



Canadian
Heritage
Sport Canada

Patrimoine
canadien

Canada



Sport Canada Research Initiative 5th Annual Conference

November 3, 2011



SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE

Table of Contents

TAB 1	Agenda
TAB 2	Biography of Keynote Speaker
TAB 3	Plenary Presentations
TAB 4	Poster Presentations
TAB 5	Conference Abstracts (in progress projects)
TAB 6	Knowledge Transfer Papers (completed projects)
TAB 7	Canadian Sport Policy
TAB 8	List of Participants
TAB 9	Conference Evaluation Form
	Sport Information Resource Centre
	Sport Participation Research Initiative
TAB 10	Notes

SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE

AGENDA

Chateau Cartier

1170 Alymer rd., Gatineau, Quebec
Chaudière B & C

Thursday, Nov 3, 2011

7:30

Registration opens

8:00

Welcome and opening remarks

8:15

Research Presentations - GROUP #1

- **Daniel Israel** - *"Knowledge transfer: Adolescent Leisure in a Gentrifying Community"*
- **Camille Gagné** - *"Influence of structural and psychosocial factors on the level of physical activity of preschoolers attending daycare"* (Presented in French)
- **Michelle McGinn** - *"Chinese-Canadians' perspective on health and sport participation"*
- **William Harvey** – *"ADHD and choice in physical activity: What happens when the village turns its back on you"*

10:00

Poster Break Session (Rive Gauche)

11:00

Poster Q&A (Chaudière B & C)

11:15

Research Presentations - GROUP #2

- **Kim Dorsch** - *"Psychological skills and factors related to ice hockey officials' coping and performance"*
- **Bradley Young** - *"Lifespan analyses of commitment, social support and barriers: How research might inform efforts to build Masters sport."*
- **Philip Sullivan** - *"The effect of coaching in youth sport in Canada"*

12:30

Lunch and Keynote (Dave Bidini)

2:00

Canadian Sport Policy Renewal Presentation

2:30

Commentary on the Discussion Paper "Towards a Renewed Canadian Sport Policy"

3:00

Canadian Sport Policy Renewal Workshop

4:30

Closing Remarks

5:00-6:30

Networking Reception (Rive Gauche)

SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE

Biography of Keynote Speaker

Musician, author and filmmaker Dave Bidini is one of the founding members of Canadian rock group the Rheostatics and currently performs with his new group, BidiniBand. Bidini wrote and hosted the Gemini Award-winning small-screen adaptation of *Tropic of Hockey*, called *Hockey Nomad*, which was first broadcast in January 2003. He writes a weekly column for the *National Post*, called "Games People Play" and has published a number of books on music, sports and travel including *Tropic of Hockey*, *The Best Game You Can Name*, and *Baseballissimo*.

His latest book, *Home and Away: The Story of the 2008 Homeless World Cup*, is an uplifting tale describing Dave's travels with Team Canada as they compete for the Homeless World Cup in 2008 in Melbourne. As he watches team members play and shares their disappointments, frustrations, joys, and triumphs, he comes to care deeply about the players. He sees firsthand the power of sport to transform the lives of those on the edge—how the decision to play this game can mean the difference between survival or heading down a road of addiction, poverty, or crime.

**2011 SPORT CANADA RESEARCH INITIATIVE
CONFERENCE**

PLENARY PRESENTATIONS

- ISRAEL, D** *Adolescent leisure opportunities in a changing community*
- GAGNÉ, C** *Influence of structural and psychosocial factors on the level of physical activity of preschoolers attending daycare*
- McGINN, M** *Chinese-Canadians' perspectives on health & sport participation*
- HARVEY, W** *ADHD and choice in physical activity: What happens when the village turns its back on you*
- DORSCH, K** *Psychological skills and factors related to ice hockey officials' coping and performance*
- YOUNG, B** *Lifespan analyses of commitment, social support and barriers: How research might inform efforts to build Masters sport*
- SULLIVAN, P** *The Effect of Coaching in Youth Sport in Canada*

Knowledge Transfer: Adolescent leisure opportunities in a gentrifying community

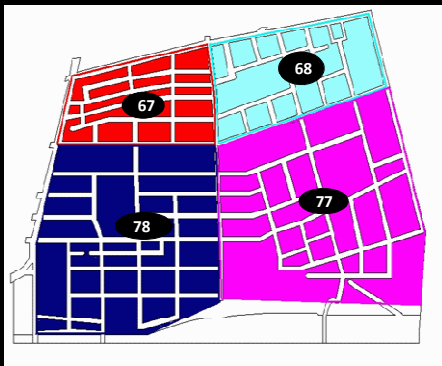
Daniel Israel and Peter A. Morden, Concordia University

What are the effects of gentrification upon the leisure lifestyles, desires and perceptions of local adolescents ?

Purpose

- ★ To examine socioeconomic change in Little Burgundy, in the South-West Borough of Montreal
- ★ To examine the perspectives of Little Burgundy youth about their community-based leisure opportunities and activity
- ★ To highlight policy implications & areas for future research

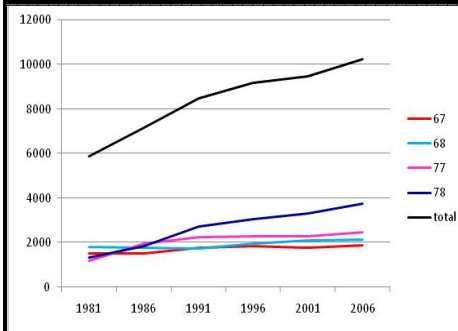
Little Burgundy Census Subdivision



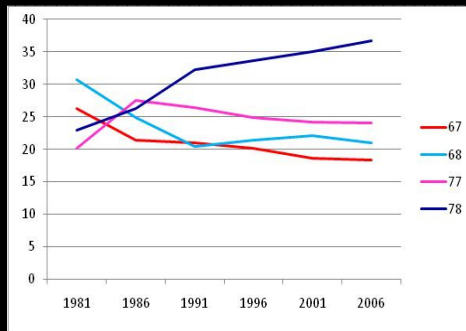
A demographic analysis of the community suggests implications for youths' local leisure opportunities, situated within the broader socioeconomic framework of the area

Population

Overall & Tract Population

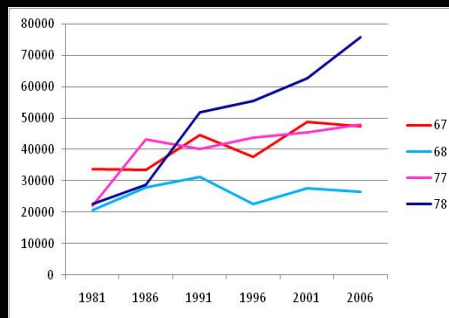


Proportion of Overall Population by Tract

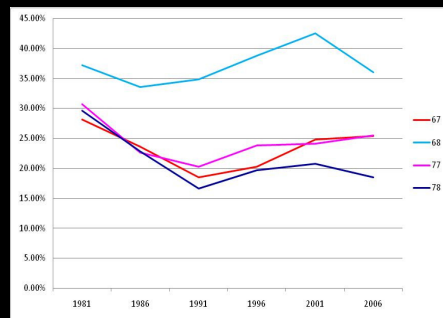


Income & Youth Population

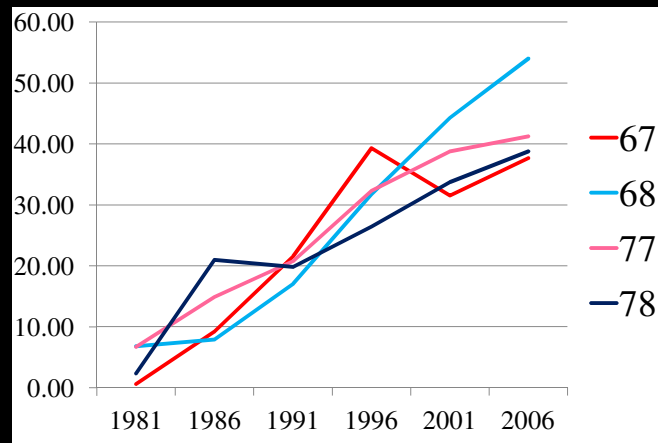
Average Household Income



Proportion of <20 Years Old



Mother Tongue – Neither English nor French (%)



Perceptions of Little Burgundy

- Positive about Little Burgundy and community leisure affordances:
- *“It’s a nice neighbourhood. Like, the people are nice, people are friendly, you have the basketball court right there. You can just come outside and walk around a chill. So, it’s a good area.”*
- *“It’s nice around, I can go outside [enough] for activities around the area and, there’s camps, there’s a camp over there, there’s a center for sports and all these things.”*

Campbell Park, Tract 68

- Vast majority of youth stated park as one of favourite and most important places
 - *It is very attractive for the youth and the community: A lot of kids go there because it is... the closest place to the centre of the community and that's where we get together—everybody coming and going because it is, like, in the middle.*
- Some reservations
 - *The thing is that a lot of teens go there that have a bad influence, so... It is mostly between four and five [o'clock] that they start to come... after those times... when I go the park I am scared because you never know what can happen.*

Community Organizations

- Many youth cited community organization as favourite place
 - *They helped me out this year to pay my fees for basketball. People are nice here, I like to spend my time with the advisors and people.*
 - *I come here [community youth center] to do homework, to, come and talk if I need any mentoring or inspiration or something, reading..., other workshops or discussions*

Infrastructural Improvements

- *Displacement*
 - *All the stuff that is coming in, all the condos and everyone is pushing people out of Burgundy... like, most of the people here, most are on welfare, so they can't really pay what they have to pay.*

Infrastructural Improvements

- **Destruction**
 - *They may destroy some places and build other things. Maybe they might do that. Or here [community youth-serving organization], for example, maybe they might break it down to build condos or something... I don't think they should do that because it is a place that you like to go.*

Policy Implications

- **Youth input in development**
 - infrastructure renewal and development, program offerings, and community access to resources
- **Consideration for all youth**
 - Both in-movers & current residents
- **Consideration of barriers and constraints on leisure**
 - Personal, interpersonal, & structural

Directions for Future Research

- Implications of governmental policy on leisure development & provision
- Systematic assessment of leisure needs across demographic groups
- Coordination of public and private-sector leisure service development & provision

Influence of structural and psychosocial factors on the level of physical activity of preschoolers attending daycare.

Camille Gagné, Ph.D.
Quebec, Canada



Literature Review

- Children in daycare services are reported to be less active.
- Effective interventions?



Problems

- Effect of psychosocial variables
- Role of the daycare worker in children's play
- Combination of psychosocial, structural and personal determinants

Research questions

- What is the level of physical activity of children in daycare?
- What factors affect the physical activity of children in daycare?
- What factors motivate daycare workers to get the children moving?
- On what factors should be based the intervention programs designed to increase the physical activity of children attending daycare?

Theoretical Framework

- Theory of Planned Behaviour (Ajzen 1991)
- Structural model of Cohen et al. (2000)

Methods

- **Population**
 - Children aged three to five and daycare workers
 - Daycare facilities
 - National Capital and Chaudières-Appalaches (Quebec, Canada).
- **Sample**
 - Randomly selected daycare facilities
 - Daycare workers and parents who agreed to participate (sample of volunteers)
 - 46 daycare workers from 20 daycare centres and 242 children
 - 176 daycare workers

Methods

• Specifications/Conducting the study

- Daycare workers respond to the questionnaire on psychosocial variables and socio-demographic variables.
- 30 days later:
 - Measurement of children's physical activity
 - Measurement of structural factors and democratic-style intervention

Measurement

- Available material (56 indicators, $\alpha=.64$)
- Physical setting (16 indicators, $\alpha=.68$)
- Democratic-style intervention (16 indicators $\alpha=.60$)
- Educative Quality Observation Scale
(Bourgon & Lavallée, 2004)

Measurement

- Psychosocial variables (α between .84 and .96)
- Self-reporting questionnaire
 - Get the children moving for at least two hours per day over the next 30 days
 - NASPE recommendations

Measurement

- Physical activity of children
- Actigraph GT1M accelerometer
- Worn for four days, from the time they arrived at the daycare to the time they left
 - movements captured every 15 seconds
- **Processing accelerometer data**
 - Descriptive statistics: criteria proposed by Sirard et al. (2005)
 - Other analyses: Rate of physical activity (Oliver et al., 2011)
 - Preliminary analyses: accelerometer worn for two days, four hours per day

Statistical analysis

- Multi-level analysis
- Simple multiple regression
- Logistic regression

Descriptive Statistics

- Daycare centre attendance: on average 8 hours per day
- Physical activities
 - 53 minutes per day (SD=23.55)
 - 13 minutes moderate- or high-intensity (SD=9.19)
- 2/242 meet NASPE recommendations
- 33% of daycare workers \Rightarrow *not* highly motivated to get the children moving

Results

Determinants of physical activity in children

Variables	β	p
Age of daycare worker	-0.23	0.01
Democratic-style intervention	0.19	0.02
Quality material	0.18	0.03
Age of child	0.18	0.00
Commitment	0.16	0.04
Descriptive norm	-0.16	0.05
Gender of child	0.16	0.01

19% of the variation in physical activity $F(7, 194) = 6.60, p < 0.0001$

Results

• Determinants of commitment to get children moving

Variables	β	p
Ethical norm	0.46	<0.0001
Perceived control	0.38	<0.0001
Subjective norm	0.17	0.0004

85% of the variation in commitment $F(3, 170) = 338.51, p < 0.0001$

Results

- Poorly motivated daycare worker:
 - *Enhance the ethical norm*
 - *Increase the perception of control* ⇒ remove perceived barriers:
 - **Busy schedule**
 - **Lack of time**
 - **Inclement weather, etc.**
 - *Enhance the subjective norm* ⇒ perceive that
 - **management of the child care facility**
 - **the children's parents and**
 - **the other daycare workers**support their efforts to get the children moving for
two hours per day

Results

- Motivated daycare worker:
 - **Take action!** ⇒ example: Implementation Intentions (Gollwitzer, 1993, 1999)
 - Facilitates **cooperation between the children** while laying down rules regarding **safety and discipline**
- Material** (adapted as needed, fosters various dimensions).

Conclusions

- It is important to intervene in order to increase physical activity in children in daycare.
- Set clear expectations for the daycare worker concerning physical activity of children aged three to five.
- Importance of providing daycare workers with tools to remove perceived obstacles and to properly support them in promoting physical activity in young children.
- Post-secondary training programs? Educational programs? Importance and priority in daycare centres?

Chinese-Canadians' perspective on health and sport participation

Chunlei Lu & Michelle McGinn
(Brock University)

John Sylvestre
(University of Ottawa)

1

Research question

- *what we know:*
 - As one of Canada's largest and fastest growing ethnocultural groups, Chinese-Canadians have strikingly different views of health and sport from their Western counterparts.
 - There is a pressing need to conduct research within specific immigrant communities in order to better tailor policy and services for sport participation.
 - Culturally appropriate services and programs are crucial to the quality and effectiveness of health promotion and sport participation.
- *what we don't know:*
 - What are Chinese-Canadians' perspectives and practice related to health and sports?

2

Research results/analysis and their general implications for enhanced participation

Methods: Quantitative-qualitative mixed methods were employed to study 100 first-generation Chinese immigrants, aged 25 or above, residing in one of four urban centres: Toronto, Vancouver, Halifax, or St. Catharines. A mixed sampling strategy combined purposive sampling, snowball sampling in Chinese-Canadian communities, and open calls.

3

Key findings:

1. Participants generally perceived sport as a component of a healthy lifestyle and a means to maintain and enhance health.
2. These Chinese-Canadians experienced mixed changes over the course of immigration: many reported increases in sports and physical activity (e.g., because they had more time and resources) while others reported decreases (e.g., because they lacked friends and access to preferred activities).
3. Factors that contributed to positive changes in sports and physical activity included: encouragement from friends, colleagues, and media; available resources (e.g., facilities, equipment, natural environment); affordable costs; easy access; enhanced awareness about health; and more spare time in comparison to China.
4. Common sports practices included ping pong, badminton, tennis, basketball, soccer, golf, swimming, and cycling. It seemed that ping pong was the preferred ball game, but participants regretted that it was not better respected in Canada.

4

5. Most participants recommended newcomers engage in sports and physical activities to attain benefits in terms of physical health, as well as mental health (e.g., getting out of the house, making friends, releasing stress), integration into society, and meaningful leisure. They also encouraged newcomers to take advantage of community resources (e.g., free or low cost programs, facilities) and natural environments (e.g., parks, wilderness) in Canada. Other suggestions for newcomers included trying to do fun and suitable (e.g., age or ability appropriate) sports and physical activity, do sports and physical activity with friends or in groups, and adopt Canadian sports (e.g., skating, skiing, hunting) while maintaining Chinese preferred ones (e.g., taijiquan, ping pong).
6. The sources of information about sport and physical activity included (in decreasing order of importance): (a) media (e.g., magazine, books, TV, internet); (b) friends, relatives, schoolmates, and colleagues; (c) medical professionals; (d) environment such as surroundings, community centres, and general society; (e) school education; and (f) family, including parents and siblings.

5

7. There seemed to be cultural differences and conflicts between Chinese-Canadians and mainstream sports and physical activity.
8. Many Chinese-Canadians are not aware of sports programs and resources available in communities, or provided by government agencies or services.

6

Implications of results for policymakers & practitioners

1. Policy-makers should be aware that current sport policies are primarily based on Western cultural values (e.g., the more, the better; competitiveness) that may not be shared by all ethnocultural communities. Culturally appropriate sport participation policies should be developed to serve the diverse needs within Canada's multicultural society.
2. There is a need to develop sport programs and facilities (e.g., table tennis, badminton) in response to culturally appropriate sport participation. Culturally appropriate sport and recreation facilities and park design should consider growing needs among major minority groups.
3. Sport organizations at all government levels for sports such as badminton and table tennis should target the Chinese-Canadian community to provide a variety of opportunities for their participation in favoured sports. Other sport organizations such as boccia, bowling, curling, judo, karate, taekwondo as well as disabilities sports (e.g., goalball, wheelchair basketball) should make themselves visible and promote their sport programs in Chinese-Canadian communities because these sports are well aligned with Chinese cultural values.
4. Media, medical professionals, and community centres, as important factors for Chinese-Canadian sport participation, should make efforts to encourage Chinese-Canadians to participate in sports for health and leisure. Language-specific information (e.g., online sources, brochures, pamphlets) should be available for major minority groups to promote programs and services for sport participation.

7

Future research

1. The present project identified some increases and some decreases in sport participation among Chinese-Canadians: who are those that reported increases or decreases in sport participation, and what factors contributed to these changes?
2. What are the differences in sport participation before and after 10 years of immigration among Chinese-Canadians? (Note: Ten years is considered a milestone in research on immigrant health.)
3. What about sport participation for second-generation Chinese-Canadians? Are second-generation Chinese-Canadians more integrated into mainstream sport participation patterns as a result of increased acculturation compared to first-generation Chinese-Canadians?
4. What are the specific barriers or challenges to Chinese-Canadians' sport participation? How can these barriers or challenges be addressed in order to increase their sport participation?
5. Does the framework developed in the present project (e.g., changes and causes of changes in sport participation after immigration, factors and sources of sport participation) apply to sport participation for other ethnocultural groups? What strategies help to increase sport participation for other top immigrant groups in Canada (e.g., Indians, Filipinos)?
6. How does sport participation help immigrants' acculturation and integration in Canada?

8

Children with ADHD and physical activity behaviours: What happens when the village turns its back on you ...



Sport Canada Research Initiative Conference 2011

William J. Harvey (Ph.D.),
Shawn Wilkinson (M.A.),
Cindy Pressé (M.A.),
Ridha Joobar (M.D., Ph.D.), &
Natalie Grizenko (M.D., FRCPC)



Acknowledgements

- * Children with ADHD & their families
- * Social Sciences and Humanities Research Council of Canada
- * Sport Canada
- * Douglas Mental Health University Institute
- * McGill University



Canadian
Heritage

Patrimoine
canadien

Sport Canada



Presentation Objectives

1. Research Questions:
“what we know / what we don’t know”
2. Research results/analysis and general implications for enhanced participation
3. Implications of results for policymakers, practitioners and future research



Research Outcomes

- ☺ 4 peer-reviewed manuscripts
 - 1 manuscript in press
 - 2 manuscripts in review
 - 1 manuscript in preparation
- ☺ 10 graduate students in mixed research methods
- ☺ 5 International presentations (Ireland, USA)
- ☺ 3 National presentations (PHE-Canada)
- ☺ 1 Provincial Sport Psychology presentation



Central Research Questions

How do children with ADHD regulate their physical activity experiences?

What do parents perceive about the physical activity experiences of their child with ADHD?



Children's Stories

Similar to past research

- ✓ Poor performance on MABC-2 and TGMD-2
- ✓ Pictures of friends 😊
- ✓ Aware of physical inabilities
- ✓ Being on organized teams (e.g., cheerleading, gymnastics, etc.).
- ✓ Spoke about observational learning
- ✓ Parent work schedule as a constraint

Different from past research

- ✓ Performance anxiety
- ✓ Demonstrated good sporting values (e.g., doesn't matter if you win, it matters if you have fun).
- ✓ Superficial understanding of purpose for activities
- ✓ Family discontent
- ✓ Social fragmentation



Parents' Stories

Similar to past research

- ◆ Children with ADHD have friends ☺
- ◆ Parents aware of participation problems due to incoordination
- ◆ Seem to participate more in individual activities than team sports
- ◆ May be on organized teams (e.g., cheerleading, gymnastics, etc.).
- ◆ Spoke about observational learning
- ◆ Parent work schedule as a constraint



Parents' stories

Different from past research

- ☑ Retrospective & **Current** parent perspectives
- ☑ Explored perceived parental involvement in PA
- ☑ Parent knows the movement problems of their child
- ☑ Children with ADHD seldom organized PA (Supported by child interviews)
- ☑ **HOWEVER**, parents did not state or did not seem aware of their child's perceived ability to plan!
- ☑ School teachers are perceived as not aware of ADHD implications
- ☑ Purpose of getting involved in PA is secondary to the activity itself (e.g., socialization, improved discipline Vs. playing hockey or practicing karate)



What the future may hold ...

- ☆ **Physical, Leisure, and Sport Education:**
nature, purpose, & individual fit to activities
- ☆ **Sport & Leisure Counseling:**
place child well in activity of own choosing +
alleviate caregiver stress (e.g. form of respite)
- ☆ **Adult- Child activity programs**
 - ☆ Do adults also have ADHD? DCD?
 - ☆ What are perceptions of the role of play in family relations?



What the future may hold ...

- ☆ **Development of sport and PA manuals to
introduce the possible conceptual rift between
competition and social participation motives!**
- ☆ **Improving social links between home, school,
sport, & community**
- ☆ **Developing research and practice funding
structures to meet the needs of people with
disabilities in sport and PA participation!**

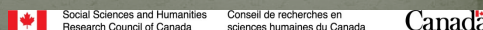
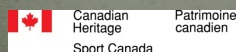


Thank you!!!



Psychological skills and factors related to ice hockey officials coping and performance

Kim D. Dorsch, University of Regina
David M. Paskevich, University of Calgary
Harold A. Riemer, University of Regina
Robert J. Schinke, Laurentian University



- Officials are essential to organized, competitive sport
- They play a preeminent role in fulfilling organizational objectives
- Hockey Canada estimates approximately 1/3 of officials “retire” every year
- Underrepresented in the area of sport psychology



Objectives

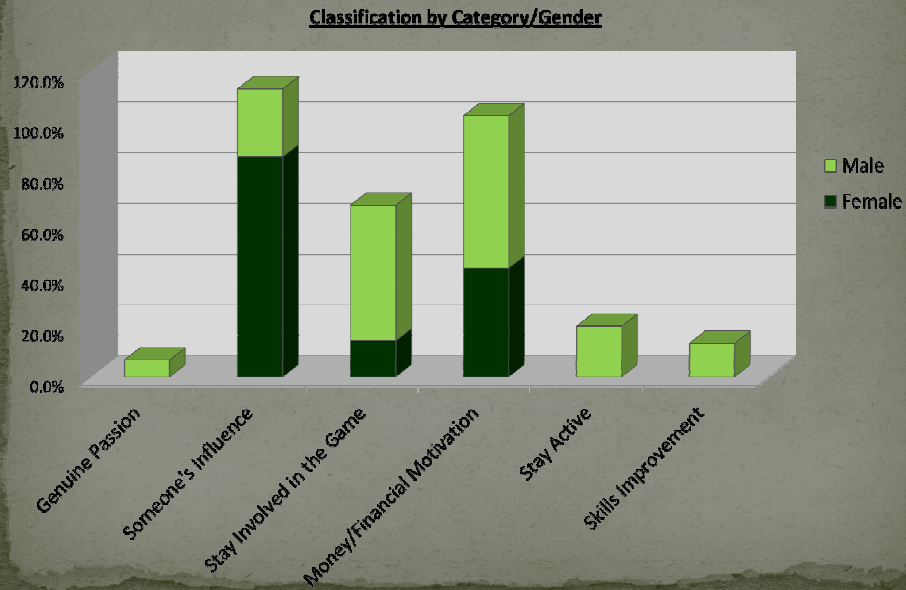
- to explore motives for becoming an ice hockey official;
- to identify sources of stress and determine the extent and levels of stressful experiences;
- to identify coping strategies used;
- to explore the concept of hardiness in officiating;
- to identify skills necessary for successful officiating performance.

Research Methods

- Data collected quantitatively
 - On-line or paper-and-pencil survey (PSS; HOSSI; ASCI; PVS-III-O; M-COPE-R; 1 to 5 point Likert Scales)
 - 265 officials (91.7% male; 28.2 yrs of age \pm 13.9 yrs; 9.9 yrs experience \pm 9.8 yrs
 - Level 1 - 63
 - Level 2 - 75
 - Level 3 - 86
 - Level 4 - 29
 - Level 5 - 8
 - Level 6 - 2
- Data collected qualitatively
 - 25 males; Levels 1 to 4
 - 7 females; Levels 1 and 2



Why Officiate?



Stress and Officiating

- Anecdotally, reports of physical and verbal abuse of officials abound

Type of Stressor	M (SD)	Range	F value
Fear of mistakes	3.18 (1.4)	1.0 - 7.5	$F(1,253) = 4.24, p = .041$
	3.54 (1.4)	1.0 - 6.75	
Fear of abuse	3.03 (1.6)	1.0 - 8.0	$F(1,252) = 0.57, p = .45$
	3.17 (1.5)	1.0 - 9.0	
Working with a partner official	2.64 (1.5)	1.0 - 7.0	$F(1,255) = 3.45, p = .064$
	2.98 (1.5)	1.0 - 7.33	

- Why?
 - Measurement issues
 - Not perceived as stressful

Stress and Officiating

- I believe that it's just *moderate* stress. There are times where you do get stressed because you made a wrong call, and you have to deal with the little kids and coaches. So it does build up a little stress, but then, again, its not that much because you're going out and doing something that you love to do so that takes away more of the stress. And again you're out with another person so, it all evens out. I don't think there's a lot of stress, depending on how the game goes. If you get into the older age groups like when you're dealing with 18 and 19 year olds and there's a couple fights, it might get a little stressful because you have to deal with the kids running each other and fighting and everything like that. But, again, those are the odd times you see that, when people get really stressed from a hockey game. Most of the times you'll see someone doing something they love, helping out the kids and community so it evens out.
- I was the first female official in XXX and, my first year I had so many fathers be like "Girls aren't supposed to be refing" so many times. I'd walk out of the rink and I had a grandfather come up to me and be like, "Since when do girls ref? It's a guys workplace." Like, it was just, like, its 2000 and what buddy. Like, you're kinda being ridiculous. I dunno just stuff like that and it made you feel unsure of yourself. Like I know a couple of times I was like "I don't wanna do this anymore." I had people yelling at me that I shouldn't be on the ice because I'm a girl, I have coaches that just don't respect me because I'm a girl. They' think that they can just push stuff over me and yea, I dealt with it, I got through it. I kinda just let it go and zoned them out as much as I could and just kept going.

Extent of Stressors

- Stressors experienced most often:
 - Levels 1 and 2
 - Making a wrong call
 - Verbal abuse by coaches
 - Confrontations with coaches
 - Verbal abuse by spectators
 - Support partner official after they have made a mistake
 - Levels 3 to 6
 - Verbal abuse by spectators
 - Verbal abuse by players
 - Verbal abuse by coaches
 - Calling a major penalty or a game misconduct
 - Making a controversial call
- Threats of Physical Abuse
 - Level 1 – 15.9%; Level 2 – 18.7%; Level 3 – 27.9%; Level 4 – 44.4%



Coping Styles and Strategies

Coping	M (SD)	F value
Problem- vs Emotion-focused coping		$t(1,242) = 26.59, p = .000$
Goal setting	3.03 (.92) 3.33 (.78)	$F(1,241) = 7.53, p = .007$
Confidence	4.10 (.71) 4.37 (.45)	$F(1,242) = 12.43, p = .001$
Concentration	3.83 (.70) 4.11 (.45)	$F(1,241) = 13.54, p = .000$
Coping with Adversity	3.81 (.67) 3.97 (.53)	$F(1,240) = 4.71, p = .031$
Performing Under Pressure	3.25 (.07) 3.70 (.06)	$F(1,239) = 24.03, p = .000$

Hardiness

- The existential courage that aids one in pursuing the future despite uncertainty

Maddi et al., 2002

- Commitment disposition:
 - a tendency to involve oneself in whatever one is doing
 - Invested in their relationship to the social context so that they cannot easily give up under pressure
- Control disposition:
 - The tendency to feel and act as if one is influential rather than helpless in the face of varied contingencies of life (Kobasa, Maddi, & Kahn, 1982)
- Challenge disposition:
 - Change, rather than stability, is normal in life and the anticipation of changes are interesting incentives to growth (Kobasa, Maddi, & Kahn, 1982)

Hardiness values

Scale	Level 1 (n = 57)	Level 2 (n = 67)	Level 3 (n = 78)	Level 4 (n = 26)	Stats
Challenge	3.42 (.84)	3.81 (.61)	3.96 (.59)	4.16 (.49)	$F(3,239) = 10.91$; $p = .000$
Commitment	3.61 (.71)	3.88 (.54)	3.87 (.56)	3.83 (.44)	$F(3,236) = 2.96$; $p < .033$
**Control	3.27 (.48)	3.54 (.44)	3.44 (.49)	3.50 (.46)	$F(3,232) = 3.80$; $p < .011$

1 Never to 5 Always scale

Officiating Intentions

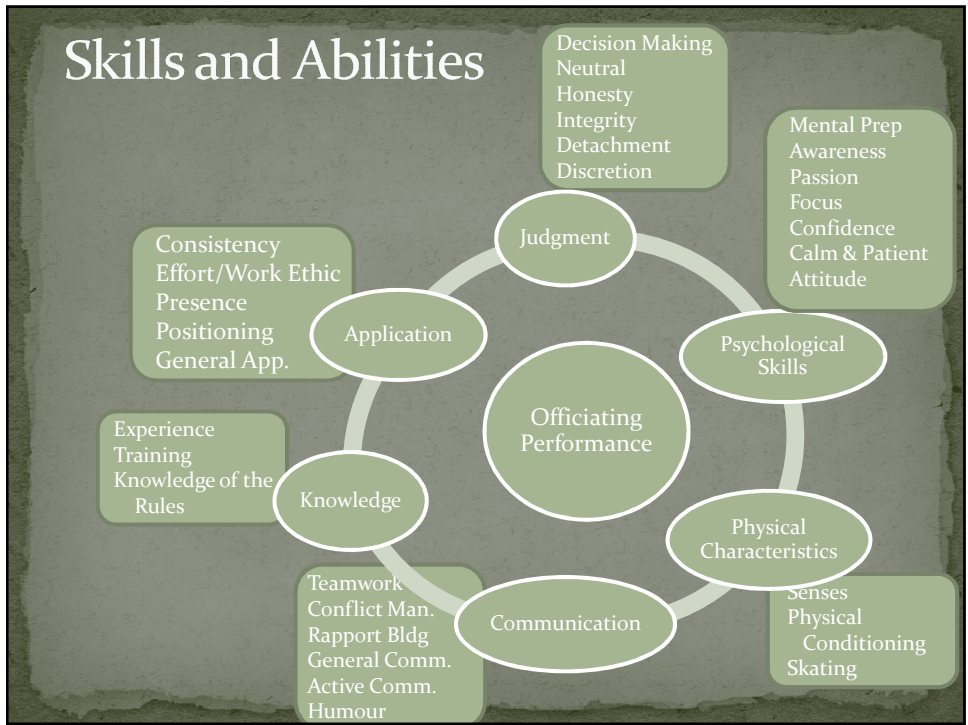
Intention	Level 1		Level 2		Level 3		Level 4	
	Yes	No	Yes	No	Yes	No	Yes	No
To return to officiating next year	81.7	18.3	89.7	10.3	91.4	8.6	92.6	-
To attend a clinic in the off-season	53.3	46.7	41.6	52.9	37.0	63.0	56.0	44.0
To become certified at the next level	51.6	43.8	40.3	49.4	13.8	80.5	14.8	77.8

Skills and Abilities



- Hockey Canada:
 - The ideal official should have the speed of a sprinter, the endurance of a marathoner, the tact of a diplomat, the mind of a professor, and the unruffled demeanour of a supreme court judge. It would also help if he had 20-20 vision and was stone deaf

Skills and Abilities



Limitations

- Very few Level 5 and 6 officials
 - Ongoing attempts at recruitment
- Very few females
 - Ongoing attempts at recruitment
- Most intend to return to officiating
 - May be highly committed to officiating



Summary

- Motivations
 - Previous experience as an athlete as well as the influence of a significant other (particularly coach) could be important for recruitment
- Stressful experiences
 - Not a lot of stress experienced overall; however significant stressful experiences
 - Coaching abuses seem to be particularly prevalent
- Coping styles and strategies and Hardiness
 - Development sessions for officials may want to start to train different strategies for coping and developing hardiness
- Intentions
 - Need to delve into the reasons why officials do not intend to continue with their development
- Skills and Abilities
 - Complexity of officiating skills and abilities



Policy Implications

- Fundamental to the Canadian Sport Policy's focus on development is the notion that participants have the right to be provided with a "safe and secure" environment
- One of the Officials' responsibilities is to make the game safe and fair
- We cannot forget the safety of the official, particularly when the officials are young
- Policy needs to reinforce the acceptable behaviour of the other participants on the sport field

Future Directions

- Oh so many
- Where I am going from here:
 - Officiating supervision
 - Biofeedback to enhance officiating performance
 - Coaching behaviour



Thank you

Lifespan analyses of influences on the sport commitment and participation of Masters athletes

Bradley W. Young,
Janet L. Starkes, & Nikola Medic

Université d'Ottawa | University of Ottawa



uOttawa

L'Université canadienne
Canada's university



Social Sciences and Humanities
Research Council of Canada

with joint funding from Sport Canada



uOttawa.ca

Acknowledgments

- Social Sciences & Humanities Research Council of Canada
- Sport Canada
- Nikola Medic
- Janet Starkes
- Robert Grove
- Patricia Weir
- Matthew Piamonte
- Jennifer Wigglesworth
- Stacie Carey
- Andrea Giajnorio
- Christina Latham
- Ryan Shea
- Samantha Cameron
- Isabel Theberge

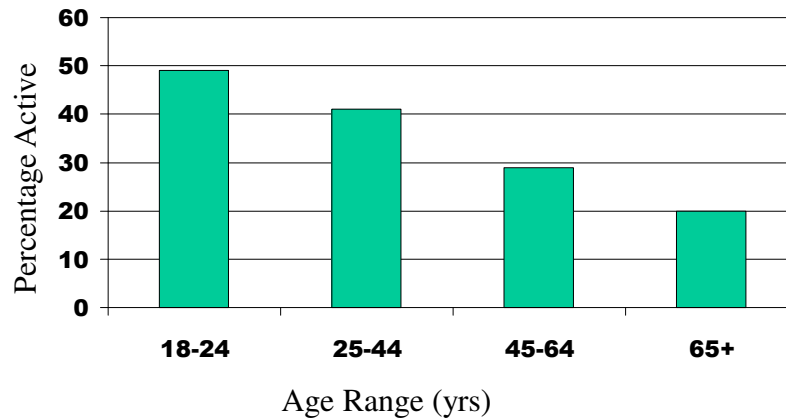


uOttawa

Masters Sport Participants

- 35 + yrs of age
- participate in rule-governed, organized sport activities
- acknowledge that they 'prepare in order to participate'
- regular patterns of involvement surpass guidelines for healthy/active aging
- Masters sport is a viable conduit for promoting community health to an ever increasing segment of our population

Canadian Sport Participation, by Age





- What motivates Masters to train and participate?
- How important is social support for fostering Masters' participation?
- Barriers and threats to continuous involvement
- How might research inform Masters sport programming?



Understanding Motives & Benefits



Factors that Foster Commitment to Masters Sport

- ENJOYMENT –

- INVOLVEMENT OPPORTUNITIES –
 - To improve health and fitness (4.85)
 - To improve **physical skills** (4.49)
 - To do something exciting (4.40)
 - To have a good time and enjoy oneself (4.38)
 - To travel (4.20)
 - To relieve stress (4.08)
 - To achieve **competitive goals** (4.06)
 - To be with friends (4.03)
 - To delay the effects of aging (4.01)

- **anticipation of special occasions unique to masters sport** especially predicts commitment among younger masters (40 yrs)

(Young, Piamonte, Grove & Medic, '11; Young & Medic, '11b)



Factors that Foster Commitment to Masters Sport

- PERSONAL INVESTMENTS –
 - already invested time
 - already invested energy
 - already invested effort

 - **personal investments** more strongly predict commitment among:
 - older athletes (> 60 yrs) than younger athletes
 - females



(Wigglesworth, Young, Medic & Grove, in press; Young et al., '11)



Implications for Masters Sport programming

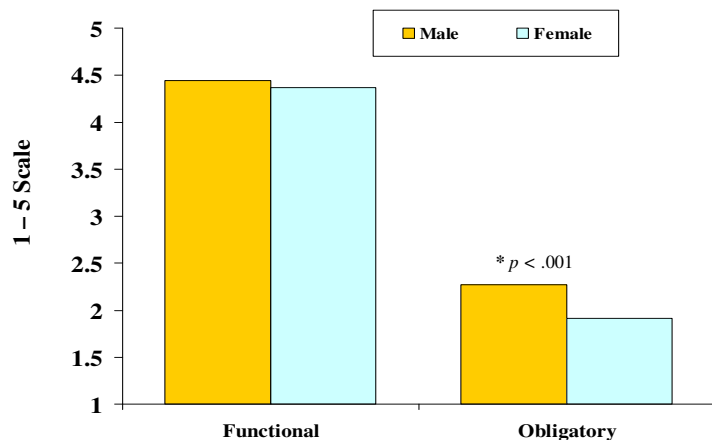
- Cater Recruitment Strategies to specific motives:
 - emphasize opportunities for **competitive achievement/personal challenge**, as well as **social motives** together in programming
 - emphasize opportunities for **health and fitness**, and **skill learning** equally
- Retention Strategies should focus on these motives, as well as:
 - **sunken investments**, especially for older and female participants



Social Support & Masters' Participation



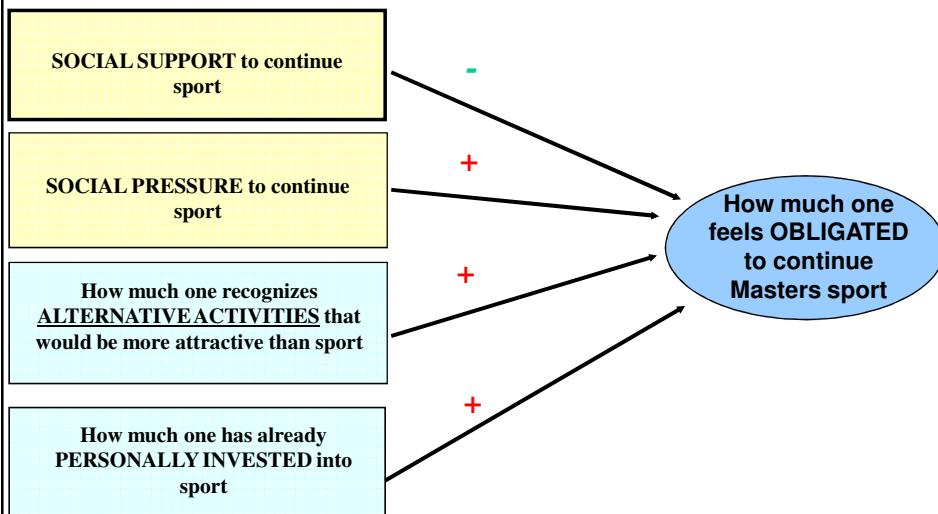
Commitment Profile of Masters Athletes



(Wigglesworth et al., in press)



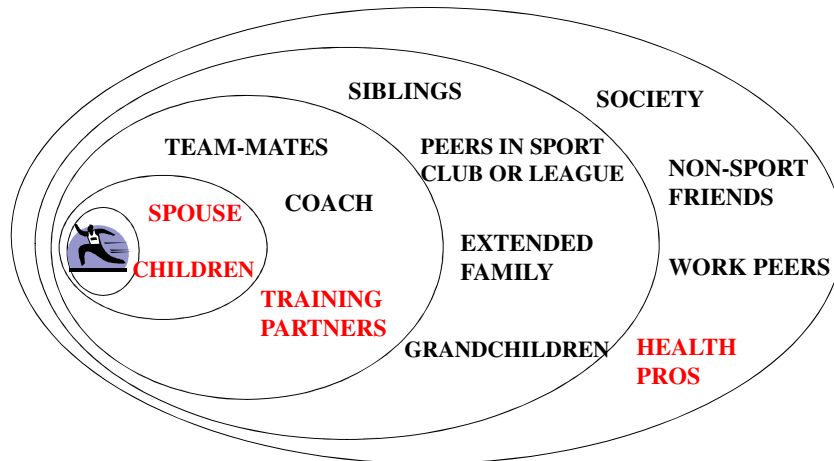
Considering Social Influences on Obligatory Commitment



(Young et al., '11; Young & Medic, in press)



Incorporate Supportive Aspects of the Social Environment into Masters Sport Programming



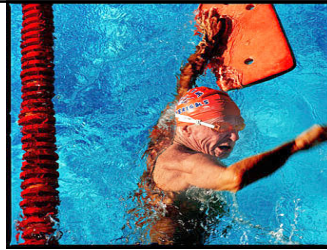
(Young & Medic, '11a)



Implications for Masters sport programming

- When designing social interventions to retain more people in Masters sport, results suggest:
 - possible strategies to **increase encouragement and approval** from,
 - possible strategies to **reduce perceived pressures** from,
 - **spouse, own children, training partners,** and **health professionals.**

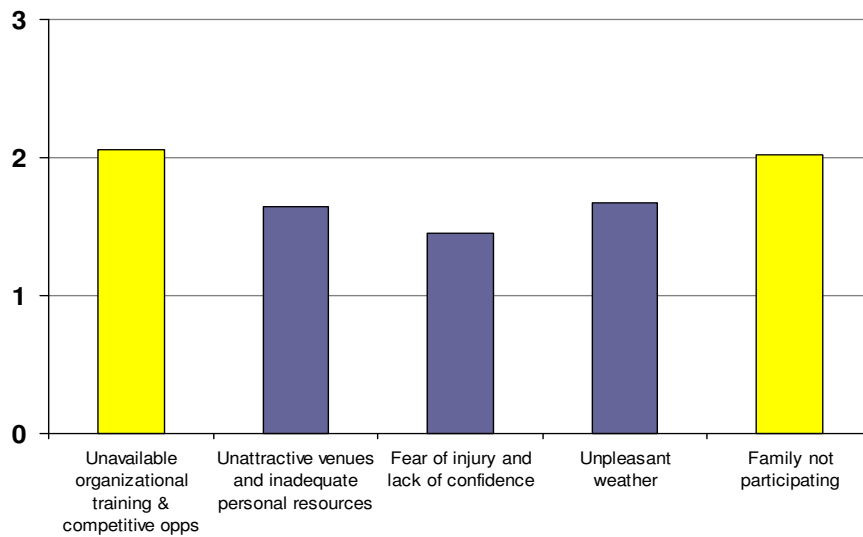




Barriers & Threats To Continuous Participation

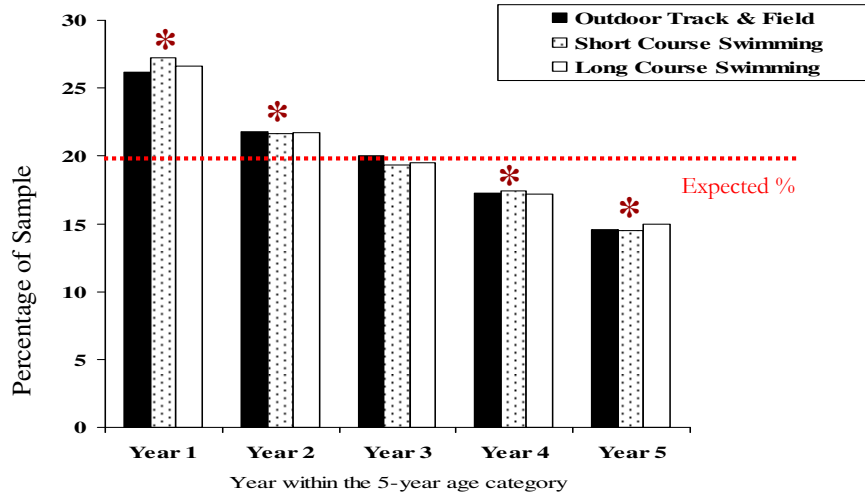


Address Perceived Barriers to Increased Involvement



(Young, Medic, Cameron, Theberge & Latham, '09)

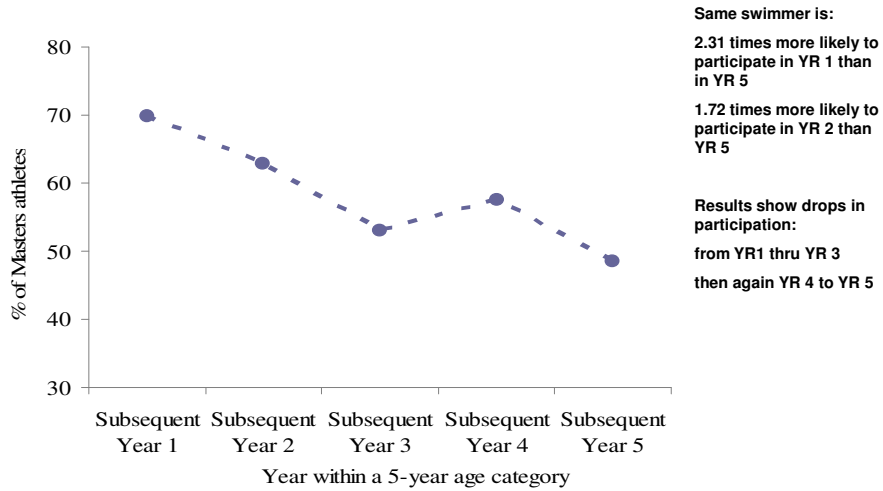
5-Yr Competitive Brackets: Effects on Participation



(Medic, Young, Grove et al., '08; Medic, Young, & Saarloos, '08)



5-Yr Competitive Brackets: Longitudinal Effects on Participation



(Medic, Young & Medic, '10)



Implications for Masters Sport programming

- Consider options for organizing competitive sport that do not threaten continuous participation:
 - 3-year brackets where numbers warrant,
 - use age-graded tables,
 - emphasize 'personal best programs'
- Address key barriers in order to increase participation:
 - increase **awareness** of available organizational training and competitive opportunities (coaches, teams, training groups, leagues/events, closest Masters club, closest sport facility)
 - develop opportunities for families to participate together (co-acting, or parallel activity programming)



References

- Medic, N., Young, B.W., Grove, J.R., Wigglesworth, J., & Piamonte, M. (2008). Understanding the relative age effects in Masters swimming: Perceptions of advantages and explanatory mechanisms. Presented at the meeting of the Canadian Society for Psychomotor Learning & Sport Psychology, Canmore, AB.
- Medic, N., Young, B.W., & Medic, D. (2010). Participation-related relative age effects in Masters swimming: A 6-year retrospective longitudinal analysis. *Journal of Sports Sciences*, *29*, 29-36.
- Medic, N., Young, B. W., & Saarloos, D. (2008). Promoting physical activity to middle and older aged adults: Examination of a recurring relative age effect across the lifespan in Australian sport. *Australasian Journal on Aging*, *27*, A51.
- Medic, N., Young, B.W., Starkes, J.L., & Weir, P.L. (2010). Persistence and dropout behaviours of Masters athletes over a four-year period: A self-determination perspective. *Conference proceedings for the 6th meeting of the International Conference on Self-Determination Theory*, p. 120.
- Medic, N., Young, B.W., Starkes, J.L., & Weir, P.L. (accepted). Influence of the coach on Masters athletes' motivational regulations for sport. *International Journal of Coaching Science*.
- Piamonte, M.E., Young, B.W., & Medic, N. (2010). A longitudinal study of Masters swimmers' commitment. Conference proceedings for the Canadian Society for Psychomotor Learning & Sport Psychology, Ottawa, ON, p. 35.
- Wigglesworth, J.C., Young, B.W., & Medic, N. (2010). Exploring the sport commitment of regional-level Masters athletes as a function of gender and age. Conference proceedings for the Canadian Society for Psychomotor Learning & Sport Psychology, Ottawa, ON, October, 2010, p. 46.
- Wigglesworth, J.C., Young, B.W., Medic, N., & Grove, J.R. (in press). Examining gender differences in the determinants of Masters swimmers' sport commitment. *International Journal of Sport & Exercise Psychology*.



References

- Young, B.W. (2009, February). Sport participation: Contributing to healthy and engaged seniors communities. Presentation at Ontario Seniors Games Winterfest, Brockville, ON.
- Young, B.W. (2009, August). Psycho-social perspectives on commitment, maintenance, and performance in Masters sport. Invited keynote at the International Conference entitled 'Masters and Mentors, Meanings and Methods in Older Adults' Sporting Activities'. Lahti, Finland.
- Young, B.W. (2009, November). Pushing the boundaries of sport: The Masters sport phenomenon. Invited presentation at the 'Bodyworks Symposium: Intersections in Sport, Art and Culture'. Toronto, ON.
- Young, B.W. (2010, August). Embracing the masters and seniors sport phenomenon. Invited speaker at the Health Zone and Seminar Series at the Canada 55 Plus Games, Brockville, ON.
- Young, B.W. (2010, April). How research on motives, social support and barriers informs efforts to build Masters sport. Presentation at the Ministry of Heritage's (Sport Excellence Division of Sport Canada) Long-term Athlete Development Symposium entitled 'Canadian Sport for Life'. Ottawa, ON.
- Young, B.W. (2011). Psycho-social perspectives on the motivation and commitment of Masters athletes. In N. Holt & M. Talbot (Eds.), Lifelong engagement in sport and physical activity (pp.125-138). Appears in Perspectives: The Multidisciplinary series of physical education and sport science. London: Routledge & International Council of Sport Science & Physical Education.
- Young, B.W., Carey, S., & Medic, N. (2010). Predictors of recreational sport commitment among Ontario Seniors Games participants. Conference proceedings for the Canadian Society for Psychomotor Learning & Sport Psychology, Ottawa, ON, p. 48.
- Young, B.W., & Medic, N. (in press). Expert masters sport performers: Perspectives on age-related processes, skill retention mechanisms, and motives. In S. Murphy (Ed.), Handbook on sport and performance psychology. New York: Oxford University Press.

References

- Young, B.W., & Medic, N. (2011a). Examining social influences on the sport commitment of Masters swimmers. Psychology of Sport & Exercise, *12*, 168-175.
- Young, B.W., & Medic, N. (2011b). Veteraaniurheilijat: tutkimuksia merkittävästä panostuksesta, motivaatiosta ja mahdollisuuksista [Masters athletes: Studies on remarkable investments, motives, and opportunities]. In Finnish Veterans' Athletic Association (Eds.), Eriäinen tapa vanheta [Different ways of aging in sport] (pp. 45-58). Lappeenranta, Finland: KS-Paino.
- Young, B.W., Medic, N., Cameron, S., Theberge, I., & Latham, C. (2009). Exploring perceived barriers to sport involvement amongst Ontario Senior Games participants. Presented at the meeting of the Canadian Society for Psychomotor Learning and Sport Psychology, Toronto, ON.
- Young, B.W., Medic, N., Piamonte, M., Wigglesworth, J., & Grove, J.R. (2008). Examining the determinants of sport commitment in competitive Masters swimmers. Presented at the meeting of the Canadian Society for Psychomotor Learning & Sport Psychology, Canmore, AB.
- Young, B.W., Piamonte, M.E., Grove, J.R., & Medic, N. (2011). A longitudinal study of Masters swimmers' commitment. International Journal of Sport Psychology, *42*, 436-460.

Lifespan analyses of influences on the sport commitment and participation of Masters athletes

Bradley W. Young,
Janet L. Starks, & Nikola Medic

byoung@uottawa.ca

Université d'Ottawa | University of Ottawa



uOttawa

L'Université canadienne
Canada's university



Social Sciences and Humanities
Research Council of Canada

with joint funding from Sport Canada



uOttawa.ca

The Effect of Coaching in Youth Sport in Canada

Philip Sullivan, Brock University
Nick Holt, University of Alberta
Gordon Bloom, McGill University

Project Summary

- ▶ This project was designed to examine the impact of coaching on athlete outcomes in youth sport. The research focused on both the perceptions and behaviors of the coach, and assessed sporting and non-sporting (i.e., positive youth development) outcomes of the athletes.
- ▶ To maximize the applicability of results to the Canadian sporting culture, efforts were made to collect data within the three different youth sport streams determined by the Coaching Association of Canada – competitive, community and instructional sports.

Research methods

- ▶ A sample of 352 athletes and their coaches (N = 47) participated in this study.
- ▶ Coaches completed the Coaching Efficacy Scale (CES) and Revised Leadership Scale for Sports (RLSS).
- ▶ Athletes completed the Coaching Behavior Scale for Sports (CBS-S) and Youth Experiences Survey (YES).
- ▶ All scales are answered on via close ended Likert-type questions. The CES and RLSS have been supported with respect to their validity, reliability, and psychometric properties. One of the objectives of the research was to validate the YES and CBS-S.

Research results

- ▶ The YES and CBS-S were both analyzed for psychometric properties (e.g., internal reliability, factor structure). In both cases and reduced version of the scale was validated.
- ▶ It was found that there is a significant relationship between coaches self perceptions (i.e., coaching efficacy) and their behaviors (e.g., training and instruction and positive feedback).
- ▶ Further, there were significant relationships between coaches efficacy and their perceptions of their own behavior and athlete assessments of coaching behavior.
- ▶ Finally, preliminary analyses showed that positive youth development may be an outcome of coaching in youth sport.

SPORT CANADA RESEARCH INITIATIVE 2011 CONFERENCE

POSTER PRESENTATIONS

- ARELLANO, A** *"Building Sustainable Youth Development Sports Programs for First Nation Métis and Inuit populations"*
- BELANGER, M** *"Monitoring Activities of Teenagers to Comprehend their Habits: The MATCH project"*
- BOWKER, A** *"Extracurricular Activity Involvement in Canada: What t\do youth get out of the experience?"*
- BRAY, S** *""They believe I can do it... and this is how I know": Youth sport participants' perceptions of instructional feedback from coaches and instructors"*
- BRIDEL, W** *"On Pain and Pleasure and the Ironman Triathlon: A Socio-Cultural Analysis"*
- CALLARY, B** *"Exploring the biographies of Canadian women coaches: Sport participation in the process of lifelong learning"*
- CLARK, A** *"Barriers to Sport Participation: Preliminary results from the Hamilton Active Living Project"*
- DETELLIER, E** *""They Always Remain Girls' : La re/production des rapports de genre dans les sports féminins au Québec 1919-1961"*
- FALLS, D** *"Experiences of organized youth sport in a British Columbian small town"*
- GAUDREAU, P** *"The role of parents and coaches in predicting consequential sport participation outcomes"*
- GENDRON, M** *"Survey on Participation in Amateur Soccer in Canada"*
- HATTON, C** *"Wrestling with Ethnicity: Immigration Sport and Class in Winnipeg Before 1930"*
- HAVITZ, M** *"Quantifying Lifetime Ego Involvement With Running"*
- HAYHURST, L** *"Corporatizing Sport for Aboriginal Girls: Connecting Corporate Social Responsibility the "Girl Effect" and Aboriginal-focused Sport"*

Gender and Development Programs"

- HOEBER, L** *"Incremental and radical innovations in community sport organizations"*
- MAIR, H** *"Exploring Social Support Sport Participation and Rural Women's Health Using Photovoice"*
- MANSON, J** *"Tai Chi (TC) for older adults: improving physical and psychological health"*
- MCBREARTY, M** *"Understanding adolescents' motivation to sustain engagement in sports and physical activity"*
- MILLINGTON, B** *"Aging in the information age: An ethnographic study of video gaming in Canadian retirement centres"*
- MISENER, L** *"The impact of sport events on sport participation in local communities"*
- MOCK, S** *"The influence of sexual minority-focused sport group involvement on the well-being of sexual minorities"*
- NADEAU, L** *"Strategies Used by Physical Educators to Implement a Program that Encourages Their Students to "Adopt a Healthy and Active Lifestyle"*
- READE, I** *"Factors in retention of experienced coaches"*
- REHMAN, L** *"Understanding supportive and satisfying sport experiences of overweight children"*
- RIVARD, L** *"Rwandan girls' perspectives on their lived experiences of physical education and sport activities"*
- STRACHAN, L** *"Examining Positive Youth Development in Elite Sport Contexts Using Photo Elicitation"*
- TAKS, M** *"The impact of sport events on sport participation in local communities"*
- TAMIM, H** *"Tai Chi for older adults: improving physical and psychological health"*

- TAMMINEN, K** *"Understanding Coping Among Adolescent Athletes"*
- TOBIN, D** *"Children's use of imagery as a potential motivational tool for enhancing engagement in active play"*
- TRUDEAU, F** *"Développement à long terme de l'athlète: le point de vue des entraîneurs"*
- WATTIE, N** *"Relative age recreational sport participation and youth development"*
- WOOD, L** *"Sport Participation Constraints and Negotiation Strategies at the Group Level"*

Sport Canada Research Initiative Conference

November 3, 2011

Alymer, Quebec

CONFERENCE ABSTRACTS

Projects In-Progress

ADAMS, CARLY	7
ALEXANDER, EDWARD	8
Space and the Social Inclusion of Youth through Sport	8
ARELLANO, ALEXANDRA	9
<i>Building Sustainable Youth Development Sports Programs for First Nation, Métis and Inuit populations</i>	9
BAILIS, DANIEL	10
Goal Conflict as a Barrier to Regular Physical Activity.....	10
BÉLANGER, MATHIEU	12
Monitoring Activities of Teenagers to Comprehend their Habits: The MATCH project	12
BRAY, STEVEN R	13
"They believe I can do it..., Maybe I can!" The Effects of Interpersonal Feedback on Relation-inferred Self-efficacy (RISE), Self-efficacy, and Intrinsic Motivation in Children's Sport.	13
BRUNER, MARK W	14
Investigating the Relationship Between Social Identity and Social Development in Youth Sport	14
CALLARY, BETTINA	15
The biographies of Canadian women coaches: Exploring sport participation in the process of lifelong learning.....	15
CHANDLER, KRISTA	16
Imagery Use in Children’s Leisure Time Physical Activities	16
CLARK, ANDREW	17
<i>Barriers to Sport Participation: Preliminary results from the Hamilton Active Living Project...</i>	17
DONNELLY, MICHELLE	18
Riding, Community, Segregation: Exploring Girls-only skateboarding Programs	18
DUBUC, NICOLE	19

Addressing Varsity Athletes Burnout and Well-being through the Implementation of a Feel-based Self-regulation Intervention.....	19
FALLS, DOMINIQUE	21
Experiences of organized youth sport in a British Columbian small town.....	21
FRASER-THOMAS, JESSICA	22
Trickle down effect? Exploring the influence of the Olympic Games on preschooler development and sport participation	22
FRASER-THOMAS, JESSICA	24
Optimizing Positive Youth Development in Sport Programs: Examining Associations Between Program Characteristics and Developmental Experiences	24
GADBOIS, SHANNON	25
<i>Extracurricular Activities Involvement in Canada: What Do Youth Get Out of the Experience?</i>	25
GAUDREAU, PATRICK	26
The Role of Parents and Coaches in Predicting Consequential Sport Participation Outcomes	26
GAUDREAU, PATRICK	27
Predicting Selection Into a Regional Soccer Team: The Role of Need Satisfaction and Sport Motivation	27
GAVIN, JAMES	28
Understanding adolescents’ motivation to sustain engagement in sports and physical activity	28
GENDRON, MARTIN	30
Survey on Participation in Amateur Soccer in Canada.....	30
GOODMAN, DAVID	31
Unsportsmanlike Aggression in Youth Hockey: Attitudes, Perceived Social Approval, and Situational Temptation.....	31
HATTON, NATHAN	32
Wrestling with Ethnicity: Immigration, Sport and Class in Winnipeg Before 1930.....	32

HAVITZ, MARK	33
<i>Quantifying Lifetime Ego Involvement with Running</i>	33
HAYHURST, LINDSAY	35
Corporatizing Sport for Aboriginal Girls: Connecting Corporate Social Responsibility, the 'Girl Effect' and Aboriginal-focused Sport, Gender and Development Programs	35
HOEBER, LARENA	36
Incremental and radical innovations in community sport organizations.....	36
HOLT, NICHOLAS	37
A Sport-Based Critical Hours Program for Low-income Youth.....	37
HORTON, SEAN	38
Exploring Physical Activity Patterns and Role Models of Aging among Older Persons.....	38
JEFFERY-TOSONI, SARAH	39
For the Love of the Game: Athlete enjoyment, parent involvement, and game atmosphere in Canadian minor hockey	39
KOCH, JORDAN	40
<i>Stakeholder Perceptions surrounding the use of Sport as a Gang Intervention Strategy on a First Nation in Alberta, Canada</i>	40
LEIPERT, BEVERLY	41
“I Couldn’t Imagine My Life Without It!” Curling and Health Promotion: A Photovoice Study	41
MASON, COURTNEY	42
Barriers to Participation in Physical Activity for Shibogama First Nations Communities in Northwestern Ontario	42
McRAE, HEATHER	43
Culturally Relevant Sport for Urban Aboriginal Youth: Examining the Role of Sport Education	43
MILLINGTON, BRAD	44
Aging in the information age: An ethnographic study of video gaming in Canadian retirement centres.....	44

MISENER, KATIE	45
An investigation of nonprofit community sport organizations through the lens of social responsibility	45
MOCK, STEVEN	46
The Influence of Sexual Minority-Focused Sport Group Involvement on the Well-Being of Sexual Minorities	46
PERRIER, MARIE-JOSÉE	47
READE, IAN	48
REHMAN, LAURENCE	49
Understanding Supportive and Satisfying Sport Experiences of Overweight Children.....	49
RIVARD, L	50
Rwandan girls’ perspectives on their lived experiences of physical education and sport activities.....	50
STRACHAN, LEISHA	51
SCORE! Using technology to design and deliver positive youth sport programs.....	51
STARKES, JANET	52
Lifelong Commitment to Sport: Comparing Masters Athletes from Different Disciplines.....	52
STIRLING, ASHLEY ELISA	54
Athletes’ Experiences of Emotional Abuse in Sport	54
TAKS, MARIJKE	55
The impact of sport events on sport participation in local communities	55
TAMIM, HALA	56
Tai Chi (TC) for older adults: improving physical and psychological health	56
TRUDEAU, FRANÇOIS	57
WATT, MARGO	58
Relations among Anxiety Sensitivity, Physical Activity and Health-Related Outcomes.....	58
WEIR, PATRICIA	60

The Relationship between Sport Physical Activity and Social Engagement: A Profile of Canadian Seniors	60
WOOD, LAURA	61
The Social Nature of Women’s Sport Participation.....	61
YOUNGBLUT, HOPE	62
Views of Sport and Physical Activity of Early Adolescent Female Youth	62

ADAMS, CARLY

Lethbridge University

SRG 2011

Canada is becoming increasingly urbanized with small rural communities subject to amalgamation or threatened by decline. Statistics Canada data indicate that by 1931, for the first time in Canadian history, more citizens (54%) lived in urban centre than rural communities. By 2006, this percentage had reached 80%. This demographic shift has serious ramifications for small rural communities struggling to survive. For Warner, a Southern Alberta agricultural-based community of approximately 380 persons, a unique strategy was adopted to imagine a sense of community and to allow its residents the choice to remain 'in place' (Whitson and Epp, 2006). Located 65 km south of Lethbridge, the rural village was threatened with the potential closure of the consolidated Kindergarten to Grade 12 school (ages 5-17). Citizens were determined to save their school and the community as a whole through the sport of ice hockey. By 2003, the Warner vision of an *imagined community*, to paraphrase Benedict Anderson (1983) came to include images of a high performance female hockey school, with its out of town players attending the local school. Warner is representative of many rural Canadian communities in that its citizens have always had to be sensitive to issues of survival and to seek innovative solutions to defend against community decline. What is unique about Warner is the creation of a high performance hockey school as the primary innovation to save its school, and implicitly the town itself. Thus the proposed research has as its focus, the Warner Hockey School as the site to explore the social determinants that led to the establishment of the school, its purposes, both imagined and actual, and the underlying role that high performance sport might play in rural community survival.

ALEXANDER, EDWARD

University of British Columbia

POST-DOCTORAL STIPEND 2007

Space and the Social Inclusion of Youth through Sport

Policy analyses have identified the need for safe environments where social networks, autonomy, and control can be developed by youth (Donnelly & Coakley, 2002) and for “inclusive public spaces for leisure and activities that allow the expression of difference” (Papillon, 2002, p. 5). While it is not disputed that spaces may be a key element of providing social inclusion through sport, postwar sporting spaces have also been critiqued for the ways they restrict and control some while valorizing others (Vertinsky & McKay, 2004). Research has also drawn the link between urban forms and public health, implicating city planners in current health crises in North America (Frank, Engelke, & Schmid, 2003). Development of cities and the (re)drawing of political boundaries of governance are reported to have particularly constricting outcomes for how public spaces are controlled and homogenized vis-à-vis citizens from lower socio-economic positions (Harvey, 2001; Mitchell, 2003). This is of specific concern in the Canadian context where urban and rural communities are being consolidated into regional governance systems as a method of achieving financial efficiencies (Kushner & Siegel, 2005; Siegel, 2004). In contrast, research investigating the lives of urban youth has uncovered agency in the ways they modify the planned order and the way “local neighbourhoods were actually the arena and also the basis of multi-ethnic harmony” (Watt & Stenson, 1998, p. 254). My postdoctoral research program examines how rural, suburban and urban spaces are constructed by institutions, staff and youth.

The research pursues the following questions:

- 1) How is space implicated in sport inclusion policies and interpreted by municipal staff, and intended beneficiaries (e.g., diverse youth on low-income)?
- 2) How are spaces of sport inclusion defined (including their location, format, level of participant autonomy)?
- 3) How are diverse youth living in low-income experiencing (or not experiencing) spaces of sport inclusion?

ARELLANO, ALEXANDRA

University of Ottawa

SRG 2011

Building Sustainable Youth Development Sports Programs for First Nation, Métis and Inuit populations

First Nation, Métis and Inuit (FNMI) increased by 47% compared to 8% for other Canadians, a growth phenomenon labelled a “demographic tsunami” (Henlin 2006; Indian and Northern Affairs Canada 2010). Consequently, FNMI youth in Canada constitute more than half the total FNMI population (Canadian Heritage 2005). This expanding youth population confronts a number of serious challenges such as poor education, high unemployment, health inequalities, and psychosocial problems such as mental health disorders, which contribute to disproportionately high levels of youth suicide (Mushkegowuk Council 2010; Government of Canada 1998).

In response to these challenges, an innovative community-institution initiative (Faubert 2009), the Promoting Life-skills in Aboriginal Youth (PLAY) program, initiated and partly funded by the Ministry of Aboriginal Affairs of Ontario and designed, implemented and managed by Right To Play (RTP) is launching at least eight four-year programs with different FNMI communities using sport and recreation activities to promote and enhance youth development. **This proposal** is an interdisciplinary combination of 3 interrelated studies in the two first participating communities: **Study 1** will analyze community mobilization and engagement with the PLAY program throughout implementation to understand and guide its sustainability. **Study 2** will focus on the youth in the community and evaluate the acquisition of life-skills and their impact on development using the RE-AIM framework (Glasgow et al., 2004). **Study 3** will review the perceptions of the diverse institutions involved in the PLAY program at the conclusion of the initiative through a relevant program evaluation and concept mapping process (Trochim 1989a). The integrated results will identify critical success factors (CSF) related to the overall program’s sustainability and transferability to FNMI context and capacity to efficiently promote life-skills. Community mobilization for youth development is a primary concern for all research partners.

BAILIS, DANIEL

University of Manitoba

SRG 2007

Goal Conflict as a Barrier to Regular Physical Activity

Most people who adopt the goal of improving physical activity do not succeed. The aim of this research is to examine goal conflict as a uniquely contributing factor to the low rate of success. To date, the research has involved the screening of over 1,000 undergraduates with high exercise motivation into a series of laboratory experiments. In our typical experiment, after making a commitment to exercise, students are randomly assigned to conditions that prompt them to think about either their conflicting academic goals, or their consistent exercise goals. Follow-up measures of the students' mood, motivation/intentions, and exercise behaviour permit us to test the effects of this brief exposure to goal conflict, while holding other factors constant.

Preliminary experiments and those conducted in the first year of this grant showed that goal conflict can create a barrier to regular physical activity in several ways: by (a) lowering the amount of exercise that is performed up to 1 week later, (b) preventing intrinsic enjoyment of exercise, and (c) conditioning negative emotions to exercise-related objects and settings. These studies (now under peer review) found no evidence that goal conflict lowers participants' attitudes or intentions to exercise: instead, it prevents them from acting on their intentions.

Experiments in the second year considered goal conflict in the broader context of excuses for non-adherence to exercise, and personal factors and interventions that might counteract goal-conflict effects. The excuse-making research formed the basis of a successful Master's thesis and new collaboration with researchers who are including exercise prescriptions in an online treatment program for patients with insomnia.

The major focus of research in years 2 and 3 has been interventions to manage goal conflict effectively. To date we have examined interventions such as scheduling exercise in advance, promotional messages that emphasize the costs of inactivity vs. the benefits of regular activity, and videos that emphasize the benefits of exercise for health vs. alternate goals. In each case, our findings suggest that the damaging effects of goal conflict for exercise performance or enjoyment can be avoided.

Two practical implications of this research are already clear. The first is that poor adherence to exercise has psychological causes and remedies apart from individuals' knowledge of health-related risk, or other sources of motivation toward exercise, which are still the main targets of interventions in this field. The second is that goal conflict is

likely to be fueled by a social organization of exercise that keeps it separate from (and therefore apparently costly to) individuals' other goal pursuits. To address goal conflict, public policies and promotional messages can shift toward the notion of sustainably integrating exercise with other pursuits.

BÉLANGER, MATHIEU

Université de Moncton

BEAUCHAMP, J., O'LOUGHLIN, J., SABASTON, C., RICHARD, J.F.

SRG 2010

Monitoring Activities of Teenagers to Comprehend their Habits: The MATCH project

Although a majority of Canadian adolescents are physically inactive, there are some who maintain a high level of involvement in sports and others who initiate such activities. A better understanding of when and why physical activity declines during adolescence is needed to guide the development of effective interventions to increase and then maintain physical activity levels of the population. This research program will 1) map the periods when youth initiate and drop out from specific physical activities; 2) identify factors motivating participation in specific physical activities at different periods during adolescence; and 3) identify factors contributing to interrupting or sustaining participation in specific physical activities.

The objectives will be pursued using a prospective cohort study design. Participation in specific physical activities will be measured three times per year throughout adolescence. Motives for participating or not participating in different physical activities will be explored in interviews. Participants followed up with yearly interviews will be selected in the first year of study to represent participants in a variety of physical activities. Analyses will be stratified according to various forms of activities (ie.: specific sport, or grouping of physical activities sharing similar attributes such as team sports, individual sports, or sports of comparable intensity). In addition, students who initially had low physical activity levels but became more physically active will be interviewed.

This information will be useful for the development of policies and programs aiming at enhancing participation in sport. Sport associations will have information enabling them to target interventions to promote recruitment and retention of appropriate age groups. The design of these interventions will also be improved because of the detailed information we will provide on the factors influencing maintenance, initiation, and discontinuation of participation specific to a variety of sports.

BRAY, STEVEN R

McMaster University

SRG 2010

"They believe I can do it..., Maybe I can!" The Effects of Interpersonal Feedback on Relation-inferred Self-efficacy (RISE), Self-efficacy, and Intrinsic Motivation in Children's Sport.

In Phase one of this project, the objective was to ascertain children's perceptions of verbal and non-verbal feedback they experience when participating in sport instructional activities. Semi-structured, one-on-one interviews were carried out with 61 (n = 24 girls; 37 boys) children taking part in 2-week camp sessions at McMaster University's Summer Sport Fitness School (SFS) during July and August of 2011. Given the conceptual complexity of the concepts under investigation, participants were initially briefed about the main concepts: self-efficacy, other efficacy, and relation-inferred self-efficacy. Hypothetical school and sport-based interactions were used to provide examples of contexts in which these perceptions could be experienced and participants' understanding was checked prior to the formal interview. Children responded to a series of structured questions in which they provided examples and contextual information regarding their sport camp experiences when they received feedback from their instructors about their sport-related competency. For example, children offered information about their instructors verbal and non-verbal behaviours following instances when they felt they had performed a sport task (e.g., drill) particularly well and when they felt they had not performed the task well. Content analysis of the responses is currently underway and will be reported at the SCRI presentation session. We expect to unearth a collection of verbal and non-verbal feedback behaviours that will be used to construct manipulations of self-efficacy, other efficacy, and relation-inferred self-efficacy in a series of controlled experiments we will carry out during Phase two of the project.

BRUNER, MARK W

Queen's University

CÔTÉ, J.

POST-DOCTORAL STIPEND 2009

Investigating the Relationship Between Social Identity and Social Development in Youth Sport

There is growing concern for the healthy social development of today's adolescents. Researchers and policy makers alike have expressed alarm regarding the increased prevalence of adolescents' problem behaviours and a failure of many adolescents to develop initiative and become productive members of society (Larson, 2000). Sport can serve as an effective vehicle to educate adolescents and promote social development (Rutten et al., 2007); yet, little theory and research on the developmental processes and mechanisms shaping adolescents' positive social development in sport currently exists (Dworkin et al, 2003). One important, underdeveloped aspect of research in sport settings which may account for the disparity in social development is the influence of adolescent peer groups (Smith, 2007). However, minimal research has examined how peer relationships shape and support adolescents' social development within both a sport and broader societal context. The purpose of this study is to investigate how peer groups influence adolescent social development in sport. Specifically, the research will examine how the social identities that adolescents form on sport teams shape their social development. This research is guided by social identity theory (Tajfel & Turner, 1979) and consists of two phases. Phase I involved 449 adolescent athletes from 37 high school sport teams. Athletes completed a survey on social identity and prosocial and antisocial behaviours at three times during a competitive season (beginning, middle, end of the regular season). Results revealed that an athlete's social identity (i.e., identity associated with membership on their high school sport team) significantly predicted prosocial and antisocial behaviours in sport. Findings from Phase I will inform the development of a qualitative interview guide for Phase II which will explore in greater depth how the key dimensions of social identity (ingroup ties, cognitive centrality, ingroup affect) in sport affect adolescent positive social development. Phase II will include ten focus groups each comprised of 4-6 adolescents from the same team. Collectively, this research will inform the development and implementation of theoretically-driven interventions to foster social identity and social development during adolescence and ultimately beyond as positive, contributing citizens.

CALLARY, BETTINA

University of Ottawa

DOCTORAL STIPEND 2009

The biographies of Canadian women coaches: Exploring sport participation in the process of lifelong learning

Lifelong learning is a holistic and experiential concept that examines how individuals learn throughout their lifetimes. Jarvis (2006) presents lifelong learning as changes in an individual's biography that occur throughout life when the person experiences social situations that are transformed through thoughts, emotions, and/or actions into knowledge, beliefs, attitudes, values, and skills. There is little research that explores how women coaches' experiences in sport influence how they learn and change how they coach. The purpose of this dissertation is to explore the biographies of five Canadian women coaches using Jarvis's theory of human learning to discover the multitude of experiences that have contributed to their learning and coaching development throughout their lives. A narrative analysis is the methodology used for this research. Results indicate that social engagement in sport as an athlete and later as a coach, as well as sport experiences through family involvement, create quality experiences that considerably impact coaches' values, approaches, meaningful learning, and ultimately their biographies. Research indicates that considerable emphasis is placed on personal and social development through sport participation. These results lead to a deeper understanding of how women coaches' experiences influence how they coach and how they continue to develop in the coaching profession.

Reference:

Jarvis, P. (2006). *Towards a comprehensive theory of human learning: Lifelong learning and the learning society* (Vol. 1). New York: Routledge.

CHANDLER, KRISTA

University of Windsor

SRG 2009

Imagery Use in Children's Leisure Time Physical Activities

The physical activity levels of Canadian children are well below the recommendations set forth by the Public Health Agency of Canada of 90 minutes or more per day. In fact, Canadian children recently received an overall "F" grade in Physical Activity Level (AHK, 2010). Given the known physical and psychosocial benefits of an active lifestyle, it is important to identify strategies to assist children to increase their physical activity; one such strategy may be imagery. The present study sought to investigate children's use of imagery as it relates to their active play (defined as any unstructured physical activity that takes place in a child's free time; Veitch et al., 2009). Given active play is self-directed, self-determination theory was used as a motivational framework. One hundred and four children ($n= 48$ male; $n= 56$ female) participated in focus group discussions guided by three basic psychological needs (i.e., autonomy, competence, and relatedness) proposed within basic needs theory (Deci & Ryan, 2000). The results indicated children are using active play imagery and that their imagery is satisfying the three basic psychological needs. Autonomy was satisfied by participants imaging activities that are enjoyable, activities they do often, and their favourite activities. Participants reported satisfying the need for relatedness by imaging friends, family members and others (i.e. professional athletes). Competence was satisfied by participants imaging themselves being good at performing their activities, with many participants imaging themselves executing the activity well beyond their current capabilities. Age and gender differences emerged in relatedness and competence. The findings from the present study support children's use of imagery as a potential motivational tool for enhancing engagement in active play and can be used to facilitate the development of imagery interventions aimed at increasing children's motivation to do physical activity.

CLARK, ANDREW

McMaster University

DOCTORAL STIPEND 2010

Barriers to Sport Participation: Preliminary results from the Hamilton Active Living Project

Sport is an integral part of a healthy, active lifestyle for people, but in Canada and many other places around the world there is a lack of sport participation. This lack of sport participation is a contributing factor to the general inactivity of the Canadian population, which can cause many health problems such as asthma, heart disease and obesity. This study will be a preliminary analysis of data collected as part of the Hamilton Active Living Study (HALS) in the city of Hamilton, Ontario during the summer of 2010. The survey was a comprehensive look at the active lifestyle of the Hamilton population, which included questions about exercise, walking, bicycling, active video games, and sports. The questions about sport ask about an individual's participation in sport as well as the barriers that prevent participation. The preliminary analysis of the HALS dataset will use inferential statistics to answer 3 research questions. First, how much sport participation is there in Hamilton? Second, what barriers to sport exist and are any barriers more prevalent than others? Third, do traditional barriers, such as income, age, gender, and weight, impact sport participation?

DONNELLY, MICHELLE

University of Southern California

POST-DOCTORAL STIPEND

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

Using ethnographic research methods, I will study girls-only skateboarding programs that offer skateboarding instruction to girls of varying ages and skill levels. Program instructors are all girls and women, and are often 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.

DUBUC, NICOLE

University of Ottawa

DOCTORAL STIPEND

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

For many athletes, participating in varsity athletics will represent the peak of their competitive career. However, while playing at such a privileged level can provide numerous health and social benefits, academic and athletic demands (i.e. assignments, pressure to succeed, travel, extensive training schedules) can cause stress and overshadow the positive outcomes associated with their sport participation (Gould, Tuffey, Udry, & Loehr, 1996; Kimball & Freysinger, 2003). In fact, it is suggested that the high level of stress expressed by student-athletes along with their inability to cope with such demands increases their risk of burnout (Gould & Whitley, 2009). Burnout can have negative repercussions on the quality of athletic experiences as well as the students' academic and personal life (Dubuc, Schinke, Eys, Battocchio, & Zaichkowsky, 2010). As a result, the examination of potential interventions to prevent and reduce burnout is warranted. A recent review of the sport burnout literature has revealed that, "research focusing on interventions remains largely unexplored" (Goodger, Gorely, Lavallee, & Harwood, 2007, p. 146). Specifically, it was suggested that researchers proactively focus on the prevention of burnout by helping athletes to develop self-management skills in order to sustain healthy sport participation and well-being in sport (Goodger et al., 2007). Based on these recommendations and the understanding that experiences of stress and burnout can differ among athletes (Gustafsson, Kenttä, Hassmén, Lundqvist, & Durand-Bush, 2007), the purpose of the current study was to develop and implement a person-centered, feel-based self-regulation intervention with student-athletes experiencing burnout. This type of intervention has been found in previous studies to enhance self-awareness, self-control, well-being, and performance (Doell, Durand-Bush, & Newburg, 2006; Arcand et al., 2007; Callary & Durand-Bush, 2008; Collins & Durand-Bush, 2010; Lussier-Ley & Durand-Bush, 2009). Selected from a sample of 147 varsity athletes, eight athletes from varying sport disciplines were invited and chose to participate in a season-long intervention. The athletes were selected based on their moderate to high baseline scores on the Athlete Burnout Questionnaire (Raedeke & Smith, 2001). A mixed-method approach (Hanson, Creswell, Plano Clark, Petska, Creswell, 2005) including both quantitative and qualitative data collection means were used to assess the process and effects of the intervention and recommend self-

regulation strategies to reduce stress and burnout and increase well-being among varsity student-athletes.

FALLS, DOMINIQUE

Simon Fraser University

DOCTORAL STIPEND 2011

Experiences of organized youth sport in a British Columbian small town

Our knowledge of the experiences of youth sport participation in Canadian small towns is limited, anecdotal, or extrapolated from the very few studies that exist on *rural* sport. This is despite the fact that small town residents still make up a considerable part of the Canadian and British Columbian population. It is therefore disconcerting that while many of Canada's young athletes engage in and construct their identities and behaviours in small towns, their experiences have been left largely undocumented by academics. My Ph.D. research seeks to address these gaps in our knowledge through an exploration of the complex social arena of organized youth sport in one small BC town. The purpose of this ethnographic research is to gain an understanding of the ways in which organized youth sport is experienced by young people ages 16-18 in one small BC town. Focus will be placed on how young athletes negotiate meanings of 'being young', 'being an athlete', and 'small town-ness' through their experiences of organized sport. I am interested in the ways in which the organization of youth sport in this particular small town develops, perpetuates, and promotes certain meanings of 'being young', 'being an athlete', and 'small town-ness' and how these meanings inform the young athletes' experiences, behaviours and identities. Particular attention will also be paid to the role that road-trips and geographic mobility play in the negotiations of these experiences, identities and meanings. The goals of this research project are to better understand (1) the place that organized sport has in the life paths of young people, (2) the role that 'locality' plays in the life paths of young people, and (3) the specific contexts under which organized sport operates in an effort to help reveal local processes that shape sport participation experiences.

FRASER-THOMAS, JESSICA

York University

P. SAFAI, P. DONNELLY,

SRG 2008

Trickle down effect? Exploring the influence of the Olympic Games on preschooler development and sport participation

What we do and don't know ...

Despite the assumption that sport facilitates leadership, sportspersonship, and initiative, relatively little research has explored young children's social and life skill development through sport. Given the growth of children's involvement in structured sport programs at increasingly early ages and the significant influence of adults (e.g., parents) among the youngest demographic, *our first objective is to explore sport participation and development among preschoolers*. The Olympic Games offer a social and cultural event with the potential to influence young children's sport participation and development. A popular assumption among the public, politicians and policy makers is that the Olympic Games have a 'trickle down effect', positively influencing sport involvement at the grassroots level and promoting pro-social norms such as fair play. While research has not strongly supported the trickle down effect, there has been no examination of this potential effect in young children, arguably the most influenced. *Our second objective is to examine preschoolers' sport participation patterns pre- and post-Olympic Games*. Finally, there has been no examination of the processes by which the Games may lead to a trickle down effect, particularly in the area of broader social development, thus *our third objective is to explore the influence of the Olympic Games on preschoolers' psychological and social development*.

How we will address the research questions...

This research program will be built around the 2012 London Olympic Games. Data will be collected in spring 2012 and spring 2013. At both time points, parents of preschoolers (N=250) will complete an online proxy survey of their children's sport participation patterns. In addition, childcare providers, parents, and preschoolers at 10 childcare centres will engage in interviews and focus groups exploring preschoolers' sport participation patterns and development through sport, and the influence of the 2012 Olympic Games on preschoolers' psychological and social development.

How this research will contribute to enhancing sport participation...

Findings will speak directly to the assessment of the benefits and outcomes of participation in sport and the identification of the barriers to participation in sport.

Sport programmers and policy makers will be interested in findings on the role of sport in facilitating positive development among preschoolers. Further, policy makers and programmers will be interested in findings as they will offer preliminary insight into the opportunities as well as potential social and structural barriers to sport participation among the youngest demographic.

FRASER-THOMAS, JESSICA

York University

JEFFERY-TOSONI, S., BEESLEY, T., HOLT, N.

SRG 2008

*Optimizing Positive Youth Development in Sport Programs: Examining Associations
Between Program Characteristics and Developmental Experiences*

Among growing societal concern for youth's healthy development, it has been proposed that sport programs can serve as contexts to foster healthy psychosocial development and life skills (Fraser-Thomas et al., 2005). Despite this, little research has focused on how different types of sporting programs may be facilitating positive experiences and outcomes among youth. The purpose of this study was to examine associations between program characteristics and youths' developmental experiences within these programs. Two hundred fourteen youth aged 10-18 involved in a diverse range of programs completed the Youth Experience Survey for Sport (YES-S; MacDonald et al., 2009). Results indicate sport type (i.e., team/individual), competition level (i.e., recreational/competitive), coach characteristics (i.e., age, gender) and contextual factors (i.e., number of coaches, group size) are associated with significantly different experiences in the areas of initiative, goal setting, cognitive skills, and negative experiences. Findings suggest further exploration is necessary to fully understand the processes and mechanisms that may be contributing to more positive or negative experiences in youth sport programs. Discussion will focus on how findings can begin to inform future guidelines and reform strategies in youth sport programs.

GADBOIS, SHANNON

Brandon University

BOWKER, A., ROSE-KRASNOR, L., FINDLAY, L.

SRG 2008

Extracurricular Activities Involvement in Canada: What Do Youth Get Out of the Experience?

In the first two years of a research project on extracurricular activities (ECA) participation, our research shows differences in level of ECA participation and ECA type based on gender, age, and location (rural vs. urban) of youth. Organized sport involvement was the most frequent structured ECA type, and was also most strongly related to positive developmental outcomes. Year 3 involves structured interviews with participants from the first two years of the study in order to more closely examine the specific types of positive developmental experiences that youth report with respect to their most engaging activities. A total of 32 youth between the ages of 12 and 19 were drawn from the larger sample of 500 youth from year 2 and participated in an interview regarding the activity in which they were most engaged. 16 (9 female; 7 male) youth were most engaged in structured sports, 5 (3 female; 2 male) youth were most engaged in structured non-sports (e.g., piano, girl guides), and 11 (5 female; 6 male) youth were most engaged in unstructured activities (e.g., drawing, hanging out with friends). Though it was expected that organized sports would provide the most positive outcomes, preliminary analyses of the interviews showed that all three groups reported opportunities to take on a leadership role, to cooperate and face challenges, to work independently and take initiative, and to plan, feel good about themselves, and to develop skills in their most engaging activity. Also, whether participating in structured or unstructured activities, all youth reported learning some life lessons from their participation. Furthermore, across all three groups many of these lessons emphasized that youth learned about the importance of persistence and being able to work with others. These preliminary results indicate that a range of different ECAs lead to positive experiences for youth.

GAUDREAU, PATRICK

University of Ottawa

MORINVILLE, A., GAREAU, A., FRANCHE, V.

SRG 2009

The Role of Parents and Coaches in Predicting Consequential Sport Participation Outcomes

In this program of research, we have investigated 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 independence and self-initiative (Mageau & Vallerand, 2003). Only a few developmental studies have examined the relative importance of the autonomy supportive style of coaches and parents in predicting sport-related outcomes of competitive athletes (Gagné et al., 2003). Even more surprisingly, this research has yet to examine the combined or interactive impact of parents and coaches. Two alternative hypotheses were tested: (1) *a synergistic interaction* whereby high levels of autonomy support from the coaches and the parents are needed to foster optimal sport participation outcomes, (2) *a compensatory interaction* whereby high levels of autonomy support from the coaches can compensate the relative absence of autonomy support from the parents. These hypotheses were tested in two longitudinal studies with samples of competitive adolescent soccer players ($n = 51$) and gymnasts ($n = 65$) from the province of Quebec. Results from both studies have supported the compensatory hypothesis. For athletes who received limited amount of autonomy support from their parents, our results revealed strong positive associations between coaches' autonomy support and several outcomes such as sport motivation, need satisfaction, optimal flow experiences during competition, attainment of sport-related goals, and perceived satisfaction with sport performance. This research program showed that coaches are extremely important for the promotion and development of consequential sport participation outcomes, particularly among at-risk athletes whose parents are not adopting an autonomy supportive parenting style. Future research should examine how conflicted relationships between parents and coaches can aggravate the lack of autonomy support offered by some parents.

GAUDREAU, PATRICK

University of Ottawa

FECTEAU, M.C., VERNER-FILION, J.

SRG 2009

Predicting Selection Into a Regional Soccer Team: The Role of Need Satisfaction and Sport Motivation

Athletes can participate in sport for a variety of reasons. Self-Determination Theory (Deci & Ryan, 2002) categorizes the various reasons for which a sport activity can be pursued into six types of motivation that can be regrouped in two broad dimensions of motivation: Autonomous and controlled motivation. Past research indicated that athletes are more likely to perform their sport for reasons closely aligned with their interests, values, and priorities (autonomous motivation) when their social environment (e.g., coach, parents, team) satisfies their needs for autonomy, competence, and social connectedness (Gillet, Berjot, & Gobancé, 2009). However, little research has examined whether need satisfaction and autonomous motivation can promote optimal performance of athletes using objective indicators of sport achievement. This study was conducted with a sample of 59 U-12 soccer players enrolled in a 6-month selection process and examined the role of need satisfaction and sport motivation to predict selection into a regional team for the 2010 summer provincial games in Quebec. Need satisfaction and sport motivation were measured with questionnaires at the start of the selection process. Results of logistic regression analyses indicated that need satisfaction and autonomous sport motivation significantly increased the likelihood of being selected into the team six months later. Furthermore, mediation analyses revealed that autonomous sport motivation was responsible of carrying the effect of need satisfaction on team selection. Non-selection in higher levels of competition can result in reduced sport enjoyment and increased negative emotions while promoting withdrawal from sport participation (Grove, Fish, & Eklund, 2004). Need satisfaction and autonomous sport motivation seem to play an important role in making adolescent soccer players more competitive in their sport. Future work should examine whether autonomous sport motivation can also protect the non-selected athletes from experiencing psychological distress and drop-out intentions in the days, weeks, and months following team selection.

GAVIN, JAMES

Concordia University

MCBREARTY M., MALO, K.

SRG 2009

Understanding adolescents' motivation to sustain engagement in sports and physical activity

Purpose and Research Questions

The current study involves an inquiry into the motivational factors (intrinsic and extrinsic) that promote adolescents' choice of and sustained engagement in sports and physical activity. The benefits of this study include an increased understanding of adolescents' choices of and motivations for physical activity and sports. Moreover, the study examines the degree to which adolescents, their parents and physical educators perceive degrees of correspondence between the student's psychosocial profile and the unique psychosocial emphases of the activities in which the adolescent prefers to participate.

The research questions are as follows:

1. What factors promote adolescents' sustained engagement in sports and physical activity?
2. How do adolescents' psychosocial patterns relate to comparable characteristics inherent in the sports and physical activities they choose and regularly practice?

Participants

Sixteen high school students (8 boys/8 girls), their parents (or legal guardians) and Physical Education (or equivalent) teachers at the adolescents' high school. Inclusion criteria include longstanding (over 8 years) involvement in physical activity.

Method

Qualitative data was collected through face-to-face, semi-structured interviews with adolescents and their parents/legal guardians. A separate interview took place with the adolescents' physical educators.

Questions pertained to involvement and interests in physical activities over the years, sustaining factors, challenges to continuing participation, perceived benefits, and degree to which activities were perceived to be congruent with the adolescents' psychosocial style.

These questions were asked in joint sessions involving parents and child.

Results

Findings offer guidelines for adolescents' motivations for long-term activity participation. Family and other social support structures related to activity participation are identified. Challenges to continuing participation were highlighted in the interviews. In addition, suggestions are provided concerning activity choices and their correspondence to the psychosocial styles of adolescent participants.

GENDRON, MARTIN

Université du Québec à Rimouski

VALOIS, FRENETTE, GOULET

SRG 2008

Survey on Participation in Amateur Soccer in Canada

In general, this sport is seen as an important factor in personal and social development (Sport Canada, 2002). The benefits of physical activity and sports have been the subject of numerous studies (Gendron et al., 2005; Parfitt & Eston, 2005). Nonetheless, the number of young North Americans who play sports has been declining for a number of years (CDC, 2005, 2006; Sport Canada, 2003). In 1998, barely half of Canadian children aged five to 14 years old actively played a sport (Sport Canada 2000). Why is the participation of Canadians in physical activity and sports steadily declining, beginning in adolescence?

Soccer, the most frequently played federated sport in the country, is a world-wide phenomenon that knows no boundaries or limitations and that enjoys unprecedented popularity among young people. What can we learn from the situation in Canada to maintain a solid rate of participation in a healthy and formative environment?

The purpose of this research project is to gather perceptions through survey questionnaires (player, parent, referee and coach versions) about the factors that may influence participation and continued participation in amateur soccer among U12 to U18. A set of variables specific to soccer players and to its stakeholders and environment will be investigated. The responses will be used to compare the views shared by the various stakeholders and to identify the positive aspects and potential issues. Preventive action may be recommended. Ultimately, the goal is to help form healthy, responsible and socially well-adapted citizens. To date, the four questionnaires have been developed and validated in English and French. The data is being collected and preliminary results will be presented.

GOODMAN, DAVID

University of Minnesota

WEISS, M., KIPP, L.

SRG 2006

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

Unsportsmanlike attitudes and actions in youth ice hockey are learned through modeling 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 behavior 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, skillful players. Results extend research on individual and social factors influencing endorsement of unsportsmanlike behaviors 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

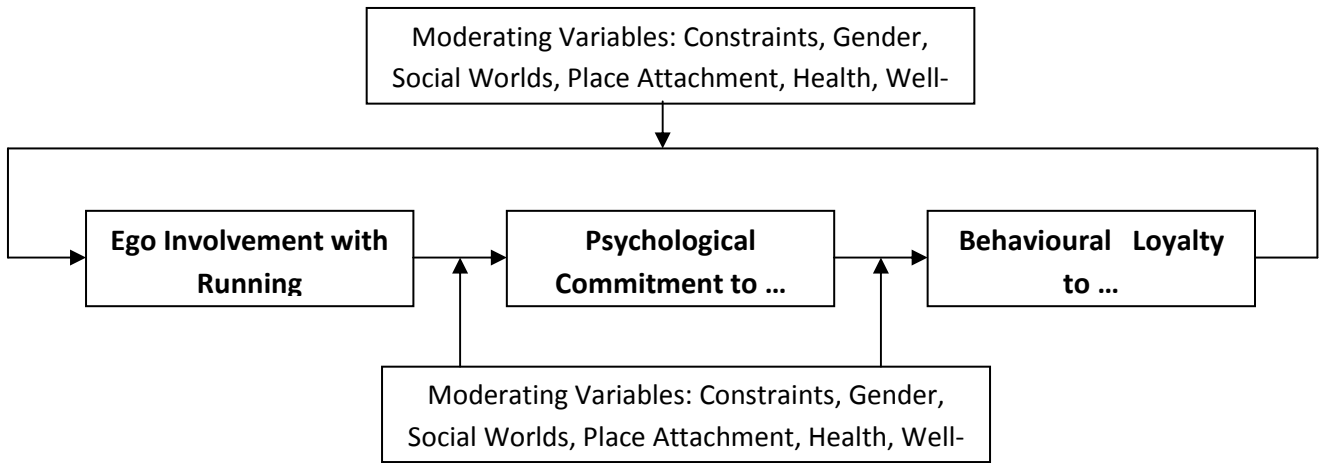
University of Waterloo

SNELGROVE, R.

SRG 2009

Quantifying Lifetime Ego Involvement with Running

This research, as part of a larger program on ego involvement, psychological commitment and behavioural loyalty relationships in leisure contexts, will employ a retrospective approach to understand sport and recreation participation over extended periods of time. More specifically, the purpose is to examine processes by which, and conditions in which, runners develop and maintain (or not) involvement with the activity and commitment to the activity itself as well as ancillary programs, services and products over their individual life courses. These processes and conditions, though important to a broader understanding of adherence to physical activity participation, have only been tentatively explored longitudinally in past research. The theoretical basis of this project is a conceptual model of leisure involvement and loyalty which integrates social psychology and consumer behaviour literature with leisure literature in the areas of ego involvement, psychological commitment, and loyalty (Iwasaki & Havitz, 1999, 2004). The model posits that loyal participants go through progressive processes including: formation of high levels of ego involvement with leisure and sport activity; development of psychological commitment to the activity and various products, events, organizations and service providers; and resistance to change preferences toward products, events, organizations and service providers. Also, the model suggests that personal characteristics (e.g., skill, motivation, personality) and social-situational factors (e.g., social support, life-stage, social norms) influence processes leading to loyalty. As formal data collection is ongoing at present, the intent at this conference will be to present preliminary data collected from 125 participants for the purpose of examining the main path in the model, specifically those variables highlighted in bold. Data have been collected on a decade-by-decade basis, in order to facilitate examination of these processes over runners' entire life spans.



HAYHURST, LINDSAY

University of Toronto

SRG 2011

Corporatizing Sport for Aboriginal Girls: Connecting Corporate Social Responsibility, the 'Girl Effect' and Aboriginal-focused Sport, Gender and Development Programs

The 'Girl Effect' movement is a global initiative that claims girls to be catalysts capable of bringing about 'unparalleled social and economic change to their families, communities and countries.' In response to the Girl Effect, multinational corporations (MNCs) have created "socially responsible" girl-focused development programs across the globe to improve the lives of marginalized girls, and to build on their potential as the next 'answer' to tackling global poverty. Many of these programs are known as "sport, gender and development" (SGD) initiatives, and use sport and physical activity to promote girls' development, especially to advance their health, socio-economic status, education and wellbeing. As the number of corporate-sponsored SGD programs in disadvantaged communities continues to grow, the implications for "targeted beneficiaries" remains unclear. In particular, little is known about the (un)intended consequences of these programs for marginalized groups such as Aboriginal girls, who have recently been targeted by corporate-funded SGD initiatives in Canada. Thus, there is a critical need to understand how Aboriginal girls are impacted by corporate-funded SGD initiatives, as they are one of the most disadvantaged groups in Canada, and are less likely to participate in physical activity.

To address these research gaps, this study will focus on girls participating in SGD initiatives funded by a corporate program for Aboriginal youth in Canada. This corporate program funds Aboriginal sport programming, and also promotes a MNC's new line of sporting equipment that claims to be "tailored specifically to Aboriginal groups." The research has the following three objectives: 1) to determine the factors that enable and inhibit Aboriginal girls' participation in SGD programs in Canada (possibly Northern Ontario and British Columbia); 2) to incorporate Aboriginal girls' perspectives on corporate involvement in funding, developing and implementing Aboriginal physical activity programming; and 3) to establish what a decolonized SGD program for Aboriginal girls should look like. To accomplish these objectives, the study will use a postcolonial indigenous feminist participatory action framework (PIFPAR), combined with cultural studies of girls, and intersectional theory. Overall, the use of a postcolonial feminist PAR approach combined with decolonizing methodologies will aim to prioritize the voices of girls targeted by SGD initiatives, and will add to policy-relevant research and make policy recommendations based on their needs and perspectives.

HOEBER, LARENA

University of Regina

DOHERTY, A., HOEBER, O., WOLFE, R.

SRG 2010

Incremental and radical innovations in community sport organizations

With more reliance on community sport organizations (CSOs) to deliver programs and services to increase the participation of Canadians (Canadian Sport Policy, 2002), it is necessary that we understand how they respond to pressures to innovate.

In our exploratory study of innovations in CSOs, volunteer presidents identified 188 innovations (Hoeber et al., 2009). We categorized these innovations as radical or incremental, depending on the degree of departure to existing practice (Dewar & Dutton, 1986). We concluded that 22 innovations (12%) represented a fundamental change in the adopting CSO and 166 (88%) were an incremental departure from the status quo (Hoeber et al., 2009). An alternative is to ask members of the adopting organization to identify and discuss radical innovations, as they are most aware of existing practices (Dewar & Dutton, 1986) and the notion of radicalness can vary from setting to setting. To advance our understanding of radical vs. incremental innovations in CSOs, Study 1 of our research will examine the specific nature of these innovations in greater depth, based on adopter perceptions.

Telephone interviews will be conducted with presidents of 30 CSOs in Ontario and Saskatchewan. Each CSO must have recently adopted at least one radical and one incremental innovation. Participants will be asked to discuss the innovations in relation to existing practices. Interviews will be transcribed and uploaded to NVivo 8. The transcripts will be read, reviewed, reflected upon, coded, categorized, compared and themed.

The findings will inform action to improve CSOs' capacity to implement innovations that enhance sport participation. Insight into the nature of radical vs. incremental innovation has implications for developing policy and practice with regard to adopting more radical innovation in CSOs when appropriate or necessary.

HOLT, NICHOLAS

University of Alberta

MCHUGH, T-L.

SRG 2010

A Sport-Based Critical Hours Program for Low-income Youth

The purpose of this research is to create, deliver, and evaluate a sport-based 'critical hours' program (the SportHours program) for students who attend schools in low-income areas of Edmonton, Alberta. The objectives of the SportHours program will be to teach students basic sport movement skills, personal and social skills, and foster their intrinsic motivation for sport. Accordingly, four main research questions will be addressed: (1) What are the challenges and opportunities in creating and delivering the program? (2) What are adult stakeholders' perceptions of issues relating to the provision and delivery of the program? (3) What are the students' perceptions of program content and delivery? (4) What are the personal, social, and motivational outcomes students' associate with attending the program?

This research will use a collaborative, community-oriented approach involving partnerships with several organizations (schools, Edmonton Public School Board [EPSB], non-profit organizations, and provincial sport organizations). Participatory action research methodology will be used. The SportHours program will be delivered in two schools over a two-year period. During each year approximately 40 male and female grade 2-3 students from two schools will participate in the study. In addition, approximately 12-18 adult stakeholders (teachers, other EPSB employees, members of non-profit organizations, and representatives of the provincial sport agencies) will be interviewed. A similar number of participants (children and adults) will participate in year 2 of the study. At the end of each year children will be interviewed and complete questionnaires assessing their perceptions of program content, delivery, personal and social development and intrinsic motivation. Adult stakeholders will be interviewed at the end of each year.

Findings should reveal information about how promote sport participation among low-income youth through critical hours programs.

HORTON, SEAN

University of Windsor

SRG 2010

Exploring Physical Activity Patterns and Role Models of Aging among Older Persons

Sport involvement in Canada drops precipitously as we age. While two-thirds of Canadians under 20 are active participants in sport, by the age of 40 these numbers have fallen by half, and by the age of 60 participation rates have fallen by a full 60% (Bloom, Grant, & Watt, 2005). An important barrier to seniors' participation in sport and physical activity is prevailing cultural attitudes and stereotypes, which in North America tend to be predominantly negative towards seniors (Levy & Banaji, 2002). The prevalence of these negative stereotypes often work to prevent older adults from engaging in exercise (O'Brien Cousins, 2003). The objectives of this project are to examine the importance of role models for older adults and how they might counter negative aging stereotypes. In particular, we are investigating three specific and related areas:

- The relevance of role models and the extent to which they vary with age and activity level.
- Whether masters athletes can serve as viable role models to decrease barriers to participation in sport and physical activity.
- To what extent participants use predominantly *prevention* versus *promotion* orientations (i.e., upward or downward social comparisons) and how that may differ depending on age and activity level.

This research program is utilizing in-depth qualitative interviews to explore participants' role models of aging. We are currently interviewing individuals across a wide age spectrum (60 years of age and older), divided into three separate groups based upon degree of exercise involvement: *masters athletes*, *active*, and *sedentary* individuals. Ultimately, this project will provide valuable insight into role models of the aging process, and the extent to which they can decrease barriers to participation in sport and physical activity

JEFFERY-TOSONI, SARAH

York University

FRASER-THOMAS, J.

DOCTORAL STIPEND 2010

For the Love of the Game: Athlete enjoyment, parent involvement, and game atmosphere in Canadian minor hockey

Extensive literature and media coverage has reported widespread violence and aggression (e.g., Loughhead & Leith, 2001), making the need to study Canadian minor hockey culture very clear. This violent and aggressive atmosphere has been consistently linked to decreased perceptions of sport enjoyment among youth (Petlitchkoff, 1993). Factors contributing to this increasingly aggressive culture, and thus, decreased perceptions of enjoyment, include game atmosphere and parent involvement (Goldstein & Iso-Ahola, 2008), as negative parental behaviours have been linked to inhibited performance, competitive stress, and dropout (Petlitchkoff, 1993). The purpose of the present study was to develop a comprehensive understanding of minor hockey culture by qualitatively examining perceptions of athlete enjoyment, game atmosphere, and parent involvement held by (a) elite hockey insiders in Canadian minor hockey (i.e., Study 1; 10 current or former players, coaches, officials or national media personalities with experience at the professional, major junior, or CIS/NCAA level), and (b) Canadian minor hockey players (i.e., Study 2; 40 athletes; representative level; 11-12 years of age). Participants engaged in in-depth semi-structured interviews on their perceptions of enjoyment, parent involvement, and game atmosphere in Canadian minor hockey. Results from Study 1 indicated sources of enjoyment (e.g., social interaction), detractors from enjoyment (e.g., hockey taken too seriously), negative parental involvement (e.g., over-involvement), ideal parent involvement (e.g., not over-doing feedback), and a primarily unsupportive, aggressive game atmosphere. Preliminary results for Study 2 indicate that minor hockey players perceive hockey as fun and enjoyable for the most part, they are satisfied with the way their parents are involved in their hockey, and the game atmosphere is generally positive, although parents from opposing teams sometimes make negative comments during games. Findings will offer a more comprehensive understanding of enjoyment, parental involvement, game atmosphere over the course of an entire minor hockey season.

KOCH, JORDAN

University of Alberta

DOCTORAL STIPEND 2010

Stakeholder Perceptions surrounding the use of Sport as a Gang Intervention Strategy on a First Nation in Alberta, Canada

This study considers a range of stakeholder perceptions surrounding the rise and fall of a particular sport-related campaign on a First Nation in Alberta, Canada. This program was initially designed as a 'gang intervention strategy' and was highly popular during its first few years of operation. Over time, interest and funding in the program waned significantly. An extensive amount of ethnographic fieldwork and open-ended interviews with different stakeholders from the community (as well as a number of outside stakeholders) alerted the researcher to some of the tensions surrounding the rise and fall of the program. In a nutshell, this study explores these tensions and theorizes how they serve the interest of some peoples over others. The primary evidence for this study is theorized using Pierre Bourdieu's notion of "Social Field." This theory enables the researcher to address the unique (micro) political struggles taking place in this particular social space, while also paying mind to the way in which larger structural (colonial) processes get mediate through these spaces. The findings from this research have significant implications for the First Nation on which it takes place, as well as for other First Nations in Canada interested in using sport as a strategy for social change.

LEIPERT, BEVERLY

University of Western Ontario

PLUNKETT, R., MEAGHER-STEWART, D., SCRUBY, L., MAIR, H., WAMSLEY, K.

SRG 2009

"I Couldn't Imagine My Life Without It!" Curling and Health Promotion: A Photovoice Study

Curling is a significant activity in rural Canada for many women. The health of women in rural Canada is much compromised compared to the health of their urban counterparts. Yet little research has explored rural sporting activities as sites for health promotion. This national study explores the influence of curling on the health of 64 women and girls in rural Canada in the provinces of Manitoba, Nova Scotia, Ontario, and the Northwest Territories. The purpose of the study is to explore the extent and nature of rural women's involvement in curling, rural women's perceptions of curling on their health, and how curling can be promoted and supported in rural communities. To date, data have been collected from Manitoba, Nova Scotia, and Ontario, with data collection to proceed in the Northwest Territories in the winter of 2011-2012.

This poster presentation will present findings that have been analyzed to date from research with fifteen women and girls aged 12 to 72 from two rural communities in southwestern Ontario who took pictures, wrote in log books, and participated in group sessions to discuss the influence of curling on their health. Findings revealed that curling facilitates social connections, enhances physical and mental health, and provides a valued and visible way to support rural community life. The girls and women in the study also recommended ways to enhance curling participation and sustainability in rural communities. This presentation will address study findings to date and include selected participants' photographs and quotes to illustrate the significance of the findings. Implications for the utility and enhancement of curling participation for health care practitioners such as nurses in rural settings will also be offered.

MASON, COURTNEY

University of Ottawa

POST DOCTORAL STIPEND 2011

Barriers to Participation in Physical Activity for Shibogama First Nations Communities in Northwestern Ontario

There are considerable health inequities that exist between Aboriginal and non-Aboriginal communities in Canada. Physical activity has been identified as a significant factor related to these health inequities. This research investigates constraints to participation in physical activity, sport and exercise for Shibogama First Nations communities in northwestern Ontario. While researchers have invested more time in examining how changes in exercise and lifestyle contribute to higher levels of obesity and obesity related disease in some Aboriginal communities, there are few comprehensive studies that assess the complex factors that impact participation in physical activity for Aboriginal peoples. This research is concerned with how various constraints influence levels of physical activity within the broader context of health in three Aboriginal communities. By drawing primarily on semi-structured interviews with participants, Aboriginal perspectives are privileged in this study. Preliminary findings reveal how some Aboriginal communities negotiate health and cultural issues related to physical activity, sport and exercise in the backdrop of enduring colonial legacies.

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 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.

MILLINGTON, BRAD

University of Toronto

POST-DOCTORAL 2011

Aging in the information age: An ethnographic study of video gaming in Canadian retirement centres

This research explores older persons' experiences with sport-based video games in Canadian retirement centres. In recent years, virtual reality-style games for consoles promoting social engagements and physical activity. What we know from existing research on sport and aging is that, despite a belief in past eras that later life should be a sedentary time, older persons are increasingly pursuing sport and leisure opportunities into retirement (see Higgs et al, 2009; Vertinsky, 2000). We also know that information and communication technologies are increasingly marketed towards older persons, though the successful use of new media depends on numerous factors (e.g., one's history of media use – see Millington forthcoming; Selwyn, 2004). What we do not yet know is whether events like 'Wii Olympics' in retirement centres are successful in facilitating sport participation, and whether seniors actually find merits in such initiatives. This research will address these issues through a multi-phase ethnographic study carried out across four retirement homes in the Toronto area. The initial phase of the research will involve recruitment of study participants, as well as an analysis of retirement centre policies on video gaming. Following that, the second phase will consist of both interview with 10-12 older persons from each retirement centre on their gaming experiences and lengthy participant observation period designed to deliver further insight on how video games are actually used. The third and final phase of the research will consist of interviews with retirement centre employees on their perception of 'virtual' sporting activities. Ultimately, the findings of this project will inform public policy on sport participation through an empirical report on the benefits and limitations of video game-based activity programs.

MISENER, KATIE

University of Western Ontario

POST-DOCTORAL STIPEND 2009

An investigation of nonprofit community sport organizations through the lens of social responsibility

Community Sport Organizations (CSOs) are expected to play a significant role in civil society. However, our understanding of their social impact is primarily limited to the context of their basic mandate for sport service provision. Pearson (2008) argues that a type of social responsibility mirroring the CSR movement in the business sector could be a central element in the development of sport policy and fundamental to sport governing bodies' advancement of social capital. Greater evidence is needed to show how these clubs integrate concerns and action on wider social issues into their structure, operations, and plans. Then, equipped with this organizational understanding, research can determine how CSOs may contribute to the community development agenda of the broader nonprofit and voluntary sector, while supporting or enhancing their primary mandate— sport participation.

This study investigates the prevalence of a broader social responsibility among CSOs that encompasses more than just providing a particular 'good' to society; it refers to ethical practices and a more generalized concern for the community (e.g., societal integration, environmental activism). Presidents of CSOs in three provinces will complete an online survey that measures the extent to which they are engaging in various aspects of social responsibility (legal, ethical, philanthropic, instrumental), as well as the perceived importance of each construct for their organization's strategy and operations. Analysis of variance will also be used to determine whether social responsibility is associated with institutional characteristics such as sport, size of club, age of club, community size, and urban/rural location. The research will be used to develop a model of social responsibility in nonprofit sport organizations, and generate understanding about social responsibility as a (potential) avenue for strategic practice by CSOs to further their social impact.

MOCK, STEVEN

University of Waterloo

SRG 2011

The Influence of Sexual Minority-Focused Sport Group Involvement on the Well-Being of Sexual Minorities

Homophobic stigmatization leads to alienation and poor self-concept with negative consequences for mental health known as minority stress (Meyer, 2003a). Sexual minority-focused sport group involvement provides a promising context for counteracting minority stress. Recent research suggests these groups offer relief from homophobia sometimes encountered in sport contexts (Jones & McCarthy, 2010) and provide the camaraderie and social support that are some of the key reasons why sport contributes to psychological well-being (Mannell, 2007; Shaw, Kleiber & Caldwell, 1995).

Sexual Minority Sport Group Project

For this project, we seek to understand the role of sexual minority-focused sport group involvement in counteracting the negative consequences of minority stress. Diverse sexual minority-focused sport groups will be approached (e.g., curling, hockey, softball) and 250 adults will be surveyed about their degree of involvement in the groups and the degree of support and affiliation gained through group involvement. The impact of sport group involvement on self-concept and psychological well-being will be studied over time. This project will be carried out by a team of researchers with expertise in adaptation and coping among sexual minority adults (Mock, 2010), the nature of homophobic stigmatization (Rye & Meaney, 2009), and the contribution of leisure and physical activity to psychological well-being and identity development (Mannell, 2007; Shaw, Kleiber & Caldwell, 1995).

Contribution of Project to an Understanding of Sport Participation

Although previous research findings are promising, a theoretically-grounded study investigating causal mechanisms with longitudinal research is needed. Specifically, we expect that the support, affiliation, and self-acceptance developed in a sexual minority-focused sport setting will enhance individual identity, identification with the broader sexual minority community, and decrease concealment of identity in other contexts. These processes of identity enhancement are expected to help explain how sport group involvement may lead to better mental health and counteract minority stress.

PERRIER, MARIE-JOSÉE

Queen's University

DOCTORAL STIPEND 2010

The objective of this prospective cohort was to test the fit of the HAPA model for sport participation for individuals with acquired, physical disabilities. The second objective was to estimate the extent to which athletic identity predicts intentions to engage in sport in the context of HAPA. HAPA indicators and athletic identity were assessed at baseline and sport was assessed by the LTPAQ-SCI two weeks later. A structural equation model explained 15% of the variance in sport participation; 18% with the addition of athletic identity. Instrumental, affective, and negative outcome expectancies were significant predictors of intentions, as was athletic identity. Intentions significantly predicted planning yet there was no direct relationship between planning and sport participation. When the relationship between planning and maintenance self-efficacy was reversed, planning had an indirect effect on sport participation through maintenance self-efficacy. Fostering athletic identity in conjunction with HAPA components will be valuable components of sport promotion programs for this population.

READE, IAN

University of Alberta

SRG 2006

Coaches are arguably the most influential factor in the provision of quality sport experiences (Holt, 2008) at all levels of sport, and contribute substantially to the adherence of sport participants to sport. The research is quite conclusive that coaching experience is a major contributor to the process of developing excellent coaches such that the more experience a coach has, the more likely they are to be competent (Gilbert & Trudel, 2005; Irwin, Hanton, & Kerwin, D., 2004).

The program of research aims for a better understanding of why experienced coaches quit and what if anything sport organizations can do to retain these coaches. The research is based on previous research conducted in various types of work organizations (Kelloway & Day, 2005; Meyer, Allen, & Smith, 1993) that supports our hypothesis that factors in the work environment (including workload, job content, job control, support, pressure to win) are associated with the coaches' intent to stay or leave their job.

1. What factors are involved in the coaches' decisions to stay or quit?
2. Are some factors more influential in predicting that a coach is about to quit?
3. Which factors, if any, can be controlled by the employer sport organization?
4. When coaches quit, do they continue to contribute to sport?
5. Does the retention problem vary by sport, gender, age of athlete, or other factor?

Three studies will be conducted. The first study (personal interviews with experienced coaches) will result in the development of an instrument to assess the factors that influence coaches to stay or leave their coaching positions. The second study will assess a large sample of experienced coaches to measure their intentions to stay or quit, and the third study will follow-up with the same group of coaches to determine whether their intentions have changed over time.

REHMAN, LAURENCE

Dalhousie University

SRG 2011

Understanding Supportive and Satisfying Sport Experiences of Overweight Children

Background

The primary objective of this multi-methods research is to understand the contextual factors influencing children who are overweight/at risk of overweight's sport experiences. A secondary objective is to understand how obesity is internalized by participants in sport.

Sport is a context that has the potential for psychosocial and character development. However, stigma, biases and internalized roles may result in barriers especially for overweight children. There is a need to examine how children are integrated into the social context of sport and how those involved in the sport experience impact the psychosocial outcomes. Is there a difference among overweight vs. healthy weight children? Can this be used to inform programs designed to achieve increased participation in sport through heightened awareness?

Methods

This study will commence January, 2012 in three communities (Wolfville, NS, Halifax, NS, and North Bay, ON). Children in grades five to six and their parents/guardians will be recruited due to the large decrease in sport participation occurring between grades four to seven (Campagna et al., 2007). Participants will complete a questionnaire measuring identity, efficacy, relational perceptions, attitudes, subjective norms, intentions, impression formation, perceived barriers etc. Interested participants will be selected to participate in family interviews to obtain a contextual understanding of the factors affecting children's sport experience. Another sample will be coaches. Coaches will be recruited who have participated in the HIGH FIVE Sport workshop. Interested participants will be invited to participate in a focus group. Two focus groups will be held in each of the three study sites. Questions will explore the experience coaches have with coaching children who are overweight/at risk of overweight and their respective treatment by their peers. These will seek to obtain a better understanding of how children may internalize obesity while participating in a sport experience.

RIVARD, L

McGill University

DOCTORAL STIPEND 2011

Rwandan girls' perspectives on their lived experiences of physical education and sport activities

Sport for Development and Peace (SDP) promotes physical education and sport activities as tools that can 'empower' girls, improve their health, and break down strictly defined gender norms and stereotypes that control and confine girls' lives. However, as the majority of studies identifying the benefits of girls' participation in physical activity have taken place in Western contexts, experts call for studies that help to better understand how physical activity is defined, understood, and personally experienced by girls in developing countries where socio-cultural contexts and gender dynamics greatly differ. Consequently, this study seeks to better understand SDP in the context of Rwanda by researching Rwanda girls' perspectives on their lived experiences of physical education and sport activities. Ten action-based qualitative case studies using the visual participatory method *Photovoice* will be implemented in rural and urban classroom settings. The girls will be asked to photograph what they consider to be the main barriers to their lived experience of physical activity and solutions to these barriers. They will present their photographs, discuss the issues raised and make suggestions to improve their experience of physical activity. Semi-structured interviews exploring the issues raised by the girls will then be held with the ten classroom teachers, and SDP expert, and a local Gender expert. By bringing forward girls' own challenges and solutions, this study aims to help local SDP programming respond to these issues and to highlight the importance of understanding context specific barriers to sport participation and personal definition of a successful experience of physical activity.

STRACHAN, LEISHA

University of Manitoba

POST-DOCTORAL STIPEND 2008

SCORE! Using technology to design and deliver positive youth sport programs

Every year millions of children and youth participate in organized sport. While the physical benefits of sport participation are clear, the psychosocial outcomes of participation are not as well established. Positive youth development (PYD) has advanced the idea that youth are resources to be cultivated; the development of young people involves fostering positive outcomes rather than simply reducing problem behaviors (Benson et al., 2006). In fact, participation in sport has been linked to higher rates of initiative, teamwork, and emotional regulation when compared to other structured activities (Larson et al., 2006). A recurring theme in this line of research, however, is the need to establish *deliberate delivery* so that positive outcomes are more likely. The use of technology has the potential for being a key factor in program delivery. Technology is a significant aspect of children's lives (Rideout et al., 2005) and will continue to be extensively used by youth. Although PYD interventions using technology have yet to be conducted, physical activity interventions for youth using different forms of technology have been used with varying degrees of success. Results from studies show that technology is a viable method of intervening with youth meaning that other benefits, such as positive personal development, could be gained through technology-based interventions.

The purpose of the project is to design and deliver an innovative, technology-based PYD program focused on youth sport to participants aged 12-17 years from Western, Central, and Atlantic Canada. The SCORE! (Sport CONnect and RESpect) program will use technology (i.e., website, mobile application) to design and deliver a PYD program that will supplement participation in an organized sport setting. The following research question will be considered: Can a technology-based positive youth development intervention have a positive effect on the personal development of young athletes? Results will have a direct impact on youth and coaches alike; young people will learn valuable skills that can be transferred throughout development while enhancing sport competence and participation while coaches will gain knowledge that will assist with their coaching development and create positive sport contexts for children and youth.

STARKES, JANET

Queen's University

BAKER, J., LOGAN, A.J., WEIR, P.L.

SRG 2006

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.

TAKS, MARIJKE

University of Windsor

MISENER, L., CHALIP, L.

SRG 2010

The impact of sport events on sport participation in local communities

This study represents phase 1 of a larger study on the leveraging of sport events for sport participation. To identify leveraging tactics and techniques it is necessary to first evaluate potential impacts of sport events on sport participation since there is little evidence to date to support this claim (Coalter, 2004). There are two reasons why we purposefully opted to focus on small and medium sized events. First, previous research on the so called 'trickle-down effect' has primarily focused on major sporting events (e.g., Bauman, Ford, & Armstrong, 2001; Hindson et al., 1994; SportScotland, 2004) and little is known about the relationship between non-hallmark events and sport participation. Second, small and medium sized sport events are organized more frequently in different parts of the country; therefore, they may be more relevant to communities as possible sources of leverage to increase sport participation. Two small/medium sized sport events are being evaluated: the 2005 Pan American Junior Athletic Championships and the 2005 Canadian Figure Skating Championships. Document analysis and interviews with key stakeholders of the Pan American Championships revealed that the event enhanced the local human and physical infrastructure, through which athletes, coaches and officials experienced personal growth, which exceeded their expectations. It was expected that the event would be a driving force to foster sport participation, but leveraging was not initiated. This was reinforced by exigencies of hosting a quality event. Upon reflection, all interviewees recognized the potential value of event leveraging and identified several missed opportunities. In the absence of specific leveraging tactics it became apparent that those already involved in sport were the primary beneficiaries. Thus, the event stimulated sport development rather than initiating participation in sport. In order for leveraging to succeed, organizational leadership and ownership over leveraging is necessary. At this stage, no obvious candidate can be revealed.

TAMIM, HALA

York University

SRG 2008

Tai Chi (TC) for older adults: improving physical and psychological health

Tai Chi (TC), a traditional Chinese exercise, has been shown to have beneficial effects on cardio-respiratory function, musculoskeletal function, balance and flexibility, posture control capacity, and functional status of elderly participants. Research concerning TC and North American populations is still in its infancy with respect to its potential uptake. The first objective of the study was to examine and assess through focus group setting the factors influencing older adults in terms of participation in a 16 week TC program. The second objective was to examine the effects of such a program on Health-related fitness (HRF) and mental health among older adults in three cohorts: a cohort with ethnicity not related to TC, a cohort with ethnicity related to TC, and a cohort with a mix of the Canadian population. The studies for the first two cohorts have been completed and statistical analysis is underway. Participants for the third cohort will be recruited in September 2011 and the study will be completed by December 2011.

Below we present results of the analysis that have been completed for the first cohort. In the Jane/Finch area of Toronto, 78 older Guyanese and South Asian adults (55 years of age and older) were recruited for this study (21.8% males and 78.2% females) who were not culturally affiliated with TC. HRF measures were taken pre and post the TC program. The intervention consisted of a 16 week TC program offering 7 sessions per week with the participants encouraged to attend 2 sessions per week. Significant results were found in upper and lower musculoskeletal fitness and core fitness (p values < 0.01). Despite real life challenges that older adults face, such as changing health status, frailty limitations and variable motivation, HRF and benefits can still be obtained from regular TC participation.

Beginning in 2005, national sport organizations in Canada were required to implement their own adapted Long-Term Athlete Development Model (LTAD) proposed by Sport Canada. The purpose of this study was to analyze the coaches' implementation of the LTAD and identify the factors associated with varying degrees of LTAD implementation based on the heuristic model, Diffusion of Innovations, by Rogers (2003). An on-line survey was completed by 117 French-speaking Canadian coaches (74 men and 43 women aged 37.1 ± 11.5 and 28.5 ± 9.2 respectively). One third of the respondents indicated that they were not familiar with the Canadian LTAD model. When coaches were asked about their interest in trying new approaches and methods in sport and training, 28.2% said they had "little interest," but most of them (67.6%) were completely interested. Being an "innovator" does not increase the probability of using the LTAD principles in the training plan. However, self-efficacy and the perception of having sound knowledge about the LTAD are associated with an increased probability of adopting the LTAD. The majority of respondents (88.6%) believe that the LTAD can contribute fully (54.3%) or fairly well (34.3%) to their sport or to the development of their athletes. The coaches who felt that the LTAD can contribute to the development of their athletes and improve performance were more likely to include the LTAD principles in their training plan. We found that other potential factors, such as recent NCCP certification, organizational restraints and the inherent complexity of the LTAD did not have a significant influence on the its implementation. One interesting point noted: LTAD information does not appear to be transmitted solely through coach certification activities

WATT, MARGO

St. Francis Xavier University

SRG 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 behavioral 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.

WEIR, PATRICIA

University of Windsor

SRG 2010

The Relationship between Sport Physical Activity and Social Engagement: A Profile of Canadian Seniors

Multidimensional models of successful aging (SA) suggest that older adults need to stay actively engaged in sustaining personal relationships and involvement in meaningful and productive activities (Rowe & Kahn, 1987). A missing link in understanding the full effects of engagement is the impact that physical activity and sport has on social engagement, and how this affects psychosocial function and independence (Everard, Lach, Fisher, & Baum, 2000). The purpose of this research is to explore patterns of social engagement in Canadian seniors. Study 1 will examine patterns of social engagement in older Canadians in three age groups (65-75, 75-85, 85+ years of age) with the goal of: a) exploring how types of social engagement might be related to involvement in physical activity and sport, and b) identifying how social engagement impacts psychosocial function and independence. Study 2 will examine the stability of social engagement over the preceding five years. The overall goal of this research is to extend knowledge of older Canadians' participation in sport, and to examine the impact of sport participation on other forms of social engagement. To date in Study 1, questionnaire data has been gathered from 207 Canadian seniors. Data collection was conducted at the Southwestern Ontario Regional Games, the local Ontario Senior Games, fitness clubs, walking clubs, and the local Centre for Seniors. Preliminary findings on patterns of engagement will be presented.

WOOD, LAURA

University of Western Ontario

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.

YOUNGBLUT, 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.

Sport Canada Research Initiative Conference

November 3, 2011

Aylmer, Quebec

KNOWLEDGE TRANSFER PAPERS

Completed Projects

BAKER, JOSEPH	6
Aging Expectations and Physical Activity Behaviours.....	6
BEAULAC, JULIE	8
A Promising Community-Based Hip-Hop Dance Intervention for the Promotion of Psychosocial and Physical Well-being among Youth Living in a Disadvantaged Neighbourhood	8
BEWELL-WEISS, CARMEN	12
Predictors of Excessive Exercise in Anorexia Nervosa.....	12
BOUCHER, BOB	15
Culture of National Sport Organizations and Participation in Sport	15
BRIDEL, WILLIAM	19
Finish...Whatever it Takes: Considering Pain and Pleasure in the Ironman Triathlon (A Socio-Cultural Analysis).....	19
COUSENS, LAURA	23
Examining Interdependence in Canada’s Sport System: Community Basketball)	23
DARNELL, SIMON	27
The Politics of International Sport: An investigation of the Sport for Development and Peace movement, completed 2010.....	27
DEMERS, GUYLAINE	31
Description of the first years of experiences of novice female coaches (2010)	31
DETELLIER, ÉLISE	34
They Always Remain Girls: The re/production of gender relations in women’s sports in Quebec, 1919-1961 (2011).....	34
DIONNE, MICHELLE	37
Sociocultural barriers to women’s participation in sport: The role of self-objectification and stereotype threat	37
DORSCH, KIM D.	40

Psychological skills and factors related to ice hockey officials' coping and performance(2011)	40
FRASER-THOMAS, JESSICA	43
Understanding Adolescents' Positive and Negative Developmental Experiences in Sport.	43
FRISBY, WENDY	47
Combating Social Exclusion in Sport and Recreation through Participatory Policy Development	47
GAGNÉ, CAMILLE	50
Influence of Structural and Psychosocial Factors on the Level of Physical Acticity of Preschoolers Attending Daycare (2011).....	50
GAGNON, JOCELYN	53
Strategies Used by Physical Educators to Implement a Program that Encourages Their Students to "Adopt a Healthy and Active Lifestyle	53
GILLES, JENNIFER	56
A Framework for Creating a Campus Culture of Compassion: A Participatory Action Research Approach to Equality	56
HAMM, SHANNON	59
Can Conflict be Productive? An Examination of Conflict in Non-profit Sport Boards	59
HARVEY, WILLIAM J.	62
Children with ADHD and physical activity behaviours: What happens when the village turns its back on you	62
KWAN, MATTHEW	66
Transitioning Students' Sport and Physical Activity Participation)	66
LOCKWOOD, KELLY	69
Infrastructure & Expertise: A Model to Investigate Effective Training through Long-term Athlete Development	69
LU, CHUNLEI	73
Chinese-Canadians' Perspectives on Health & Sport Participation.....	73

MAIR, HEATHER	77
Curling and Community in Rural Canada.....	77
MORDEN, PETER A.	80
Adolescent Leisure Opportunities in a Changing Community (2011)	80
O'REILLY, NORM	84
Urban Youth Engagement in Sport: Process, Access and Participation	84
SAFAI, PARISSA	88
The social determinants of athletes' health: Understanding the relationship between health and high performance sport.....	88
SHANNON, CHARLENE	91
Understanding Parents' Experiences in Facilitating Physically Active Leisure for their Children who are Overweight or Obese	91
STRACHAN, LEISHA	94
Examining Positive Youth Development in Elite Sport Contexts Using Photo Elicitation.....	94
SULLIVAN, PHILIP	96
The Effect of Coaching in Youth Sport in Canada (2010)	96
TAMMINEN, KATHERINE	98
Understanding and Coping Among Adolescent Athletes	98
TRUDEAU, FRANÇOIS	103
Factors in Adopting Long-term Athlete Development.....	103
TRUDEL, PIERRE	106
An Analysis of High School Sport.....	106
TRUSSEL, DAWN	108
Organized youth sport, parenthood ideologies and gender relations: Parents' and children's experiences and the construction of "team family"	108
WATTIE, NICK	111

Relative Age, Recreation Sport Participation and Youth Development (2011) 111

YOUNG, BRADLEY..... 114

Lifespan Analyses of Social Influence on the Sport Commitment and Participation of Masters Athletes 114

BAKER, JOSEPH

York University

WEIR, P., STARKES, J.

SRG 2007

Aging Expectations and Physical Activity Behaviours

Project Summary

A developing area of research focuses on 'successful aging', which has the central objective of discovering significant predictors of optimal health in later life so that risks of disease and disablement can be targeted and reduced. From this research, there is evidence indicating beliefs that older adults have of their own aging process (aging expectations) play an important role on health and healthy behaviors (e.g., sport and physical activity) throughout later life.

The current research project develops our understanding of this area by examining the relationship between older adult's expectations of aging and their involvement in preventive health behaviors such as sports and physical activity. Previous evidence shows that older adults who expect decline with age are less likely to engage in 30 minutes of moderate-to-vigorous walking activities in the previous week compared to those with affirming aging expectations; however, the impact that aging expectations have on other modes of physical activity has not yet been explored.

As a result, the main objective of this research was to discern the influence that aging expectations have on multiple kinds of physical activity behavior.

Research Methods

249 adults aged 40 and greater (average age was 70 years) completed a multi-scale pencil-and-pen survey. Recruitment took place in the Greater Toronto Area. Participants were all community-dwelling as they were recruited from retirement housing complexes, recreational activity groups (both physical (e.g., mall walking groups) and cognitive (e.g., bridge)), and senior centers. Each individual was given a survey, a stamped and addressed envelope. The questionnaire surveyed a) multiple physical activity practices and preventive health care seeking behavior (getting a routine annual physical exam from a health care professional), b) mental, cognitive, and physical aging expectations), and c) a number of important social, demographic, and clinical factors that are important and relevant to the associations being tested (e.g., gender, ethnicity, cultural background, income, education, chronological age, depression, reports of pain, restriction of daily activities, and chronic

conditions). Ethics approval was granted from York University and all participants had to provide informed consent.

Research Results

Are aging expectations associated with multiple kinds of physical activity behaviour? Higher aging expectations were found to significantly relate overall physical activity, participation in strenuous sport, and lawn work or yard care. Again, an examination of the aging expectation sub-scales revealed that these overall effects were driven by the physical health aging expectations only. Furthermore, solely physical aging expectations were also associated with participation in light sport activities, moderate sport activities, and light housework. Findings suggest that expectations of decline with age, namely declines in physical health, are associated with decreased reports of participation in various modes of physical activity. As a result, promoting positive aspects of aging may help maintain levels of physical activity across the lifespan.

Policy Implications

Our results may have considerable policy implications given the increased attention to ‘Aging at Home’ among many provincial and national health agencies. In general, they suggest that health messaging to older adults should reflect a more optimistic perspective since one’s expectation towards their aging influences their involvement in pro-health behaviors. However, we recognize the difficulties in implementing a ‘pro-aging’ messaging campaign in a society that values youth and may have unreasonable expectations of what constitutes ‘health’ and ‘fitness’ particularly in older age groups.

Next Steps

The most significant ‘next step’ is the development of an intervention framework with older adults, in an attempt to ‘disarm’ the negative stigma associated with older age. We anticipate that this will not be easy (if possible at all) given the social focus on youth, beauty, fitness – all concepts not normally associated with the aging person.

We also anticipate continued examination of the role of aging attitudes and expectations on other preventive health behaviours (e.g., diet, doctor visits) and other aspects of health (e.g., self-concept, social engagement).

Key Stakeholders and Benefits

- Provincial Ministries of Health, Health Promotion and Sport
- Health Canada
- Sport Canada
- Canadian Association on Gerontology
- Provincial Associations for Older Persons, Aging, and Gerontology

BEAULAC, JULIE

University of Ottawa

Doctoral Stipend 2006

A Promising Community-Based Hip-Hop Dance Intervention for the Promotion of Psychosocial and Physical Well-being among Youth Living in a Disadvantaged Neighbourhood

Project Summary

This project involved a partnership between the University of Ottawa and three community partners: South-East Ottawa Community Health Centre (SEOCHC), Culture Shock Canada, and Heron Road Community Centre. Prior to implementing a new physical activity program in South-East Ottawa, an initial study sought to better understand the needs, barriers, and facilitators to youth participation in physical activity in order to conceptualize the new intervention. This study determined that the young people and parents were aware of the benefits to youth participation in physical activity but that contextual constraints need to be addressed. The second study of this project consisted of an implementation and outcome evaluation of a new weekly hip-hop dance intervention. The implementation findings demonstrated that the program reached the intended population and provided valuable feedback on the strengths and weaknesses of this new program. The outcome findings were mixed. In general, the quantitative results did not support the program objectives; however, qualitative findings were more positive, and suggested that the hip-hop dance intervention is a promising program for the promotion of youth well-being.

Research Methods

The intervention conceptualization study involved a literature review and three focus groups: seven male youth; 10 female youth; and 13 parents/guardians. Youth participants were 11 to 14 years of age. The evaluation of new intervention study, involved ninety-one youths 11 to 16 years old. The youths were socially and ethnoculturally diverse; most were female (82.4%). The evaluation involved a non-experimental pretest-posttest design from the perspective of youth participant, parent/guardian, and program staff. Mixed methods were used including document review, observation, interview, focus group, and questionnaire format.

The intervention studied was a new, free community-based hip-hop dance program, implemented in South-East Ottawa for young people between 11 and 16 years of age. The program was designed to break down some of the barriers to participation by providing a free, relevant, and supervised activity, in an accessible location, that included transportation assistance and participation incentives. Two program formats were offered, girls-only and co-

ed, across two program sessions: a winter session (13 weeks) and a spring session (12 weeks); different young people participated in each session. A final showcase production was held one week after the final class of each session where participants performed in front of their families, friends, and other community members. The young people also attended pre- and post-program evaluation classes.

The program was delivered according to a structured intervention manual. Two dance instructors from Culture Shock Canada taught the classes at a local community centre. A balance between learning new hip-hop dance skills and fostering positive peer and staff relationships was sought in order to maximize youth involvement and positive outcomes. A youth coordinator and health promoter for youth were also staffed to provide youth with transportation assistance, on-site supervision, and to assist with coordination and outreach.

Research Results

Findings from the first study demonstrated that the young people and parents were aware of the benefits of youth participation in physical activity programs. Hip-hop dance was reported as an appealing program option. Limitations of this study are the small sample size and the use of one method. Nonetheless, the intervention conceptualization study was important in informing program development and implementation, including decisions around offering co-ed and girls-only formats, program timing, participation incentives, and transportation assistance. Findings also demonstrated the importance of involving the community in developing and implementing new programs.

Findings from the second study demonstrated that program implementation was moderately satisfactory. Strengths included: accessibility, relevance and challenge in learning something new. In addition, the participants described a mainly positive/non-competitive environment and positive connections with peers and staff. Not unlike other community-based programs for youth and disadvantaged populations, almost 50% of the youths discontinued participation in the program. Other key areas of weakness included inconsistencies in the program timing, adult management of youth behaviour, and transportation, in addition to the short length of the program and unachieved outreach objective. Improving the program would likely improve youth retention and impact. Importantly, however, the youth participants in this program reflected the target population and reported overall satisfaction with the program. Participants, parents, and staff agreed that the program should be continued, with modifications, likely requiring new resources. A strength of this study was the use of multiple methods; however, low participation rates were problematic.

This program sought to promote positive development and well-being among youth living in a disadvantaged, multicultural urban community. In general, the quantitative results did not support these objectives except for a statistically significant improvement in perceived hip-hop dance skills, likely due to small sample size, high attrition, low intervention dose, and implementation problems. However, qualitative findings suggest that the intervention is a

promising program for the promotion of youth well-being. More specifically, almost all the young people, staff, and parents reported an improvement in hip-hop dancing and/or other related skills, and in self-confidence. In addition, many described improved behaviours, an increase in participation in physical activity, trying new activities, and a transfer of skills to other activities, improved physical health, shyness, mood and relationships; some also described an increase in respect for others or for diversity. Less commonly, the youths and parents also indicated that health overall and/or attention improved; a few also reported improved school performance. These findings are consistent with other research on the benefits of participation in physical activity and positive youth development programs. Although these findings suggest a promising program, they need to be interpreted in light of certain limitations, such as the small sample size and non-experimental design of the research; as a result, we cannot attribute participant changes to involvement in this intervention per say.

Policy Implications

The study supports consideration of both environmental and individual level factors in the promotion of physical activity. Currently too much emphasis is placed on individual level factors; Further, additional resources may be necessary to appropriately meet the needs of lower-income and culturally diverse young people.

The study suggested promise in offering weekly physical activity programming for youth living in a disadvantaged community. Two particularly important program-related factors were relevance (Hip-hop dance was reported as highly relevant for intervening with youth and accessibility (i.e., program cost, location, and transportation.)). Promoters of physical activity should consider these two critical factors in the development and implementation of interventions.

The evidence supports collaborative, multi-setting interventions in adolescents. Attempts should be made to combine community-based interventions with those targeting other settings (e.g., school, home) as the problem of physical inactivity, health, and social problems is complex. This research also demonstrated the importance of involving the community in developing and implementing new interventions.

Next Steps

A more rigorous study is needed to confirm the benefits of this and other community-based physical activity programs. Future intervention research needs to include more diverse and lower-income youth in order for findings to be generalizable, and to investigate a broader range of outcomes – beyond physical health. Studies investigating implementation and other dimensions of interventions are also critical to the effective study and dissemination of new programs.

Key stakeholders and benefits

- Public Health Agency of Canada, Health Promotion Branch
- Ontario Physical and Health Education Association
- Ontario Ministry of Health and Long-Term Care
- Active Healthy Kids Canada
- Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS)

BEWELL-WEISS, CARMEN

York University

DOCTORAL STIPEND 2006

Predictors of Excessive Exercise in Anorexia Nervosa

Project Summary

The present study was aimed at determining a model that would predict excessive exercise in individuals with anorexia nervosa. This is very important because exercising excessively while underweight, as can be the case in certain forms of sport participation, has been shown to have dangerous health consequences, and has been linked to negative prognosis and higher psychological distress. At the same time, in other populations, exercising has been shown to have positive health effects (both physical and psychological). Thus, the present study examined the associations, both positive and negative, between exercise and various psychological and behavioral variables.

Research Methods

Participants were 153 patients admitted to an inpatient treatment program for anorexia nervosa. Excessive exercise status was defined as a minimum of one hour of obligatory exercise aimed at controlling shape and weight, six days per week in the month before admission. This definition of excessive exercise has been used in other published studies looking at exercise in anorexia nervosa, and, although it may appear that one hour per day of exercise is not very much, it is important to note that these individuals are at such low body weights, that any amount of activity could be considered too much. Also, many of the participants exercised much more than the one hour minimum.

The psychological and behavioural predictors used in this research had all been previously identified in past research as independent predictors of excessive exercise, but they had never been combined in the same model. The advantage of combining them was that we could see which predictors remained strong even after their shared predictive capabilities were accounted for. For example, it could have been true that depression and self-esteem were significant predictors when run separately, but if the reason they were associated with exercise was similar (e.g., negative view of self), then one of them would likely not remain a significant predictor when both were included in the same model. All the behavioural and psychological predictors were measured using widely-used and validated self-report measures.

Research Results

The overall model found that while excessive exercise was indeed linked to negative factors, such as increased dietary restraint and higher levels of depression, it was also associated with lower levels of obsessive-compulsive symptoms and higher levels of self-esteem. It is interesting to note that past research has found the opposite relationship between obsessive-compulsive symptoms and excessive exercise. Finally, excessive exercise was linked to the restricting form of anorexia nervosa (vs. the bingeing/purging subtype), which is also in contrast to the findings of previous research; however, there is some evidence to suggest that the differences in the current study may have been driven more by the presence or absence of binge-eating rather than purging. These results would suggest that excessive exercise is related to both positive and negative factors, and they suggest that treatment programs, which usually encourage their patients to stop exercising entirely, should consider both the potential positive and negative effects of this recommendation. They also point to the possibility of incorporating some form of moderate exercise into treatment.

To our knowledge, the present study is the first attempt to identify a model predicting excessive exercise in patients with AN, using previously identified predictors from the extant literature. It is important to note, however, that in some cases, we used different measures of specific variables than other studies used. Although all of the measures that we used have been widely utilized and have been shown to have good validity and reliability estimates, our understanding of excessive exercise in AN would be strengthened by replications of the present model by independent research groups, using the same measures we used. Our study was also limited in that all of our participants had been admitted to inpatient treatment at the time of assessment and none were actively engaging in exercise when they were completing their questionnaire packets. Thus, it is possible that some or all of the findings may have been a reaction to not exercising. It would be a worthwhile effort to try to assess patients before they come into the treatment program to see if our current model of excessive exercise in anorexia nervosa holds. Also, it is not clear how well the results of a model of excessive exercise developed using inpatients would extend to individuals with anorexia nervosa in the community (who also often do not seek treatment and who may have less severe eating disorders).

Finally, because our study did not control for any variables (e.g., randomly assigning one group to exercise and comparing them to a group that does not exercise), we can only talk about relationships among the predictors and excessive exercise. We cannot say that the predictors cause excessive exercise, or that excessive exercise causes the predictors. It is also just as possible that they coexist together because of some other, unmeasured, variables. Future prospective research is needed to begin to determine the direction of the associations we found.

Policy Implications

The current recommendations for individuals presenting to intensive treatment for anorexia nervosa include stopping exercising entirely, as it has been shown to be associated with

negative psychological variables and negative treatment outcome. The present findings partially support these recommendations, but do raise the possibility that there are positive aspects to exercising as well. Thus, the findings would suggest that further research is needed to determine the relationship between exercise/ excessive exercise and the course/ treatment of anorexia nervosa. It may be that some exercise, such as certain forms of sport participation, can be usefully incorporated into treatment (perhaps later in treatment as weight has begun to be restored), as long as efforts are made to prevent the exercise from becoming excessive.

Next Steps

Future research is needed to replicate the present model, determine the directions of the relationships between the predictors and excessive exercise, and evaluate the impact of incorporating some form of exercise, such as certain forms of sport participation, into treatment for anorexia nervosa.

Key Stakeholders and Benefits

At this point, the current findings may be useful for health professionals who work with individuals with anorexia nervosa and physical activity and sport leaders dealing with participants with this condition.

BOUCHER, BOB

University of Windsor

GIRGINOV, V., TAKS, M., MARTYN, S., HOLMAN, M., DIXON, J.

SRG 2006

Culture of National Sport Organizations and Participation in Sport

Project Summary

This project examined the relationship between the culture of Canadian national sport organizations (NSOs) and participation in sport. The overall goal was to better understand and ultimately increase the effectiveness of policies aiming to promote sport activities such as the Sport Participation Development Program (SPDP). Generally, NSOs subscribed to a humanistic-encouraging type of organizational culture, but they did not actively promote the values of sport participation. The SPDP is perceived as a source of extra funding rather than an integral part of the strategy of NSOs. Both Sport Canada and NSOs need to embrace sport participation as a cultural process to improve its strategic management.

Research Methods

Ten Canadian NSOs participating in the 2007-2008 SPDP formed the focus of the study including Alpine Skiing, Athletics, Badminton, Ten-pin Bowling, Cycling, Gymnastics, Hockey, Rowing, Swimming and Volleyball. They represent sports with different histories, constituencies and structures, and varying degrees of professionalisation. Four main methods and instruments were employed for data collection including:

- literature review (research, policy documents and reports);
- semi-structured interviews (except Rowing) – utilizing an interview guide based upon the cultural dimensions of sport organisations (Smith & Shilbury, 2004);
- monitoring and evaluating NSOs' websites using the eMICA model (Burgess & Cooper, 2000); and analyzing the use of the Internet for establishing and maintaining relationships with sport participants utilizing the Relationship-building Process Model for the Web (Wang, Head, & Archer, 2000);
- on-line surveys with members of NSOs (the Organisational Culture Inventory (Cooke & Lafferty, 1989).

Research Results

The participating NSOs showed a humanistic-encouraging primary style culture characterised with being supportive of others, resolving conflicts constructively and helping others to grow and develop. However, no NSOs' organisational culture was homogeneous as four subgroup cultures emerged: 'board member', 'coaching staff', 'middle management' and 'senior

management'. This demonstrates that organizational culture is always multi-dimensional and cannot be determined by the values of one group only. A limitation of this survey was its response rate of 22% (N = 37).

Four clusters of cultural interpretations of sport participation amongst the NSOs emerged:

- 'elite culture' following a top-down approach where international success is used to promote grass-roots sport (e.g., Alpine Skiing, Athletics, Hockey);
- 'mass culture' suggesting a bottom-up process which naturally leads to elitism (e.g., Gymnastics, Swimming);
- 'sessional culture' – suggesting that sport participation 'dies when the grant dies' (e.g., Volleyball, Cycling);
- 'place culture' - suggesting that sport participation is promoted only in certain geographic areas (e.g., Badminton, Ten-pin Bowling).

There has been a distinct lack of awareness about the existence, purpose, implementation and how the SPDP would benefit the NSOs both within the NSOs staff and the general public. The SPDP was seen as a departmental responsibility and not as a core business of the entire NSO.

NSOs have largely perceived the SPDP as an additional source of funding and not as an opportunity to address the fundamental ongoing issue of sport participation. The program has not been incorporated into NSOs' strategic plans to ensure a better synergy between different departments.

Most NSOs were lacking the capacity to successfully run the program. Ownership of SPDP is an issue for some NSOs as they outsource the delivery of the program to private agencies over which they have little or no control.

The introduction of the SPDP has reinforced both the competition for funding and participants amongst NSOs, and an environment which favours those NSOs with better structures and resources who can afford the resources to implement sport participation initiatives. Less structured and funded NSOs struggled to cope with the expectations presented by the SPDP.

There is a tension between the LTAD model and the objectives of the SPDP program promoted by Sport Canada. These are based on two different philosophies and NSOs were confused about their relationship. Tensions also exist between NSOs and PSOs resulting in mistrust and resistance to implementation of national programs.

The Internet technology provides great advantages and the ten NSOs have been receptive to the use of the Web for promoting sport participation. However, they are still failing to utilise the opportunities offered by the interactive technology to effectively communicate their objectives and to develop relationships with members.

Regular communications with Sport Canada are critical to any project. In this respect Sport Canada could do more to facilitate research projects concerning its policies and the work of NSOs.

Policy Implications

NSOs need to change their perceptions about the SPDP and ensure that it is well integrated into their strategic plans. The values and practices of the SPDP should not be seen as a project managed by an officer but as an essential part of the mission of the organization which is embraced equally by all members. NSOs need to better utilize their websites to promote a culture of sport participation.

Sport Canada needs to establish a developmental strategy to support the SPDP in three key areas:

Establishing clear conceptual and practical linkages between the LTAD and SPDP so the two programs complement each other;

Putting in place a capacity-building strategy to help NSOs develop the organizational capabilities needed to successfully implement the program;

implementing a systematic promotional campaign to assist in enhancing both the public and NSOs' awareness about the SPDP.

Next Steps

Sport participation needs to be appreciated as a process of acculturation where NSOs are cultural agents, not just as a resource or opportunity to attain other goals.

More strategic examinations into the role of the World Wide Web is needed in promoting a participation culture by investing in better designs, functionality and communications with NSOs' constituencies. Further research is needed in devising Web-based relationship strategies for initiating and sustaining participation in sport. Academia can make a significant contribution to the work of NSOs in this regard, as it possesses a great resource: technologically savvy and sport-active students. The questions 'how do NSOs' culture facilitate the socialisation of participants in and through sport?' and 'how do NSOs understand the participant and give meaning to the importance of sport?' need further investigation.

Key Stakeholders and Benefits

- Sport Canada (better informed sport promotion policies; staff development)
- Ministry of Health (better integration of health policies with sport)
- Ministry of Education (better integration of educational policies with sport)
- National and Provincial Sport Organizations (clearer visions and better targeted efforts in enhancing participation; staff development)
- Schools and Universities (better integrate their social and sport policies with Sport Canada's agenda)

- Sport event organizers (better use of sport events to promote participation)
- Academic community (use of findings to inform research and teaching)

BRIDEL, WILLIAM

Queen's University

Doc 2008

Finish...Whatever it Takes: Considering Pain and Pleasure in the Ironman Triathlon (A Socio-Cultural Analysis)

Project Summary

Stemming from my own involvement in Ironman triathlons, I became interested in ideas of *pain* and *pleasure* as social constructs. How might ideas about these things in the Ironman context relate to ideas about pain and pleasure circulating in the broader socio-cultural context? Furthermore, what might these relationships tell us about contemporary understandings of *bodies* and *identities*?

The ideas about pain and pleasure that I uncovered were significantly shaped by the importance placed on finishing. Finishing an event resulted in the acquisition of an *Ironman identity*, an identity that was suggested to provide *cultural capital* since Ironman triathletes are often represented as excellent examples of health, self-empowerment, and discipline — highly valued characteristics in a neoliberal political and social context. With the importance placed on finishing, there seems to be a mostly uncritical promotion/adoption of the “no pain, no gain” philosophy. That said, many interview participants stressed the importance of negotiating the difference between *positive* and *negative* kinds of pain. Paradoxically, despite critical awareness of the different kinds of sport-related pain, injury stories were still prevalent. Thus, the importance placed on becoming an Ironman seems to mostly trump the state of participants’ bodies and their overall health. It also shaped ideas about pleasure. Very few of my participants suggested that they found sensuous pleasure in their participation; rather, they found pleasure in the challenge of overcoming “limits,” finishing the event, and reaping the rewards that are perceived to come along with that.

Research Methods

I conducted interviews with 19 Ironman triathletes. On average, these interviews lasted two hours. I recorded the conversations and then transcribed them. I also incorporated my own Ironman experiences through the inclusion of training journals and race reports I kept when participating in the sport. Mediated representations of the Ironman — NBC broadcasts of the World Championships (1991 to 2010) and a sample of two triathlon-related magazines (1983 to 2010) — helped to contextualize the interview and autobiographical materials. I coded and analyzed the materials in Atlas.ti (qualitative research software).

Research Results

The results here are based on my own interpretations of the qualitative materials gathered. Only 19 people from a limited geographic context (Eastern Ontario) were interviewed. This group represents a very specific demographic – the professional middle class. This reflects the triathlon/endurance sport community but not the general Canadian population. That in mind, I present the following synopsis.

Sport sociology research has revealed the problematic ways that pain and injury are seen to be a “natural” part of sport and how coaches, sport administrators, and athletes themselves can contribute to this notion. The people with whom I spoke, however, contended that getting injured would preclude the possibility of finishing an event and so they sought to carefully negotiate the different kinds of pain in order to avoid injury. At the same time, there seems to be disconnection between critical awareness and lived experience because injuries are still quite prevalent. I estimated that between the 19 participants and myself, we likely spent upwards of \$40,000 per year on sports medicine services, a number that is part of the often under-estimated costs of sports-related injuries in Canada annually (White, 2004). Some of my participants talked about the use of NSAIDs (e.g., Advil, ibuprofen) as a pain-management and/or pain-treatment strategy. This is concerning given some of the documented side effects of excessive use of NSAIDs, including alterations in kidney function, gastric bleeding, and the increased possibility of hyponatremia (Gorski, Cadore, & Santana Pinto, 2009). There were also cautionary notes about NSAIDs in the triathlon magazines analyzed, suggesting it is a concern for the community. This further emphasizes the paradoxical nature of holding up Ironman athletes as examples of good health.

Pleasure, in the materials gathered, was constructed in instrumental ways (i.e., notions of challenge, achievement, rewards, and recognition). Considering pleasure in such limited ways is prevalent in the fitness industry more generally (Smith-Maguire, 2008) so perhaps these results are not that surprising; they are, however, no less important. When focus is placed more on, for example, the achievement of finishing than how one is experiencing one’s body while being physically active, there is a greater chance of becoming injured and having to deal with the related short and long-term health impacts that injury can have.

Policy Implications

There seems a need for more thoughtful discussion about sport/fitness-related pains and pleasures. In focusing more pointedly on bodily experiences in, versus outcomes of, sport participation we can initiate a conversation that does not seem to be occurring at the present time. With an increased focus on long-term athlete development (LTAD) in Canada (including ideas of being “active for life”) there needs to be, for example, more thought put into how different stakeholders in sport can talk about pain and injury (and connections to health since sport participation is being promoted as part of “healthy” lifestyle). At the moment, most reference to pain/injury assume that injury is a normal part of athletic involvement and that to deal with it, athletes should have a sport

medicine strategy as part of their training plans. Official documents should include discussion of the possible costs of sport participation, rather than promoting sport as unquestionably healthy. Admittedly, incorporating these kinds of discussions will not be easy as evidenced by the many different (and sometimes competing) ways that pain was talked about in the context of my study. To ignore such discussions altogether, however, does a disservice to those who are participating in sport at any level and ignores the possibility that one can participate in sport without experiencing negative kinds of pain and injury. Finally, one of the stated objectives of LTAD is to promote “physical literacy”; it seems to me that this should include stage-appropriate discussions related to bodily experiences of pain (as above) and pleasure — with a view to move beyond pleasure being connected to achievement and rewards.

There are two places that such information could begin to be circulated: coaching certification programming (through the Coaching Association of Canada) and in Canadian sport organizations’ long-term athlete development models. For example, could a discussion of sport-related pain become a part of all coach training materials developed by the CAC? Can we extend the currently limited ideas about sport-related pleasure?

Next Steps

The idea that “anyone can do an Ironman” emerged in my research. We must be cognizant of a shift in what is considered “normal” in terms of physical activity to more extreme ends of a continuum, as this will no doubt effect how people view their own bodies and the bodies of others around them. There remain bigger questions about the growth in Ironman and other “extreme” fitness practices as a form of leisure: what has been going on over the past 30 years that contributes to the continued growth of these kinds of events? It seems that people are beginning to expect more and more extreme things of their bodies, something that is readily promoted through mainstream and sport-specific media, with a focus on outcome as opposed to process. This, combined with a lack of any meaningful discussion about sport-related pain and pleasure, might result in a scenario where the costs of participation begin to outweigh the benefits, something that sport organizers and policy-makers should wish to avoid.

Key Stakeholders and Benefits

- At this point in time, I believe that there are three stakeholder groups who would benefit from this and future information: (1) Sport Canada’s long-term athlete development group; (2) Coaching Association of Canada; and, (3) Triathlon Canada (and potentially the provincial federations as well).

References

Gorski, T., Lusa Cadore, E., & Santana Pinto, S. (2009). Use of NSAIDs in triathletes: Prevalence, level of awareness, and reasons for use. *British Journal of Sports Medicine*. Retrieved from, www.bjism.bmj.com.

Smith-Maguire, J. (2008). *Fit for consumption: Sociology and the business of fitness*. New York: Routledge.

White, P. (2004). The costs of injury from sport, exercise and physical activity: A review of the evidence. In, K. Young (Ed.), *Sporting bodies, damaged Selves: Sociological studies of sports-related injury* (pp. 309—332). Oxford: Elsevier.

Examining Interdependence in Canada's Sport System: Community Basketball)

Project Summary

The purpose of this research was to explore and assess the existence of partnerships or network collaborations within the delivery network of basketball providers in one geographic region of Canada: Niagara. Investigators used network analysis to investigate the degree of integration (incidents of network collaboration) and interdependence (partnership effectiveness) between providers of sport (e.g., basketball clubs, Boys and Girls Clubs, Parks and Recreation Departments) in one geographic region. The specific objectives of the research were: to identify the providers of the sport of basketball in one geographic region of Canada; to identify the location (central, periphery) of each actor in the network of providers, as well as the level of connectedness (density) of the network; to identify the conditions that have facilitated or hindered collaboration and integration in the networks; and to explore the environmental context (normative, regulative, cognitive) of the networks. The study revealed a fragmented network wherein the number of actual linkages among the organizations was low (one third of all possible linkages,) with organizations working independently rather than fully exploiting opportunities for collaboration. The referees association was situated at the centre of the network given its control over a key resource, referees, valued by each of the basketball clubs.

The dedicated basketball clubs were more tightly coupled to one another than to the nonprofit organizations (e.g. Boys & Girls club; YMCA) or to the educational institutions (e.g., post secondary).

Reasons for lack of integration among local providers of basketball included:

- need for control over decision-making in the club;
- challenge of securing buy-in from other clubs to partner;
- challenges associated with working with volunteer boards of directors;
- rivalry between local clubs for athletes, facilities, and financial resources;
- lack of volunteer time and expertise to establish and manage partnerships;
- lack of realization of the economies of scale (e.g., lower administrative overhead for marketing, registration, and facility booking) available through collaboration;
- fear of uncertainty and of making long-term commitments to other organizations;
- and
- need to hire paid staff to manage relationships with key partners/stakeholders.
- Mechanisms that facilitated collaboration uncovered:

- Friendships that facilitate the use of 'social capital' to acquire resources;
- Assigning board members to manage relationships with key partners/stakeholders;
- Hiring paid staff to manage relationships with sponsors, facility providers, and with the referees association;
- Establishing a framework for collaboration based upon shared goals and values; and
- Leveraging informal contacts in the basketball community to initiate partnerships.

Research Methods

Quantitative data was collected using a five-page survey adapted from Provan, Harvey, and Guernsey de Zpaen's (1995). Questions surrounding the reasons for linkages between basketball providers were drawn from the literature on community sport organizations, and included links to share information, resources, marketing, and fundraising. Respondents were asked to indicate the organizations to which they were linked from a list of basketball providers. Additional questions related to organizational goals and structure, barriers to collaboration, and key players in the community who facilitated or hindered collaboration. 11 out of 12 organizations completed the questionnaire. Data were analyzed using the UCINET 6 network analysis software (Borgatti, Everett & Freeman, 2002).

Qualitative data were collected via 11 in-depth guided interviews with basketball providers at the local, provincial, and national levels. Individuals contacted for interviews included two university basketball coaches, senior administrators or members of the board of directors of local clubs, the leaders of recreation basketball programs, as well as representatives from Canada Basketball and Ontario Basketball. Questions were posed to gain a deeper understanding of the inter-organizational relationships that existed – or did not exist - among the clubs or with other key resource providers. Each interview was recorded, transcribed verbatim, and member-checked by the interviewee for content accuracy. Each member of the research team read the data to identify codes, patterns and relationships.

Research Results

Power and dependence: Local clubs' efforts to maintain power over critical areas of their operations hindered opportunities for collaboration, not only with other local clubs, but with governance bodies in the broader environment encompassing the sport of basketball. The clubs were highly dependent upon others in their environment for virtually all of the critical resources needed to operate.

Industry rivalry: Dedicated basketball clubs clearly identify themselves as rivals in this local market, competing for athletes, volunteers, facilities, and financial resources from local governments or sponsors. Low barriers to entry (e.g., easy for start-up clubs to enter the market), and high levels of uncertainty in relation to facility access and funding from sponsors intensified industry rivalry among local basketball clubs.

Reliance on normative processes. In the case of dedicated basketball providers, it appears that some level of cooperation has arisen through normative processes that are embedded

in the social relationships in this community. It appears that social norms were used as the basis of behaviors by the majority of the providers. Accordingly, the threat of punishment or sanctions (e.g., limit access to referees or facilities) worked in support of cooperative behavior.

Managing interdependence. Linkages with other organizations involve commitments, obligations, and a greater degree of inter-organizational interdependence that necessitates internal coordination. However, the managerial structures needed to effectively integrate inter-organizational activities were largely absent in dedicated basketball clubs. Some clubs were moving towards adopting a more structured approach to managing relationships by creating dedicated positions to facilitate interactions. Informal (e.g., friendships) means were also used to manage inter-organizational interdependence.

The results of this research are not generalizable to a broader array of individual and/or seasonal sports; however they do highlight resource constraints that are typical of many community sport clubs.

Policy Implications

Establish, at the provincial level, a regional framework for local, same-sport clubs; one that limits club rivalry among existing clubs and creates barriers to entry for new clubs that lack specified governance frameworks and organizational structures.

Mandate strategic planning by local sport clubs. Emphasize strategies to reduce uncertainty through long-term contracts or relationships with facility providers (municipal governments, schools) and/or corporate sponsors. The capacity of local sport clubs to increase participation is severely limited by uncertain access to facilities.

Mandate a prescribed governance structure for local sport clubs.

Provide incentives for collaborative structures, such as sport councils, that will alter the power and dependence relationships between sport clubs and their key suppliers.

Create, at the municipal level, liaison mechanisms (staff, processes) that enable local sport clubs that use municipal facilities to manage their power/dependence, and to enhance communication.

Provide a framework for longer-term access (3 to 5 years) to facilities to enable sport clubs to enhance participation through planned growth strategies.

Develop a strategic plan for regional sport facilities that considers the facilities owned by local governments, private companies, and nonprofit organizations. Consider non-traditional venues such as churches, outside spaces, and refurbished industrial buildings.

Next Steps

What are the normative processes used by local sport clubs to manage their interdependence with resource providers and competitors?

How do coalitions of sport organizations, such as Sport Councils, serve as mechanisms to manage the relationships among community sport clubs and their resource providers?

How do networks encompassing nonprofit providers of sport compare to networks encompassing private and public-sector providers of sport programs?

Which organizational structures facilitate or hinder collaboration and integration among community sport clubs and their resource providers?

Key Stakeholders and Benefits

- Local governments (in particular Parks and Recreation Departments)
- Provincial Sport Organizations
- National Sport Organizations
- Sport Councils (Commissions)

DARNELL, SIMON

Durham University

Post-Doc 2008

The Politics of International Sport: An investigation of the Sport for Development and Peace movement, completed 2010

Project Summary

Briefly describe research objectives and conclusions here. Language used should be accessible to a diverse, non-academic audience. Theoretical discussion should be avoided. Sport and physical activity is now mobilized in programs and initiatives designed to meet international development goals, leading to a sector known as ‘Sport for Development and Peace’ (SDP). A number of different organizations make up this sector, including non-governmental organizations, charities, corporations, professional sports clubs, and governments. As a result, sport is formally recognized, by organizations including the United Nations, to contribute to advancing social development, particularly in Low and Middle Income Countries (LMICs).

Drawing on interviews with program officials and policy makers from across the SDP sector, this study sought to:

- a) Investigate the particular mandates of, and approaches to, international development taken up within SDP
- b) Compare and contrast these mandates against the history of international development and the different orientations to development that have taken up post World War II.

Two main conclusions can be drawn: One, while the SDP sector clearly represents a new incarnation of the mobilization of sport for social change, the political dimensions and implications of conceptualizing and implementing development initiatives through SDP are not new. International development is inherently political and those working in the SDP field generally recognize it as such. In fact, the political challenges of SDP map closely onto the politics of development identified within critical development scholarship over the past several decades. In particular, balancing modernization and stewardship versus self-determination remains a challenge in SDP. As a result, and two, the political challenges of development preclude the mere application of sport as a solution to or panacea of international development struggles. Sport is not an answer to development, though it may be part of the process of re-imagining and in some cases resisting traditional forms of international development.

Research Methods

Briefly describe research methods here. Epistemological and ontological discussion should be avoided.

Semi-structured interviews (n=9) were conducted with program officials and managers from SDP organizations. These included representatives from two organizations concerned with SDP advocacy and facilitation, one celebrity athlete foundation, one charitable arm of a professional sports club focused on international development and SDP, one youth sport and coaching development organization, and four SDP NGOs working in the Global South and focused on youth education and health.

Interview questions focused on policy makers' understandings of the position and role of sport-for-development and its political dimensions and challenges. While the insights collected through the interviews do not fully capture the ongoing changes and increasing diversity of SDP, they do offer some critical insights and reflections as to the political orientation(s) of SDP.

All interviews took place between January and July 2010.

Research Results

Explain key findings here. Conclusions should be as direct as possible, and limitations of results/conclusions should be discussed.

Three themes emerged from the interviews.

First, it is reasonable to argue that traditional notions of development as a process of modernization cling to, and influence, current understandings and conceptualizations of sport-for-development within SDP, particularly because it positions SDP as a way to facilitate improvement amongst marginalized persons and populations. Despite the sustained critical perspectives that SDP stakeholders bring to bear on their work and on the sector in general, the tendency to reduce development to a process of improvement, and of securing modernity for those currently denied its benefits, remains an attractive political platform from which to mobilize sport-for-development.

Second, it therefore remains a challenge within SDP to reconcile critical and theoretical understandings of development and ways to do development differently, against the practical challenges of how to implement new approaches to development through sport. Specifically, attempts to do development differently have led SDP practitioners and champions, particularly from NGOs, to focus purposively on local ownership of development programs as a means of challenging traditional development hierarchies. This, though, produces a set of new challenges in SDP over governance, funding and monitoring and evaluation.

Third, there is evidence that some SDP practitioners are indeed working directly to protect the development novelty that sport affords. That is, for some SDP policy makers, sport is a response to the failure of dominant development orthodoxy, even though organizing it as such is very difficult to do within the political economy of development and within the pressures to effect and measure if not prove sustainable change.

Policy Implications

Describe relevance of research to enhancing sport participation in Canada here. If possible, refer to specific relevant policies and/or programs as well as organizations and/or levels of government (municipal, provincial-territorial and/or federal).

The first and most significant policy implication is that the political dimensions of mobilizing sport to meet development goals cannot be ignored or dismissed even in the cases where sport is a genuinely popular activity with cross cultural appeal. International development is, and will remain, fraught political territory and policy makers would do well to embrace the political dimensions of their decisions in the SDP sector and in regard to sport-for-development more generally.

Second, there is strong evidence from the field that a wide range of stakeholders in the SDP sector are interested in, and committed to, critical self-reflexion as well as innovative partnerships within the sector. That is, traditional understandings of development as the deliverance of aid to a passive third world are understood as anachronistic within the SDP sector. Policy makers have a significant opportunity then, to re-imagine their policy models and organizations in mobilizing sport to meet development goals.

Next Steps

Outline unanswered and new questions raised by research as well as possible related issues (social, cultural, political, and economic) that may surface.

The main next step for my research is to examine and investigate whether there are other or alternative political orientations to development (more radical, more active, more resistant) than the traditional approach which often seems to predominate within SDP. This will allow for a comparative analysis between 'sport-for-development' (as currently practiced within SDP), versus sport-for-political-activism or resistance.

Key Stakeholders and Benefits

Provide a list of sport organizations, governments (units, branches or sectors) and/or groups that may benefit from the findings and describe those benefits here. Sport Canada will disseminate the report to key stakeholders directly and include the researcher in the communication.

Any organizations or groups mobilizing and/or organizing sport and physical education for purposes of development (social, community, economic, relational, etc) may benefit from the insights of this study. This may be of particular interest to those organizations that are doing this kind of work in the Global South.

- Sport for development NGOs (e.g. Right to Play, SCORE)
- Organizing bodies (e.g. United Nations Office on Sport for Development and Peace, Streetfootballworld)
- Celebrity athlete charitable foundations (Steve Nash Foundation, Roger Federer Foundation)
- Government Ministries (Sport Canada, Canadian Heritage)
- Corporate charities (Nike, adidas)

DEMERS, GUYLAINE

Université de Laval

SRG 2006

Description of the first years of experiences of novice female coaches (2010)

Project Summary

The objective of this study is to better understand the experiences of novice female coaches during their first two years of coaching. Conclusions of previous studies have shown an under-representation as well as a decreasing number of female coaches in the last 30 years. Not only are there less female coaches, those who chose this profession stay in it for approximately four years, in comparison to their male counterparts who remain in coaching for 11 years. Building on these conclusions, we have set two specific objectives: 1) describe the profile of women entering the coaching profession and 2) identify the different successes and difficulties they experience in their first two years of coaching.

Although this research is an exploratory one, identifying successes and especially problems has provided excellent leads in terms of the training of female beginner coaches. It appears, in fact, that their training should include a component on handling discipline. This is not surprising in and of itself, because young coaches often work with younger groups of athletes. The need for teaching strategies and access to a varied exercise bank appears critical to training women beginner coaches.

This study confirms that mentorship support should be available to beginners as it is for experienced coaches. The differences appear to relate to the objectives of the mentoring. Experienced coaches need more support to overcome obstacles having to do with the fact that they are women, while beginners seem to need more technical support, such as educational strategies or examples of exercises to apply.

In closing, we can state that the coaches appreciated opportunities to record their successes and problems. As one said, "It feels funny describing negative events; it gets them out of your system." They are increasingly sensitive to their experiences, and their descriptions are becoming more refined over time. This approach seems to hold potential for working with female beginner coaches

Research Methods

We have chosen a multiple case study in order to better understand the experiences of novice female coaches.

1) Recruiting the female coaches

We recruited the novice female coaches through the Quebec school sport system. We called the athletic director of every high school to have the contact informations of any new female coaches in that particular school. We also contacted few gym clubs where we knew they had new females in a coaching positions. We were able to recruit 12 novice female coaches involved in gymnastics (6), basketball (1), soccer (2), taekwondo (1), curling (1), and cheerleading (1). Nine were coaching in the community stream and three in the competition stream.

2) Data collection on problems and successes

We used the critical incident technique in order to collect data on the problems and successes those novice coaches were experiencing. Each of them reported a minimum of two incidents per week (one linked to a problem, one linked to a success) for a period of time varying from 16 to 20 weeks. We collected between 32 and 40 incidents for each coach for a total of 462 incidents.

Research Results

Although this research is an exploratory one, identifying successes and especially problems has provided excellent leads in terms of the training of female beginner coaches. It appears, in fact, that their training should include a component on handling discipline. This is not surprising in and of itself, because young coaches often work with younger groups of athletes. The need for teaching strategies and access to a varied exercise bank appears critical to training women beginner coaches.

This study confirms that mentorship support should be available to beginners as it is for experienced coaches. The differences appear to relate to the objectives of the mentoring. Experienced coaches need more support to overcome obstacles having to do with the fact that they are women, while beginners seem to need more technical support, such as educational strategies or examples of exercises to apply.

In closing, we can state that the coaches appreciated, and continue to appreciate, opportunities to record their successes and problems. As one said, "It feels funny describing negative events; it gets them out of your system." They are increasingly sensitive to their experiences, and their descriptions became more refined over time. This approach seems to hold potential for working with female beginner coaches.

Policy Implications

This research is relevant to the new Policy on sport for women and girls. Specifically, it is linked to the following action plan activities (based on the Policy Intervention areas outlined in the policy):

- Program Improvement

Support and encourage organizations funded through Sport Canada via on-going liaison processes to actively engage women and girls as governance leaders, coaches, technical

leaders, officials and athletes participants (as appropriate), including through the provision of facilitation expertise and use of readiness and gap analysis tools.

- Strategic Leadership

Advocate with Provincial/Territorial Governments to support and/or develop sport programs and initiatives that actively engage women and girls in sport as athlete participants, coaches, technical leaders and officials, and as governance leaders (as appropriate).

Next Steps

Research questions

- What would be the impact of women only training session on recruitment of women coaches?
- What is the impact of mentorship on women coaches' retention?
- What do the different sport organizations do to support their new female coaches?
- Why do women stay in coaching for a shorter period of time compare to their male counterparts?
- Qualitative study to describe women's experiences in a action research project where we help beginner coaches to learn their new profession.

Practical applications

- Design women-only training workshops including the new findings (e.g. how to deal with discipline issues, how to deal with parents).
- Develop a mentorship program linked with the workshops; make that process automatic.
- Develop a network to let the local sport organizations know about who are the trained women available to coach in their sport.
- Work with the NSO so they would develop drills and exercises «handbook» for their sport (develop a template to help them).
- Write a chapter to add to the material that is used to train NCCP Learning Facilitators about women learners in a coaching workshop.

Key Stakeholders and Benefits

- Coaching Association of Canada (NCCP and Women in coaching program)
- National and Provincial Sport Organizations
- Canadian Interuniversity Sport
- Canadian Collegiate Athletic Association
- Sport Canada (Women and sport)
- Canada Games council
- Provincial and territorial governing bodies (ministry or secretary of sport)

DETELLIER, ÉLISE

Université de Montréal

SRG 2006

They Always Remain Girls: The re/production of gender relations in women's sports in Quebec, 1919-1961 (2011)

Project Summary

This doctoral thesis examines how multiple factors influenced women's participation in sports in Quebec between 1919 and 1961. It shows that gender, class, age, religious and ethno-linguistic affiliation, as well as whether a facility was co-ed or not, must be taken into consideration for a better understanding of women's participation in sports, an area that was, and still is, more readily associated with men.

The thesis is based on the study of the discourse of doctors, physical education teachers—especially Cécile Grenier—Catholic clergy members, women athletes—particularly Myrtle Cook—and, to a lesser extent, of civil servants, to identify the arguments these social actors put forward to restrict or encourage women's participation in sports. This study is linked to that of women's sports played in two sports centres in Montreal, namely the Palestre nationale, a co-ed centre frequented by French-Canadians, and the Young Women's Christian Association (YWCA), a centre for women where members are predominantly English-speaking Protestants.

Research Methods

Numerous documents were consulted during this research, specifically French- and English-language medical journals, Catholic Church tracts, a number of Myrtle Cook's newspaper sports columns, and the archival records of Cecile Grenier, Conrad Poirier (photographer), and the Palestre nationale and YWCA in Montreal. In these archives, meeting minutes, annual reports, correspondence, bulletins, conference papers, articles and photographs were reviewed. By relying on a greater number of sources, the thesis highlights the complexity of the history of women's sports in Quebec.

Research Results

This thesis shows that between 1919 and 1961, many voices contributed to the discourse on women's sports in Quebec, and that practices were varied. In the province, as elsewhere in Canada, women's participation in sports therefore gave rise to social debates. The diverse prescriptive views on women's sports expressed by social actors as well as the various women's sports practices are understood in light of the definitions given according to gender, class, age, religious and ethno-linguistic affiliation, and whether a sports facility was

co-ed or not, while considering the socio-historical context in which the discourses took place and the sports were practiced.

This thesis sheds some light on the complexity of studying the history of women's sports in Quebec. The analysis is focussed on the discourse of a number of social actors and on the women's sports offered in two facilities. The study of other discourses and practices would help provide a better understanding of the elements of discourse and the practices that either encourage or prevent women from participating in sports.

Policy Implications

This thesis helps provide a better understanding of the various social, economic and political interests pursued by doctors, physical education teachers, Catholic Church clergy, women athletes and sports associations in deciding on or organizing women's sports at a time (1919–1961) when the federal government, the Quebec provincial government, and the municipalities rarely intervened in this area.

Next Steps

- This thesis raises many questions to be investigated about the history of women's sports in Quebec, which could help understand how gender, class and ethnicity influenced the organization of sports in the province and elsewhere in Canada, for instance by initiating the comparative study of physical education programs in English- and French-language schools and by analyzing the practices of the Young Women's Hebrew Association (YWHA) in Montreal. Although this city is a very important case study for women's sports in Quebec, as shown in this thesis, for example, researchers should also place a greater focus on the province's other cities and towns to better grasp how the gendered dimension of sports organizations is expressed and structured in a particular local context. It would also be useful to see how gender influenced the implementation of the first provincial and federal state activities in sports, an issue that requires further research.

Key Stakeholders and Benefits

Canadian Association for the Advancement of Women and Sport and Physical Activity
This thesis provides an in-depth analysis of the gender dimension of the history of sports in Quebec, therefore highlighting the complexity of the study of women's participation in the field, both in the province and elsewhere in Canada. The study of class, age and ethno-linguistic and religious affiliation, as well as the impact of whether the sports facility was co-ed or not on women's participation in sports, also reflects the complexity of the phenomenon. This thesis also makes it possible to identify, in part, the strategies used by women to overcome some of the ideas and practices preventing them from participating in sports, a field primarily associated with men.

Panthéon des sports du Québec [Quebec's Sports Hall of Fame]

This thesis enhances our knowledge of women athletes and sports organizers in the province.

Sports Quebec

This thesis provides a better understanding of the history of women's participation in sports in Quebec before the first universal state activities in the field, specifically the interests pursued by various sport organizations in the organization of women's sports, such as the Association athlétique d'amateurs Le National [National Amateur Athletic Association], the Commission de la Palestre de l'Association catholique de la jeunesse canadienne-française and Association athlétique nationale de la jeunesse.

DIONNE, MICHELLE

Ryerson University

SRG 2006

Sociocultural barriers to women's participation in sport: The role of self-objectification and stereotype threat

Project Summary

Women and girls in sport have endured years of cynicism regarding their physical abilities, much of which is perpetuated via media portrayals that emphasize their appearance, femininity, and (hetero) sexuality rather than athletic competence. Although female athletes have made gains in international recognition, funding and opportunity, the negative representations and resultant stereotypes about women's suitability for sport remain. Although there is speculation that such attitudes could pose truly serious barriers to women's participation and performance in sport, remarkably little research has provided tangible evidence of this effect as yet. However, a parallel body of evidence shows performance decrements on cognitive tasks when female participants are primed with stereotypes about women (stereotype threat), and other studies have shown similar effects when attention is focused on a participant's appearance (self-objectification). There is reason to believe that the domain of physical performance could be similarly affected via these mechanisms.

The connection to participation in sport is as follows. If stereotypes about women and sport are internalized, performance may be compromised. After repeated attempts where one's success is short of optimal, motivation wanes for further participation. Choices are then made to engage in other activities where performance does not have the same meaning for one's sense of self-worth. If women do not feel competent or confident in participation in sport and exercise, then they will be less likely to do so. This is the question we wish to examine.

Our specific objective was to consider whether priming stereotypes and self-objectification can lead to performance decrements on physical performance tasks, including sports activities. We further hypothesized that these effects might be at least partially mediated through changes in self-perception, effort or motivation. Our preliminary findings provide some of the first evidence that sport performance can be compromised by priming stereotypes about women. Further, these stereotypes lead women to have a diminished view of their own physical competence, and are less likely to see themselves as athletic. Similar results are seen when attention is focused on the appearance of women's bodies rather than on their physical capabilities. We believe that stereotypes can constrain women from participating in sport because of the negative attitudes they engender.

Research Methods

We used true experimental designs in the laboratory as is common in psychological research to test our hypotheses.

In one study, we asked female participants play a golf game using a Nintendo Wii with either a male or a female avatar (game character). Half of the participants were told that there are no gender differences in performance on that task, and the remaining participants were told that men typically outperform women on the task. In addition to the performance task, participants completed self-report measures of athletic identification and physical self-perceptions.

In another study we primed a state of self-objectification (a type of self-attention on appearance) and had female participants perform an athletic task. Specifically, we randomly assigned participants to wear tight and revealing, or loose and concealing athletic wear. Then, to exacerbate the effects of self-objectification, participants in one group were asked to attend to and estimate the size of their own body by looking in a mirror and indicating widths of their shoulders, waist and hips on a nearby screen. Participants in a control group were similarly asked to estimate the size of a control object at three designated places. Finally, all participants were asked to complete two performance tasks: an actual test of golf putting performance (mini-putt) and virtual putting using the Nintendo Wii.

Research Results

The key findings are consistent with initial hypotheses. For the stereotype threat study, results indicated that women showed marginally better performance when they played with a male avatar as opposed to a female avatar, regardless of explicit information about gender performance. The results were even clearer for athletic self-perceptions. Women who had played with the male avatar were more likely to report seeing themselves as “athletic” and as being physically competent than those playing with a female avatar.

For the self-objectification study, results were less clear but there was a trend towards support for our hypotheses. That is, there was a tendency to see slightly worse performance from women when they were asked to wear tight-fitting and revealing clothing during the golf task. One only needs to consider the now infamous comments by Sepp Blatter (FIFA president) that women’s soccer would attract more fans if they wore tighter clothing to understand where such attitudes originate and where they might lead for women’s sport.

While these results are promising, there are limitations. Both studies would benefit from additional data collection and as such it will continue so that we can increase statistical power in the analyses. There are also additional controls that we would like to implement, and also replicate a parallel design with male participants to further explore gender differences.

Policy Implications

It has been established over decades of research that the media, particularly sport media, contain the types of messages theorized to contribute to self-objectification and to the formation of stereotypes about the appropriateness of sport for women. What has yet to be clearly established is evidence of the harm that these attitudes can have to women's performance in and enjoyment of sport. If women do not see themselves as possessing the physical competence of a successful athlete, they are going to be less likely to take up sport activities and more likely to drop out once they have started. Existing policies to ensure equal access to sport for both genders, including equal access to funding, training and facilities must be continued and arguably enhanced. Researchers in this area in the US frequently refer to Title IX as a watershed moment of for women's sport in that country. Canadians must continue to ensure equal access with or without such a policy.

Next Steps

One clear future direction of this research for media psychologists would be in devising and testing media interventions so that women can resist the cultural messages regarding their ability to participate and perform successfully in sport.

Key Stakeholders and Benefits

The Canadian Association for the Advancement of Women in Sports <http://www.caaws.ca/e/index.cfm> may find these results of interest.

DORSCH, KIM D.

University of Regina

SRG 2006

Paskevich, David M., Riemer, Harold A., Schinke, Robert S.

Psychological skills and factors related to ice hockey officials' coping and performance(2011)

Project Summary

Research focusing on the development of psychological skills in sport, has been conducted primarily with athletes and coaches. However, we know little on how to assist officials to enhance their performance. Thus, the general objective of this research was to better understand ice hockey officials' experiences in their sport and factors that influence their performance. More specifically, this research aimed: (a) to explore motives for becoming an ice hockey official, (b) to identify sources and determine the extent and levels of stressful experiences, (c) to identify coping strategies used, and (d) to identify skills necessary for successful officiating performance.

Despite popular perception, officials report moderate levels of stress due to officiating; however numerous potential stressors were identified. Focusing on changing the situation was the most prevalent coping style used. Other psychological skills that increased with certification level included goal setting, concentration, confidence levels, and the ability to remain positive and calm. The complexity of officiating skills was identified.

Research Methods

A mixed methodology involving both quantitative and qualitative methods was used. The project received approval from the University of Regina's Research Ethics Board and was supported by Hockey Canada and provincial governing bodies.

Quantitative sample. The final sample included 265 officials (91.7% males; 8.3% females) from Level 1 ($n = 63$), Level 2 ($n = 75$), Level 3 ($n = 86$), Level 4 ($n = 29$), Level 5 ($n = 8$), and Level 6 ($n = 2$). The mean age of officials was 28.2 years ($SD = 13.9$, Range = 10 to 59 years) with an average of 9.89 years ($SD = 9.8$ years, Range = 1 to 42 years) officiating experience. Two provincial associations provided lists of all registered officials. Officials in Levels 1 through 4 were randomly selected and contacted with invitations to participate. Attempts were made to contact all officials in Levels 5 and 6.

Qualitative sample. Twenty-five interviews with male referees certified in Levels 1 through 4 and 7 interviews with female referees certified in Levels 1 and 2 were conducted. Participants were recruited through their provincial hockey association. All interviews were

semi-structured, audiotaped, and transcribed verbatim. All analyses were conducted with the assistance of an officiating supervisor who has 17 years of supervising experience.

Research Results

Motives for Officiating. There are intrinsic (the desire to stay involved with the sport, to stay active, and to develop skills), extrinsic (financial), and socially-related (the influence of relatives, friends, and coaches) motives for becoming an ice hockey official that may differ between genders. Effective recruitment strategies would include utilizing coaches and/or parents to support and encourage officiating as a way to stay involved in the sport.

Sources and Intensity of Acute Stressors. Despite identifying numerous sources of stress within the sport, officials, on average, reported feeling only moderate levels of stress. Three main categories of stressors were apparent: (a) fear of mistakes, (b) verbal and physical abuse from players, coaches, and spectators, and (c) working with a partner official. Officials in the higher levels felt significantly more stress from fear of mistakes than those in the lower levels. Female officials also reported having to deal with inappropriate sexual and gender-related comments from players, coaches, and spectators.

Extent of Acute Stressors. The stressors experienced most often included making a wrong call, verbal abuse by coaches, being in the wrong location to make a call, and supporting a partner official after they make a wrong call. While threats of physical abuse were scarce in the lower levels (reported by 15.9% of Level 1 officials and 18.7% of Level 2), these incidents did rise to a somewhat alarming rate as the competitive level of hockey increased (27.9% of Level 3, 44.4% of Level 4, and 25% of Level 5 officials reported being threatened at least once per season or more).

Coping Styles and Strategies. Officials are more likely to try to change the situation than deal with their emotional reactions within the situation. Officials in the higher levels as compared to the lower levels reported (a) using more goal setting strategies, (b) feeling more confident in their officiating abilities, (c) feeling better able to concentrate during games and able to handle unexpected situations better, (d) performing better under pressure, and (e) staying more positive and calm during games.

Officiating intentions. The vast majority of the officials surveyed intended to return to officiating in the next season (88.6%). However when asked if they intended to become certified at the next level, only 45.4% of Level 1 and 2 officials and 14.5% of Levels 3 to 6 officials replied positively.

Categories of officiating skills and abilities. Skills necessary for successful officiating were categorized into five themes: (a) Judgment, (b) Psychological skills, (c) Physical characteristics, (d) Communication, (e) Knowledge, and (f) Application.

Limitations. The sample included very few level 5 and 6 officials and females. Attempts to target these populations are ongoing. There is also the possibility of a biased sample. For

example, those who chose to become involved are also those who are highly committed to officiating and may not be representative of the entire population.

Policy Implications

One of the defining principles guiding the Canadian Sport Policy is that by 2012 the sport environment will be focused on development. Fundamental to achieving this goal is that all participants have the right to be provided with “a safe and secure environment” (p. 14). It is the responsibility of the on-ice official to make the game “fair” and “safe” (Hockey Canada, n.d.). Consequently, from recreational to professional levels, officials are needed to maintain the safety of the ice hockey environment. But one cannot forget the safety of the official themselves. The results of this research would suggest that officials experience a great deal of abuse, which is impacting their sport experience. Steps need to be taken to ensure officials are safe, particularly when these officials are children.

Next Steps

Numerous questions have arisen from this research. For example, reasons why officials are choosing not to go further with certification needs exploration. So too does the exploration of other performance factors and ways to assist officials gain valuable psychological skills. Finally, as one of the most cited solutions to the retention of officials is the inclusion of supervision and mentorship, ways to most effectively use this scarce resource needs to be explored.

Key Stakeholders and Benefits

The training of officials is an interesting dilemma as there is really nowhere for officials to practice their skills. Current training protocols focus mainly on rule knowledge and positioning. However, this research suggests that more intangible factors (e.g., psychological skills and judgment) are also crucial. Application of the knowledge discovered will be beneficial in the development of officiating training and development.

Key stakeholders include:

- Hockey Canada
- Provincial governing bodies
- National Hockey League
- Sport Officials Association of Canada

FRASER-THOMAS, JESSICA

York University

POST-DOCTORAL STIPEND 2006

Understanding Adolescents' Positive and Negative Developmental Experiences in Sport.

Project Summary

Currently, there is considerable public concern about youths' healthy physical and psychosocial development. As such, researchers in both developmental and sport psychology highlight a need to better understand how organized sporting activities may be contributing to youths' positive or negative development. The purpose of this study was to gain understanding of adolescents' positive and negative developmental experiences in sport. Athletes suggested their sport involvement facilitated many positive developmental experiences related to challenge, meaningful adult and peer relationships, a sense of community, and other life experiences. Athletes also highlighted negative developmental experiences related to poor coach relationships, negative peer influences, parent pressure, and the challenging psychological environment of competitive sport.

Research Methods

Participants included 22 competitive swimmers aged 14-18, purposefully sampled for maximum variation (i.e., mixed genders, clubs, coaches, competency levels, and engagement levels). Participants engaged in a semi-structured interview (approximately 1 hour) with questioning focused on participants' positive and negative developmental experiences in competitive swimming during adolescence. Data was analyzed using previously established guidelines (Tesch, 1990).

Research Results

Tables 1 and 2 present the findings that emerged from the data. Positive developmental experiences were grouped into five categories related to: challenge, meaningful adult relationships, meaningful peer relationships, a sense of community, and other life experiences. Negative developmental experiences were grouped into four categories related to: poor coach relationships, negative peer influences, parent pressures, and challenging psychological environments.

Generalizations to other sport environments should be done with caution due to substantial differences across sport programs; however, as the first study to gain such in depth understanding of adolescents' developmental experiences, findings serve as a springboard for future investigation and understanding of developmental experiences in other sport programs. It should also be noted that more females than males participated in this study. As

such, future investigation should aim to gain a more comprehensive understanding of both genders' developmental experiences in sport, and potential differences in male and females' experiences.

Policy Implications

Findings highlight the critical importance of appropriate training for coaches of adolescent athletes. First, many athletes outlined concerns regarding coaches' ability to understand adolescents' psychological, social, and emotional development, highlighting a need for improved curricular content and practical learning in this area. Second, findings emphasize a 'disconnect' between coaches' perceptions of their behaviours and athletes' perceptions of coaches' behaviours. As such, coach certification programs and pedagogical workshops should place additional weight on the importance and value of self-evaluation and peer-evaluation, and should outline effective methods for conducting such evaluations. Third, findings highlight coaches' important roles in facilitating adolescents' positive adaptation to the stressful environment afforded by competitive sport. Focusing more on communication skills, and strategically weighing the provision of a challenging environment with opportunities for success in that environment, are of utmost importance.

Next Steps

Findings suggest many new research questions, areas for future investigation, and subsequent implications. The following are a few examples:

Developmental Experiences: Do developmental experiences vary across different sport environments (e.g., different types of sports, competition levels, investment levels)? How can positive developmental experiences be facilitated in all sport environments?

Coaches: Do certain positive coach-related experiences 'balance out' or neutralize negative experiences? Can coaches facilitate adolescents' positive adaptations to sport-related challenge and stress?

Parents: How are different youth sport programs addressing parent education, and how effective are they in doing so? Can more innovative methodologies (e.g. journals, ethnography) be used to gain deeper understanding of parent-adolescent relationships in sport?

Key Stakeholders and Benefits

With growing concern for youths' healthy physical and psychosocial development, this research is timely and of wide reaching interest. Findings serve as a starting point for future modifications and interventions in youth sport programming aimed at enhancing healthy development and facilitating prolonged engagement. Sport Canada is encouraged to disseminate freely.

Table 1

Positive Developmental Experiences: Categories and Themes

Category	Themes	N
1. Athletes were challenged	1. Sport structure demanded a strong work ethic.	18
	2. Coaches demonstrated belief in athletes' capabilities.	13
	3. Sport required commitment, discipline, and perseverance.	13
	4. Coaches provided meaningful constructive feedback.	12
	5. Coaches taught and guided the goal setting process.	8
	6. Coaches pushed athletes and held high expectations.	7
	7. Parents, siblings, and peers influenced athletes' work ethic	7
2. Athletes had meaningful adult relationships.	1. Coaches made special connections with athletes	15
	2. Sport provided an opportunity to develop special relationships with parents	13
	3. Coaches were good communicators.	10
	4. Coaches served as adult role models.	6
3. Athletes had meaningful peer relationships.	1. Sport provided an opportunity to develop close and unique friendships built on common interests.	16
	2. Club structure provided opportunities to develop special relationships with different aged peers.	15
	3. Sport provided opportunities for leadership and role modelling.	12
4. Athletes experienced a sense of community.	1. Clubs were family focused.	10
	2. Clubs hosted events.	7
5. Athletes had other positive life experiences.	1. Sport structure, coaches, and peers facilitated good time management skills.	9
	2. Sport travelling fostered independence.	9
	3. Sport experiences facilitated personal attributes.	9
	4. Sport experiences guided life values, interests, and careers.	9
	5. Sport provided opportunities to overcome stress and develop resistance.	5
	6. Sport served as a context to develop good communication skills.	4

Note. *N* represents number of participants that discussed a theme.

Table 2
Negative Developmental Experiences: Categories and Themes

Category	Theme	N
1. Athletes had poor relationships with coaches	1. Coaches were poor communicators	9
	2. Coaches had favorites	9
	3. Coaches were intimidating	7
	4. Coaches modeled a poor work ethic	6
	5. Coaches demonstrated inappropriate behaviors	6
2. Athletes were negatively influenced by peers.	1. Peers were jealous and negative towards each other.	4
	2. Peers demonstrated a poor work ethic	3
3. Athletes were burdened with parent pressure.	1. Parents pressured athletes to excel	4
	2. Parents pressured athletes to stay in the sport	3
4. Athletes experienced a challenging psychological environment	1. Sport provided a context for excessive stress.	6
	2. Sport provided a context for negative self-perceptions.	3

Note. *N* represents number of participants that discussed a theme.

FRISBY, WENDY

University of British Columbia

THIBAULT, L.

SRG-RELEASE TIME STRIPEND 2006

Combating Social Exclusion in Sport and Recreation through Participatory Policy Development

Project Summary

The purpose of this study was to examine how experiences with physical activity for recent immigrant Chinese women living in Vancouver can inform Canadian sport and recreation policy at the local, provincial, and national levels to increase their participation. The Chinese population is the largest 'visible minority' group in Canada, yet little is known about the role of physical activities in local community centres in their settlement into a new country. While many important sport and physical activity initiatives are aimed at children and youth, much less emphasis is placed on adults or immigrants, which is surprising given immigration rates, the aging of the Canadian population, and the related costs to the health care system. Our focus was on women because their sport and physical activity participation rates are lower than men and our previous research has shown that women want to be positive role models for their children, they desire the health benefits, and they have a major influence over sport participation decisions within the family (Frisby, Reid, & Ponc, 2007).

Research Methods

Multiple qualitative data collection strategies included: an analysis of documents related to multiculturalism, sport and physical activity participation, interviews with immigrant Chinese women in Mandarin, Cantonese or English (n=50), interviews with local, provincial, federal policy makers (n=36) and staff from an immigrant service agency (n=5).

In addition, we organized a two-day workshop that brought the immigrant women, policy makers, immigration workers, and researchers together to discuss the findings and identify action steps which continue to be tracked through ongoing email communications with study participants.

Research Results

Our analysis reveals that involvement in community sport and physical activity has an important role to play in helping immigrant Chinese women with settlement. While many of them expressed interest in continuing activities done in their homeland, they were also

interested in learning more about “Canadian activities” to improve fitness, decrease stress and social isolation, be good role models for their children, and adjust to their new country. Yet, most receive no information on the opportunities available to them.

Even though 1 in 5 Canadians are born outside the country (Statistics Canada, 2008) and we were able to find sport and recreation equity policies for girls and women, persons with disabilities, people on low income, and aboriginals - no policies were found related to multiculturalism and sport or physical activity. This confirms the findings of an earlier study by Donnelly and Nakamura (2006). Local, provincial and federal policy makers saw multiculturalism as an important policy development area, but were often unsure how to proceed because of the complexities involved. Government jurisdictions that create divisions in how sport, physical activity, and recreation are defined, resourced, and operationalized are a contributing factor.

Another overall finding was that sport and physical activity are not seen as a priority by immigration workers because of the emphasis placed on housing and employment, even though some had portfolios in the areas of health, community services, and public education. Yet the immigration workers saw potential health benefits for their clients by developing partnerships with local community centres to promote sport and physical activity programs, and expressed interest in being involved in future discussions on the topic.

Several action ideas on how to promote inclusion were generated when the new Canadians, sport and recreation policy makers, immigration workers, and researchers came together at the workshop. These included: providing free passes in the first year (and in subsequent years for those who continue to live on low income); partnering with immigration services; providing free facility tours and information sessions; childcare; multi-lingual communications, and family instruction in “Canadian sports.”

Policy Implications

The results of this study contribute directly to the Canadian Sport Policy goal, that has been adopted by the provinces, of increasing access and equity in sport for under-presented groups including visible minorities. It also informs Leisure Access Policies in recreation departments/community centres in Canadian municipalities.

We are preparing a Multiculturalism, Sport, and Physical Activity Workbook to share the ‘learnings’ obtained through this study with others and we plan to make it available through the Leisure Information Network (LIN). It is not our intent to provide a simple ‘recipe’ for policy development that can be implemented in other communities, because needs and interests differ both within and between different cultural groups. Rather our intent is to emphasize a process that includes partnerships and citizen engagement that can be adapted by different individuals, groups, and organizations to meet their specific aims and circumstances.

Next Steps

Replications of this study are needed to determine if the findings can be transferred to other Chinese immigrants and immigrants from other cultural groups. More research with cultural groups that considers intersections with gender, age, social class, disability, sexuality, etc. will enhance our understanding of the importance of sport and physical activity in their lives, the barriers they face, and the distinction, if any, between sport and physical activity for these groups.

Research is also needed on the sport and recreation policy and program development at the local, provincial and federal levels that can build capacity to support the inclusion of new Canadians and increase their participation rates (including those of adults), so they can reap the same benefits as other citizens. In addition, future research should examine multiculturalism, sport, and physical activity policy and success stories in other countries that could serve as a guide to new initiatives in Canada.

Key Stakeholders and Benefits

- Sport Canada and their provincial affiliates
- Canadian Parks and Recreation Association and their provincial affiliates
- Local sport organizations, clubs, leagues, teams
- Local community centres in municipal recreation
- Non-profit sport organizations (e.g. YWCA, YMCA)
- Immigration and social service organizations
- Local health authorities

GAGNÉ, CAMILLE

Université Laval

SRG 2007

Influence of Structural and Psychosocial Factors on the Level of Physical Activity of Preschoolers Attending Daycare (2011)

Project Summary

Objectives

- Check the level of physical activity of children aged three to five attending daycare.
- Identify the factors that affect the physical activity of children who attend daycare.
- Identify the factors that motivate educators to get children moving for at least two hours per day (as recommended by the *National Association for Sports and Physical Education*).
- Identify the factors on which should be based the interventions aimed at increasing the physical activity of children attending daycare.

Theoretical framework: Theory of planned behaviour (Ajzen 1991) and the Cohen et al. structural model (2000).

Research Methods

Population: Children aged three to five attending a child care facility, run by the government of Quebec, in the National Capital and Chaudière-Appalaches regions (Quebec, Canada), and their daycare workers.

Sample: Randomly selected child care centres from a list of day-care centres available on the Quebec Ministère de la Famille et des Aînés Web site. The final sample to identify the determinants of behaviour comprised 46 volunteer educators from 20 child care centres and 242 children whose parents agreed to their participation in the study. The sample to identify the determinants of commitment consisted of 174 daycare workers.

Measurement instruments: The psychosocial variables were measured through a self-reporting questionnaire, developed according to the guidelines of the theory of planned behaviour (Ajzen 1991). The structural variables and democratic-style interventions of the educator were measured with certain indicators on the Educative Quality Observation Scale (Bourgon & Lavallée, 2004). The children's physical activity was measured with an ActiGraph GT1M accelerometer, which was worn for four days, from the time they arrived at the daycare centre to the time they left. The accelerometer captured movements every 15 seconds.

Data analysis: Multilevel analyses, simple multiple regression and logistic regression were conducted to help answer the research questions.

Research Results

Children aged three to five participating in this study attended a day care service for an average of eight hours per day. While they were at the daycare centre, they engaged in low-, moderate- or high-intensity physical activity for an average of 53 minutes (SD=23.55) per day. On average, 13 (SD=9.19) of these 53 minutes involved moderate- to high-intensity physical activity. The following factors account for 19% of the variation in physical activity of children at the daycare centre: the daycare worker's commitment to getting the children moving, their perception that the other daycare workers do or do not get the children moving for two hours per day, the worker's democratic-style intervention, the daycare worker's age, the quality of the material, and the age and sex of the child. The results also indicate that 33% of the daycare workers are not *highly* motivated to get the children moving for at least two hours per day. The following factors account for 85% of the variation in the daycare workers' commitment (motivation) to involving children in physical activity for at least two hours per day: their perception of control in terms of being able to get the children moving, the ethical standard and the worker's perception that individuals who are important to her think that she should get the children moving.

These results suggest that it would be useful to intervene in daycare centres to raise the level of physical activity of children aged three to five. Intervention should specifically increase the motivation of daycare workers who show a lower level of commitment to getting the children moving. This could be done, especially, by removing the perceived barriers (busy schedule, lack of time, inclement weather, etc.). Furthermore, they would need to perceive that the management of the daycare service, the children's parents and their fellow workers support their efforts to get the children moving for at least two hours per day. Child care centre managers and parents must therefore clearly formulate their expectations in this regard. It also seems that involving the children in physical activity is not a significant value for many poorly motivated workers; this aspect should therefore be developed further. For workers who are already motivated to get the children moving, it would be important to intervene to ensure they act on their commitment. The implementation intentions strategy (Gollwitzer, 1993, 1999) could also prove useful in this context. Daycare workers could also facilitate cooperation between children while laying down rules regarding safety and discipline. Lastly, it appears that children are more physically active when the material is of good quality (for example when they are adapted to their needs or foster various dimensions of development). This aspect could therefore be emphasized in daycare services concerned with getting the children moving.

The findings and suggestions presented here are applicable to the sample of daycare workers and daycare centres studied as part of this research. It is possible that the variables that explain the physical activity of children are not the same as those for another sample of

daycare workers or child care centres. If this were the case, the intervention methods could therefore be different from those suggested here.

Policy Implications

According to the Long-Term Athlete Development Model proposed by Sport Canada, it is important that physical literacy be developed early in life. To this end, it is important to provide young children with the opportunities to explore and try out a variety of movements. Yet, the results of this study are in line with other findings in the literature and indicate that children aged three to five attending daycare centres are not sufficiently active. The findings of this study are useful particularly for developing or updating the child care centres' educational programs and post-secondary training programs for daycare workers. The results are also relevant to the management of child care centres and groups involved in child care, such as the Association du personnel-cadre des CPE. Organizations such as Québec en forme and Kino-Québec also have an interest because of their concerns about the active lifestyle and health of children.

Next Steps

This study has shown that it is important that daycare workers be better informed of the benefits and risks of physical activity. The findings also indicate that daycare workers do not have a clear idea of what is expected of them regarding the physical activity of the children they are responsible for. They would therefore have to obtain the proper training, equipment and support they need to promote the physical activity of children aged three to five.

Key Stakeholders and Benefits

The Quebec Ministère de l'Éducation, du Loisir et du Sport, Québec en forme, Kino-Québec, the Canadian Society for Exercise Physiology, the Canadian Fitness and Lifestyle Research Institute, Sports Québec, Active Healthy Kids Canada, the Quebec Association des CPE, the Quebec Association du personnel-cadre des CPE, the Canadian Child Care Federation, the Quebec Fédération des kinésiologues, the Canadian Kinesiology Alliance, the Quebec Institut de la statistique and others.

GAGNON, JOCELYN

Université Laval

MARTEL, D., NADEAU, L., MICHAUD, V.

SRG RELEASED TIME STIPEND 2006

Strategies Used by Physical Educators to Implement a Program that Encourages Their Students to “Adopt a Healthy and Active Lifestyle”

Project Summary

Essentially, the purpose of this research project is to implement a program, such as Team Pentathlon, in primary and secondary schools to encourage physical activity and study various aspects of the program implementation process. More specifically, we:

- describe the development of the students’ physical activities (nature, frequency, and duration of physical activity sessions) throughout Team Pentathlon;
- describe the students’ views about their physical educators’ actions to encourage them to participate in Team Pentathlon;
- analyze the action strategies used by physical educators to establish a process for “adopting a healthy and active lifestyle” during the implementation of Team Pentathlon; and
- analyze the students’ response within their team as part of Team Pentathlon to improve or maintain their level of physical activity.

The analysis of preliminary research data shows that 84% of the students, both boys and girls, who participated in the pentathlon were active or very active during the eight weeks of the program. More specifically, the pentathlon led them to increase the frequency, duration and intensity of their physical activity and diversify their activities by trying new activities and new sports. In fact, the amount of time the participants spent practicing physical activity is well above the recommendations of Quebec, Canadian and US organizations.

Research Methods

Team Pentathlon is an event that takes place over eight consecutive weeks, during which the members of each team of five students must collectively log at least 160 hours of physical activity. There are five activity categories. The 160 hours must include at least 15 hours of aquatic activity, 35 hours of team sports and games, 15 hours of cycling, 35 hours of artistic games and activities and 10 hours of two-person sports and games. A meaningful contribution from each student is imperative for the team to be successful. Five symbolic awards (Award of Excellence, Gold Medal, Silver Medal, Bronze Medal, Honorable Mention) are given out at the end of the pentathlon to the teams that meet those particular standards. Over the course of four training sessions, physical educators are instructed on methods to

implement and complete Team Pentathlon. During the pentathlon, the students organize and manage their individual and team activities, as needed, to most effectively fulfill the pentathlon requirements. They record their results daily on a sheet provided for this purpose. Every two weeks, program administrators collect the students' results, entering them on spreadsheets to produce summary reports that they then give to the physical educators. The physical educators, like the students, will use these results to re-adjust their action strategies, as needed, to promote the students' successful response as much as possible.

Since the project started, nine physical educators from primary schools and three from secondary schools have introduced Team Pentathlon to over 1,150 students. Four other physical educators from secondary schools plan to test the program with their students in February and March 2011.

Each morning during the pentathlon, the classroom teacher gives the students a few minutes to record on the sheet all of their physical activity sessions from the day before. This way, the data on the students' physical activity is collected systematically. However, the students' level of practice and, as a result, their level of success, depends in part on the strategies used by their physical educator to educate, support and motivate them during Team Pentathlon. The description of these action strategies is created based on the physical educators' planning (what they want to do) and their reports on what they actually did during meetings with their students. Furthermore, the critical incidents technique (Brunelle et al., 1988) is used to gather descriptions from the students of how their physical educator's actions encouraged them to participate in Team Pentathlon.

It is also important to stress that Team Pentathlon is an event that requires a meaningful contribution from each student to be successful. Interviews are held at the end of the pentathlon with each team of students to determine the individual and team response to improve or maintain the level of physical activity. Finally, during the reporting phase, the students will fill out a questionnaire, giving their opinion on the design and requirements of Team Pentathlon, based on their experiences.

Research Results

Team Pentathlon really does encourage students to be more active over the eight weeks of the program. What's more, most participants said that they have maintained a good level of physical activity after the program. The motivating effect of the pentathlon is observable in both girls and boys. More specifically, 84% of the students, both boys and girls, who participated in the pentathlon were active or very active during the eight weeks of the program. More specifically, the pentathlon led them to increase the frequency, duration and intensity of their physical activity and diversify their activities by trying new activities and new sports. In fact, the amount of time the participants spent practicing physical activity is well above the recommendations of Quebec, Canadian and US organizations.

However, boys and girls do not have the same preferences when it comes to the type of physical activity they practice. Girls prefer individual or artistic activities, while boys participate more in team sports.

Most notably, 85% of students who participated in the pentathlon said that they wanted to do the program again because it really helped them be more active.

Policy Implications

This action research encouraged many students to participate in regular physical activity and sports. In addition, many students who were already active benefited from the program by experiencing new sports or activities that they did not already practice on a regular basis. Lastly, the study helped identify factors that contribute to students being more active (the data for this part of the study is still in its analysis stage).

Next Steps

Since the analysis of the results of our project is not finished, we have not yet fully met all of our objectives. We are presently working on describing the teachers' actions and students' strategies that had a positive impact on physical activity. However, our project has raised new questions. We found that some students who were fairly inactive prior to the pentathlon became active during the program, while others remained completely or fairly inactive. Future research should look at the characteristics of this particular group. It would also be worthwhile to compare the effects of the pentathlon on students from various socio-economic backgrounds. Lastly, it would be interesting to examine the long-term "pentathlon effect" by measuring participants' physical activity on a regular basis after the program is over.

GILLES, JENNIFER

University of Waterloo

DOCTORAL STIPEND 2008

*A Framework for Creating a Campus Culture of Compassion: A Participatory Action
Research Approach to Equality*

Project Summary

This dissertation united key stakeholders from the University of Guelph community in order to examine issues around accessibility and inclusion of students with disabilities in campus recreation and sport opportunities. The research team included representatives from the University of Guelph's Centre for Students with Disabilities and the Department of Athletics, an undergraduate student with a disability, and two university alumni. The ultimate goal was to develop a planning framework to guide universities in supporting the human rights and inclusion of students with disabilities in extra-curricular campus life. What emerged from data analysis was the development of a framework for creating a Campus Culture of Compassion. This framework, which encompasses six guiding principles, three fundamental characteristics, and six process pieces, explores how universities can implement programs, policies, services and practices that better respond to the changing and diverse needs of university students with disabilities in order to ensure their full engagement in all areas of campus life.

Research Methods

This dissertation used a Participatory Action Research approach as the strategy of inquiry. This involves the researcher working as part of a collaborative research team in order to connect the research to larger social change efforts. The overall goal was to develop a framework to guide universities in creating an inclusive campus community, particularly pertaining to extra-curricular activities. In order to ensure that the framework included perspectives of all key stakeholders, interviews were conducted with five research team members and 18 University of Guelph stakeholders, including: students with and without disabilities, staff members from the Department of Athletics and the Centre for Students with Disabilities, faculty members, and senior administrators. Transcripts of the interviews were analyzed for common patterns which were then clustered together into broader categories. Based on this analysis, a five page draft of the framework was created and then shared with all members of the research team. The research team collectively worked through and reflected on the initial framework in order to provide examples for the components and to identify areas that needed further development. In order to ensure that the framework truly reflected the perspectives of the participants, all participants were invited to participate in a 'focus group' where we provided an overview of the preliminary

findings. Suggestions and recommendations from the focus group and team meetings were incorporated into the final framework.

Research Results

What emerged from data analysis was the development of a framework for creating a Campus Culture of Compassion. This framework centres around six principles that help guide universities toward developing a campus culture that is compassionate. Essentially, a campus culture of compassion values: (a) access for all; (b) diversity and uniqueness; (c) interdependence and social responsibility; (d) diverse knowledge bases, voices, and perspectives; (e) the power of learning and education as a tool for social change; and (f) the whole person. The framework also indicates three fundamental characteristics that a campus culture of compassion must possess. In essence, post-secondary institutions and their community members must be: (a) interconnected, (b) supportive and enabling, and (c) informed. Six process pieces are included in the framework which enables a campus culture of compassionate to be fuelled and sustained over time. These pieces include: (a) creating a vision for the future, (b) constructing a plan to achieve the vision, (c) securing funding to put the plan in place, (d) thinking critically and measuring actions against the vision, (e) being proactive to making change happen, and (f) reaching beyond compliance. The framework encourages university stakeholders to collectively reflect, dialogue, and collaborate in order to create broader systemic changes. These changes are necessary since constraints to campus engagement can threaten a student's well-being and sense of self. This framework can serve as a starting point to initiate these conversations and inspire universities to use a participatory approach to encourage positive social change within the university context.

Policy Implications

This study offers insights into the barriers that students with disabilities face when seeking to participate in campus recreation and athletics while providing practical strategies to combat these barriers.

Government of Canada policy acknowledges that in order to have claim to full citizenship, athletes with a disability must be provided equivalent opportunities to develop their abilities and to compete at provincial, national and international sporting events. The framework that emerged from my dissertation is aligned with this initiative and seeks to shed additional light on the important role that recreation and athletic engagement plays within an individual's life, and within a community as a whole. The framework informs communities on the core values, characteristics and process pieces that are essential to creating an inclusive and accessible environment.

The framework from this dissertation reveals that a major component of being involved in sport and physical activity is being adequately informed. Thus, persons with disabilities must have access to information regarding: a) the benefits of being physically active, b) available programs and services, and c) the accessibility of an event or service prior to participation. This study highlights the benefits of developing mutually benefiting partnerships both within

and outside of one's core community in order to streamline services, provide support in a holistic approach, blend resources, and diminish redundancies. A collaborative approach will also help to increase participation rates, reach a broader target audience, and provide diverse and supportive services.

Next Steps

The perspectives of key stakeholders within a university, highlighted in this study, may be transferable to other community groups and within other community contexts. The components of this framework can ideally be used to encourage communities to collaborate and create community conversations that raise awareness of each other's perspectives and work towards collective problem solving. However, future research may need to explore the perspectives of other community groups, particularly those who are marginalized, in order to enhance the relevance and usability of the framework within a generalized community setting.

Future research could also develop a 'tool kit' for creating community cultures of compassion based on the main components of the framework. The 'tool kit' would draw upon the insights gained from the framework, and would follow a similar format of guiding principles, characteristics, and process pieces. Future research could document the process by which a university, or other community, utilizes the framework or 'tool kit'. Such a study would provide insight on the usefulness of the framework or 'tool kit' within another community context both in terms of its ability to create campus partnerships and conversations, as well as its ability to facilitate action or social change. It would also shed additional light on the process by which university stakeholders, or community members, can use a participatory approach to unite relevant individuals in order to achieve a shared outcome.

Key Stakeholders and Benefits

- The following organizations could benefit from the findings of this study:
- Ontario University Athletics Association (OUA)
- Canadian Interuniversity Sport
- Canadian Intramural Recreation Association (CIRA)
- Sport Canada
- Canadian postsecondary institutions
- Canadian Sport Associations

HAMM, SHANNON

University of Western Ontario

DOCTORAL STIPEND 2006

Can Conflict be Productive? An Examination of Conflict in Non-profit Sport Boards

Project Summary

Given the importance of board decisions on the development of sport programming in Canada, an investigation of the impact of conflict within these groups is essential for effective board functioning. Thus, the purpose of this project was to examine the nature, level, and impact of task, relationship, and process conflict in provincial sport organization (PSO) boards. In defining group conflict, three types of conflict were examined: Task conflict was viewed as disagreement among group members about the content of tasks; process conflict was defined as disagreement about how to accomplish tasks; and relationship conflict was described as disagreement that is personal in nature. For each conflict type, perceptions of conflict, the factors that influence perceptions of conflict and the outcomes of conflict were explored.

Research Methods

This study of sport organization boards was conducted in the fall and winter of 2007/2008. A survey was used to collect data regarding the individual (e.g., age) and group (e.g., routine or non-routine decision type) characteristics of members and their boards, as well as each board member's perceptions of: intragroup conflict, board decision quality, satisfaction with their board and board commitment.

A sample of board members of PSOs within Ontario was surveyed. The study was limited to active board members and included individuals with central (e.g., president) or peripheral (e.g., treasurer) roles. This sample was chosen because of the influence of PSO board members whose decisions ultimately impact the delivery of sport within the province.

A total of 41 of the 86 registered PSOs in Ontario agreed to participate in the survey study. Two hundred (200) surveys were sent out. The survey was completed by 74 board members for a response rate of 37%.

Research Results

Decision Quality. When task, relationship, and process conflict increased, the quality of the board's decisions decreased; decisions were less likely to be based on the best available information or the board's current strategies. Further, relationship conflict was the strongest predictor of decreased decision quality (i.e., when conflicts were personal in nature, lower decision quality resulted).

Board Member Satisfaction. When each conflict type increased, board member satisfaction with their board decreased. Relationship and process conflict were the strongest negative predictors of board member satisfaction (i.e., when disagreements were personal in nature or about “how you do things” as a board, participants had negative feelings toward their board).

Board Member Commitment. When all three types of conflict increased, board member commitment decreased. Relationship conflict was the strongest predictor of decreased board commitment (i.e., when differences of opinion were personal, board member identification with their board decreased).

Further, task conflict and process conflict led to, or triggered, relationship conflict, which then had a negative impact on outcomes. Thus, task and process conflict were likely to result in dysfunctional relationship conflict. For instance, if boards were disagreeing about a task (e.g., where to hold their next championship) or how to complete a task (e.g., who will do what) this often lead to tension or friction among board members which resulted in negative impacts on both group and individual outcomes.

The results presented above provide insight into the nature of conflict in PSO boards, however there are a few limitations that should be noted. First, given the purpose and exploratory nature of the study the results were analyzed at the individual level, and thus conclusions regarding the nature of conflict within specific PSO boards cannot be made. Second, task, relationship, and process conflict were found to be highly related to one another. Although, multicollinearity statistics were used to demonstrate that three separate types of conflict were in fact represented in the data, the participants may have had trouble distinguishing between each conflict type. Therefore, it is important to gain a more comprehensive understanding of board member perceptions of conflict in this context. This could be accomplished through further research using qualitative methods (i.e., interviews and observations).

Policy Implications

The results demonstrate that conflict has a negative impact on decision quality, satisfaction, and commitment in this setting. It is recommended that policy makers create greater awareness of intragroup conflict in sport boards. Given the negative relationships seen here, strategies to educate board members on the nature and impact of conflict should be developed to improve PSO board capacity around identifying and managing conflict in a proactive and effective manner.

Next Steps

Preliminary results suggest that continued research is needed to understand the mechanisms that underlie the conflict process, for instance: how potential positive task conflicts lead to negative outcomes, what causes task and process conflict to lead to relationship conflict, and how conflict impacts board performance. Working with non-profit

boards and policy makers to develop longitudinal examination of the conflict process may help identify some of the “triggers” to conflict and potentially improve the effectiveness of conflict management in this setting.

The results presented here have been accepted for publication in a top-tier sport management journal and have been presented at the 2008 North American and European sport management conferences. Since this survey study, a qualitative research project was completed that further explored the nature of conflict in PSO boards. These findings have been submitted to the 2009 North American Society for Sport Management (NASSM) student research paper competition and a working paper is currently in review for publication.

Further, the importance of connecting this research with the sport community is recognized. As such, a formal written report summarizing the results and subsequent implications for management has been submitted to each PSO involved in the study. Moreover, continued networking with Sport Canada and the non-profit sport community has been anticipated through attendance and participation at subsequent SCRI conferences.

Key Stakeholders and Benefits

- Provincial sport organisations
- The Sport Alliance of Ontario
- The Ontario Government (and other provincial governments)
- Sport Canada
- National sport organisations

HARVEY, WILLIAM J.

McGILL UNIVERSITY

**WILKONSON, SHAWN, PRESSÉ, CINDY, JOOBER, RIDHA
DOCTORAL STIPEND 2006**

Children with ADHD and physical activity behaviours: What happens when the village turns its back on you

Project Summary

The three main objectives for this research project were to: (a) describe the physical activity (PA) behaviours of children with attention-deficit hyperactivity disorder (ADHD), (b) explore the feelings and attitudes that children with ADHD and their parent(s) had about PA, and (c) generate a grounded theory of PA and children with ADHD. The conclusions of this research project include: (a) differing PA planning subtypes were observed for children with ADHD, a positive finding for future self-regulation strategies in PA and sports, (b) children with ADHD and their parents have social inclusion motives for PA participation, (c) the social exclusion of children with ADHD from many daily activities, and (d) an urgent need for structured education programs and specific PA and sport programs that include children with the non-visual disability of ADHD.

Research Methods

Central Research Question: This research project explored the PA experiences of children with ADHD to answer the following question: How do children with ADHD choose to get involved in physical activity?

Data Collection: There were three main procedures with this research project. First, each child with ADHD performed the *Test of Gross Motor Development-2 (TGMD-2)* was used to assess locomotor and object control skills (Ulrich, 2000). The Movement Assessment Battery for Children-2 (Henderson et al. 2007) was used to assess balance skills and manual dexterity skills.

Second, each child recorded his/her daily PA for a two-week period on a recording sheets. These sheets documented PA that each child participated in. Each child was provided with a disposable camera to have an activity leader, friend or parent take pictures of their PA participation in various contexts. The daily recording sheets and pictures were collected by a research assistant. Approximately two weeks after all information was collected, the children were then asked place their PA photographs in a scrapbook. A research assistant interviewed each child while she or he created their PA scrapbook. Each scrapbook interview was videotaped.

Third, parents expressed their viewpoints from a current perspective. We conducted videotaped interviews with a parent(s) about their child's PA experiences. Parents may adopt an important part of children's PA involvement by assisting in the activity selection process. Parental views on their child's PA behaviours produced a substantial part of our understanding of the children's play behavior. Child and parent data are being combined to develop a grounded theory of ADHD and PA participation. Videotaped interviews were transcribed verbatim for thematic analysis as part of a within-case analysis to learn as much as possible about each child's PA experience (Merriam, 1998).

Research Results

There were four main sets of findings which are limited in their generalizability because of the qualitative nature of the research. There are four manuscripts which emerged from this research project. First, we created a new qualitative research method in sport and exercise (Harvey, Wilkinson, Pressé, Grizenko & Joober, in press). A consecutive and concurrent scrapbook interview technique was compared with small groups of children with ADHD. The concurrent scrapbook interviewing approach was found to be a more effective interview strategy that was suggested to obtain complex, qualitative data from children with ADHD so we could hear PA stories from their own perspectives. This approach enabled (a) more vivid details and child speak, (b) an increase in depth of participant statements and meaning between and across themes, and (c) greater insight to be gained into day-to-day events and experiences which may influence PA participation.

Second, we have written a manuscript on the concurrent scrapbook interview approach with a group of 10 children with ADHD (Harvey et al., in review a). It is currently under peer-review at an international level physical education research journal. There were study findings that were similar to past research because children with ADHD: (a) demonstrated poor performance on the TGMD-2 and MABC-2 and TGMD-2 tests, (b) had pictures of friends, (c) were aware of their physical inabilities, (d) were on organized teams (i.e., cheerleading, gymnastics, etc.), (e) spoke about observational learning, and (f) viewed parent work schedule as a constraint to PA participation. There were also study findings that were different from past research because children with ADHD demonstrated: (a) performance anxiety, (b) good sporting values, (c) a superficial understanding of purpose for PA, and (d) social fragmentation.

Third, we have written a manuscript on 15 parent interviews of children with ADHD (Harvey et al., in review b). It is currently under peer-review at an international level physical activity research journal. This study is also original research that describes retrospective and current parent perspectives about their views of their children's PA experiences. The study findings demonstrate that the parents were: (a) intricately involved in the daily PA of their children, (b) aware of the movement problems of their children, (c) convinced that their children seldom organized PA, (d) unaware of their children's perceived ability to plan PA, (e) suggesting that school teachers were perceived as not aware of the implications of ADHD, (e) stating that the purpose of getting involved in PA was secondary to the activity itself (i.e.,

socialization, improved discipline Vs. playing hockey or practicing karate), and (f) aware of the social fragmentation issues raised by the children with ADHD.

Fourth, we are finalizing the grounded theory on ADHD and PA by collecting more interview data until the end of December, 2011 (currently sample is 23 pairs of participants). Our studies have indicated that social isolation is the major theme which emerged in our grounded theory. The essence of the PA stories emerging is a picture where children with ADHD may be excluded from school, the local community recreation center, sporting opportunities, physical education class, with social challenges surrounding some significant others (i.e., parents, teachers, coaches, peers, etc.) and substantial environmental barriers experienced (i.e., lack of transportation, limited amounts of time, etc.).

Policy Implications

The relevance of this research to enhanced sport participation in Canada is related to education programs and specific interventions focused on the inclusion of all people in sport participation at the national, provincial, and community levels. Quite frankly, at first, the study results were a bit surprising as perceptions about the involvement of many significant others (i.e., parents, teachers, etc.) seemed to reveal a multitude of reasons for sport participation. Upon reflection, the study results are not so surprising. Parents and people with disabilities are susceptible to mass messages that our education and health systems as well as sport organizations send out (i.e., sports and PA build character, develop discipline, build health, etc.). However, the children and their parents fall between enormous cracks created by society and government (i.e., overlap between ministries of sport, health, and education). I predict this unfortunate relationship will continue in the future as our research funding and capacity to develop greater knowledge and intervention bases in this area will dry up, given the recent decision by SSHRC to be seemingly void of any sport research related to persons with disabilities as it may be deemed as health-related research (even in the context of the Sport Participation Research Initiative). Clearly, the concept of self-determination and people who are not elite athletes may well continue to be disregarded. For example, based on our current research findings, our scholarly group submitted a proposal to develop better understandings of self-determination and autonomy-supportive networks in sport participation for persons with mental health problems (MHP). We deemed sport participation as a tremendous vehicle to further our understanding of self-determination from an adult with MHP perspective by being encouraged to choose to become actively involved in their communities. We believed sport could be an answer for many people with MHP to improve their conceptualization of social functioning. In fact, at least 6 million Canadians per year experience MHP which may be positively impacted by community sport participation but this research was deemed ineligible by SSHRC and not even available for review by Sport Canada and the current initiative.

Next Steps

1. Are children with ADHD excluded from PA participation because they are being discriminated against?
2. How do children with poor movement skills gain access to PA and sport programs with no major supporting infrastructure?
3. How is the health and welfare of children with ADHD being compromised due to exclusionary PA and sport practices in schools and local communities? National and provincial funding opportunities?
4. Do the social isolation issues, related to a lack of PA and sport participation, lead children with ADHD to become involved in undesirable groups or to withdraw into their homes to become further isolated and predisposed to deeper mental health problems?
5. How will positive and cost-efficient PA programs be developed to lead to better outcome measures so children with ADHD have a better chance at becoming involved in their communities and successful, self-determining citizens?
6. How may university and national coaching programs develop sufficient expertise for physical education teachers and coaches to include persons with non-visual disabilities in their programs?

Key Stakeholders and Benefits

Sport Canada

Physical and Health Education – Canada

Active Living Alliance

National and Provincial Learning Disabilities Associations

Provincial Ministries of Education and Health

Sport Canada - Long Term Athlete Development (LTAD) program

Children with Attention Deficit Disorders (CHADD)

KWAN, MATTHEW

University of Toronto

DOCTORAL STIPEND 2007

Transitioning Students' Sport and Physical Activity Participation)

Project Summary

The transition from late adolescence to young adulthood represents a time of profound changes, including a period for which substantial declines in physical activity levels occur. As the late adolescent population transitions into early adulthood, a number of trajectories are possible (e.g., entry to the workplace, armed forces), but a large proportion of young adults elect to pursue a higher education at college or university. Recently, research has begun to examine the patterns of physical activity among students as they transition from high school into university. Consistently, the studies have found participation in moderate-to-vigorous physical activity being significantly higher during students' last year at high school compared to during their first-year at university. Anecdotally, substantial decreases in organized sport has been a significant contributor to those overall declines in physical activity participation; however, changes in sport participation during the transition from high school to university had not been previously examined.

Research Methods

Participants were 162 first-year students that completed a questionnaire during their spring semester at university. The questionnaire included a global (general) measure of physical activity (Godin Leisure-Time Exercise Questionnaire; Godin & Sheppard, 1985), a detailed measure of sport and physical activity behaviours (Modifiable Activity Questionnaire for Adolescents; MAQ-A; Aaron et al., 1995), and semi-structured open-ended questions to identify the perceived barriers to sport participation during students' first-year at university.

Research Results

Consistent with previous research, the study found participation in both vigorous and moderate type physical activities decreasing from high school to university. Among the participants, 63% of the students exhibited declines in their overall physical activity, 22% of the students showed an increase in their physical activity, while 15% did not changed.

- Average engagement in strenuous/vigorous physical activities decreased from 3.64 times/week during high school to 2.35 times/week during university.
- Average engagement in moderate physical activity decreased from 3.61 times/week during high school to 3.01 times/week during university.
- Together, moderate-to-vigorous physical activity declined from 7.26 times/week during high school to 5.36 times/week in first-year university.

The primary purpose of this study was to further examine the role of sport participation. The results found an overall declines in their participation in organized sports, similar to the declines in overall physical activity levels.

- On average, students reported participating in a sport activity on 14 days/month during high school; entering university, students reported engaging in sports on an average of 5 days/month.
- In addition decreases in the frequency of sport participation, there were decreases in the duration of those sport activities. On average, students engaged in 77 minutes/session during high school, and only 39 minutes/session at university.
- Decreases in sport participation were moderately related to decreases in strenuous/vigorous type physical activity; and weak-to-moderately related to the decreases in moderate type physical activity.

With the many health and social benefits associated with being physical activity and sport, research should strive to understand populations such as first-year students and the reasons behind their decline in both their sport and physical activity levels. Students identified a number of important barriers to their sport participation during their first-year at university.

- Time constraints
- Availability of sports
- Fatigue
- Alternative social activities
- Laziness

Policy Implications

The present findings demonstrate significant linkages between declines in sport participation to the overall declines in physical activity behaviours among young adults transitioning into university. It must be recognized that the transition into early adulthood is a period for which individuals disengage from sport participation, continuing to become less active advancing with age. Given the many benefits associated regular participation in sport and physical activity, this transitional period offers a critical point to intervene

Next Steps

This study was able to provide a snapshot into the sport participation of students transitioning from high school to university. While providing some insights to first-year students' participation in sport-specific activities, there is a need for further research. First, more efforts is required to develop the capacity for sport and physical activity surveillance among the collegiate population (i.e., tracking sport participation over time). Secondly, qualitative studies may be necessary to gain a more in-depth understanding behind the contexts associated with declines in sport participation. Lastly, future research needs to continue to understand the key changes occurring during this transition period, and to develop a sustainable intervention to help students maintain their engagement in sports through this life change.

Key Stakeholders and Benefits

Broadly, the findings from this study will be informative to organizations and ministries associated with sport and health promotion (e.g., Ontario Ministry of Health Promotion and Sport, Canadian School Sport Federation). Furthermore, the findings could also be useful for physical activity educators – highlighting the needs for a greater emphasis on sustaining lifestyle sport and physical activities following high school graduation.

LOCKWOOD, KELLY

Brock University

JACKSON, G.

SRG – RESEARCH TIME STIPEND 2006

Infrastructure & Expertise: A Model to Investigate Effective Training through Long-term Athlete Development

Project Summary

A Hockey Intervention Program (HIP) was established as an innovative vehicle to evaluate the infrastructure-athlete relationship for training athletes in the sport of ice hockey. This research examined both system level and athlete level factors that influence stakeholders' decisions to access and/or integrate infrastructure into athlete development and how innovative infrastructure can best provide effective support for athlete development throughout the stages of Long Term Athlete Development (LTAD). The HIP coupled facility time (hard infrastructure) in the form of a sport specific training device (skate treadmill) emphasizing fundamental skill development and expertise (soft infrastructure) in the form of highly qualified and specialized trainers. Outcomes of the research strongly supported the value of sport specific infrastructure programs, such as HIP, which focused upon fundamental skill acquisition and development at all stages of LTAD. Simply stated, fundamental skills, such as skating, are rudimentary to the sport and the mechanics can and should be introduced, taught, trained and mastered at all levels of player development.

Research Methods

This study employed a mixed-method research design to examine the impact of the HIP according to two perspectives. First, system-level qualitative data regarding when, how and why sport infrastructure is most effective in supporting athlete development was gathered from four hockey sub-system stakeholders – parents, coaches, minor hockey leaders, and hockey talent scouts/agents. These groups have vested interests in athlete development and as such, make decisions that directly influence the type of facilities and expertise an athlete utilizes. Open-ended surveys and interviews provided data on stakeholder attitudes about the role of both hard and soft infrastructure in supporting athlete development.

Second, athlete-level quantitative data was gathered to examine how the HIP contributes to athlete development and sport specific performance. Physiological, biomechanical and on-ice performance measures were tracked pre and post a 12-week HIP training intervention per year for two years. Biomechanical measures assessed change in mechanical skill acquisition and refinement of technique, physiological measures assessed change in fitness

level, and sport-specific performance measures assessed the transference of dry-land training to on-ice performance.

These data – stakeholder attitudes and performance measures – were analyzed and interpreted both independently and compiled in order to determine how stakeholders access infrastructure in ways that provide the greatest amount of support for athlete development. All data was collected on a yearly (cross-sectional) and ongoing (longitudinal over two years) basis to track system and athlete changes. This approach and timeline also facilitated the development of practical recommendations as outlined below.

Research Results

System level qualitative data was collected from 160 stakeholders; 120 parents and 40 decision makers that act on behalf of a minor hockey player. One parent for each athlete was surveyed with the exception of those 20 athletes in the “Active for Life” stage of LTAD; as adults making their own decisions, these athletes were surveyed directly. The remaining stakeholder groups included a random distribution of coaches, league administrators, scouts and agents. System level qualitative results emphasized support for three themes: the reasons for accessing sport specific infrastructure, the timing of ‘first access’ of sport specific infrastructure, and the quality or ‘perceived impact’ of facility time and expertise associated with sport specific infrastructure exposure.

Athlete level quantitative data was collected from an athlete sample of 140 hockey players; 20 athletes for each of seven stages of the LTAD model. Analysis revealed three themes consistently across all stages of LTAD: significant pre-post differences in mechanical literacy; confidence; and physical literacy gained as a result of exposure to HIP.

Combining and interpreting both qualitative and quantitative findings has provided a framework to assess the sport infrastructure-athlete connection. The greatest influence in understanding sport specific infrastructure and expertise occurred in Year 1 of the HIP when the novelty and impact of the program was high. Participants and stakeholders recognized the benefits of HIP early in an athlete’s development and the influence of an integrated approach to mechanical and physical literacy seen consistently throughout the stages of LTAD. While this study focused specifically on ice hockey, research outcomes strongly support the value of sport specific infrastructure programs which emphasize the acquisition and development of fundamental skills, such as skating mechanics, as a part of athlete development at all stages.

Policy Implications

Where enhancing sport participation is concerned, this research project has three major implications:

- 1. Alternative infrastructure (e.g. Skate treadmill training) is as an effective way to teach, learn and train “FUNdamentals”**

The Canadian Sport Centres have called skating one of the “FUNdamentals” of LTAD in on-ice sports.¹ As noted above, most ice hockey stakeholders believe that even young children, given quality instruction, can acquire confidence and learn proper skating mechanics and technique on the skate treadmill.

2. Skate treadmill training as an alternative to scarce and expensive ice time

Several interviewees noted that ice and ice time are scarce commodities in many communities. One of the advantages of the HIP is that it is the only off-ice mode of training that allows actual skating, thus circumventing the need for ice and ice time. Additionally, skate treadmills are considerably less expensive to build and maintain than ice surfaces, and take up far less space. As a result, skate treadmill training can be an attractive solution to issues associated with access to ice.

3. The need for accreditation/certification of instructors

One of, if not the, major benefit of the HIP noted by stakeholders was the skating-related knowledge and expertise of HIP instructors – knowledge and expertise that is necessary to benefit from the training of what Hockey Canada calls the most important skill in ice hockey.² Related to this, several stakeholders mentioned the range of instructor quality associated with the “plethora” of commercial hockey training resources that exist today. Many suggested a need to accredit or certify instructors so that all stakeholders can have confidence in, and benefit from, available coaching and instruction. Both the Ontario Minor Hockey Association³ and Hockey Canada⁴ emphasize the need for certification and continuing education of coaches.

Next Steps

Results of this study support the development of fundamental movement patterns or mechanics of motion beyond the Active Start and FUNdamentals stages. Mechanical literacy has the potential to significantly enhance sport performance at all stages of development if integrated appropriately. It is recommended that a model of mechanical literacy be built and superimposed on the current model of physical literacy throughout all stages of LTAD.

¹ Canadian Sport Centres. (2006). *Canadian Sport For Life Through Long Term Athlete Development: Resource Paper V2*, p. 21. Retrieved September 29, 2010, from <http://www.canadiansportforlife.ca/upload/docs/LTAD%20Downloads%20Eng/Canadian%20Sport%20for%20Life%20Resource%20Paper.pdf>

² Hockey Canada. (2008). Long Term Player Development Plan. p. 12.

³ Interview with OMHA administrator.

⁴ Hockey Canada. (2008). Long Term Player Development Plan.

Skating ability has been called the most important skill in the sport of ice hockey.⁵ However, the transfer of skating-related research knowledge to fundamental development of athletes' skating skills is lacking and neglected. To ensure ongoing development of the game of ice hockey, it is imperative that we develop effective tools for teaching, training, tracking and /monitoring fundamental movement skills such as skating mechanics. Hockey Canada has made positive initial steps in regulating/accrediting facilities and programs.⁶

Provide a template for like-sport (e.g. women's hockey, ringette, sledge hockey, special needs games) organizations to include alternative infrastructure and expertise.

Key Stakeholders and Benefits

- International Hockey Federation (IHF)
- National Hockey League (NHL)
- Hockey Canada
- Provincial Hockey Associations
- Local Minor Hockey Leagues and Associations
- Ringette Canada
- Provincial Ringette Associations
- Local Ringette Leagues and Associations
- Coaches Association of Canada (CAC)
- Canadian Sport For Life (CS4L)

⁵ Hockey Canada. (2008). Long Term Player Development Plan. p. 12.

⁶ Kalchman, L.. (2010, May 28). Pilot projects first step toward hockey camp regulation. *thestar.com*.
<http://www.thestar.com/sports/hockey/article/816271--pilot-projects-first-step-toward-hockey-camp-regulat>

LU, CHUNLEI

Brock University

**McGINN, MICHELLE, SYLVESTRE, J.
SRG 2006**

Chinese-Canadians' Perspectives on Health & Sport Participation

Project Summary

The main objective of the project was to investigate Chinese-Canadians' perspectives about health and sport practice.

Overall, participants reported both positive and negative changes in their perspectives and practices related to health and sport participation after immigrating to Canada. They experienced both cultural conflicts and integration. Multiple factors influenced their sport participation. For many, their sport practice seemed to be influenced by Chinese cultural values. Culturally appropriate policies and programs are critical to increase sport participation for this largest visible minority group in Canada.

Research Methods

The study involved qualitative interviews and quantitative questions from 100 first-generation Chinese immigrants, aged 25 or above, residing in one of four urban centres: Toronto, Vancouver, Halifax, or St. Catharines. A mixed sampling strategy combined purposive sampling, snowball sampling in Chinese-Canadian communities, and open calls.

Research Results

Participants generally perceived sport as a component of a healthy lifestyle and a means to maintain and enhance health.

These Chinese-Canadians experienced mixed changes over the course of immigration: many reported increases in sports and physical activity (e.g., because they had more time and resources) while others reported decreases (e.g., because they lacked friends and access to preferred activities).

Factors that contributed to positive changes in sports and physical activity included: encouragement from friends, colleagues, and media; available resources (e.g., facilities, equipment, natural environment); affordable costs; easy access; enhanced awareness about health; and more spare time in comparison to China.

Common sports practices included ping pong, badminton, tennis, basketball, soccer, golf, swimming, and cycling. It seemed that ping pong was the preferred ball game, but participants regretted that it was not better respected in Canada.

Most participants recommended newcomers engage in sports and physical activities to attain benefits in terms of physical health, as well as mental health (e.g., getting out of the house, making friends, releasing stress), integration into society, and meaningful leisure. They also encouraged newcomers to take advantage of community resources (e.g., free or low cost programs, facilities) and natural environments (e.g., parks, wilderness) in Canada. Other suggestions for newcomers included trying to do fun and suitable (e.g., age or ability appropriate) sports and physical activity, do sports and physical activity with friends or in groups, and adopt Canadian sports (e.g., skating, skiing, hunting) while maintaining Chinese preferred ones (e.g., taijiquan, ping pong). The sources of information about sport and physical activity included (in decreasing order of importance): (a) media (e.g., magazine, books, TV, internet); (b) friends, relatives, schoolmates, and colleagues; (c) medical professionals; (d) environment such as surroundings, community centres, and general society; (e) school education; and (f) family, including parents and siblings.

There seemed to be cultural differences and conflicts between Chinese-Canadians and mainstream sports and physical activity. For example, participants tended to adopt traditional Chinese philosophies or values, such as *following nature* (顺其自然), yin-yang harmony (阴阳调和), and *golden mean* (中庸之道). Associated cultural understandings about health, sport, and the meaning of life led these individuals toward soft and mild-moderate sports (see those commonly practiced sports above), rather than strenuous, extreme, or adventurous activities (e.g., hockey, triathlon, skiing, sailing, or mountain climbing). They thought the goal of sports and physical activity should emphasize being healthy, not necessarily being strong.

Many Chinese-Canadians are not aware of sports programs and resources available in communities, or provided by government agencies or services.

Limitations:

The results are specific to Chinese-Canadians and may not generalize to other ethnocultural groups.

Sport participation was just one emphasis within a larger study; other results relate to physical activity, fitness, lifestyle, and health.

Policy Implications

Policy-makers should be aware that current sport policies are primarily based on Western cultural values (e.g., the more, the better; competitiveness) that may not be shared by all ethnocultural communities. Culturally appropriate sport participation

policies should be developed to serve the diverse needs within Canada's multicultural society.

There is a need to develop sport programs and facilities (e.g., table tennis, badminton) in response to culturally appropriate sport participation. Culturally appropriate sport and recreation facilities and park design should consider growing needs among major minority groups.

Sport organizations at all government levels for sports such as badminton and table tennis should target the Chinese-Canadian community to provide a variety of opportunities for their participation in favoured sports. Other sport organizations such as boccia, bowling, curling, judo, karate, taekwondo as well as disabilities sports (e.g., goalball, wheelchair basketball) should make themselves visible and promote their sport programs in Chinese-Canadian communities because these sports are well aligned with Chinese cultural values.

Media, medical professionals, and community centres, as important factors for Chinese-Canadian sport participation, should make efforts to encourage Chinese-Canadians to participate in sports for health and leisure. Language-specific information (e.g., online sources, brochures, pamphlets) should be available for major minority groups to promote programs and services for sport participation.

Next Steps

There are still some unanswered and new questions regarding Chinese-Canadians' sport participation:

- The present project identified some increases and some decreases in sport participation among Chinese-Canadians: who are those that reported increases or decreases in sport participation, and what factors contributed to these changes?
- What are the differences in sport participation before and after 10 years of immigration among Chinese-Canadians? (Note: Ten years is considered a milestone in research on immigrant health.)
- What about sport participation for second-generation Chinese-Canadians? Are second-generation Chinese-Canadians more integrated into mainstream sport participation patterns as a result of increased acculturation compared to first-generation Chinese-Canadians?
- What are the specific barriers or challenges to Chinese-Canadians' sport participation? How can these barriers or challenges be addressed in order to increase their sport participation?
- Does the framework developed in the present project (e.g., changes and causes of changes in sport participation after immigration, factors and sources of sport participation) apply to sport participation for other ethnocultural groups? What

- strategies help to increase sport participation for other top immigrant groups in Canada (e.g., Indians, Filipinos)?
- How does sport participation help immigrants' acculturation and integration in Canada?

Key Stakeholders and Benefits

- The following sectors, organizations, or groups may benefit from the findings:
- Sport Canada
- Ontario Ministry of Health Promotion & Sport
- Sport associations at all levels (national, provincial, municipal): boccia, bowling, curling, judo, karate, taekwondo, disability sports (goalball, wheelchair basketball).
- General media
- Medical professional groups
- Community centres

The benefits from the findings for the sectors or groups listed above will help develop more culturally appropriate sport policies and programs. Further, they can target and serve Chinese communities—the largest visible minority in Canada, especially in the two urban centres, Toronto and Vancouver. Eventually more Chinese-Canadians will be attracted by and get involved in those programs that fit their needs.

MAIR, HEATHER

University of Waterloo

SRG 2006

Curling and Community in Rural Canada

Project Summary

The main objective of this research was to understand the role of curling clubs in rural Canadian life. It aimed to deepen and broaden our understanding of the role of leisure and sport settings in community development by studying the rural curling club. Specifically, it sought to: (1) explore the functions of these clubs as sport and community places over time; (2) examine the roles the clubs play in rural life and assess the challenges and opportunities they face; (3) observe and document the club year-round as well as community-based activities in the facility; (4) understand how these functions and meanings differ across communities and the country; (5) determine how rural curling clubs are community spaces to be understood within the broader contexts of rural and social change; (6) develop and refine new research approaches designed to best capture the complex interactions in these sport settings.

Thus far, it can be concluded that curling clubs are central places in small communities and have some combination of the following six characteristics:

1. Sources of regular physical activity and life-long social connections
2. Part of community identity
3. Sites of pride, history, commitment and ownership
4. Founded upon volunteerism
5. Platforms for valued family time and activity
6. A gathering place' for the community

Research Methods

Because these are small clubs and are located in very small communities, an ethnographic approach was undertaken. The researcher travelled to two clubs in each of the ten provinces (with an additional two clubs in Northern Ontario) and spent a bonspiel (generally a multi-day, multi-team tournament) weekend at the clubs. Graduate students were often present and part of the research team. Where possible, the researcher also travelled to the clubs during the summer (off-season) months to meet with key players (e.g. clubs presidents, board members, etc.) and to get a sense of what role the club plays in the community when curling is not taking place. During the winter, the research team spent entire weekends in the club, taking part in social events and aiming to have as many meaningful, informal conversations with participants as possible. In all, it can be estimated that a total of

approximately 600 hours were spent in the clubs over the course of the research (average time in the clubs was about 30 hours). In addition to conversations, the research team carefully observed the behaviors and activities of the curlers. Notes from conversations and observations were recorded and were later analyzed. Photos and later video recordings were also made on site and proved to be very helpful sources of information during data analysis.

Research Results

Specifically, the findings can be grouped as answers to four main questions: Why do people try curling; why do they join (and remain club members); what challenges do the clubs face; and how are clubs attempting to meet these challenges?

It is clear the primary factor influencing an individual's decision to join a curling club is a social connection. Indeed, nearly all participants listed family, friends and co-workers as primary influences. Other reasons cited by participants included: school and youth involvement; change in family status that provoked a desire for a new activity (e.g., kids leaving home, spousal death or divorce, moving to a new community); and a desire for winter-months physical activity.

Curlers join and remain members of clubs because of the following benefits: Contributes to their health and well-being; allows them to enjoy regular physical activity at varying levels of experience and ability; provides volunteer and leadership opportunities; fosters a sense of ownership in the club; and allows for community engagement.

Challenges facing clubs relate primarily to economic issues, in particular, a lack of stable economic and volunteer burn-out. Other challenges included: the effects of a lack of diversity within the sport; a growing divide between elite/professional and amateur curling (what is referred to as competitive vs. social curlers); and the resulting tendency for sport organizations (including the Canadian Curling Association) to provide uneven support for clubs (high performance camps vs. grants for small repairs and upgrades).

Many clubs are working hard to address these challenges with innovative programs and strategies, including: maintaining affordability; identifying as a 'life-long sport' (e.g., from 'Little Rocks' for youth to Masters Curling); developing coaching and leadership capacity; responding to modern participant needs with flexible memberships and league play; promoting the social benefits of club membership; and updating the club's former image (closed, elite, white, male-dominated spaces) to socially diverse, community places.

A serious limitation was the researcher's lack of French-speaking abilities, which meant the clubs visited in Quebec were generally bilingual and not solely Francophone. Further, due to cancellations, two clubs identified for research and visited in the off-season ceased to be available for research during the winter term.

Policy Implications

In general, local curling clubs have been highlighted as sites of important physical activity with tremendous potential for social benefits. To achieve the benefits, clubs need stable and dependable investment and access to resources to help them continue to build capacity and maintain infrastructure. A successful and thriving curling club is one at the centre of both sport and community life. As such, the following should be supported and resourced: Youth Development; family-friendly infrastructure and programming; and capacity to understand and meet the needs of the modern adult participant, seniors and people with challenges and non-traditional curlers.

There are three steps sport policy makers can take to support curling clubs: 1) Support curling with the same level of financial (federal, provincial, municipal) afforded to other sports (e.g. hockey); 2) Increase exposure to curling by implementing programs in schools across Canada; and 3) Provide development funds to national or provincial curling organizations and to local clubs.

Next Steps

All research opens new doors of inquiry and this project has been no exception. One of the outcomes of this project is the development of a project focussing on the challenges of diversity and access facing urban clubs. The study focused deliberately on small communities because it was thought that the role of the club in the community may be more easily visible on a smaller scale. However, there is certainly room to look at bigger clubs in larger communities. Other questions that stem from this project include: What is the state of urban curling clubs and what challenges are facing them; What is the image of curling in the minds of new Canadians and how can we increase its appeal; How can national sport organizations communicate more effectively with, and respond to the needs of, their grassroots members; How can those concerned with sport development and participation balance the needs of high-level/elite sport development with those of everyday Canadians; How are (particularly winter) sport clubs working to meet environmental challenges with facilities such as hockey and curling rinks?

Key Stakeholders and Benefits

Canadian Curling Association; All provincial and regional curling associations; The Curling News; The World Curling Federation; Federation of Canadian Municipalities

MORDEN, PETER A.

Concordia University

ISRAEL, DANIEL

SRG 2006

Adolescent Leisure Opportunities in a Changing Community (2011)

Project Summary

The context of leisure is especially amenable to fostering the acquisition of developmental assets and the development of. However, the issue of access to developmentally significant opportunities becomes problematized as inner-city areas are transformed by the process of gentrification, which may disrupt existing usage patterns and which alters the dynamics of supply and demand at the community level. It is not clear to what extent community “revitalization” projects are considered improvements by all members of the community, and there is scant research about the impact of the process on pre-existing residents, specifically their leisure behaviour. Additionally, youth perspectives are seldom sought by researchers examining gentrification, although appealing to such perspectives has been advocated for social research, particularly research with policy implications. The objectives of this research are to examine the extent and distribution of socioeconomic changes within a gentrifying community and to elicit the views of youth pertaining to their perceptions, experiences and use of the community leisure infrastructure.

Research Methods

The first step in this research has been to assess the degree and distribution of gentrification within the community of Little Burgundy, an approximately one square kilometre area of Montreal, Quebec. Whereas Little Burgundy has been identified as prototypical of gentrification, there has been scant attention paid to intra-community changes resulting from the gentrification process. Data from the Canadian Census were used in order to paint a socio-economic profile of the community and to examine differences as may be evident between the four census tracts of which Little Burgundy is comprised.

The second step in the research process involved semi-structured interviews conducted with over four-dozen adolescents residing in the community. Interviews covered adolescents’ perceptions of the community and their use of community leisure resources, daily time-use, leisure companions, and impressions about community change. Interviews were recorded, conducted in either English or French, and their duration ranged from 20 to 90 minutes. Data coding procedures were used to derive a wide variety of descriptive categories as well as broad themes which best captured the experiences and meaning of the community, its

leisure resources, and its development over time for these adolescents.

Research Results

Initial analyses sought to examine the socio-demographic evolution of Little Burgundy over the quarter century between the 1981 and the 2006 Canadian Census. Of particular interest were changes in population, household income, linguistic make-up, and the proportion of youth under 20 residing in each of the four census tracts within Little Burgundy (67, 68, 77, and 78). Demographic changes have been previously reported but, in short, community change along a number of dimensions has not been uniformly distributed across Little Burgundy. Indeed, from the relatively similar tract profiles in 1981 there have developed two areas of marked contrast, represented by tracts 68 and 78, and another two tracts that have developed between these extremes. While tract 78 has seen an influx of wealthy residents to occupy converted and built accommodations, tract 68 is distinctly more impoverished, ethnically and linguistically diverse, and has far greater proportion of youth in the area than in all other tracts.

Given the elevated proportion of youth and the concentration of disadvantage in tract 68, it is here that community leisure provisions would seem of greatest need and also of greatest potential benefit. The perceptions of youth from tract 68, and their use of community resources, are highlighted below.

Youth within this area were generally quite positive about Little Burgundy overall as well as the community leisure affordances: *It's a nice neighbourhood. Like, the people are nice, people are friendly, you have the basketball court right there. You can just come outside and walk around a chill. So, it's a good area.* That said, youth seldom indicated use of any of the leisure resources in Little Burgundy that were beyond tract 68 and, in certain cases, indicated that such areas were largely ignored. Of paramount importance to these youth was the park located within this tract, one of the two main parks in Little Burgundy: *It is very attractive for the youth and the community. A lot of kids go there because it is... the closest place to the centre of the community and that's where we get together—everybody coming and going because it is, like, in the middle.* Although most frequently mentioned as a favourite place, the park had its detractors, as well: *The thing is that a lot of teens go there that have a bad influence, so... It is mostly between four and five [o'clock] that they start to come... after those times... when I go the park I am scared because you never know what can happen.*

Youth from this area also mentioned their reliance upon not-for-profit organizations in order to occupy their free-time and also serve their leisure needs. Indeed, such community organizations were reported as “favorite” places by a substantial proportion of tract 68 youth. Of significance, as well, were that such community agencies provided financial support to youth with limited means in order to participate in leisure activities: *They helped me out this year to pay my fees for basketball. People are nice here, I like to spend my time with the advisors and people.*

The youth in the area certainly noted the economic changes in Little Burgundy that have left tract 68 largely unaffected—both in terms of income growth and also infrastructural improvements: *All the stuff that is coming in, all the condos and everyone is pushing people out of Burgundy... like, most of the people here, most are on welfare, so they can't really pay what they have to pay.* Some expressed concern that resources that they valued may also be affected: *They may destroy some places and build other things. Maybe they might do that. Or here [community youth-serving organization], for example, maybe they might break it down to build condos or something... I don't think they should do that because it is a place that you like to go.*

Within the context of a Little Burgundy that has seen drastic though unequally distributed economic and social change over the 25 years examined here, adolescents within the most impoverished and socially troubled area of the neighbourhood respond relatively favorably to their environment. Perhaps they have developed resilience in the face of adversity due to supportive adult networks and opportunities for the constructive use of time, and some teens in this study have alluded as much. However, with the prospect of further gentrification to come, it is essential that “low-income residents have a say in their neighbourhood’s future” (Formoso, Weber & Atkins, 2010, p 399) and no constituency needs a voice more than tract 68 adolescents.

Policy Implications

The findings suggest the crucial importance played by the developed sports and leisure infrastructure for positive adolescent development. However, the findings also suggest that gentrification does not benefit all youth residents equally due to the asymmetrical patterns of economic and social development. It is, thus, imperative to consider the needs of all residents when considering infrastructure renewal and development, program offerings, and community access to resources. It is also important to seek from youth information about the range of barriers and constraints that may limit their participation in developmentally-appropriate leisure in the community.

Next Steps

The findings reported here suggest many research questions and fruitful avenues for research engagement. Examples include an in-depth analysis of leisure policy as it pertains to youth engagement at the community level; for instance, what policies serve to encourage or inhibit youth use of community spaces and places? Similarly, systematically assessing the needs of all community adolescents with respect to leisure programs, facilities, and green spaces may help disclose differing patterns of use across segments of the youth population of relevance to leisure planning and policy. Lastly, an assessment of the degree of coordination between the private, not-for-profit, and public sectors would facilitate the equitable development and distribution of leisure goods in areas undergoing gentrification.

Key Stakeholders and Benefits

Ministère de l'Éducation, du Loisir et du Sport du Québec
UQTR - L'Observatoire québécois du loisir
Sport et Loisir de l'Île de Montréal
Association québécoise des professionnels en loisirs

O'REILLY, NORM

Syracuse University

BERGER, I., HERNANDEZ, T., PARENT, M., SEGUIN, B.

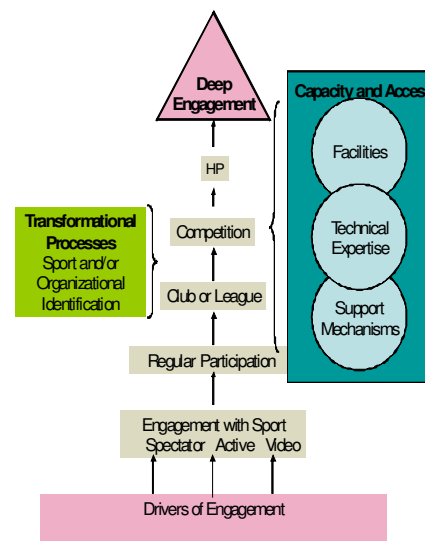
SRG 2006

Urban Youth Engagement in Sport: Process, Access and Participation

Project Summary

This research examines participation and engagement with sport among Canadian urban youth and the resulting impact on athlete development, sport organizations, businesses, sponsors and Canadian society. Particular emphasis is put on the city of Toronto and pool and rink sports. There are four research questions:

- In what ways and how deeply are young urban Canadians engaged in sport?
- What is the engagement process?
- What capacity exists to facilitate, support and enhance engagement?
- What roles, responsibilities and benefits accrue to business, government and non-profit organizations?



Research Methods

This project involved an extensive array of secondary research efforts and primary data collection protocols. Secondary research included a literature review and cohort analysis of Canadian Youth 1992 to 2005 using the Statistics Canada General Social Surveys (1992, 1998 and 2005). Approxim

ately 10,000 respondents completed the sport and physical activity module of the GSS. Primary Research included two netnographies (written accounts of online cyberculture, informed by the methods of cultural anthropology) of a number of online forums to better understand and identify the important factors driving or inhibiting youth sport participation. Water sports facilities and arenas in Toronto, Montreal and Sudbury were observed to determine the daily and regular user habits of young people. The researchers concentrated on participant ethnicity, socioeconomic level, mode of transportation to the site, family involvement, types of activities and activity level. Interviews focused on youth athletes, non-athletes and youth in schools.

Experimental intervention included three surveys and one intervention with 123 students from Grades 4 to 8 attending three public primary schools in Sudbury, as well as their parents. Students were divided into three groups: active household, moderately active household and inactive household based on a first survey. A second survey focused on youth attitudes and behaviour in relation to physical activity. Following the second survey, the youth were randomly divided up into two groups: one group received an information kit on physical activity and the other, an information kit on diet. A third survey, identical to the second, was distributed after the intervention to determine if there had been a change in the level of engagement and attitude toward physical activity and/or in the level of family support.

The questionnaire for a large sample survey (“National Survey of Urban Canadian Youth” (n=3003)) of youth in Toronto, Vancouver and Montreal was built from all previous studies and literature.

A still ongoing spatial analysis of sport facility infrastructure in the city of Toronto will layer the location of facilities, clubs and other important infrastructure in relation to various demographic factors, as well as the results of the other methods, to provide a geospatial assessment of Greater Toronto.

Research Results

The literature review and cohort analysis revealed that urban youth sport participation was determined by six underlying factors: household context, parental education, community context, social/gender, self-perceptions, and competing behaviours. All these drivers discriminate between adolescents who do and adolescents who do not participate in sport. Notably, the cohort analysis also found that the younger generations are decreasing their participation rates at higher levels than other cohorts.

The interviews, netnography and experimental intervention allowed for deeper understanding of these factors at many levels. For example, youth interviews highlighted eight drivers of sport participation: (i) parental/siblings influence, (ii) coaches, (iii) socio-economic status of the family, (iv) technical skills, (v) geographical context, (vi) personal attributes (identity aspect) and skills (perception of strengths vs. weaknesses), (vii) friends, and (viii) school as an initiator into sport (but also an obstacle to great engagement). Notably, gender and ethnicity did not appear to be as important as previous thought (literature). The interviews further made three important comments vis-à-vis the process and strength of engagement: First, the processes of youth sport participation depend on the interaction with youth’s social surroundings. Second, the strength of youth engagement in sport is influenced by the level of competition and degree of family involvement. Third, parental involvement may be the most important of all drivers. Importantly, the interviews revealed that youth participate in sport via one of three processes: social (family, friends), institutional (school, club), identity (self-perceptions, ego, etc.). There is a difference between these processes for youth who are doing sport for recreation and those who are high-performance athletes

The netnography highlighted that youth lacking a supportive environment are most in need of policy support vs. those in middle-class, two parent families. In addition, analysis using GSS data related to 'household context' reinforced this driver as a critical – if not the most important - element in adolescent sport participation. Households of intact families, with higher than average incomes, in which several household members participate in sport, define an ideal that is not available to all adolescents.

Early analysis of the large sample survey suggests that those in need of support in sport participation are those who do not match the drivers of sport participation noted earlier. Indeed, the profile of the current sport participant suggests that effort should be expanded to target and encourage adolescent females, over the age of 17, from Central Canada, living with less-educated parents, in a lower income, non-in-tact family, with a father born in Canada and without other household members who participate, coach and attend amateur sporting events.

Policy Implications

This research brings forward a number of important recommendations to governments at the level of policy and the level of programs. The most important policy recommendation, clearly, is the need to develop policies that target the portion of the Canadian population who requires support. The middle-income family, with two parents living at home, and a decent income does not need help. Their kids are largely active. It is in fact the single mother or the widower, living in a condo, with limited income that really needs the support. Their kids are largely not active. This is emphasized by the cohort analysis which found that youth sport participation declined at a significantly higher rate for households with incomes of less than \$40,000 per year versus those households in the \$100,000 per year category. The income divide clearly indicates the need for fiscal (government) support of lower- and middle-class income earners' children's participation. Government-sponsored spaces at different recreational and competitive levels in organized sport for these families' youth may have a greater impact.

Next Steps

Two important steps remain in the analysis of all this data: geospatial analysis of facilities and further data analysis of the large sample survey.

Key Stakeholders and Benefits

There is a need for policy makers and investors in grassroots sport to target resources at participants not in 'supportive' environments and/or 'ideal' households. These organizations include governments, foundations, sponsors, COC, and NSOs.

Organizations interested in increasing participation rates should act to overcome structural challenges to capitalizing on the large potential pools of participants.

Health promoters should take note that younger generation sport participation rates are decreasing rapidly. Policy should focus on developing active lifestyles among young adults by targeting key messages at schools, teachers and school boards. There is also a need to link sport development objectives to healthy living messages targeting girls.

Finally, there is a need to consider youth culture/subcultures (i.e. social networking and competing screen interests) in program planning for adolescents.

The social determinants of athletes' health: Understanding the relationship between health and high performance sport

Project Summary

Researchers are beginning to pay greater attention to the connections and contradictions between sport, health and healthcare. Despite the conventional wisdom that greater participation in sport and physical activity enhances health and the quality of life, more and more evidence points to the ways in which sport participation is not always healthful or beneficial. Nowhere is this more evident than for athletes participating in high performance sport. The ideology of excellence within elite sport demands the professionalized and scientifically calculated pursuit of the linear record on the world sporting stage which in turn demands, on the part of the athlete, the development of levels of disregard for the body in the pursuit of sporting excellence. Although our understanding of athletes' immersion in sport's "culture of risk" is growing – a culture that sees the unquestioned acceptance, production and reproduction of health-compromising norms (e.g., pain/injury tolerance, dangerous dieting practices or the use of performance-enhancing drugs), there has been a relative absence of research exploring other social, economic and political determinants of athletes' health and wellbeing.

There is extensive national and international research documenting the ways in which social determinants of health (SDOH) influence the health of individuals and communities and are directly related to the ways in which resources are organized and distributed among the members of a society. SDOH impact and influence participation in sport and physical activity and, in turn, are impacted and influenced by, in varying degrees, participation in sport and physical activity. This study is interested in examining the material conditions of athletes' lives, as structured by the Canadian sport system and Canadian sport policy, and the ways in which those material conditions frame and impact their health and wellbeing. In other words, the structure of the Canadian sport system, as guided by sport policy, frames the production of high performance and the health-compromising realities for sport participants. This project investigated the social determinants of high performance athletes' health in Canada and the material conditions that contribute to or detract from athletes' health and wellbeing. The foci of the project included: 1) exploring athletes' lived experiences with their health and wellbeing in relation to the material conditions of their lives; 2) studying the incidence of compromised health among athletes, particularly those participating in representative high performance sport; 3) constructing and administering a quantitative bilingual survey questionnaire on the social determinants of athletes' health; and 4)

developing a framework of the social determinants of health (SDOH) for athletes at the pan-Canadian level. At a theoretical level, the first objective of this project was to critically analyze and bring into focus the ways in which the material conditions of being an athlete, particularly in high performance sport, influence one's health and wellbeing. The second objective was to identify the ways in which the high performance sport system and, by implication, the state structure mediates the material conditions of athletes' lives and protects or endangers their health and wellbeing. Finally, we endeavoured to situate athletes' health and wellbeing within broader discussions of athletes' lived experiences, and contribute to a growing body of knowledge that theorizes and contextualizes the relationship between sport and health in Canada.

Research Methods

This three-year project employed both qualitative and quantitative research methods. Qualitatively, the project involved in-depth, semi-structured interviews with athletes. The qualitative portion of the project also includes some documentary research on relevant federal and provincial/territorial sport policies in relation to the material conditions of athletes' lives. For the quantitative aspect, the key activity was the development and administration of a bilingual survey questionnaire on the social determinants of athletes' health. The bilingual survey questionnaire was distributed cross-country to athletes registered with provincial and national sport organizations.

Research Results

Results from the qualitative and quantitative portions of the study indicate a number of key themes: that health is a relative concept among athletes and their parents; that many athletes rely, often heavily, on others for material support; and that there remain barriers to participation in high performance sport particularly with regard to socioeconomic status. Contextually, a number of social forces within and outside of high performance sport work to perpetuate the inaccessibility of sport for all including: the whittling of public budgets for sport/recreation facilities, programs and services; the continued focus on downstream, rather than upstream, determinants of health; and the sustained and, in fact, heightened emphasis on performance over health within the high performance sport system as Canada participated in the 2008 Beijing and 2010 Vancouver Olympic Games and prepares for other major international games (e.g., 2012 London Olympics). Limitations with this study focus predominantly on the survey questionnaire and its relative low return rate.

Policy Implications

High performance athletes comprise a unique community within Canada given the work that they do – the term 'work' is underscored here not only in reference to the actual extensive time, costs and labour athletes invest in the pursuit of sporting success. This project contributes to our understanding the social determinants of athletes' health and in understanding the ways in which the Canadian sport system, including Canadian sport policy, frames the material conditions of athletes' lives. Information on the social determinants of athletes' health has policy implications for sport participation as results indicate that: 1)

socio-economic barriers continue to prevent access to full participation for some athletes, even in spite of sport-specific policies and programs to mediate the influence of income; and 2) socio-economic stresses negatively impact the health and well-being of some athletes as well as members of their support systems (i.e., their parents, spouses or families).

Next Steps

At this point in time, data continues to come in from the quantitative survey however next steps include the refinement of the survey tool and another attempt at distribution cross-country. Thematically, it will be important to map the results from high performance athletes to changes in sport programming at community levels as community sport is often the first point in the Canadian sport system in which high performance athletes are introduced to their activity, exposed to the development system and begin to interact with others (coaches, teammates, competitors).

SHANNON, CHARLENE

University of New Brunswick

SRG 2006

Understanding Parents' Experiences in Facilitating Physically Active Leisure for their Children who are Overweight or Obese

Project Summary

Parents are key influencers of their children's leisure behaviours. They identify and create opportunities for their child's continued participation in leisure activities including sport. There are a number of factors that affect a parent's ability to support his/her child's participation in leisure activities. Given increasing concerns about childhood obesity and the importance of involving overweight/obese children in physical activity, three objectives guided this study:

- To identify the leisure behaviour patterns of overweight and obese children aged 5 to 16 and their parents;
- To explore parents' experiences with facilitating and supporting their child's participation in physically active leisure;
- To determine whether and in what ways participation in parent leisure education sessions influences parents' ability to facilitate or support their child's engagement in physically active leisure.

The study demonstrated that parents' personal limitations, lack of knowledge about available recreation and sport opportunities, and lack of awareness about their children's leisure interests make it difficult to support their child's ongoing participation in sport and physical activity. Children's negative experiences with sport and active leisure pursuits can also be a strong influence. However, leisure education can help parents by providing them with opportunities to: acquire knowledge about available recreation and sport resources; discover their children's interests; and develop strategies for overcoming various challenges in creating and supporting sport and active leisure opportunities.

Research Methods

Data collection involved parents who had a child who was overweight or obese participating in the University of New Brunswick's Paediatric Lifestyle Management Program (LMP). The Paediatric LMP was a 10-week program that provided education and guidance in the area of health, nutrition, and leisure and physical activity through 3 group sessions and 7 weekly, one-on-one individualized sessions with a paediatric nurse, dietician, and leisure educator. Twenty-five parents (19 mothers, 6 fathers) ranging in age from 32 to 49 participated in the study.

Prior to beginning the program, face-to-face, semi-structured interviews were conducted with one parent from each family that focused on 1) the leisure behaviour patterns of the parent, 2) family leisure patterns, and 3) the leisure interests, behaviours, and experiences of the child who was overweight or obese. Each parent attended between 4 and 7 individualized leisure education sessions lasting 20 to 30 minutes that focused on discussing aspects of the child's leisure (e.g., knowledge about leisure, leisure interests, and barriers to participation) and their roles as facilitators of their child's leisure. All parents were provided with a leisure interest inventory (listing 50 leisure and sport activities) to review with their child in an effort to determine previously unidentified interests. Finally, parents participated in a semi-structured, face-to-face interview the week after they had completed the program. Questions were related to changes that had been made to their own and their children's leisure behaviors as a result of their participation in the education sessions and to their perceived value.

Research Results

At the time they began the Paediatric LMP, children were engaged primarily in sedentary pursuits. In addition, children were not always moving while participating in a sport activity (e.g., serving as the goal keeper in soccer).

Only five of the 25 parents in the study were regularly physically active (3 times per week) at the time they began the LMP. Parents who were not active indicated lack of time and lack of energy as key reasons for their sedentary lifestyles. Mothers appeared to be less active than fathers. Ten parents, all of whom were overweight or obese themselves, identified weight-related health issues (e.g., back or knee problems, joint pain, diabetes) as limiting their ability to be physically active with their child.

Parents' own limitations (e.g., time, ability to pay, energy, skill, unpredictable work schedule, geographical distance from a community and health) affected their ability to engage in active leisure with their children. Parents also had difficulty overcoming children's negative experiences in recreation and sport programs (bullying, exclusion, and inability to keep pace with the other children) that affected the child's desire to continue participation in organized activities.

All parents reported that the leisure education component of the LMP was valuable. Parents indicated that it made them more aware of their children's time use and ways to redirect from sedentary to more active (or developmentally beneficial) pursuits. They also acquired knowledge about active leisure opportunities available within their community and become more aware of activities that interested their children. Most parents reported an increased awareness of their influence on their child's leisure behaviours and the importance of being a good role model. Some parents were confident they had discovered or developed strategies for overcoming some of the barriers they had faced in engaging their child in active leisure (e.g., had developed time management skills; were now aware of free or low-cost programs). Many parents identified making greater efforts to engage in physically active family leisure.

At the end of the program, most parents had either enrolled or planned to enroll their child in an active leisure recreation or sport program. In most cases, limits on the amount of screen time children were allowed each day had been put in place.

Policy Implications

Policy aimed at enhancing children’s sport participation may require more consideration of parents’ role as the facilitators of children’s sport participation. Initiatives that provide opportunities for children to “drop-in” and receive instruction may support parents who want to gauge interest or are not able to commit to a regularly scheduled program. Partner initiatives such as KidSport are critical to reaching those children who most need sport and whose family may not have the financial means. The impact of negative first experiences on continued participation suggests the importance of including, as part of the training of recreation and sport leaders, ways of welcoming, encouraging, and supporting first-time participants. Specific efforts by youth-serving organizations to create safe and supportive environments that lessen incidences of bullying and peer harassment may be an important step to ensuring children’s continued participation.

Next Steps

Future research should address the long-term impact of leisure education sessions; overweight and obese children’s first-hand perceptions of their experiences with participation in sport and active recreation; and the role of youth serving recreation and sport organizations in protecting children from exclusion and victimization and their management of bullying incidents when they occur

Key Stakeholders and Benefits

- The following organizations may be interested in the findings:
- Government of New Brunswick Department of Wellness, Culture, and Sport
- Recreation New Brunswick (and other provincial recreation organization)
- Sport NB (and other provincial sport bodies)
- City of Fredericton – Community Services (Recreation Division)
- Town of Oromocto – Leisure Services and Tourism
- Village of New Maryland – Recreation and Leisure Services
- Fredericton YM-YWCA

STRACHAN, LEISHA

University of Manitoba

Post-Doctorate 2008

Examining Positive Youth Development in Elite Sport Contexts Using Photo Elicitation

Project Summary

Previous research in the field of positive youth development has highlighted the importance of extracurricular activities, such as sport, in developing healthy youth (Larson, 2000, Petitpas et al., 2005). Further, the National Research Council Institute of Medicine (NRCIM, 2002) have suggested eight setting features that are critical to the growth of positive young people: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support of efficacy and mattering, opportunities for skill building, and integration of family, school, and community efforts. The presence of these setting features has not yet been examined extensively within youth sport contexts (Perkins & Noam, 2007). Recent research with elite youth sport coaches found the presence and delivery of the setting features within elite sport contexts (Strachan, Côté, & Deakin, 2011). With increasing elite sport participation by children and youth, it is critical that elite sport contexts be explored through examining athlete perceptions to ensure the best possible program delivery. Results point to the 7th setting feature, opportunities for skill building, as a meaningful feature of elite sport contexts. Other highlighted features include physical safety as well as appropriate structure.

Research Methods

Twelve athletes (Mage = 11) were recruited from swimming and gymnastics. These athletes were all invested in their respective sports spending at least 10 hours per week in practice. A photo elicitation methodology was used; this methodology involves individuals taking photographs within a specific context in order to explore the environment in greater depth (Morrow, 2001; Power, 2003). Each athlete participated in three or four separate sessions which have proved to be appropriate with children and youth (Cook & Hess, 2007). The sessions include an explanation of the methodology, taking pictures during a practice, selecting pictures, and speaking to the researcher about their experiences by explaining the photographs taken. The final session was audio recorded and transcribed verbatim for analysis.

Research Results

Athletes described features related to Opportunities for Skill Building as the most meaningful part of their elite sport experience. Interestingly, skill building encompassed a

broad range of activities: skill development, cognitive development, and psychological skills development.

Physical Safety and Appropriate Structure were also important to these athletes as they wanted to feel safe in their sport experience and have an understanding that proper progressions were being taught and delivered.

Positive Social Norms and Support of Efficacy and Matterings were often mentioned by these athletes as they understood that they were developing positive values in sport. In addition, recognition was mentioned by several athletes as important in their experience and this was extremely valued.

The support and encouragement of friends as well as having supportive coaches were not mentioned quite as much but were also very valued by these athletes.

Opportunities to Belong and Integration of Family, School, and Community were the least reported by these athletes.

Policy Implications

The first goal of the Canada-Manitoba Sport Development document is to increase the level and range of participation in sport within Manitoba's remote, isolated and inner urban communities, and especially among Manitoba's Aboriginal and new immigrant populations. While special populations have not yet been addressed through this research, results can have an impact on the level and range of sport participation among youth.

Participation in elite youth sport brings about many challenges, particularly with issues of dropout and burnout. A greater focus on the tenets of positive youth development in this context can help to encourage talented athletes to persist in sport while gaining positive experiences within a more deliberate context.

Next Steps

The next steps of this research include examining more of the context in elite youth sport, particularly parents/guardians and their contribution to positive development. More links are needed examining family structure (i.e., siblings), school involvement, and community links within elite youth sport. Further, more diverse populations are important to consider through this research including Aboriginal and New Immigrant youth, athletes with physical disability, and athletes with intellectual disability.

Key Stakeholders and Benefits

The key stakeholders in this research include:

The Coaching Association of Canada

Sport Canada – LTAD

Swimming Canada/Swim Manitoba

Gymnastics Canada/Manitoba Gymnastics Association

SULLIVAN, PHILIP

Brock University

HOLT, N., BLOOM G.

SRG 2007

The Effect of Coaching in Youth Sport in Canada (2010)

Project Summary

This project was designed to examine the impact of coaching on athlete outcomes in youth sport. The research focused on both the perceptions and behaviors of the coach, and assessed sporting and non-sporting (i.e., positive youth development) outcomes of the athletes. To maximize the applicability of results to the Canadian sporting culture, efforts were made to collect data within the three different youth sport streams determined by the Coaching Association of Canada – competitive, community and instructional sports.

Research Methods

A sample of 352 athletes and their coaches (N = 47) participated in this study. Coaches completed the Coaching Efficacy Scale (CES) and Revised Leadership Scale for Sports (RLSS). Athletes completed the Coaching Behavior Scale for Sports (CBS-S) and Youth Experiences Survey (YES). The CES measures confidence coaches have in four interrelated areas – motivation, strategy, teaching technique, and character building. The RLSS measures the frequency of four different coaching behaviors – training and instruction, positive feedback, social support, and situational consideration; and two different decision making styles – autocratic and democratic.

All scales are answered on via close ended Likert-type questions. The CES and RLSS have been supported with respect to their validity, reliability, and psychometric properties. One of the objectives of the research was to validate the YES and CBS-S.

Research Results

The YES and CBS-S were both analyzed for psychometric properties (e.g., internal reliability, factor structure). In both cases and reduced version of the scale was validated.

It was found that there is a significant relationship between coaches self perceptions (i.e., coaching efficacy) and their behaviors (e.g., training and instruction and positive feedback). Further, there were significant relationships between coaches efficacy and their perceptions of their own behavior and athlete assessments of coaching behavior. Finally, preliminary analyses showed that positive youth development may be an outcome of coaching in youth sport.

Policy Implications

These findings may be applicable to coaching education material that is distributed by the National Coaching Certification Program.

Next Steps

These findings may be applicable to coaching education material that is distributed by the National Coaching Certification Program.

Key Stakeholders and Benefits

- Coaching Association of Canada
- National Coaching Certification Program

TAMMINEN, KATHERINE

University of Alberta

Doctorate 2008

Understanding and Coping Among Adolescent Athletes

Project Summary

Research Objectives: Participation in youth sport is associated with a variety of positive developmental outcomes among adolescents, however studies of recreational and competitive youth sport contexts have revealed stressors which include not having fun, an overemphasis on winning, conflicts with coaches or opponents, or parental pressures to succeed (Anshel & Delaney, 2001; Goyen & Anshel, 1998; Sirard, Pfeiffer, & Pate, 2006). Researchers speculate that failing to cope with these stressors may lead to burnout and eventually sport withdrawal (Petlichkoff, 1992; Smith, 1986). Thus, by understanding how youth deal with potential stressors, coping may play an important role in improving athletes' experiences in sport and maintaining sport participation rates.

Conclusions: Results from study 1 suggest that the development of coping among adolescent athletes is malleable and is influenced by the athlete's social network and prior coping experiences. Social networks including athletes' parents, coaches, and teammates should be developed by focusing on communication and positive social interactions. By developing social networks and coping skills, youth may maintain sport participation throughout adolescence.

Results from study 2 suggest that learning to cope was an experiential process for adolescent athletes, implying that athletes must gain personal experience in dealing with stressors in order to learn how to cope. Athletes learned about coping by being exposed to multiple situations in their sport and by reflecting on their stressors and coping efforts. Parents and coaches helped athletes learn to cope by creating a trusting environment which facilitated the learning process, and by using specific strategies for assisting athletes in learning about coping. Strategies included questioning and reminding, sharing experiences, providing perspective, and dosing stress experiences to help athletes learn to cope. Parents also initiated informal conversations about coping, while coaches used direct instruction and created opportunities to learn about coping

The results of this research have been published in peer-reviewed journals:

Tamminen, K. A., & Holt, N. L. (in press). A grounded theory of adolescent athletes' learning to cope and the role of parents and coaches. *Psychology of Sport and Exercise*. doi: 10.1016/j.psychsport.2011.07.006

Tamminen, K.A., & Holt, N. L. (2010). A meta-study of qualitative research examining stressor appraisals and coping among adolescents in sport. *Journal of Sports Sciences*, 28, 1563-1580. doi: 10.1080/02640414.2010.512642

Research Methods

Study 1: The purpose of this study was to create an integrated conceptual perspective and to establish 'what is known' about youth sport stress and coping. A qualitative meta-study was conducted of youth sport coping research from 1970-2009. Twelve sport psychology journals were manually searched and six online databases were searched electronically. Weekly automatic database searches were also conducted. Based on inclusion criteria, 17 articles and 3 dissertations were retained. Analyses produced the following themes: contextual and dynamic stressor appraisals, dynamic coping efforts, development of coping, and social networks as assets and liabilities.

Study 2: The purpose of this study was to develop a grounded theory of adolescent athletes' process of learning to cope and the role of parents and coaches within this process. The key research question was "how do coaches and parents influence the development of coping in sport?" Interviews were conducted with 17 athletes (8 females, 9 males, *M* age = 15.6 years) 10 parents (8 mothers, 2 fathers), and 7 male coaches. Interviews were analysed using grounded theory methodology (Corbin & Strauss, 2008). Analyses produced the main category of learning about coping, as well as three categories concerning the role of parents and coaches: creating context, strategies for assistance, and balancing acts. Learning about coping was an experiential process for adolescent athletes, suggesting that athletes must gain personal experience in dealing with stressors in order to learn how to cope.

Research Results

- 1) Athletes' social networks are complex and intricately tied to the appraisal of stressors and the ways in which they cope with stressors. Parents and coaches may serve as assets to helping athletes learn to cope with stressors in sport, however they may also be liabilities in learning about coping (i.e., athletes may perceive parents and coaches as stressors and not as sources of support). Positive interactions with coaches and parents may improve or facilitate athletes' coping.
- 2) Most previous studies have concluded with applied implications that involve helping adolescent athletes build a repertoire of coping resources and/or selecting the coping strategies that are 'tried and true.' The current research *also* highlights the importance of delivering interventions that focus on athletes' social networks which were found to be both assets and liabilities. Thus, interventions that also target coaches, parents, and even team/peer interactions may be useful for improving adolescents' coping in sport. This issue does not appear to have been widely considered in the literature to date.
- 3) Learning about coping occurred through an experiential process where athletes needed direct exposure to stressors to try out coping strategies (see Figure 1). This was facilitated by exposure to different situations, and by having appropriate social support networks in place to assist athletes' coping. Thus, being exposed to various situations in sport with supportive

parents and coaches surrounding the athlete may contribute to the development of coping strategies. The current research confirms the idea that athletes benefit from instruction regarding coping; however these findings emphasize the importance of providing athletes with opportunities to try out coping strategies in competitive situations.

- 4) Parents and coaches reported that they attempted to create a context for learning about coping by listening and by monitoring their own reactions when discussing stressors with their child. The context created by parents appeared to influence the extent to which athletes sought assistance from their parents when facing stressors. Family contexts appear to influence the development of adaptive and maladaptive coping among adolescents (Grant et al., 2006; Kliewer, et al., 1996; Lafferty & Dorrell, 2006), and researchers have suggested that coping intervention programs need to address parenting and communication within family environments (e.g., Blount, Davis, Powers, & Roberts, 1991); the current findings support this proposition.

Policy Implications

Exposure to multiple experiences in sport should be supported by information and education regarding the importance of social support in athletes' coping. Parents and coaches should not be left out of interventions, since they are integral parts of athletes' social networks. Education should be provided to parents and coaches regarding stressors and coping among athletes including information regarding potential stressors for athletes, ways of coping with stressors, and adaptive and maladaptive ways of coping. There should be an emphasis on improving communication between athletes and their coaches and parents, with an emphasis on positive social interactions to facilitate the development of coping. Sharing experiences, questioning and reminding athletes about possible ways of coping, providing perspective, and providing opportunities to learn about coping all appear to be practical ways to help athletes learn to cope with stressors in sport. By helping athletes learn to cope adaptively with stressors in sport, they may improve the quality of their sport experiences, thereby reducing burnout and withdrawal. These suggestions are relevant for the Canadian Sport for Life goal of enhanced sport participation and improving the quality of sport for young athletes.

Next Steps

Athletes' perceptions of stressors and use of coping strategies changes with development (Reeves, et al., 2009), and parents and coaches may help athletes learn to cope in qualitatively different ways across stages of development (Skinner & Zimmer-Gembeck, 2009). Future research may investigate the ways in which parents and coaches contribute to athletes' learning to cope at different developmental stages. Understanding how parents and coaches help athletes learn to cope at different stages may help to develop developmentally appropriate interventions for parents, coaches, and athletes.

While it is important for athletes to experience potentially stressful situations to develop new coping abilities, parents and coaches must also determine the relative ability of the athlete to cope with stressors. Parents and coaches may adjust their protective practices as athletes develop a repertoire of coping skills. This represents an interesting area of study

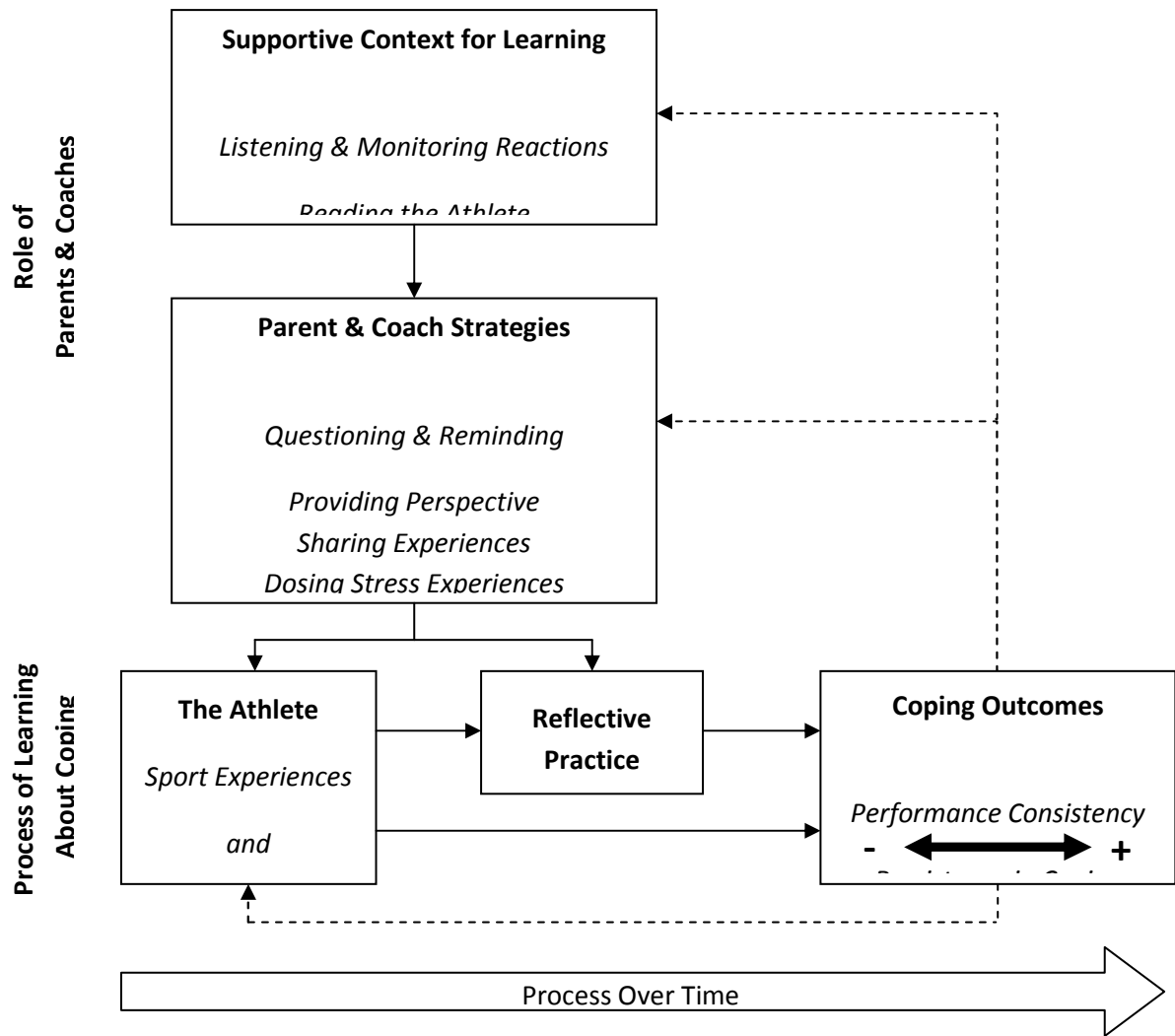
regarding parent-athlete relationships and the ways in which parents negotiate risks involved in allowing their child to engage in potentially stressful competitive contexts. The question is 'how do parents negotiate their child's involvement in competitive sport?' Future research may include the examination of parental and coach socialization or modeling of coping responses in sport.

Key Stakeholders and Benefits

There appears to be scope for education programs to be distributed through the Coaching Association of Canada, and also through national sport governing bodies to direct information at parents of young athletes.

- Coaching Association of Canada (enhancing supportive coaching environments)
- Sport Canada (encouraging multiple sport experiences for young athletes)
- National & Provincial Sport Organizations
- Academic & coach education programs
- Parents of athletes

Figure 1. A grounded theory of adolescent athletes' learning about coping and the role of parents and coaches.



TRUDEAU, FRANÇOIS

Université du Québec à Trois-Rivières

LAURENCELLE, L., LAROUCHE, R., SHEPHARD, R.

SRG 2009

Factors in Adopting Long-term Athlete Development

Project Summary

Purpose: Several studies have reported an age-related decline of physical activity (PA). We examined the impact of four transitional periods—adolescence, the beginning of post-secondary education, entry into the labour market, and parenthood—on the PA of participants in the Trois-Rivières quasi-experimental study. The objective of this project was to identify the contribution of each of these periods to the lifespan decrease of physical activity. A second objective was to verify if a quality daily physical education program could change the impact of these transitional periods.

Findings: These results add to the body of evidence indicating a non-linear age-related decline in PA levels from adolescence to midlife. In our sample, the proportion of “very active” participants (i.e. over 5 hours of PA per week) dropped from 70.4 to 17.0%. A more dramatic decrease was seen on entering the labour market, when the percentage of “very active” participants fell from 55.9 to 23.4%. Moreover, by the age of around 44 years, our experimental subjects (who had 5 hours of physical education per week during childhood) showed no benefit from their PA in adulthood. We conclude that initiatives aimed at further maintaining PA may be warranted during these important transition periods.

Research Methods

A total of 44 women and 42 men aged 44.0 ± 1.2 years were given a semi-structured interview; the frequency and duration of physical activities were examined during each of these transition periods. The subjects had been participants in either an experimental program (5 hours of weekly physical education (PE)) or the standard curriculum (40 minutes of weekly PE) from Grades 1 to 6. The interviews allowed a more in-depth examination of the events that occurred during the transition periods that could have been associated with a modification in PA behaviours. Our sample size also ensures the saturation of data, which, in qualitative studies, determines the point where the addition of new data no longer adds to comprehension of the phenomenon. Furthermore, the control process adopted when analyzing the interviews contributes to the credibility of our analyses.

Research Results

The proportion of “very active” participants decreased by almost 75% between secondary school and the arrival of children. Concomitantly, there was an almost tenfold increase in the prevalence of physical inactivity. According to earlier reports, the decline in PA was not linear; the biggest negative factor was entry into the labour market, when the percentage of “very active” individuals dropped from 55.9 to 23.4%. The influence of each transition is discussed further below.

Transition from primary to secondary school. Although it is difficult to disentangle the respective influences of a change in education system and the onset of puberty, in our investigation over 85% of participants claimed that they were still “sufficiently active” during adolescence. However, many of them had only vague memories of their childhood behaviours.

Beginning of post-secondary education. For those participants who went on to pursue post-secondary education, the percentage of inactive participants increased almost fourfold, while the proportion of “very active” individuals fell by about 15%. Other researchers have also observed a decline in PA during this transition. Many factors might be responsible. Firstly, for many students the need to combine work and academic studies greatly reduces the free time previously available for PA. Secondly, moving to another city for post-secondary studies is likely to reduce PA.

Entry into the labour market. In our study, this transition was associated with the most significant decline in PA. Many participants justified their reduced PA by citing a lack of time as a result of their work. Finally, several individuals reported logistic problems, including, for example, difficulty in getting access to a hockey arena at reasonable hours.

Parenthood. After the arrival of children, almost 25% of participants reported that they were inactive, and 60.1% did not meet the recommended PA level. Such rates are comparable to American data. Many participants suggested they lacked time to be active because of the need to take care of their children. Other researchers have also reported that parenthood is associated with a significant decrease in PA.

Impact of the experimental program on PA behaviour. In the previous follow-up of Trois-Rivières study participants, women from the experimental group were more active than controls when they were 35 years of age. However, our current results suggest that this advantage vanished over the following decade. Thus, it appears that exercise habits in childhood do not necessarily guarantee that individuals will maintain a high level of PA throughout adult life, even though several theoretical models have insisted on the importance of establishing the roots of an active lifestyle during childhood or adolescence. This finding is noteworthy given the importance of maintaining a high level of PA to prevent cardiovascular events, chronic diseases, cognitive impairments and all-cause mortality. The absence of significant differences in PA between the experimental and control groups could derive from many factors. Firstly, the experimental program ended upon entry to secondary school, which is known to be a critical period in the evolution of PA behaviours. However, in our study, the proportion of “very active” individuals during adolescence was still very high.

Secondly, several studies have indicated that most adolescents do not compensate for the cessation of compulsory PE in the upper grades of high school by a spontaneous increase in their PA. Finally, early childhood interventions cannot be successful in influencing adulthood physical activity, if not supported by lifespan interventions to favour physical activity.

Policy Implications

Given the decrease in physical activity and sport participation during life transition periods, focus should be placed on individuals and their environment (workplace, post-secondary institution, etc.) throughout promotion campaigns.

Next Steps

Further research on how to prevent a decrease in physical activity and sport involvement during life transition periods is warranted.

Key Stakeholders and Benefits

- Provincial and federal health and education ministries and departments.
- Post-secondary education organizations.

TRUDEL, PIERRE

University of Ottawa

DURAND-BUSH, N., WERTHNER, P., GILBERT, W., CLOES, M.

SRG-RELEASE TIME STIPEND 2006

An Analysis of High School Sport

Project Summary

Among the various opportunities young people have to practise sports, school sports are of particular interest because the ultimate goal of schools is to shape our future citizens. Although school sport has become increasingly popular in Canada, there are very few studies enabling us to assess whether it is achieving its stated mission objective, specifically to promote the overall development of student athletes through sport. An analysis of the data collected over the past three years confirms that (a) all the players involved (administrators, coaches, student-athletes, parents) believe that sport helps impart values and life skills to student athletes; (b) the way in which school sport is structured can affect the transmission of values and life skills; (c) coaches receive little training on teaching values and life skills and have difficulty providing tangible examples of activities they use to do so; and (d) recruiting coaches is a significant problem.

Research Methods

In phase 1, interviews were conducted with school principals (n=13), coaches (n=50), student-athletes (n=20) and parents (n=20). In phase 2, a questionnaire was administered online to survey and gather the views of over 1,100 school sport actors in Quebec (administrators, coaches, student-athletes and parents).

Research Results

All school sport actors (administrators, coaches, parents and student-athletes) believe that this type of sport is beneficial but agree that there is room for improvement. Administrators report perceiving the greatest gap between the ideal situation and what the situation actually is. When we compare the sport structure in Quebec (where student-athletes practise one sport year-round) to that in Ontario (where student-athletes can practise several sports because the season lasts only a few months) we note significant differences in terms of who does the coaching (teachers, parents, student-athletes) and, consequently, the expected effect of sports practice on the transmission of values and life skills. Parents play a supportive role (financial, logistical and psychological), but this role becomes less important in the student-athlete's last year of high school. Interviews with student-athletes revealed that because of the way they are structured, certain sports provide more opportunities for

developing values and life skills than other sports. In addition, the opportunity to negotiate their specific sports activities with their coaches and parents may be an important factor to the global development of student-athletes through school sport. In this study, data was collected through interviews and a questionnaire, which provided the views of the various actors on school sport. It would be useful to conduct field observation studies in this area.

Policy Implications

Describe relevance of research to enhancing sport participation in Canada here. If possible, refer to specific relevant policies and/or programs as well as organizations and/or levels of government (municipal, provincial-territorial and/or federal).

Providing young Canadians with a positive sport experience in school will result in rising rates of sport participation and will help youth develop values and life skills. These two points have been previously raised in government reports.

- Sport Canada (2002; Canadian Sport Policy)
- There is a need to improve the place of sport and physical activity in schools and upgrade the training of coaches.
- Canadian Centre for Ethics in Sport (2003/2004; The Sport we Want)
- School sport functions independently from community sport and the two could be much more closely linked for the benefit of participants and the community.

Next Steps

Although sport can provide opportunities supporting the overall development of children and adolescents, we must maintain realistic expectations regarding the potential of school sport to impart values and life skills. The data indicates that a shortage of coaches leads administrators to rely increasingly on parents or students finishing high school, who often have no coaching training and are probably poorly qualified to use sport as a basis to teach values or life skills. Our initial reaction could be wanting to develop a training program specifically designed for schools but how would coaches respond? How many hours of training would be required to train a coach to teach values and life skills? Could we ask volunteer school sport coaches to put in even more hours? In addition, a strategy focusing solely on coaches would not be adequate because to ensure that school sport can contribute to the overall development of children and adolescents, coaches need the support of administrators, parents and players.

Key Stakeholders and Benefits

- Organizations Responsible for School Sport:
 - Canadian School Sport Federation (CSSF)
 - Ontario Federation of School Athletic Associations (OFSAA)
 - Fédération Québécoise du Sport Étudiant [Quebec student sports federation] (FQSE)
- Coaching Association of Canada (CAC)

TRUSSEL, DAWN

University of Waterloo

Doctoral Stipend 2007

Organized youth sport, parenthood ideologies and gender relations: Parents' and children's experiences and the construction of "team family"

Project Summary

This study sought to understand how family relationships, interactions, and values are shaped by children's sport involvement, and the social and cultural context in which their sport participation occurs. The themes that emerged from this study reflect the contradictory nature of organized youth sport, including the strengthening of familial relationships, as well as the tensions and disagreements arising out of divergent perspectives. Emphasis is put on the public nature of parenting in the youth sport context and its relationship to social constructions of being a "good parent". In terms of broader implications, the study emphasizes the close connection between organized youth sport, and changing cultural ideals and practices associated with gender and parenting.

Research Methods

Semi-structured interviews and on-line participant journals (10 days duration) were used to discover divergent experiences of mothers, fathers, and children. Individual semi-structured interviews occurred in the family home. Informal observations and conversations were also recorded while spending time with family members sharing meals and at other informal family gatherings. A purposive sample of seven families (19 children, 7 mothers, and 6 fathers) participated in the study. Data analysis was guided by a constructivist grounded theory approach to facilitate understanding of participants' perceptions and meanings of youth sport participation.

Research Results

Data analysis revealed three major themes: "Understanding Children's Experiences", "Parenting in Public and Private Spaces", and the "Nexus of Family Experiences". From these themes, a core theme emerged reflecting the idea of "Upholding Team Family".

"Understanding Children's Experiences" revealed the intensity of the children's activities and how it had become a way of life for many of them. Children clearly enjoyed the "fun" and social aspects of organized youth sport, and also understood the socio-cultural importance of their participation as it related to living a healthy and active lifestyle. Children's participation in organized youth sport also had implications for their relationships with their siblings in ways that both strengthened and caused considerable tension. For some children, organized youth sport gave them common interests, regardless of their age or gender that appeared to

provide a sense of unity. Yet, for other children, living with a “star athlete”, particularly when the “star athlete” was younger, created feelings of tension and inadequacy for the older sibling and a desire to drop-out of sport.

The second major theme “Parenting in Public and Private Spaces” revealed the parents’ perspectives on the high cost of youth sport for the family unit (emotional, physical, and financial cost). Yet, organized youth sport was believed to be a highly valued activity. The provision of such opportunities was characterized as a necessary characteristic of being a “good parent”. The parents’ own beliefs were then used to evaluate other parents (in the community, their spouse, and the grandparents) and their moral worth as a good parent. Observations of the other parents’ behaviour in the community, and their level of involvement/support for their children’s activities, as well as their behaviour at games, provided the basis for their judgment. Further, parents also expressed a sense of obligation to the sport organizations related to their volunteer responsibilities. The organizational politics were revealed to create heightened tension and frustration within the family unit. The parents’ volunteer responsibilities were also seen to shape the parent-child relationship (both strengthen and weaken). The gendered nature of the parents’ organizational responsibilities (fathers in highly visible roles, and mothers in hidden periphery roles) and the mothers’ primary responsibility for the coordination of their children’s activities was also evident.

“The Nexus of Family Experiences” illustrated the intersections of the children’s and parents’ perspectives. In particular, this theme revealed the complexity of the decision-making processes. On the surface it appeared that the children made their own decisions, but underlying this discourse was a sense of the subtle and not so subtle pressures exerted by the parents. At times, the children were coaxed in a particular direction and this was shaped by parental pressure related to family resources (e.g., time, money), parents’ preferences for specific sports, and parents’ notion of commitment and “sticking it out”. Moreover, underlying pressures by family members, other children, and broader society, as they related to cultural values of gender-appropriate activities, shaped the children’s decisions for their sport involvement.

From these three major themes, a core theme emerged reflecting the idea of “Upholding Team Family”. Throughout the three major themes, there was an overall sense of organized sport creating a shared family identity and sense of belonging, and at the same time, the significant sacrifices to family life that were made in the creation of this identity. Moreover, the sense of upholding team family was revealed in both the public and private spheres of family life.

Policy Implications

Through education and awareness to youth sport organizations and parents, promote aspects that encourage positive experiences for parents and children:

1. Recognition of mandate of youth sport program and appropriate level of intensity. Many parents talk about the long and intense seasons that were often perceived as too much for the recreational level. Thus, families make the decision to limit the number of sport opportunities rather than supporting multi-sport/seasons, and/or drop out of the sport program altogether. Also, significant strain to family life is evident with the numerous “extras” (i.e., tournaments) that require additional financial resources and time commitments.
2. Recognition of the high time commitment of volunteers who are often parents of children on the team. This commitment shapes the nature of the parent-child relationship with their other children (often perceived negatively). It also heightens the parents’ exhaustion and fatigue, and consequently, is a strain on continuing to support children’s active participation. Consider alternate models such as “job sharing” to help minimize the time commitment as well as provide parents with the opportunity to spend time with their other children and family members.
3. Educate parents on how youth sport participation can shape sibling relationships. Some children may need to be supported in different programs/activities from their siblings to enhance feelings of being proficient and skilled, rather than live in the shadow of their athletically talented sibling (which for some increases their desire to drop-out).
4. Recognition by sport programs that youth sport becomes a venue where the quality of parenting may be judged by other parents. Development of support programs (e.g., formal car pooling schedules) to support families with diverse employment contexts (i.e., shift work, evening/weekend jobs, low-income) that constrain parents’ ability to support their children’s sport participation.

Next Steps

The present study was limited to the experiences of selected families. Clearly it will be important in future research to capture the experiences and meanings of other families. For example, the families who participated in this study were a fairly homogenous group with two heterosexual parents who were married (with no indication of being a “second-marriage”), and Caucasian. Families from diverse family forms such as co-habiting or gay or lesbian families may reveal diverse perspectives. Blended and single-parent families may also have different experiences related to time pressures and conflicting familial demands. Families from different race and ethnic groups may also attach different meanings to family life and organized youth sport. Further, many of the participants in this present study expressed a clear pro-sport ideology, and this may affect the applicability or transferability of the findings to other families who do not have similar pro-sport values and beliefs.

Key Stakeholders and Benefits

Grass-root community sport organizations such as “True Sport” and other federal/provincial governing minor sport organizations, may benefit from understanding how organized youth sport shapes family life, and consequently, the type and frequency of children’s participation.

WATTIE, NICK

York University

Doctorate 2008

Relative Age, Recreation Sport Participation and Youth Development (2011)

Project Summary

In both youth sport and education, children and adolescents are grouped into cohorts by using annual age grouping policies, whereby a child must be a certain age by a specified selection date (e.g., December 31st). Relative age describes the fact that children born early in their cohort/selection year (e.g., January) will be *relatively older* - by up to 12 months - than their peers that are born late in the selection year (e.g., December). Research has shown that relatively older youth may be more likely to be selected to youth sport teams, including school sports teams, and also more likely to make it to elite/professional levels of play in some sports (i.e., soccer and hockey). The purposes of the current project were:

- To gain a better understanding of the different factors that might affect whether or not relative age influences recreational youth sport participation among boys and girls. The current project considered the quality (low vs. high) of youths' school environment.
- To explore how sport participation and relative age interact to influence indicators of positive development (i.e., self-perceptions of academic competence, social acceptance, physical appearance, behavioural conduct and global self-worth).

Relative age was only an influence on sport participation among boys in a school with a low quality rating, with relatively older boys more likely to participate. Relatively older boys also reported higher levels of enjoyment of sport and physical education. Relative age was not related to participation or enjoyment among girls in a *lower-rated* school or a school with high quality rating. And relative age was not related to participation among boys in a *higher-rated* school. Interestingly, sport participation was only related to indicators of positive youth development among boys in the *higher-rated* school, where relative age had no influence on participation.

Research Methods

Participants were purposefully sampled from two different schools in the United Kingdom. The first sample was drawn from a school which had been given the lowest possible quality rating (i.e., Inadequate) by government inspection procedures. Youth were 11 to 14 years of age (mean±: 12.9, ± 0.86), and the sample size was 391 (46.3% female). The second sample was drawn from a school which had been given the highest possible quality rating (i.e., Outstanding). Youth were 11 to 12 years of age (mean±: 11.70, ±0.29), and the total sample

size was 206 (48.1% female). Participants completed questionnaires that asked them to describe their participation in sport(s), how much they enjoyed sport, and indicators of positive youth development (i.e., self-perceptions of academic competence, social acceptance, physical appearance, behavioural conduct, and global self-worth). Demographic and school-related variables were also collected from the schools.

Research Results

Among those in the *Inadequate-rated* school relatively older boys were more likely to be participating in sport(s). Relatively older boys, regardless of whether they participated in sport, also reported higher levels of enjoyment for both sport and physical education (PE) classes. Relative age did not influence sport participation or enjoyment of sport and/or PE among girls. Overall, approximately 32% of youth from this school participated in sport(s). Relative age and/or sport participation did not have an influence on boys or girls self-perceptions.

Relative age had no influence on sport participation among either boys or girls in the *Outstanding-rated* school. Overall, 76% of youth in this school regularly participated in sport, making youth in this school approximately 7 times (OR: 6.98, 95% CI: 4.75-10.26) more likely to participate in sport compared to youth in the *Inadequate-rated school*. Boys, and to a lesser extent girls, who participated in sport(s) had higher self-perceptions (i.e., perceptions of academic competence, social acceptance, physical appearance, and global self-worth) compared to those that didn't participate

Generalizations based on this project should be tempered by the fact that only two schools were sampled, and significant variation between schools may exist. Similarly, this project is only one of the few that has explored relative age among recreational participants and females; as such more research is needed in these areas. Furthermore, future research will need to consider the influence of specific sports on the trends reported in the current project.

Policy Implications

- The results of the current project suggest that addressing the influence of relative on sport participation, at least at the recreational level, may not require making modifications to selections dates or annual age grouping policies. Solutions may need to consider wider social trends (such as inequalities in the distribution of resources), and broader non-sport characteristics (such as school environment). Furthermore, any policies aimed at addressing the influences of relative age may need to be gender-specific (since relative age had a more salient influence among boys). In summary, just looking at relative age alone does not provide a “whole picture” of the factors that influence sport participation.

Next Steps

The findings of the current study suggest several possible directions for future research. In particular, the current project suggests that by only looking at relative age alone important nuances and trends may be missed. Therefore, for a complete understanding of how relative age influences sport participation and outcomes related to sport participation, future research will need to consider relative age alongside the many other factors that have been shown to influence sport participation. This “whole picture” may involve including socioeconomic status, ethnicity, family size, overall age as well as characteristics of specific sports in future relative age research projects.

Key Stakeholders and Benefits

The influence of relative age on sport participation would be of interest to policy makers, parents and coaches involved in both recreational and competitive youth sport. However, the results of the current project may also be of interest to those within the education sector. Dialogues between those in the sport and education sectors may be necessary to address the complexities of relative age’s influence on sport participation.

YOUNG, BRADLEY

University of Ottawa

STARKES, JANET L., MEDIC, NIKOLA

Doctorate 2007

Lifespan Analyses of Social Influence on the Sport Commitment and Participation of Masters Athletes

Project Summary

This research aimed to identify the nature of various social influences determining increased commitment to continue sport involvement among middle-aged and older sport participants. Research was conducted among samples from international-, national-, and regional-level masters sport (> 35 yrs old) events, as well as from Senior Games (55+ yrs) events. First, results showed that the influence of significant others was related to higher levels of voluntary (functional) sport commitment among masters athletes (MAs), which is important because voluntary commitment typically encourages continued participation. Some evidence showed that the influence of significant others on functional commitment depended on age status. For example, younger MAs (40 yrs old) reported more functional resolve to continue sport when perceived expectations and pressures from others declined, whereas older MAs (early 60s) increased their desire to continue sport as expectations from significant others rose. Second, results showed that both positive social influence (support) and negative social influence (expectations/pressure) were important to consider in ensuring that participants continued in sport, without feeling highly obligated to do so. For example, when international-level MAs reported increases in perceived social support over the course of a year, their feelings of obligatory commitment correspondingly decreased, which is important because high feelings of obligation do not typically foster continued involvement. Third, for subsets of MAs that reported a broad social network around them, the four most important agents for influencing sport commitment were one's spouse (or significant other), own children, training partners, and one's health professional. Masters athletes' obligatory commitment levels were predicted by perceived pressure from one's spouse and from training partners, such as the anticipated disapproval from these agents should they quit their sport. Endorsement of sport participation from one's physician, on the other hand, was associated with lower obligatory commitment. Pressure from one's children to continue in sport was a salient perception explaining both obligatory and functional commitment. Fourth, descriptive data revealed that not all MAs have a broad social network surrounding them (e.g., > 20 % report no children or spouse), and it may be possible that a different set of social agents may be influential for these athletes. Fifth, some small gender differences were observed, with males typically reporting stronger obligations to have to continue their sport involvement, with males' obligatory commitment levels being more strongly tempered by

social support, and males' obligatory commitment levels being more strongly related to social pressures.

A secondary objective was to examine the influence of individual factors on sport commitment, in order to more fully understand what facilitates continued commitment, above and beyond social influences. In both longitudinal and cross-sectional samples, functional commitment was most strongly predicted by the degree to which participants reported enjoying the sport experience. Additionally, longitudinal results for international-level masters demonstrated that increased perceptions of having invested personal resources in sport predicted increased functional commitment, especially among older cohorts (> 60 yrs). When athletes increasingly anticipated having enjoyable experiences and special occasions as a result of future sport involvement (i.e., involvement opportunities), then their voluntary commitment also rose, especially among younger masters (40 yrs). Results indicated that involvement opportunities relating to mastery of personal skills, improvement of health and fitness, travel through sport, achieving competitive goals, delaying effects of aging, and social reasons, were important. Findings were replicated for the most part in cross-sectional analyses for regional-level masters and Senior Games athletes. Gender effects indicated that females' functional commitment was more strongly predicted by personal investment.

Research Methods

Cross-sectional and longitudinal (panel design) self-report survey methods involving reliable and valid instruments relating to the Sport Commitment Model were distributed on-site or via an on-line platform to participants from masters sport events and clubs, and Senior Games events.

Research Results

- Current MAs and Senior Games participants report much higher levels for functional (voluntary) commitment than they do for obligatory commitment. Thus, on the whole, they are doing sport because they want to and have freely chosen it. Still, many participants report concurrent, yet lower levels of obligatory commitment, which may be problematic because obligation does not necessarily facilitate continued involvement and may be related to drop-out.
- Perceived social support was positively associated with the types of commitment that sustain sport involvement, and perceived social pressures determined the types of commitment that possibly result in drop-out or discontinuance.
- Individual factors related to enjoyable experiences, prior investments in sport, and perceptions of diverse beneficial involvement opportunities unique to masters sport, each determined the types of commitment that facilitate continued sport participation. Perceptions of enjoyable experiences are particularly important at all life stages, perceptions of prior personal

investments are increasingly important at older ages (> 60 yrs) and more so among females than males, and perceived involvement opportunities have the strongest effects on commitment under the age of 60.

- Social support interventions should focus on the social agents that appear most influential for increasing commitment. Based on the present findings, MAs (who report a broad social network) would benefit from interventions that focus on spouse, children, training mates, and health practitioners.

Limitations of results/conclusions:

- Additional analyses need to link each of the types of commitment to the frequency, intensity, and seasonal nature of MAs' involvement, and to determine the impact of across several consecutive seasons.

Results pertain to already active sport participants, thus, findings are more likely to inform interventions to retain individuals; applying findings towards the recruitment of new individuals to masters sport would require confirmation with different samples.

Policy Implications

Relevance of research to enhancing sport participation in Canada:

- Strategies to increase participation should focus on elevating functional commitment, while alleviating conditions that cause obligation. Education and sport curriculum guides for MAs, their significant others, coaches or programmers might illustrate examples of ways to facilitate conditions for functional commitment.
- Sport programming interventions might consider means to reduce pressures from, and/or encourage support and the sharing of supportive resources from spouse, children, and training mates, and find means to heighten support from health practitioners.
- Informational strategies to promote lifelong sport should enunciate the enjoyment of present participation, but also highlight the diverse involvement opportunities that have been reported by MAs. Opportunities that should be advertised as part of the masters sport 'brand' include: competitive achievement and personal challenge, skill learning and mastery, health and fitness, social motives, travel through sport, and deferral of aging effects. These involvement opportunities should inform activity programming. Without discounting its importance, our findings suggest that prior literature has possibly overestimated the opportunity for social affiliation, while failing to acknowledge the attractive opportunities that MAs see in competition and testing one's skills. The aforementioned opportunities should perhaps be celebrated as being more diverse than opportunities afforded by other alternative leisure pursuits for middle-aged and older individuals. It may also be important that these opportunities be advertised as applying to an entire community of masters participants, to counter the risk that many in society see the masters sport experience as relating only to the exceptional few (i.e., the super age-group athletes)

featured in popular media. Interventions that advertise anticipated benefits unique to sport participation should be important at all life stages, though our research suggests that their effects may be greatest for participants < 60 yrs. Finally, strategies to retain active participants (especially females, and those > 60 yrs) might focus on having individuals reflect on the amount of time, energy, and effort that they have already invested in sport.

Next Steps

One research question may be to identify the individual and social conditions that attract new people to masters sport. Newcomers may be 're-engagers', people who formerly did sport in youth but then disengaged, 'transfers' from one sport to another, or 'first-timers' who are engaging in sport for the first time as an adult, and the conditions for adopting sport activity may vary among these groups.

Key Stakeholders and Benefits

Findings may inform sport programmers/organizations who seek to strategically tailor activities and resources to the personal and social motives of MAs, with the goal of building a critical mass of lifelong sport participants, in a system that sufficiently sustains participants' involvement such that they may benefit from sport over the long-term.

CANADIAN SPORT POLICY RENEWAL



[Français](#)

The Canadian Sport Policy presents a powerful vision for sport in Canada.

The federal provincial/territorial Ministers responsible for sport have agreed to renew the Canadian Sport Policy. Now is the time for interested Canadians and sport communities to contribute and to help build a sport policy that reflects the sport they want in Canada. The vision embraced by the policy will lay the foundation upon which we will focus our efforts over the next ten years to improve sport in Canada.

RESOURCE CENTRE



Discussion Paper

[Towards a Renewed Canadian Sport Policy](#)

The Conference Board of Canada Report

[Analysis of Canadian Sport Policy Renewal \(CSPR\) F-P/T Government Consultations and e-Survey Data](#)

E-Survey Results (SIRC)

National

[E-Survey Summary Report](#)

Provincial

[Organizations](#)
[Individuals](#)

Reports, Papers & Consultations

National

[National Consultations](#)
[Canadian Olympic Committee](#)

Provincial

[Provincial Consultations](#)

Community

[Community Consultations](#)

[Canadian Parks & Rec. Association](#)

[Targeted Populations](#)

Background Documents

Canadian Sport Policy

- [2002 - 2012 Policy](#)
- [Federal Provincial/Territorial Priorities for Collaborative Action 2002-2005](#)
- [Federal Provincial/Territorial Priorities For Collaborative Action 2007-2012](#)
- [Summative Evaluation of the Canadian Sport Policy - Final Report](#)

Canadian Sport Policy Survey Background documents

- [Participation trends](#)
- [Participation](#)
- [Diversity](#)
- [CS4L model](#)
- [CS4L poster](#)
- [Sport development system](#)
- [High performance system](#)
- [Sport Defined](#)
- [A more comprehensive vision](#)
- [High Performance Sport](#)

Environmental Scan

- [Trends and Issues in Canada and in Sport](#)

CSPR Powerpoint Presentations

- [CSP Renewal - Apr6/11](#)

[CSP Renewal - 2010 resources](#)

Visit
www.sirc.ca/csprenewal

SPORT CANADA RESEARCH INITIATIVE (SCRI) CONFERENCE

CONFÉRENCE DE L'INITIATIVE DE RECHERCHE DE SPORT CANADA (IRSC)

List of Participants / Liste de participants

GRANT RECIPIENTS / TITULAIRES DE SUBVENTIONS

Alexandra Arellano, University of Ottawa [ssrellan@uottawa.ca]
Mathieu Belanger, Université de Sherbrooke [mathieu.f.belanger@usherbrooke.ca]
Steven Bray, McMaster University [sbray@mcmaster.ca]
William Bridel, University of Alberta [william.bridel@gmail.com]
Bettina Callary, University of Ottawa [bettinacallary@yahoo.com]
Andrew Clark, McMaster University [afclark82@gmail.com]
Elise Detellier, Université de Montréal [elisedetellier@hotmail.com]
Kim Dorsch, University of Regina [Kim.Dorsch@uregina.ca]
Dominique Falls, Simon Fraser University [dfalls@sfu.ca]
Camille Gagné, Université Laval [camille.gagne@fsi.ulaval.ca]
Patrick Gaudreau, University of Ottawa [pgaudrea@uottawa.ca]
Martin Gendron, UQAR - Campus Lévis [martin_gendron@uqar.qc.ca]
William Harvey, McGill University [william.harvey@mcgill.ca]
Charles Hatton, University of Waterloo [cnhatton@hotmail.com]
Mark Havitz, University of Waterloo [mhavitz@uwaterloo.ca]
Lyndsay Hayhurst, University of Toronto [grahamjd@gmail.com]
Larena Hoeber, University of Regina [larena.hoeber@uregina.ca]
Nicholas Holt, University of Alberta [nick.holt@ualberta.ca]
Brad Millington, University of Toronto [bmill_23@hotmail.com]
Laura Misener, University of Western Ontario [lmisene@uwo.ca]
Steven Mock, University of Waterloo [smock@uwaterloo.ca]
Ian Reade, University of Alberta [ian.reade@ualberta.ca]
Laurene Rehman, Dalhousie University [lrehman@dal.ca]
Lysanne Rivard, McGill University [lysanne.rivard@mail.mcgill.ca]
Leisha Strachan, University of Manitoba [strachal@cc.umanitoba.ca]
Philip Sullivan, Brock university [phil.sullivan@brocku.ca]
Hala Tamim, York University [htamim@yorku.ca]
Katherine Tamminen, University of British Columbia [tamminen@ualberta.ca]
Nick Wattie, York University [wattien@yorku.ca]
Laura Wood, University of Windsor [woodlaura@hotmail.com]
Bradley Young, University of Ottawa [byoung@uottawa.ca]

ADDITIONAL RESEARCH TEAM MEMBERS / MEMBRES DES GROUPES DE RECHERCHE

Anne Bowker, Carleton University [bowker.anne@gmail.com]
Eric Frenette, Université Laval [Eric.Frenette@fse.ulaval.ca]

Daniel Israel, Concordia University [danny.israel@gmail.com]
Heather Mair, University of Waterloo [hmair@uwaterloo.ca]
James Manson, York University [jmanson@yorku.ca]
Madeleine Mcbrearty, Concordia University [mmcbr26@gmail.com]
Michelle McGinn, Brock University [mcginn@brocku.ca]
Luc Nadeau, Université Laval [luc.nadeau@fse.ulaval.ca]
Danielle Tobin, The University of Western Ontario [dtobin@uwo.ca]
François Trudeau, Université du Québec à Trois-Rivières [francois.trudeau@uqtr.ca]

SCRI CONFERENCE COMMITTEE / COMITÉ DE LA CONFÉRENCE IRSC

Debra Gassewitz, SIRC [debrag@sirc.ca]
Joanne Kay, Sport Canada [joanne.Kay@pch.gc.ca]
David McCrindle, PCH - Sport Canada [david.mccrindle@pch.gc.ca]
Parissa Safai, York University [psafai@yorku.ca]
Marijke Taks, University of Windsor [mtaks@uwindsor.ca]
Lucie Thibault, Brock University [lthibault@brocku.ca]

SPEAKERS / CONFÉRENCIERS

Dave Bidini

EXTERNAL SPORT AND RESEARCH ORGANIZATIONS / ORGANISATIONS EXTERNES RECHERCHE ET SPORT

Don Adams, Motivate Canada [don@motivatecanada.ca]
Dave Best, Algonquin College -Sport Business Management [bestd@algonquincollege.com]
Chris Bourne, Active Living Alliance for Canadians with a Disability / L'Alliance de vie active des Canadiens/Canadiennes ayant un handicap [chris@ala.ca]
Jody Bovey, Algonquin College -Sport Business Management
Laura Cousens, Brock University [lcousens@brocku.ca]
Cyndie Flett, Coaching Association of Canada / Association canadienne des entraîneurs [cflett@coach.ca]
Danielle Gelineau, Algonquin College -Sport Business Management
Suzanne Gorman, Sport Physiotherapy Canada / Physiothérapie sportive du Canada [info@sportphysio.ca]
Kathy Hare, Motivate Canada [kathy@motivatecanada.ca]
Jean Harvey, Université d'Ottawa [jharvey@uottawa.ca]
Colin Higgs, LTAD Expert Group [chiggsconsulting@mac.com]
Chris Jones, Sport Matters Group / Groupe le Sport est Important [chris.jones@sportmatters.ca]
Laurissa Kenworthy, Physical & Health Education Canada (PHE Canada) / Éducation physique et santé Canada (EPS Canada) [Laurissa@phecanada.ca]
Bruce Kidd, University of Toronto [bruce.kidd@utoronto.ca]
Véronique Laborosse, Algonquin College -Sport Business Management
Alex Lithopoulos, University of Ottawa [alith074@uottawa.ca]
Blake MacMillan, Carleton University [bmacmill@connect.carleton.ca]
Paul Melia, Canadian Centre for Ethics in Sport (CCES) / Centre canadien pour l'éthique dans le sport (CCES) [pmelia@cces.ca]
Sydney Millar, Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) / Association canadienne pour l'avancement des femmes, du sport et de l'activité physique (ACAFS) [snmillar@caaws.ca]

Philippe Muma, Algonquin College -Sport Business Management
Shannon Robinson, Algonquin College -Sport Business Management
Héloïse Sirois-Leclerc, University of Ottawa [sirohelo@gmail.com]
Shaunna Taylor, Coaching Association of Canada / Association canadienne des entraîneurs
[staylor@coach.ca]
James Vallerand, University of Ottawa [jvall037@uottawa.ca]
Jason Vescovi, Canadian Sport Centre Ontario / Centre canadien multisport Ontario
[vescovij@aol.com]
Dylan Whiteduck, Algonquin College -Sport Business Management
Jessica Young, Sport Matters Group / Groupe le Sport est Important
[jessica.young@sportmatters.ca]
Farzad Yousefian, Centennial College [fyousefi3@gmail.com]

FEDERAL GOVERNMENT / GOUVERNEMENT FÉDÉRAL

James Allen, PCH -Multisport Service Organizations and Participation / PCH -Organismes de services multisports et participation [james.allen@pch.gc.ca]
Yvon Durocher, PCH - Grands jeux internationaux multisports / PCH - International Major Multisport Games [yvon.durocher@pch.gc.ca]
Jocelyn East, PCH - Sport Canada [jocelyn.east@pch.gc.ca]
Steve Findlay, PCH - Sport Canada [steve.findlay@pch.gc.ca]
Kathleen Giguere, PCH - Sport Canada [kathleen.giguere@pch.gc.ca]
Brian Mc Kee, PCH - Policy Research Group [Brian.McKee@pch.gc.ca]
Timothy O'Malley, PCH - Sport Canada [tim.omalley@pch.gc.ca]
Sue Scherer, PCH - Sport Canada [sue.scherer@pch.gc.ca]
Dan Smith, PCH - Sport Canada [dan.smith@pch.gc.ca]
Bruce Taylor, PCH - Sport Canada [bruce.taylor@pch.gc.ca]
Stephanie Webster, PCH - Planning and Regional Affairs [stephanie.webster@pch.gc.ca]

**SPORT CANADA RESEARCH INITIATIVE (SCRI)
CONFERENCE EVALUATION**

Thank you for attending the Sport Canada Research Initiative Conference. We value your feedback. Please drop off your evaluation form at the Registration Desk or take advantage of our online survey <http://www.sirc.ca/scri/index.cfm>

1. Will you keep the conference package for future reference?

YES

NO

Comments:

2. Did you enjoy the researcher presentation format?

YES

NO

Suggestions:

3. What did you think of the length of the research presentations?

Too short

The right length

Too long

Comments:

4. Did you enjoy the Poster Break session format?

YES

NO

Comments:

5. How many poster presentations did you attend?

0-5 6-10 11-15 16-20 20+

Comments:

6. Did you enjoy the keynote speaker?

YES NO

Did you find the topic and presentation relevant?

7. Did you enjoy the Canadian Sport Policy Renewal Presentation and Workshop?

YES NO

Comments:

8. Do you plan to attend this conference again next year?

YES NO

Comments:

9. In what way could this conference be improved?



SPORT CANADA RESEARCH INITIATIVE CONFERENCE

Did you know...

The SIRC Collection has over 6.5 million pages of sport related research dating as far back as the 1700's and encompassing over 62 different languages.

Membership

SIRC Members can:

- Ask a SIRC Librarian
- Search the SIRC Collection
- Receive your Articles
- Stay Informed

NOT A MEMBER?

Read about the benefits of SIRC membership and subscribe at www.sirc.ca!



Services

- [Job Board](#)
- [Press Release Service](#)
- [Events Calendar](#)
- [Membership](#)
- [Literature Review](#)
- [Boardroom](#)
- [Seminar Series](#)

Contact Us

Sport Information Resource Centre (SIRC)

180 Elgin Street, Suite 1400
Ottawa, Ontario
Canada K2P 2K3

Tel.: +1 (613) 231-7472
Toll Free +1 (800) 665-6413
Fax: +1 (613) 231-3739
www.sirc.ca

Sport Information Resource Centre (SIRC)

SIRC is Canada's national sport resource centre. We receive over 30,000 sport related articles from around the world every year. What makes SIRC unique is that we review and index the articles so that we are familiar with information trends and can help connect users with information that is relevant to them. Information becomes knowledge once it can be received and applied. SIRC's goal is to collect and archive educational sport information and to ensure individuals and organizations involved in sport are aware of and have access to it. By continuing to develop a comprehensive library containing everything from coaching and training to sport medicine material, SIRC is the world's leading sport information resource centre.

We encourage people to visit us in Ottawa and we also recognize that this is not always possible. As a result we are excited about SIRC Membership. This provides SIRC Members with online access to our services from anywhere in the world.

Featured Services

Ask SIRC

SIRC librarians are unique in that they integrate a genuine love of sport with their knowledge of library practice. On a daily basis we see the latest information and trends in the field. Having worked with colleagues in the sport administration community, coaches, students and researchers alike, we have gained a strong understanding of the different perspectives and requirements for sport information.



Ask a SIRC librarian



Search The Collection

SIRC is in the process of digitizing much of its collection. The goal is to create a virtual library so that visitors can search the extensive collection on-line and obtain the complete document electronically. With 700,000 sources of information indexed, SIRC maintains over 8,000 titles in its collection and receives thousands of new and continuing titles on a regular basis. The SIRC Collection continues to grow while preserving the legacy of sport information and culture, as well as anticipating the needs of the sporting community, academic institutions, and government researchers.

Seminar Series

The SIRC professional development seminar series is targeted to the Sport Administrators and sport policy analysts. These educational seminars are designed to provide information on topics that are relevant and important to those working in the sport industry.



Focus E-aisles

SIRC works with subject experts to provide convenient collections of full text articles on targeted topics such as nutrition. We also build customized e-aisles that enable you to: keep articles in a single location, build the resource aisle dynamically as we continue to add new articles relevant to the desired topic throughout the year, relax as we handle the copyright for you, and provide you and your members access to the resources at anytime from anywhere.



Home > Funding > [Sport Participation Research Initiative: Research Grants](#)

Sport Participation Research Initiative

2011-2012 Competitions

A Joint Initiative of SSHRC and [Sport Canada](#)

Application deadline	Value	Duration	Results announced	Apply
Insight Development Grants February 1, 2012	\$7,000 up to \$75,000	1 to 2 years	June 2012	See details under Description below
Insight Grants October 15, 2011	\$7,000 up to \$100,000 annually, to a maximum of \$250,000 over three years	3 to 5 years	March 2012	See details under Description below
Postdoctoral Fellowship Supplements October 6, 2011	\$10,000 in addition to the value of the SSHRC Postdoctoral Fellowship	12 months	June 2012	See details under Description below
Doctoral Award Supplements For applicants registered at a Canadian postsecondary institution, the institution sets the deadline. For all other applicants, the deadline is November 7, 2011.	\$10,000 in addition to the value of the doctoral award	12 months	June 2012	See details under Description below

[Context](#)

[Objectives](#)

[Description](#)

[Value and Duration](#)

[Eligibility](#)

[Evaluation and Adjudication](#)

[Administrative Regulations and Related Information](#)

[Contact Information](#)



Context

Participation in sport is widely accepted as contributing powerfully to personal and social development. The physical exercise involved in sports is a vital component of a healthy lifestyle that helps promote personal well-being and prevent disease, while the social dimensions of such participation contribute to stronger, more cohesive communities.

Despite these benefits, over the past decade Canadians' participation in sport has declined significantly. Research and public enquiry have also raised concerns about the quality of the experience of participating in sport. The federal government's [Canadian Sport Policy](#) (PDF document, 380 KB), published in 2002, recognizes the importance of research-based knowledge to address this decline in sport participation. Halting and reversing this decline will require the systematic application of such knowledge.

Accordingly, [Sport Canada](#), a branch of the [Department of Canadian Heritage](#), in consultation with the sport research community, the policy research community and the federal research granting agencies, is building Canada's capacity to conduct research on and related to participation in sport.

The joint Sport Participation Research Initiative (SPRI) supports this objective by funding selected doctoral students, postdoctoral researchers and postsecondary institution-affiliated researchers to conduct research on matters related to enhancing participation in sport in Canada.



Objectives

This initiative has two broad objectives:

1. 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; and
2. to build Canada's capacity to conduct research on and related to participation in sport, specifically in the [target areas](#) described below.

To help achieve these objectives, all SPRI grant and award holders are expected to participate in an annual Sport Canada Research Initiative conference as a condition of holding their grant or award.



Description

The initiative offers three separate funding mechanisms to support research on participation in sport in Canada.

Research Grants

The partners seek to stimulate short- and long-term research in sport participation in Canada by increasing the funding available through the [Insight Development Grants](#) and [Insight Grants](#) funding opportunities.

Sport Canada considers for funding applications that propose programs of research relevant to its policy priorities and that SSHRC adjudication committees have recommended for funding, but that, due to budgetary constraints, do not receive an Insight Development Grant or Insight Grant.

Note that the initiative is designed to complement, not replace, existing SSHRC support for sport participation research offered through the [Insight](#) program.

Postdoctoral Fellowship Supplements

Applicants for a SSHRC [Postdoctoral Fellowship](#) who indicate their interest on the application form and who are working in one or more of the [target areas](#) identified below will be considered for a Sport Canada Postdoctoral Fellowship Supplement.

Only applications that are recommended for funding at SSHRC are referred to Sport Canada. Postdoctoral researchers who already hold a SSHRC Postdoctoral Fellowship are ineligible to apply for this supplement. If interested, please contact the [Research Training Portfolio](#).

Doctoral Award Supplements

Applicants for a SSHRC [doctoral award](#) who indicate their interest on the application form and who are working in one or more of the [target areas](#) identified below will be considered for a Sport Canada Doctoral Award Supplement.

Only applications that are recommended for funding at SSHRC are referred to Sport Canada. Those who already hold a SSHRC [doctoral award](#) are ineligible to apply for this supplement. If interested, please contact the [Research Training Portfolio](#).

Target Areas

For all three awards—Research Grant, Postdoctoral Fellowship Supplement and Doctoral Award Supplement—the partners invite proposals that address the broad [objectives](#) described above and that focus on one or more of the following specific areas of research:

- identification and overcoming of barriers to participation in sport;
- training of participants, volunteers, coaches and administrators in sport;
- development, monitoring and evaluation of policies designed to enhance participation in sport;
- development of capacity and infrastructure that will enhance participation in sport; and
- identification and assessment of the benefits and outcomes of participation in sport.



Value and Duration

Research Grants

SPRI Research Grants are available for [Insight Grant](#) applications and are worth up to a maximum of \$100,000 annually, but not totaling more than \$250,000 in a three-year period.

Insight Grant applicants who request funding for up to five years and for more than \$250,000 via the Insight Grant application may also be considered for SPRI funding. Those applicants will be requested to resubmit an adjusted three-year budget.

SPRI Research Grants are also available through the [Insight Development Grants](#) funding opportunity. These grants have a maximum value of \$75,000 over one to two years.

For both funding opportunities, a minimum requested budget of \$7,000 is required for at least one year of the project.

Postdoctoral Fellowship Supplements

SPRI Postdoctoral Fellowship Supplements are tenable for 12 months and are worth \$10,000, in addition to the annual value of the SSHRC [Postdoctoral Fellowship](#).

Doctoral Award Supplements

SPRI Doctoral Award Supplements are tenable for 12 months and are worth up to \$10,000, in addition to the annual value of the SSHRC [doctoral award](#).



Eligibility

In order to be eligible for and maintain SPRI funding, all grant and award holders are expected to meet and follow program funding conditions determined by Sport Canada, in addition to the eligibility requirements outlined below for each specific type of grant or award. Applications submitted to SSHRC that would be more appropriately evaluated by the [Natural Sciences and Engineering Research Council](#) or the [Canadian Institutes of Health Research](#) will not be accepted. To determine if your research falls within SSHRC's mandate, please see the guidelines on [subject matter eligibility](#).

Research Grants

Applicants and participants

The SPRI partners invite proposals from individual researchers and research teams affiliated with an [eligible Canadian postsecondary institution](#) who are working in Canada in one or more of the [target areas](#) of interest.

A researcher currently holding an SPRI grant may not submit a new SPRI application as a principal applicant. A researcher may not submit an application for an SPRI grant and another application for an Insight Development Grant or Insight Grant as a principal applicant in the same competition. All applicants must comply with other SSHRC eligibility criteria for the Insight Grants and Insight Development Grants funding opportunities.

Teams may consist of an [applicant](#) (principal investigator / project director) and/or one or more [co-applicants](#) (co-investigators) or [collaborators](#). Each participant must meet the relevant general eligibility criteria as set out in the [Definitions of Terms](#).

Institutions

Institutions that propose to administer any grant awarded under this program must meet the requirements for managing SSHRC funds and must hold or obtain [institutional eligibility](#).

Postdoctoral Fellowship Supplements

Applicants for a SSHRC [Postdoctoral Fellowship](#) who are working in one or more of the [target areas](#) of interest, and who are affiliated with [an eligible Canadian postsecondary institution](#), are eligible to apply.

Doctoral Award Supplements

Applicants for a SSHRC [doctoral award](#) who are working in one or more of the [target areas](#) of interest, and who will be entering the third or fourth year of a doctoral program at [an eligible Canadian university](#), are eligible to apply.



Evaluation and Adjudication

Each application for an SPRI Research Grant is adjudicated first by the relevant SSHRC adjudication committee. Then, if the application is recommended for funding but, due to budgetary constraints, is placed on SSHRC's supplementary list, it is referred to the Sport Canada Relevance Committee.

The Relevance Committee is made up of the Sport Canada research co-ordinator and members of the academic community. This committee assesses whether the research will contribute to efforts to enhance sport participation in Canada. The committee reviews each application and forms a consensus on whether the proposed research adequately meets the program's [objectives](#) and [target areas](#). To this end, applications must clearly and specifically indicate how the proposed research applies to the initiative's sport participation objectives.

The SPRI Relevance Committee's decisions cannot be appealed.

In the case of applications for the Postdoctoral Fellowship Supplement and the Doctoral Award Supplement, the procedure is similar. The significant difference is that the postdoctoral fellowship and doctoral award adjudication committees will only refer successful applications to the Sport

Canada Relevance Committee.

SPRI adjudication timelines

Funding opportunity	Review by SSHRC adjudication committees	Relevance review by Sport Canada	Results announced	SPRI grant/award start date
Insight Development Grants	May 2012	May 2012	June 2012	January 2013
Insight Grants	March 2012			
Postdoctoral Fellowship Supplements	February 2012			
Doctoral Award Supplements	April 2012			

Conditions of Funding

In order to receive and maintain eligibility for an SPRI grant or award, applicants must meet the following criteria:

1. The proposed research must meet the SPRI [objectives](#) on sport participation and have a focus on one or more of the [target areas](#) of research.
2. During the life of their grant and until the end of their research projects, grant and award holders must participate in the annual Sport Canada Research Initiative conference in Ottawa, to which they will be invited by Sport Canada. SPRI funding includes costs related to travel to the conference. Therefore, applicants must include costs related to attendance at the conference as part of their research proposal's budget.
3. As part of the knowledge transfer component of the SPRI funding, grant and award holders will be required to prepare a short paper targeted at the sport policy and practitioner communities, summarizing the key findings of their research. The deadline for knowledge transfer materials will coincide with the due date for the SSHRC final report (September of the final year of the grant). Sport Canada will contact grant and award holders at their funding end date to communicate the due date and SPRI knowledge transfer guidelines. Grant and award holders will be asked to follow the knowledge transfer template provided by Sport Canada in preparing their paper. Grant and award holders are encouraged to seek publication of their paper in an open source publication.



Administrative Regulations and Related Information

For descriptions of SSHRC terms, see [Definitions of Terms](#).

Research Grants

All applicants and grant holders must comply with the [Regulations Governing Grant Applications](#) and with the regulations set out in the [Tri-Agency Financial Administration Guide](#).

Postdoctoral Fellowship and Doctoral Award Supplements

All applicants for and holders of fellowships and scholarships must comply with the [Regulations Governing Fellowship Applications](#) and with the regulations set out in the [Award Holder's Guide](#).



Contact Information

For more information about the SPRI, please contact:

François Simard

Team Leader
Research Portfolio
SSHRC
350 Albert Street
P.O. Box 1610
Ottawa, ON K1P 6G4
Tel.: 613-995-7129
Fax: 613-992-7635
Email: francois.simard@sshrc-crsh.gc.ca

Joanne Kay

Senior Research and Policy Analyst
Policy and Planning
Sport Canada
15 Eddy Street, 16th Floor
Gatineau, QC K1A 0M5
Tel.: 613-294-3036
Fax: 514-939-1918
Email: joanne.kay@pch.gc.ca
Website: www.canadianheritage.gc.ca/sportcanada

Date Modified: 2011-08-10

