently the Assistant Director-Athletics for BYU Counseling and Psychological Services (CAPS). He graduated Summa cum Laude from the University of Arizona in the year 2000. He then completed his Ph.D. at BYU in Counseling Psychology in 2007. He completed his APA-accredited internship at Texas A&M University Student Counseling Service and worked for a time at Texas Tech University's Student Counseling Center as the liaison for the Department of Athletics. Tom returned to BYU in 2008, joining the clinical faculty in CAPS. Since his initial appointment, Tom has served in various clinical and administrative positions. He was awarded the rank of Clinical Professor in 2018. He is currently the Research Chair for the Advisory Board for the Collegiate Clinical/Counseling Sport Psychology Association (CCSPA) and is a contributing member of an NCAA task force on mental health issues affecting student-

athletes. He also runs a small private practice, mainly consisting of clients who are athletes of all ages and at all levels of competition. There is no financial support or any potential conflict of interest or commercial for any of the instructors of the program.

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May 10, 2021 – LIVE WORKSHOP 3-5pm EST

Changing Minds, Changing Lives: Multicultural Resilience Training in Elite College Athletics 2 CEs

Jim Helling, LICSW

Program Overview:

Changing Minds, Changing Lives (CMCL) is an evidence-based resilience training program piloted with majority Black groups of NCAA DI athletes at UMass, Amherst. The 10-session model is offered as a one-credit first-summer academic seminar for entering football and basketball players. 5-session and ongoing versions have been used to build, bolster, or rebuild team cohesion and resilience both in pre-season training and during the period of competition. Outcome research was supported by an NCAA Innovations Grant in 2017. The CMCL program was instituted at UMass, Amherst for the explicit purpose of addressing race-based mental health outcome and resource utilization disparities among college athletes.

CMCL model-design goes beyond cultural sensitivity and competence to promote culturally-salient resonance among historically marginalized and underserved college athlete populations.

This 120-minute presentation will follow the interactive, experiential format of a CMCL class session with opening guided mindfulness practice followed by a brief presentation of the theory and research supporting CMCL. The heart of the program and the heart of this workshop will be prompted participant free writing followed by structured sharing of stories. The writing prompt will be selected to invite personal reflection and narrative expression related to multicultural encounters in working with athletes. Participants and the facilitator write and share together using an affirming and strengths-based protocol. The workshop will include a closing ritual providing opportunity for participants to share affirmations, appreciations and appraisals followed by q & a. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Describe the importance of culturally-salient resonance among historically marginalized and underserved college athlete populations.
2. Describe one's own multicultural encounters while working with athletes.
3. Implement aspects of the CMCL with student-athletes and facilitate discussion on multicultural resilience.

Presenter credentials:

Jim Helling, LICSW, CMPC (male pronouns) is a psychotherapist, educator, and mental performance consultant specializing in complex traumatization and adaptive resilience. He was an embedded psychotherapist and performance consultant in the UMass, Amherst Department of Athletics from 2005-2019 and directed the Athletic Counseling Office (ACO) from 2011-2019. He currently coordinates Changing Minds, Changing Lives, the campus-wide resilience program initiative at UMass. In addition to clinical and consultation work with athletes, Jim is a faculty member in the Alliance of Social Workers in Sports Certificate Program. He also leads cultural somatics workshops to explore the embodiment of White identity and facilitate intersectional group

dialogues. His publications and presentations focus on topics related to the social ecology of adaptive resilience responses, mental health disparities, , multicultural equity in college athlete mental health systems, moral injury, and trauma-informed care. Jim Helling has an ownership interest in Two Trees, LLC, which provides resilience training and organizational consulting services based on the Changing Minds, Changing Lives model. The work behind this presentation was previously supported by an NCAA Innovations Grant in 2017. There is no financial support or any potential conflict of interest or commercial for any of the instructors of the program.

Format:

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June 7th, 2021 – On Demand Webinar
June 21, 2021 – LIVE Q&A 12pm EST

Developing and Sustaining Sports Psychology in Organizations: Perspectives and Practices 2 CEs

Charlie Maher, Ph.D.

Program Overview:

Fostering the mental performance and mental health of athletes, coaches, support staff, and executives in organizations can be considered as a basic intent of applied sport psychology. As such, the task of developing sport psychology programs and sustaining them is an important and challenging one, albeit not linear in nature and scope. Within a socio-cultural-political context, this webinar will discuss a systems framework that has proven valuable for collaborating with stakeholders in clarifying, designing, implementing, evaluating, and adjusting a range of sport psychology programs in collegiate, professional, and other organizations. Actual case examples will be used to illustrate the application of the framework, while opportunities will be provided to participants to discuss with the webinar presenter their own programmatic experiences and work. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Recognize the range of sport psychology programs that can be designed and implemented in professional, collegiate, and secondary education levels.
2. Describe a systems approach to sport psychology program development that recognizes interrelationships between and among individual, team, and organizational levels of intervention and that pinpoints opportunities for program design and implementation.
3. Assess the mental and emotional needs of athletes, coaches, support staff, and administrators as a basis for the design of sport psychology programs.
4. Determine the readiness of an organization for the implementation of sport psychology programs as a basis for troubleshooting social and political problems.
5. Collaborate with key stakeholders, including athletes, in the design of sport psychology programs that have a high likelihood of being implemented and that have value for athletes and others, including their continuance.
6. Facilitate and monitor the implementation of a sport psychology program, while using implementation data to make program adjustments, as indicated.
7. Evaluate the worth, merit, and outcomes of a sport psychology program and the structuring of the communication of resulting evaluation information as part of an annual program report.

Presenter credentials:

Charles A. Maher, PsyD, CMPC, FASSP is Sport and Performance Psychologist, Senior Director of Personal and Organizational Performance, Cleveland Indians Baseball Organizations as well as Professor Emeritus of Psychology, Rutgers University. With regard to webinar content, Dr. Maher has 35 years of professional psychology practice in designing, implementing, and evaluating sport and performance

psychology programs at professional, collegiate, and secondary education levels in a range of sport organizations in the United States and other countries. In this regard, his most recent book is, *Developing and Sustaining Sport Psychology Programs: A Resource Guide for Practitioners*. 2021. London and New York: Routledge. There is no financial support or any potential conflict of interest or commercial for any of the instructors of the program.

Format:

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June 14, 2021 – On Demand Webinar

June 28, 2021 – LIVE Q&A 12-1pm EST

Supporting LGBTQ+ Athletes: Settings, Systems, and Policies 2 CEs

Amanda Alexander, PhD, Mac Brown, PsyD, Weston Durham, MA, LPC,
Michelle Montero, PsyD

Program Overview:

This presentation will provide a brief history and overview of LGBTQ athletes (specifically around sexual orientation and gender identity) and the experiences/challenges they have faced at the youth, collegiate, and professional levels regarding inclusion, safety, and support. A review of policies, both at institutional and national levels will be discussed, and recommendations for how to advocate for support, change in the culture of the setting, and a case example will be discussed. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Describe the experiences/challenges of LGBTQ athletes across various levels of sport.
2. Critique the level of inclusion, safety, and support from institutional and national level policies.
3. Advocate for change to promote a more inclusive and safer environment for LGTBQ athletes.

Presenter credentials:

Amanda Alexander is a Licensed Psychologist specializing in Counseling & Performance Psychology and founder of Stretch Performance Psychology, a private counseling + consulting practice. Amanda specializes in working with high performing and creative populations such as athletes, military, performing artists, physicians/surgeons, business executives, and graduate students. She graduated from the University of Tennessee's Counseling Psychology Scientist-Practitioner-Advocate model, which integrated social justice advocacy training into skills development and application for practice.

Mac Brown is a Licensed Psychologist and Certified Mental Performance Consultant through AASP currently working at Psychological Health and Performance and CU Boulder Athletics as the assistant director and training coordinator. Mac specializes in working with depression, anxiety, inter/intrapersonal challenges, identity, sexual orientation, gender identity, and sport performance. He graduated from The Chicago School of Professional Psychology-Chicago Campus for both his masters and doctorate.

Dr. Michelle Montero is a licensed clinical psychologist and founder of Alchemy Performance Consulting, LLC in Chicago, IL. In her work as a trained clinical psychologist and sport psychology consultant, she works with a large variety of clients and athletes dealing and their presenting concerns including identity, trauma, mood/anxiety disorders, perinatal and postpartum mental health, sports

injury/rehabilitation, performance, and athletic career transitions. She uses a holistic, collaborative, empowerment, and strength-based approach. Dr. Montero is currently pursuing a certification in the treatment of trauma, perinatal mental health certification (PMH-C), and CMPC.

Weston is in his second year of the Counseling Psychology Doctoral program at Oklahoma State University. He currently works with LGBTQ+ individuals through the university clinics. He focuses on research related to advocacy and experiences of marginalization on LGBTQ+ issues with an eye to sport and religious arenas. Before starting his PhD, Weston worked as a licensed professional counselor in Texas. He worked with athletes, performers, men's issues, and LGBTQ+ issues across the lifespan.

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July 5, 2021 – On Demand Webinar

July 19, 2021 – LIVE Q&A 1-2pm EST

“I Can’t Breathe”: Black Student-Athletes Grappling with the Racism Pandemic 2 CEs

Peter Economou, PhD, Alex Gamble, Victoria Glascock

Program Overview:

Recent incidents in the United States have made it abundantly clear that systemic racism is alive and thriving in our country, although our Black student-athletes have been well aware for much longer. With the increase of social media, the broadcasting of unarmed Black men and women being mistreated and even killed, at the hands of authoritative figures, has yielded an outcry from communities across the globe to end systemic and institutional racism, as well as police brutality. Systemic racism is not void when it comes to athletics and the lives of student-athletes. It is well documented that student-athletes of color are harmed while participating in sport due to manifestations of racism (Davis, 1999). This is most salient for Black athletes who contend with daily systemic racism as well as being a minority in their prospective universities. This presentation will focus on the impact of systemic racism on Black athletes. The presenters will illustrate the unintended consequences and fill the gap related to supporting these Black student-athletes. Not only do these student-athletes contend with the stresses that accompany academics and student-athlete status, but they also find themselves in a minority group that can result in being stereotyped and victims of prejudice, even on their own team. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Discuss the impact of recent racialized violence and injustice.
2. Describe the ways in which Black student-athletes are uniquely impacted by systemic racism.
3. List the ways in which Black athletes can be better supported.

Presenter credentials:

Dr. Peter Economou, the Principal Investigator holds a Ph.D in counseling psychology with a concentration in neuropsychology. He is board-certified in CBT and is a certified mental performance consultant from the Association of Applied Sports Psychology. Dr. Economou is the co-chair of the applied department at the Graduate School of Applied and Professional Psychology. Dr. Economou runs a new initiative at GSAPP, a sports psychology clinic (service-based and research gathering clinic). He conducts research on mindfulness and meditation in sports and will be able to help guide and oversee this research process.

Tori Glascock is the research coordinator for the GSAPP Performance Psychology Center at Rutgers University. She is currently a master's student and holds a Bachelor of Science in Science, Technology, and Society (STS) from Stevens Institute of Technology. Tori has interests in flow and peak performance, intersectionality, and its role in athletics, and examining organizational structures to ensure optimal efficiency.

Alexander Gamble is currently a master's student pursuing an M.A. & Ed.M. in Counseling Psychology at Teachers College, Columbia University and is a clinical intern for the Sports Psychology Department at Rutgers University. He graduated from the University of Rochester with a B.A. in Psychology, Anthropology, and Religion. Alexander's interests are at the intersection of social justice and sports and the ways in which they impact mental health and overall well-being. There is no financial support or any potential conflict of interest or commercial for any of the instructors of the program.

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July 12, 2021 – LIVE WEBINAR 2:30-5pm EST

NCAA Update 2 CEs

Brian Hainline, MD

Program Overview:

Brian Hainline, M.D. is the Chief Medical Officer for the NCAA. He will be discussing collegiate sport in the midst of COVID-19, the NCAA-DoD CARE Consortium, including an update, and the NCAA Transgender Policy update. The NCAA has championed support for mental health resources for student athletes and an update regarding current conversations and plans for future endeavors will be addressed. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Explain the impact of COVID-19 on collegiate athletics.
2. Discuss the NCAA-DoD CARE consortium and the NCAA Transgender policy.
3. Describe mental health resources available for student athletes.

Presenter credentials:

Brian Hainline, M.D., is Chief Medical Officer of the National Collegiate Athletic Association. As the NCAA's first Chief Medical Officer, Dr. Hainline oversees the NCAA Sport Science Institute, a national center of excellence whose mission is to promote and develop safety, excellence, and wellness in college student-athletes; and to foster life-long physical and mental development. The NCAA Sport Science Institute works collaboratively with member schools and centers of excellence across the United States and works in partnership with the Department of Defense for the NCAA-DoD Grand Alliance – the largest and most comprehensive concussion study in history.

For over 30 years, Dr. Hainline has been actively involved in sports medicine, including serving as Chief Medical Officer of the US Open Tennis Championships and the United States Tennis Association. He is co-author of *Drugs and the Athlete* and played a pivotal role in the rollout of drug testing and education worldwide. Dr. Hainline is co-editor of the recently published medical book *Sports Neurology*, which provides an in-depth, academic overview of concussion and repetitive head impact exposure as well as the interplay of the nervous system and sport. He served as co-chair of two International Olympic Committee consensus meetings: 1) pain management in elite athletes; and 2) mental health in elite athletes, both of which led to consensus and sub-specialty publications. Dr. Hainline is Clinical Professor of Neurology at New York University School of Medicine and Indiana University School of Medicine.

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July 29, 2021 – On Demand Webinar

August 12, 2021 – LIVE WORKSHOP 3:30-5pm EST

Letter Writing and NCAA Waivers: How to never have a waiver you have written be laughed at in an NCAA Think Tank Meeting 3 CEs

Chris Bader, Ph.D., Brad Foltz, Ph.D. HSPP., Tom Golightly, Ph.D.,
Carmen Tebbe-Priebe, Ph.D.

Program Overview:

Given the ongoing NCAA legislation around transfer waivers and medical disqualification for mental health reasons, this webinar and workshop will focus on waiver writing. We will discuss aspects of the waivers that are important to consider prior to filing the waiver (i.e., things to discuss within your department/with the student-athlete in question), from both the filing institution and the receiving institution. Cultural competence, ethical considerations, and 'ideal' documents will be reviewed. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Discuss the importance of cultural competence for letter writing and NCAA Waivers.
2. Describe ethical considerations for filing waivers.
3. Write high quality waivers for student athletes.

Presenter credentials:

Christopher M. Bader, Ph.D., LP, CMPC

Degree and Discipline: Ph.D. in Counseling Psychology, Emphasis in Sport & Exercise Psychology

Current Position: Assistant Athletic Director for Mental Health & Performance, University of Arkansas Athletics

Expertise: 10+ years of experience; Member of NCAA Mental Health Experts Panel

Brad Foltz, Ph.D., HSPP

Degree and Discipline: Ph.D. in Counseling Psychology

Current Position: Sport Psychologist Purdue University Athletics Department

Expertise: Member of NCAA Mental Health Experts Panel

Tom Golightly, Ph.D.

Degree and Discipline: Ph.D. in Counseling Psychology

Current Position: Assistant Director – Athletics, Counseling and Psychological Services, Brigham Young University

Expertise: 10+ years of experience; Member of NCAA Mental Health Experts Panel

Carmen Tebbe-Priebe, Ph.D.

Degree and Discipline: Ph.D. in Counseling Psychology, Emphasis in Sport & Exercise Psychology

Current Position: Sport Psychologist, University of Iowa Athletics

Expertise: 10+ years of experience; Member of NCAA Mental Health Experts Panel

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August 16, 2021 – On Demand Webinar
August 30, 2021 – LIVE Q&A 3-4pm EST
Self-Compassion and Athletes 1.5 CEs
Marcia Edwards, Psy.D.

Program Overview:

This presentation will discuss the concept of self-compassion (Neff, 2003) and its importance, especially as it applies to student-athletes and their ability to self-soothe in the moment. The concept of self-compassion in the field of psychology was researched and further defined by Dr. Kristin Neff. She encourages us to practice kindness and understanding towards ourselves, especially when the external world throws us curveballs. All too often student-athletes can find themselves overwhelmed with emotions whether it's frustration at practice while trying to perfect a play or anger after receiving a technical foul in the last few seconds of the game. Similar to how we may comfort a friend in distress by offering a hug or pat on the back, we can stimulate our own parasympathetic nervous system to help us calm down and feel safe. This intervention may prove to be extremely helpful as student-athletes continue to encounter the unexpected as they return to their sport seasons during the current pandemic. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Describe self-compassion and its value for student-athletes
2. Utilize interventions with student-athletes that promote self-compassion
3. Discuss how self-compassion can be effective for navigating ambiguity and uncertainty, including the ongoing changes related to the pandemic

Presenter credentials:

Dr. Marcia Edwards (she/her) is a Sport Psychology Postdoctoral Fellow at Clemson University. In that role, she works with student-athletes providing clinical and sport performance services. Dr. Edwards is in her second year at Clemson and since the student-athletes have returned to campus and their sport programs, self-compassion has been an increasingly important topic of team interventions and individual sessions. Dr. Edwards also provided team interventions for student-athletes at the University of Oklahoma during her predoctoral internship. Dr. Edwards earned a bachelor's degree in Psychology from Hampton University in 2011 and completed her master's degree in Kinesiology (with a specialization in Sport Psychology and Motor Behavior) from University of Tennessee in 2012. She went on to receive a doctorate in Clinical Psychology from the Chicago School of Professional Psychology in Washington, DC. There is no financial support or any potential conflict of interest or commercial for any of the instructors of the program.

Format:

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August 26, 2021 – On Demand Webinar
September 9, 2021 – LIVE Q&A 12-1pm EST

The Semi-Structured Interview for Consideration of Ethnic Culture in Therapy Scale: A Reliable and Valid Method to Facilitate Meaningful Dialogue About Athletes' Ethnic Cultural Experience 2 CEs

Brad Donohue, Ph.D.

Program Overview:

The Semi-Structured Interview for Consideration of Ethnic Culture in Therapy Scale (SSICECTS) is a 7-item measure used to assess the extent to which interviewees agree their ethnic culture is important to them (big part of my life, great importance to me, many things I like about), they've experienced negativity due to their ethnic culture (rude/offensive remarks, arguments or problems due to ethnic background), and they believe their ethnic culture should be considered in therapy/intervention. In 279 collegiate students this scale was shown to be associated with Stephenson's Multigroup Acculturation Scale and reliable and valid, and African-American/black students reported greater negative experiences due to their ethnic culture than all other ethnic/racial groups (Donohue et al., 2006). In a subsample of 151 of the participants who were randomized to discussion about their responses to this scale or a similar scale that was specific to sport/exercise culture, these discussions improved impressions of the interviewers in both groups. Students who discussed their ethnic culture, however, indicated the interviewers were more knowledgeable and respectful of their ethnic culture. In collegiate athletes, implementation of the scale's format specific to "sport culture" resulted in significantly improved participation in psychological assessment (Donohue et al., 2021). In this workshop Powerpoint will be used to demonstrate how to administer, score and interpret the SSICECTS, as well as other cultural adaptations of the SSICECTS (e.g., sport, sexual orientation, gender, military). Modeling will be used to demonstrate implementation strategies. Discussion will be emphasized, including its potential use as an engagement intervention and its limitations. This webinar is for licensed mental health clinicians providing services to athletes.

Learning Objectives:

1. Administer, score, and interpret the questionnaire component of the Semi-Structured Interview for Ethnic Consideration in Therapy Scale (SSIECTS).
2. Reliably implement the semi-structured interview component of the SSIECTS using prompting checklists (>70% protocol adherence).
3. Adjust the SSIECTS format to permit identification of important cultures other than ethnicity based on the athlete's responses to the Cultural Domains Menu.

Presenter credentials:

Brad Donohue, Ph.D., Clinical Psychology
Licensed psychologist in Nevada (PY 380)
Professor, University of Nevada, Las Vegas

Dr. Donohue's expertise concerns the empirical development, implementation and dissemination of assessment methods and interventions to assist mental health and performance optimization in athletes, artists and others sharing unique cultures with specialized skill sets. There is no financial support or any potential conflict of interest or commercial for any of the instructors of the program.

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