

Academic Year
2023-2024

University of Wisconsin - Green Bay

M.S. in Sport, Exercise, and
Performance Psychology

Student Handbook



UNIVERSITY of WISCONSIN
GREEN BAY

Table of Contents

INTRODUCTION	5
PROGRAM MISSION AND OUTCOMES	6
PROGRAM OVERVIEW	8
Applied Track	8
Course-based Track	9
Curriculum	9
CMPC CREDENTIAL	12
SEPP FACULTY	13
ADVISING	15
Roles and Responsibilities of Advisors	15
Roles and Responsibilities of Advisees	15
DEPARTMENT INFORMATION	17
Faculty and Staff	17
Student Orgs	18
PsychHD	18
Psi Chi	18
Additional Psychology Initiatives	18
Social Media	18
PROGRAM POLICIES AND PROCEDURES	19
Academic Policies	19
Credit Load	19
Credit Transfer	19
Class Attendance	20
Academic Standing	20
Academic Probation	21
Academic Grievances	22
Incomplete Grades	22
Removal of Incompletes	22
Academic Writing Expectations	23
Academic Honesty	23
Requesting Faculty References	23
Non-Academic Policies	24
Social Media Policy	25

Non-Academic Probation.....	25
Non-Academic Grievance	26
Continuance in/Suspension from the Program.....	26
Withdrawal from the Program	27
ADDITIONAL UNIVERSITY POLICIES AND PROCEDURES	27
Graduation Application	27
Degree Time Limits.....	28
Legitimate Absence Policies.....	28
Extended Absence.....	28
Leave of Absence	29
Disability Policy	29
Sexual Assault Policy.....	29
Harassment and Discrimination Policy	30
Family Educational Rights and Privacy Act (FERPA) and Student Records	30
Student Records and Requests.....	30
FINANCIAL INFORMATION.....	30
Professional Expenses	30
Graduate Assistantships.....	31
Travel Funds.....	32
Research Grants	32
Awards.....	34
RELEVANT DEPARTMENTS AND PROGRAMS	35
Intercollegiate Athletics	35
Kress Events Center	35
Music Department.....	36
Theatre & Dance Department.....	36
Austin E. Cofrin School of Business	36
Athletic Training Program.....	36
CAMPUS RESOURCES.....	37
PROFESSIONAL ORGANIZATIONS.....	37
Association for Applied Sport Psychology (AASP)	37
American College of Sports Medicine (ACSM).....	38
American Psychological Association (APA).....	38
International Society of Sport Psychology (ISSP)	38

Midwestern Psychological Association (MPA)	39
PROFESSIONAL ENGAGEMENT	39
Listservs (Email Lists)	39
Social Media	39
Journal Publications	40
AASP Student Delegate	40
FINAL TIPS FOR THE BEGINNING OF SUCCESS	40
APPENDIX: CODE OF ETHICS	42
Preamble	42
General Principles	42
General Ethical Standards	44

UW–Green Bay Land Acknowledgment

We at the University of Wisconsin – Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon.

Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

We acknowledge the First Nations People of Wisconsin.



Master of Science in Sport, Exercise
and Performance Psychology

Help People Achieve Their Potential

INTRODUCTION

Welcome to the Master of Science (M.S.) in Sport, Exercise, and Performance Psychology (SEPP) Program at the University of Wisconsin – Green Bay. You have chosen a program with a variety of opportunities that will prepare you to achieve your goals and potential. We are proud to partner with you toward the completion of your graduate degree here.

This student handbook provides an overview of the UW–Green Bay M.S. SEPP program, the SEPP curriculum, policies and procedures of the Psychology Department and the University, and information about the SEPP profession. This handbook, subject to change when warranted, is intended to offer you general guidance, but not all the necessary information to be a SEPP professional. In-person/virtual meetings and email communications with your faculty advisor, instructors, and other university staff are necessary from time to time. Depending on the nature of the information, changes may be announced via email and/or on the program website.

It is your responsibility to familiarize yourself with the contents of this handbook and pay attention to subsequent changes, especially in the information related to the policies and procedures of the program and the university. We encourage you to consult your advisors and instructors whenever you have questions about the program.

PROGRAM MISSION AND OUTCOMES

Mission

In line with the UW–Green Bay's Select Mission, the M.S. Sport, Exercise, and Performance Psychology Program aims to provide problem-focused educational experiences that promote critical thinking and student success through education, research, practice, and service in the field of sport, exercise, and performance psychology. The Program reflects a commitment to diversity, inclusion, social justice, and civic engagement.

More specifically, the Program works to help its students, community partners, and potential clients optimize their performance and well-being by providing culturally competent and ethical practice in accordance with the professional standards of the Association for Applied Sport Psychology and the ethical principles of the American Psychological Association.

Learning Outcomes

The SEPP curriculum provides opportunities for well-rounded educational experiences in both the course-based and applied tracks. All students will learn how to use problem-solving skills and reasoning to make professional, ethical decisions.

The curriculum includes specialized knowledge in the eight knowledge areas (K1–K8) identified by the [Association for Applied Sport Psychology](#) (AASP) and is designed for students to achieve the following learning outcomes:

1. Professional Ethics and Knowledge

- a. Integrate their practice ethics and standards to professional practice.
- b. Demonstrate techniques to develop rapport with clients, to explain their professional roles, and to adjust expectations of clients.
- c. Identify ethical and legal issues related to professional activities.
- d. Apply strategies to evaluate and resolve ethical and legal dilemmas, as well as decision making in the professional practice.

2. Sport Psychology

- a. Demonstrate understanding of theoretical foundation of the psychological processes that influence human performance in athletic settings.
- b. Identify and apply psychological techniques and strategies to enhance performance in sport and other domains (e.g. performing arts, military).
- c. Evaluate research in sport psychology and psychological factors related to performance and participation in sport and exercise settings.
- d. Evaluate the needs of clients and plan interventions to maximize effectiveness.
- e. Choose and apply sport psychology theories and research that best fit different performance and exercise psychology cases.

3. Sport Science

- a. Define, distinguish, and assess physiological principles relevant to the effect of exercise on human functioning and performance.
- b. Identify motor control processes and mechanisms underlying the learning and performance of motor skills.
- c. Integrate sociocultural perspectives on sport (e.g., gender, race, economics, politics).
- d. Explain historical foundations and philosophical questions related to the development of sport and physical activity programs.

4. Psychopathology

- a. Identify and distinguish abnormal human behavior.
- b. Assess clients for psychopathology.
- c. Apply etiology of mental disorders in working with clients.
- d. Identify and implement strategies that ameliorate psychopathology symptoms.

5. Helping Relationships

- a. Demonstrate understanding of counseling theories.
- b. Develop a professional philosophy based on their theoretical approach to working with performers and exercisers.
- c. Implement skills to successfully interact with clients, such as listening, interviewing, assessment, and counseling/consulting skills.
- d. Engage in supervised practice of sport, exercise, and performance psychology.

6. Research Methods and Statistics

- a. Demonstrate understanding of research methods and design.
- b. Evaluate the strengths and weaknesses of tests and measurements.
- c. Execute and interpret basic and advanced data analyses.
- d. Engage in ethical implementation of research and program evaluation.

7. Psychological Foundations of Behavior

- a. Apply principles of theories of cognition and affect to influence behavior.
- b. Assess the influences of social aspects (e.g., group processes, persuasion) on performance and well-being.
- c. Utilize knowledge of theories of personality to assess individual differences and human lifespan development.
- d. Apply concepts of positive psychology (e.g., mindfulness, flow, grit) to the improvement of performance and well-being.

8. Diversity and Culture

- a. Demonstrate knowledge of conceptual frameworks for sociopolitical and cultural factors that impact human behavior.
- b. Assess the dimensions of personal identity and individual differences (e.g., race, ethnicity, sexual orientation) and how they may influence the professional relationship.
- c. Identify and implement intervention strategies for addressing the needs of individuals from unique racial/ethnic background, religious affiliations, gender identity, etc.
- d. Integrate culturally competent approaches to consultation with performers and exercisers.

PROGRAM OVERVIEW

The M.S. SEPP Program is designed to fulfill the needs of students who would like to pursue a master's degree as their final degree and also of those who would like to pursue a doctoral degree in the future.

The program includes two tracks:

- [Applied](#): Provides the foundational courses and some practicum experiences to earn progress toward the [Certified Mental Performance Consultants®](#) (CMPC) certification.
- [Course-based](#): Provides students with specialized performance-related knowledge and skills to inform their careers in coaching, athletic training, strength and conditioning, health/wellness/fitness, or other performance-oriented domains.

Applied Track

The Applied Track is intended for those interested in working with athletes, musicians, business professionals, exercisers, and other performers. Students on this track will take courses that provide the theoretical foundation on performance improvement and behavior change, in addition to other areas related to SEPP. These courses will prepare students to develop the knowledge and interpersonal skills to successfully work with these clients, as well as provide some practicum and mentored experiences to make progress toward the certification as a mental performance consultant through AASP.

The Applied Track requires 39 credits, including three credits of pre-practicum and six credits of practicum experiences (consisting of 200 on-site practicum hours) during the second year of study.

Practicum Experience on the Applied Track

For those on the Applied Track, SEPP faculty have established community partners that will support practicum placements. These include, but are not limited to, Aurora Baycare, Bellin Health Tiletown, UWGB Division I Athletics, and UWGB Music Department, YMCA, and local sports teams and schools.

Background checks may be required for practicum and SEPP-related jobs. If, for any reason, your background checks do not pass the requirements of the assigned practicum site, you are responsible for handling the situation in order to be able to conduct your practicum.

All practicum experiences are supervised by SEPP faculty members and SEPP personnel with the CMPC credential and mentor designation. You will be required to participate in weekly group supervision meetings and monthly individual supervision meetings. You will enroll in a pre-practicum course in the Spring of your first year. This course will prepare you for your second year practicum experiences. You will enroll in practicum courses in Fall and Spring of your second year, some consulting activities may start earlier (e.g., summer prior to the second year) depending on the sport and the season. Your initial work will mostly be meetings and observations before implementing any interventions.

To fulfill graduation requirements, you will complete an ePortfolio and project presentation based on your practicum experiences and competencies that you have achieved.

Course-based Track

The Course-based Track is intended for those interested in acquiring performance-related knowledge and skills through coursework. Students on this track will take courses that provide the theoretical foundation on performance improvement and behavior change, in addition to other areas related to SEPP. The curriculum provides students with specialized courses which will inform their careers in coaching, athletic training, strength and conditioning, health/wellness/fitness, or other performance-oriented domains. This track is also suited for those seeking a terminal master's degree related to sport, exercise, performance, or athletic domains. Students on this track do not complete practicum.

The Course-based Track requires 39 credits, including 24 credits of required coursework and 15 credits of electives suited to students' career interests. You will take required coursework in sport, exercise, and performance psychology. For those interested in future pursuit of the CMPC credential, the required coursework does align with AASP's CMPC knowledge areas. You will select graduate level electives (or those cross-listed as graduate courses) that best suit your career interests. To fulfill graduation requirements, you will complete an ePortfolio and project presentation based on your coursework and competencies that you have achieved.

Curriculum

The program's curriculum includes courses in psychology, sport sciences, research methods, and sport psychology. The first year curriculum is mainly completed within the SEPP program, including a summer course. In the second year, the students on the Course-based Track and those on the [Applied Track](#) start their practicum experiences. Students on the Course-based Track do not complete the practicum sequence of courses. Rather, they take additional electives to further their knowledge and skills related to their career interests.

Elective options on campus include education courses for those interested in coaching and athletic administration, business courses for those interested in having a consulting practice with a LLC; health management courses for those interested in working with exercise psychology; social work courses to improve interpersonal skills; and leadership and group dynamics courses to apply group management and facilitation skills. In addition to the required coursework, students may have selective opportunities to take PSYCH 798 Independent Study, typically in their second semester or during the second year, to engage in self-guided career projects, conference abstract writing and presentation (typically 1 credit) and/or the research process (typically 3 credits) under a Psychology faculty member's guidance. The SEPP faculty will make announcements on the specific opportunities and application information prior to each registration period.

Below is an outline of the Applied and Course-based curriculum (subject to change) for the 39-credit program. *K1–K8 represent the knowledge areas that are required for the students who are making progress toward the CMPC certification.

	Applied Track	Course-Based Track
First-Year Fall	PSYCH 610 Counseling Micro-Skills (<u>K5</u>) PSYCH 621 Theories of Sport, Exercise, and Performance Psychology (<u>K2</u>) PSYCH 627 Professional Ethics in Psychology (<u>K1</u>)	PSYCH 610 Counseling Micro-Skills (<u>K5</u>) PSYCH 621 Theories of Sport, Exercise, and Performance Psychology (<u>K2</u>) PSYCH 627 Professional Ethics in Psychology (<u>K1</u>)
First-Year Spring	PSYCH 605 Applied Psychological Statistics and Methods (<u>K6</u>) PSYCH 786 Pre-Practicum PSYCH 740 Multicultural Psychology (<u>K8</u>)	PSYCH 605 Applied Psychological Statistics and Methods (<u>K6</u>) PSYCH 740 Multicultural Psychology (<u>K8</u>) ELECTIVE
Summer	PSYCH 721 Applied Sport and Performance Psychology (<u>K2</u>)	PSYCH 721 Applied Sport and Performance Psychology (<u>K2</u>)
Second-Year Fall	PSYCH 738 Psychology of Sport Injury (<u>K2</u>) PSYCH 787 Practicum I ELECTIVE	PSYCH 738 Psychology of Sport Injury (<u>K2</u>) ELECTIVE ELECTIVE
Second-Year Spring	PSYCH 730 Sport Sociology (K3) PSYCH 787 Practicum II ELECTIVE	PSYCH 730 Sport Sociology (K3) ELECTIVE ELECTIVE
TOTAL	33 required credits; 6 elective credits	24 required credits; 15 elective credits

Elective Course Options:

AT 561 Health Promotion Through the Lifespan
AT 745 Interprofessional Education Seminar (1 credit)
EDUC 616 Principles of Coaching (2 credits)
EDUC 617 Philosophy of Athletics and Coaching (2 credits)
EDUC 618 Organization and Administration of Athletics (2 credits)
ENTRP 685 New Venture Acceleration
HWM 700 Contemporary Health and Wellness Perspectives
HWM 705 Strategic Management for Wellness Managers
HWM 715 Persuasion Skills for Wellness Managers
HWM 720 Exercise and Nutrition in Health and Disease
HWM 730 Biopsychosocial Aspects of Health
HWM 740 Health Systems and Policy for Wellness Managers
HWM 750 Planning and Evaluation for Wellness Managers (for those who have taken some undergraduate business courses)
HWM 760 Wellness Law
HWM 770 Behavior and Development in Organizations
MGMT 570 Data Science for Managers
MGMT 589 Organizational Behavior (cross-listed with undergrad MGMT 389) maybe K7
MGMT 652 Teams
MGMT 730 Leading the Self maybe K7
NUT SCI 621 Community and Public Health Nutrition (4 credits; cross-listed with undergrad NUT SCI 421)
NUT SCI 712 Culinary Medicine
PSYCH 544 Dying, Death, and Loss maybe K7
PSYCH 635 Abnormal Psychology (cross-listed with undergrad PSYCH 435) K4
PU EN AF 615 Public and Nonprofit Budgeting
SOC WORK 540: Strengths-Based Group Facilitation (2 credits)
SOC WORK 542: Psychopharmacology (2 credits) K7
SOC WORK 683: Special Topics in Social Work: Motivational Interviewing (1 credit)
SOC WORK 727 Psychopathology for Clinical Social Work K4
SOC WORK 767 Assessing Mental Health and Substance Use in Practice K4

Academic standards for graduate-level credit exceed standards for undergraduate credit. Increased standards may be in the form of additional academic work and/or higher grading standards depending upon the instructor of record. Students should also be aware of the requisites required for cross-listed or approved courses by checking <http://sis.uwgb.edu/schedule/> in advance.

CMPC CREDENTIAL

The SEPP program does not guarantee completion of the CMPC credential. Within the program, students are provided with opportunities to progress toward the CMPC credential. Below is table that identifies the AASP CMPC requirements and what the SEPP program offers to students interested in progressing toward the CMPC credential. Students can learn more about the CMPC credential requirements and process by visiting this the [AASP Become Certified webpage](#):

<u>AASP Requirement</u>	<u>SEPP offers</u>
Degree: Having earned a master’s or doctoral degree clearly related to sport science or psychology from a regionally accredited institution	Master’s degree in Sport, Exercise, and Performance Psychology
Coursework: Having completed coursework/educational experiences from a regionally accredited institution for university credit, or courses offered by AASP, to fulfill each of the eight required knowledge areas	The SEPP required coursework (applied and course-based tracks) fulfills 6 of the 8 knowledge areas for the CMPC (K1, K2, K3, K5, K6, K8). K3 and K7 can be fulfilled with previous undergraduate courses. If students did not take undergraduate courses that fulfill K3 and K7, courses in these areas can be fulfilled through elective options.
Mentored experience: Having completed 400 hours of mentored experience, including at least 200 hours of direct client contact, at least 200 hours spent with competitive sport populations, a maximum of 150 hours in support activities, and at least 50 hours of mentorship.	The SEPP practicum courses provide applied track students with 200 hours of mentored experience (i.e., 100 hours in 787; 100 hours in 788). Supervisors provide one hour of group supervision each week and one hour of individual supervision each month during the two semesters in which applied track students are enrolled in 787 and 788.
Ethics: Having agreed to adhere to the principles and standards of the AASP Ethics Code (see Appendix)	The SEPP curriculum provides students the opportunity to learn and apply the principles and standards of the AASP Ethics Code. Thus, students will possess the knowledge to express agreement to adhering to the AASP Ethics Code when they complete their CMPC application.
Exam: Having obtained a passing score on the CMPC® Certification Exam. Applicants are eligible to take the exam following approval of the certification application that documents satisfactory completion of the degree, coursework, and mentored experience requirements.	The SEPP program provides students the opportunity to earn the master’s degree and the coursework for the CMPC credential. Applied Track students can earn some hours toward the credential through the practicum experience, but students will not earn all the mentored hours that are required by AASP to earn the CMPC. If students are members of AASP, they have access to the AASP Registry of Approved Mentors. This registry provides students with a list of mentors who can provide mentorship for completing their remaining hours needed for the certification.

SEPP FACULTY

The faculty of the SEPP program represents a wide range of experiences in teaching, research, and practice.

Ryan C. Martin, Professor, Interim SEPP Program Chair, Associate Dean for the College of Arts, Humanities, and Social Sciences

(Email: martinr@uwgb.edu; office MAC C322)

Teaching Areas: Psychopathology, Psychology of Emotion, Capstone in Psychology

Research Areas: Healthy and unhealthy expressions of anger (learn more here:

<http://alltheragescience.com/martin/>)

Bio: Dr. Ryan Martin researches and writes on healthy and unhealthy expressions of anger. His book, *Why We Get Mad: How to Use Your Anger for Positive Change*, explores why people become angry, some of the common consequences of anger, and how people can use their anger in productive ways. Ryan also hosts the popular psychology podcast, *Psychology and Stuff*. He was trained as a counseling psychologist at the University of Southern Mississippi where he first started studying anger after earning his undergraduate degree in Psychology with a minor in Criminal Justice from the University of St. Thomas. He has worked with clients- angry and otherwise- in a variety of settings including community mental health centers, college counseling centers, and a VA Hospital. Dr. Martin's work has been featured in the *New York Times*, NPR's *Invisibilia* podcast, BBC Radio's *Digital Human*, TED.com, and elsewhere. When he's not thinking about feelings, he runs and spends time with his family.

Joanna Morrissey, Associate Professor, SEPP Practicum Director, CMPC

(Email: morrissj@uwgb.edu; Office: MAC C323)

Teaching Areas: Sport, Exercise, and Performance Psychology, Health Psychology, Research Methods

Research Areas: Motivation, Self-Efficacy, Mental Skills Training, Health Promotion and Health Education, Mixed-Methods Research

Bio: Dr. Jo Morrissey's primary areas of expertise are psychosocial aspects of sport, exercise, and health. Specifically, she conducts both quantitative and qualitative research on how thoughts, emotions, behaviors, and sociocultural factors influence sport and exercise participation and overall quality of life. Dr. Morrissey is also a certified mental performance consultant who works with a diverse population of sport and exercise participants in an effort to enhance optimal performance. Dr. Morrissey believes that *Exercise is Medicine* and stays active by lifting weights, walking, hiking, and occasionally playing tennis.

Alan Chu, Associate Professor, CMPC

(Email: chua@uwgb.edu; Office: MAC C309)

Teaching Areas: Sport, Exercise, and Performance Psychology, Research Methods, Statistics

Research Areas: Motivation, Coaching, Youth Sport, Burnout, Psychological Skills Profiling, Positive Psychology, Mixed-Methods Research

Bio: Dr. Alan Chu's primary areas of expertise are psychosocial aspects of sport, exercise, and health. As an [Self-Determination Theory International Scholar](#), he conducts both [quantitative and qualitative research](#) on the roles of social agents (i.e., coaches, peers, and parents) in motivation

for youth sport and physical activity, as well as psychological skills profiles among athletes. Dr. Chu is also a sport psychology consultant, recognized by AASP and USOPC, who works with athletes and coaches from high school to professional levels on mental skills training, such as mindfulness and visualization. To practice what he preaches, Dr. Chu is highly involved in sport, specializing in table tennis (not the basement “ping pong”!) as a competitive player and an internationally certified coach. He currently serves on the Coaching Committee of the National Collegiate Table Tennis Association and teaches its coaching certification course.

Jenell Holstead, Associate Professor, Director of the Consortium of Applied Research

(Email: holsteaj@uwgb.edu; Office: MAC C314)

Teaching Areas: Lifespan Development, Middle Childhood and Adolescent Development, Educational Psychology, Theories of Personality

Research Areas: Afterschool initiatives and out-of-school time programs, child development and psychopathology, academic and socio-emotional interventions for youth programs

Bio: Dr. Jenell Holstead’s research interests focus on the effectiveness of after-school programs. Specifically, she examines the extent to which such programs improve academic and socio-emotional performance. Dr. Holstead is also the Director of UW–Green Bay’s [Consortium of Applied Research](#) (CAR). She has worked in program evaluation since 2006, with expertise in educational research and community-based collaboration. She has evaluated youth development programs and initiatives, afterschool programs, early childhood and school-age environments, educational initiatives, and health and wellbeing community initiatives. Dr. Holstead regularly provides professional development trainings and workshops on point-of-service practices to youth development organizations on topics such as behavior management strategies, working with special education students, and improving academic and social-emotional outcomes of youth. In addition, she also gives technical assistance workshops to organizations on evaluation, making informed data-based decisions, advocating for programming and sustainability issues, and leveraging community resources.

Georjeanna Wilson-Doenges, Professor

(Email: wilsong@uwgb.edu; Office: MAC C320)

Teaching Areas: Statistics, Research Methods, Conservation Psychology, Environment and Behavior

Research Areas: Scholarship of Teaching and Learning, Suicide Prevention, Sense of Community and Residential Design

Bio: Dr. Wilson-Doenges' field is Environmental Psychology which explores how the built and natural environment impact human behavior. Her research interests involve individual's interpretation of sense of community and how neighborhood design can foster or break down that sense of community in residential life. Her other research interests include the Scholarship of Teaching and Learning, student engagement in college, experiential learning in different modalities, and best practices for teaching statistics. Dr. Wilson-Doenges is a passionate advocate for suicide prevention including in the K-12 schools and at the college level.

ADVISING

Based on your application materials and upon admission, you are assigned a SEPP faculty advisor with whom you will work throughout your master's studies. You will meet with your advisor at least twice a semester, once within the first two weeks of the semester and once within the last two weeks of the semester. You will also complete an annual review under your advisor's guidance.

Roles and Responsibilities of Advisors

Your advisor can assist you in ensuring that you complete your program of study properly and provides general educational and career mentoring including the following:

1. Planning your program of study, such as selection of course electives, and monitoring academic progress
2. Dealing with challenges encountered in your professional development
3. Utilizing your strengths that may assist in professional development
4. Assessing your performance in the program as relates to academic or nonacademic retention issues or other concerns that may arise
5. Serving as a liaison with the program faculty related to student issues or concerns
6. Addressing your concerns such as managing the rigors of graduate school or work/life balance issues
7. Discussing your career interests and/or long-term career plans

Roles and Responsibilities of Advisees

As an advisee, you have the following responsibilities:

1. Carefully reading and familiarizing yourself with program and course policies, handouts, and syllabi
2. Keeping track of and meeting the requirements of the SEPP curriculum and each course
3. Being committed to your graduate education and demonstrating this through your efforts in the classroom, research, practicum, and other academic settings
4. Setting up at least two meetings with your advisor each semester, coming prepared, and contributing positively to the advising relationship
5. Realistically assessing your fit with the SEPP profession by taking into consideration the ability to practice within the value base, standards, and ethics of the profession
6. Dealing responsibly with controversial and ethical issues by drawing on sound research and documented sources
7. Responsibly address disagreements, conflicts, complaints, or grievances informally with the appropriate faculty and staff before initiating a formal procedure
8. Giving appropriate advance notice when special accommodations are requested for any reason

Below is a sample four-step model of how to engage with your advisor (adapted from *Great Mentoring in Graduate School: A Quick guide for Protégés* <https://cgsnet.org/ckfinder/userfiles/files/CGS OPS Mentoring2016.pdf>):

1. Identify your professional goal(s)

You chose to attend graduate school for a reason. Be clear with yourself and the members of your developmental network about what those reasons are. In the process, work with your advisor to establish short-term goals and activities that will support your long-term goals. We strongly encourage you to be aspirational in the process: where do you see yourself (or where would you like to be) in 10 or 15 years? Work backwards from that “end point” to identify the professional and personal experiences that will get you there.

2. Seek advice and create an action plan

An important way of learning is through observation and second-hand accounts of others’ successes and failures. Ask to meet with your advisor to learn about their experience, the steps taken to get to that position professionally and personally and ask for advice. You have the power to seek out more mentors beyond your academic advisor and pick their brain about how to get where you want to be. Be sure to come prepared to such a meeting, have questions prepared ahead of time, inform the individual of your intent in meeting with them (or even share the questions ahead of time to be as efficient as possible), and create an action plan based on what you learn from that meeting.

3. Ask for help

Through our own work with students, we have come to find that students are afraid to ask for help. They think they should already know the answer or are afraid of looking incompetent if they ask for help. This could not be further from the truth. Faculty members are interested in supporting you, especially the faculty members in your developmental network. They are happy to write a letter of recommendation, they are happy to let you observe their teaching and interaction with students, they are happy to introduce you at networking events, and they are happy to review job packets and job talks. They are also happy to speak honestly about the opportunities and challenges associated with your intended career. Remember, however, that it may be unreasonable to expect one faculty member to do all of the items described above. Be in charge of your development, ask good questions, and let your advisor as well as other mentors in your life participate in that process.

4. Don’t be afraid to fail (learn)

Failure is part of development. If you are in graduate school, you were likely successful as an undergraduate student to get to this position. Perhaps the approach and work ethic you displayed in college was adequate to get you where you wanted to be. However, that can change in graduate school. You will be pushed in ways you have not been prior to that point. Faculty members and program/departmental staff will have high expectations of you, and there will be periods of self-doubt, isolation, and fear, which are normal! In fact, everyone in graduate school has these feelings! Times of failure come with increased learning, clarity, and confidence (though it might not feel that way in the moment). Use these moments to engage in self-reflection, revisit the goals you developed in Step 1, and seek guidance from your advisor/mentors to grow.

Rights of Advisees and Students

1. Academic freedom, which includes the right within the academic program to examine, study, and write about controversial issues that relate to a program of study and to discuss or present these issues as they relate to course content and context
2. Freedom from harassment or discrimination based on race, gender, ethnicity, age, marital status, sexual or affectional orientation, class, religion, disability, political affiliation or any other qualification or characteristic that could prove discriminatory
3. Freedom from arbitrary or capricious evaluation and grading
4. Due process when appealing or grieving a grade, disciplinary action, or negative student personnel decision
5. Reasonable access to advisors and instructors outside of class
6. Confidentiality as detailed in this handbook and the Family Educational Rights and Privacy Act at <https://www.uwgb.edu/ferpa/>
7. Advising and an opportunity to improve when academic performance or behavior places their status in the program in jeopardy (Students are responsible for monitoring their own grade point average to assure retention)
8. Input into policies and procedures, and evaluation of the program, its courses, your advisor, and instructors

DEPARTMENT INFORMATION

The SEPP program is housed in the Department of Psychology, which consists of a diverse group of caring and competent faculty specialized in various areas including counseling psychology, developmental psychology, school psychology, social psychology, health psychology, aging, neuroscience, and more.

Faculty and Staff

(see <https://www.uwgb.edu/psychology/faculty-staff/faculty-staff/> for detailed bios)

Denise Baeten, Department Assistant

Jason Cowell, Vice-Chair of Psychology, Professor

Herbert Covington, Assistant Teaching Professor

Stephanie Cutlan, Assistant Teaching Professor

Illene Cupit, Professor Emeritus

Jenell Holstead, Associate Professor

Todd Hillhouse, Chair of Psychology, Associate Professor

Elif Ikizer, Assistant Professor

Ryan Martin, Associate Dean for the College of Arts, Humanities, and Social Sciences, Professor

Alison Jane Martingano, Assistant Professor

Joanna Morrissey, Chair of the SEPP Graduate Program, Associate Professor

Abigail Nehr Korn-Bailey, Assistant Professor

Sawa Senzaki, Associate Dean for the College of Arts, Humanities, and Social Sciences, Professor

Christine Smith, Professor

Kris Vespi, Director of the Center for Teaching and Learning, Professor

Dean Vondras, Professor

Georjeanna Wilson-Doenges, Professor

Student Orgs

PsychHD

The Psychology Club is a student organization that is open to all students. These undergraduate officers put together volunteer activities, social events, informational sessions, and a host of other activities.

Psi Chi

Psi Chi is the International Honor Society in Psychology, with goals to (a) encourage members to conduct exemplary research, disseminate and apply research findings, and maintain a lifelong interest in exploring the field of psychology, (b) provide information and opportunities to enhance members' professional and personal lives, and (c) foster a vibrant and meaningful environment for chapters and all members to contribute to and benefit from continued engagement. Every semester, Psi Chi invites members for initiation based on academic merit. Psychology majors and minors who reach the academic criteria are invited to join.

Additional Psychology Initiatives

EPIC (Excellence in Psychology Instruction Consortium) is a group of dedicated high school psychology teachers who want to work together to share resources, ideas, and techniques. EPIC comes together once a year in the fall semester for a day-long conference, but also works together throughout the year to share ideas, socialize, and partner up for event and activities.

Psych Week is an annual event, with a whole week of photo booth, workshops, presentations such as PSI Talks, and community events, in the Spring semester that promote psychology.

Psych and Stuff Podcast is a podcast for the UW–Green Bay Psychology program co-hosted by Drs. Ryan Martin and Georjeanna Wilson-Doenges, and includes interviews with faculty, students, and alumni from the UWGB psychology program on a wide range of topics (work, research, personal lives, and other stuff): <https://blog.uwgb.edu/epic/resources/podcast/>

Social Media

Facebook Page: UWGB Psychology, @uwgbpsych

Twitter: @UWGB_SEPP, @UWGBPsych

Instagram: uwgbpsych

YouTube: UWGB Psychology

PROGRAM POLICIES AND PROCEDURES

This section of the handbook covers areas that are vital to the operation of the SEPP program and provision of the master's degree. The content is not intended to be exhaustive, but rather provides information on the essential policies, procedures, and processes in the program to which students are accountable during their studies. Accordingly, students are responsible to read and become familiar with the material in this handbook as well as other university policies and procedures.

Academic Policies

Credit Load

The SEPP program seeks students who are committed to full-time enrollment (9 credits in a regular semester) in a cohort model, in which all students take the same required SEPP courses in the first year (including 3 credits in the summer) before proceeding with practicum or course-based electives in the second year. If circumstances warrant you to not enroll full time, you will need to voice your concerns as soon as you can and work with the SEPP faculty on developing a remedial plan to complete your degree, which may take more than two years. The cohort model is intended to foster relationships and trust—the essence of our profession—among the same group of faculty and students in the in order to work together collaboratively and effectively on your SEPP educational experiences.

If you are in good academic standing, you may register for a maximum of 15 credits during any regular session of fall or spring semester and may register for a maximum of 6 credits in the January Interim term. There are no exceptions to these credit limits. In summer, there is no tuition credit plateau for graduate students regarding tuition costs, so you will pay tuition/fees per credit. You are, however, still limited to a maximum of 15 graduate credits. Due to prerequisite issues in the cohort model of students, first-year students may not enroll early in second-year courses.

As a rule, the SEPP Program does not support credit overload. This restriction is established for two reasons. The first reason is to help ensure students' academic work remains manageable and of the quality expected at a graduate level. The second reason, supported by research evidence, is that transformational learning is a process that occurs over time. We recognize that there could be rare circumstances when this guideline may need to be adapted for students who are in good academic standing. These situations will be managed on an individual basis.

Credit Transfer

If you have completed graduate coursework in another program and would like to request credit transfer, please contact the SEPP Program Chair to facilitate the credit review process. Further information on course transfers can be found in the Graduate Catalog: <http://catalog.uwgb.edu/graduate/general-information/admissions/process/>.

Class Attendance

You are expected to attend all class sessions. Failure to attend class does not alter academic or financial obligations. If, for any reason, you are unable to attend classes during the first week of the semester, you are responsible for notifying the instructor(s), in writing, of the reason for nonattendance and indicate intentions to complete the course. Failure to attend classes during the first week of the semester may result in an administrative drop by the instructor. Registered students are obligated to pay all fees and penalties as listed on the fee schedule.

Other Attendance Policies

- Absence due to inclement weather. For more information, see Attendance and the Weather: <http://www.uwgb.edu/provost/policies/storm.asp>.
- Absence for funerals or a death in the family. For more information, see Bereavement Policy: <http://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp>.
- Student Religious Beliefs: In accordance with Board of Regents Policy (UWS 22.01), sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Questions should be directed to the [Dean of Students](#); (920) 465-2152
- Absence due to Disability: UW–Green Bay is committed to providing accommodations for eligible individuals with documented disabilities as defined by federal and state law. Questions should be directed to [Disability Services](#) (920) 465-2481

Academic Standing

Below is the general grading scale for most of the SEPP courses. Each instructor has the right to use their own grading scale, so it is important that students refer to the specific course syllabus for each class to learn the grading scale in each class.

Letter & Numerical Grade	Text	Grade Points per Credit
A (93-100%)	Excellent	4.0
AB (88-92.9%)	Very Good	3.5
B (83-87.9%)	Good	3.0
BC (78-82.9%)	Above Average	2.5
C (73-77.9%)	Average	2.0
CD (68-72.9%)	Below Average	1.5
D (60-67.9%)	Poor	1.0
F (Below 60)	Unacceptable	0.0

You must earn a grade of “C” or higher (or a “Pass” in pass or fail courses) for the credits to count toward fulfillment of graduate program requirements at UW–Green Bay. Otherwise,

academic retention policies will follow.

You are expected to maintain certain standards of academic achievement while enrolled at the UW–Green Bay. The university is concerned about students whose academic achievements indicate that they are not meeting the expectations of their instructors, or who are experiencing other problems that may be interfering with their studies.

- **Good Standing:** A 3.0 or better end-of-term cumulative GPA. If you were provisionally admitted with a lower than 3.0 undergraduate GPA, you must complete the first 9 graduate credits at UWGB with a minimum GPA of 3.0. If the student fails to meet this provision, they will be suspended.
- **Academic Probation:** A 2.0 to 2.999 end-of-term cumulative GPA.
- **Academic Suspension:** A 1.999 or less end-of-term cumulative GPA. The SEPP faculty reviews the student’s record up to that time and recommends for continued enrollment or for the suspension status to go into effect.
- Action on part-time students is withheld until at least nine credits are attempted.

Academic Probation

Students on academic probation will be directed to schedule a meeting with the SEPP Program Chair to discuss options for addressing the academic concern and continuance in the program. Options for addressing the academic concern could include repeating the course, providing documentation of adequate understanding of the course content, or discontinuing the program. If a student receives less than a “C” in a course required for the SEPP degree, the course must be repeated. The SEPP curriculum is strategically sequenced in a way that most courses are offered once per year. As a result, repeating a course may extend the student’s academic plan by a full year, and repeating a first-year course with a below “C” grade may delay enrollment in course-based track electives or the applied-track practicum. When allowed, graduate courses may be repeated only once.

Courses that have been repeated for credit are recorded on the student’s transcript with the phrase *Course has been repeated* after the course listing on the transcript. However, the grade received after the course is repeated will be used to determine the credit earned; attempted credits, grade points earned, and grade point average both for the term and cumulatively. Faculty members may not grant individual waivers for students to repeat a course for credit when the course is not already designated as repeatable in the college catalog. The university does not guarantee the right to retake any course. Courses may be deactivated, discontinued, or offered on a different schedule.

For students who are already on academic probation, here are the regulations for moving from **Academic Probation** to

- **Good Standing:** A 3.0 or better end-of-term cumulative GPA results in a return to good standing.
- **Academic Suspension:** A 2.999 or less end-of-term cumulative GPA may result in an academic suspension status at the end of any term after a cumulative total of 15 or more credits is attempted at UW–Green Bay. The SEPP faculty reviews the student’s record up to that time and recommends for continued enrollment or for the suspension status to go into effect.

Academic Grievances

Consistent with Graduate Studies policy, a student who is dissatisfied with a grade and wishes to appeal the course grade must first contact the instructor who issued the grade to discuss the concern. If, after contact with the instructor, the student remains dissatisfied, an appeal can be made to the SEPP Program Chair (or the Psychology Department Chair if the instructor of the course is the SEPP Chair), who will consult with the course instructor. Further appeals by the student may be made by contacting the Dean of the Arts, Humanities and Social Sciences, who will then consult with the instructor and the SEPP Program Chair or the Psychology Department Chair. Students are reminded that it is important to meet all deadlines for making a grade appeal.

Further information on grade appeals can be found in the Graduate Catalog:
<http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/>.

Incomplete Grades

In unusual circumstances, students may arrange to receive an Incomplete in a course if they are unable to finish their coursework according to schedule. Incompletes are used judiciously and assigned entirely at the discretion of the course instructor. If this option is granted, the instructor will file an Incomplete Grade form with the University Registrar's office and establish the remaining course requirements that are due along with a deadline for completion. A tentative academic action may be assigned based on grades and credits received in other courses.

If a student does not complete the remaining coursework/requirements or fails to meet the deadline, an F grade is assigned. Students may not subsequently submit a late drop petition or tuition appeal for an Incomplete if they are unable to meet the established criteria/deadline. Please visit the Graduate Studies Course Catalog (<http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/grades/>) for further information.

Removal of Incompletes

The course instructor sets a specific deadline for removal of an Incomplete grade and informs the student and the Office of the Registrar via submission of the Incomplete Grade form agreement. If no earlier deadline is specified, an incomplete (I) must be removed no later than the last day of classes during the following semester. If the deadline is not met, the (I) Incomplete grade converts to an F grade that will remain on the student's permanent academic record.

In accordance with university policy, students who complete their coursework in December, January (fall graduates), May (spring graduates) or August (summer graduates) must have all incomplete grades removed within 42 days following the end of the classes to have their degree conferred in that semester.

The Graduate Policy referenced above can be viewed here:
<http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/>

Academic Writing Expectations

You are held to high standards of writing quality. The ability to write clearly, fluently and in standard grammatical English is a minimum expectation of a college educated person and a necessity for effective SEPP research and practice. Therefore, students are expected to adhere to the guidelines set forth by the UW–Green Bay Writing Center <http://www.uwgb.edu/writing-center/>. The Writing Center offers several resources outlining specific standards that constitute acceptable and unacceptable writing. You are required to use APA Style and Format for your academic papers to familiarize yourself with the 7th edition of the Publication Manual of the American Psychological Association (<https://apastyle.apa.org/>). In addition, you are expected to incorporate instructors’ feedback in subsequent assignments to avoid repeating errors.

Academic Honesty

Students in the SEPP program are expected to demonstrate integrity and honesty in all their endeavors. Academic honesty requires that students present their own, original work and ideas in assigned coursework and related endeavors. Violations of academic honesty include cheating and plagiarism. Cheating refers to intentional, deceitful behaviors such as copying answers on tests, or using notes or other resource materials for a test or assignment when explicitly prohibited. Plagiarism, a form of cheating, involves misrepresenting the work and ideas of others as one’s own without acknowledging and/or documenting the source(s). Demonstration of activities that constitute cheating and plagiarism include, but are not limited to

- Submitting another person’s paper as one’s own (cheating)
- Looking at another student’s exam or permitting other students to look at one’s own exam (cheating)
- Submitting a paper or assignment that was previously submitted for another class without the consent of the course instructor (cheating)
- Using recording devices or study aids not authorized for use by the instructor in a test or other assignment (cheating)
- Presenting an idea from an outside source as one’s own (plagiarism)
- Copying text directly from a source without giving credit to the source (plagiarism)

Consequences of academic dishonesty are taken very seriously and may result in a failing grade for an assignment or a course, termination from the program, or expulsion from the university. Students are encouraged to direct questions or concerns about academic honesty to their advisor and course instructors. You are also expected to uphold the policies and procedures outlined in the UW System Administrative Code regarding “Academic Misconduct” on the UW–Green Bay Dean of Student’s website:

<https://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/uws-14.pdf>

Requesting Faculty References

You will likely identify SEPP and other Psychology Faculty as references when applying for employment, further studies, scholarship, or in other contexts. When you do so, you should always seek permission from a reference before providing that person’s name as a reference.

Additionally, students should request reference letters or forms a minimum of three weeks before the due date.

The Career Services Office provides helpful tips on what to look for in selecting a potential reference and how to make a request: <https://www.uwgb.edu/careers/find-a-job/references-recommendations/>. Please keep in mind that you are not entitled to letters of reference, so it is in your best interests to make sure the references identified are willing and able to provide positive recommendations. In the event that a faculty member is contacted and asked to provide a reference about a current or former student, with or without having been contacted by the student prior, they will respond with an honest assessment of the student without notice to the student or the right to review.

Non-Academic Policies

You are expected to demonstrate the highest standard of performance and professional behavior in all aspects of their work in the SEPP program. This includes the demonstration of maturity, emotional stability, the knowledge necessary to carry out the required work, and the personal integrity necessary to perform as a professional. You are also obliged to demonstrate compliance with the standards of professional conduct, values, and roles embodied within the Code of Ethics throughout your time in the SEPP program and profession.

Examples of behaviors that interfere with performance expectations include, but are not limited to

- Non-achievement or less than satisfactory achievement of the learning goals in courses or practicum
- Behaviors that violate the Code of Ethics of AASP (see Appendix) or the practicum site
- Personal characteristics that conflict with the SEPP professional values and roles
- A pattern of unwillingness to participate in the learning activities of the program
- Challenges in addressing unresolved life issues that persistently interfere with professional judgment and performance
- Inability to communicate effectively, orally or in written form, such that performance is seriously impaired.

The SEPP Program takes the campus **Civility and Inclusivity Statement** very seriously and will enforce the positions contained within it. The full statement is available at <https://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/Civility-and-Inclusion-Statement-17.pdf>, beginning with

The University of Wisconsin-Green Bay is an institution of higher learning where the safety of its multifaceted community of people is expected and enforced. Campus activities, programs, classes, lectures, and everyday interactions are enriched by our inclusion of one another as we strive to learn from each other in an atmosphere of positive engagement and mutual respect. As campus community members, we are responsible for our behaviors and are fully accountable for our actions. We must each take responsibility for our awareness of discrimination and its many forms (i.e., racism, sexism, ageism, xenophobia, transphobia, homophobia, etc.). The concept of campus civility and inclusiveness can be demonstrated in hallways, classrooms, student housing, and the workplace environment.

SEPP students are expected, however, to hold themselves to an even higher standard and to actively work on improving their cultural competence. As a program, we acknowledge that cultural competence is never “achieved,” but that it is a continuous professional journey and ethical obligation to improve our awareness of our own attitudes and beliefs, our knowledge of diverse cultures, and our skills intervening effectively with a wide range of individuals. Cultural competence and its relationship to professional ethics is addressed further by the Association for Applied Sport Psychology: <https://appliedsportpsych.org/resources/professional-resources-for-sport-and-exercise-psychology/ethics-and-cultural-competence/>

Social Media Policy

Social media offers many opportunities to share information and dialogue with others. While there are many benefits of using social media venues, there can also be negative effects and consequences when basic behavioral and ethical guidelines are violated or ignored. As representatives of the SEPP program and profession, you are expected to engage in professional behavior when interacting on social media sites including, but not limited to, Facebook, Twitter, Instagram, LinkedIn, Snapchat, and TikTok. Whether social media interactions take place with classmates, colleagues, practicum site personnel, or others, you must interact in a courteous, respectful and professional manner in all online communications and postings. You are advised to consider how your “online presence” reflects not only yourself as a professional, but also the SEPP program, the university, and the community agencies and partners that you represent.

Areas of the Code of Ethics that commonly pose ethical challenges in all social media interactions include confidentiality and privacy, informed consent, dual relationships, documentation, and conflict of interest. For example, sharing personal or confidential information about classmates, clients, or program faculty is inappropriate and violates the Code of Ethics. Further, online relationships on social media sites with clients and practicum site personnel (e.g., coaches) may be inappropriate due to potential boundary concerns or conflicts of interest that may emerge. Derogatory language in social media is also inappropriate.

You are encouraged to meet with your advisor, practicum supervisor, or another faculty member if you have questions about the appropriate use of social media.

Non-Academic Probation

Enrollment in the SEPP program requires you to adhere to professional behavior consistent with the ethical and professional standards outlined in the AASP Codes of Ethics. You are encouraged to regularly assess your professional behaviors and talk with your advisor or other faculty members if you have specific questions or concerns about a challenging circumstance that may interfere with your ability to meet the professional expectations of the program. Behaviors that violate professional values and ethical standards addressed by the Code of Ethics, and which have been fully documented by instructors, may be addressed through recommendations for remedial action or termination from the SEPP program.

When such concerns about non-academic performance arise in the classroom or otherwise, the following steps are taken:

1. The concerns are brought to the attention of the student and the advisor. Documentation regarding the concerns should include statements addressing the student's strengths and challenges, description of the concerning behaviors or attitudes, instructional or supervisory interventions already provided along with the student's responses to these interventions, and the student's current level of functioning. Should the process require further action, the following steps may be taken.
2. The advisor speaks with relevant individuals (e.g., students, additional instructors, practicum supervisor) to determine whether the concerns are more extensive. If the concerns are not considered extensive, the process moves to step 3. If the concerns are considered serious, the process moves to step 5. In situations involving extremely serious concerns, the process moves immediately to step 7.
3. The faculty raising the concerns works with the student to develop a written plan to redress the concerns.
4. The faculty raising the concerns monitors the student's compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 5.
5. The faculty raising the concerns meets with the student and the advisor to develop a written plan together to redress the concerns. If the concerns are shared by others, they may also attend the meeting and participate in the planning. If appropriate, or if the concern is very serious, the SEPP Program Chair and the Psychology Department Chair may also attend the meeting. The student has the right to bring a support person to this meeting, though that person has a nonparticipating role in the meeting.
6. The advisor monitors the student's compliance with the plan. A written summary should indicate successful completion of the plan, thus concluding the process. If the student has not successfully completed the plan, the process moves to step 7.
7. For very serious or unresolved concerns, the student will be directed to schedule a meeting with the advisor, the SEPP Program Chair, and the Psychology Department Chair to discuss options for continuance in the program (see below section). The student has the right to bring a support person to this meeting; the support person has a non-participating role in the meeting.

Non-Academic Grievance

Students who have grievances related to faculty or staff should first address those complaints directly with the individual. If the student is not satisfied after talking with the individual, the grievance can then be brought to the SEPP Program Chair and/or the Psychology Chair. If resolution is not achieved there, the student may consult with the Dean of Students Office per university policy (<http://www.uwgb.edu/dean-of-students/policies-procedures/students.asp>).

Continuance in/Suspension from the Program

In deciding on continuance options, the faculty, in collaboration with the student, must consider (1) the likelihood that the student will meet the standard(s) in question in a reasonable time period if a proposed solution is implemented; (2) the consequences for the student's graduation trajectory if a decision on removal from the program is delayed; and (3) the seriousness and

urgency of the problem in terms of its impact on the student, on present and future clients, the profession, practicum progress, and the SEPP program and its students and faculty. While the faculty is committed to helping students succeed in the program, the program's ultimate responsibility is to protect the student's future clients/colleagues and to the profession and communities within which the student might practice. Options for continuance include:

1. The student, the advisor, SEPP Program Chair, and the Psychology Department Chair develop a time-limited plan to meet retention standard(s).
2. The student may be advised to step out of the program or pursue the degree on a part-time basis while an underlying challenge or barrier to success is addressed or alleviated.
3. The student may be dismissed from the program with the option of reapplying to the program at a later date.
4. The student may be guided to another graduate program area.

Any student who believes they have been wrongfully discontinued in the program or guided to another major in violation of program or university policies may initiate the grievance procedure, which is described in the grievance section of this handbook.

Withdrawal from the Program

Students who choose to withdraw from the SEPP program prior to completion of the program requirements should notify their advisor of their intent to withdraw. It is important that students become familiar with the university policies regarding withdrawal as financial implications may apply. Please visit GBOSS (<http://www.uwgb.edu/gboss/calendar/withdraw.asp>) for specific information about withdrawal. Students who withdraw from the SEPP program must re-apply in a subsequent academic year should they wish to continue their degree.

Students who have not been enrolled in the university for one to three semesters can begin the process of re-admission to the university by completing a Graduate Studies form here: http://uwgreenbay.qualtrics.com/SE/?SID=SV_0cB0sfF10IMSUsd. Students who have not been enrolled in the university for four or more semesters must follow the normal admission process. Further inquiries about this process should be addressed to the Graduate Studies Office at: (920) 465-2123. Please note that readmission to the Graduate Studies does not necessarily constitute admission to the SEPP program (see Leave of Absence section below).

ADDITIONAL UNIVERSITY POLICIES AND PROCEDURES

It is your responsibility to be familiar with the UW–Green Bay policies (<http://www.uwgb.edu/dean-of-students/policies-procedures/students/>), as well as the Graduate Studies policies and procedures (<http://catalog.uwgb.edu/graduate/general-information/academic-rules-regulations/>).

Graduation Application

Students who are close to completing their degree should apply to graduate the semester before they plan to finish. This will typically occur in fall of the second year of the program. December 1 is the graduation application due date for spring graduation.

Here is the suggested timeline for graduation in other semesters:

- May 1 for Fall or January semester graduation
- December 1 for Spring semester graduation
- February 1 for Summer semester graduation

You will use the ***Apply for Graduation*** drop-down link in the Student Information System (SIS) to apply for the degree to be conferred. The commencement ceremony signup is a separate step, which can be completed by clicking on the link found at the end of the online Graduation Application form. If you miss this step initially, simply go back to SIS later and use the ***Edit Commencement Info*** drop-down link to complete the appropriate fields.

You may walk in one of two ceremonies.

- December (for fall or January graduates who complete courses in December or in January)
- May (for spring or summer graduates who complete courses in May for spring, or any session in June, July or August in summer)

Degree Time Limits

In accordance with Graduate Studies policy, admitted students must complete all requirements for the degree within five years. This time period begins with the first day of the first term of enrollment as a degree-seeking student. Deadline extensions may be granted by the Graduate Studies office. Please visit the Graduate Studies website for further information on petitions for completion deadline extension at: <https://www.uwgb.edu/graduate/students/forms/>

Legitimate Absence Policies

Individual faculty members create their own course policies and procedures regarding taking attendance and the impact of any absences on students' grades. It is all students' responsibility to make sure they clearly understand any consequences and/or course protocols associated with missing a class and/or missing field hours.

Extended Absence

If a student is unable to attend classes for more than two days due to an illness, family death or other emergency, the student may contact the Dean of Students Office who will send written notification of the absence to the student's instructors. For more information, please see <https://www.uwgb.edu/dean-of-students/assistance-advocacy/extended-absences.asp>.

Regarding extended medical leave, absences documented by a health care provider as medically necessary and related to a student's own medical condition may be excused and the student will be provided the opportunity to make up missed work. Medically necessary absences related to pregnancy and/or childbirth will be handled according to guidelines provided under Title IX of the Education Amendments of 1972. The U.S. Department of Education outlined these guidelines

in the booklet, “Supporting the Academic Success of Pregnant and Parenting Students,” available via <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

UW–Green has a bereavement policy for students who have experienced the death of a loved one. The policy, along with the process for utilizing it, can be found on the Dean of Students website: <http://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp>.

Students will work individually with each instructor to develop a reasonable “make up” plan appropriate to the specific course, using the faculty advisor as a resource when necessary. This make-up policy applies to missed classes and practicum hours. While all efforts will be made to provide reasonable accommodations, extended absences may require a leave of absence from the program.

Leave of Absence

Students who wish to request a leave of absence for personal or professional reasons must consult with their advisor as soon as possible. Leave of absence requests may be granted up to, but no greater than, three consecutive semesters for students who are in good standing. Students who are on a leave of absence have responsibility for contacting their advisor each semester they are on leave, continuing to read email in their UW–Green Bay email accounts, and reactivating their admission status according to Graduate Studies protocol. Students on a leave of absence can begin the process of re-admission to the university by completing a Graduate Studies form: http://uwgreenbay.qualtrics.com/SE/?SID=SV_0cB0sfF10IMSUsd. Further inquiries about this process should be addressed to the Graduate Studies Office at (920) 465-2123.

Disability Policy

If you have a disability and would like more information about corresponding services, please visit the [Student Accessibility Services web page](#). You will need to bring in appropriate documentation from a qualifying professional to determine the accommodations needed.

At the beginning of each semester, students registered in the Student Accessibility Services Office will obtain an Accommodation Request form to deliver to each of their professors. This form identifies the appropriate accommodations for the student given the documentation of the disability. If a student requests an accommodation to a faculty member and does not have an Accommodation form, please refer the student to the Student Accessibility Services Office (SS 1700). If the student or faculty member has any questions regarding the recommended accommodation, please contact the Student Accessibility Services Office at 465-2841.

Sexual Assault Policy

It is the policy of the University of Wisconsin–Green Bay that acts of sexual assault in which the victim or the perpetrator is a student will not be tolerated. These acts will be promptly investigated and may subject an individual to sanctions under UWS Chapter 17 to include

dismissal from the university. For specific details on this policy, please visit the Dean of Students website: <https://www.uwgb.edu/dean-of-students/sexual-assault-title-ix/sexual-assault/>

Harassment and Discrimination Policy

UW–Green Bay is committed to maintaining a learning and working environment that is free of bias, prejudice, and harassment. This policy can be found at <https://www.uwgb.edu/dean-of-students/student-conduct/non-academic-conduct-policies/>

Family Educational Rights and Privacy Act (FERPA) and Student Records

The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the education records of students. In the university setting, it gives the enrolled student, regardless of age, control of their records held by the university. FERPA affords students certain rights with respect to their education records. For more information, please see <https://www.uwgb.edu/ferpa/general-information/what-is-ferpa/>.

Student Records and Requests

As noted above, the Family Educational Rights and Privacy Act (FERPA) of 1974 protects students' educational records. By so doing, it regulates access to individual student academic records. Under this law, students have the right of access to their files and must provide written consent before any material in the student record can be released to themselves or anyone outside of the university.

Students who wish to access any of their records submitted upon application to the Graduate School (items 1-5 below), must contact the Graduate Studies Office to facilitate this process at (920) 465-2123. This includes the following items:

1. UW System E-app
2. Admissions questionnaire
3. Transcripts and academic records
4. Admission References (unless rights were waived)
5. Any other documents required for admission

FINANCIAL INFORMATION

For comprehensive information about financial aid and scholarship information at UWGB, you can visit <https://www.uwgb.edu/financial-aid/>

Professional Expenses

As SEPP students and professionals, there are expenses involved in our professional activities, including, but not limited, to the following (these costs are subject to change):

- AASP Student Membership (\$85 annually from January to December)
- AASP Annual Conference registration (\$225 for early-bird registration)

- ACSM Student Membership (\$10 for the first year)
- ACSM Annual Meeting registration (\$75 for early-bird registration)
- APA Graduate Student Affiliate dues (\$67 annually from January to December)
- APA Annual Convention Registration (\$100)
- MPA Graduate Student Membership (\$25 annually from July to June)
- MPA Annual Meeting registration (\$15)
- Poster presentation (about \$50 for printing)
- Professional clothing such as suits, ties, dresses, shoes, etc (varies)
- Travel for conferences and practicum site observations/visits (varies)
- Books and course materials (varies)

Graduate Assistantships

Graduate research and teaching assistantships are available for select graduate programs including SEPP. Assistantships are considered a 50% position and Graduate Assistants are expected to devote approximately 20 hours per week performing assigned duties.

Graduate Assistants receive:

1. 9-month salary of \$12,676.50 which includes fringe benefits
2. Out-of-State tuition waiver to non-resident and Midwest Student Exchange Program students
3. Comprehensive health insurance plan

Assistantships are awarded on a competitive basis for their respective programs. To be eligible for graduate assistantships, students must be:

- Fully admitted to the program
- Enrolled for a minimum of six credits of coursework each semester and no fewer than 15 credits during the entire academic year
- Maintain at least a 3.0 grade point average for graduate courses

There are assistantship positions within the Psychology Department. They fall under two types (<https://www.uwgb.edu/sport-exercise-and-performance-psychology/graduate-assistantships/>):

1. Teaching Assistantship Positions

The teaching assistant positions provide instructional support through the Department of Psychology and the College of Arts, Humanities, and Social Sciences. Teaching assistants are expected to devote approximately 20 hours per week to teaching and/or assisting with instruction in assigned courses. Activities include lecturing, grading assignments, leading discussion sections, and/or developing course materials. Additionally, other tasks may be assigned, as appropriate, to support the Sport, Exercise, and Performance Psychology graduate program and the undergraduate psychology program. The teaching assistant is under the supervision of, and reports to, the Chair of the Sport, Exercise, and Performance Psychology Master's Program and the Chair of Psychology Department.

2. Graduate Assistantship Position – Consortium of Applied Research

This graduate assistant position provides support through the Consortium of Applied Research (CAR). This position is expected to devote approximately 20 hours per week to applied data collection, data cleaning, writing of reports, and preparing documents for the Wisconsin 21st Century Community Learning Centers initiative. Activities include providing training and technical assistance to afterschool program staff regarding data collection, complete data quality checks to ensure data are reliably entered into the system, communicate data findings to key stakeholders, and analyze data for reporting purposes. Additionally, other tasks may be assigned, as appropriate, to support the Director of the CAR of CAR. Preference will be given to a student who has an undergraduate degree in psychology, experience in K-12 education or have experience in afterschool programs or youth-serving organizations. This is a 12-month position, with an annual salary of \$16,245.

Travel Funds

Grants are available for UW–Green Bay, degree-seeking graduate students to support activities contributing to the enhancement and completion of graduate degrees (<https://www.uwgb.edu/graduate/students/grants/>). The Office of Graduate Studies awards students up to \$250.00 per request and a maximum of \$500 per student per year. Awarded funds can be used for travel to cover the costs associated with attendance at relevant conferences, workshops, or related educational events. Students presenting papers or research as a part of their travel will be given priority. All requests must first be approved by a graduate faculty sponsor from the student's program of study prior to review by Graduate Studies. Applications must be received 30 days prior to the meeting start date, but applicants are encouraged to apply as soon as possible to facilitate the direct payment of costs associated with meeting attendance. Students who are (co)authors of a conference presentation can also receive a matching fund of up to \$250.00 from the SEPP Program, depending upon the funding amount received from Graduate Studies. To receive the SEPP program fund, students are required to share the conference presentation experience by submitting a brief statement and/or photographs related to the conference travel or research to both the Psychology Department Assistant and the Office of Graduate Studies.

The AASP Foundation has created Travel Awards for the purpose of allowing student members who wish to attend the AASP Annual Conference to present their work. A total of 10 awards at \$750 USD each are sponsored yearly by Routledge/Taylor & Francis. Apply for this award at the time of abstract submission.

APA Div 47 Society for Sport, Exercise & Performance Psychology has created the Student and Early Career Professional Travel Awards (\$250 each) for one graduate student and one early career professional (ECP), as well as the Diversity Travel Awards (\$500 each) for one graduate student and one ECP from underrepresented groups, to travel to the APA Annual Convention.

Research Grants

Students who enroll in Independent Study (PSYCH 798) for the purpose of gaining research experience might be eligible for research grants and awards.

AASP Research Grant:

The Association for Applied Sport Psychology offers research grants for research projects. Grants range from \$250 to \$5000. The primary function of these research awards is to provide limited support to early career professionals (pre-tenured faculty) or students for their research endeavors. In general, proposals must: integrate research and practice; be clearly articulated; show potential for contributing to the knowledge base in sport and exercise psychology.

AASP Foundation Seed Grant:

The AASP Foundation offers "seed grants" for community outreach/research projects. Grants may be for up to \$500. The primary function of these community outreach/research seed grants is to provide limited support to AASP members (especially early career professionals/pre-tenured faculty or students) for their community outreach/research endeavors. In general, proposals must: integrate research and practice; be clearly articulated; ideally show potential for further community outreach/research work, leading to additional funding; and contribute to the knowledge base in exercise and sport psychology.

AASP Community Outreach Grant:

The purpose of the Community Outreach Grant is to provide funding for projects that incorporate evidence-based practice and support local community initiatives that are congruent with AASP's purpose and mission, as well as the objectives of the Community Outreach Committee. Further, the Community Outreach Grant will support members' efforts towards earning Certified Mental Performance Consultant status via direct and indirect contact hours that are acquired through the implementation of the community outreach project (as supervised/mentored by a CMPC who is a current AASP member). Grants range from \$250 to \$5000.

AASP Oglesby-Snyder Grant for Equity and Cultural Diversity:

The Oglesby-Snyder Grant for Equity and Cultural Diversity is intended to stimulate and enhance efforts to apply sport psychology research to both advance a richer knowledge base and articulate a strong rationale for advocacy assuring that the values and benefits of sport are available to all on an equitable basis. Grants are available for up to \$5,000. In general, proposals must integrate research and practice; be clearly articulated; show potential for contributing to the knowledge base in sport and exercise psychology.

AASP Gualberto Cremades International Research Grant:

Funded by the AASP Foundation, the Gualberto Cremades International Research Grant recognizes an international student as principal investigator, residing within or outside the US, for a research project focusing on sport and exercise psychology from an international perspective, with particular emphasis on collaborative efforts from a cross-cultural perspective and/or approaching the field from a non-Eurocentric, non-US perspective. A total of up to \$1,000 may be awarded for either a single proposal or multiple proposals.

AASP Student Conference Grant:

The Executive Board of AASP is committed to supporting student-oriented professional meetings and may award up to eight grants for a maximum of \$500 per year. The purpose for these grants is to help students defer costs associated with regional conferences (e.g., provide seed money)

that promote student presentations and/or student-oriented sessions to discuss professional issues. Student-oriented will be defined as: Giving students an opportunity to present their research (e.g., 75% of presentations made by students). Having a low student registration fee (\$50 or less). Providing student-oriented sessions (if other speakers are included). Planning student-oriented sessions (e.g., student meeting). Seed money is not to be used for alcoholic beverages

NCAA Graduate Student Research Grant Program:

The NCAA Research Committee invites research proposals within the general topic areas of student-athlete psychosocial well-being and college athletics participation. Research grants are available for current graduate students enrolled at NCAA-member institutions only and are intended to support the student while conducting research to be used for a doctoral dissertation, master's thesis or external publication. Awards for these one-time research grants are set at a maximum of \$7,500. Recipients will be expected to culminate their project in an article suitable for publication in a scholarly journal, or in a completed master's thesis or dissertation. Recipients will also be required to submit a brief summary of the funded research suitable for publication on the NCAA website and/or the NCAA Champion magazine. Graduate students studying topics of specific interest to the NCAA and its membership and demonstrating the competencies necessary to successfully complete the proposed study will receive highest consideration.

UW–Green Bay Graduate Studies Research Grants:

Grants are available for UW–Green Bay, degree-seeking graduate students to support activities contributing to the enhancement and completion of graduate projects and thesis (<https://www.uwgb.edu/graduate/students/grants/>). Awarded funds can be used for travel to and from research sites, for research supplies and equipment. Research grants will not support travel to meetings, tuition and general educational expenses, standard equipment expected of departments, researcher salaries or stipends, or publication costs. Awards are limited to one per student and distributed on a competitive basis. Successful applicants will provide a clear overview of their thesis/project objectives, and link specific proposal requests to these larger goals. Weight will be given to proposals that develop or utilize partnerships and that demonstrate other means of financial or in-kind support. Individual allocations of up to \$1,000 will be awarded. Application deadlines for submissions are January 31 and April 30. Late proposals will not be considered. Project funding is available for use over a 12-month period. Award recipients must submit an electronic project report including a brief (1 page) summary of major findings, and a minimum of 4 publication quality photographs or short videos documenting project activities and outcomes to the Graduate Studies Office within 60 days of the completion of the funding cycle.

Awards

AASP Distinguished Master's Student Practice Award:

This award recognizes outstanding or innovative service delivery in sport psychology by a master's student member of AASP. This award may not be awarded annually. Service delivery and client is defined broadly and reaches across all areas of AASP

AASP Student Diversity Award:

The purpose of the Student Diversity Award is to

- Encourage and promote student research or applied experience related to issues of diversity that impact sport, exercise and health;
- Recognize and honor the achievements of students involved in research, service or applied experiences that focus on diversity issues, including, but not limited to race or ethnicity, sexual orientation, social class, or disability.

RELEVANT DEPARTMENTS AND PROGRAMS**Intercollegiate Athletics**

The UWGB Intercollegiate Athletics Department (Green Bay Phoenix) embraces the Horizon League principles of sportsmanship and ethical conduct; is committed to the concept of equitable opportunity for all students and staff regardless of gender or ethnicity; and is administered to substantiate compliance with the University of Wisconsin System, UWGB, the National Collegiate Athletic Association, and the Horizon League rules and regulations, which ensure institutional control and integrity. Our vision is “Renowned by our academic success, commitment to student growth and energized by competitive outcomes. Respected for our ambitious yet collaborative spirit. Leading by example.”

Current sports teams include Men’s Basketball, Women’s Basketball, Cross Country, Men’s and Women’s Golf, Nordic Skiing, Men’s Soccer, Women’s Soccer, Softball, Swimming and Diving, and Women’s Volleyball.

Kress Events Center

The Kress Center is where students work out and many sports teams hold practices:

- The Fitness Center has everything from free weights and machines, to cardio and flexibility training equipment.
- The main gym accommodates 6 basketball courts, 2 tennis courts, 6 volleyball courts, and is host to UW–Green Bay Women's Phoenix basketball games. Students typically use other gyms for recreation activities including basketball, volleyball, and badminton.
- The Turf Gym is open for many types of recreational activities including indoor soccer.
- The Aerobics room is where a majority of our Group Fitness Classes take place.
- The racquetball and wallyball courts can be reserved up to one day in advance.
- The 96' swimming pool is suited for all types of swimming activities and programs.
- The 28' six rope station climbing tower is located in the Health and Wellness Center. It's FREE for students, and equipment is provided.

Music Department

The Music program is a leader in the performing arts at the University of Wisconsin-Green Bay providing a musical education grounded in performance, historical, and cultural contexts. The program offers music courses to all students to broaden their understanding and enjoyment of music as a fine art. We offer a comprehensive array of experiences that can be individualized within the context of an outstanding liberal arts education and the amenities of a multifaceted university. Students have the opportunity to study with experts on their instrument or voice. Our faculty of professional musicians are creative artists who make teaching their first priority. The Music program offers two degrees, a professional degree – the Bachelor of Music and a liberal arts degree – the Bachelor of Arts.

Theatre & Dance Department

The UW–Green Bay Theatre and Dance program is a community of professional artists, educators and students. The program offers high-impact learning practices that cultivate creativity, critical thinking, communication skills and collaboration. The program delivers a rigorous academic and problem-focused environment that seeks to produce work that challenges the mind, engages the heart and delights the senses. An annual season of performances are selected to expose students and audiences to a wide range of theatre genres that include classics, contemporary and new works, musical theatre and plays of relevance to societal and world issues.

Austin E. Cofrin School of Business

The Austin E. Cofrin School of Business is a community of teachers, scholars, professionals, and learners dedicated to advancing the economic prosperity and entrepreneurial spirit of northeastern Wisconsin through partnerships, quality educational programs, and impactful research. Serving the third most populous and economically important region in Wisconsin, the School of Business strives to become the third largest public business school in the state by delivering undergraduate, graduate, and non-credit offerings built upon a foundation of partnerships and scholarship.

Athletic Training Program

The University of Wisconsin-Green Bay’s Master of Athletic Training (MAT) program in the Department of Human Biology provides students an education focused on an evidence-based approach to healthcare. In conjunction with our community and clinical partners, graduates of the UW–Green Bay MAT are prepared to practice athletic training as part of an interprofessional healthcare team focused on improving patient outcomes across the life span.

CAMPUS RESOURCES

Most services and resources available to help students succeed at UWGB can be found through **Green Bay One Stop Shop (GBOSS)** <https://www.uwgb.edu/gboss/> and/or the *Students* page of the UWGB website <https://www.uwgb.edu/students/>. Other relevant campus and professional resources are listed below.

All Student Resources from **Graduate Studies**: <https://www.uwgb.edu/graduate/students/>

College of Arts, Humanities and Social Sciences (CHASS) showcases faculty and student works across departments: <https://cahsseffect.org/>

Library Resources for SEPP Students: <https://libguides.uwgb.edu/sepp>

Library Research Guides: <https://libguides.uwgb.edu/guides>

Career Services (<https://www.uwgb.edu/careers/>) is dedicated to the academic and career development of our students with the mission of assisting students with choosing a major and career, developing professional skills, and connecting with post-graduate opportunities—whether those plans involve graduate school or entering the workforce.

The **Wellness Center** (<https://www.uwgb.edu/wellness-center/>) provides an on-campus medical clinic and opportunity for counseling on personal and social concerns. The Counseling and Health Center is right here on campus located in SS1400 (Student Services room 1400).

The **Pride Center** (www.uwgb.edu/pride-center/) identifies and responds to the concerns and needs of LGBTQ students, faculty, staff, and their allies; to provide high-quality support services; and to offer a safe, supportive and welcoming environment for LGBTQ people and their allies.

The **Campus Cupboard and Clothes Closet** (<http://www.uwgb.edu/cupboard>) is a student-run organization with the mission of providing an on-campus food pantry, clothing closet, and cleaning/personal hygiene products to ensure adequate basic needs are met for all students, faculty, and staff.

The **International Education Office** (<https://www.uwgb.edu/international/>) organizes provide resources and organize programs for International Scholars, Faculty Relations, Study Abroad, and International Students.

PROFESSIONAL ORGANIZATIONS

These are professional organizations you can consider joining to receive regular updates, especially if you plan on attending or presenting at their conferences.

Association for Applied Sport Psychology (AASP)

<https://appliedsportpsych.org/>

Founded in 1985, the Association for Applied Sport Psychology (AASP) is the leading organization for sport psychology consultants and professionals who work with athletes, coaches, non-sport performers (dancers, musicians), business professionals, and tactical occupations (military, firefighters, police) to enhance their performance from a psychological standpoint. AASP is an international, multidisciplinary, professional organization with almost 3,000 members in 50+ countries worldwide, with backgrounds in a variety of areas including sport science, social work, counseling and clinical psychology. AASP promotes the development of science and ethical practice in the field of sport psychology and offers certification (Certified Mental Performance Consultant®) to qualified individuals who have completed a combination of educational and work requirements and successfully pass a certification exam.

American College of Sports Medicine (ACSM)

<https://www.acsm.org/>

The American College of Sports Medicine (ACSM) advances and integrates scientific research to provide educational and practical applications of exercise science and sports medicine, with more than 50,000 members and certified professionals strong from 90 countries around the globe. Representing 70 occupations within the sports medicine field, ACSM is an organization that offers a 360-degree view of the profession. From academicians to students and from personal trainers to physicians, their association of sports medicine, exercise science, and health and fitness professionals is dedicated to helping people worldwide live longer, healthier lives.

American Psychological Association (APA)

<https://www.apa.org/>

The American Psychological Association (APA) is the leading scientific and professional organization representing psychology in the United States, with more than 121,000 researchers, educators, clinicians, consultants and students as its members. APA's mission is to promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives. APA has 54 Divisions; **Division 47—Society for Sport, Exercise and Performance Psychology**—brings together psychologists, as well as exercise and sport scientists, interested in research, teaching, and service in this area. The division currently has committees on diversity issues, education, and training. The division sponsors pre-convention workshops at the APA Annual Convention and publishes the Exercise and Sport Psychology Newsletter three times a year. APA Running Psychologists is an affiliated group of Division 47.

International Society of Sport Psychology (ISSP)

<https://www.issponline.org/>

The International Society of Sport Psychology (ISSP) is an organization devoted to promoting research, practice, and development in the discipline of sport psychology throughout the world. ISSP—a multidisciplinary association and the only worldwide organization of scholars whose research interests focus on some aspects of sport psychology—exists to (a) encourage and promote the study of human behavior within sport, physical activity, and health settings; (b) facilitate the sharing of knowledge through a newsletter, meetings and a quadrennial congress, and (c) improve the quality of research and professional practice in sport psychology. The society also endeavors to foster peace and understanding among people from all countries. Members include researchers, psychologists, educators, coaches and administrators, as well as students and athletes interested in sport psychology. It was formed in 1965 under the direction of Dr. Ferruccio

Antonelli of Italy and has since hosted General Assembly meetings every four years during the World Congress.

Midwestern Psychological Association (MPA)

<http://midwesternpsych.org/>

The purpose of the MPA annual meeting (in Chicago) is to share research across all areas of psychology. The annual meeting features invited addresses and talks from leading psychologists across the United States, papers and posters addressing a wide range of topics in current psychological science, workshops addressing the teaching of psychology, research methods, and statistics, and discussion groups, roundtables, and social events where members can share ideas and interests. Three affiliate groups also present as part of MPA. Those include [Psi Chi](#), [The Society for Teaching Psychology](#), and [The Society for Community Research and Action](#). The annual meeting is open to psychologists, students, and members of the public.

PROFESSIONAL ENGAGEMENT

Listservs (Email Lists)

AASP Research Listserv:

Members may log in to the [Member Area](#) and click on "Join AASP Research Listserv" under the Member Items heading to sign up.

APA Division 47:

To join the list and receive email posting from list members, send an email message to: LISTSERV@lists.apa.org. Leave the subject line blank. In the body of the message type: "*subscribe div47*" and send the message. If you use a signature file with your message, please remember to remove it for this message. You will receive acknowledgement when your subscription has been approved. Subsequently, to send a message to the list, simply address your message to: DIV47@LISTS.APA.ORG.

SPORTPSY Exercise and Sport Psychology:

Subscribe via <https://listserv.temple.edu/cgi-bin/wa?SUBED1=SPORTPSY&A=1>.

Social Media

Facebook Pages:

Association for Applied Sport Psychology (AASP) @AssociationforAppliedSportPsychology

American College of Sports Medicine (ACSM) @ACSMNews

American Psychological Association (APA) Division 47 @APADivision47

International Society of Sport Psychology (ISSP) @ISSPonline

Facebook Groups: AASP Student Facebook Group

Twitter:

AASP @AASPTweets

ACSM @ACSMNews
APA Division 47 @APADivision47
ISSP @ISSPonline

Journal Publications

Case Studies in Sport and Exercise Psychology (An official journal of AASP)
International Journal of Sport and Exercise Psychology (An official journal of ISSP)
Journal for Advancing Sport Psychology in Research (An official student-focused journal of AASP)
Journal of Applied Sport Psychology (An official journal of AASP)
Journal of Clinical Sport Psychology
Journal of Sport & Exercise Psychology (An official journal of the North American Society for the Psychology of Sport and Physical Activity [NASPSA])
Journal of Sport Psychology in Action (An official journal of AASP)
Psychology of Sport and Exercise (An official journal of the European Federation of Sport Psychology [FEPSAC])
Sport, Exercise, and Performance Psychology (An official journal of the APA Division 47—Society for Sport, Exercise & Performance Psychology)
The Sport Psychologist

AASP Student Delegate

The AASP Student Delegate position is a 1-year commitment. Student Delegates must be current AASP members. Delegates are responsible for participating in their assigned Student Initiative(s), providing support at student programming during the Annual Conference, and other duties as assigned by the current Executive Board Student Representatives. Applications are open after the AASP Annual Conference. See application information and further details at <https://appliedsportpsych.org/students-center/studentdelegates/>

FINAL TIPS FOR THE BEGINNING OF SUCCESS

Here are seven tips adapted from *Lessons Learned: A Reflection on the First Semester of Graduate School* (<https://www.naspa.org/blog/lessons-learned-a-reflection-on-the-first-semester-of-graduate-school>):

1. **Say “yes” to opportunities:** Branching out into new areas of higher education can help you discover your interests, ignite new passions, and keep your career fresh and exciting. Employers may also prefer a well-rounded resume that covers a wide range of experiences. Lastly, the more responsibility you take on, the more you will be able to learn and experience.

2. **Know your limits:** While your studies should challenge you to grow as a future professional, it is also important to avoid burn-out. You may become overwhelmed if you do not set realistic expectations and practice self-care. Saying “no” can be as important to your quality of work as saying “yes”.
3. **Seek out professional development:** Graduate school is a time for learning and personal development. Take this time to hone your work skills and cultivate your network. Attend trainings, conferences, and other professional events.
4. **Reach out to your faculty advisor:** Your faculty advisor is an essential resource for every graduate student. They can help you choose classes that fit your interests, guide your capstone project, and help you network with the school community.
5. **Be “present” in class:** You are paying good money to go to graduate school, utilize your dollars wisely. Take notes, speak up often in discussions, and make the most of your limited time in class. Participation is key to succeeding in graduate school.
6. **Be organized:** You will need time management throughout graduate school and in your professional career. Staying organized will make your experience run more smoothly. Utilize physical planners, Google calendars, to-do lists, and checklists. Create schedules, assign deadlines, make goals, and stick to them! If possible, keep your home and work clutter-free.
7. **Make time to relax:** Graduate school should not be your entire life (though feels like it). You are a human and should prioritize your own personal health and well-being first. Make time in your schedule to relax, spend time with friends and family, pursue your hobbies, etc. Schedule breaks during the day, even if they are only 5 minutes long. Being happy and healthy will boost productivity.

APPENDIX: CODE OF ETHICS

As SEPP professionals, we are committed to the professionalization and advancement of the field by following primarily the AASP Ethical Code, an important component of your professional responsibilities with which you need to become familiar. AASP developed and adopted a code of ethics conduct in the 1990s, largely based on the APA Ethical Principles of Psychologists and Code of Conduct, while reflecting the core values of AASP.

The AASP Ethical Principles and Standards (<https://appliedsportpsych.org/about/ethics/ethics-code/>) consists of

- Introduction
- Preamble
- 6 General Principles
- 26 Standards

The Introduction, Preamble and General Principles of the Ethics Code are designed to guide AASP members toward the ideals of thinking and practice in our unique field. The Standards specify the boundaries of professionally acceptable, ethical behavior. Whereas the Preamble and the General Principles are not enforceable rules, they should be considered when contemplating ethical courses of action. In contrast, the Standards are enforceable rules that mandate specific behavioral actions on the part of AASP members.

Preamble

AASP members may fulfill many roles based on their professional training and competence. In these roles they may work to develop a valid and reliable body of scientific knowledge based on research; they may apply that knowledge to human behavior in a variety of sport, exercise, physical activity, and health contexts. Their goals are to broaden knowledge of this behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. AASP members respect the central importance of freedom of inquiry and expression in research, teaching, and consulting. They also strive to help the public to develop informed judgments and choices concerning sport, exercise, physical activity, and health behavior. This Ethics Code provides a common set of values upon which AASP members build their professional and scientific work.

This Code is intended to provide the general principles and specific ethical standards for managing many situations encountered by AASP members. It has as its primary goal the welfare and protection of the individuals and groups with whom AASP members work. It is the individual responsibility of each AASP member to aspire to the highest possible standards of conduct. AASP members respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic ethical code for AASP members' work-related conduct requires a personal commitment to lifelong efforts to act ethically, encourage ethical behavior by students, supervisees, employees, and colleagues as appropriate, and consult with others concerning ethical

problems as needed. Each AASP member supplements, but does not violate, the Ethics Code's values, on the basis of guidance drawn from personal values, culture, and experience.

General Principles

Principle A: Competence

AASP members maintain the highest standards of competence in their work. They recognize the boundaries of their professional competencies and the limitations of their expertise. They maintain knowledge related to the services they render, and they recognize the need for ongoing education. AASP members make appropriate use of scientific, professional, technical, and administrative resources. They provide only those services and use only those techniques for which they are qualified by education, training, or experience. AASP members are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, AASP members exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work.

Principle B: Integrity

AASP members promote integrity in the science, teaching, and practice of their profession. In these activities AASP members are honest and fair. When describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. They clarify for relevant parties the roles they are performing and the obligations they adopt. They function appropriately in accordance with those roles and obligations. AASP members avoid improper and potentially harmful dual relationships.

Principle C: Professional and Scientific Responsibility

AASP members are responsible for safeguarding the public and AASP from members who are deficient in ethical conduct. They uphold professional standards of conduct and accept appropriate responsibility for their behavior. AASP members consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of the recipients of their services. AASP members' moral standards and conduct are personal matters to the same degree as is true for any other person, except as their conduct may compromise their professional responsibilities or reduce the public's trust in the profession and the organization. AASP members are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent, avoid, or terminate unethical conduct.

Principle D: Respect for People's Rights and Dignity

AASP members accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self-determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. AASP members are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. AASP members try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

Principle E: Concern for Others' Welfare

AASP members seek to contribute to the welfare of those with whom they interact professionally. When conflicts occur among AASP members' obligations or concerns, they attempt to resolve those conflicts and to perform those roles in a responsible fashion that avoids or minimizes harm. AASP members are sensitive to real and ascribed differences in power between themselves and others. They do not exploit or mislead other people during or after professional relationships.

Principle F: Social Responsibility

AASP members are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge in order to contribute to human welfare. When undertaking research, AASP members strive to advance human welfare and their profession while always protecting the rights of the participants. AASP members try to avoid misuse of their work, and they comply with the law.

General Ethical Standards

The 26 General Standards are applicable to AASP members across all their professional roles and in all their professional interactions and communications. Below list the standards, while you will learn the details in your ethics course and practicum course/experiences.

1. Professional and Scientific Relationship
2. Boundaries of Competence
3. Human Differences
4. Exploitation and Harassment
5. Personal Problems and Conflicts
6. Avoiding Harm
7. Misuse of AASP Members' Influence
8. Misuse of AASP Members' Work
9. Multiple Relationships
10. Barter (with Patients or Clients)
11. Consultations and Referrals
12. Third-Party Requests for Services
13. Delegation to and Supervision of Subordinates
14. Documentation of Professional and Scientific Work
15. Fees and Financial Arrangements
16. Definition of Public Statements
17. Informed Consent to Practice
18. Maintaining Confidentiality
19. Informed Consent to Research
20. Conduct of Research
21. Deception in Research
22. Minimizing Invasiveness
23. Honesty in Research
24. Conflicts between Ethics and Organizational Demands
25. Resolution of Ethical Conflicts
26. The Integration of Technology in Professional and Scientific Work within Sport, Exercise and Health Psychology