

## PUBLICATIONS

**Withycombe, J.L.** (2011). Intersecting Selves: African American Female Athletes Experiences of Sport. *Sociology of Sport Journal*, 28(4).

### Abstract

Stereotypes have the power to dynamically structure African American female athletes' oppression (Buysse & Embser-Herbert, 2004; Kane, 1996), for example, by trivializing their athletic efforts (Douglas, 2002). The purpose of this paper was to examine how African-American women athletes experience such stereotypes. Drawing from Collins (1990) and Crenshaw's (1991) work on intersectionality, data was gathered from eight African American female athletes regarding their sport experiences. Qualitative analyses revealed two major themes: *Gendered Stereotypes* and *Racial Stereotypes*. Findings suggested that complex intersections of these stereotypes significantly impacted African American female athletes' sport experiences. It is concluded that future research should explore in greater depth the sexist, racist, and classist incidences of African American female athletes' experiences at all levels of sport participation.

Wrisberg, C.A., **Withycombe, J.L.**, Loberg, L., & Simpson, D. (2011). NCAA Division-I Administrators' Perceptions of the Benefits of Sport Psychology Services and Possible Roles for a Consultant. *The Sport Psychologist*.

### Abstract

In the present study National Collegiate Athletic Association D-I athletic directors ( $n = 198$ ) and presidents ( $n = 58$ ) were asked to rate their perceptions of the benefits of various sport psychology services and their support of possible roles for a sport psychology consultant (SPC). Participants gave higher ratings for (a) services that were performance-related (e.g., dealing with pressure) than for those that were life-related (e.g., preventing burnout) and (b) a role for a SPC that involved the provision of services but not a full-time staff position or interactions with athletes at practices and competitions. Results indicated that while administrators acknowledge the potential benefits of sport psychology services, some remain reticent to employ them on a full-time basis. Future research is recommended with administrators that have employed SPCs full-time to determine their perceptions of the impact of sport psychology services on their student-athletes.

Wrisberg, C.A., Loberg, L., Simpson, D., & **Withycombe, J.L.** and Reed, A. (2011). NCAA Division-I Coaches' Openness to Using Mental Training Services and Support of a Role for a Sport Psychology Consultant at Their Institutions. *The Sport Psychologist*, 24(4), 489-503.

#### Abstract

In this study NCAA Division I coaches (n = 815) completed a Web-based survey assessing their willingness to encourage athletes to see a sport psychology consultant (SPC), their support of possible roles for a SPC at their institution and, for coaches with current access to a SPC at their institutions, their willingness to seek mental training services for a variety of purposes. The results indicated that coaches were more willing to encourage their athletes to see a SPC for performance issues than for personal concerns and were more supportive of making mental training services available to athletes and including a SPC among athletic department staff than allowing a SPC to be present at practices and competitions. Coaches with current access to a SPC were primarily interested in mental training for performance enhancement purposes and were more willing to seek the services if they had more frequent contact with the SPC and perceived the SPC to be effective. These findings extend previous research on athletes' and coaches' receptivity to mental training and provide several important insights for SPCs working with athletic personnel at the NCAA Division I level.

Fisher, L.A., **Withycombe, J.L.**, & Prewitt, T.R. (Winter, 2010). Putting one's "game face" on: Media representations of female athletes. *The Moving Towards Justice Series: A Project of NAGWS' Inclusion & Social Justice Committee*.

#### Abstract

Media representation of female athletes is fraught with sexism, racism, homophobia, ageism, and perfectionism (Schultz, 2005; Kane, 1993; Krane, 2001). How can female athletes, their parents, coaches, administrators, schools, and communities resist such representations? The authors first describe how certain female athlete images are oppressed while others are privileged, particularly highlighting the intersectionality of gender, race, and femininity. Next, ten social justice and resistance strategies are offered framed by what Baumgardner and Richards (2000) call *autokeonony* (e.g., "self in community") or seeing social justice and activism not as a choice but as a *link* between self and community that promotes balance between both of them.

Wrisberg, C.A., Simpson, D., Loberg, L., **Withycombe, J.L.**, & Reed, A. (2009). NCAA Division-I student-athletes' receptivity to mental skills training by sport psychology consultants. *The Sport Psychologist*, 23(4), 470-486.

#### Abstract

In the current study NCAA Division I student-athletes (n = 2,440) completed a Web-based survey assessing their willingness to seek mental skills training, perceptions of the potential benefits of mental training for their team, and support of possible roles for a sport psychology consultant at their institution. Multiple chi-square tests revealed significant ( $p < .001$ ) dependence of respondents' ratings on gender, sport type (individual vs. team), prior experience with a sport psychology consultant, and perceived effectiveness of prior experience (low, moderate, high). Generally, females were more receptive than males, individual and team sport athletes were interested in different types of mental skills, athletes with prior consulting experience were more open than those with none, and athletes with highly effective prior experience were more receptive than those with less effective experience. These findings extend previous research examining collegiate student-athletes' attitudes toward sport psychology consulting and provide several important insights for consultants conducting mental skills training for NCAA Division I level athletes.

**Withycombe, J.L.** (Spring, 2009). More beautiful in motion than standing still. *Women in Sport and Physical Activity Journal*.

#### Abstract

Sport participation can be one of the single most empowering experiences of a woman's life (Bolin & Granskog, 2000). This piece takes an auto-biographical look at the author's collegiate rowing experience. This reflection serves as a reminder to all of us active in the fields of sport and women's issues that great power can be derived from the simplest of moments. It teaches us that the lessons learned through athletic participation can carry great meaning into every aspect of our lives past, present, and future.