

Sport Canada Research Initiative Conference
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CONFERENCE ABSTRACTS

**Projects In-Progress and/or No KT Paper
Provided**

ADAMS, CARLY	6
<i>Sport and Female Community in London, Ontario 1920-1951</i>	
BAKER, JOSEPH	7
<i>A level playing field? Bias in Canadian high-performance sport</i>	
BALISH, SHEA	8
<i>Talk is Cheap, but Behaviour is Expensive: Testing the Intuitionist Model of Health Behaviour</i>	
BARAKAT-HADDAD, CAROLINE	9
<i>Examining and Addressing Constraints to Sport Participation among Female Adolescents</i>	
BÉLANGER, MATHIEU	10
<i>Results after six years of the Monitoring Activities of Teenagers to Comprehend their Habits (MATCH) study</i>	
BENSON, ALEX	11
<i>How peer behaviours relate to adolescent social development: A daily diary approach with youth hockey teams</i>	
BIANCO, THERESA	12
<i>Coach Support of Injured Athletes and the Coach-Athlete Relationship</i>	
BURKE, SHAUNA	13
<i>Development of a Team-Referent Attribution Questionnaire</i>	
CAIRNEY, JOHN	15
<i>Measuring Quality Sport Experiences in Youth</i>	
CAMIRÉ, MARTIN	16
<i>Evaluation of the Coaching for Life Skills</i>	
CULVER, DIANE	17
<i>Promoting and assessing social learning in parasport coaches and organisations</i>	
DALLAIRE, CHRISTINE	18
<i>The Games and the Reflection of Youth Identities in the Canadian Francophonie</i>	
DAWSON, MICHAEL	19
<i>Sport, Empire, and Nation: A Comparative History of English-Canadian Identity, 1930- 1994</i>	

DEAL, COLIN	21
<i>The Process of Developing Contribution Among Young Athletes</i>	
DOHERTY, ALISON	22
<i>The Role of Social Capital in the Organizational Capacity of Community Sport (Phase 2: Individual and Group Social Capital)</i>	
DONNELLY, MICHELE	24
<i>Riding, Community, Segregation: Exploring Girls-only Skateboarding Programs</i>	
DONNELLY, PETER	25
<i>Sport participation in Canada: Evaluating measurements, and testing determinants of increased participation</i>	
DUARTE, TIAGO	27
<i>Promoting and assessing social learning in disability sport</i>	
DUBUC-CHARBONNEAU, NICOLE	29
<i>Addressing Varsity Athletes Burnout and Well-being through the Implementation of a Feel-based Self-regulation Intervention</i>	
FALLS, DOMINIQUE	30
<i>Organized Youth Sport in a British Columbian Rural and Small-Town Region: An Ethnographic Study</i>	
FORTIER, KRISTINE	31
<i>“You have 60 minutes to do what you can’t do in real life. You can be violent”: Perceptions of violence in sport by young athletes</i>	
FRASER-THOMAS, JESSICA	32
<i>Tykes and Timbits: Examining Preschoolers’ Organized Sport in Canada</i>	
GAUDREAU, PATRICK	34
<i>The Role of Parents and Coaches in Predicting Consequential Sport Participation Outcomes: A Daily Training Diary Study</i>	
GOODMAN, DAVID	35
<i>Unsportsmanlike Aggression in Youth Hockey: Attitudes, Perceived Social Approval, and Situational Temptation</i>	
HATTON, NATHAN	36
<i>Wrestling with Ethnicity: Immigration, Sport and Class in Winnipeg Before 1930</i>	

HAVITZ, MARK	37
<i>Impact of Ego Involvement with Running on Varsity Athletes' Post-University Running Participation and Health</i>	
HEINE, MICHAEL	39
<i>Changing the face of Canadian sport: Understanding the experiences of Tom Longboat Award recipients, 1951-1998</i>	
HOLT, NICHOLAS L.	41
<i>Toward a Conceptualization of Good Parenting in Youth Sport</i>	
KEHLER, MICHAEL	42
<i>Healthy bodies, boys and body image: An examination of male students' reluctance to participate in compulsory grade nine physical education classes</i>	
KENDELLEN, KELSEY	43
<i>A Grounded Theory of the Process of Life Skills Transfer and Application</i>	
KOWALSKI, KENT	44
<i>The role of self-compassion in adolescent women athletes' experience of the self-conscious emotions</i>	
KOWALSKI, KENT	45
<i>Men athletes' self-compassion and masculinity</i>	
LAPOINTE, LAURENCE	46
<i>Transformation of Social Norms Concerning Transportation and Community Capacity Building to Ensure the Continuation of an Active Transportation Program for getting to School: Case Study of Trottibus</i>	
LASSONDE, MARYSE	47
<i>Effects of sports concussions</i>	
LOUGHEAD, TODD	49
<i>Developing Leadership Behaviours in Athletes</i>	
MACMULLIN, JENNIFER	50
<i>Family Matters: Predictors of Participation and Retention in Sport by Youth with Developmental Disability</i>	
McEWAN, DESMOND	51
<i>Teamwork in Sport: A Framework for Increasing Participation in Sport</i>	

McHUGH, TARA-LEIGH	52
<i>Linking sport research and policy: An exploration of how Traditional Inuit and Dene games can support the goals of sport Canada</i>	
McRAE, HEATHER	53
<i>Culturally Relevant Sport for Urban Aboriginal Youth: Examining the Role of Sport Education</i>	
MISENER, KATHERINE	54
<i>Member Perceptions of Social Responsibility in Nonprofit Community Sport</i>	
NADEAU, LUC	55
<i>Analysis of training sessions and tactical skill development in competitive soccer</i>	
NZINDUKIYIMANA, ORNELLA	56
<i>Minorities in Historical Narratives: The Case of Black Canadian Women in Sport</i>	
PERRIER, MARIE-JOSÉE	58
<i>The creation and reception of Paralympic Media: The 2014 Sochi Paralympic Games</i>	
RAK, JULIE	59
<i>Gender in Mountaineering Accounts</i>	
SCHERER, JAY	60
<i>Community Benefits? Urban Governance and the Politics of a Publicly-Funded Arena and Entertainment District</i>	
SPEED-ANDREWS, AMY	61
<i>Social ecological correlates of Physical Activity and Sport in a population-based sample of Colorectal Cancer Survivors</i>	
STARKES, JANET	63
<i>Lifelong Commitment to Sport: Comparing Masters Athletes from Different Disciplines</i>	
STIRLING, ASHLEY ELISA	65
<i>Athletes' Experiences of Emotional Abuse in Sport</i>	
STRACHAN, LEISHA	66
<i>Cultural relevancy and positive youth development: Exploring the sport and physical activity experiences of Indigenous youth in Canada</i>	
SYLVESTER, BENJAMIN D.	67
<i>Variety in Adolescent Sport</i>	

SZTO, COURTNEY	68
<i>Changing on the Fly: Situating multiculturalism, citizenship, and hockey through the voices of South Asian Canadians</i>	
TAKS, MARIJKE	69
<i>Building Capacity for Sport Participation through Events (Phase 1.b)</i>	
TEETZEL, SARAH JANE	71
<i>Transitioning to Inclusive Sport</i>	
THIBAUT, LUCIE	72
<i>A comparative case study of collaborative approaches to sport participation policy development and implementation</i>	
TINK, LISA	73
<i>Uncovering the Historical Plays of Power in Canada’s Recreation System: A Foucauldian Genealogy</i>	
TROTTIER, CHRISTIANE	74
<i>Design, implementation and assessment of a life skills development program in the context of school sports</i>	
TRUDEAU, FRANÇOIS	75
<i>Influence of quality physical activity in childhood on sport and physical activity later in life (2006-2009)</i>	
WALL, JESSIE	76
<i>Transitioning to elite, early specialization sport as joint goal-directed projects between parents and youth</i>	
WATT, MARGO	77
<i>Relations among Anxiety Sensitivity, Physical Activity and Health-Related Outcomes</i>	
WILSON, BRIAN	78
<i>Corporate Environmentalism and the Canadian Golf Industry</i>	
WOOD, LAURA	79
<i>The Social Nature of Women’s Sport Participation</i>	
WOOD, LAURA	80
<i>Managing Sport Events to Maximize Positive Impacts</i>	
YUNGBLUT, HOPE	81
<i>Views of Sport and Physical Activity of Early Adolescent Female Youth</i>	

ADAMS, CARLY

University of Lethbridge

2005 (Completed KT paper was not required)

Sport and Female Community in London, Ontario 1920-1951

At the turn of the 20th century in London, Ontario community sport initiatives came as a response to increasing industrialization, urban expansion, and growing commercial distractions, which prompted middle-class reformers to campaign for urban parks and supervised playgrounds to provide children with ‘respectable’ amusements (Hall, 2002). Through their participation in playgrounds and city sport leagues, girls and women challenged notions of gender and female physicality, while exploring recreational activities, building lasting friendships and learning new physical skills—an experience that for many set the groundwork for decades of community sport involvement.

Emphasizing the notion that all historical sources are inextricably linked to social power, this study weaves together oral accounts, newspaper reports, pictorial depictions of sport, and available archival materials while simultaneously considering not only what information these sources provide but also how the information is delivered and the variety of meanings embedded in each source. Evidence presented in this study suggests that women’s sport during the first half of the twentieth century was a unique social space for women. It was certainly more than a voyeuristic form of entertainment for male spectators (Lenskyj, 1996; Lenskyj, 1989). The municipal playgrounds and industrial diamonds, for example, were physically empowering spaces where the athletic skills and abilities of girls and women were practiced, developed, and celebrated.

Exploring both geographical and relational notions of community, this study positions individual, everyday experience as central to our understandings of interactions between work, play, and social life. Investigating municipal playground programs, women’s industrial softball leagues, the London Girls’ Softball and Basketball leagues, and the London Supremes women’s fastball team, this study explores the construction of historical memory, asking why and how women explain, rationalize, make sense of, and apply meaning to their life experiences within specific social and cultural contexts (Sangster, 1997). The complexities of these experiences ultimately impact and shape how we come to understand and theorize women’s sport involvement of the past and the impacts it has on future policies and practices.

BAKER, JOSEPH

York University

J. Schorer, S. Horton, P. Weir, J. Fraser-Thomas, N. Wattie

Insight Grant 2014

A level playing field? Bias in Canadian high-performance sport

Sport participation is often advocated as a means of promoting acquisition of desirable characteristics in developing youth (Fraser-Thomas et al., 2005; Holt, 2008). However, there is some evidence that the delivery of sport and opportunities for participation are not uniform, particularly at high performance levels of competition. This project examines whether there are systematic biases in the Canadian high performance sport system and has the following objectives:

1. **Identifying the depth, breadth and mechanisms of the problem.** A review of established biases in sport suggests a need to better understand the breadth and depth of many such biases, such as relative age, birthplace influences and socioeconomic status. In particular there has been a lack of research on female sport participants and participants from parasport. This component of the project utilizes a comprehensive multivariate dataset including individual, family, community, province, and population measures to examine multi-level models of variable interaction.
2. **Understanding the developmental consequences of these effects on Canadian athletes.** In addition to identifying whether a participation-bias exists within the Canadian high performance sport system, this project is also exploring the consequences of these effects on developmental wellbeing of Canadian athletes. For instance, we are currently exploring whether the positive benefits of participation in sport disproportionately affect certain sex, relative age, size of birthplace and socioeconomic status groups (e.g., do relatively older athletes, or athletes from specific geographic regions, obtain more benefits of sport participation?).

This multi-phase research program will provide a comprehensive evaluation of the Canadian high performance sport system that will have implications for modification and improvement of existing sport services. Phase 1 (completed) involved systematic reviews of prior research in key areas while Phases 2 and 3 (in progress) use this information as the basis for exploring potential biases in the Canadian high performance system and in targeted sports.

BALISH, SHEA

Dalhousie University

C. Blanchard, D. Rainham

Doctoral Stipend 2012

Talk is Cheap, but Behaviour is Expensive: Testing the Intuitionist Model of Health Behaviour

Converging lines of evidence suggest that intuitions (automatic, non-reasoned, inclinations) powerfully influence health behaviour. Accordingly, we offer the Intuitionist Model of Health Behaviour (IHB), which we argue can (1) explain existing evidence, (2) integrate disparate theory and findings, and (3) offer novel and worthwhile hypotheses for studying the psychological mechanisms that regulate health behaviour. The IHB centers on the idea that the mind is composed of distinct psychological systems that follow an evolutionary logic as they strategically guide behaviour toward distinct, and sometimes competing, goals. These systems produce intuitions that selectively use reasoning (just as a carpenter uses a tool) to achieve distinct goals. This project involves developing the IHB, including falsifiable predictions involving both experiments and interventions, and then testing these predictions in both laboratory and real-world settings.

BARAKAT-HADDAD, CAROLINE

University of Ontario Institute of Technology

S. Dogra, N. Wattie

Insight Grant 2016

Examining and Addressing Constraints to Sport Participation among Female Adolescents

There is unequivocal evidence to show that participation in sport is lower among girls when compared to age-matched boys, and that among girls, ethnic minorities are particularly under-represented in sport. Although constraints to sport participation among adolescent girls have been identified, little is known about the interaction of these constraints in diverse milieus where a wide range of factors interplay. The objectives of this research are to:

- I) Examine interactions of individual (e.g. self-efficacy, gender beliefs, birth place), environmental (e.g. available opportunities, social support, geographical location), and task (e.g. competency) constraints on sport participation among ethnically-diverse adolescent girls;
- II) Identify the combinations of constraints that are most influential on sport participation among ethnically diverse adolescent girls;
- III) Gather in-depth knowledge on the sport needs of adolescent girls who are subject to a specific combination of constraints identified in Step II;
- IV) Provide evidence-informed recommendations that have the capacity to increase sport participation among adolescent girls.

To date, we have received institutional REB approval to undertake our research. We developed a list of previously identified constraints for sport participation among adolescent girls with the help of our expert panel, and a data collection tool that we will be administering on our sample. We have set up our algorithms for the Geographical Information Systems (GIS) analyses. Our next phase will consist of contacting various school boards for sample recruitment. Following data collection, we will conduct our analyses with the purpose of identifying unique groups of participants by their reported constraints, and will examine differences in relation to predictors of sport participation. We will then conduct semi-structured phone interviews on a sample of randomly selected participants from each of the main groups identified. These qualitative data will provide an in-depth understanding of potential programs or needs that have the capacity to increase sport participation. The last phase consists of disseminating this knowledge to end-users and policy makers.

BÉLANGER, MATHIEU

Western University

J. Brunet, K. Gunnell, J. O’Loughlin, C. Sabiston, R.Vallerand

Results after six years of the Monitoring Activities of Teenagers to Comprehend their Habits (MATCH) study

The transition from childhood to adolescence is often characterized by a marked decline in sport participation. Few young people maintain their involvement in specific types of sports during adolescence. The MATCH study aims to identify determinants of sport participation at different periods during childhood and adolescence. While doing so, we aim to identify determinants that are specific to different types of sports.

The objectives are pursued using a prospective cohort study design. Participants answer questionnaires three times per year. The questionnaire is designed to collect information on participation in various sports and potential determinants, including components of the Self Determination Theory. In addition, a sub-sample of the cohort is followed up with yearly interviews.

Data from the first six years (18 survey cycles) indicate that participation in different types of sports is differentially associated with predictors at the level of the individual (i.e., personal attributes, psychological characteristics), the social environment (i.e., behaviours of peers, support from parents), and the physical environment (i.e., rurality, access to infrastructure). MATCH data also suggest that participation in different types of sports is differentially associated with different outcomes, including quality of life, psychological wellbeing, and future participation in sports.

This information is already useful for the development of policies and programs aimed at enhancing participation in sports. MATCH provides information to help promote participation in various types of sports at specific time points during childhood and adolescence.

BENSON, ALEX
Western University
M. Bruner
Fellowships 2016

How peer behaviours relate to adolescent social development: A daily diary approach with youth hockey teams

Theoretical accounts from developmental and social psychological perspectives cast the interaction between individuals and their peers as a key issue relevant to youth social development (e.g., Brown, 2004; Harris, 1995). Recognizing the importance of peer interactions as they pertain to athletes' developmental experiences through sport, the current research examined the intraindividual processes related to how youth are influenced by (and adapt to) their social environment over time. To do so, we examined prosocial and antisocial behaviours from teammates as predictors of within-person differences in prosocial and antisocial teammate behaviours toward teammates and social identity strength. A daily diary approach was used to collect 848 daily observations from 100 (male, $n = 45$; female, $n = 55$) competitive youth ice hockey athletes. Multilevel analyses revealed that daily prosocial and antisocial behaviours from teammates are systematically related to the ways that athletes behave toward their teammates as well as the strength with which they identify with their sport team. Athletes reported more prosocial behaviours toward teammates and a stronger social identity on days they experienced a higher number of prosocial behaviours from teammates ($ps < .001$). Athletes reported more antisocial behaviours toward teammates and a weaker social identity on days they experienced a higher number of antisocial behaviours from teammates ($ps < .001$). Interestingly, and perhaps the most encouraging finding, is that moderation analysis revealed that experiencing higher levels of prosocial teammate behaviours somewhat mitigates the negative effect of experiencing antisocial teammate behaviour. This suggests that experiencing prosocial teammate behaviours may help to ameliorate the undesirable consequences of experiencing antisocial teammate behaviour. By implementing a change-sensitive methodology, the current research provides insight into youth athletes' social identity-related perceptions and behavioural responses to prosocial and antisocial behaviours from teammates.

BIANCO, THERESA

Concordia University

Insight Development Grant 2014

Coach Support of Injured Athletes and the Coach-Athlete Relationship

The coach-athlete relationship is an important determinant of sport performance and athlete well-being. It can also play a significant role in rehabilitation and recovery. Sport injury is an event that can create a strong need for coach support and if athletes feel unsupported during this time, it can put a strain on the coach-athlete relationship. This, in turn, can adversely affect recovery and future athletic performance. The aim of this study is to shed light on the link between coach support and the coach-athlete relationship in the sport injury context. Coach and injured athlete pairs will be followed over a four-month period and asked to complete questionnaires assessing social support and the quality of their relationship at two different time periods (1 month and 4 months post-injury). The coach and athlete data will be matched in order to determine the extent of agreement between the two perspectives. The interdependence between coach support and the quality of the coach-athlete relationship will also be analyzed. It is expected that the study will yield valuable insights into the coach support needs of injured athletes and lay the groundwork for effective coach support interventions in the sport injury setting. Effective interventions can help improve the injury experience for athletes and also get them back to performance and competition more quickly and ready to meet the demands of competition.

BURKE, SHAUNA

The University of Western Ontario

A.V. Carron, K.M. Shapcott

2005 (Completed KT paper was not required)

Development of a Team-Referent Attribution Questionnaire

Within the sport psychology domain, attribution theory is considered to be one of the most influential contemporary avenues for the study of athlete motivation (Biddle, Hanrahan, & Sellars, 2001). A basic tenet of attribution theory is that individuals have an inherent need to understand *why* an event occurred with a view to increasing control over future events. As would be expected, judgements pertaining to the *why* of an objective or subjective success or failure can vary widely. However, theoreticians such as Weiner (1985, 1986) have suggested that the explanations advanced in achievement situations generally are of four types: personal ability, personal effort, opponent ability, and luck. Further, Weiner (1985, 1986) proposed that these explanations can be classified along three dimensions: *locus of causality* (extent to which causes are seen as either residing within or outside); *stability* (extent to which causes are seen as either stable or variable over time); and, *controllability* (extent to which causes are seen as regulated by either the focal target or others).

Considerable research has demonstrated that the types of attributions endorsed can influence affect, cognitions, and behaviour (Biddle et al., 2001). For example following a failure, an attribution to low effort is associated with dissatisfaction and shame, and an attribution to stable and internal causes is associated with both lowered efficacy beliefs and reduced adherence behaviour (Biddle et al., 2001). From a sport team dynamics perspective, attributions represent a complex interplay between collective and personal perspectives. That is, there are at least five types of attributions possible in team sports: (a) the individual athlete provides self-referent explanations for personal performance; a coach (or team leader) advances an explanation or explanations for the performance of (b) an individual athlete and/or (c) the team; (d) the group as a single entity provides a collective explanation for team performance; and (e) individual athletes advance personal explanations for their team's success or failure. The majority of research in sport has been undertaken at an *individual level* (i.e., Type (a) above) focusing on athletes' self-referent attributions for personal performance. To date, no research has examined collective explanations for team performance (i.e., Type (d) above) and research on team-referent *group level* attributions (i.e., Type (e) above) for team performance has been limited (Biddle et al., 2001).

One reason for the dearth of research on team-referent attributions is the absence of a conceptually and psychometrically sound questionnaire. Specifically, the current team attribution questionnaire most commonly used (Causal Dimension Scales for Teams, CDS-T, Greenlees et al., 2005) is a simple adaptation of a self attribution questionnaire (Casual Dimension Scale II, CDSII, McAuley et al., 1992). It is not conceptually sound from a group perspective. Also, other questionnaires used to study team attributions have been criticized for having poor psychometric properties (Biddle et al., 2001; Crocker, Eklund, & Graham 2002). Not surprisingly, perhaps, theoreticians in sport psychology have called for the development of a conceptually and psychometrically sound instrument to assess team-referent attributions (Rees, Ingledew, & Hardy, 2005).

Our research team has completed three phases in the protocol generally used to develop a sound questionnaire (Shapcott et al., 2007). In Phase 1, we used athletes ($n = 246$) as active agents to establish the typical attributions advanced to account for team success and failure. In Phase 2, we used these results as well as attribution and psychometric theory to develop a preliminary questionnaire. In Phase 3, we tested the content validity of our questionnaire using both group dynamics and attribution theory experts ($n = 16$).

The present research program is designed to further develop our team-referent attribution questionnaire. In the first project (currently underway), we are testing its psychometric properties (i.e., factor structure and internal consistency). In the second project, we will examine the predictive validity of the questionnaire. The third project will consist of a team-oriented intervention program designed to modify maladaptive team attributions.

CAIRNEY, JOHN
University of Toronto
Insight Grant 2017

Measuring Quality Sport Experiences in Youth

Our study aims to advance understanding on the impact of sport participation on youth development by creating a new measure of youth sport participation for survey research. Although survey research is a common method for tracking youth development and well-being and sport participation is often tracked in many youth-focused surveys, most use only blunt measures of participation such as binary categories of participation or simple counts of the number of sports played. These measures miss important variability in youths' experience of sport that have been linked to development and well-being. Research examining youths' sport experience has identified many aspects of youths' experience in sport that impact youth development and well-being. However, this research has been fragmented with most studies focussing on one specific aspect of youths' experience while ignoring others. Furthermore, multiple measures are currently required to provide comprehensive coverage of youths' sport experience. Such an approach is not feasible for survey research. In this poster, we outline the proposed methodology for creation of a new, quality sport experience measure for children and youth, suitable for population health and social survey research.

CAMIRÉ, MARTIN

University of Ottawa

P. Trudel

Insight Grant 2015

Evaluation of the Coaching for Life Skills

The practice of sport in Canadian high schools is justified based on the notion that participation exposes students to situations that allow them to develop the life skills necessary to become contributing members of society (Camiré, Werthner, & Trudel, 2009). The Canadian school sport system is overseen by 52,000 volunteers who coach the more than 750,000 students practicing sports in 3200 schools across the country (School Sport Canada, 2016). The prevailing social discourse on the benefits of high school sport is nuanced by scientific evidence, indicating that a myriad of factors ultimately define the influence of sport on students' development of life skills (Camiré, 2014). Coaches have been identified as important non-parental adults who can create mastery-oriented environments that support life skills development (Cope, Bailey, Parnell, & Nicholls, 2016). However, the current reality in Canada is that most high school coaches are not trained to teach life skills and are often confronted with logistical and financial challenges in accessing coach training (Camiré, Trudel, & Forneris, 2014). Hence, the study's purpose was to evaluate the Coaching for Life Skills (CLS) program, designed to help coaches teach life skills through sport. The CLS program was developed in English and French as a three-hour workshop, supplemented with a 21-page coaching manual. The lead investigator served as the learning facilitator for all workshops in: (a) Quebec (three workshops in French in February 2016) and (b) Alberta (three workshops in English in March 2016). A total of 68 high school coaches (35 female, 33 male) took part in the workshops ($n = 31$ Quebec; $n = 37$ Alberta). The coaches ranged from 18 to 61 years of age ($M_{age} = 34$, $SD = 10.76$) and had 1 to 30 years of high school coaching experience ($M_{years} = 7.24$, $SD = 7.15$). The findings demonstrated how the participants believed they learned important elements related to philosophy, the coach-athlete relationship, life skills development and transfer, as well as self-awareness. Recommendations are offered to enhance the delivery of such coach education initiatives.

CULVER, DIANE
University of Ottawa
P. Werthner, P. Trudel
Insight Grant, 2016

Promoting and assessing social learning in parasport coaches and organisations

In 2006, 14.3% or 4.4 million Canadians reported having disabilities related to activity and functional limitations (Stats Canada, 2006). Compared to about 30% participation in sport for the Canadian abled-bodied population, "the membership of persons with a disability in national sport organisations [is] less than 1%" (Canadian Heritage, 2006, pp. 6-7). Such a figure raises the possibility that Canadians with disabilities are not being provided with equal access to the benefits, both physical and mental, that have been associated with an active lifestyle. If this is so, it contravenes Canada's Sport Policy which has called for "barriers to participation in sport to be identified and eliminated, making sport more accessible to all" (Canadian Heritage, 2006, p. 9). The Canadian Paralympic Committee states among other things that they believe in: "Sport - that is both fun and an agent for personal and social growth... [and an] Athlete Focus - acting in the best interests of the athletes" (CPC, n.d.). This aligns with Canadian provincial parasport organisations such as Parasport Ontario whose mission is: "to support the development and promotion of the Paralympic movement in Ontario" (Parasport Ontario, n.d.). Among the barriers that may exist, a lack of specialised coaching (Canadian Heritage, 2006) has been identified along with a fractured sport system with little collaboration/interaction between the different levels and groups involved in sport (coaches; and administrators in clubs, leagues, and sport organisations at the regional, national, and international levels) (ICCE et al., 2013). In the current knowledge society, the necessity for such collaboration has never been more evident. Learning theorists such as Jarvis (2006, 2007, 2009) and Wenger (1998, 2006) recognise the importance of social interactions for learning, not only to facilitate the administrative aspects of work, but also for knowledge sharing and creation. The concept of communities of practice for coach development has been explored (e.g., Culver & Trudel, 2006; Culver, Trudel, & Werthner, 2009) and critiqued (e.g., Cushion, 2008). Wenger-Trayner and colleagues' (2015) recent work further develops the social theory of learning, extending the concept of the communities and networks to which people belong, to the social learning capability of the broader landscape of practice, including the organisations that have an influence on people's practices. Our research over the last 15 years has examined coach learning and development in different sport contexts and levels using frameworks grounded mainly in the works of Jarvis and Wenger. Recently, we have also studied the coaching situation in parasport, including how parasport coaches are learning to coach athletes with a disability and what para athletes say about a good coach. Our previous studies have been largely descriptive in nature. Our research program is now pushing past the descriptive to an intervention and a measurement of its effectiveness, asking the general question: How can we foster an optimal social learning environment i.e. a 'landscape of practice' composed of communities and networks of practice? Wenger et al. (2011) developed a conceptual framework for promoting and assessing value creation in communities and networks. This action research program is using this framework to promote and assess the social learning capability of two parasport organisations, over a three-year period. Work is just beginning with the first NSO. Interviews, self-reports, focus groups, and observation as well as various tools and metrics of processes and performance, will be used to generate data to build agendas for and evaluate the learning value of these social learning spaces.

DALLAIRE, CHRISTINE

University of Ottawa

J. Harvey

2005 (Completed KT paper was not required)

The Games and the Reflection of Youth Identities in the Canadian Francophonie

This comparative research focuses on Francophone minority and majority identities emulated by youth participating in Canada's Francophone and Quebec Games. 1) It begins with a study of **discourse on Francophone identities** at the Games. The Fédération de la jeunesse canadienne-française (FJCF) created the Jeux de la francophonie canadienne to instil a sense of belonging among Francophone youth and thus counter the growth of language transfer and support the development of minority communities. These Games gather adolescents from Francophone minority communities, as well as young Quebec athletes. How do they define "Francophone" in a gathering that includes youth from minority communities as well as from a majority community that controls a provincial government? The Jeux du Québec fall under Quebec's policy on sports and recreation and help build a distinct cultural identity, that of the "Quebec nation." Do these Games, held solely in French, promote a cultural or linguistic and civic identity of the Quebec nation? The analysis will also cover the federal and Quebec governments, which support and finance these Games for reasons of identity building and sport development. Lastly, the study will cover youth discourse on identity. Is theirs a reflection of prevailing discourse or do they define themselves differently? How are the identities of Francophone minority youth linked to Quebec youth at the Jeux de la francophonie canadienne? 2) The study also covers **the convergence of discourse on identity and on sport**. To what extent do sports promote the reflection of Francophone identities at these Games? The proposed research will address the complementarity or conflictual linkage between the Games' sports and identity goals. 3) The third objective of this research is **to evaluate the benefits that youth claim to derive from their participation in the Games**. What benefits do they think they derive from the Games? Do the Games spur their Francophone pride? Do they benefit in a particular way from the gathering and sociability of youth? Do the Games improve their sports performance or encourage the practice of sports?

This study is a continuation of the work undertaken to answer the question "Who is a Francophone?" It will also assess the benefits that youth derive from their participation in the Games. It will examine their motivation as well as their experience in the Games. The analysis will lead to an assessment of the benefits for the participants as well as the contribution of the Games to the promotion of sports. These results will be useful to organizers in improving the organization of the Games. They will be used by decision-makers and policy-makers to better understand and consider the various dimensions of the impact of youth participation in the Games. This project will thus contribute to the study of sports and identity policies, as it approaches the issue from a new angle by focussing on the identities emulated by youth in these political contexts.

DAWSON, MICHAEL

St. Thomas University

2005 (Completed KT paper was not required)

Sport, Empire, and Nation: A Comparative History of English-Canadian Identity, 1930- 1994

When, how, and why did English Canadians largely abandon the British connection in favour of an independent national identity? The past few years have witnessed a revival of interest in this important question. To contribute to these ongoing debates, this study examines expressions of English-Canadian identity within the context of international sport – the British Empire/Commonwealth Games held between 1930 and 1994. The project will provide insights into English-Canadian nationalism in four ways. First, while much of the recent literature on the topic focuses on political, and in particular, foreign policy issues, this study will examine *popular culture* through the lens of modern sport. Second, by examining the tensions between imperial and national identity in English Canada between 1930 and 1994 the project employs an innovative temporal scope that examines developments over an extended time period. Third, I tackle the relatively unexplored relationship between commercialism and English-Canadian national identity by examining the myriad ways in which economic pursuits affected expressions of imperial and national sentiment. Finally, through international comparative work focusing upon Australia and New Zealand, this study asks whether there was anything particularly “Canadian” about English-Canadian identity during this transition.

Taking its cue from the emerging literature on the “British World” the project explores the particularities of English-Canadian nationalism through direct comparisons with two other “white settler” societies: Australia and New Zealand. All three of these dominions endured awkward attempts to reformulate official and unofficial expressions of national identity in light of the collapse of the British Empire in the second half of the twentieth century. While a handful of important studies have begun to examine the commonalities between the three countries’ responses to decolonization at the level of international diplomacy, no systematic comparison has been undertaken that focuses on popular culture. The Commonwealth Games provide an ideal topic for comparing the transformation of English-Canadian identity with similar transformations occurring elsewhere in the “British World.” Since their inception, the Games have remained inherently political. Originally termed the British Empire Games, this athletic competition was initiated in Hamilton in 1930 to revive both Victorian ideals of amateur sport and the battered confidence of British and white dominion athletes who were losing ground to American competition. As the British Empire was reinvented as the Commonwealth of Nations, the Games emerged as a political arena in which disputes raged over race relations, third-world underdevelopment, and competing ideals of British identity. This project, then, will tell a Canadian story that cannot be separated from the international context.

It examines how English Canadians reacted to the tensions that emerged as the Games expanded to include non-white Commonwealth nations. It explores the extent to which popular, or vernacular, pronouncements about the Games have embraced, challenged, and appropriated the official rhetoric of imperial, and then Commonwealth, unity. And it investigates the manner in which English Canadians took stock of the cultural, social, political, and economic legacies of the Games. I will also examine French-Canadian evaluations of the Games’ significance in order to contextualize English-Canadian sentiments. But primarily I will explore these

themes by placing Canadian developments in an international context. Comparing the Games held in Canada (Hamilton, 1930; Vancouver, 1954; Edmonton, 1978; Victoria, 1994) not simply with each other, but also with the Games held elsewhere especially in Australia (Sydney 1938; Perth, 1962; Brisbane, 1982) and New Zealand (Auckland, 1950 and 1990; Christchurch, 1974) – provides an important opportunity to uncover both the unique and common features of English Canada = s changing relationship to the British Empire and Commonwealth.

DEAL, COLIN

University of Alberta

Fellowships 2016

The Process of Developing Contribution Among Young Athletes

The term contribution appears in the 5Cs model of positive youth development (PYD), one of the most prominent models used in PYD research in sport. However, despite its position in this model as the desired positive outcome of PYD, contribution is not been well explained, defined, or researched. The lack of a clear definition limits researchers' and practitioners' ability to discuss ideas, conduct research, and design programs related to contribution. In addition to being poorly defined, it is not understood how contribution through sport develops. The overall objective of this dissertation is to understand the process by which contribution is developed among young athletes. This research will be guided by two research questions: (a) what properties are associated with and define contribution through sport? and (b) how do youth athletes develop contribution and the associated properties through involvement in the context of sport? These questions, and the overall objective of this proposed dissertation, will be addressed through two studies. The purpose of the first study will be to identify the properties of contribution and establish a theoretical definition of contribution through sport. First, the sport and general literature will be surveyed using procedures outlined in Levac's (2010) updated scoping review framework, resulting in the creation of a preliminary definition of contribution through sport and a list of properties associated with contribution through sport. Next, the definition and list of properties will be refined through consultation with two groups of stakeholders (i.e., expert researchers and youth sport coaches). The purpose of the second proposed study is to create a grounded theory of the process through which contribution is developed through sport. An initial sample of young athletes who are known to contribute will be interviewed following a semi-structured interview guide. Theoretical sampling will be used to guide subsequent participant sampling in order to refine the emerging theory as data collection and analysis continues.

DOHERTY, ALISON

Western University

K. Misener, R. Hoye

Insight Grant 2013

The Role of Social Capital in the Organizational Capacity of Community Sport (Phase 2: Individual and Group Social Capital)

The second phase of a research program investigating individual and collective volunteer social capital in community sport organizations (CSOs) is completed. Social capital (trust, reciprocity, shared understanding) is a resource that is (re)produced in a social connection, and which individuals and groups may draw on for further benefit (Adler & Kwon, 2002). It may be an important factor in the capacity of CSOs to address their mandates of providing recreational and competitive programs for children, youth, and adults in the community. The first phase of the research program investigated the nature and development of social capital among volunteers in CSOs. Interviews with 30 volunteer board members and coaches in a variety of sports from clubs across Ontario revealed evidence of relational, cognitive and structural social capital in this context. This social capital was more likely when volunteers interacted on at least a weekly basis, and each party brought valuable knowledge or experience to the connection.

Building on these preliminary findings, the purpose of the second phase of research was to further investigate the nature and extent of social capital among CSO volunteers through broader field survey research. Two parts to this phase of the research unfolded. First, a sample of 127 volunteer coaches and board members from 10 different sports completed an online survey measuring social capital and various outcomes. Altogether, 242 connections between volunteers were assessed. The findings revealed that relational (trust, reciprocity) and cognitive (shared understanding) social capital could not be distinguished by the volunteers, and these were significantly more prevalent than structural (access to others) social capital. Both types of social capital were significantly more prevalent among volunteers who were more engaged with each other, and particularly when the 'other' volunteer was perceived to bring valuable ideas and energy to the connection. Further, relational/cognitive social capital was a significant, positive factor in volunteers' attitudes and performance with regard to their CSO.

The second part of this phase of research examined social capital as a group level phenomenon, and specifically among volunteer board members of CSOs. An online survey was completed by 211 board members of 61 different clubs. Group-level analysis was possible with 41 clubs (min. 3 board members responding) and revealed that equally high levels of both relational/cognitive and structural social capital were evident within CSO boards, and were strengthened by the presence of board members' knowledge, experience, ideas and energy. Structural social capital (access to others and critical resources) was most meaningful to perceived board performance, and ultimately club performance. This finding is in contrast to the relative importance of relational/cognitive social capital – trust, reciprocity, support, shared ideas – to individual volunteers' attitudes and performance. In the collective board context, connections with others that enable access to valuable resources is more critical for board outcomes.

Together, the findings of parts 1 and 2 of this second research phase provide important insight into the generation, nature and impact of social capital amongst the invaluable volunteers who are the lifeblood of community sport. There are implications for cultivating different kinds of social capital among volunteers themselves, and within boards, particularly through ideas, energy, experience and skills that volunteers bring to the CSOs, and ensuring sufficient engagement among them so that social capital can be developed. The different kinds of social capital appear to have different implications for individual and collective outcomes.

DONNELLY, MICHELE

University of Southern California

Post-Doctoral Stipend 2011

Riding, Community, Segregation: Exploring Girls-only Skateboarding Programs

Using ethnographic research methods, I am studying girls-only skateboarding programs that offer skateboarding instruction to girls of varying ages and skill levels. Program instructors are typically all girls and women, and are sometimes professional skateboarders. Often, girls-only skateboarding programs organize workshops, camps, and events in gender-segregated settings, i.e., girls-only days and times at the skatepark or street riding location. On their websites and in promotional materials, girls-only skateboarding programs refer consistently to their aims: more opportunities for girls to skateboard, making skateboarding more accessible to girls, developing girls' skateboarding skills, creating a safe and positive environment for girl skateboarders; and their outcomes: confidence, empowerment, support, community. The consistency of language employed across girls-only skateboarding programs suggests common understandings of the current context of skateboarding in North America (an activity dominated by boys and men), and the perceived necessity of programs for girls only. Through this research, I seek to use girls-only skateboarding programs as an empirical site to understand the contemporary existence of girls-only leisure activities, and the relevant meanings and context of these specific cultural practices.

DONNELLY, PETER

University of Toronto

B. Kidd, M. MacNeill, Je. Harvey, B. Houlihan, K. Toohey

Standard Research Grant 2006

Sport participation in Canada: Evaluating measurements, and testing determinants of increased participation

How many hockey players are there in Canada? Although Canadians might believe that such information is readily available, that is not the case for hockey, or a number of other sports. While it may be relatively easy to determine the number of Canadians involved in bobsleighbing or luge, the numbers involved in more popular sports such as soccer, golf, swimming, skiing (downhill and cross country), baseball (in its various forms) and basketball is more difficult to determine.

Determining valid and reliable means of assessing participation in sport and physical activity is justified in both academic and applied terms. For the purposes of academic research, such data are necessary to understand the development of social and cultural capital, and the processes of social inclusion and exclusion. For the purposes of evidence based public policy, federal, provincial and territorial governments in Canada are agreed on the importance of an active, healthy population, and have developed policies and embarked on a variety of initiatives in order to increase the activity levels of citizens. However, there are no reliable baseline data, and no systematic measures to determine the success of policies and programs designed to increase participation, or to evaluate the circumstances that might lead to increased participation.

Since sport policy and public expenditure on high performance sport is in part justified, implicitly or explicitly, on the assumption that international success in a sport will lead to increased participation levels in that sport, it is important to determine the circumstances under which such an outcome might be achieved.

The study has two overlapping objectives: (a) to assess the current measures of sport participation in Canada, and propose more valid and reliable measures; and (b) to carry out a test of one aspect of sport policy based on the assumption that Olympic medals lead to increased participation in sport. Specifically, the study involves:

1. Cataloguing and evaluating current measures for determining the number of participants in selected sports; comparing measures of sports participation in Canada with measures in several other countries; and determining if there are available and reliable measures of the frequency and intensity of participation in various sports;
2. Determining if there are available and reliable measures of the demographic characteristics of participants in specific sports;
3. Proposing, on the basis of these evaluations: a cost-effective, consistent, valid and reliable model to establish baseline data for participation in selected sports; an estimate of cut-off points for frequency

and levels intensity to achieve physical health benefits in selected sports; and a demographic profile of participants in specific sports (as a test of social and cultural capital, and an assessment of barriers to participation); and

4. Carry out a test, based on available data, of the circumstances and assumptions that form the basis of one current public policy intended to increase participation in sports.

DUARTE, TIAGO

University of Ottawa

D. Culver

Doctoral Stipend 2014

Promoting and assessing social learning in disability sport

Researchers are often criticized for being removed from “real issues”. The present case is an example of how the collaboration between researchers, practitioners, and sport participants from a National Sport Organization (NSO) implemented a synergetic project to tackle real issues. Duarte, Culver, Trudel, and Milistetd (*in press*) found three barriers for disability sport coach development: (1) few training opportunities, (2) few occasions for social interactions between coaches, and (3) high costs associated with professional development. This project was designed according to a body of evidence related to the benefits of social learning in order to overcome these barriers and utilises a conceptual framework that involves the ‘social theory of learning’ (Wenger, 1998) and the value creation framework of Wenger and colleagues (2011).

Project

The project consisted of three phases. First: Establish common goals. The peer learning group (PLG) is composed of 21 group members including: national, provincial, and regional coaches; NSO staff; and researchers. The PLG members were interviewed to map their learning interests and verify learning priorities. Second: Design tailored learning opportunities. To deliver learning opportunities based on the coaches’ interest, a collaborative website was put in place to (a) centralize communication among PLG members, (b) assess interest in specific topics, and (c) build a coaching resources database (e.g., videos, tools, etc). Third: Assess the benefits of these learning activities. Wenger-Trayner et al.’s (2011) framework was used to assess the learning value created through the members’ participation in the PLG. Data collection consisted of individual interviews with the coaches, observations during key competitions, group meetings, webinars, and online virtual discussions.

Findings

During the first 10 months of the project, 167 PD credits were granted. Its members created 40 discussion topics with and had 493 social engagements through virtual interactions. The coaches were challenged to leave their comfort zones. A regional coach and former athlete summarized that spirit: “I learned a lot by learning that I don’t know a lot.” If the goal was to pulverize knowledge, the PLG went further. According to a provincial coach, “the project created a community that has given people information that they would never have accessed otherwise.” Some benefits resulting from the PLG are: A total of 17 coaches participated in at least one of the offered webinars or meetings. The six-month follow-up interviews revealed 10 coaches having downloaded resources from the website, and six coaches reporting changes to their practices based on the drills presented by the national team coaches.

Best principles

In order for a PLG to work, efforts need to come from the three stakeholders involved. The researchers worked as social learning facilitators, such a role is important to organize the schedule and the virtual platform, prompt coaches to select topics and dates available, and assess the benefits of the interactions. The NSO provided

enabling resources such as experts from the integrated support team, recognized the PD credits, and provided the webinar platform. The members of the PLG actively participated in many ways: from choosing topics relevant to them and sharing personal strategies to solve common issues. Without the involvement from these three groups, the PLG would not likely have been as productive.

DUBUC-CHARBONNEAU, NICOLE

University of Ottawa

Doctoral Stipend 2008

Addressing Varsity Athletes Burnout and Well-being through the Implementation of a Feel-based Self-regulation Intervention

Varsity athletics can represent the peak of an athlete's competitive career. Playing on a college or university team can provide numerous health and social benefits (Miller & Kerr, 2002). However, due to numerous athletic, academic and social demands, varsity athletes may also have elevated level of stress (Gould & Whitley, 2009). It is suggested that the stress that can result from an athlete's inability to cope with demands can contribute to the development of burnout (Gustafsson, Kenttä, & Hassmén, 2011; Raedeke & Smith, 2004) and have negative repercussions on the quality of athletic experiences as well as the students' academic and personal life (Dubuc, Schinke, Eys, Battochio, & Zaichkowsky, 2010). Thus, it has been suggested that the examination of potential interventions to prevent and reduce burnout is warranted (Goodger, Gorely, Lavallee, & Harwood, 2007). As a result, the purpose of the current study was to develop and implement a person-centered, feel-based self-regulation intervention with student-athletes experiencing burnout. Based on their moderate to high baseline scores on the Athlete Burnout Questionnaire (Raedeke & Smith, 2001), eight of 147 varsity athletes from various sports at two Canadian Universities were invited and chose to participate in a season-long intervention. A mixed-methods approach (Hanson, Creswell, Plano Clark, Petska, Cresswell, 2005) was used to assess the process and effects of the intervention. Specifically, quantitative results revealed that as the intervention progressed, the athletes' ability to self-regulate and their level of psychological well-being increased significantly and that stress and burnout decreased. Furthermore, qualitative findings revealed that frequent stressors included academic demands (e.g., exams, assignments, performance outcomes), sport demands (e.g., performance standards, scheduling), and social demands (e.g., pressure from coach or family). Adaptive self-regulation strategies put forth to cope with stressors included cognitive strategies (e.g., acceptance, focus), organizational strategies (e.g., manage schoolwork, time management), physical strategies (e.g., rehabilitation, sport specific training), and social strategies (e.g., communication, removing oneself from negative situations).

FALLS, DOMINIQUE

Simon Fraser University

Doctoral Stipend 2011

Organized Youth Sport in a British Columbian Rural and Small-Town Region: An Ethnographic Study

This project is guided by my interest in the intersection between place and organized youth sport. Arguing that where sport is experienced matters, I take a socio-spatial, place-based life course perspective to examine how organized youth sport is experienced by young people, parents, and sport administrators living in a rural and small town region in south-east British Columbia. I draw on ethnographic data obtained over three years (2012-2015), including observations and interviews with over seventy young people, parents, and sport administrators. Using this socio-spatial life course perspective, I demonstrate how experiences of organized youth sport in these particular rural and small town communities are embedded in structures and relationships that represent community realities, but are also informed by narratives, discourses, and understandings of organized youth sport, parenting, youth, and rurality. The overarching research question is: How are young people, parents, and sports administrators' experiences in organized youth sport influenced by growing up and living in rural/small town communities? In order to address the structural (macro) and the interpretive (micro) dimensions of experience, as well as the imagined (discourse), material (structural), and practiced (quotidian) dimensions of rural/small town communities, the following research questions are explored: How are young people, parents', and sports administrators' experiences of organized youth sport informed by the local history, culture, and material conditions in their communities? How are young people, parents' and sports administrators' experiences of organized youth sport informed by narratives, discourses, and understandings of 'growing up' and 'raising kids' in rural and small communities? What role does organized youth sport play in the day to day lives of young people, parents, and sport administrators in these rural and small communities?

FORTIER, KRISTINE

Laval University

S. Parent, C. Flynn, G. Lessard, C. Goulet, G. Demers

Doctoral Stipend 2014

“You have 60 minutes to do what you can’t do in real life. You can be violent”: Perceptions of violence in sport by young athletes

Unfortunately, the sport context does not always offer a positive experience for children and youth. Various forms of violence are present in sport (e.g. sexual abuse, physical abuse, emotional abuse, hazing). To date, the representations of sport violence by young athletes remain relatively unanswered. The objective of this research was to examine how violence and its various manifestations in sport have been understood by young athletes. In total, 60 athletes (35 girls and 25 boys) from a variety of sports and ages (12 to 17 years old) participated in nine semi-structured group interviews. The duration of these group interviews varied between 35 and 65 minutes. The interview data were analyzed through a content analysis using NVivo qualitative analysis software. Results showed that the way in which young people define violence seems to revolve mainly around individual behaviors that can take two distinct forms (physical or psychological) and can be perpetrated by different actors (parents, coaches, peers or the athlete himself or herself). In addition, it seems that the level of tolerance for violence in the sport context is linked to the meaning given to sports practice. In general, when the main reason for practicing sport is winning, violent behaviors seem to be more tolerated and even necessary. Finally, from their perspective, the importance of winning and high expectations related to performance (mainly from peers, parents and coaches) seems to be elements associated with sport culture, which allow to legitimize, justify or understand violent behaviors in the sport context.

Keywords: Sport; Violence; Perceptions; Youth; Social norms.

FRASER-THOMAS, JESSICA

York University

C. Ardern, R. Bassett-Gunter, J. Rawana, M. Harlow

Standard Research Grant 2011

Tykes and Timbits: Examining Preschoolers' Organized Sport in Canada

What We Know...

Recently, there has been growing concern regarding preschoolers' physical activity (PA) behaviours (Timmons et al., 2007). Although preschoolers are often assumed to be innately active, research suggests only 9% of Canadian children are meeting recommended PA guidelines (ParticipACTION, 2015). An apparent paradox of low PA levels is the increase in sport and organized physical activities (OPA) among very young children (e.g., *Little Kickers Soccer, Timbits Hockey*). While the physical and psychosocial benefits of sport/OPA are well documented for youth (e.g., Côté & Fraser-Thomas, 2016), there is a noticeable absence of empirical research supporting sport/OPA as beneficial for preschoolers' development. Broadly, there appear to be two competing beliefs: (a) early exposure to sport/OPA facilitates the acquisition of fundamental motor skills and important social skills, and (b) preschoolers lack the physical and cognitive maturity to understand the nature of sport/OPA (American Association of Pediatrics, 2001; Nonis, 2004). As such, the overall aim of this project is **to advance understanding of preschoolers' involvement in sport and OPA in Canada.**

How We Will Address Research Objectives...

Our first objective is **to explore demographic trends in preschool sport and OPA participation across Canada.** We will draw upon the most recent National Longitudinal Survey of Children and Youth (NLSCY) data to examine overall participation rates and socio-demographic variables associated with participation (e.g., parent education, employment, income, family structure, geography, race/ethnicity).

As many recent initiatives promote preschoolers' participation in less structured forms of PA (e.g., ParticipACTION, 2015), our second objective is **to examine and compare developmental outcomes associated with preschooler sport/OPA and unstructured physical activity (UPA).** We will draw upon longitudinal data from NLSCY to follow preschoolers as they reach middle childhood, examining outcomes in areas of motor skill, social development, and continued sport/PA participation.

Finally, as current models of sport development (i.e., Long Term Athlete Development Model, LTAD, CS4L, 2015; Developmental Model of Sport Participation, DMSP, Côté & Fraser-Thomas, 2016) offer limited and differing guidelines for preschoolers' introduction into sport, our third objective is **to advance understanding of preschoolers' and parents' experiences within sport/OPA programs.** In this exploratory component of the research we will use mixed methods, drawing upon preschooler program observations, interviews (with parents, coaches, preschoolers, and siblings), physical literacy assessments, and accelerometer data over the course of one year, to offer in-depth understanding of preschoolers' sport/OPA experiences.

How This Research Will Enhance Sport Participation...

Overall, this research will advance understanding of preschoolers' involvement in sport and OPA in Canada, contributing to both academic knowledge and applied practice. Essentially, findings will shed light on what preschooler PA should 'look like' (Timmons et al., 2007), offering insight into potential benefits and risks associated with sport/OPA, particularly in comparison to UPA. Findings will also contribute to the advancement of sport participation and development models, informing best practices among policy makers, sport organizations, sport clubs, communities, and young families, in making key decisions regarding sport/PA programming for young children.

GAUDREAU, PATRICK

University of Ottawa

M. Fecteau, V. Franche

Standard Research Grants 2009

The Role of Parents and Coaches in Predicting Consequential Sport Participation Outcomes: A Daily Training Diary Study

An important goal of this research program is to investigate the role of parents and coaches in predicting consequential sport participation outcomes of adolescent athletes. Past research has found that parents and coaches can positively influence athletes by giving them choices, by recognizing their feelings and perspectives, as well as by providing them with opportunities for autonomy and self-initiative (Mageau & Vallerand, 2003). Little is known about whether parental (PAS) and coaching (CAS) autonomy support have cumulative and/or complementary influences on the sport participation of adolescent athletes (Gaudreau et al., 2011). Training is a significant part of the lives of athletes during which most of the athlete-coach interactions are taking place. Therefore, CAS is likely to bolster the feelings of autonomy, competence, and social connectedness during practices which, in turn, are likely to facilitate goal attainment and a host of desirable sport participation outcomes (e.g., sport satisfaction, positive affective states). Parents are primary socialization agents. In line with our past research (Gaudreau et al., 2011), we propose that PAS should act as a compensatory mechanism to protect the athletes from negative experiences occurring during practices. Therefore, the relation between need satisfaction and sport participation outcomes during practices should depend on the level of PAS perceived by the athletes. A sample of 97 adolescent female athletes competing in synchronized figure skating have completed a short questionnaire after six consecutive daily practices. Results of multilevel modeling analyses will be presented at the 2012 SCRI conference. This line of research is important to highlight the differentiated and complementary roles of parents and coaches in the athletic development of adolescent athletes. Our research will inform the development of psycho-educational and informational prevention programs to foster the autonomy supportive style of significant adults in their daily interactions with competitive athletes.

GOODMAN, DAVID

University of Minnesota

M. Weiss, L. Kip

Standard Research Grants 2006

Unsportsmanlike Aggression in Youth Hockey: Attitudes, Perceived Social Approval, and Situational Temptation

Unsportsmanlike attitudes and actions in youth ice hockey are learned through modelling of and approval by significant adults and peers (Weiss, Smith, & Stuntz, 2008). The present study extended the knowledge base by assessing: (a) competitive league and gender differences on attitudes regarding unsportsmanlike actions, (b) relationships between perceived approval by significant others and youths' attitudes toward unsportsmanlike actions, (c) whether specific hockey situations affect legitimacy of acting in unsportsmanlike ways, and (d) youth hockey players' NHL role models and whether type of model is related to youths' sportsmanlike attitudes. Youth hockey players (192 male, 86 female) representing atom ($M = 10.9$ yrs), peewee ($M = 12.6$ yrs), and bantam/midget ($M = 14.8$ yrs) leagues read three scenarios about unsportsmanlike actions and responded to questions assessing legitimacy, intention, perceived social approval, and situation-specific legitimacy and intention of performing the actions. Analyses of variance showed that legitimacy and intention of engaging in unsportsmanlike acts increased with competitive league, as did perceptions of approval by best friend, teammates, coach, and parents. Male players scored higher than female players on legitimacy, intention, and best friend, teammate, and coach approval. Regression analyses revealed strong relationships between perceived social approval and unsportsmanlike attitudes, with best friend and teammate approval the strongest predictors. Of the hockey situations, players indicated they were most tempted to engage in unsportsmanlike behaviour if it would help win the championship game and if one's opponent did it first. Chi-square analyses showed that players scoring in the upper 20% on legitimacy of unsportsmanlike actions were more likely than those in the lower 20% to name aggressive, fighter players as their NHL idols and less likely to name gentlemanly, skilful players. Results extend research on individual and social factors influencing endorsement of unsportsmanlike behaviours in youth ice hockey.

HATTON, NATHAN

University of Waterloo

Doctoral Stipend 2007

Wrestling with Ethnicity: Immigration, Sport and Class in Winnipeg Before 1930

After 1896 Winnipeg underwent substantial demographic changes. New immigration policies, improved economic conditions, and the closing of the American settlement frontier all served to attract thousands of new immigrants to the Canadian Prairies. Previously a predominantly Anglo-Protestant community, Winnipeg quickly emerged as Canada's most ethnically diverse urban centre. Rapid growth presented many new challenges within the city as it became increasingly stratified according to both ethnicity and class. Wrestling's popularity grew markedly during Winnipeg's transformative period, and many of the tensions present in the larger society found symbolic and physical representation on the mat. *Wrestling with Ethnicity* explores the "mat game's" wide-reaching appeal among a number of ethnic groups in Winnipeg, giving particular attention to how its meaning varied according to the cultural values and goals held by each participant community. The study also examines how immigrant access to the sport changed over time, as well as the ways in which their involvement alternately reinforced and challenged Anglo-Canadian views towards non-English speaking peoples. Simultaneously, *Wrestling with Ethnicity* investigates wrestling's popularity within class-based organizations such as the One Big Union, and how it served as a vehicle for furthering specific socioeconomic interests and ideologies.

Although Canadian historians have given considerable attention to team sports, individual sports, specifically those of a combative nature, remain largely unexamined. *Wrestling with Ethnicity* probes the varied and often competing meanings associated with wrestling during the early twentieth century, and in doing so, seeks to further our understanding of Canada's multicultural and multi-class sporting heritage.

HAVITZ, MARK

University of Waterloo

A.W. Wilson, S.E. Mock

Standard Research Grants 2009

Impact of Ego Involvement with Running on Varsity Athletes' Post-University Running Participation and Health

This research explored lifelong running and jogging participation patterns among a sample of one-time competitive distance runners. This research is part of a larger project built on Baltes' (1987) assumptions that development is a lifelong process imbedded in age-based context, that it is multidimensional and multidirectional, and influenced by life history and environment. More recently, Baltes, Lindenberger and Staudinger (1998) spoke to three components of individual development: 1) individual communalities, 2) individual differences, and 3) intraindividual development. The focus of this paper is on the latter in that it explores change, or lack thereof, in the respondents' ego involvement with running over their post-university lifespans without making explicit between respondent comparisons.

Leisure involvement research is rooted in the ego involvement literature. Sherif et al. (1973) argued that "self [ego] is conceived as a system of attitude structures which when aroused by on-going events, are revealed in more characteristic and less situation-specific behaviors toward objects or classes of objects" (p. 312). Social judgment theory suggests that enduring traits of ego involvement influence activity choice by setting individual latitudes of acceptance and rejection which guide behavior. Multiple streams of ego involvement research have evolved over the past eight decades building on seminal conceptual work in mainline social psychology in the 1940s (e.g., Allport, 1943, 1945; Sherif & Cantril, 1947). Perhaps the most widely referenced stream in sport psychology is the one developed by Duda and colleagues (Chi & Duda, 1995; Duda 1988, 2007) which focuses on task orientation and ego orientation.

That line of research has been especially important in advancing understanding of goal setting in competitive sport. The present study is rooted in another line of ego involvement research (Laurent & Kapferer, 1985; Zaichkowsky, 1985) which stresses facets of personal relevance and has been extensively applied in a broad range of primarily non-competitive sport and recreation contexts (Funk & James, 2001; Havitz & Dimanche, 1999; McIntyre & Pigram, 1992; Selin & Howard, 1988; Siegenthaler & Lam, 1992). This choice was deemed relevant because a good portion of respondents, even those who continued to run post-graduation, de-emphasized the competitive aspects of their adult participation. Involvement was measured using Kyle et al.'s (2007) Modified Involvement Scale; three items each for five facets – attraction, centrality, social, identity affirmation, and identity expression.

Respondents were 262 varsity cross country runners' from an American and a Canadian university. The average age was 49 years old (SD = 17.28) and ranged from 24 to 94 years old. Nearly seventy percent (69.7%) of the sample was male and just over thirty percent (30.3%) were female. All respondents over fifty-five were male as varsity cross country was not offered for women at those schools until the 1970s. Independent variables included in-university involvement facet scores and current involvement facet scores. Analyses controlled for

age and sex. Individual regression analyses were run for each facet of involvement with each dependent variable (current overall health perception, current average days run per week, current length of average run, current running pace, and running competitions entered in last year).

Intrinsic involvement facets were most consistently associated with dependent variables: Current centrality to lifestyle was positively associated ($p < .05$) with all five dependent variables. Current attraction and identity affirmation were positively associated with four of the five (pace and length of run being the respective exceptions). By contrast, extrinsic facets were less consistent predictors: Current social involvement was positively associated with just three outcomes (health and length of run excepted). Current identity expression was positively associated with just two (health, length, and pace excepted). Likewise, and as expected, in-university involvement was an effective predictor of fewer current dependent variables: days run and length of runs. The data suggest that health and leisure services professionals should focus efforts on currently held intrinsic involvement facets.

HEINE, MICHAEL

The University of Western Ontario

J. Forsyth, A. Giles

2005 (Completed: KT paper was not required)

Changing the face of Canadian sport: Understanding the experiences of Tom Longboat Award recipients, 1951-1998

Established in 1951, the Tom Longboat Awards are the highest recognition in sports awarded to Aboriginal athletes in Canada. The Awards, administered annually by the Aboriginal Sport Circle, recognize Aboriginal athletes' accomplishments in high-performance sports while seeking to increase public awareness of Aboriginal athletes' contributions to the Canadian sport system – and their contributions are many. Since 1951, more than 250 Aboriginal athletes have been named regional and national Tom Longboat Award recipients, demonstrating a long and proud tradition of Aboriginal excellence in Canadian sport.

There is no doubt that these athletes rank among the very best in the country – yet their stories are missing from the national narratives on Canadian sport. The public and scholarly literature is largely silent on the subject, resulting in a pattern that has contributed to the “symbolic annihilation” (Kidd, 2000, p. 173) of Aboriginal sporting experiences in Canada. Given the significance of sport as a prominent site for cultural negotiation and contestation, we need to examine the stories of Aboriginal athletes who have been excluded from the dominant discourse on sport in order to understand and critique the ramifications of these forms of exclusion for Aboriginal athletes as well as the Canadian sport system.

This project has two main objectives: 1) to expand our understanding of the factors that enable and inhibit Aboriginal participation in Canadian sport, and 2) to create a more balanced understanding of what it means to be an Aboriginal athlete in the Canadian sport system. We will achieve these objectives by collecting, documenting, and analyzing the sporting experiences of Aboriginal athletes who received a Tom Longboat Award from the year of its inception in 1951 to 1998, and by disrupting the existing discourses on Canadian sport through the construction and dissemination of counter-narratives on Aboriginal experiences in Canadian sport.

Our analytical perspective will be multidisciplinary in nature, informed by readings in critical sport studies, native studies, history, sociology, and discourse analysis. Our data collection method will be the individual semi-structured interview. We will conduct approximately 60 interviews with male and female Tom Longboat Award recipients throughout Canada.

The proposed research program will extend the body of literature on Canadian and Aboriginal sport, Canadian history and sociology, Native studies, and critical cultural studies. Such a contribution will create a more balanced understanding of Canadian sport history and foster a deeper appreciation of what it means to be an Aboriginal athlete in Canadian sport. Further, our research will play an important role in identifying the circumstances that both enable and inhibit Aboriginal participation in sport, and can thus be used in the development of policies and programs that are better able to meet the needs of Aboriginal people in sport. In

short, we hope to change what is currently understood to be the 'face' of Canadian sport to instead be more representative of a broader array of 'faces' that have been and continue to be a part of the Canadian sport system.

HOLT, NICHOLAS L.

University of Alberta

S. Pynn

Insight Grant 2015

Toward a Conceptualization of Good Parenting in Youth Sport

The overall purpose of this study was to produce a conceptualization of good parenting in youth sport. This study addressed two research questions: 1) What do coaches perceive as good parenting in youth sport? 2) How do 'exemplary' parents support their children in youth sport? We focused on the parenting of female youth athletes because it is possible that parents support female athletes differently than male athletes. For example, it has been reported that female athletes perceive greater parental support and less parental pressure than male athletes (Leff & Hoyle, 1995). A two-phase approach was used. In phase one, individual semi-structured interviews were conducted with 8 coaches (3 females, 5 males, M age= 40.1 years, SD = 15.1 years) with at least 4 years of experience coaching female hockey (n = 4), volleyball (n = 2), basketball (n = 1), and soccer (n = 1). Coaches were asked to describe what they perceived to be good parenting in youth sport. Coaches were then asked to nominate exemplary parents they had dealt with in the past who personified good parenting. In phase two, individual semi-structured interviews were conducted with 10 exemplary parents (7 mothers, 3 fathers, M age= 48.5 years, SD = 4.0 years). Parents were asked a range of questions about their involvement in their daughters' sport, their general parenting style, and the specific parenting practices in which they engage. Interpretive description methodology (Thorne, 2016) was used. Findings to date reveal that good sport parents place an emphasis on effort and fun over winning and adopt an autonomy supportive parenting style. Additionally, good sport parents are involved with the team and sport club via fundraising and volunteering, and have positive relationships with their daughter's coaches. These findings are leading us to conceptualize good sport parenting as an intricate social experience that consists of involvement in a range of different aspects of youth sport and the 'skillful' use of specific strategies. Good parents understand not just what to do, but also when and how to do it within the immediate sporting context (e.g., games and practices) and the broader sporting environment (e.g., at home, within the club). Hence, this study adds to the literature by identifying specific aspects of parents' experiences and the support they provide within complex youth sport settings (see Knight, Berrow, & Harwood, 2017). From an applied perspective, these findings may be useful for informing future policies and programs to help parents support their children in sport. Such evidence-based approaches to parent education must then be evaluated.

KEHLER, MICHAEL

The University of Western Ontario

2005 (Completed: KT paper was not required)

Healthy bodies, boys and body image: An examination of male students' reluctance to participate in compulsory grade nine physical education classes

Concerns for inactive and obese youth have prompted swift action to promote health and physical activity in schools, yet links between masculine identities and the bodily practices of boys who reluctantly participate within the physical education context are not addressed in current policies or practices. This research examines the intersections of health, masculinity and schooling. Specifically, the researchers question why some males, particularly grade nine boys, reluctantly participate in mandatory physical education classes in three different provinces across Canada (British Columbia, Ontario, Nova Scotia).

Qualitative research methodology will be used to investigate how boys' understandings of masculinities influence health practices in schools. During this three year study, investigators will conduct semi-structured interviews, field observations of participants in physical education classes and invite participants to write journal-type responses in a secure blog site. This multi-method approach will facilitate the participants' recounting stories, experiences and feelings, thereby illustrating what they understand about body image, what it means to be a boy among boys, how the particular context of physical education classes reflect and support these particular boys' identities and how these particular boys negotiate their participation and involvement in physical education classes.

The knowledge gained from this research will potentially deepen and more fully explain intersections between masculinities, healthy life practices and physical bodies. In addition, this research has implications for educators, teachers, school curricula developers and health professionals concerned with how masculinities intersect in the field of health and education. Finally, this research has the potential to better explain the negotiation of social and cultural practices of masculinity that underscore messages among students about gender identities, body image and health.

KEY WORDS: health, masculinities, education, obesity, body image

KENDELLEN, KELSEY

University of Ottawa

M. Camiré

Fellowship 2015

A Grounded Theory of the Process of Life Skills Transfer and Application

Although evidence suggests that sport provides opportunities for athletes to develop life skills, there is a noticeable lack of theory in sport psychology explaining how these life skills can be transferred to and applied in contexts that extend beyond sport. The current study used a grounded theory methodology (Corbin & Strauss, 2015) to better understand the process of life skills transfer and application. Data collection occurred with 13 athletes (7 males, 6 females; $Mage = 21.77$; $SD = 2.2$) and 29 (9 males, 20 females; $Mage = 31$; $SD = 13.40$) members of athletes' social network over a 10-month time period. Consistent with a grounded theory approach, there were six phases of data collection, with subsequent sampling decisions informed by the initial findings of the previous data collection phase. Methods of data collection for athletes included: (a) individual semi-structured interviews at three time points, (b) a graphical timeline, and (c) online journaling over a 3-month period. For each athlete participant, one to three members of his/her social network were theoretically sampled and interviewed to triangulate transfer and application concepts identified with the athlete in previous phases of data analysis. Collectively, the findings from the iterative process of data collection and analysis illustrate how skill transfer and application are complex processes shaped heavily by the dynamic individual-context relations. For instance, an athlete's decision to apply in another life context a skill originally learned/practiced in sport is theorized to occur based on one's perceived ability to successfully apply the skill, which in itself is influenced by one's appropriation and understanding of the cultural capital (e.g., hierarchical structure, rewards/punishments, people, rules/social norms) needed to successfully function in the particular transfer/application context. Overall, the findings from this study provide researchers with greater theoretical knowledge on the psychosocial processes underpinning how the life skills developed in sport transfer to and are applied in contexts beyond sport.

KOWALSKI, KENT

University of Saskatchewan

C. Sabiston, P. Crocker, W. Sedgwick, J. Tracy

2005 (Completed: KT paper was not required)

The role of self-compassion in adolescent women athletes' experience of the self-conscious emotions

Sport Canada, along with the Canadian government, has identified the need for increased sport participation in Canada, particularly among children and youth. To help accomplish this objective, many youth sport programs in Canada emphasize the development of self-esteem through sport and physical activity. However, self-compassion has been proposed as an alternative conceptualization of a healthy attitude towards the self and has been shown to be related to thoughts, feelings, and behaviors differently than self-esteem. Self-compassion involves a warm and non-judgmental understanding of the self rather than a belittling of pain or harsh self-criticism. Self-compassion might be particularly relevant to sport because one challenge that limits sport participation for many young women is feeling evaluated on their performance and/or body image. Most relevant to our research program is that thinking about how one is being evaluated, or might be evaluated, by others in achievement domains (such as sport) can produce self-conscious emotions (e.g., guilt, shame, pride). Shame can be especially devastating, as it arises from a negative evaluation of the entire self and often leads to withdrawal and avoidance of settings in which shame is experienced. The objective of our proposed research program is to better understand young women athletes' experiences of self-conscious emotions (i.e., guilt, shame, pride), and the role of self-compassion in their emotional experiences. Ultimately our goal is to (a) provide evidence as to the relevance of the self-conscious emotions to young women athletes, and (b) support the development of self-compassion, in addition to self-esteem, as a worthwhile goal when working with young women in sport to both enhance and increase their sport participation.

KOWALSKI, KENT

University of Saskatchewan

A. Mosewich, L. Ferguson

Insight Grant 2016

Men athletes' self-compassion and masculinity

Our research targets the first broad objective of the Sport Participation Research Initiative (SPRI), which is “to promote Canadian research that will develop better understanding, based on empirical evidence, of Canadians' participation in sport, in order to better inform programs and policies intended to promote and enhance Canadians' participation in sport”. To accomplish this goal, the general purpose of our research is to explore men athletes' self-compassion and masculinity. Being self-compassionate entails being moved by one's own suffering along with a desire to alleviate that suffering and has emerged as a promising way for *women* athletes to manage emotionally painful experiences (e.g., perceived failures and inadequacies) in constructive and healthy ways. Self-compassion is particularly relevant to *men* athletes' experiences because of the self-evaluation processes and failure experiences that are all too common in sport, as well as the prominence of masculinity in the sport context. To mitigate psychological barriers frequently experienced by men athletes that can impede participation (e.g., adherence to masculine norms), this project will advance empirical understanding of self-compassion among men athletes aged 16-25 years in the context of sport. The findings of this research will inform training of athletes and coaches about: (1) the role of self-compassion and its influence on men's masculinity and psychological flourishing in sport, and (2) viable strategies to foster self-compassion among men athletes.

LAPOINTE, LAURENCE

University Of Montreal

S. Laberge

Doctoral Stipend 2012

Transformation of Social Norms Concerning Transportation and Community Capacity Building to Ensure the Continuation of an Active Transportation Program for getting to School: Case Study of Trottibus

The proportion of students who walk to school in Quebec has decreased significantly over the past few years. To address this problem, the Canadian Cancer Society wanted to use its expertise in community engagement and partnerships by creating Trottibus, a program to promote active transportation (AT). This study aims to (1) identify the environmental factors that influence students' choice of transportation (active, motor or mixed) in schools where Trottibus has been implemented, (2) explore the driving factors of and barriers to the transformation of social norms concerning the mode of transportation used to get to school, and (3) examine the factors that help build capacity in a community in order to implement an active transportation program and ensure its sustainability. An electronic questionnaire on environmental factors (physical, socio-cultural, economic, organizational and political) will be sent to the parents of children who do not have access to school buses to determine what factors influence the mode of transportation chosen for their child. Discussion groups with parents and volunteers will be an opportunity for us to obtain explanations of the most important variables influencing whether or not AT is adopted and to examine the issue of transforming social norms. Semi-structured interviews with stakeholders from the various program implementation sites will allow us to evaluate factors that contribute to building community capacity. The results of our study will allow us to document the impact of this type of program on the transformation of social norms concerning active transportation and help us better understand how building community capacity can ensure the sustainability of programs that promote physical activity in order to encourage and boost the participation of young people in active transportation programs.

LASSONDE, MARYSE

University of Montreal

L. de Beaumont, L. Henry, M. Thériault, D. Elleberg, S. Leclerc, H. Théoret

2005 (Completed: KT paper was not required)

Effects of sports concussions

There are an estimated 300 000 sports related concussions each year in the USA, and this is likely an underestimation as many athletes and coaches often fail to recognize them, especially when there is no loss of consciousness. Concussions often lead to neuropsychological dysfunctions that affect memory, attention, and executive functions, which last anywhere from one month to two years and that can significantly interfere with everyday activities. In fact, when athletes return to play before complete recovery, their risks of suffering a subsequent trauma increases significantly. Moreover, if a second concussion occurs before the brain has sufficiently recovered, it can cause severe cognitive symptoms or even death. This is known as the second impact syndrome and it has triggered the development of more sensitive diagnostic tools to quantify recovery in order to guide return to play decisions. Members of our team have already developed a series of such tools that have been successfully used with College athletes.

Moreover, there is a growing body of evidence suggesting that there are cumulative effects of concussions that manifest as increased susceptibility to subsequent concussions as well as an increase in their severity. Recent findings suggest that the effects of a concussion far outlast the acute phase. For example, it has been shown that former athletes who suffered multiple concussions have a fivefold prevalence of mild cognitive impairment (MCI) (a condition that converts at a rate of about 10-20% annually into dementia) compared with retirees without a history of concussion. Moreover, TBI has been described as the most robust environmental AD risk factor in the general population.

We have recently compared a group of healthy former athletes in late adulthood (60 years old) who sustained their last sport-related concussion in early adulthood with healthy former athletes with no history of concussion. These older concussed athletes showed memory and impulse control deficits that correlated with electrophysiological anomalies, as well as abnormal motor responses. Considering the accumulating evidence obtained through epidemiological and case studies indicating that concussions may lead to pathological aging, it is of vital importance to reproduce these results in a larger sample and broader age range.

As importantly, little to nothing is known, about the consequences of sports-related concussions in children, and that despite statistics indicating that one child out of 100, between the ages of 7 and 13, has suffered a concussion. Further, although studies suggest that the developing brain is more 'plastic' than that of the adult, the brain's potential for recovery following a concussion during childhood is unknown. The objectives of one of our grant applications are to 1) determine the nature of the neuropsychological deficits caused by a concussion during development, 2) identify the associated neurophysiological deficits, 3) determine if there is a relationship between the age at which the concussion occurred and the severity of the deficits, 4) chart the recovery period for the different age groups and the different brain functions, and 5) develop a diagnostic tool for children that takes into account age at the time of injury and that can be used to assess recovery.

Results pertaining to the effects of sports concussions on cerebral functions will be summarized for children, young and older athletes. These results stress the need for longitudinal studies to better define safe return-to-play guidelines.

LOUGHEAD, TODD

University Of Windsor

G. Bloom, K. Chandler, M. Eys

Fellowship 2013

Developing Leadership Behaviours in Athletes

Leadership in sport has been assigned great importance by both athletes and coaches with the majority of research examining the role of the coach. Research on coach leadership has a strong past; the same cannot be said about athlete leadership. This is unfortunate given that every team member (coaches and athletes) has the potential to engage in leadership behaviours. Research examining athlete leadership has focused on the characteristics of athlete leaders, the number of athlete leaders per team, and the influence of athlete leaders' behaviours on the team environment. Several conclusions can be made from this body of research. First, sport is an ideal area for the development of leadership behaviours. Second, athlete leadership is widespread on sport teams with numerous athletes providing leadership to their teammates. Lastly, athlete leadership influences several individual (e.g., satisfaction) and team (e.g., cohesion) outcomes. Despite the practical and empirical benefits of athlete leadership, there are no theoretically grounded or empirically based athlete leadership development programs. Therefore, the objective of this program of research is to address this gap in the literature. To date, the project has been conducted where two teams and their athletes have participated in a series of leadership workshops throughout the season over the last two seasons. All of the participants completed inventories measuring leadership behaviors, cohesion, communication, athlete satisfaction, and peer-motivational climate. Overall, the results showed significant increases in leadership behaviors, athlete satisfaction, and peer-motivational climate from pre- to post-intervention. Further, follow-up focus groups were also conducted to assess the validity of the leadership development program. These focus groups revealed important insight into program structure, influence of the program, leadership challenges, and suggestions for future improvements. These findings provide researchers, sport psychology consultants, and coaches with important information regarding the effectiveness of this athlete leadership development program.

MACMULLIN, JENNIFER

York University

Doctoral Stipend 2013

Family Matters: Predictors of Participation and Retention in Sport by Youth with Developmental Disability

Individuals with developmental disability (DD) continue to be marginalized from sport (Myers et al., 1998), so understanding the factors that influence their motivation for sport participation is critical. The family is of utmost importance when it comes to life-long motivation to participate in sport (Sport England, 2004), and four key family factors are thought to predict participation: (1) the absence of financial and time constraints on the family, (2) a better socio-economic situation, (3) a supportive home environment, and (4) a strong family interest in physical activities (King et al., 2003). To date, no empirical studies have systematically examined the family predictors of motivation to participate in Special Olympics. Fifty-nine Special Olympics athletes between the ages of 13 and 23 years of age with DD and their parents completed in-person interviews. We measured a number of potential correlates of sport participation: 1) The financial and time impact of participating in sport on the family; 2) the socio-economic situation of the family based on the parents' educational, occupational, and marital status, along with reported family income (Weiss et al., 2003); 3) the emotional support of the home environment using the Five Minute Speech Sample coding system (Magana-Amato, 1993) and the General Functioning Scale of the McMaster Family Assessment Device (Miller et al., 1985); and 4) parent reported participation and beliefs about physical activity (Troost et al., 2003). Child reported motivation for sport participation was measured using the Pictorial Motivation Scale (Reid et al., 2009). Ultimately, the results of this research will be used to promote the full and active participation of individuals with DD in sport.

MCEWAN, DESMOND

York University

Doctoral Stipend 2013

Teamwork in Sport: A Framework for Increasing Participation in Sport

Although there is an intuitive belief and anecdotal evidence of the importance of teamwork in sport, formal research on this construct has been surprisingly limited. However, research from organizational psychology has shown that effective teamwork is important for improving variables such as employees' job satisfaction, commitment, enjoyment, and retention. The purpose of my doctoral research is to assess if and how teamwork is related to participation in sport, in terms of both attendance throughout a season and retention in sport in following years. I have begun my research with a theoretical and integrative review (which was recently published in the journal, *International Review of Sport & Exercise Psychology*) that includes a multidimensional conceptual framework of teamwork in sport (to be presented within this poster). The next phase of my research will involve creating a multidimensional measure of teamwork. I am currently in the process of creating a preliminary pool of items for this questionnaire. My poster will include considerations for team building and development, and how this can subsequently influence participation in sport. This framework has the potential to not only influence future research in sport (including my own) but also inform professional practice for coaches, sport psychologists, and policy-makers alike.

MCHUGH, TARA-LEIGH

University of Alberta

J. Spence

Insight Development Grant 2014

Linking sport research and policy: An exploration of how Traditional Inuit and Dene games can support the goals of sport Canada

Background: Recognizing the various benefits of sport participation, Sport Canada's Policy on Aboriginal Peoples' Participation in Sport (2005) outlined the goals of enhanced participation, enhanced capacity, enhanced excellence, and enhanced interaction for Aboriginal peoples. This Policy was released in 2005, but there has been little follow-up to determine if such goals have been met. Furthermore, there has been an identified need for more research that is focused on ensuring that the goals of this Policy become a reality. As a result of a newly established partnership that consists of cross-sector perspectives (academic, government), our team was uniquely positioned to address this gap between research and policy. **Purpose:** The purpose of this ongoing program of community-based participatory research was to explore how the participation of Aboriginal youth in traditional games can support Sport Canada's goals to: (1) enhance participation of Aboriginal peoples in sport, and (2) enhance the capacity of individuals, organizations, and communities in support of Aboriginal sport. **Participants:** A total of 18 participants took part in this research. Specifically, 10 adults (including coaches/administrators/elder) and 8 youth athletes from across the Northwest Territories participated. **Data generation:** All participants took part in either a group interview or a one-on-one interview. All interviews were audio-recorded and then transcribed verbatim. **Data analysis:** Transcripts were analyzed using a process of content analysis. Our cross-sector research partnership is currently in the process of confirming themes, which will be used to represent the experiences of participants. **Initial results:** Initial findings suggest that participation in traditional games can enhance the participation of Aboriginal peoples in sport by: (1) promoting cultural pride, (2) interacting with Elders, (3) supporting connection to the land, (4) promoting personal development, and (5) developing basic movement skills. Each theme is supported by direct quotes from participants. **Discussion:** Although our team is still in the process of interpreting findings, this research provides a practical example of how Aboriginal youth and community partners (e.g., coaches, administrators) can and should be actively involved in research that respects their knowledge and honours their voices in the research process. As well, findings from this research provide in-depth insights into the various ways in which the participation of Aboriginal youth in traditional games can support the goals of Sport Canada's Policy on Aboriginal Peoples' Participation in Sport.

MCRAE, HEATHER
University of Manitoba
Doctoral Stipend 2009

Culturally Relevant Sport for Urban Aboriginal Youth: Examining the Role of Sport Education

In Canada, Aboriginal sport leaders have argued that sport is a basic human need and that more attention and resources are required to build a strong grassroots base for sport in Aboriginal communities (Maskwachees Declaration, 2000). However, there is an absence of scholarly literature that addresses the design of culturally relevant sport programs in Aboriginal communities (Forsyth, Heine & Halas, 2007). Researchers investigating sport-for-development programs have stated that such programs require carefully designed program structures (Sugden, 2006) and considerable facilitation skills, especially for outsiders to local issues (p. 288).

Yet, research gaps exist regarding a) "...how sport may be adapted to achieve positive outcomes in different contexts, and for different populations and individuals" (Sport for Development and Peace International Working Group, 2007, p. 4) and, b) leadership training for volunteer leaders (p. 5).

My study will examine sport education as a key factor in the design and development of culturally relevant sport programs for urban Aboriginal youth in Manitoba. Building on the research of Forsyth et al (2007), regarding the need for culturally relevant physical education for Aboriginal youth in schools, my research theorizes a positive relationship between culturally relevant sport programs and sport educators, and the participation and engagement of urban Aboriginal youth.

Specifically, this project addresses the following research questions: To what extent are community sport programs designed to be culturally relevant for urban Aboriginal youth? What is the significance of sport education (e.g., leadership training and experiential learning) in community sport programs identified as culturally relevant? What sport education processes and mechanisms enable sport educators (e.g., volunteers / coaches / staff) to develop culturally relevant sport practices?

The intended start date for my qualitative research study is January 2010.

MISENER, KATHERINE

University of Waterloo

K. Babiak

Post-Doctoral Stipend 2009

Member Perceptions of Social Responsibility in Nonprofit Community Sport

This poster is part of a larger research program examining the socially responsible efforts of local sport clubs/community sport organizations (CSOs). The research program draws on the concept of social responsibility in sport to frame the various practices and generalized concern for the community beyond an organization's narrow mandate and which is not required by law (Carroll, 1979; Persson, 2008). Social responsibility encompasses more than just providing a particular 'good' to society; it refers to the practices that go 'above and beyond' the particular mandate of an organization, but may in turn, strengthen or enhance the organization's ability to achieve its central goals.

During SIRC 2016, we presented the qualitative findings of the project related to CSOs' decisions to integrate concerns and action on wider social issues into their organizational strategy and the norms and values that inform their actions. This year, the poster will present the results of a subsequent study examining CSO members' awareness and members' affective evaluation of the socially responsible efforts of CSOs and whether awareness and evaluation influence member behaviour.

Self-administered online questionnaires were completed by 735 members within seven CSOs in Canada whose boards had previously participated in qualitative focus group research. The data revealed that members were only somewhat aware of the socially responsible efforts of their CSOs, and yet, awareness of their clubs' social responsibility efforts was a significant predictor of their intent to stay with the club. As such, we can encourage CSOs to take purposeful efforts to increase members' awareness of social responsibility initiatives through social media, regular communications (e.g., newsletters), and regular face-to-face encounters within the club rather than perhaps taking social action behind the scenes in board or other small group/team meetings. Further, members generally felt positive about what the club did for the community above and beyond its sport-related programs. It is therefore important to continue these efforts in order to encourage affective evaluation which in turn predicts member behaviours such as intention to stay and positive word of mouth.

NADEAU, LUC

Laval University

D. Martel

Insight Grant 2014

Analysis of training sessions and tactical skill development in competitive soccer

Coaching team sports has traditionally been based on methods that focus on repeating isolated motor actions and gradually increasing the intensity of training tasks (Griffin, Mitchel & Oslin, 1997). However, this approach is not suitable for learning *tactical skills* in that these skills cannot be separated from other performance components (technical and physical skills) and must be developed in a context that is similar to (or almost similar to) real game situations (Gréhaigne, 2015). The objective of this study (Phase 1) is to describe the content and training methods recommended by competitive soccer coaches (AAA level) to develop their players during training sessions. The deferred analysis of 29 training sessions from 8 teams in the U-14 to Senior category helped to identify 140 *training and development situations*, of which 55% (77/140) explicitly targeted the development of players' tactical skills. During these tactical training and development situations, the players were trained more on offensive aspects than defensive aspects, that is, 9% exclusively defensive, 36% exclusively offensive, and 55% defensive and offensive combined. The average duration of these tactical training and development situations was 24 minutes compared to 15 minutes for all other training and development situations. The preliminary results show that more than half of the training and development situations offered to players related to the development of tactical skills. An analysis of the methods recommended by coaches will ultimately allow us to determine more specifically the *actual contribution level* (the players' freedom to make decisions, the coaches' use of questions, training and development situations in modified games, etc.) of these training and development situations in the tactical development of players.

NZINDUKIYIMANA, ORNELLA

Western University
Fellowships 2016

Minorities in Historical Narratives: The Case of Black Canadian Women in Sport

Introduction

Black women are all but invisible in Canadian sport history (c.f., A. Hall, 2002) and this absence from mainstream Canadian history leaves a gap in the nation's narrative. While the main themes of Black Canadian women's historiography to date are slavery, immigration, settlement, and work (Cooper, 2000), this study aims at constructing a history of Black Canadian women in sport. Sport is herein used as a point of entry to critically examine how dominant ideas about national identity, race, and masculinity were produced and challenged in Canada.

Background

At the turn of the 20th century, White women in Canada were in a position to challenge gender norms by striving for more sport participation (A. Hall, 2002). During the same period, Black women were primarily invested in work and family building (Brand, 1991). And although Black men and women were both subject to racial discrimination, Black women were also confronted with gender inequality. Indeed, Black communities were not as supportive of women athletes as they were of men (Humber, 2004). In that context, Black male and White female athletes respectively dominate the racial and feminist narratives in Canadian historical sport scholarship, obscuring Black women's accounts.

Narratives of Black Canadian women's in sport consist only of short and sporadic references in the past decades (see A. Hall, 2002, and Humber, 2004). In contrast, American and British scholarships present in-depth reports on Black women's sport practices in comparable contexts (e.g., Hargreaves, 1994; Lansbury, 2014; Verbrugge, 2010). This body of work suggests that sport was not practiced for its own sake and that, for Black women, sport was an avenue for self-definition. Therefore, locating Black women within sport can help illustrate the place of marginal groups in Canadian culture. Here, culture understood as a series of shared behaviours and institutions that unite individuals around Benedict Anderson's idea of an 'imagined community' (S. Hall, 1993).

As a cultural vehicle of particular Canadian nationalist meanings and values, sport was used by minority groups to create space for themselves in the national narrative (Joseph, Darnell, & Nakamura, 2012). Hence, it is important to explore Black Canadian women's experiences in sport to understand the role that their participation may have played in their self-definition.

Research purpose and research questions:

The purpose is to understand how dominant meanings and values associated with sport were interpreted and operationalized by Black women in the face of social, economic and political disadvantage. This aims to expand the complex history of cultural diversity in Canada and produce new knowledge about a specific racialized and gendered minority. The questions asked are (a) How were Black Canadian women involved in sport during the golden age of Canadian sport (1920s-1950s)?; and (b) How were Black Canadian women's lives shaped by sport?

Sources and method:

The research will delve into provincial, and municipal archives, with a focus on Southern Ontario and Nova Scotia where the largest Black Canadian communities were found between the 1920s and the 1960s. Archival collections focusing on visible minorities in Canada will be of interest (e.g., The Ontario Black History Society Archives, the Black United Front Fonds (NS), etc.), as well as print media archives, both mainstream (such as The Toronto *Globe*) and Black owned (e.g., The New Glasgow *Clarion*). Textual and discourse analyses will be conducted.

PERRIER, MARIE-JOSÉE

Queen's University

Post-Doctoral Stipend 2013

The creation and reception of Paralympic Media: The 2014 Sochi Paralympic Games

Media analyses have been relatively critical of the representation of athletes with disabilities in past. Specifically, scholars have noted that athletes with disabilities are under-represented in the media but when they are represented, they have been described as survivors of tragedy and poster children for “successful disability”. Given the possible reach of these media, it is important to explore *how* media about Paralympians are created by the media and *how* they are received by the general public. Thus the objectives of this project were to: 1) explore how Canadian media developed stories about the 2014 Sochi Paralympic Games and 2) explore the general public’s response to sample media stories. After providing informed consent, participants (4 media, 10 general public) engaged in approximately hour-long interviews. A sample of news stories were used to foster discussion during the interview. Interviews were transcribed verbatim and data were analyzed using a directed content analysis. Several themes emerged from the data. First, members of the media were motivated to write about athletes to highlight their athleticism, rather than disability, and to educate the general public about adapted sport. Second, media developed several different types of stories including human-interest stories, technical articles to describe how a sport is performed, and event recaps. Third, members of the general public were generally unaware of Paralympic sport and expressed a preference for broader stories that highlighted how sports were played and those that provided background information about athlete’s training regimens. Of interest, few participants preferred event recaps unless they were familiar with the sport. Implications for future media, including the 2015 ParaPanAm Games and 2016 Paralympic Games will be discussed.

RAK, JULIE

University of Alberta

2005 (Completed: KT paper was not required)

Gender in Mountaineering Accounts

When George Mallory was asked in 1922 why he wanted to climb Mount Everest, the highest mountain on earth, he answered simply, “Because it is there.” But Mallory’s claim proved to be anything but simplistic. Since then, the activity of mountaineering has helped to shape how the self was understood within the context of conquest and adventure for the next one-hundred years. Today, mountaineering remains at the forefront of public consciousness, particularly in the thousands of climbing biographies and memoirs in print, and in the films that are shown at popular mountaineering film festivals around the world. But even in the twenty first century, mountaineering’s position as the metaphor for the pinnacle of human achievement remains a predominately male achievement. Although the first woman to summit the major Alpine peak Mont Blanc did so in 1808—only 56 years after the first man climbed it in 1764—women’s aspirations to become mountain climbers have been the source of amusement, disapproval and even disbelief for more than a century.

As of yet, there is no an extensive study of mountaineering and gender issues in written accounts and books. Mountaineering is still male-dominated, and yet there are millions of women who read about it. To understand why, with graduate student researchers I will be analyzing films and books about mountaineering and visiting the two largest film and book festivals in the world: the Banff Film/Book Mountaineering Festival and the Festival of Mountaineering in Kendall, UK to interview fans of mountain books and films, and to talk to producers of these works to see who consumes these narratives and what their ideas about gender are. My project will result in the first book-length treatment of written and filmed expedition accounts which examines “everyday gender” in the lives of women and men who climb.

SCHERER, JAY

University of Alberta

J. Davidson, R. Kafara

Insight Grant 2015

Community Benefits? Urban Governance and the Politics of a Publicly-Funded Arena and Entertainment District

In the fall of 2016, a \$CAD 613.7 million, publicly-funded arena and entertainment district opened in downtown Edmonton, Alberta, Canada, to house the National Hockey League's (NHL) Edmonton Oilers (Scherer, 2016). As per the terms of the master agreement between the City of Edmonton and the Oilers, the NHL franchise will operate the city-owned arena and will accumulate all revenue from the facility for the next 35-years. However, the master agreement also specified the terms of a Community Benefits Agreement (CBA) between the Edmonton Oilers and the City of Edmonton. Over the past two decades, CBAs have become standard elements of North American sport-related urban developments, especially as community groups have aspired to mitigate the uneven impacts of gentrification, as well as staking their own claims in the development of their neighbourhoods (deMause & Cagan, 2008; Janssen-Jensen & van der Veen, 2017; Saito & Truong, 2015). In this presentation, we provide an analysis of the Edmonton-arena-CBA, and the types of social and economic commitments that have been made by the Edmonton Oilers to residents of the downtown core – the poorest area of the city that is home to a significant homeless population, as well as innumerable social service agencies. Our analysis is drawn from municipal policy documents and interviews with stakeholders who were involved in the development of the CBA and the establishment of a Community Advisory Committee, whose membership included representatives from social services agencies, inner city community leagues, and organized labour amongst others.

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SPEED-ANDREWS, AMY

University of Alberta

R. Rhodes, C. Blanchard, N. Culos-Reed, C. Friedenreich, L. Belanger, C. Courneya

2005 (Completed: KT paper was not required)

Social ecological correlates of Physical Activity and Sport in a population-based sample of Colorectal Cancer Survivors

Background: Colorectal cancer is the second leading cause of death from cancer. In 2008, an estimated 21,500 Canadians will be diagnosed with colorectal cancer and 8,900 will die of it (Canadian Cancer Society, 2008). Despite the relatively high mortality rates, the prospects of surviving have improved significantly over the last few decades. Unfortunately, medical interventions to improve survival are often accompanied by a host of negative side effects, including decrements in quality of life (QoL), and increased risk for second cancers and other chronic conditions such as cardiovascular disease and obesity.

Importance: Several recent prospective studies have indicated that postdiagnosis physical activity (PA) is associated with a significant reduction in cancer recurrence, lower mortality, and improved QoL (Meyerhardt et al, 2006; Lynch et al. 2008). Despite increasing evidence for the favorable effects of PA in cancer survivor groups, prevalence rates for PA posttreatment range from 20 to 30% (Belizzi et al., 2005, Coups et al., 2005). Given the low PA participation rates in many cancer survivor groups, researchers have turned their attention to understanding the correlates of PA in cancer survivors. Understanding the key correlates of PA in cancer survivors is a critical first step to developing theory based behavior change interventions; however no studies to date have taken a comprehensive approach to examining PA and sport (PAS) correlates in colorectal cancer (CRC) survivors.

Sport participation is an understudied avenue in terms of promoting PA for health in cancer survivors.

Purpose: The overall aim of this study is to conduct a comprehensive population based survey of the correlates of PAS participation in CRC survivors. In this survey we plan to identify: (a) the pattern and prevalence rates of PAS in CRC survivors including sports participation, (b) the demographic, medical, behavioral and social cognitive determinants of PAS participation within a social ecological framework based on the Theory of Planned Behavior (TPB; Ajzen, 1991), (c) the most common motives and barriers to PAS including those specific to sports participation, and (d) the counseling and programming preferences for PAS including those specific to sports participation.

Methods: The research design is a cross-sectional population-based mailed survey. The Alberta Cancer Registry was used to identify all eligible CRC-S residing in Alberta. Participants were eligible if they were: (a) at least 18 years of age, (b) diagnosed in 2004, (c) able to complete a questionnaire in English, and (d) completed all adjuvant therapies. N = 2000 CRC survivors were mailed a self-report comprehensive survey assessing PAS participation, preferences, demographic, medical, environmental, and social cognitive variables from the TPB.

Results: Of 2,000 mailed surveys, n = 228 were returned as wrong address, n = 8 were deceased, and n = 1 had no history of CRC, reducing the eligible sample size to n = 1763. Thus far, a total of n = 630 have returned the survey yielding an initial response rate of 36.3% (630/1763). Data are in the process of being entered and cleaned for analysis. Of the 630 returned, 7 will be excluded from analysis on account of insufficient data, reducing the evaluable data set to 623.

Implications: Our survey study of CRC survivors is designed to specifically inform PAS behavior change interventions in this population. The data will help determine the theoretical variables salient to promoting PAS participation and whether variables differ by PA and sport. The data will also help determine if interventions need to be targeted specifically to personal factors (e.g. disease stage, age, sex and environment). Moreover, the data will help to determine preferences for sports and whether the promotion of sports is a viable alternative for meeting recommendations for PA in CRC survivors.

STARKES, JANET

McMaster University

J. Baker, A.J. Logan, P.L. Weir

2005 (Completed: KT paper was not required)

Lifelong Commitment to Sport: Comparing Masters Athletes from Different Disciplines

The Sport Commitment Model (SCM; Scanlan, 1993, 2003) examines the factors that contribute, either positively or negatively, to sport participation. Although originally developed for youth, the model is beginning to be used with more diverse populations, including high performance athletes and adults. Our project applied this model to masters athletes, a group of older sport participants, to determine the nature of their commitment to their sport and the factors which are most important for their sport engagement. Using data from a variety of sports (marathon running, track & field, golf, bowling, triathlon, & ultra-endurance running), we aim to answer the following questions:

1. Does motivation and commitment to sport change across age in adult athletes?
2. Are there gender differences in motivation for sport?
3. Does motivation for continued participation change in high active (e.g., marathon, triathlon) vs. low active (e.g., golf, bowling) sports?

In previous years we have reported that: (a) sport enjoyment, involvement opportunities, and personal investment were the top three reasons for participation; (b) functional commitment (*wanting* to participate) determined sport involvement more than obligatory commitment (*needing* to participate); (c) functional commitment was slightly higher in older (> 65 years) than younger (40-65 years) athletes; and (d) male athletes were more likely to be motivated by extrinsic rewards, like trophies and prizes, than female athletes.

For this conference, we focused on the third question: namely, does the activity level of the sport affect motivation to participate? We compared the answers from our marathon runners (mean age 52 ± 5 years) with new data from recreational bowlers (mean age 65 ± 9 years). Bowlers showed higher levels of obligatory commitment (having to participate) and social constraints (e.g., pressure from other people) in their sport participation than marathon runners. Marathon runners were more likely to show involvement opportunities (e.g., being with their friends) and personal investment (time, money, effort) than bowlers. These findings could be attributed to the activity level of the sport, or other factors such as training time and team dynamics.

We also examined what factors predicted functional commitment ($R^2 = .76$, $N = 88$) and obligatory commitment ($R^2 = .62$, $N = 88$) in bowlers. Functional commitment was significantly predicted by personal investments and satisfaction, while obligatory commitment was significantly predicted by involvement alternatives, personal investments, satisfaction, and social constraints.

From these findings it seems especially important for athletes to feel a sense of satisfaction and personal investment in their sport. Although some questions remained unanswered, these data will provide us with

insights on what motivates sport participation in a variety of disciplines. With attention to these factors, we will be able to design sport programs for older adults that are suited to their needs, and will engage them for life.

STIRLING, ASHLEY ELISA

University of Toronto

Doctoral Stipend 2008

Athletes' Experiences of Emotional Abuse in Sport

There has recently been a growing understanding of the occurrence of sexual abuse of young athletes in sport, but very little research has attempted to explore other forms of abuse, such as emotional abuse, within this environment. In addition to the lack of empirical research, there is a substantial need for policy implementation and regulation within sport organizations. However, research on the processes by which abuse is experienced in sport is required to inform policy development and implementation. The purpose of my dissertation, therefore, is to explore the process by which emotional abuse occurs and is often sustained over the course of an athlete's career. The methodological approach used for the study is a constructivist and symbolic interactionist approach to grounded theory. Semi-structured interviews were conducted with 18 elite athletes (male, n=8; female, n=10). Data were analyzed inductively using open, axial, and selective coding techniques. The findings suggested a pattern of temporal stages by which emotionally abusive coach-athlete relationships develop and are sustained over time. Interestingly, the reports provided by the abused athletes suggested that they normalize emotional abuse and view it as an accepted means of athlete development. Comparisons are made with Cense and Brackenridge's (2001) temporal model of sexual abuse with children and young persons in sport. Implications are discussed for policy makers, and recommendations of made for future research.

STRACHAN, LEISHA

University of Manitoba

T. McHugh, C. Mason, J. Halas, H. McRae

Insight Development Grant 2015

Cultural relevancy and positive youth development: Exploring the sport and physical activity experiences of Indigenous youth in Canada

The purpose of study is to gain insight into how positive youth development (PYD) through sport and physical activity is understood for urban Indigenous youth in western and central communities in Canada. Research in the area of positive youth development (PYD) claims that structured physical activities are critical for development (Petitpas et al., 2005). In fact, 92% of Canadians believe that sport can be used as a platform to teach positive life skills and development (Mulholland, 2008). In recent research, more understanding has been gained about positive youth development through sport and what types of experiences children and youth gain from physical activity and sport (MacDonald et al., 2011; Strachan & Davies, 2014). The 5 C's (Lerner, 2003) are a gold standard when discussing positive outcomes. These 5 C's (i.e., confidence, competence, character, connection, caring/compassion) are important characteristics for youth to possess in order to attain the sixth C - contribution. Recent research (Vierimaa, Erickson, Côté, & Gilbert, 2012) also suggests that 4 C's (i.e., confidence, character, connection, caring) are noted in youth sport contexts as competence is more related to the development of physical skill. While these outcomes are clearly important, they are hypothesized and researched in a western context; the C's may have very different meanings with Indigenous youth in urban contexts. If sport is a key context for development for youth, more understanding as to what constitutes positive development for Indigenous youth needs to be explored. Indigenous leaders, both at the national (see Chief Wilton Littlechild; Truth and Reconciliation Commission, 2015) and community levels (e.g., see the Maskwachees Declaration, 2005) recognize the value of sport for Indigenous children and youth. Indigenous scholars have called for culturally relevant approaches to sport delivery (Forsyth et al., 2007). Recent works in sport psychology have called for the explanation of research to understand youth participation in sport and physical activity from diverse cultural perspectives (Blodgett et al., 2008; Schinke & Hanrahan, 2009). The limited research that does exist on Indigenous youth sport and physical activity experiences suggests that Indigenous youth may share many of the same challenges in accessing a sport system that is largely based on Euro-Canadian values and structures (Schinke et al., 2013). Many Indigenous youth leave isolated rural reserves and migrate to urban centers where they are often marginalized in urban Canadian society. The current study uses a community-based participatory (CBPR) framework to guide the study (Israel et al., 2001). A total of 30-35 youth ages 12-19 from Winnipeg, Kamloops, and Edmonton have been recruited and talking circles were used to collect the data. Currently, data collection, transcription and data analysis phases are continuing. By gaining more complex understandings of the sport experiences of Indigenous youth, research could demonstrate how to produce culturally specific programs that recognize the unique challenges for marginalized youth and adapt these programs to meet their specific needs. This research could not only promote a more equitable sport system, but also facilitate a lifelong affiliation with sport and physical activity (i.e., Sport for Life) in Canadian urban centers.

SYLVESTER, BENJAMIN D.
The University of British Columbia
C. Sabiston
Fellowships 2016

Variety in Adolescent Sport

Within the Developmental Model of Sport Participation model, Côté and colleagues (2007) suggest that providing variety support, through the opportunity to sample a variety of sports, provides adolescents a chance to learn a breadth of sport skills and to interact with different people for social connection. However, Bergeron et al. (2015; i.e., the IOC) have called for researchers to clarify the effects of variety support in adolescent sport and researchers have yet to examine the psychological mechanisms through which variety support might contribute to well-being and participation in adolescent sport. While it is well known that fostering satisfaction of the needs for competence, relatedness, and autonomy (embedded within self-determination theory; Deci and Ryan, 1985) in physical activity settings leads to well-being and participation, Sheldon (2011) noted that there is a lack of research examining alternative/additional psychological experiences that may support adaptive functioning and this limits theoretical, practical, methodological, and empirical implications. Researchers have suggested that perceptions of variety may complement satisfaction of the basic psychological needs in predicting well-being and behaviour. The experience of variety may operate as a salient and unique psychological experience as perceptions of variety (in addition to satisfaction of basic psychological needs for competence, relatedness, and autonomy) predict variance in indices of well-being and behaviour in adults. However, little is known about these associations in adolescence – a time when sport participation declines rapidly and dramatically, and a time when interventions can help provide sport-related variety support to expand experiences, and policy implications may be most valuable. In the proposed PDF research program, I will examine the extent to which participating in a variety of sport activities is associated with well-being and sport participation over time, as well as the extent to which the potential relationships between variety support and indices of well-being/participation are mediated by perceptions of variety in sport (in addition to perceptions of competence, relatedness, and autonomy). This research can elucidate sport policy recommendations put forth by Côté and Hancock (2014) to: (A) “introduce ‘grass-roots’ sport programmes that focus on trying different sports”, and (B) “Allow children to play all positions in a given sport”. By developing an understanding of why variety support might lead to well-being and participation in adolescent sport, we can further refine these recommendations for sport policy and potentially promote greater well-being and participation.

SZTO, COURTNEY
Simon Fraser University
Fellowship 2015

Changing on the Fly: Situating multiculturalism, citizenship, and hockey through the voices of South Asian Canadians

The larger story of hockey in Canada has been told without the voices and contributions of racialized Canadians. With hockey participation numbers decreasing and sports like basketball taking over as the sport of Canada's youth, the mythology of hockey and its role as a cultural unifier is being challenged. My project adds nuance to the story we tell ourselves about hockey in Canada by amplifying the voices of South Asian Canadians. I conducted 26 semi-structured interviews with members from the *Hockey Night in Punjabi* broadcast, (former and current) hockey players, parents, and coaches. Event ethnographies were also conducted at local hockey games and hockey events where the *Hockey Night in Punjabi* team was present. Three main themes emerged from my data collection. First, there is a patterned reluctance to name racism because of the common dismissal of such claims. Second, there is a faulty assumption that grassroots hockey fills the high performance stream; thus, the growth in diversity we are currently witnessing in hockey misrepresents the future of hockey in Canada. Moreover, gatekeepers such as coaches and scouts were identified as barriers to diversity at the highest levels of the game – the level where public memory and national representation are at stake. Third, there is a desire to create “brown out” hockey spaces (i.e. South Asian-only hockey programs) as a response to perceived/legitimate discrimination.

TAKS, MARIJKE

University of Ottawa

L. Misener, L. Chalip, C. Green

Insight Grant 2015

Building Capacity for Sport Participation through Events (Phase 1.b)

The overall aim of the research project is to assist Local Sport Organizations' (LSOs) to build capacity to increase sport participation opportunities with and without events. Two sports are taken as a case: diving and track and field. Part 1 of this study intended to investigate the LSOs' capacities (e.g., funding, human resources) to deliver their sport programs; and, the LSOs' willingness and readiness to build capacity and implement change to recruit and retain new participants. However, we encountered a major shortcoming at this stage, namely the LSOs lack of understanding of potential customers' perceptions of the sport, especially for diving – and particularly the parents and children who are not familiar with the sport. This knowledge is essential to accurately communicate about the unique benefits of the sport to attract new participants. Thus, this follow-up study (phase 1.b) contrasts and compares participants' and non-participants' perceptions of the respective sports. This phase consisted of:

- (1) Street survey/Intercepts:** A total of 192 community members (ages 11 years and up) were randomly intercepted (50% female; 11≤15 = 46%, 16+ =54%), asking them which 5 words come to mind when they think of two sports – diving and track & field – and participants' own favourite sport. Verbal responses were recorded. The survey took 3-5 minutes to complete.
- (2) Online survey with participants.** Twelve diving clubs and 12 track and field clubs were asked to send out an e-mail to their club members inviting them to participate in a short 3-to 5-minute online survey. Respondents were asked to provide 5 words they would use to describe their own sport to others, to complete 4 sentences about sport, and to report their age, gender, length and level of participation in the sport. Data were collected from 126 divers; data collection for track and field will be completed in June.
- (3) Focus groups with parents of kids:** (1) two for diving (7 and 8 participants respectively); (2) and one for track and field (n=9 participants).

For the street and online surveys, a frequency analysis was done for all words associated with each sport (n=3), and by each group (n=2). Words were grouped together if deemed synonymous, when sharing the same root word, or having similar meaning/intent. Second order concepts (e.g., Blaiki, 2007) were subsequently generated independently by two different research teams. Next, the words for the two groups within each sport were compared and screened for associations, dissociations, and oppositions (e.g., Bodet & Lacassagne, 2012). Focus group were audio recorded, transcribed verbatim and analysed using NVivo.

The results will determine the unique image of each of those sports, and identify the potential associations and/or dissociations in perceived benefits between sport and non-sport participants. The “hooks” identified here, can be incorporated into the marketing communications, and bridge any gap between potential sport

participants' images and participants' images of the sport. The outcome of this study is an important step to recruit new participants in LSOs.

The next steps will consist of: (a) identifying the capacity needs for marketing to increase participation; (b) building that capacity; (c) developing and implementing strategies and tactics designed to increase sport participation with and without the inclusion of an event; and (d) creating durable strategies for capacity building to stimulate development for participation.

TEETZEL, SARAH JANE

University of Manitoba

Charlene Weaving

Insight Development Grant 2014

Transitioning to Inclusive Sport

Canada lacks a nationwide policy regarding the inclusion of transgender and transsexual (hereafter trans) athletes at the recreational and high-performance levels of sport. As an emerging issue in sport ethics, the inclusion of trans athletes in both recreational and high-performance encompasses myriad fields of study, including: kinesiology, sociology, philosophy, critical theory, psychology, gender studies, recreation studies, political science, and the biological sciences. This research investigates the lived experiences of Canadian athletes with emphasis on trans athletes and non-athletes' perceived barriers to sport participation. Through a policy analysis of international, national, and regional trans sport policies, a media analysis of discourse discussing athlete reactions to trans sport policies, and in-depth, semi-structured interviews with 15 athletes, 15 trans athletes, and 15 trans non-athletes, this study examines a remaining barrier to inclusive sport in Canada. At this point, interviews have been completed with 5 women competing on a Canadian national team, 8 athletes who identify as trans and competed in sport both prior to and post transitioning, and 2 trans people who choose not to participate in sports. During each in-depth, semi-structured, one-on-one interview, participants discussed their conceptions of fairness in the context of the trans inclusion and exclusion policies applied by international sports governing bodies and clubs at the local level. To begin discerning reactions to trans sport policies and attitudes toward inclusive sport in Canada, participants shared their perspectives on sport policies regulating transgender athlete eligibility with the understanding that their identities would remain confidential. This study gives athletes a platform to speak openly and honestly about these policies and to comment, criticize, or demonstrate their support for trans sport policies enacted by the International Olympic Committee and other countries, without fearing repercussions for voicing their perceptions and reflections. Three initial themes are emerging from the viewpoints shared in the interviews: 1) uncertainty about what actually constitutes a performance advantage in sport, 2) gender self-declaration as a preferred potential option for categorizing athletes, and 3) a commitment to fairness, but genuine doubt as to what fairness entails in sport. From the interviews conducted to date, an emerging area of inquiry is the extent that athletes' views should shape policymaking on contentious ethical issues. The perspectives of the people impacted most (that is, the athletes) certainly need to be included in the dialogue; however, the extent that athletes' perspectives should be privileged over other views remains unclear. We remain hopeful that the findings of this study will provide knowledge and understanding of the complex topic of balancing fairness, respect, and inclusion in sport, as well as the impact current policies have on the lives of athletes who identify as trans and athletes who do not. Upon completion of the interviews and coding stages, the next steps of this project involve crafting evidenced-based recommendations to decision-making bodies in Canada that design and implement sport policy, including Sport Canada and the Canadian Centre for Ethics in Sport. In addition, knowledge gained in this study will be shared with teachers, coaches, athletes, sports administrators, allies, and trans resource centres via workshops in Manitoba and Nova Scotia to continue developing tools to facilitate positive sport experiences for all athletes in Canada.

THIBAUT, LUCIE

Brock University

L. Kikulis, W. Frisby, S. Vail, L. Hoeber, K. Babiak, L. Kihl

2005 (Completed: KT paper was not required)

A comparative case study of collaborative approaches to sport participation policy development and implementation

Recent public sport policy and legislation have identified collaboration as an important lever to enhance sport participation. The *Canadian Sport Policy* (CSP) articulates a goal of *enhanced interaction* where “the components of the sport system are more connected and coordinated as a result of the committed collaboration and communication amongst the stakeholders” (p. 19). Collaboration is also given legislative support in the *Physical Activity and Sport Act*. Of particular interest is the provision in legislation for the federal minister to enter into bilateral agreements with every province and territory. These agreements, supported by federal and provincial funding, enable each province and territory to prioritize and develop sport participation initiatives that are unique to their particular circumstances. Collaboration is also endorsed in policy through consultations where representatives of the sport community or those who desire to be part of the sport community are invited to participate in deliberations. The purpose of our study is to examine how organizational collaborative approaches (i.e., interorganizational relationships, deliberative democracy, and community development) in Canadian provinces can inform sport participation policy development and implementation.

Sport participation has recently gained prominence on federal and provincial government policy agendas following reports that have highlighted the decline in sport participation by Canadians (Canadian Centre for Ethics in Sport, 2002; Statistics Canada, 2000) and promoted the benefits of sport participation (Bloom, Grant, & Watt, 2005; Donnelly & Kidd, 2003). With a current policy environment supporting sport participation through collaborations, these are timely areas of investigation. The complexity of collaborative approaches, the unique federal-provincial bilateral agreements, and the contextual differences between provinces, requires a comparative case study design. Data collection will involve interviews with key policy makers representing various organizations and stakeholders involved in sport participation policy, analysis of sport participation policy documents, and where possible observations of collaborative deliberations.

Given the policy goal of *enhanced interaction*, findings will provide policy makers with an indication of the extent to which this goal is being achieved through interorganizational relationships, deliberative democracy, and community development. Sport policy implementers will become more informed and knowledgeable about what is working and what is not working and may learn from other provinces. Finally, this research will inform the literature on policy studies, organizational collaboration, deliberative democracy, and community development. Other social policy areas may also learn about the experiences of policy makers and stakeholders, how collaborative spaces are created and the limitations of these approaches.

TINK, LISA

**University of Alberta
Fellowship 2016**

Uncovering the Historical Plays of Power in Canada's Recreation System: A Foucauldian Genealogy

Canada's municipal recreation system (i.e., public physical activity and sport opportunities) originated when social liberalism was the dominant political ideology (Harvey 2001). This meant local governments provided certain public services for *all* citizens. However, in recent decades many public services (including municipal recreation) have shifted to a market-oriented style of service (Thibault, Kikulis, & Frisby, 2004). The emergence of this market orientation has forced recreation providers to think systematically about how they can operate in a more 'business-like' fashion (Whitson, 2011). As a result, Canada has seen an increase in the number and price of pay-per-use programs and a decrease of low-cost or free options (Thibault et al., 2004).

Research has shown people living on lower incomes (generally single mothers, Indigenous peoples, persons of visible minorities, and those experiencing disability) are some of the most commonly excluded in municipal recreation due to financial related barriers (Kingsley & Spencer-Cavaliere, 2015). This exclusion can be attributed to the rise of neoliberalism in municipal governments (Cureton & Frisby, 2011). While this research has been useful in identifying who is excluded and why, it ignores the processes necessary for examining our dominant discourses and uncovering the historical, social, and political contexts in which our recreation system emerged.

Using Foucauldian genealogy, my research will trace and critique the social and political arrangements that have created the conditions (e.g., institutions, discourses, subjects) for Canada's municipal recreation system. The purpose will be to identify marginalized ideas and discourses and further critique how community recreation is currently valued, positioned, and experienced. By doing so, I will highlight conditions of possibility for alternative (less exclusionary) power relations, discourses, and institutional procedures while also challenging recreation professionals to think more broadly about the ideologies they support and how this impacts recreation's role in Canadian society.

TROTTIER, CHRISTIANE

University of Laval

M. Camiré, V. Drapeau, C. Goulet, P. Nicolas-Lemyre

Insight Grant 2016

Design, implementation and assessment of a life skills development program in the context of school sports

Secondary schools are increasingly offering sport-study programs, which enable adolescents to develop personally and athletically while pursuing their education (School Sport Canada, SSC). The mission of most of these programs is the holistic development of youth (Camiré, Werthner, & Trudel, 2009). The timing of this involvement in sports coincides with an important period of their development: when they learn life skills (LS) which facilitate their transition to adulthood. LS are generally defined as skills which enable youth to meet the requirements and overcome the challenges of daily life (World Health Organization, 1999), and to succeed in the various aspects of their lives, such as sport, school and family (Danish, Petitpas, & Hale, 1993). In order for a life skill to actually be considered as such, it must, however, be transferred and used in another life setting, such as school (Papacharisis, Goudas, Danish, & Theodorakis, 2005). Since school sport is considered an extension of the classroom, it was described as a positive setting for teaching LS (Forneris, Camiré, & Trudel, 2012; Gould & Carson, 2008). To date, the importance of the role of coaches in the teaching of LS to adolescents is well established (e.g., Bergeron et al., 2015; Trottier & Robitaille, 2014). However, no study has been conducted of the role teachers can play in the teaching and transfer of LS learned in school sports. Yet teachers play a key role since they are with the youth every day. They could therefore play a crucial role, along with coaches, in assisting student-athletes use the LS learned in school sports.

The overall objective of this research is to work with an educational institution to implement a training program for coaches and teachers to teach and transfer LS in order to contribute to the holistic development of student-athletes. The program has three specific objectives. **Objective 1** is to design a LS teaching program in a school setting which takes into account both the sector's needs, and scientific advances in the development of these skills. **Objective 2** is to implement a LS program with coaches and teachers so they can teach student-athletes the skills and use tangible strategies to assist them in transferring the skills to a school setting (e.g., classroom, schoolyard). **Objective 3** is to assess the effectiveness of the LS training program in order to be able to use it in other school sport contexts in Canada.

This research will have an enormous impact on society as it will contribute to the positive development of youth through sports. We therefore hope that the training of coaches and teachers will be a positive experience for youth, and could ultimately prevent the latter from quitting sports and thereby reduce physical inactivity. Also, the main asset of this program is the fact that we will work with two important target groups: coaches and teachers, who will encourage the explicit teaching and transfer of LS. The research methodology developed as part of this project is innovative and could be used as a model for contexts similar to school sports in Canada.

TRUDEAU, FRANÇOIS

Université du Québec à Trois-Rivières

L. Laurencelle, R.J. Shephard

2005 (Completed: KT paper was not required)

Influence of quality physical activity in childhood on sport and physical activity later in life (2006-2009)

School physical education has influences on the total time of physical activity in youth and is becoming the predominant if not their exclusive source of moderate-to-vigorous physical activity. It is also an environment for the socialisation and the «tracking» of sport and physical activity habits.

The main objective of our research program is to explore how and why daily physical education during childhood and other early events can influence physical activity and sport behaviour later during adolescence and adulthood.

Participants were either from an experimental group that benefited from 5 h physical education per week vs, a control group with the normal program during primary school (40 min) during the year 1970 to 1977. They filled out questionnaires on exercise, including questions on physical activity frequency, attitudes, barriers and intention and participated to in-depth, semi-structured ethnographic interviews with the experimental and control participants previously involved in the Trois-Rivières study, to document 1) the meaning they give to physical education and sport for themselves and their children and 2) critical incidents and periods known to affect physical activity and sport. At this moment we have analyzed data for 49 participants.

Preliminary results indicates: 1) that the majority of participants, either from the experimental or the control group wants an increase of time for school physical education, 2) advantages in term of measured PA and sport participation in experimental 35 years old women in 1995-96 disappeared and 3) there is trend for a higher rate of sport participation in the experimental group (72.73% vs. 64.71%). The absence of significant difference could be partially explained by the end of the experimental program at the transition from primary to secondary school, where a tremendous decline in PA has been observed by many authors.

WALL, JESSIE

University of British Columbia

Doctoral Stipend 2014

Transitioning to elite, early specialization sport as joint goal-directed projects between parents and youth

Navigating transitions early in the athletic career can be a challenging process for athletes and their families. The decision to invest in a single sport, and pursue high performance, involves considerable resources and implications for youth development and future participation in sport. In spite of recent efforts away from early specialization, some sports (referred to as early specialization sports) require athletes to commit and invest in deliberate practice at an age where deliberate play is encouraged. This study seeks to understand how parents and athletes are jointly navigating the decision to commit and invest physically, psychologically, and psychosocially in early specialization sports. The research question guiding the investigation is, how do parents and athletes jointly construct, articulate, and act on goals and strategies pertinent to the transition into elite, early specialization sport? Using a contextual action theory framework and the action-project method the naturally occurring joint projects of parents and youth are identified and described as they transition into elite sport. An instrumental case study design guides the organization of parent-athlete dyads as cases for individual and collective analysis. A purposive recruitment strategy was employed to select five parent-athlete dyads transitioning into “elite” figure skating as indicated by the LTAD stage outlined by Skate Canada. Data collection includes video-recorded face-to-face meetings, video feedback-supported recall of thoughts and feelings, and biweekly self-report data collected through phone interviews for 6 months. Data analysis occurs simultaneously over the course of the study using transcripts, a coding system, and a form of member check. Both within and cross-case analyses will be conducted. This study is significant because (a) findings can assist parents and youth with a crucial transition in sport participation development, (b) themes emerging from this study may contribute to the ongoing development and implementation of the LTAD model for early specialization sports, and (c) to date no studies have examined the transition to elite sport from the perspective of goal-directed action co-constructed between the parent and athlete.

WATT, MARGO

St. Francis Xavier University

Standard Research Grants 2006

Relations among Anxiety Sensitivity, Physical Activity and Health-Related Outcomes

This research project has three main objectives. The **first objective** is to investigate the relationship between anxiety sensitivity (AS) and physical activity in a sample of young adults. Anxiety sensitivity (AS) is a dispositional variable referring to the fear of anxiety-related bodily sensations arising from beliefs that these sensations have harmful physical, psychological, and/or social consequences. High AS has been implicated in the development of psychopathology (e.g., anxiety and related disorders) but also has been implicated as a risk factor for physical pathology (low levels of physical activity). It has been suggested that, because exercise produces physiological sensations similar to those feared by individuals with high AS (e.g., elevated heart rate), it tends to be avoided. An alternative explanation is that a lack of exposure to these sensations resulting from physical inactivity promotes increased AS.

The **second objective** of this research project is to investigate childhood learning experiences related to the development of both AS levels and physical activity habits. My early work demonstrated links between retrospectively-reported childhood learning experiences and elevated AS in young adulthood, and found AS to mediate relations between childhood learning experiences and elevated health-related concerns in young adulthood. Although some attempts have been made to identify factors that may influence physical activity habits, knowledge in this area remains rudimentary. Research has found some evidence for the influence of social learning factors (e.g., parental reinforcement and parental modeling) on children's health-related activities. Collection of parental validation data will allow for corroboration of students' retrospective accounting.

The **third objective** of the present research is to investigate the process through which a brief cognitive behavioural intervention that includes physical exercise as the interoceptive exposure component decreases anxiety sensitivity (AS) in a non-clinical population. A brief cognitive behavioural treatment (CBT) that includes an interoceptive exposure (IE) component (i.e., running) has been found to be effective in decreasing fear of anxiety-related sensations in high anxiety sensitive (AS) women (see Watt, Stewart, Birch, & Bernier, 2006). The current research project included a process-based study which examined the specific role of the IE component in explaining intervention efficacy. This study found that the affective and cognitive reactions, and objective physiological reactivity, to the running were initially higher in high (vs. low) AS participants and decreased over IE trials in high (vs. low) AS participants. In contrast, self-reported somatic reactions, which were initially greater in the high AS participants, decreased comparably in both AS groups over IE trials. Findings were consistent with the theorized cognitive and/or habituation pathways to decreased AS.

WILSON, BRIAN

University Of British Columbia

2005 (Completed: KT paper was not required)

Corporate Environmentalism and the Canadian Golf Industry

Environmentalists, researchers, and others have expressed concern about the impacts of chemicals used on golf courses on wildlife and humans and implications of course construction for natural habitats. In Canada, environment-related ministries responded to these concerns by referring to golf courses in policies focused on (for example) water conservation and pesticide use. Sport Canada policies currently remind event managers to “comply with all environmental laws and federal principles on sustainable development,” and the 2002 *Canadian Strategy for Ethical Conduct in Sport* identifies “environmental sustainability” as an “issue of concern.”

The golf industry’s most pronounced/publicized response to these concerns has been the implementation of environmentally-friendly practices on golf courses. At the same time, golf’s governing bodies have highlighted the need for pro-environment practices – designing voluntary guidelines/certifications for association members. Importantly, industry members/affiliates are marketing pro-environment positions in environment reports and advertising. These developments are part of what is known as “corporate environmentalism.”

Few studies, however, focus on golf-industry decision-making around environmental issues and its corporate environmentalist practices. To address these gaps, this study aims to: (a) identify influences on golf industry decisions to adopt corporate environmentalist stances; and (b) examine how and the extent to which environmental practices are integrated into the industry’s organizational culture(s). The study is guided by conceptual work that is sensitive to the implications of “deregulation” (e.g., of industry activities) by government. The study is also influenced by conceptual work on institutional change that will guide a “mapping” of influences on industry. The following methods will be used: (1) Document analysis – with a focus on circumstances surrounding the appearance of environment-related material in golf industry trade publications and environmental reports; and (2) Interviews with golf superintendents and representatives from insurance companies, golf’s governing bodies, activist groups, and government. Practical objectives include offering policy-relevant feedback to government agencies.

WOOD, LAURA
University of Windsor
Doctoral Stipend 2010

The Social Nature of Women's Sport Participation

While research has found that people prefer to participate in sport with others, work examining constraints to participation has primarily taken an individual perspective. Further, recent research has found that participation as a group can facilitate women's persistence in recreational sport pursuits (Wood & Danylchuk, 2011). Recreational sport groups may be particularly beneficial for mid-to-older women as they can help negotiate or resist societal constraints related to gender and age (Green, 1998). However, recreational sport in the lives of older women is significantly underexplored, with a few exceptions (e.g., Heuser, 2005; Yarnal, Chick, & Kerstetter, 2008). Employing constraints as a framework represents one fruitful approach (Godbey, Crawford, & Shen, 2010). Examining constraints at various levels (intrapersonal, interpersonal, and structural) and their impact within a group may provide insight into the group's ability to operate and engage in activities as a collective, and the groups' role in helping individuals manage participation related constraints. Understanding the factors that influence participation in sport could assist in the development of effective solutions for increasing participation amongst this population. Thus, this study examined constraints and negotiation processes in a self-organized women's recreational sport group.

Data were collected using ethnographic methods and analyzed through a grounded theory approach. Although some constraints influenced recreation involvements negatively, the findings predominantly describe how the group collectively developed strategies that enabled them to negotiate most constraints. Specifically, findings highlight six ways in which the group of women negotiated constraints. These include: managing to participate without others, meeting the physical limitations of the majority, reconciling family commitments with group leisure, coordinating activities of group, maintaining connections despite distance, and new members adjusting to group. Importantly, a description of how constraints developed and were negotiated over time was also identified and described, thereby casting the negotiation process in a dynamic light.

WOOD, LAURA

University of Windsor

R. Snelgrove, M. Taks

Insight Grant 2013

Managing Sport Events to Maximize Positive Impacts

An increased awareness of how to manage sport events to facilitate impacts in the community (e.g., social, economic, tourism, sport participation) is needed (Chalip, 2006; Ziakas, 2014). The creation of strategies and tactics that facilitate positive impacts may also lead to an increased interest in creating sporting opportunities in more communities across Canada, ultimately increasing sport participation. This study extends O'Brien and Chalip's (2008) theoretical model of event leveraging, which describes the strategies and means by which events can be managed to facilitate positive impacts. Data continues to be collected in the context of various sized sport events being held in Canada. Thus far, data has been collected through questionnaires from spectators and/or participants at 13 sport events to assess relationships between cognitions, motivations, and experiences and tourism, social, and sport participation behaviours. Specifically, five events were highly competitive, five events were recreational sport events, and three events were charity sport events. Data were also collected from local residents not attending the events via questionnaires to assess the community wide social impact of events, as well as through interviews of local business owners and destination marketing organizations to determine perspectives about event leveraging.

YUNGBLUT, HOPE

Laurentian University

Doctoral Stipend 2009

Views of Sport and Physical Activity of Early Adolescent Female Youth

Over the past decade there has been an increased interest in the physical activity levels of children and adolescent youth from health perspectives (e.g., obesity and diabetes prevention) and psychological perspectives (e.g., self-esteem and social development). Researchers have indicated that female youth are particularly vulnerable to withdraw from sport and physical activity programming during early adolescence (see Healthy Active Kids Canada, 2009). In order to develop relevant sport and physical programs it is first imperative to understand the lived experiences of those for which the programs are intended. Within the current research project, the researcher aims to elucidate the views held by early adolescent females about sport and physical activity through the use of in-depth individual face-to-face interviews conducted using an interpretive phenomenological approach. Each participant will be interviewed two times, the first interview will last about 60 minutes and follow the interview guide, the second interview will allow for further explanation and clarification from the participants as themes begin to emerge from the collected data. Finally, focus groups will be conducted to allow participants to provide feedback on the analysis of the study data. Dissemination of research findings will focus on the barriers that prevent girls from participating in physical activity and aspects that enable girls to participate in physical activity in early adolescence. Further, the researcher will delineate the differences between physically active and inactive girls and make recommendations for engaging inactive girls in physical activity programming. The researcher will also focus on the effectiveness of the methodology in sport and physical activity research with adolescent female youth.