



Student Handbook

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

ACADEMIC YEAR 2025-2026

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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.



UNIVERSITY of WISCONSIN
GREEN BAY

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 (UWGB). 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.

This student handbook provides an overview of the UWGB 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 during your time in the SEPP program and contribute to your professional development. 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

The Master of Science in Sport, Exercise, and Performance Psychology (SEPP) program at UWGB is dedicated to delivering rigorous educational experiences that foster student success and professional excellence. Through a dynamic integration of education, applied experiences, service, and research, the program prepares students to become ethical and culturally competent future leaders in their respective fields, including SEPP.

Rooted in the scientist-practitioner model, the SEPP program emphasizes evidence-informed, forward-thinking approaches and high academic standards, challenging students to grow personally, intellectually, and professionally. Faculty provide high-quality teaching and mentorship, cultivating a collaborative, challenging, and supportive learning environment for students. Our program empowers students to explore and experiment, seizing opportunities both inside and outside the classroom to develop as future leaders. We foster a culture of mutual respect, growth mindset, and enthusiasm for lifelong learning, where continual improvement is not only encouraged but expected.

Students are encouraged to think deeply about how to apply SEPP principles to complex and evolving performance situations, including in their own lives since it is crucial we practice what we preach. Coursework and extracurricular opportunities help students bridge the gap between academic knowledge and practical application. Students engage with real-life SEPP settings and populations to optimize performance and well-being in themselves and those with whom they work. Students learn to place those they work with at the heart of all professional decisions and interactions. Students become adaptable professionals who can think on their feet, solve nuanced problems in diverse performance settings, and develop professional skills grounded in ethical, culturally competent practice.

Guided by the ethical principles of the Association for Applied Sport Psychology (AASP) and the American Psychological Association (APA), we are committed to optimizing human performance and well-being across diverse populations and settings.

Learning Outcomes

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

The curriculum includes specialized knowledge that aligns with the knowledge areas identified by AASP and is designed for students to achieve the following learning outcomes:

1. Professional Ethics and Knowledge

- a. Integrate ethical principles and standards into 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 professional practice.

2. Sport Psychology

- a. Demonstrate understanding of theoretical foundations 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 performance 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. Theories of psychopathology and etiology of mental disorders
- b. Assessment of psychopathology
- c. Diagnosis of abnormal human behavior
- d. Counseling strategies for ameliorating psychopathology

5. Helping Relationships

- a. Demonstrate understanding of counseling theories.
- b. Develop a professional philosophy based on a personal 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. Demonstrate understanding of descriptive techniques, inferential statistics, and parametric procedures.
- 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 professional relationships.
- 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 work with various populations.

9. Communication, Psychological Literacy, and Technology Skills

- a. Interact effectively with others
- b. Write and present effectively for different purposes
- c. Provide evidence of psychological literacy
- d. Exhibit appropriate technological skills to improve communication and literacy

PROGRAM OVERVIEW

The SEPP program is a two-year master's graduate program that is housed in the Psychology Department at UWGB. SEPP students complete 39 credits over four academic semesters with three of those credits being completed in one summer course between the first and second year in the program.

The program includes two tracks:

- **Applied:** Provides coursework aligned with AASP's knowledge areas and practicum experiences to progress toward the Certified Mental Performance Consultant® certification. Provides opportunities for future graduate school training. Please see this resource to learn more about the [Applied Track](#).

Please see this resource to learn more about the [CMPC®](#)

- **Course-based:** Provides coursework aligned with AASP's knowledge areas and specialized performance-related knowledge and skills to inform their careers in performance-oriented domains. Provides opportunities for future graduate school training. Please see this resource to learn more about the [Course-based Track](#).

Applied Track

The Applied Track is intended for those interested in working with athletes, performing artists, business professionals, exercisers, and other performers (e.g., military service members). Students on this track take courses that begin establishing the theoretical foundation of performance improvement and behavior change, in addition to other areas related to SEPP. These courses prepare students to develop the knowledge and interpersonal skills to successfully work with clients, as well as provide some practicum and mentored experiences to make progress toward 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. To fulfill SEPP program and graduation requirements, Applied Track students complete a culminating project based on their SEPP program experiences and demonstrated competencies of the SEPP Program learning outcomes.

Practicum Experience on the Applied Track

For those on the Applied Track, the SEPP program has established community partners that will support practicum placements. These include, but are not limited to, Aurora Baycare, UWGB Division I Athletics, St. Norbert College Division III Athletics, YMCA, and local schools and teams. Students are assigned a placement with SEPP's practicum partners.

Background checks may be required for practicum and SEPP-related jobs. If, for any reason, your background check does not pass the requirements of the assigned practicum site, you may need to transition to the Course-based Track (if available) or withdraw from the program. If you are concerned about a failed background check, contact the SEPP Chair and Practicum Coordinator.

All practicum experiences are supervised by SEPP faculty members and personnel with the CMPC® credential and mentor designation. You are required to participate in regular group and individual supervision meetings. You enroll in a pre-practicum course in the Spring of your first year. This course begins preparing you for your second-year practicum experiences. You enroll in practicum courses in Fall and Spring of your second year, though some consulting activities may start earlier (e.g., spring of the first year or summer prior to the second year) depending on the sport and the season. Your initial practicum work includes opportunities to observe and build rapport with clients and teams.

Course-Based Track

The Course-based Track is intended for those interested in acquiring performance-related knowledge and skills through coursework and other educational opportunities, as available. Students on this track take courses that begin providing the theoretical foundation of performance improvement and behavior change, in addition to other areas related to SEPP. In addition to the core SEPP courses, Course-based students have opportunities to take specialized courses, via electives, which can inform their careers in coaching, student-athlete development, health/wellness/fitness, or other performance-oriented domains; the Course-based Track also provides experiences (e.g., research) for those interested in pursuing additional graduate school training.

The Course-based Track requires 39 credits, including 30 credits of required coursework and 9 credits of electives suited to students' career interests. Course-based students select graduate-level electives (or those cross-listed as graduate courses) that best suit their needs. To fulfill SEPP program and graduation requirements, students complete a culminating project based on their SEPP program experiences and demonstrated competencies of the SEPP Program learning outcomes.

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, students on the Applied Track start their practicum experiences, and students on the Course-based Track 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 starting a business or creating a LLC, health and wellness 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. Students may have selective opportunities to take PSYCH 798 Independent Study, typically in their second year, to engage in self-guided career projects, conference abstract writing and presentation, and/or a research project.

To count toward degree requirements of one elective course, a Course-based student can enroll in up to three credits of PSYCH 798. Course-based track students may enroll in additional 798 credits beyond the three counted degree requirement credits, but the additional credits will not count toward degree requirements and may be considered overload credits if they are taken in a semester when a student is enrolled in more than nine credits. Since no electives are available on the Applied Track, these students are encouraged to participate in 798 opportunities when they are presented, though these credits do not count toward degree requirements and are considered overload credits. Overload credits do incur an additional tuition cost.

Supervising an independent study represents a significant commitment of time and expertise by the faculty member. The faculty member is uncompensated for this work, yet the work involves responsibilities comparable to those of a formal course. The faculty member must agree to supervise the independent study experience. It is the faculty member's right to decide whether they want to supervise an independent study project and course. When independent study opportunities exist, the SEPP and Psychology faculty will make announcements prior to each registration period.

Below is an outline of the Applied and Course-based curriculum (subject to change) for the 39-credit program.

	Applied Track	Course-Based Track
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First-Year Fall	PSYCH 610 Counseling Micro-Skills	PSYCH 610 Counseling Micro-Skills
	PSYCH 621 Theories of Sport, Exercise, and Performance Psychology	PSYCH 621 Theories of Sport, Exercise, and Performance Psychology
	PSYCH 627 Professional Ethics in Psychology	PSYCH 627 Professional Ethics in Psychology
First-Year Spring	PSYCH 605 Applied Psychological Statistics and Methods	PSYCH 605 Applied Psychological Statistics and Methods
	PSYCH 625 Theoretical Orientations	PSYCH 625 Theoretical Orientations
	PSYCH 786 Pre-Practicum	ELECTIVE
Summer	PSYCH 721 Applied Sport and Performance Psychology	PSYCH 721 Applied Sport and Performance Psychology
Second- Year Fall	PSYCH 738 Psychology of Sport Injury	PSYCH 738 Psychology of Sport Injury
	PSYCH 740 Multicultural Psychology	PSYCH 740 Multicultural Psychology
	PSYCH 787 Practicum I	ELECTIVE
Second- Year Spring	PSYCH 730 Sport Sociology	PSYCH 730 Sport Sociology
	PSYCH 788 Practicum II	PSYCH 790 Special Topics and Projects
	PSYCH 790 Special Topics and Projects	ELECTIVE
TOTAL	39 required credits; 0 elective credits	30 required credits; 9 elective credits

Possible Elective Course Options (dependent on graduate program course offerings):

BUSAN 570 Data Science for Managers
 EDUC 616 Principles of Coaching
 EDUC 617 Philosophy of Athletics and Coaching
 EDUC 618 Organization and Administration of Athletics
 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
 HWM 760 Wellness Law
 HWM 770 Behavior and Development in Organizations

MGMT 589 Organizational Behavior
MGMT 652 Teams
MGMT 730 Leading the Self
NUT SCI 621 Community and Public Health Nutrition
NUT SCI 712 Culinary Medicine
PSYCH 544 Dying, Death, and Loss
PSYCH 635 Psychopathology
PUB ADM 702 Public and Nonprofit Budgeting and Financial Management
SOC WORK 540 Strengths-Based Group Facilitation
SOC WORK 542 Psychopharmacology
SOC WORK 724 Motivational Interviewing
SOC WORK 727 Psychopathology for Clinical Social Work
SOC WORK 767 Assessing Mental Health and Substance Use in Practice

Students can use this resource to learn more about [Stellic](#) or visit this resource to learn more about [SIS](#) and the course schedule for the most current offering of electives (e.g., time, day, number of credits, etc.) and speak with their SEPP advisor about selected electives and which might fulfill AASP's K4 and K7 areas if courses in those areas were not fulfilled in undergraduate coursework. Students should also refer to the '[Special Program Rates](#)' associated with electives offered from other UWGB graduate programs. 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. Students should also be aware of the pre-requisites required for cross-listed or approved courses and can use this resource to learn more about these [courses and pre-requisite requirements](#).

Students are expected to read and be familiar with the Graduate Catalog. Please see this resource for the [Graduate Catalog](#).

SEPP Student Expectations

As you begin this exciting journey, we want to share the core expectations that will guide your experiences and help you thrive in our SEPP Program. These principles reflect our commitment to academic excellence, professional growth, and a strong, supportive community. You were selected for this program because we believe in your potential. Let's make the most of this experience!

1. Commit to growth and be open to challenge. This is a rigorous program designed to challenge and inspire you. We expect you to:

- Prioritize your studies and show up prepared.
- Engage deeply with your coursework and applied experiences.
- Give 100% of the effort you have each day, even if you don't have 100% of your capacity that day.
- Maintain consistent attendance and active participation in classes and events.

2. Seek opportunities. You will have access to professional development, research, and applied experiences. We expect you to take advantage of them. Remember, you are only here for two years – that time will fly by.

- Be proactive in your learning.
- Say yes to growth, even when it is outside your comfort zone.
- Be open to feedback and committed to continuous improvement by maintaining a growth mindset (if you are struggling with something, what is the time, energy, and effort that is needed to make improvement?).

3. Contribute beyond the classroom. Our program is more than classes; it is a community. We expect you to:

- Participate in events, service projects, and program initiatives.
- Contribute to the growth of the program.
- Represent the program with professionalism in all internal and external engagements.

4. Support one another. We rise by lifting others up. We expect you to:

- Root for each other.
- Establish connections with others in the program.
- Offer encouragement and lend a hand when someone needs it (and be willing to ask for help if/when you need it).
- Be kind, inclusive, and collaborative; give others the benefit of the doubt, and lead with empathy.

5. Take care of yourself. While academic excellence is a priority, we recognize the importance of caring for yourself. We expect you to:

- Take care of your mental, emotional, and physical well-being.
- Seek support when needed and contribute to a culture where asking for help is seen as the strength it is.
- Please note, because your time in the program is so short, “balance” might not be possible. Instead, strive for integration. When there is more downtime, take advantage. During busy seasons, realize there will be an end. Optimism will take you far.

CMPC® CREDENTIAL

The SEPP program does not guarantee completion of the requirements for the CMPC® credential. Within the program, students are provided with opportunities to progress toward the CMPC® requirements. 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 review this resource to learn more about the [CMPC® credential requirements and process](#).

<u>AASP Requirement</u>	<u>SEPP offers</u>
Degree: Having earned a master’s or doctoral degree	Master’s degree in Sport, Exercise, and Performance

clearly related to sport science or psychology from a regionally accredited institution	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) that aligns with AASP's knowledge areas.
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.	<p>The SEPP practicum courses provide Applied Track students with mentored experience. Supervisors provide regular group and individual supervision during the two semesters of PYSCH 787 and 788.</p> <p>Applied Track students can earn some hours toward the credential through the practicum experience, but students are unlikely earn all the mentored hours that are required by AASP to meet the CMPC® requirements.</p> <p>SEPP faculty and the practicum coordinator may provide additional mentored experiences for SEPP students (e.g., supervision of service presentations, course related applied workshops, or applied independent study projects)</p> <p>Please review this resource to learn of AASP Approved Mentors. This registry provides students with a list of mentors who can provide mentorship for completing their remaining hours needed for the certification.</p>
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. Students gain 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 their master's degree and complete coursework that aligns with the CMPC® credential. The SEPP degree, the program's coursework, and applied opportunities provide foundational preparedness for CMPC® Certification Exam.

SEPP FACULTY

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

Jason Cowell, Professor, Chair of the Psychology Department

(Email: cowellj@uwgb.edu; Office: MAC C308)

Teaching Areas: Cognition, Neuroscience

Research Areas: Social Cognitive Neuroscience, Morality, Empathy, Self-Control

Bio: Dr. Cowell studies the neural development of moral judgment, moral action, theory of mind, empathy, self-control, and prosocial behavior in childhood, adolescence, and adulthood. He uses electroencephalography, functional neuroimaging, psychophysiological measures, eye-tracking, and behavioral paradigms to investigate the complexities of developing morality and self-control in the U.S. and cross-culturally. His current studies focus on the role of early life adversity and stress on the long-term neural development of empathic concern and perspective-taking. Dr. Cowell is excited to work with students in research assistantships and independent studies.

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

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

Teaching Areas: Lifespan Development, Middle Childhood and Adolescent Development, Psychopathology, 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 UWGB'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.

Elif Ikizer, Associate Professor

(Email: ikizere@uwgb.edu; Office: MAC C327)

Teaching Areas: Social Psychology, First Year Seminar, Cultural Psychology, Research Methods

Research Areas: Stigma and culture, nonnative accent stigma, unintended consequences of interventions

Bio: Dr. Ikizer's research focuses on the link between stigma and culture. Dr. Ikizer investigates stigma from a cross-cultural lens. In her first line of research, she focuses on understanding the causes and consequences of stigma across cultures. In her second line of research, she focuses on

how social scientific work on alleviating the societal problems experienced by stigmatized individuals alters the way stigmatized individuals are perceived in the society.

Joanna Morrissey, Associate Professor, Chair of the SEPP Program, 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 to enhance optimal performance. Dr. Morrissey believes that *Exercise is Medicine* and stays active by lifting weights, walking, hiking, and occasionally playing tennis.

Chelsea Wooding, Associate Professor, CMPC®

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

Teaching Areas: Sport and Performance Psychology

Research Areas: Non-traditional applications of sport and performance psychology, and professional issues related to sport and performance psychology, including graduate student training

Bio: A former competitive dancer, Dr. Wooding deeply enjoys the applied side of performance psychology. She is a Certified Mental Performance Consultant through the Association for Applied Sport Psychology, and has consulted in a variety of settings, including high school and DI and DIII collegiate sport (both team and individual). She has also consulted in nontraditional settings, including working with nursing students, musicians, dancers, ultra-runners, and corporate clients. Dr. Wooding and her spouse, Daron, have two beagles – Annie and Dexter – and love being outdoors and active, sharing experiences together.

SEPP STAFF

Anna Bomber, Practicum Coordinator and Supervisor, CMPC®

(Email: bombera@uwgb.edu; Office: MAC B336)

Anna is a 2022 graduate of the SEPP program, and her primary areas of expertise include confidence building in the performing arts and behavioral change for motivation in exercise populations. Anna used to be a performer herself in theatre, music, and dance, and continues to exercise by running regularly. Anna is a Certified Mental Performance Consultant who consults with clients in her own private practice and is working to improve performance psychology awareness and education in the Fox Cities communities by collaborating with existing music and arts programs. Anna is the SEPP Practicum Coordinator and provides supervision to students during their practicum experiences.

Psychology Department and SEPP Program Assistant

(Office: MAC C310)

Assists SEPP students with travel expenses, campus room reservations, and printing/copying orders.

ADVISING

Prior to the first semester of the first year, students are assigned a SEPP faculty advisor who provides academic and career advising. Students are expected to attend scheduled advising meetings and be in regular communication with their advisor. Advisors conduct an annual review of students' engagement and involvement in program goals and learning outcomes outside the classroom setting. The annual review helps students progress successfully through the program by providing reflection opportunities, identification of accomplishments and areas for improvement, and clarification of expectations. The annual review also helps the SEPP Program evaluate the program's strengths and areas of improvement with reference to program goals.

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. Coping with challenges encountered in your educational and professional development
3. Utilizing your strengths that may assist in educational and professional development
4. Assessing your performance in the program as it 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 integration
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 of each course
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 and other academic activities (e.g., practicum, research, service opportunities)
4. Attending meetings with your advisor each semester, coming prepared and contributing positively to the advising relationship, and communicating in a timely and effective manner
5. Realistically assessing your fit within SEPP 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 (Students can learn more about this model from the Council of Graduate Schools' [Great Mentoring in Graduate School: A Quick Guide for Protégés](#)):

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 work with students, we have come to find that many 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. 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 (even your faculty and mentors experienced that at some

point)! 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 further explained in the [Family Educational Rights and Privacy Act resource](#) from UWGB
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)

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 the [Psychology Department Faculty and Staff](#) page for detailed bios

Anna Bomber, SEPP Practicum Coordinator and Supervisor

Jason Cowell, Professor, Chair of Psychology

Stephanie Cutlan, Associate Teaching Professor

Illene Cupit, Professor Emeritus

Jenell Holstead, Professor

Todd Hillhouse, Associate Professor

Macrae Husting, Associate Teaching Professor

Elif Ikizer, Associate Professor

Qiushan Liu, Assistant Professor

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

Alison Jane Martingano, Assistant Professor

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

Abigail Nehrkorn-Bailey, Assistant Professor
Sawa Senzaki, Professor, Associate Dean for the College of Arts, Humanities, and Social Sciences
Danielle Snyder, Assistant Teaching Professor
Christine Smith, Professor
Kris Vespi, Professor, Director of the Center for Teaching and Learning
Dean VonDras, Professor
Aaron Weinschenk, Director of Social Sciences & Public Policy Domain
Amanda Wildenberg, Dean Assistant for the College of Arts, Humanities, and Social Sciences
Georjeanna Wilson-Doenges, Professor
Chelsea Wooding, Associate Professor

Student Organizations

SEPP Club

The SEPP Club brings together students who are within the SEPP graduate program, who are undergraduate psychology majors or minors, or who have an interest in the SEPP field of study. The club's goal is to organize events to help members connect with other clubs' members and to create opportunities for networking and career development for members throughout their time at UWGB. Students can develop relationships with peers and faculty, have access to useful resources for their future career plans, and become more involved with the field of SEPP.

Graduate Student Council

The purpose of the Graduate Student Council (GSC) is to develop relationships among graduate students from different programs by providing research, social, and professional engagement opportunities. The Graduate Student Council meets monthly. Students can email sogsc@uwgb.edu to learn more about the GSC.

Psychology Club

The Psychology Club is a student organization that is open to all students. 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.

See this resource to learn more about [Student Organizations](#)

Additional SEPP Psychology Initiatives

The Phoenix Performance Psychology Corner is a blog from the SEPP program. See this resource to learn more about the [Phoenix Performance Psychology Corner](#). It is a source for information, knowledge, and research related to sport, exercise, and performance psychology:

Psych and Stuff Podcast is a podcast for the UWGB Psychology Department, hosted by Dr. Alison Jane Martingano, and includes interviews with faculty, students, and alumni from the UWGB Psychology Department and members of the larger community on a wide range of topics (work, research, personal lives, and other stuff). To learn more about the podcast, see this resource on the [Psych and Stuff Podcast](#).

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

Social Media

Facebook Page: UWGB Psychology

Instagram: @uwgb_sepp, @uwgbpsych, @uwgb_eim, @uwgbcahass, @uwgbgraduatestudies, @uwgb, @gbphoenix

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, including 3 credits in the summer. 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 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. Due to prerequisite issues in the SEPP curriculum, first-year students may

not enroll early in second-year courses. As a general rule, the SEPP Program does not support credit overload. This restriction is established for two reasons: (a) to help ensure students' academic work remains manageable and of the quality expected at a graduate-level, and (b) 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 course work in another program and would like to request credit transfer, please contact the SEPP Program Chair to facilitate the credit review process. Students can learn more by reviewing the [Graduate Catalog](#).

Class Attendance

A student is expected to attend all class sessions as they are scheduled (i.e., attend in-person class sessions for in-person classes; attend virtual class sessions for virtual classes). Students are encouraged to review the following UWGB Attendance and Absence Policies:

- Absence due to inclement weather: See [Attendance and the Weather Policy](#)
- Absence for funerals or a death in the family: See [Bereavement Policy](#)
- Absence due to disability: UWGB is committed to providing accommodations for eligible individuals with documented disabilities as defined by federal and state law. Questions should be directed to [Student Accessibility Services](#)
- Absence for student-athlete related events: When participation in athletic competition requires missed class time, student-athletes are considered representatives of the University and scheduled absences from class should be treated as excused absences by the instructor.
- Absence for 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.
- Extended absence policy: The Dean of Students Office will notify instructors of an extended student absence. If a student is unable to attend classes for 3 consecutive school days or more due to an illness, family death or other emergency, the Dean of Students Office will send written notification of the absence to the student's instructors when this service is requested by the student.

Students are encouraged to communicate with their instructor about class participation for university excused absences (mentioned above). Absences for anything other than the reasons listed above are considered unexcused. Class attendance and/or participation accommodations are not available for unexcused absences.

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.

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	Rating	Grade Points per Credit
A (93-100%)	Excellent	4.0
AB (88-92.99%)	Very Good	3.5
B (83-87.99%)	Good	3.0
BC (78-82.99%)	Above Average	2.5
C (73-77.99%)	Average	2.0
CD (68-72.99%)	Below Average	1.5
D (60-67.99%)	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 UWGB. Otherwise, academic retention policies will follow.

You are expected to maintain certain standards of academic achievement while enrolled at UWGB. 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 dismissed.
- **Academic Probation:** Following any academic term at the end of which the cumulative graduate GPA falls below 3.00.
- **Academic Dismissal:** A 1.999 or less GPA for students who have completed 9 credit hours. At the time a student is eligible for academic dismissal based on their GPA, the Office of Graduate Studies will communicate with the SEPP program. The SEPP program will have the opportunity to make a recommendation to the Office of Graduate Studies, whose decision is final.
- 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 academic concerns 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.

Moving from Probation to Good Standing or Dismissal

- A student on Probation who earns a 3.0 or better cumulative GPA returns to Good Standing.
- A student on Probation who earns a 3.0 or better end-of-term GPA (not cumulative GPA) remains on probation.
- A student on Probation who earns less than a 3.0 end-of-term GPA may be dismissed.

Academic Grievances

Students have the right to seek resolution when they believe they have been subjected to an unfair application of a course policy by a UW-Green Bay instructor. Students are directed to the process outlined on the [Academic Disputes](#) resource. 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 College of 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.

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 the course 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.

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](#) 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 in the [Graduate Catalog](#).

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 UWGB Learning Center and can learn more by visiting this resources from the [Learning Center](#). The Learning 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 so students can use this resources to familiarize themselves with the [7th edition of the Publication Manual of the American Psychological Association](#). 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)

In this program, you may have the opportunity to use Microsoft Copilot or related generative AI tools, but only with express permission beforehand. SEPP faculty will communicate if and how AI can be used in the classroom. There may be times where you collaborate with these tools during program activities. Please note that signing up for these tools requires providing personal information and data that could be sold or could be susceptible to data breaches. Therefore, it is entirely up to you to decide whether to use them or not. Please consult course syllabi for AI guidelines to ensure academic integrity, as using these tools without permission or proper citation/disclaimers is considered academically dishonest (please refer to UWS Chapter 14 for more information). The SEPP program encourages you to think of using these applications, when appropriate, as a tool that can aid you in your work but not as a substitute for your own ideas. In other words, using these tools should supplement your own ideas rather than replace them. The SEPP program desires and strives to develop your critical thinking and problem-solving skills, and relying solely on generative AI tools is likely to hinder that growth.

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. Students are also expected to uphold the policies and procedures outlined in this resource provided by the UW System Administrative Code: [Academic Misconduct](#).

Civility and Inclusivity

The SEPP Program takes the campus Civility and Inclusivity Statement very seriously and will enforce the positions contained within it. Students can use this resource to review the full [Civility & Inclusivity Statement](#).

SEPP students are expected, however, to hold themselves to an even higher standard and to actively work on improving their cultural competence and cultural humility. As a program, we acknowledge that cultural competence and cultural humility are 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 working effectively with a wide range of individuals. Cultural competence and its relationship to professional ethics is addressed further in this resource provided by the Association for Applied Sport Psychology: [Cultural Competence](#).

Professional and Ethical Academic Expectations Policies

You are expected to demonstrate the highest standard of performance and professional behavior in all aspects of your work in the SEPP program. This includes the demonstration of maturity, emotional competency, 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 AASP Code of Ethics throughout your time in the SEPP program and profession.

Examples of behaviors that interfere with academic and 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 an external site (e.g., 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.

Social Media Policy

Social media offers many opportunities to share information and dialogue with others. While there are many benefits of using social media platforms, 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/X, Instagram, LinkedIn, Snapchat, and TikTok. Whether social media interactions take place with classmates, colleagues, practicum site personnel, or others, you are expected to 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 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, program faculty, or other personnel affiliated with the SEPP program is inappropriate and violates the Code of Ethics. Derogatory language in social media is also inappropriate. You are encouraged to meet with your advisor or other SEPP personnel if you have questions about the appropriate use of social media.

Requesting Faculty References

You will likely identify SEPP and other Psychology Faculty as references when applying for employment, further studies, scholarships, or other opportunities. 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 recommendation letters or forms a minimum of three weeks before the due date.

Career Planning provides helpful tips on what to look for in selecting a potential reference and how to make a request. See this helpful resource for [Career Planning's Toolkit](#). *Please keep in mind that you are not entitled to recommendation letters or references.* It is in your best interests to make sure the references identified are willing and able to provide positive recommendations. If 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 beforehand, they will respond with an honest assessment of the student without notice to the student or the right to review.

Procedure for Professional and Ethical Violations

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. With this, both professional and ethical standards are part of the academic expectations of this program. 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, advisors, supervisors, or other relevant personnel, may be addressed through recommendations for remedial action or termination from the SEPP program.

When such concerns about academic expectations arise in the classroom or other program-related activities, 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 non-participating 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 extremely serious concerns or for concerns not resolved by Steps 1-6, the procedure below outlines the steps to be taken when a SEPP student is alleged to have committed professional or ethical violations as outlined in the SEPP Student handbook and/or AASP's Ethics Code.

This procedure ensures a fair and transparent process for investigation, appeal, and hearing. A professional or ethical violation of academic expectations is defined as any action or behavior that violates the AASP Ethics Code, or the professional and ethical expectations stated in the SEPP Student Handbook.

a. Investigation

- i. **Reporting Allegations:** Allegations of a violation are reported to the SEPP Program. If the allegations are not reported in writing, the SEPP program will ask the complainant to provide a written report. The report should include detailed information about the alleged violation and any evidence.
- ii. **Gathering Information:** The SEPP Chair and any other relevant SEPP personnel will gather more information related to the case (e.g., speak with the complainant, SEPP student, witnesses, documentation, evidence). In a meeting with the SEPP Chair and any other relevant SEPP personnel, the SEPP student is given the opportunity to respond to the allegations. The SEPP Chair and relevant SEPP personnel prepare a report summarizing the findings and recommendations.
- iii. **Report:** The SEPP Chair will share the report with an internal Academic Expectations Committee, composed of a minimum of three graduate level faculty members from the Psychology Department.

b. Initial Review

- i. The internal Academic Expectations Committee reviews the report and meets to determine what violations occurred, the severity of the violations, and if the violation warrants further investigation.
- ii. If the allegations are not found to be in violation of the SEPP handbook and/or AASP Ethics Code, the internal Academic Expectations Committee will provide a written notification to the student that they did not violate academic expectations, and no further investigation or review of the case is necessary.
- iii. If the allegations are deemed credible and found to be in violation of the SEPP handbook and/or AASP Ethics Code, the internal Academic Expectations Committee will provide a written notification of the violations to the SEPP student and request a meeting with the student to communicate their findings, consequences and ramifications of the violation.

c. Appeal

- i. The SEPP student has five business days to file an appeal to the internal Academic Expectations Committee's decision. The appeal must be in writing and should be emailed to the Associate Vice Chancellor for Graduate Studies and Research.
- ii. The Associate Vice Chancellor for Graduate Studies and Research or their designee will provide the SEPP student with guidance for the appeal.
- iii. The Associate Vice Chancellor for Graduate Studies and Research will organize a Graduate Studies Committee to review the appeal.
- iv. The Graduate Studies Committee will make a decision based on the record of the violation case and will provide written notification of the decision to the student and the SEPP Chair. The Graduate Studies Committee's decision is final.
- v. If an appeal is not filed within five business days, the SEPP Chair will enact the necessary steps per the internal Academic Expectations Committee's decision.

d. Miscellaneous

- i. **Confidentiality:** All parties involved in the investigation, appeal, and hearing processes must maintain confidentiality to protect the privacy of the individuals involved.
- ii. **Record Keeping:** Records of all proceedings are maintained by the SEPP Program for a period of five years.
- iii. **Conclusion:** This procedure ensures that allegations of professional and ethical violations are handled fairly and transparently, providing due process for all parties involved.

- 8. For unresolved concerns, the student will be directed to schedule a meeting with their 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.

Continuance in/Suspension from/Dismissal 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 the profession(s) and communities within which the student might practice. Options for continuance include:

1. The student, advisor, SEPP Program Chair, and 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 guided to another graduate program area.
4. The student may be recommended, to the Associate Vice Chancellor for Graduate Studies and Research, for dismissal from the program with the option of reapplying to the program at a later date.
5. The student may be recommended, to the Associate Vice Chancellor for Graduate Studies and Research, for dismissal from the program with no option to reapply at a later date.

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 contact Student Services Center and visit the Graduate Catalog 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](#). 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).

Grievances

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 Department

Chair. If resolution is not achieved there, the student may consult with the Dean of Students Office [per university policy](#).

ADDITIONAL UNIVERSITY POLICIES AND PROCEDURES

It is your responsibility to be familiar with the [UW–Green Bay policies](#), as well as the [Graduate Studies policies and procedures](#).

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 a completion deadline extension](#)

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 the [Attendance and Absence Policy](#).

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](#)".

UW–Green Bay 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.

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 emails 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](#). 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 regarding the Student Accessibility Services (SAS) Office, please visit the [Student Accessibility Services website](#). You will need to bring in appropriate documentation from a qualifying professional to determine the accommodations with the Student Accessibility Services Office, which will create an

Accommodation Request form to hand deliver to each of your professors/instructional staff. This form will identify the accommodations for the student that are appropriate, 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 SAS Office (SS 1700). If the student or faculty member has any questions regarding the recommended accommodation, please contact the SAS Office at (920) 465-2841.

Sexual Assault Policy

It is the policy of the UWGB 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](#).

Harassment and Discrimination Policy

UWGB is committed to maintaining a learning and working environment that is [free of bias, prejudice, and harassment](#).

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.

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 [the UWGB Financial Aid website](#).

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 (\$259 for student member 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 assistantships are available for students enrolled in UWGB graduate programs including SEPP. These positions may be offered through the Office of Graduate Studies or programs across campus. Graduate Assistants are expected to devote approximately 20 hours per week performing assigned duties. Assistantships are awarded on a competitive basis. Students can review this resource to learn more about [Graduate Assistantship](#) opportunities.

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

An additional assistantship is offered to SEPP graduate students, by Dr. Jenell Holstead:

Consortium of Applied Research, Graduate Assistantship Position

This graduate assistant position provides support through the Consortium of Applied Research (CAR). This position requires 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, completing data quality checks to ensure data are reliably entered into the system, communicating data findings to key stakeholders, and analyzing data for reporting purposes. Additionally, other tasks may be

assigned, as appropriate, to support the Director of the CAR and Research Program Manager of CAR. Preference will be given to a student who has an undergraduate degree in psychology, experience in K-12 education, or experience in afterschool programs or youth-serving organizations. This is a 12-month position. Please visit this resource to learn more about the [CAR Graduate Assistantship](#) opportunities.

Travel Funds

Grants are available for UWGB, degree-seeking graduate students to support activities contributing to the enhancement and completion of graduate degrees. The Office of Graduate Studies awards students up to \$250.00 per request and a maximum of \$500 per student per year. Students can use this resource to learn more about [travel grants](#). Awarded funds can be used to support and/or cover the costs associated with attendance at relevant educational events (e.g., conferences, workshops, continuing education seminars, etc.). Students presenting papers or research at the educational event (conference, workshop, etc.) will be given priority. These grants can be used for conference registration or other travel-related costs for educational events. All requests must first be approved by a graduate faculty sponsor from the student's program of study prior to review by Graduate Studies. Students ***must*** submit the travel grant application to the Office of Graduate Studies ***prior to*** registering or purchasing anything related to the educational event. Applications must be submitted to the Office of Graduate Studies ***30 days prior to the educational event start date***. Applicants are encouraged to apply as soon as possible to facilitate the direct payment of costs associated with attendance. If awarded a travel grant, students should contact travel@uwgb.edu and the Psychology Department Assistant before booking or purchasing anything related to travel. Not contacting the Travel Office might result in the funds not being awarded.

The AASP Executive Board created the Student Conference Grant for the purpose of helping students defer costs associated with regional conferences. A total of 8 awards at \$500 each are sponsored yearly. More information can be found by reading this resource on [Student Conference Grants](#).

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. More information can be found by reading here about [APA Division 47 awards](#).

Research Grants

AASP Research Grant:

AASP 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, and show potential for contributing to the knowledge base in sport and exercise psychology. Students can learn more by reading this resource on AASP's [Research Grants](#).

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. Students can learn more by reading this resource on AASP's [Seed Grants](#).

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® and current AASP member). Grants range from \$250 to \$5000. Students can learn more by reading this resource on AASP's [Outreach Grants](#).

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. Students can learn more by reading this resource on AASP's [Gualberto Cremades Grant](#).

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 of 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), and planning student-oriented sessions (e.g., student meeting). Seed money is not to be used for alcoholic beverages. Students can learn more by reading this resource on AASP's [Conference Grant](#).

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 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. Students can learn more by reading this resource on the NCAA's [Research Grant Program](#).

Awards

AASP Outstanding Student Practice Award:

This award recognizes outstanding or innovative service delivery in sport psychology by a graduate status (masters, doctoral) student member of AASP. Service delivery and client is defined broadly and reaches across all areas of AASP. Students can learn more by reading this resource on AASP's [Outstanding Student Practice Award](#).

AASP Inclusion, Diversity, and Excellence in Advocacy and Social Justice (IDEAS) Student Award:

The purpose of the IDEAS Student Award is to recognize and honor the achievements of students involved in research, service, or applied experiences that focus on diversity, inclusion, social justice, or advocacy in sport and performance psychology. The recipient receives a check for \$500, a waived AASP Annual Conference registration fee in the year of the award, and a plaque presented at the conference. Students can learn more by reading this resource on AASP's [IDEAS Award](#).

CAMPUS RESOURCES

Most services and resources available to help students succeed at UWGB can be found by referring to the information provided on the [Student Services Center website](#) and/or the "Students" page found on the [UWGB website](#). Other relevant campus and professional resources are listed below.

Please review the information and content provided by these campus resources:

[Graduate Studies Student Resources](#)

[College of Arts, Humanities and Social Sciences \(CHASS\)](#)

[Library Resources for SEPP Students](#)

[Library Research Guides](#)

[Career Planning](#)

[Wellness Center](#) (The Counseling and Health Center is on campus, located in SS1400)

[Student Accessibility Services Office](#)

[Pride Center](#)

[Campus Cupboard and Clothes Closet](#)

[International Education Office](#)
[Kress Events Center](#) (University Recreation)
[UWGB Athletics](#)

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)

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 over 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. Please see this resource to learn more about [AASP](#).

American College of Sports Medicine (ACSM)

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. Please see this resource to learn more about [ACSM](#).

American Psychological Association (APA)

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. 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 preconvention 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. Please see this resource to learn more about [APA](#).

International Society of Sport Psychology (ISSP)

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. Please see this resource to learn more about [ISSP](#).

Midwestern Psychological Association (MPA)

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. The annual meeting is open to psychologists, students, and members of the public. Please see this resource to learn more about [MPA](#).

PROFESSIONAL ENGAGEMENT

Listservs (Email Lists)

AASP Research Listserv:

- Members may access this resource to 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 postings 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:

- Students can access this resource to subscribe to the [SPORTPSY Exercise and Sport Psychology listserv](#).

Social Media

Facebook Pages:

- Association for Applied Sport Psychology (AASP)
- American College of Sports Medicine (ACSM)
- American Psychological Association (APA) Division 47
- International Society of Sport Psychology (ISSP)
- AASP Student Facebook Group

Instagram:

- @aaspoofficial
- @acsm1954
- @apa_org
- @issponline

Twitter/X:

- @AASPTweets
- @ACSMNews
- @APADivision47
- @ISSPonline

Journal Publications

Case Studies in Sport and Performance 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 and Exercise Scientist (BASES publication for AASP members)

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. Students can use this resource to learn more about the [AASP Student Delegate](#) application and process.

FINAL TIPS FOR THE BEGINNING OF SUCCESS

Here are seven tips adapted from this resource which is provided by the Student Affairs Administrators in Higher Education: [*Lessons Learned: A Reflection on the First Semester of Graduate School*](#).

1. **Say “yes” to opportunities while also knowing your limits:** 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. The more responsibility you take on, the more you will be able to learn and experience. 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”.
2. **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.
3. **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 and help you network with the school community.
4. **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.
5. **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.
6. **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 primarily following 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 in the 1990s (updated in 2024), largely based on the APA Ethical Principles of Psychologists and Code of Conduct, while reflecting the core values of AASP.

Students can use this resource to review the [AASP Ethical Principles and Standards](#) which consists of:

- Introduction
- Preamble
- 6 General Principles
- 25 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 and those who hold the CMPC® 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 which can then be applied to human behavior in a variety of sport and performance contexts including, but not limited to, health, exercise and sport psychology, sport science, social work, counseling and clinical psychology, performing arts, business consultation, and military training. 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 and CMPC®s should respect the central importance of freedom of inquiry and expression in research, teaching, and consulting. They also strive to help the public develop informed judgments and choices concerning sport and performance contexts. This Ethics Code provides a common set of values and standards upon which AASP members build their professional and scientific work.

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

Adherence to the Ethics Code requires AASP members and CMPC® practitioners to: (1) make a

personal commitment to a lifelong effort to act ethically; (2) to encourage ethical behavior by students, mentees, supervisees, employees, and colleagues, as appropriate; and (3) to consult with others, as needed, concerning ethical problems. While each AASP member and CMPC will have their own personal values, culture, and experiences, these should not violate the Ethics Code.

General Principles

Principle A: Competence

AASP members and CMPC[®]s 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. 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 licensing, certification, education, training, and/or experience. 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 and CMPC[®]s exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work.

Principle B: Integrity

AASP members and CMPC[®]s promote integrity in the science, teaching, and practice of their professional work. In these activities, they 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 and CMPC[®]s avoid improper and potentially harmful multiple relationships.

Principle C: Professional and Scientific Responsibility

AASP members and CMPC[®]s are responsible for safeguarding the public and AASP by adhering to this Ethics Code. They uphold professional standards of conduct and accept appropriate responsibility for their behavior. AASP members and CMPC[®]s 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. Their moral standards and conduct in non-professional settings 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 and CMPC[®]s are aware of the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues to prevent, avoid, or terminate unethical conduct. If an AASP member and/or CMPC[®] is also a member of another professional organization, consideration should be given to abiding to the higher standard when possible.

Principle D: Respect for People's Rights and Dignity

AASP members and CMPC[®]s accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, and self-

determination, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. AASP members and CMPC[®]s stay abreast of professional practices and education regarding diversity and inclusion, understanding individual and cultural differences, including but not limited to, those related to age, biological sex, gender identity, gender expression, race, ethnicity, national origin, religion/spirituality, sexual orientation, marital status, immigration status, mental or physical ability, political beliefs, language, educational level, employment status, and/or socioeconomic status, among others. They promote and work to integrate these differences within their professional work. AASP members and CMPC[®]s are aware of how their biases related to the aforementioned identities may influence their work, and they do not knowingly participate in or condone discriminatory practices.

AASP members and CMPC[®]s may advocate, where appropriate, for their clients. Advocacy can be broadly understood as actions, behaviors, or initiatives by organizations or individuals who hold some degree of power (e.g., influence, status, authority). AASP members and CMPC[®]s strive to identify and address potential barriers and obstacles that inhibit a client's positive development and potential for growth. When evaluating and implementing advocacy, AASP members and CMPC[®]s examine relevant multicultural considerations.

Principle E: Concern for Others' Welfare

AASP members and CMPC[®]s seek to contribute to the welfare of those with whom they interact professionally. When conflicts occur among AASP members' and/or CMPC[®]s' 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 and CMPC[®]s are sensitive to real and ascribed differences in power, privilege, and influence between themselves and others. They do not exploit or mislead other people during or after professional relationships. AASP members and CMPC[®]s adhere to ethical or legal mandates to ensure the safety, privacy, and well-being of those to whom they provide services.

Principle F: Social Responsibility

AASP members and CMPC[®]s are aware of their professional responsibilities as they relate to the community and the society in which they work and live. They apply and make public their knowledge to contribute to human welfare. When undertaking professional responsibilities, AASP members and CMPC[®]s strive to advance human welfare and their profession while protecting the rights of the participants. AASP members and CMPC[®]s avoid misuse of their work, and they comply with the law as it pertains to their respective jurisdiction to carry out their work in an ethical manner and in accordance with regulatory bodies.

General Ethical Standards

The 25 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. Use of Titles, Descriptions of Services, and Business Names
4. Human Differences

5. Exploitation, Harassment, Sexual Misconduct, and Misuse of Influence
6. Personal Problems and Conflicts
7. Avoiding Harm
8. Misuse of AASP Members' Work
9. Multiple Relationships
10. Barter and Receiving Gifts
11. Consultations and Referrals
12. Third-Party Requests for Services
13. Consultation, Mentorship, or Supervision
14. Documentation of Professional Work
15. Fees and Financial Arrangements
16. Definition of Public Statements
17. Informed Consent to Practice
18. Termination of Services
19. Maintaining Confidentiality
20. Conducting Research
21. Conflicts between Ethics and Organizational Demands
22. Resolution of Ethical Conflicts
23. The Integration of Technology in Professional and Scientific Work within Sport, Exercise and Health Psychology
24. Teaching and Mentorship
25. Use of Assessments