



MIAMI UNIVERSITY

COLLEGE OF EDUCATION, HEALTH & SOCIETY

AASP Midwest Sport and
Exercise Psychology
Symposium
2018

Miami University
Oxford, Ohio

ASSOCIATION for APPLIED

SPORTPSYCHOLOGYSM



Parking and Campus Map

Rw. 8/27/15

Posted signage takes precedence. The Butler County Regional Transit Authority provides service from several campus locations. Including the Diner and west Milliet lots to residential areas in Oxford.

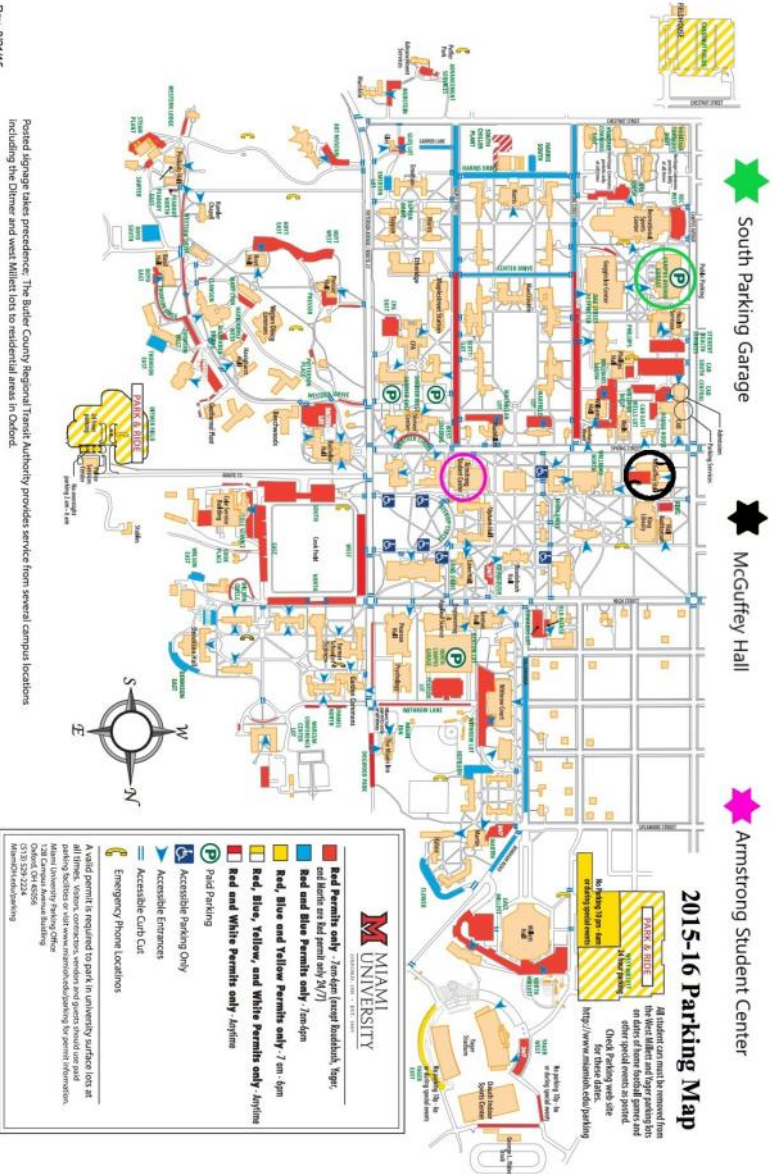


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** Approved by the Association for Applied Sport Psychology (AASP) for 8.5 total CEUs.

Opening Remarks

Opening Remarks for Association for Applied Sport Psychology Midwest conference to be hosted February 16 and 17

On behalf of the Department of Kinesiology and Health in the College of Education Health and Society, welcome to Miami University. Miami is pleased to host the midwest Association for Applied Sport Psychology conference this year. If this is your first visit to Oxford Ohio, it is our hope that you enjoy the atmosphere- both the physical surroundings as well as the intellectual climate, of the campus. The Association for Applied Sport Psychology has a long history with Miami University professors and students, including Dr. Robin Vealey and Dr. Bob Weinberg, who have been responsible for organizing this Midwest Sport and Exercise Psychology Symposium. A meeting such as this can not go on without the help from others, and in addition to Drs. Vealey and Weinberg, please join me in thanking graduate students Carly Block, Emma Nilsson, Tori Reed, Robin Cooley, Megan Rhoton, Cassidy Moore, and Amelia Alexander.

We are pleased to welcome presenters from the midwest region including Wayne State, Michigan State, Illinois State, Ball State, University of Minnesota Twin Cities, Perdue University, West Virginia University, University of Tennessee, Capella University, and our own Miami University as well as professionals that work in private practices. The presentation topics include critical perspectives of race, athletic and gender identities, parental influence and sport specialization, athlete leadership, needs assessment for coaches of young children, mindfulness, mental toughness, dance, rehabilitation and return to play - and are important, timely topics. Some of these topics were addressed directly or indirectly in the coverage of the 2018 winter Olympics. We are grateful for researchers in AASP who study and contribute to the development of science and ethical practice in sports that help to increase participation, performance and enjoyment of athletes all over the world.

Thank you for participating in this conference and I wish you an enlightening weekend.

Helaine Alessio, PhD, FACSM
Professor and Chair
Department of Kinesiology and Health

Midwest Sport & Exercise Psychology Symposium Locations

2018 Miami University
2017 Wayne State University
2016 University of Illinois at Chicago
2015 Ball State University
2014 Bowling Green State University
2013 Hope College
2012 Michigan State University
2011 Miami University
2010 Ball State University
2009 Bowling Green State University
2008 Human Kinetics Publisher
2007 Purdue University
2006 Miami University
2005 Michigan State University
2004 Ball State University
2003 Bowling Green State University
2002 Western Illinois University
2001 Purdue University
2000 Michigan State University
1999 Miami University
1998 Human Kinetics Publisher
1997 Ball State University
1996 Bowling Green State University
1995 University of Western Ontario
1994 Michigan State University
1993 Miami University
1992 Purdue University
1991 University of Illinois

SCHEDULE

Friday, February 16. Location McGuffey Hall, 322

Time	Event
2:00—3:00 PM	Registration
3:00—3:15	Opening Remarks
3:15—4:05	Presentations Session 1: Youth Sports 3:15 - Jill Kochanek & Karl Erickson, Michigan State University, <i>"More Than Just a Game: Interrogating Positive Youth Development through Sport from a Critical Race Perspective"</i> 3:30 - Michele Lewis Watts, Wayne State University, <i>"Social Influences on Athletic and Gender Identities Among Adolescent African American Girl Athletes"</i> 3:45 - Emily Wright & Karl Erickson, Michigan State University, <i>"Creating Matthew Effects in Youth Ice Hockey: An Examination of Parent Influence on Relative Age Effect and Views of Sport Specialization"</i>
4:05—4:15	Break
4:15—5:05	Presentations Session 2: Coaching & Leadership Skills 4:15 - Katherine Hirsch & Todd Loughead, University of Windsor, <i>"Athlete Leadership Training: Implementations and Considerations"</i> 4:30 - Alysha Matthews & Karl Erickson, Michigan State University, <i>"Needs Assessment for Coaches of Young Children"</i> 4:45 - Lauren K. McHenry, Jeff L. Cochran, Rebecca A. Zakrajsek, & Leslee A. Fisher, University of Tennessee, "It was not a Matter of Acceptance:" A Qualitative Exploration of Unconditional Positive Regard and its Opposite Constructs in Coach-Athlete Relationships
5:05—5:15	Break
5:15—6:00	Applied Panel Brendan Danker, Private Practice, Clearmind Performance, LLC Kathleen Mellano, PhD Student, Michigan State University Dr. Scott Barnicle, Professor, West Virginia University Dr. Barbara Walker, Private Practice, Center for Human Performance

SCHEDULE

Friday, February 16. Location McGuffey Hall

6:00—6:10	Closing Remarks
6:30—10:00	Dinner at Left Field Tavern
10:00	Student Social at Left Field Tavern

Saturday, February 17. Armstrong Student Center, Pavillion A & B

8:15 am	Poster Setup
8:15—9:15	Breakfast
9:15—10:05	Presentations Session 3: Mental Skills Training 9:15- Lindsay W. Huddleston II, Capella University, "Mindfulness -Based Stress Reduction for Vulnerable Populations". 9:30 - Irene Muir & Krista J. Munroe-Chandler, University of Windsor, " <i>Where, When and How Young Female Dancers' Image</i> " 9:45 - Chelsi Scott & Tony Amorose, Illinois State University, " <i>Examining the Relationship between Basic Psychological Needs and Mental Toughness Transfer in Mentally Tough Athletes</i> "
10:05—10:15	Break
10:15—11:15	Poster Presentations

11:15—11:20

Break/Poster Breakdown

11:20—12:10

Presentations Session 4: Rehabilitation

11:20 - Justin DiSanti, Caroline Lisee, Chris Kuenze, David Bell, Michael Shingles, & Karl Erickson, Michigan State University, "Perceptions of Rehabilitation and Return to Sport Among High School Athletes with ACL Reconstruction: A Qualitative Research Study"

11:35 - Kieran Hawksley & Krista J. Munroe-Chandler, University of Windsor, "Psychological Skills Training for Injured Workers: A Valuable Avenue for Rehabilitation?"

11:50 - Francesca Principe, University of Minnesota, Twin Cities, "Psychological Predictors of Return to Play Readiness and Outcomes Among Injured Intercollegiate Athletes"

12:10—1:10

Lunch

1:10—1:40

Presentations Session 5: Exercise Psychology

1:10 - John Baier & Steve Amireault, Purdue University, "Preferences for Exercise Intensity Among Older Adults: A Validation Study"

1:25 - Sisi Chen, Michigan State University, "The Study of Physical Exercise on Life-Satisfaction in Junior Middle School Students from the Cities of Qianjiang, Macau and Taipei"

1:40—1:50

Break

1:50—2:35

Research Panel

Dr. Robert Weinberg, Miami University

Dr. Lindsey Blom, Ball State University

Dr. Karl Erickson, Michigan State University

Dr. Rebecca Zakrajsek, University of Tennessee

2:35—2:50

Break

2:50—3:35

Presentations Session 6: College Athletes

2:50 - Carly Block & Robin Vealey, Miami University, “An Examination of Self-Talk and Perfectionism in Collegiate Athletes”

3:05 - Morgan Eckenrod, Rebecca Zakrajsek, Matthew Jones, Monna Arvinen-Barrow, & Damien Clement, University of Tennessee, “SPCs Experiences with Support Staff in NCAA Division I Athletic Departments”

3:20 - Matthew Jones, Rebecca Zakrajsek, Morgan Eckenrod, University of Tennessee, “NCAA Student Athletes’ Perceptions of Sport Psychology and Counseling Services”

3:45—4:00

Closing Remarks

****Feel free to use our official hashtag on social media to talk about and/or share pictures of the conference! #AASPMSEPS2018**

Applied Panel Members

Moderator: Dr. Robin Vealey, Miami University



Brendan Danker is the founder and head performance coach of Clearmind Performance, LLC. His clientele consists of coaches, individual athletes and teams from: Elite Club Sports, such as: Volleyball, Hockey and Basketball, High School Sports, such as: Field Hockey, Tennis, Golf, Basketball, Baseball, Volleyball, Cross Country, Soccer and Bowling and College Sports (from NJCAA to NCAA DI), such as: Golf, Lacrosse, Synchronized Skating, Baseball, Swimming, Basketball, Volleyball and Softball.

Brendan has also delivered mental skills coaching services to high-achieving performers in business, education and the performing arts. Prior to his graduate training in sport psychology, Brendan served as a NJCAA and NCAA DIII men's basketball coach and as an athletic academic advisor/life coach for NCAA DI student-athletes. He has also taught college courses in sport psychology and sport leadership. His educational background includes a Master of Education degree in Sport Administration and a Master of Science degree in Kinesiology and Health with a concentration in Sport Psychology. Brendan was the recipient of the 2016 Association for Applied Sport Psychology Distinguished Master's Student Practice Award, an international award in recognition of innovation and quality in delivering sport psychology consulting services.



Kathleen Mellano is a third-year Ph.D. student interested in the psychosocial aspects of physical activity and sport. Her primary research interests focus on relationships in sport and the contributions they make to athlete motivation. Her current work explores how peers shape the motivational climate on adolescent sport teams and, in turn, how this ties to motivational markers such as enjoyment and commitment as well as maladaptive states such as burnout. Kathleen currently consults with the Michigan State University gymnastics team, and has previous experience as a consultant for Miami University women's soccer team and various youth club programs.

She serves as a research assistant and teaching assistant in the Department of Kinesiology where she is as an instructor for a number of undergraduate lecture and activity based courses. Kathleen obtained a B.S. from Texas Christian University where she was also a member of the women's soccer team.



Dr. Scott Barnicle is a Teaching Assistant Professor of Sport & Exercise Psychology at West Virginia University, where he teaches a number of undergraduate courses, as well as supervises doctoral students in their applied work with WVU Division 1 Athletes, as well as their teaching assistantships. Prior to WVU, Dr. Barnicle worked for the Ready & Resilient Program (formerly CSF2) as a Performance Enhancement Specialist with the United States Army at Fort Jackson in Columbia, South Carolina, where he worked heavily with Basic Combat Training Soldiers and the United States Army

Drill Sergeant Academy. Dr. Barnicle's research interests include applied sport psychology interventions, specifically examining the performance implications of intrinsic sport enjoyment. Aside from teaching and research pursuits, he has worked and continues to work in applied sport psychology consulting roles with 4 Division 1 Universities over the past 10 years, and works primarily with professional and collegiate golfers. Dr. Barnicle holds a PhD in Sport & Exercise Psychology from the University of Idaho, as well as a MA in Counseling Psychology from Boston College, and a BA in Psychology from Clemson University. Outside of the office, he enjoys cooking, snowboarding, and golfing whenever possible.



Dr. Barbara Walker is the founder and owner of The Center For Human Performance, based in Cincinnati, Ohio, where she serves as a Consulting Performance Psychologist, providing consultation to high level athletes and business professionals in the area of peak performance. She recently joined the Integrative Medicine and Executive Health teams at UC Health. Barbara continues to teach both sport and positive psychology as an associate adjunct professor at the University of Cincinnati. Dr. Walker earned her master's degree in health psychology, and her doctorate in clinical psychology with an emphasis in exercise and sport psychology, and is a licensed clinical psychologist.

Barbara is a regular presenter at local and national professional conferences and workshops, has authored multiple chapters in professional texts, and is a regular contributor to national periodicals. She has appeared as a guest expert on multiple radio and television programs. She currently serves on the board of directors for the Cincinnati Flying Pig marathon. She is a member of both the American Psychological Association and Association of Applied Sport Psychology, as well as a member of the sport psychology registry with the United States Olympic Committee. Barbara demonstrates a lifelong passion for peak performance principles applying them in her professional life and personal life as a former competitive athlete in the sports of marathon, triathlon, duathlon, and cycling.

Research Panel Members

Moderator: Dr. Dan Gould, Michigan State University



Dr. Lindsey Blom is an Associate Professor of Sport and Exercise Psychology, Faculty Athletics Representative, and Sport & Exercise Psychology Graduate Program Coordinator at Ball State University interested in psycho-social aspects of youth sport and sport for development and peace. For the past decade, she has investigated positive youth development through sport and using sport to promote peace at the individual, community, and international levels. Her recent projects include exploring the positive peace indicators and development of purpose in Liberian youth involved

in a sport for development program, conducting sport for social change programs and research in Jordan and Tajikistan, and developing a values-based curriculum that can be infused into recreational sport leagues. Additionally, she has been an invited expert on using sport for development to counter violent extremism for two closed roundtable discussions hosted by the Center on Global Counterterrorism Cooperation and Hedayah. Throughout her academic career, Dr. Blom has co-authored journal articles, book chapters, and a book, *Survival Guide for Coaching Youth Soccer*, and received over half a million dollars in externally funded grants as the principal investigator. To accompany her educational training and research experience, Lindsey has over 12 years of consulting experience as a certified mental performance consultant and over 15 years of experience as a youth soccer coach.



Dr. Karl Erickson is an assistant professor in the Institute for the Study of Youth Sports in the Department of Kinesiology at Michigan State University. Prior to joining MSU, Karl completed his undergraduate and graduate work at Queen's University [Canada] and a postdoctoral fellowship at Tufts University. His research focuses on athlete development and coaching in youth sport, and is primarily concerned with understanding youth sport as a context for personal development. His work integrates sport psychology,

developmental science, and public health, with a particular emphasis on how interpersonal processes associated with participation in sport (such as coach and peer interactions) influence psychosocial, health, and performance development outcomes for youth.



Dr. Rebecca A. Zakrajsek, PhD, CMPC, serves as an associate professor of sport psychology in the Department of Kinesiology, Recreation, & Sport Studies at The University of Tennessee. She is a Certified Mental Performance Consultant through the Association for Applied Sport Psychology. She earned a Ph.D. in Sport & Exercise Psychology, an M.A. in Sport Psychology, and an M.A. in Counseling from West Virginia University. Her B.S. is in Psychology from Baldwin-Wallace College. Dr. Zakrajsek's research focus involves sport psychology service provision and coach education. More specifically, she is interested in ways sport psychology consultants can work effectively *with* and *through* coaches to contribute to optimal performance and development. This line of research has been expanded to other populations, such as athletic trainers and strength and conditioning coaches.



Dr. Robert Weinberg, received his PhD in Psychology from UCLA before taking a faculty position at the University of North Texas. After 14 years he then moved to Miami University-OHIO as Kinesiology and Health Department Chair and is now a Full Professor. He has published over 150 refereed journal articles, 9 books, 50 book chapters and presented numerous international keynotes. His research focus is on mental skills and abilities and performance. The specific skills that I focus upon include goal setting, arousal regulation, imagery, confidence, and attentional focus. In the past several years he has been especially focused on mental toughness both in athletes and other performers (e.g., business, military).

Abstracts Session 1

Jill Kochanek & Karl Erickson, Michigan State University, "More Than Just a Game: Interrogating Positive Youth Development through Sport from a Critical Race Perspective"

That "sport builds character" is a long-standing belief—one that dates back to Greek and Mayan cultures (McElroy, 2008). The purpose of this conceptual project is to critically evaluate sport's character-building potential. Over the last 30 years, researchers have conducted studies to test how sport can be a context in which kids thrive. This research has largely drawn on positive youth development (PYD) frameworks, strength-based approaches that consider skills necessary for youth to function in society (Eccles & Gootman, 2002). Petitpas et al. (2005) synthesized various PYD models to put forth conditions under which life skills acquisition is most likely to occur in young athletes. Congruent with positive youth development through sport, critical race theory (CRT) advocates for a strength-based approach that emphasizes individual assets over deficits (Ladson-Billings, 1998). Though PYD and CRT meet on these philosophic grounds, critical race theory challenges assumptions that strength-based approaches may make and their potentially disempowering effects. Thus, critical race theory offers a sharper critical lens through which to examine youth development by viewing race as central to individual experience and embedded in social systems (Solorzano, 1997). In theory and practice, PYD through sport takes up an individual-centered orientation that peripherally accounts for race and historical underpinnings, and risks decontextualizing notions of social "functioning" that further perpetuate social inequality. These problematic shortcomings inform this conceptual project: an interrogation of PYD through sport using critical race theory. Key CRT tenets (i.e., centrality of race, critique of liberalism, and commitment to social justice) serve as analytical tools to examine PYD theory and research—and highlight limitations inherent in PYD through sport. In line with critical race theorists' call for praxis, this project offers practical considerations for coaches to better ensure that they inspire all players to resist racial, and social, injustice on and off the field.

Michele Lewis Watts, Wayne State University, "Social Influences on Athletic and Gender Identities Among Adolescent African American Girl Athletes"

There is an absence of research on identities, social groups and gendered views of African-American (AA) girls in sport. According to Erik Erikson's identity theory (1980), adolescence is the most important stage of identity development as it includes a period of crisis which contributes to identity formation. Henry Tajfel's (1981) social identity theory emphasizes the role of membership groups and important social influencers for identity development and performance. Stets and Burke (2000) argue for combining these two theories to explain the individual in relation to their social worlds. The purpose of my study is to examine the relationships among the perceptions of gender stereotypes of significant others in the sport environment, gender-typing of sports, and

gender and athletic identities of middle school-aged, AA girls. I hypothesize that athletes who perceive their sport type as feminine, who personally endorse gender stereotypes, and who perceive that significant others personally endorse gender stereotypes will have lower athletic identity and a more feminine gender identity. Based on a power analyses for detecting small effect sizes, questionnaires will be distributed at team practices to 300 athletes participating in metro Detroit youth sports programs. In addition to demographic data, the questionnaire will include a gender-typing of sport question, the Personal Endorsement of Gender Stereotypes Scale (PEGSS) (Bonnot & Crozet (2007), Egan and Perry's (2001) Gender Identity Scale, and the Athletic Identity Measurement Scale (AIMS) (Brewer et al., 1993). To determine if perceptions of gender stereotypes based on the five sources (self, parents, siblings, teammates and coach) and gender typing of sport can predict athletic and gender identities, I will run two standard multiple regression analyses; one for athletic identity and one for gender identity. This research will add to adolescent identity theory development, addresses research gaps, and has practical application for coaches, parents and administrators.

Emily Wright, & Karl Erickson, Michigan State University, "Creating Matthew Effects in Youth Ice Hockey: An Examination of Parent Influence on Relative Age Effect and Views of Sport Specialization"

This proposal aims to apply Eccles expectancy value model (Eccles et al. 1983) to explain parent influence on creating Matthew effects for their children in youth sport. More specifically, this study will explore how parents potentially create Matthew effects for their children, contributing to possible Relative Age Effect (RAE) and views of sport specialization. The Matthew effect refers to circumstances in which individuals begin with advantages that many of their peers do not possess, and those advantages thereby persist over time (Hancock, Adler, & Cote, 2013). Participants will be 200 parents of youth athletes. Youth athletes will be sons or daughters between the ages of 6 and 16 years old participating in ice hockey. Parents will participate in a one-time quantitative collection of data including demographics (child's birth quartile, child's current participation pathway), perceptions of their child's expectancy for success in sport, and perceptions of sport specialization through in person questionnaires. We hypothesize parents who create Matthew effects through perceptions of their child's expectancy for success will significantly contribute to RAEs and support sport specialization. A Chi-square analysis will be conducted to evaluate if a RAE exists. Following this, two separate one-way ANOVA's will be used to determine whether statistically significant differences exist between birthdate quartiles with respect to parent expectations of success for their child and parent views of sport specialization. Given the lack of research on parent influence in this context, quantitative findings will meaningfully extend the literature. To date, there has been no theoretical framework used to link social agents to RAEs and views of sport specialization. This study will not only

consider who has the potential to impact these processes in youth sport, but also contribute valuable insight on the application of a theoretical framework to explain parent influence on RAEs and views of sport specialization.

Abstracts Session 2

Katherine Hirsch & Todd Loughead, University of Windsor, “Athlete Leadership Training: Implementations and Considerations”

Athlete leadership is defined as “an athlete occupying a formal or informal role within a team who influences a group of team members to achieve a common goal” (Loughead, Hardy, & Eys, 2006, p. 144). Athlete leadership has been reported to have a positive effect on the functioning of sport teams (Loughead et al., 2016), demonstrating the importance of developing athlete leadership programs. The purpose of the present study was to examine whether previous leadership training impacted the frequency to which athletes displayed leadership behaviors. The participants were 82 Canadian university football players competing at the varsity level. Each participant reported whether they received any type of leadership training and, if so, the nature of that training. Additionally, each participant completed the Leadership Scale for Sports (LSS; Chelladurai & Saleh, 1980) and the Differentiated Transformational Leadership Inventory (DTLI; Callow, Smith, Hardy, Arthur, & Hardy, 2009) to assess self-rated leadership behaviors. It was hypothesized that athletes who had received previous leadership training would report using more leadership behaviors with their team. Results indicated that nearly half of participants had never completed any type of leadership training. Furthermore, there were no significant differences in the frequency of leadership behaviors between participants who had received previous leadership training and those who did not. A possible explanation for these findings is that the participants who had completed leadership training reported only receiving training once with the majority of this training not sport specific. These findings highlight the need for athlete leadership training. Future studies should address the current state of athlete leadership training by investigating ways in which athletes can more readily access sport-specific training throughout their athletic careers.

Alysha Matthews & Karl Erickson, Michigan State University, “Needs Assessment for Coaches of Young Children”

The purpose of this study is to understand the personal and professional challenges faced by adult sport coaches of young children (8 years old and under). Coaches of this age group are often volunteers with little to no sport or coaching experience

and receive little to no support or training to assist them in fulfilling their roles as coaches. In turn, youth sport organizations often report difficulty recruiting and retaining coaches for this age group. In hopes to guide future support resources for these coaches and organizations, the current study involves a 'needs assessment' focused on the difficulties faced by these coaches and how these difficulties may influence their confidence to coach this unique age group. With data collection currently in progress, participants in this study will be approximately 100 coaches of young children in North America. Coaches will range from 18 to 80 years old, with no restrictions on the sports they are coaching. Coaches will be asked to take part in an anonymous online survey involving general demographic information (eg. sport experience, coach education background, etc.), perceptions of the challenges they face during coaching, and perceptions of confidence in their coaching ability. The current study is exploratory in nature, therefore, it aims to use the preliminary findings to further the knowledge base in this area and develop appropriate research questions within this domain. The current study may enlighten researchers regarding the need to understand and support those who coach young children under 8 years old. Furthermore, this study may contribute to the formulation of new ideas to guide future research in this area, such as how coaches' confidence influence perception of their struggles within the coaching context.

Lauren K. McHenry, Jeff L. Cochran, Rebecca A. Zakrajsek, & Leslee A. Fisher, University of Tennessee, "It was not a Matter of Acceptance:" A Qualitative Exploration of Unconditional Positive Regard and its Opposite Constructs in Coach-Athlete Relationships

The coach-athlete relationship has gained attention in sport psychology literature, yet there is a need to integrate relational theories from other disciplines to inform our understanding of these concepts in the coach-athlete context. The purpose of this study was to extend person-centered theory of interpersonal relationships (Rogers, 1959) into sport context by exploring retired figure skaters' perceptions of unconditional positive regard and conditional regard in their relationships with former coaches, and to examine the influence of those perceptions on athletes' development and experiences through sport. Conditional negative regard has been discussed as a controlling coaching behavior in previous literature; however, unconditional positive regard has not yet been explored as an alternative coaching tactic. For this study, eleven retired elite-level figure skaters participated in semi-structured interviews, and a three-person research team is utilizing qualitative content analysis to develop an inductive-deductive combined coding frame. Preliminary findings include the following dimensions: (1) descriptions of unconditional positive regard and conditional regard specific to the coach-athlete relationship, (2) influence of the type of coach regard on the coach-athlete relationship itself; on athlete moti-

vation, enjoyment, and performance anxiety; and on athlete development of self-regard, and (3) interaction of influence between coach regard and contextual conditions. Initial conclusions offer a deeper understanding of conditional negative regard as a controlling coaching behavior, provide descriptions of other types of conditional regard and their negative influence in the sport context, and indicate that the provision of unconditional positive regard may contribute to multiple positive outcomes for coaches and athletes. Application of findings are relevant for coaches, coach educators, and sport psychology consultants as they include how to develop unconditional positive regard through coaching education and how to recognize and minimize conditional regard in the coach-athlete relationship.

Abstracts Session 3

Lindsay W. Huddleston II, Capella University, "Mindfulness-Based Stress Reduction for Vulnerable Populations".

The purpose of this research study is to prove that Mindfulness based-cognitive therapy can reduce anxiety and increase performance for vulnerable population of high school basketball players. Eastern High School in Lansing, Michigan has had several years of decline in its sports program. However, there has been a recent resurgence in its basketball program this season. The research will include the boy's freshman, girl's junior varsity, boy's junior varsity, girls varsity and boys varsity basketball teams. The school is now using the services of Sport Psychology Solutions (SPS), a nonprofit organization that provides sport psychology consulting services to vulnerable populations. Lindsay Huddleston is the founder and sport psychology consultant for SPS. The methods used would be survey results; individual game statistics along with team win and lost records. The main focus of the research will be on the use of the mindfulness based SPS 12 Rules of Flow, that promote the principles of Mindfulness-Based Cognitive Therapy (MBCT). The research will be based on the Niroga Institute 2010 study (Ramados & Rose, 2010). The proposed analyses will be both quantitative and qualitative results of a pre, midpoint and final surveys using numerical rating systems (1-5) and short written summaries based on their use of the 12 Rules of Flow during the 10-week study. Results include significant increase in student-athlete self-evaluation, self-regulation and all five teams winning percentage. Conclusions Produce evidence that vulnerable populations of student-athletes can decrease their anxiety and increase their sport performance when having access to consistent mindfulness based cognitive therapy sessions in a positive environment. The use of these expected findings will lead to a new critical skill acquisition for student-athletes use for their player and professional development and Eastern High Schools return to athletic dominance.

Irene Muir & Krista J. Munroe-Chandler, University of Windsor, “Where, When and How Young Female Dancers' Image”

In the dance domain, imagery has been employed as a means to set goals, improve confidence, and prepare for performance (Fish et al., 2004). Despite these benefits, researchers have overlooked the use of imagery with young dancers. Given imagery use has shown to vary by age and gender among young athletes (Munroe-Chandler et al., 2007), we cannot assume young dancers' use of imagery is identical to their adult counterparts. Therefore, the present study sought to qualitatively investigate where and when young dancers are imaging. Four focus group discussions were conducted with 23 female dancers (Mage = 10.43, SD = 2.19) from various styles and levels. Results from a thematic analysis revealed that the location of dancers' images were similar to those identified in both the adult dance and children's sport domain (i.e., in dance settings, at home, and at school). However, several categories relating to the timing of dancers' images were specific to young female dancers. That is, dancers noted using imagery when experiencing difficulties with a movement or step and when feeling fatigued. Imagery was also used during dancers' free time to initiate the development of dance routines. Moreover, how dancers image emerged from the analysis and provides practical implications for dancers and dance instructors.

Chelsi Scott & Tony Amorose, Illinois State University, “Examining the Relationship between Basic Psychological Needs and Mental Toughness Transfer in Mentally Tough Athletes”

Mental toughness is a psychological skill encompassing an individual's ability to overcome adversity while achieving high levels of performance and functioning. Sport is one domain where individuals use and develop mental toughness, however, mental toughness can be considered a life skill and advantageous in other domains. Guided by the self-determination theory, research suggests that mental toughness is enhanced when an individual's psychological needs of autonomy, competence and relatedness are met. Similarly, it has been suggested that life skills are more likely to be developed and transferred from sport if the three psychological needs are met. The purpose of this study was to examine if and how collegiate student athletes transfer mental toughness as a life skill. Specifically, for athletes self-reporting as mentally tough, does the satisfaction of autonomy, competence and relatedness predict the transfer of mental toughness as a life skill. Three hundred and seven collegiate athletes completed a series of questionnaires to assess their mental toughness, basic needs satisfaction, autonomous and controlled self-motivations, and beliefs about their ability to transfer mental toughness to other domains. A preliminary multiple regression analysis found that, for mentally tough

athletes, the satisfaction of autonomy significantly predicted mental toughness transfer. Competence and relatedness did not significantly predict transfer. The findings suggest that satisfying the basic psychological need of autonomy in sport aids in mental toughness transfer in other domains and should be promoted by coaches and significant others in the lives of collegiate student-athletes.

Abstracts Session 4

Justin DiSanti, Caroline Lisee, Chris Kuenze, David Bell, Michael Shingles, & Karl Erickson, Michigan State University, "Perceptions of Rehabilitation and Return to Sport Among High School Athletes with ACL Reconstruction: A Qualitative Research Study"

Background: Adolescent athletes struggle to return to sport (RTS) following ACL reconstruction (ACLR) for a number of physical and psychosocial reasons. The ability to incorporate contextual evidence obtained directly from patients with the growing body of quantitative rehabilitation research may aid clinicians in taking an evidence-based approach to rehabilitation and return to sports within the adolescent population.

Objectives: To assess perceived barriers to RTS as well as positive and negative factors influencing recovery among high school athletes with recent history of ACLR. **Methods:** Ten high school-aged individuals (6 female, 4 male; age = 16.8 ± 1.1 years, time since surgery = 5.5 ± 1.4 mo.) who underwent ACLR and had not RTS were enrolled. Participants completed a semi-structured interview focused on attitudes related to RTS, perceived physical or psychosocial barriers to PA and RTS, and rehabilitation characteristics that may facilitate or hinder RTS. Thematic coding was conducted to analyze this data, creating a hierarchy of themes and associated practical considerations. **Results:** Participants reported psychosocial barriers to RTS with greater consistency than physical barriers. Consistently reported barriers included the feeling that sport-based activities were now associated with injury, a persistent sense of uncertainty regarding full recovery, and that social comparison to others with ACLR by parents or coaches was hindering their ability to make progress in rehabilitation. **Conclusions:** Early identification of athletes at risk for persistent psychosocial barriers such as fear of re-injury and uncertainty regarding full recovery, and establishment of peer mentoring groups to facilitate psychosocial support throughout the rehabilitation process may be key components of a gradual and patient-centered approach to improving mental and physical readiness for RTS.

Kieran Hawksley & Krista J. Munroe-Chandler, University of Windsor, “Psychological Skills Training for Injured Workers: A Valuable Avenue for Rehabilitation?”

Workplace injuries and lost-time claims are a costly issue for North Americans. The present study aims to explore the use of psychological skills training (PST) on rehabilitation for injured workers. PST aims to develop techniques and strategies in order to enhance mental skills that facilitate performance. PST has been shown to have beneficial effects on the rehabilitation of injured athletes through regulating negative emotions and enhancing self-efficacy, thereby increasing efficiency in rehabilitation. Given the benefits with athletes, it is possible that PST could be a means for enhancing the speed of recovery for injured workers. Qualitative semi-structured interviews will be conducted with injured workers (n=10) and physical therapists (n=10) to investigate their current use and perceived effectiveness of a PST program for individuals who have been placed on leave due to injury. Individuals (18 years of age or older) who are employed full time and have been recently placed off work due to a lower back injury and their respective physiotherapists will be recruited from local rehabilitation clinics to partake in one-on-one interviews. The information collected in these interviews will allow researchers to understand what psychological skills are beneficial and should be targeted in the field of occupational rehabilitation. Future researchers could then develop a PST intervention aimed at improving the recovery of injured workers.

Francesca Principe, University of Minnesota, Twin Cities, “Psychological Predictors of Return to Play Readiness and Outcomes Among Injured Intercollegiate Athletes”

Research shows that several psychological factors such as reinjury anxiety, rehabilitation confidence, and motivation to return significantly influence return to play readiness and outcomes among athletes with orthopedic injuries (Ardern, Webster, Taylor, & Feller, 2011). One measure of readiness for return to play following orthopedic injuries, the Return to Sport Survey (RSS; Wiese-Bjornstal, Arendt, Russell, & Agel, 2013), assesses multiple psychological factors and is designed to be predictive of return to play outcomes. Pilot work using the RSS showed significant differences in motivation, confidence, and reinjury anxiety at four months post-surgery that distinguished between athletes who did and did not return at nine-months post-surgery (Russell, 2014). The purpose of this proposed study is to examine whether psychological factors measured by the RSS predict perceptions of return success and reinjury status among injured athlete populations returning to sport during the season following surgery and rehabilitation. Following institutional review board approval, athletes will be recruited via athletic trainer referrals from member schools of the Minnesota Intercollegiate Athletic Conference (MIAC). The RSS will be distributed electronically pre-season via

Qualtrics to injured fall and winter sport athletes sustaining orthopedic injuries during the previous season, who are now cleared to return to their intercollegiate sport for the upcoming season. At the end of the current season, return to play outcomes including perceptions of return success and reinjury status will be assessed via online surveys and interviews. Multiple regression analyses will be used to predict return to play outcomes based on RSS psychological factors. Findings are expected to show that lower scores on RSS confidence and motivation and higher scores on reinjury anxiety will predict lower perceptions of return success and more reinjuries. The results will inform practitioners about psychological constructs associated with more successful returns to sport, benefitting healthier returns and longer careers.

Abstracts Session 5

John Baier & Steve Amireault, Purdue University, "Preferences for Exercise Intensity Among Older Adults: A Validation Study"

Purpose: The Preference for and Tolerance of the Intensity of Exercise Questionnaire (PRETIE-Q) can be used to assess preference for physical activity (PA) intensity. However, validity evidence for its use among older adults is limited. The purpose of the study is to provide validity evidence for the use of the PRETIE-Q within older adults. **Methods:** Adults aged ≥ 60 years [$n = 77$, mean age = 75.94 years (SD) = 6.77], without severe cognitive impairment, were recruited from a fitness center, a retirement home, and a community center in Indiana. Participants completed a survey including the PRETIE-Q [scores ranging from 1 (low intensity) to 5 (high intensity); $\alpha = .80$] and a 1-item categorical scale with possible answers of high, moderate, low, or no preference for PA intensity. **Results and Findings:** Two individuals reported a preference for high intensity, and four reported having no preference on the categorical scale. An intensity preference group score was created: preference for moderate-to-vigorous intensity ($n = 43$) and for low intensity ($n = 28$). ANCOVA, adjusted for recruitment site, age, and gender, revealed that the PRETIE-Q score was higher for those who reported a preference for moderate-to-vigorous intensity PA (mean = 2.43) than the PRETIE-Q score of those who reported a preference for low intensity PA (mean = 1.91; Cohen's $d = 0.65$; 95% CI [0.16, 1.14], $p = .01$). The intensity preference group score was associated with moderate-to-vigorous intensity PA ($r = .37$, $p = .002$); however, the PRETIE-Q score was not ($r = .13$, $p = 0.28$). **Conclusion:** This study provides some validity evidence for use of the PRETIE-Q to assess PA intensity preferences in older adults. **Application:** The PRETIE-Q may be used to assess preference for low or high PA intensity and match program PA intensity to older adults' preference.

Sisi Chen, Michigan State University, “The Study of Physical Exercise on Life-Satisfaction in Junior Middle School Students from the Cities of Qianjiang, Macau and Taipei”

Purpose: The goal of this study was to examine the relationship between Physical Exercise and Life-satisfaction in adolescents in Qianjiang, Macau and Taipei and to examine the gender differences related to Life-satisfaction in these three places. Methods: One thousand two junior middle school students from 7 schools participated in this survey: 355 students from Qianjiang, 322 students from Macau and 325 students from Taipei. The students completed questionnaires containing items related to personal background, Physical Exercise and different dimensions of students' Life-satisfaction. The scores for Physical Exercise and for Life-satisfaction and its sub-domains were calculated. The data were analyzed using SPSS 22.0. Descriptive analysis, one-way ANOVA, t-test and correlation were used to process the data. Results: The proportion of students participating in little or no Physical Exercise was high (more than half) in the three locations. There was a significant relationship between Physical Exercise and Life-satisfaction among students from Macau and Taipei ($p < .05$). No significant association was found between gender and Life-satisfaction ($p > .05$). In Macau, Physical Exercise influenced both Friendship-satisfaction ($p = .06$) and Self-satisfaction ($p < .01$), whereas Physical Exercise was found to affect Self-satisfaction ($p < .01$), School-satisfaction ($p < .01$) and Friendship-satisfaction ($p = .03$) in Taipei. There was a significant association between Life-satisfaction and regional diversity ($p < .01$). Conclusion: In both Macau and Taipei, responses related to the Life-satisfaction of adolescents were significantly influenced by the adolescents' amount of Physical Exercise. The more Physical Exercise they engaged in, the higher the level of Life-satisfaction they obtained. Adolescents' Life-satisfaction between Qianjiang, Macau and Taipei was significant. However, the reasons for the effects of regional differences on students require further study. More emphasis should be placed on physical exercise so that adolescents can have time to take part in physical exercise.

Abstracts Session 6

Carly Block & Robin Vealey, Miami University, “An Examination of Self-Talk and Perfectionism in Collegiate Athletes”

Self-talk is one of the most used and effective mental training skills in sport. It has been found to have an effect on one's athletic performance. Perfectionism is a

personality trait that athletes may or may not possess and can have a strong impact their sport performance. The purpose of this study is to examine how perfectionism influences the self-talk of athletes. Additionally, a second purpose is to examine athletes' perceptions of positive, negative, and neutral self-talk, in terms of how these forms of self-talk influence their performance. The participant sample will be 200 female and male student-athletes who compete in various club and NCAA Division I level sports at a Midwestern university. The participants will complete an online survey that includes the Sport Multidimensional Perfection Scale-2, a self-talk survey, and demographics. In this study, we hypothesized that adaptive forms of perfectionism, such as personal standards and organization, are positively related to the frequency of positive self-talk and negatively related to the frequency of negative self-talk. Opposite to that, we also hypothesized that maladaptive forms of perfectionism such as concern over mistakes, perceived parental pressure, perceived coach pressure, and doubts about actions, are negatively related to the frequency of positive self-talk and positively related to the frequency of negative self-talk. Due to the limited research on the connection between self-talk and perfectionism and without understanding the antecedents of self-talk and how it affects athletes' thought patterns, it is difficult for sport psychologists to use self-talk as a mental tool to help performance.

Morgan Eckenrod, Rebecca Zakrajsek, Matthew Jones, Monna Arvinen-Barrow, & Damien Clement, University of Tennessee, "SPCs Experiences with Support Staff in NCAA Division I Athletic Departments"

It has been argued that sport psychology consultants (SPCs) are important support staff to include in National Collegiate Athletic Association (NCAA) Division I (DI) athletic departments (Bemiller & Wrisberg, 2011). That is because SPC services are designed to assist athletes in dealing with pressure (Beilock & Carr, 2011), enhance confidence (Myers, Payment, & Feltz, 2004), manage anxiety and emotions (Lazarus, 2000; Mamasis & Dognanis, 2004), and improve focus (Orlick & Partington, 1988). McGuire and Scogin (2013) assert that the greatest impact on athlete development occurs when SPCs work with and through all members of the athletic department support staff. An important component of this approach is gaining the buy-in of support staff members as they are in a position to encourage athletes to utilize SPC services. The purpose of this study is to interview full-time SPCs in NCAA DI athletic departments about how they collaborate with support staff (e.g., athletic trainers, strength and conditioning coaches). Nine SPCs have agreed to participate in the current study and six SPCs have been interviewed. Consensual Qualitative Research (CQR; Hill, 2012) procedures were adopted for this study and will be used to construct domains (i.e., themes),

categories (i.e., sub-themes), and core ideas (i.e., raw data). An important component of CQR is adopting an inductive approach to analysis. In addition, researchers identify and monitor assumptions, biases, and values throughout the research process in order to faithfully represent participants' descriptions of their experiences. While data collection is not yet complete, SPCs who have participated in the interview have emphasized the importance of building effective relationships with support staff members. SPCs have also emphasized the necessity of role clarity within the athletic department. It is anticipated that this research will help sport psychology professionals advocate for the role of full-time SPCs in NCAA DI athletic departments.

Matthew Jones, Rebecca Zakrajsek, Morgan Eckenrod, University of Tennessee, "NCAA Student Athletes' Perceptions of Sport Psychology and Counseling Services"

Approximately 28.3% of National Collegiate Athletic Association (NCAA) Division I (DI) Football Bowl Championship Series athletic departments have been identified as having sport psychology services available to athletes, which included a focus on performance enhancement and/or mental health (Hayden, Kornspan, Bruback, Parent, & Rogers, 2013). And, NCAA athletic departments may choose to hire separate professionals (sport psychology consultant and licensed mental health provider) or one professional to provide these services. While athletic administrators reported a preference to hire one professional to address both performance enhancement and mental health (Connole, Shannon, Watson, Wrisberg, Etzel, & Schimmel, 2013), researchers have yet to qualitatively explore perceptions and experiences of these services as separate or combined. The purpose of this two-stage qualitative investigation is to better understand NCAA student-athletes' perceptions of sport psychology services in athletic departments. The first stage—and the focus of this presentation—will explore student-athletes' perceptions in athletic departments where both a sport psychology consultant (SPC) and licensed mental health provider are employed to provide separate services. The second stage will explore athletes' perceptions in athletic departments where a licensed provider is employed to provide both performance enhancement and mental health services. For the first stage, approximately 12 NCAA student-athletes will participate in a semi-structured interview asking them about their perceptions of performance enhancement and mental health services within athletic departments. Consensual Qualitative Research (CQR; Hill, 2012) procedures will be employed. CQR is predominately constructivist with some post-positivist aspects and therefore data analysis includes a team of researchers who come to consensus on emerging domains (i.e., themes), clustering categories (i.e., sub-themes) within each domain, and construct illustrative core ideas (i.e., raw data) for each category. This research will assist sport psychology professionals in their efforts to advocate for sport psychology services in NCAA athletic departments.

Poster Presentations

Listed alphabetically by first author

Jacob Chamberlain, Miami University.

The Relationship Between High School Athletes' Perceptions of Their Team Motivational Climate to Their Athletic Identity and Academic Endeavors.

Alicia Deogracias & Lindsey Blom, Ball State University.

Adolescent Females' Experiences of Mood & Body Image in Different Sport Contexts.

Rayme Ehle & David J. Hancock, Indiana University.

Sport officials' perceptions of group cohesion: Preliminary results.

Karynn Glover & E. Whitney G. Moore, Wayne State University.

Exploring direct and indirect effects of motivational climate among university students in a group fitness setting.

Jordan Goffena, George Mason University.

Development and testing of a juggling assessment: An exploratory pilot study.

Derek J. Hevel, et al. , Illinois State University.

Selling Exercise: Effects of message framing and stage of change on physical activity motivation.

Mykal Menswell & Scott Barnicle , West Virginia University.

Athletic Identity and the Transition from Division 1 Football: From Athlete to Adult.

Erin E. Snapp, Jeffery J. Martin, Leah K. Ketcherson, Wayne State University. Effectiveness of a 10-Week Movement Skill Intervention in 4 to 13-Year-Old Children with Developmental Disabilities.

Dillan Schroeter & David J. Hancock, Indiana University Kokomo.

Investigating the effects of high school sport injuries on college students' physical activity levels.

Valarie Smith & E. Whitney G. Moore, Wayne State University.

Gender differences in college students' perceptions of motivational class climates, ownership, enjoyment, and empowerment in exercise.

Mariah Sullivan & Anna Farello, Ball State University.

The Other Side of Positive Youth Development: Creating Modules to Develop Cultural Competence in Coaches Working with Youth of Low Socioeconomic Status.

Students' Recommendations for Oxford

Mc Guffey Hall

Location of conference, Friday

210 E. Spring St.
Oxford, OH 45056

Armstrong Student Center

Location of conference, Saturday

550 E Spring Street
Oxford, OH 45056

Left Field Tavern

Friday night dinner

12 W Park Pl
Oxford, OH 45056

O'Pub

Graduate Bar

10 W Park Pl
Oxford, OH 45056

Bagel & Deli Shop

119 E High St
Oxford, OH 45056

Mac & Joe's

The best burger place in Oxford

21 E High St.
Oxford, OH 45056

Cafe Lux

Enjoy \$2 off!

550 E Spring Street
Oxford, OH 45056

Graeter's Ice Cream

29 W High St
Oxford, OH 45056

Oxford Doughnut Shoppe

The best doughnuts in the world

120 S Locust St
Oxford, OH 45056

Kofenya Coffee Shop

38 W High St
Oxford, OH 45056

Skipper's Pub & Top Deck

121 E High St
Oxford, OH 45056

Steinkeller

15 E High St
Oxford, OH 45056

Acknowledgements

Hello all,

The 2018 MSEPS Conference Committee would like to thank all of you for attending, whether you were 5 hours or 5 minutes away. We are completely blown away by the strength and support of the sport and exercise psychology community in the Midwest. It is an honor to be hosting all of you here at Miami University.

We would like to extend our thanks to all of our presenters, both verbal and those who displayed a poster. There would be no MSEPS Conference without individuals in the field doing meaningful work, and we thank you again for coming and wish you the best of luck with your future endeavors.

We would also like to give special thanks to our panelists on both the applied panel (Kathleen Mellano, Brendan Danker, Dr. Barbara Walker, and Dr. Scott Barnicle) and the research panel (Dr. Robert Weinberg, Dr. Rebecca Zakrajsek, Dr. Lindsey Blom, and Dr. Karl Erickson). Thank you for sharing your wisdom and advice with us, and for taking the time to make the journey.

A big thank you to our sponsors and donors as well, as without their generosity this conference would look very different. Without their help, we would not have been able to host the conference that we truly wanted to host.

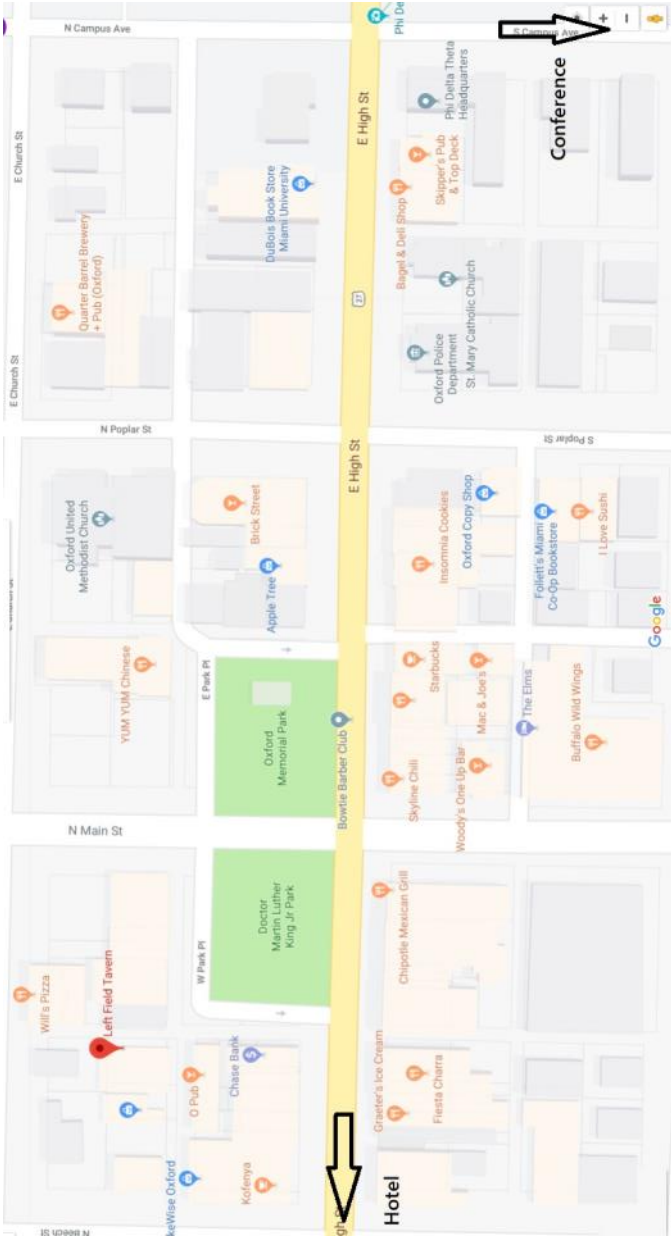
Finally, we would like to thank the students, faculty, and staff of Miami University for their hard work in putting this conference together. Thank you to the staff of McGuffey Hall and Armstrong Student Center for setting up the conference site and organizing breakfast and lunch. Thank you to the Department of Kinesiology and Health for all the help and support. Thank you to Dr. Weinberg and Dr. Vealey for helping supervise and coordinate the conference committee, and for donating their books. Thank you to our student volunteers, who have graciously taken the time out of their day to assist with the millions of tasks that needed to be done, and who are truly representing the spirit of Miami University.
Love and Honor.

We hope you enjoy your time in Oxford. See you in 2019!

Amelia Alexander
Carly Block
Robin Cooley
Cassidy Moore

Emma Nilsson
Tori Reed
Megan Rhoton

Map Uptown





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